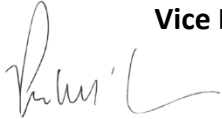| College	The College of Liberal Arts and Sciences
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School of Historical, Philosophical and Religious Studies

Arizona State University

Guidelines and Criteria for Tenure and Promotion

Religious Studies Faculty

The School of Historical, Philosophical and Religious Studies

Arizona State University

[Note: the sections here are intended to replace Section X.B. and Section X.C. (pages 12-13) in the Religious Studies Policies and Procedures Document]. This revised version was approved unanimously at the October 17, 2024 Religious Studies faculty meeting.

I.   **Introduction**

According to ASU's charter, "ASU is a comprehensive public research university, measured not by whom it excludes, but by whom it includes and how they succeed; advancing research and discovery of public value; and assuming fundamental responsibility for the economic, social, cultural and overall health of the communities it serves."

ASU values disciplinary, interdisciplinary and transdisciplinary research, creative work and scholarship that demonstrates impact and excellence with respect to scholarly expertise, meets the needs of 21st century learners, and/or is in relation to a range of local and global issues and challenges.

II.   **Faculty of Religious Studies**

The Religious Studies faculty seeks to produce and disseminate scholarly and creative work on religion as it intertwines with human knowledge, cultural traditions, societal practices and political contexts. Our faculty study religious communities, traditions, worldviews and

praxes across time and place. They position their work in relation to contextualized understandings of the concept and category of religion from a wide range of disciplinary training and expertise, including -- but not limited to – sociology, history, anthropology, political science, biblical studies, ethics and area studies. Additionally, it is common for scholars in Religious Studies to work at the boundaries of traditional disciplines. Such work as can be found in and beyond areas of inquiry such as Gender Studies, Queer Studies, Film and Media Studies, Environmental Humanities, Diaspora Studies, and Africana Studies is regarded as equally part of the field of Religious Studies as that which emerges from the traditional disciplinary methods.

Religious Studies has both undergraduate and graduate programs, including two BA concentrations ("Religion, Politics and Global Affairs," and "Religion, Culture, and Public Life"), which are offered in both online and immersion (i.e., on-ground) modalities. Religious Studies also offers immersion MA and PhD programs. In all programs, we value deep engagement with historical and contemporary texts, as well as other sources of cultural knowledge, including art, digital and print media, performance and ethnographic observation, with a goal of fostering deeper understandings and analyses of these sources and practices.

III.   Tenure and Promotion to Associate Professor

In accordance with ASU's policy on tenure [ACD 506-04], tenure is awarded on the basis of "excellence and the promise of continued excellence." A candidate should demonstrate excellence comprehensively in research, teaching and service with respect to the Religious Studies faculty's mission and objectives, as well as those of the School, College and University. Religious Studies values the production of traditional markers of scholarly excellence, such as peer-reviewed monographs and journal articles, as well as communally-engaged and public-facing work. The faculty of Religious Studies expects candidates for promotion and tenure to meet the following criteria in the areas of research, teaching and service.

A.   Research and Scholarship

For tenure and promotion to associate professor in the faculty of Religious Studies in the School of Historical, Philosophical and Religious Studies, successful candidates should

have a record of scholarly work that is appropriate to the candidate's discipline or sub-field of specialization. Candidates should demonstrate excellence through both qualitative and quantitative dimensions of their work.

The field of Religious Studies is composed of a wide variety of disciplines and disciplinary training. For this reason, consideration will be given to the standards that apply with respect to the candidate's discipline and/or primary sub-field(s) to which their work contributes. Candidates' research should indicate a coherent research agenda as evidenced by the development of work that addresses questions or issues pertinent to Religious Studies, as described in Section II ("Faculty of Religious Studies") above. While scholarly work in Religious Studies can take a variety of forms (described below in greater detail), it is incumbent upon the candidate to articulate how their work meets both the qualitative and quantitative criteria outlined below.

1.   **Quantitative Criteria**

Religious Studies faculty are expected to contribute to the broader field of Religious Studies, though this contribution can also be understood as contributing to one of the many subfields within the academic study of religion. There can be different practices for how Religious Studies scholars publish their work, and candidates should indicate which of the two following options they will follow:

a.   **Monograph + Articles and/or Creative Activities Route**

By the time the candidate is being considered for tenure and promotion, they should typically have one peer-reviewed scholarly monograph with an academic press recognized in the candidate's field or discipline, as well as three peer-reviewed article- or chapter-length publications (e.g., peer-reviewed journal article, book chapter, substantive review essay, or equivalent refereed publication). While the subject matter of the monograph will often derive from the candidate's dissertation or doctoral research, it is expected that at least one of the candidate's other publications should indicate a research trajectory that builds upon or goes beyond the dissertation in terms of geography, topic, method, sources, chronology and/or analytical framing. The criterion of having a research

agenda that extends beyond the dissertation can also be met by having a contract for a second monograph, though such a contract is not required for tenure and promotion and candidates are not advised to include an incomplete monograph manuscript as one of their four works of scholarship included within their file. Candidates may include substantial public-facing and/or community-engaged projects in place of one non-monograph publication if they choose this track (details of which are provided below).

b.   Articles/Book Chapters and/or Creative Activities Route

By the end of the probationary period, a successful candidate who selects the article/book chapter route will typically have produced eight or more refereed article- or chapter-length publications (e.g., a peer-reviewed journal article, book chapter, review essay, or an equivalent refereed publication). Candidates in this track must demonstrate that their scholarly record builds upon and goes beyond their dissertation in terms of geography, topic, method, sources, chronology and/or analytical framing. Candidates who pursue the article/book chapter route will typically have a record in which half of the candidate's publications are single-authored peer-reviewed journal articles and/or book chapters. Candidates may include substantial public-facing and/or community-engaged projects in place of one non-monograph publication if they choose this track (details of which are provided below).

For candidates in either track, manuscripts may count as publications when they are in production. Here, "in production" means that the manuscript has been peer-reviewed, with final revisions submitted to the editor or press. Candidates should provide documentation directly from the press or editor for any work that is in production and that they wish to count towards their tenure and promotion application.

The quantitative markers for either track should be understood as indicating general rates of scholarly production across the candidate's appointment at the rank of assistant professor. The quantity of scholarship alone is not a guarantee

of tenure and promotion to associate professor. Rather, the quantitative markers should be understood as being in service of qualitative criteria.

2. **Qualitative Criteria**

In all tenure and promotion cases, the quality of the scholarship is as important as the quantity. The quality of scholarly work may be measured by assessing the type of publication, the reputation of the publication venues, the significance and/or reach of the scholarly contribution through others' engagement with the work, published reviews of a book, and/or the stature of the work as measured by external recognition such as by the reception of competitive grants or awards, the invitation to deliver lectures at universities, or invitations to deliver keynote addresses at conferences. As is typically the case within Humanities fields and disciplines, there is no standard or uniformly recognized ranking system for journals in Religious Studies. Candidates may indicate the excellence of a journal with respect to its published acceptance rate, relation to an academic society, or centrality to the field or a subfield of Religious Studies or other related field or discipline.

The definitions of the terms "excellence" and "quality" are, of course, discipline-, field- and/or subfield- specific. External reviewers' evaluations of the quality of a candidate's scholarship or creative activity are weighed heavily in the tenure and promotion process.

Types of scholarship carrying the most weight for tenure and promotion include peer-reviewed (note: items listed are not rank ordered):

- scholarly monographs/books

- articles in journals

- articles in special/theme issues of a journal

- book chapters

- editing or co-editing a book

- critical editions of primary texts

- translations with a scholarly introduction of important works of literature, intellectual documents, historical or contemporary ethnographic material or scholarship

There are other forms of academic contributions that are valued, but carry less weight than the above items. These can include textbooks, encyclopedia entries, interviews, community presentations, op-eds and magazine publications, and other media appearances. These count favorably towards a candidate's record and scholarly profile, but are not required for promotion and tenure.

Citations are not frequently used as a metric of the impact or quality of a work in Religious Studies. Citation rates can vary widely from someone who publishes, for example, quantitative social scientific research and someone who might primarily publish in history academic journals. Low citation rates should not count against a candidate seeking tenure and promotion, though above average citation rates may be used as evidence of impact within a field or sub-field.

Grants and fellowships are not required for promotion to associate professor, though the pursuit of external funding is strongly encouraged. Receiving grants or fellowships can be used as evidence of excellence and impact within a field or subfield. Grants can be pursued individually or collectively. For collective grants, the candidate should articulate the significant contribution they made to the grant application and project.

a.   **Community-Engaged and Public-Facing Work**

The Religious Studies faculty also values community-engaged and public-facing activities in relation to the study of religion, culture, history, politics and/or public life. No candidate is required to have such projects in order to be promoted with tenure. It is incumbent upon the candidate to articulate the

scholarly contributions that they have made to such projects, and to indicate the relation between these projects and their overall research program. If candidates for promotion are using one such project in place of a peer-reviewed publication, then that project should demonstrate a comparable effort to the production of an article-length publication.

These projects may include:

- Individual and/or collective scholarship that is intended for audiences beyond the academy, and undertaken for public and/or community interest (e.g., policy briefs, land use documents, expert witness appearances, etc.)
- Time- or site-specific projects (e.g., public exhibitions, development of interpretive material, and/or preservation or cultural heritage documentation)
- Digital projects[1] (e.g., web apps, databases, data or special visualizations, podcasts, films, websites, etc.)

3. **Types of authorship**

Collaboration: In addition to recognizing the importance of independent work, Religious Studies also values collaborative work. Religious Studies acknowledges that co-authoring or multi-authoring is more common in some disciplines than in others. In relation to the criteria above, a peer-reviewed, co-authored article or chapter is counted towards the criteria for tenure in the same way that a peer-reviewed, single-authored article or chapter is counted. However, while collaboration and co-authorship are valued, the candidate should demonstrate a clear program of research and at least some of the candidate's scholarship or creative activity should be single-authored.

Co-authorship ranking: Academic fields and subfields can have varying practices with respect to the order in which authors are listed. It is incumbent upon the candidate to explain what the author order means as well as the nature of their personal contribution to any co-authored publication—preferably by adding

explanatory information to the CV. Candidates should also clearly indicate whether or when a co-author is a current or former student.

4. **Guidelines for Assessing Research, Publications, and Projects**

While double-blind peer-reviewed publications are essential standards by which candidates for tenure and promotion are assessed, Religious Studies also recognizes that scholarship, knowledge, expertise and contributions to scholarly fields, national or international publics, and/or particular communities can take a variety of forms.

Double-blind peer-reviewed publications at academic presses or scholarly journals are significant scholarly achievements. In most cases, book chapters that are included in scholarly edited books published by university or other academic presses should be regarded as equivalent to an academic journal article.

For digital projects (e.g., databases, web apps, digital archives, maps, resource collections, teaching resources, podcasts, games, immersive environments, etc.) Religious Studies follows the recommendations put forward in the American Academy of Religion's Guidelines for Evaluating Digital Scholarship.[2]

The principles in assessing such projects include: attending to the digital environment in and for which it was developed, designed, and/or published; whenever possible, being evaluated by scholars with appropriate expertise in digital scholarship, with a clear indication of the contribution of the candidate in the project. Grants or external funding that support these projects would also be counted as evidence of their scholarly and/or public merit. Such projects are considered published when they are made publicly accessible. For the purposes of promotion, projects that are not made publicly accessible do not count as having been published.

Religious Studies faculty might also contribute to public knowledge about religion and/or co-produce work with community or other partners outside of colleges and

universities. This work could result in products such as white papers, community-informed research projects (e.g., land-use studies or historical property surveys), digital or analog archives and exhibitions. These projects should be assessed as publications, provided that the results are vetted and reviewed by scholars, community partners and/or project stakeholders.

It is incumbent upon the candidate seeking promotion to articulate their contributions to the project and to contextualize the project's contributions with respect to the study of religion and/or the communities the project is intended to serve.

B. Teaching

The candidate for tenure and promotion to associate professor must demonstrate excellence and the promise of continued excellence in the area of teaching. Evidence must be provided through multiple indicators.

1.   Required indicators:

a)   a record of teaching and developing a range of courses at different levels (lower division, upper division, or graduate) appropriate to program needs;

b)   at least two peer or supervisory reviews of teaching (and teaching materials) with details about the candidate's strengths as a teacher of undergraduate and/or graduate students;

c)   a record of effective mentoring of undergraduate and/or graduate students. In Religious Studies, assistant professors can mentor students in a variety of ways (e.g., serving on dissertation/thesis committees, supervising master's students, serving on undergraduate honors committees, directing applied projects or independent studies). Assistant professors in Religious Studies typically are asked not to chair dissertation committees unless in the role of co-chair.

d) an overall pattern of scores on the summary of student evaluations that indicates effective teaching, taking into account the context and circumstances in which the teaching occurs (e.g., new course preps, new modality for the course, a

substantially revised syllabus, etc.). Scores will be evaluated relative to comparative data within the unit. The Religious Studies faculty considers these data to be one form of evidence which is required by ABOR. These data should be considered in relation to other evidence of teaching effectiveness that the candidate may provide, as described in points a, b, c above.

2. Excellence in teaching may also be evidenced by any of the following indicators:

a) teaching or mentoring awards;

b) scholarship with a focus on pedagogy;

c) evidence of student success related to the candidate's teaching or mentoring (e.g., through successful mentoring of graduate students who complete their degrees, supervising honors theses, participation on thesis committees, independent study supervision, or other types of regular interaction);

d) new courses, seminars, and/or workshops developed and offered according to program needs;

e) existing courses redesigned;

f) papers co-authored with students;

g) projects completed with student collaborators;

h) workshops offered on pedagogy, assessment or curriculum development;

i) grant-funded inquiry about pedagogical practice.

High quality teaching is essential to tenure and promotion. Unsatisfactory teaching would provide grounds for a negative recommendation for tenure and promotion. That said, a record that demonstrates excellence and promise of continued excellence in teaching in the absence of significant accomplishments in research is not an adequate basis for tenure and promotion.

C. Service

Professional service, based on one's academic expertise, is that which is provided to the profession; to the university, college, or department; or to the local, state, national, or international community. All faculty members are expected to engage in service activities, but only a modest amount of institutional service is expected during the probationary period for tenure-eligible faculty.

Service to the university for untenured assistant professors is required but is normally limited to serving on committees within the school. Other university service commitments, including inter- and multi-disciplinary service assignments (e.g., in other academic units or programs) are valued but not expected or required.

Service to the profession is recognized but not expected or required and should be commensurate with junior standing. Examples of such service include participation as a journal manuscript reviewer, a conference proposal reviewer, an organizer of a colloquium/ session/ conference, or serving on a committee for a professional organization.

Professional or administrative service for the unit, the College, the University or the profession should be weighed into any decision regarding tenure, but such work in the absence of significant accomplishments in both scholarship and teaching are not an adequate basis for tenure and promotion.

IV.   Promotion from Associate Professor to Full Professor

According to ASU policy [ACD 506-05], promotion to full professor must be based on an overall record of excellence in the performance of responsibilities, including continued excellence in scholarship and/or creative activities, teaching, and service since the promotion to associate professor with evidence of contributions at a level beyond that reflected in the promotion decision to associate professor.

There is no standard or typical time at which this promotion consideration occurs. Tenured associate professors may be candidates for promotion at any time after the award of tenure. Promotion to full professor is neither necessary nor inevitable as a result of years of service. Regardless of the period between promotions, the standard which is applied is always the same.

A. Scholarship or Creative Activity

1. Quantitative Criteria:

The candidate for promotion to full professor is expected to have a record of ongoing scholarship or creative activity since tenure and promotion to associate professor. The candidate may choose one of two options:

a) **Monograph + Articles Route**

A successful candidate who selects the monograph route for promotion to full professor will typically have published at least one refereed scholarly monograph (beyond the scholarship counted for the previous promotion) with a major press recognized in the subfield, along with three additional single- or co-authored refereed publications—e.g., a peer-reviewed journal article, book chapter, review essay, or a publication deemed equivalent in the subfield. Candidates who pursue the monograph route will typically have a record that includes evidence of scholarly leadership in a majority of the publications if those publications are co- or multi-authored. This can be shown through two or more single-authored peer-reviewed publications since the previous promotion, or through clear demonstration of leadership within collaborative publications and projects.

Scholarship or creative activity that is in print or published during or after the year that a faculty member is awarded tenure and promotion may be counted towards promotion to full professor so long as it was not also counted toward the previous promotion. Candidates may include a substantial public-facing and/or community-

engaged project in place of one non-monograph publication if they choose this track (details of which are provided below).

b) Articles/Book Chapters Route

A successful candidate who selects the article/book chapter route for promotion to full professor will typically have produced eight or more refereed article- or chapter-length publications (e.g., a peer-reviewed journal article, book chapter, review essay, or an equivalent refereed publication) since the date of the previous promotion. Candidates can include substantial public-facing and/or community-engaged projects in place of a non-monograph publication if they choose this track (details of which are provided below). Candidates who pursue the article/book chapter route will typically have a record that includes evidence of scholarly leadership in a majority of the publications. Candidates can typically show this by having a publication record in which half of the candidate's publications are single-authored peer-reviewed publications since the previous promotion, or through clear demonstration of leadership within collaborative publications and projects. Scholarship or creative activity that is in print or published during or after the year that a faculty member is awarded tenure and promotion may be counted towards promotion to full professor so long as it was not also counted toward the previous promotion. Candidates can include substantial public-facing and/or community-engaged projects in place of one non-monograph publication if they choose this track (details of which are provided below).

For candidates in either track, manuscripts may count as publications when they are in production. This means that the manuscript has been peer-reviewed, with final revisions submitted to the editor or press. Candidates should provide documentation directly from the press or editor for any work that is in production and that they wish to count towards their tenure and promotion application.

The quantitative markers for either track should be understood as indicating general rates of scholarly production across the candidate's appointment at the rank of associate professor. The quantity of scholarship alone is not a guarantee of tenure

and promotion to full professor. Rather, the quantitative markers should be understood as being in service of qualitative criteria.

2. **Qualitative Criteria**:

A successful candidate for promotion to full professor will have increased the national or international visibility of their scholarship or creative activity since the previous promotion. The quality and increased visibility of a candidate for full professor may be evidenced by any of the following indicators:

- the scholarship or creative activity of the successful candidate for promotion to full professor should be judged as highly original and creative by the external referees and at least some of the work should be considered leading contributions to the relevant field or subfield;

- invitations to give plenary talks, keynote addresses, or public readings of creative work;

- participating in colloquia/symposia at national/ international conferences;

- invitations to lead initiatives, professional development opportunities, or workshops for professional organizations;

- editing a book series;

- contributing to public initiatives associated with a candidate's research.

For promotion to full professor, the quality of the scholarship or creative activity is as important as the quantity. Quality may be measured by assessing the type of publication, the reputation of the publication venues, the significance and/or reach of the scholarly contribution, the stature of the work as measured by external recognition such as by the award of competitive grants, awards, and published reviews (e.g., of the author's book or monograph).

The definitions of the terms "excellence" and "quality" are, of course, discipline-, field- and/or subfield-specific. External reviewers' evaluations of the quality of a candidate's scholarship or creative activity are weighed heavily in the tenure and promotion process.

Types of scholarship or creative activity (print or electronic, as author, co-author, translator, or co-translator) carrying the most weight include peer-reviewed or refereed:

- scholarly monographs/books

- articles in journals

- articles in special/theme issues of a journal

- scholarly book chapters

- Edited or co-edited books
- critical editions of primary texts

- translations of important works of literature, intellectual documents, or scholarship

There are other forms of academic contributions that are valued, but carry less weight than the above items. These can include textbooks, encyclopedia entries, book reviews, review essays, interviews, op-eds and magazine publications, and other media appearances. These count favorably towards a candidate's record of scholarly work, but are not required for promotion.

Citations are not frequently used as a metric of the impact or quality of a work in Religious Studies. Citation rates can vary widely from someone who publishes, for example, quantitative social scientific research and someone who might primarily publish in history academic journals. Low citation rates should not count against a candidate seeking promotion, though above average citation rates may be used as evidence of impact within a field or sub-field.

a. **Community-Engaged and Public-Facing Work**

The Religious Studies faculty also values community-engaged and public-facing activities in relation to the study of religion, culture, politics and public life. No candidate is required to have such projects in order to be promoted with tenure. It is incumbent upon the candidate to articulate the scholarly contributions that they have made to such projects, and to indicate the relation between these projects and their overall research program. If candidates for promotion are using one such project in place of a peer-reviewed publication, then that project should demonstrate a comparable effort to the production of an article-length publication.

These projects can include:

- Individual and/or collective scholarship that is intended for audiences beyond the academy, and undertaken for public and/or community interest (e.g., policy briefs, land use documents, etc.)
- Time- or site-specific projects (e.g., public exhibitions, development of interpretive material, and/or preservation or cultural heritage documentation)
- Digital projects[1] (e.g., web apps, databases, data or special visualizations, podcasts, films, websites, etc.)

V. **Types of authorship**

Collaboration: In addition to recognizing the value of independent work, Religious Studies also recognizes the value of collaborative work. Religious Studies also recognizes that co-authoring or multi-authoring is more common in some disciplines than in others. In most instances, a peer-reviewed co-authored article or chapter is counted towards the criteria for tenure in the same way that a peer-reviewed single-authored article or chapter is counted.

Candidates should clearly identify their effort and contributions to co- or multi-authored publications on their CV. While collaboration and co-authorship are valued, the candidate should demonstrate a clear program of research and typically at least half of the candidate's scholarship or creative activity should be single-authored.

Co-authorship ranking: Academic fields and subfields can have varying practices with respect to the order in which authors are listed. It is incumbent upon the candidate to explain what the author order means as well as the nature of their personal contribution to any co-authored publication—preferably by adding explanatory information to the CV or by submitting a memo to the School Director with this information. Candidates should also clearly indicate whether/when a co-author is a current or former student.

The guidelines for "Types of Authorship" and the "Guidelines for Assessing Research Publications and Projects," as described above in Section 1.a.3. and Section 1.a.4. apply to candidates for full professor.

B. Teaching

The candidate for promotion to full professor is expected to have demonstrated excellence and the promise of continued excellence in the area of teaching. In addition to meeting the minimum criteria, the candidate is expected to have demonstrated excellence at a level or to a degree greater than what was expected for the previous promotion (e.g., by participating in curriculum development, delivering curriculum in innovative ways, increased mentoring of students).

Evidence must be provided through multiple indicators.

1. Required Indicators:

    a)   a record of teaching and developing a range of courses at different levels (lower division, upper division, or graduate) appropriate to program needs;

b)   at least two peer or supervisory reviews of teaching (and teaching materials) with details about the candidate's strengths as a teacher of undergraduate and/or graduate students;

c)   a record of effective mentoring of undergraduate and/or graduate students to completion. In Religious Studies, mentoring happens in a variety of ways (e.g., serving on or chairing dissertation or thesis committees – including those in other academic institutions or units, supervising masters or undergraduate honors committees, directing applied projects or independent studies).

d)   an overall pattern of scores on the summary of student evaluations that indicates effective teaching, taking into account the context and circumstances in which the teaching occurs (e.g., new course preps, new modality for the course, a substantially revised syllabus, etc.). Scores will be evaluated relative to comparative data within the unit. The Religious Studies faculty considers these data to be one form of evidence which is required by ABOR. These data should be considered in relation to other evidence of teaching effectiveness that the candidate may provide, as described in points a, b, c above.

2.   Excellence in teaching and/or the promise of continued excellence in teaching may also be evidenced by any of the following indicators:

a)   teaching or mentoring awards;

b)   scholarship with a focus on pedagogy;

c)   evidence of student success related to the candidate's teaching or mentoring (e.g., through successful mentoring of graduate students who complete their degrees, participation on thesis committees, independent study supervision, or other types of regular interaction);

d)   new courses, seminars, and/or workshops developed and offered according to program needs;

e)   existing courses redesigned;

f)   papers co-authored with students;

g)   projects completed with student collaborators;

h)   workshops offered on pedagogy, assessment or curriculum development;

i)   grant-funded inquiry about pedagogical practice.

High quality teaching beyond what is expected for promotion and tenure is required for promotion to full. Unsatisfactory classroom teaching would provide grounds for a negative recommendation for promotion to full. That said, a record that demonstrates excellence and promise of continued excellence in teaching in the absence of significant accomplishments in scholarship or creative activity is not an adequate basis for promotion to full.

C. Service

Professional service, based on one's academic expertise, is that provided to the profession; to the university, college, or department; or to the local, state, national, or international community. All faculty members are expected to engage in service activities, and the candidate for promotion to full professor will have taken on a substantial amount of service to their institution, their profession, or to their field:

1. Significant Service to the institution

    a)   leadership or significant participation in committee work at any level of the institution (school, college, university); or

    b)   sustained commitment to a university or college or school initiative.

2. Significant Service to the Profession

    a)   leadership or significant participation in editorial board work for a journal and/or publisher; or

    b)   leadership or significant participation in committee work for a national organization appropriate to the subfield, or other such professional service.

3. Significant Service to local, state, national, or international community

    a)   leadership or significant participation in committees or initiatives that benefit from the candidate's academic expertise; or

    b)   sustained commitment to a community-based initiative.

For promotion to full professor, the candidate will typically have taken on a visible leadership role at the institution, in a professional organization, or in the field or subfield. However, while professional/ administrative leadership and service activities are weighed into all decisions regarding promotion to full professor, such activities in the absence of significant accomplishments in scholarship or creative activity and a record of excellence in teaching are not an adequate basis for promotion to full professor.

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[1] Cite MLA and AAR documents on this

[2] https://rsn.aarweb.org/articles/draft-aar-guidelines-evaluating-digital-scholarship

[3] Following the MLA Statement on Electronic Publication, electronically published peer-reviewed journal articles, monographs, and long-form scholarship are considered viable and credible modes of scholarly publication. For the purposes of tenure and promotion, scholarly publications whether in electronic or print format should be evaluated according to the same criteria.

[4] Cite MLA and AAR documents on this

[5] https://rsn.aarweb.org/articles/draft-aar-guidelines-evaluating-digital-scholarship