Guidelines for Tenure
Department of Humanities, Social Sciences, and Communication
Lawrence Technological University
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The tenure and promotion process in HSSC is designed to provide a comprehensive, balanced, and discipline-specific assessment of a faculty member's accomplishments and prospects for future success in teaching, scholarship, and service. This process recognizes that individual faculty members are experts in their own disciplines and that these disciplines have different professional standards for scholarly output, student engagement in research, and pedagogical innovation.

Candidates' tenure portfolios must demonstrate that the candidate meets the following standards for tenure and promotion as appropriate when compared with faculty in similar disciplines at institutions with similar missions, resources, and faculty responsibilities:

- **Teaching:** The faculty member has developed, designed, and taught a range of courses, supported departmental teaching at the undergraduate and, if applicable, graduate levels, and demonstrated commitment to student engagement and success.
- **Scholarship:** The faculty member has established an independent, rigorous program of research which produces high-quality scholarship that is visible to and recognized by the faculty member's broader professional community.
- **Service:** The faculty member has demonstrated the potential and desire to contribute to service initiatives across the department, college, university, and their professional field.

Teaching

Teaching is fundamental to the department's mission and culture. High-quality instruction enhances the University's reputation, attracts and retains talented students, and prepares graduates to contribute meaningfully to society. Every faculty member is responsible for creating an inclusive classroom environment and building positive, constructive relationships with students.

Continuous improvement and growth in teaching should be demonstrated throughout the tenure-track period. The department takes a holistic approach to evaluating teaching and pedagogy. Tenure candidates may demonstrate their effectiveness through:

- Student evaluations and letters of support
- Peer observation and assessment
- Curriculum development
- Pedagogical innovation
- Supervising student research
- Mentoring co-curricular organizations
- Scholarship on teaching and learning

A candidate's teaching will be rated "satisfactory" if they receive at least 3 ratings of "satisfactory" on their annual evaluations from the department chair during their tenure probationary period and evince, through their portfolio documentation, a consistent level of quality or steady improvement in their teaching activities. A candidate's teaching effectiveness will be rated "exemplary" if they receive at least 3 ratings of "exceptional" on their annual evaluations from the department chair during their tenure probationary period.

Scholarship

To be eligible for tenure, faculty in HSSC must demonstrate a sustained body of scholarly activity, which will normally include significant peer-reviewed or creative work. Research is assessed by a tenure committee reflecting the department's academic diversity. In tenure portfolios, candidates are responsible for evidencing the standards and publication forms appropriate to their field, including independent assessments from external reviewers.

Threshold satisfactory and exemplary standards are expressed in this table:

Evaluation	Total Points (at LTU)	Min Points Cat A, B, C, D
Satisfactory	≥ 6	≥ 5
Exemplary	≥ 9	≥ 7

These "satisfactory" and "exemplary" point values assume standard teaching and service loads as outlined in the LTU Faculty Handbook, and may be adjusted in accordance with greater or lesser non-research obligations.

This system is designed to recognize the varieties of scholarship appropriate to diverse Humanities, Social Science, and Communication fields. These lists are not exhaustive; each candidate must demonstrate to their tenure committee how an activity fits within a point category. Given the interdisciplinary nature of the department, there is no single journal ranking system that applies across all fields. For example, if a journal is peer-reviewed but does not possess a SCOPUS ranking, the candidate may assign and justify a point category based on a different journal- or citations-ranking standard, the affirmation of external reviewers, or anecdotal evidence of the journal's significance in their field such as editorial board composition, acceptance rates, or influence on practice. Tenure-qualifying scholarship must be published while a candidate is affiliated with LTU.

Category A (5 points)
- Publication of a single-author book, published by a university, academic, or reputable trade press (e.g. Category A of the [SENSE](#) ranking). Textbooks or introductory surveys do not qualify
- Primary author publication in a peer-reviewed journal of exceptional scientific prestige (e.g. a top 100 journals in the [SCIMAGO/SCOPUS](#) ranking)
- Co-authoring as a non-primary author of a work that would otherwise qualify as Category A will be worth 2.5 points
- Principal investigator (PI) in a very competitive (success rate <15%) Research Grant from a national, highly prestigious external funding source

Category B (3 points)
- Primary author publication in a prestigious peer-reviewed journal (e.g., a journal with a Q1 SCOPUS ranking or in the top 25% of journals within the scholar's discipline[s])."
- Any work equivalent to a publication in a journal with a Q1 SCOPUS ranking, including:
  - Publication of a chapter article in a peer-reviewed edited collection published by a university, academic, or reputable trade press
- Co-authoring as a non-primary author of a work that would otherwise qualify as Category A

will be worth 1.5 points
- PI in a research grant from an external funding source
- Co- PI in a very competitive (success rate <15%) Research Grant from a national, highly prestigious external funding source

Category C (2 points)
- Primary author publication in a highly reputable peer-reviewed journal (e.g., a journal with a Q2 SCOPUS ranking or in the top 50% of journals within the scholar's discipline[s]).
- Any work equivalent to a publication in a journal with a Q2 SCOPUS ranking, including:
  - Publication of an invited chapter article in a collection published by a university, academic, or reputable trade press
  - Editing a collection of essays or a critical edition
  - Serving as head editor for an academic journal
  - Publication of refereed or invited creative works
  - Author or co-authoring a textbook or introductory survey
- Co-authoring as a non-primary author of a work that would otherwise qualify as Category C will be worth 1 point

Category D (1 points)
- Primary author publication in a peer-reviewed journal (e.g., a Q3-Q4 SCOPUS ranking or recognized within the scholar's discipline[s]).
- Any work equivalent to a publication in a journal with a Q3 or Q4 SCOPUS ranking, including:
  - Publication in the proceedings of a national or international conference
- Co-authoring as a non-primary author of a work that would otherwise qualify as Category D will be worth .5 points.
- Recipient of an LTU Seed Grant award
- Lead author / PI of a major grant application (e.g. $\geq$$10,000, externally sourced, IRB sanctioned, collaborators from other departments or universities, and / or multiple stages of review.)

Category E (0.5 points)
- Presentations at conferences
- Lead conference organizer
- Invited presentations
- Reviews or review essays (unless it appears in a journal dedicated to reviews with a SCOPUS ranking, in which case the category will be determined by that ranking)
- Non-peer-reviewed articles
- Co-authoring as a non-primary author of a work that would otherwise qualify as Category E will be worth .25 points
- Lead author / PI of a minor grant application
- Co-PI of a major grant application
- Community-engaged scholarship activities such as:
  - Public policy documents
  - Community meetings
  - Archival projects
  - Professionally-oriented commentary via media outlets

Service

Faculty service is essential to the department's administrative functioning and institutional autonomy. Promotion and tenure decisions are influenced by a faculty member's service to the department, college, university, and broader professional community. Service, however, is secondary to the requirements of research and teaching, and should be limited during the tenure-track period to a level appropriate of faculty members at institutions with comparable missions and resources. Tenure candidates' service record should demonstrate the capacity and potential to undertake leadership roles at departmental, college, and university levels in the future. Service activities include:

- Student advising and mentoring
- Faculty meetings, in-service and commencement days
- Faculty governance bodies
- Ad hoc committees
- Recruitment events
- Professional development activities

A candidate's service will be rated "satisfactory" if they receive at least 3 ratings of "satisfactory" on their annual evaluations from the department chair during their tenure probationary period and evince, through their portfolio documentation, a consistent level of quality or steady improvement in their service activities. A candidate's service will be rated "exemplary" if they receive at least 3 ratings of exceptional on their annual evaluations from the department chair during their tenure probationary period.