

**Procedures and Criteria for Evaluation of Faculty Achievements:**

**Retention**

**Promotion**

**Tenure**

**Post-tenure Review**

**Annual Activity Reports**

**Department of History  
College of Liberal Arts  
Northeastern State University**

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The criteria for retention, tenure, promotion, and post-tenure review at Northeastern State University are contained in the 2017 Faculty Handbook Appendix C, which is reproduced below. These criteria apply to faculty members in the Department of History, *with additional discipline-specific guidelines provided in the footnotes and appendix that follow.*

## **APPENDIX C**

### **THE PROFESSIONAL PORTFOLIO TENURE AND PROMOTION REVIEW**

Objective evaluation of the quality and significance of teaching, service and scholarly achievement in each scholarly area is the cornerstones of NSU's Retention, Tenure & Promotion (RTP) process. Reliability and regular communication/clarification of the RTP process will continue to ensure its validity. In order to ensure consistency, all mentors and reviewers of faculty RTP processes will engage in annual familiarization sessions of the process and how it is interpreted within Colleges and the Institution.

Professional portfolios make up the candidate-developed portion of the retention, tenure, and promotion (RTP) file. Faculty members scheduled for evaluation shall prepare a portfolio as described below. Verification of evidence in portfolios by RTP reviewers may occur at any level of the review process. If RTP reviewers find a discrepancy in the portfolio, this will be documented in the recommendation. Portfolios may be submitted on CD, DVD, or other portable media.

The professional portfolio for tenure and promotion review will be submitted electronically and contain materials equivalent to the contents of a two-inch binder. The portfolio table of contents should contain the following:

- A. Current curriculum vitae (Faculty Curriculum Vitae should be updated every year).
- B. A comprehensive reflective narrative: a three- to five-page narrative that synthesizes and interconnects the candidate's achievements in the three reviewed areas of Teaching, Scholarly Activity and Service. The narrative unites all sections of the portfolio and ties achievements to NSU's mission, vision, and values. It should also provide an opportunity to reflect on professional growth and/or areas needing improvement.
- C. Evidence supporting progress in meeting tenure and promotion as stated below (RUSO 3.3.3; Faculty Handbook 3.3.3a):
  - 1. Effective Classroom Teaching
  - 2. Scholarly or Creative Achievement (Boyer's Areas of Scholarship - Discovery, Integration, Application & Teaching)
  - 3. Contributions to the Institution and Profession (Service to the Institution, Profession and/or the community)
  - 4. Performance of Non-teaching Semi-administrative or Administrative Duties (if applicable)
- D. All applicable relevant letters of evaluation (mentor, chair, dean and provost).

Documentation shall be limited to the period under review, which includes the years since the candidate was hired in a tenure-track or tenured position at NSU. If the candidate was hired with any number of years credited toward tenure or promotion, documentation should be included from those years as well. Additional supporting material, stored separately within the college, may be made available by the candidate for review.

Evidence shall consist of representative samples of the candidate's best work, not an exhaustive compilation of materials. Documentation within each of the portfolio sections shall focus on the quality and significance of the activity, using an appropriate combination of narrative and illustrative materials. It shall focus on documenting the activities of the individual faculty in Teaching, Scholarship, and Professional/University Service rather than on documenting the results of a project or a program. Similarly, in documenting collaborative work, faculty shall focus on their personal role and contribution to the collaborative process and outcomes. Candidates are encouraged to highlight activities which are integrative and collaborative and which serve NSU's mission, vision, and values.

Any material deemed by the faculty member as relevant to the evaluation or review may be included in the file within the limits of the two-inch binder's capacity. Material not fitting the binder will be housed separately in the college for review by those participating in the review process.

**A. Current curriculum vitae** (Faculty Curriculum Vitae should be updated every year).

**B. A comprehensive reflective narrative**

A three- to five-page narrative that synthesizes and interconnects the candidate's achievements in the three reviewed areas of Teaching, Scholarly Activity and Service. The narrative unites all sections of the portfolio and ties achievements to NSU's mission, vision, and values. It should also provide an opportunity to reflect on professional growth and/or areas needing improvement.

**C. Evidence of Supporting Progress in Meeting Tenure and Promotion**

To meet the criteria set forth by the Oklahoma Board of Regents as stated in the Faculty Handbook in section 3.361, all evaluation for tenure and/or promotion shall address whether each candidate has achieved excellence in:

1. Effective Classroom Teaching
2. Scholarly or Creative Achievement (Boyer's Areas of Scholarship - Discovery, Integration, Application & Teaching)
3. Contributions to the Institution and Profession (Service to the Institution, Profession and/or the community)
4. Performance of Non-teaching Semi-administrative or Administrative Duties (if applicable)

Each professorial rank, including the granting of tenure, has different standards regarding performance in the three areas of evaluation; teaching, scholarship and service. These standards will likely vary across disciplines. As a faculty member progresses successfully through the ranks, the standards increase significantly, both quantitatively and qualitatively, at each decision point. The standards for promotion to Associate Professor and those for the granting of tenure are essentially identical. Promotion to Full Professor is reserved for those who have demonstrated comprehensive or specific excellence in teaching, scholarship and service. NSU's aspirations are that each program and or department will identify standards for each rank and have those standards successfully vetted at the Chair, Dean and Provost levels. Until that goal is realized, the

current department/college standards, with the addition of the standards increasing significantly, both quantitatively and qualitatively at each decision point, shall apply.

Northeastern State University is committed to the advancement of knowledge through Teaching, Scholarship, and Service that supports the academy and the community. The primary focus, however, is teaching, as stated in Strategic Plan Goal 1. “Provide a quality curricular and co-curricular education in a flexible student-centered environment.”

The following list of activities is meant to provide examples of the kinds of evidence in the areas of Teaching, Scholarship, Contribution to the Institution and Profession, and Non-Teaching Duties that may be considered for inclusion in a professional file. The list is not meant to be exhaustive and examples may rise to the level of what constitutes scholarship. There may be other evidence, worthy of inclusion, which is not mentioned on the list. Also, the evidence on the list should not be interpreted as requirements, but as examples of the kinds of evidence candidates, mentor, chairs and deans should consider when evaluating a candidate’s performance.

### **1. Effective Classroom Teaching**

Teaching includes all work that is intended to advance learning within an engaging, civil environment. The assessment of teaching should be evaluated as objectively as possible and take into account quantitative indicators such as contact hours, number of preparations, number of students, number of advisees, student evaluation ratings, peer/observer ratings, etc. However, the primary evidence of effective teaching should come from the assessment of learning outcomes/learning gains exhibited by students.

Evidence of expected learning outcomes achieved by students and/or other outcomes achieved during the review period may be demonstrated through the following non-exclusive list of sample activities:

#### **Range of Activities**

Communication of knowledge and the development of appropriate skills and attitudes are the primary objectives of all faculty members. With the exception of i., the following list is not meant to be required of all faculty, but to indicate the possible activities that faculty members may use to achieve these objectives.

1. Effective presentations, whether in lecture, laboratory, studio, or other venues.
2. “Active learning” pedagogy, such as use of active-learning techniques and tools to enhance student learning including, but not limited to, collaborative learning, problem-based learning, and student polling; integration of service learning and other community-based learning into courses; direction of laboratory-based student research, supervision of internships and co-op experiences; study-abroad activities.
3. Engaged teaching, course- or curriculum-related teaching/learning activities that involve students with the community in mutually beneficial ways. This includes, but is not

limited to, service learning and other community-based learning experiences, internships and co-op experiences, and involvement in community-based research or other special projects.

4. Alternative delivery, such as team teaching or co-teaching; development and/or implementation of online courses; off-campus teaching; flexible scheduling and delivery models.

5. Academic advising and mentoring, such as helping students plan their academic programs; presenting options for a career in the discipline or selection of a graduate or professional school; advising discipline-related student clubs or associations; sharing professional experience and expertise on an individual basis.

6. Involvement in special academic programs, such as development and/or implementation of special retention programs/efforts; participation in first-year programs and/or learning communities; development of courses for programs offered using alternative or innovative delivery models.

7. Other (as appropriate to the discipline, department, or college).<sup>1</sup>

Documentary evidence of effective teaching and learning outcomes may include but is not limited to:

1. Honors courses designed, taught, and evaluated.
2. New courses introduced and evaluated.
3. New courses designed, team-taught, and evaluated.
4. On-line or ITV courses created, modified, and evaluated for impact on student learning.
5. Seminars created and directed.
6. Workshops created and directed.
7. Webinars created and directed.
8. Student projects directed that are not part of normal teaching duties.
  - a. Theses.
  - b. Written and oral examination committees.
  - c. Student service learning opportunities.
  - d. Student clubs supervised.
  - e. Student research mentoring/sponsorship.
9. Best practices reflecting contemporary methodologies.
10. Student course evaluations (summary sheet only), assessment data, analysis, self-reflection, and modification of courses based upon those.
11. Peer evaluations incorporated into course improvement/modification.

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<sup>1</sup> Application of the Scholarship of Teaching and Learning History (e.g. historical thinking activities).

12. Chair evaluations incorporated into course improvement/modification.
13. Original materials employed to create an innovative learning environment.
14. Program and course assessment instruments created and utilized.
15. Evidence of effective advising.
16. Program curriculum modifications supported by data and research regarding best practices.

## **2. Scholarly or Creative Achievement (Boyer's Areas of Scholarship - Discovery, Integration, Application & Teaching)**

Objective evaluation of the quality and significance of scholarly achievement in Boyer's Areas of Scholarship is critical to NSU's RTP process.

### **Clarifications:**

1. NSU is a Masters extensive regional university. Therefore, the quantity and types of scholarship produced by NSU will, by definition be commensurate with its Carnegie class designation.
2. Time in rank alone is not considered acceptable for retention, tenure or promotion. Documentable activities must accompany any portfolio for retention, promotion and tenure.
3. NSU has adopted the Boyer Model of Scholarship: Boyer, E. (1990). *Scholarship Reconsidered: Priorities of the Professorate*, The Carnegie Foundation for the Advancement of Teaching & Glassick, C., Huber, M & Maeroff, G. (1997). *Scholarship Assessed: Evaluation of the Professoriate*, Jossey-Bass. While this model is now over 20 years old, the basic tenets still hold for NSU. The Boyer Model was adopted in order to provide additional flexibility and allow a wider range of faculty talents to flourish. This means that:
  - i. All scholarship may be divided among the four Boyer model components: Discovery, Teaching, Integration and Application.
  - ii. The Boyer Model maintains that the process of any of the above types of scholarly activity almost always includes: Clear goals; Adequate preparation; Appropriate methods; Significant results; Effective presentation; and, Reflective critique.
4. Colleges will vary in proportion of scholarship types utilized for evaluation.
5. Teaching, advising and service are a necessary and expected baseline part of a faculty member's job and, unless they fulfill the tenets of the Boyer Model, do not necessarily count as Scholarship.

### **Clarifications regarding NSU and the Boyer Model:**

1. Faculty are not required to demonstrate scholarship in all four Boyer Categories. A faculty member may use only one category. They may also find themselves using more than one category depending on the nature of their scholarly activities
2. Scholarship, especially among certain disciplines is difficult to review.

3. A publication, while clearly a recognized form of scholarship, is certainly not the only means of demonstrating scholarly productivity. The Boyer Model is meant to allow for far greater flexibility in the demonstration of scholarship.<sup>2</sup>

For purposes of this Retention, Tenure, and Promotion Policy (RTP), scholarship shall be construed to encompass all scholarly work that furthers the educational goals of students, faculty, academic units, the university as a whole, and the community. This definition allows for a greater recognition of diverse faculty activities. All faculty members have a responsibility to their students, their disciplines, the community, and the university to strive for excellence in intellectual, ethical, aesthetic, and creative achievement. Such achievement in at least one of the four scholarship areas identified in the Boyer Model (i.e., Teaching, Discovery, Integration, and Application) is an indispensable qualification for retention, tenure, and promotion. Outcomes and documentation of the scholarship activities must have public notice or deliverable products. While the traditional categorization of faculty roles into the three functional areas of Teaching, Scholarship, and Professional Service serves to clarify a complex evaluation process, it is important to remember that these divisions function primarily as tools for the evaluation of faculty work.

The four Boyer's Areas of Scholarship as described below, underscore the fact that sharp distinctions between categories do not exist and that scholarly activities often emphasize collaborative and integrative relationships. It should also be emphasized that no faculty member shall be expected to commit an equal amount of time, make an equal contribution, or achieve equally in the four categories of scholarship described hereafter. In fact, most faculty demonstrate scholarship in only one and possibly two areas of the Boyer's Areas of Scholarship. Faculty are NOT required to demonstrate scholarship in all four Boyer's Areas of Scholarship. The majority of faculty actually use only one category.

#### **A. Scholarship of Teaching**

According to Boyer (1990), "As a scholarly enterprise, teaching begins with what the teacher knows. Those who teach must, above all, be well informed, and steeped in the knowledge of their fields. Teaching can be well regarded only as professors are widely read and intellectually engaged" (p. 21). Contributions to Teaching and Learning involve facilitating student learning, critical thought, and inquiry, as well as transmitting, integrating, interpreting, and extending knowledge. In addition, teaching should reveal and develop diverse perspectives, help to facilitate creativity and life-long learning, and work to integrate various principles central to the mission, vision, and values of Northeastern State University. The faculty member's contributions in Teaching and Learning may be evaluated for scholarly achievement if the criteria in this Appendix are met.

#### **B. Scholarship of Discovery**

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<sup>2</sup> Peer-reviewed scholarship, whether a conference paper, article, book, or some other form, remains the highest level of scholarly achievement and a requirement to which history faculty should aspire.

Scholarly activity in this area constitutes academic work that confronts the unknown, seeks new understandings, and/or offers a new perspective on knowledge, through both individual and collaborative work both within and across disciplines. Scholarship of discovery represents what the traditional academy had referred to as research, either through replications and extensions of existing research or through original research and according to Boyer (1990), “contributes not only to the stock of human knowledge but also to the intellectual climate of a college or university” (p. 15).

### **C. Scholarship of Application**

According to Boyer (1990), “the application of knowledge, moves toward engagement as the scholar asks, How can knowledge be responsibly applied to consequential problems? How can it be helpful to individuals as well as institutions? And further, Can social problems themselves define an agenda for scholarly investigation (p. 21)?” The diversity of internal and external needs, as well as faculty training and experience, leads to many different forms of Application. However, Application activities share all of the following characteristics:

- They contribute to the public welfare or the common good;
- They call upon faculty members' academic and/or professional expertise;
- They directly address or respond to real-world needs; and
- They support NSU's vision, mission, and values.

Faculty members who are engaged in Application use their academic training, scholarship and experience to serve the public and contribute to NSU's mission, vision, and values. Professional Application includes internal service to the discipline, department, college, and university and contributing to the shared governance system and institutional development through a variety of activities including service on committees, task forces, policy advisory bodies, and the development and management of academic programs.

Externally, Professional Application addresses the core values associated with regional stewardship, which can be found by reading material defining ‘Making Place Matter’, AASCU's initiative that has been adopted by the Oklahoma System of Higher Education Board of Regents. Activities to consider in the evaluation of Professional Application may include, but are not limited to, those listed in Appendix C. In order to be considered as a form of scholarship, both peer review and dissemination of results are expected.

### **D. Scholarship of Integration**

According Boyer (1990), “we underscore the need for scholars who give meaning to isolated facts, putting them in perspective. By integration, we mean making connections across the disciplines, placing the specialties in larger context, illuminating data in a revealing way, often educating nonspecialists, too” (p. 18). Integration is a scholarly area that gives meaning to isolated facts, putting them into perspective and into context. Connections across the disciplines to solve problems, raise questions for research and examination, and involve others from various backgrounds to create and initiate new ways of thinking all reflect this area of scholarship. Integration can also involve fitting original



research into larger intellectual patterns and work underway to lead new understandings. Key words often used to reflect the possibilities of scholarship inherent within this area include *interdisciplinary*, *integrative*, and *interpretive*.

Evidence of outcomes achieved during the review period in at least one of the four areas of the Boyer's Areas of Scholarship (Teaching, Discovery, Integration, and Application):

#### Range of Activities

There may be activities that qualify for more than one of the following categories. This list is not meant to be required of all faculty, but to indicate the broad range of scholarship and creative activity possible. Creative Activity, including performances, exhibitions, and creation of original work.

A. Scholarship of Discovery, including basic and applied research; development and application of theory.

B. Scholarship of Integration, including interdisciplinary research; new interpretations of current knowledge; integration of knowledge from diverse sources.

C. Scholarship of Application, including community-based research, technical assistance, demonstration projects, impact assessment, and policy analysis; scholarly work relating to the study or promotion of public engagement.

D. Scholarship of Teaching, including applied research regarding various pedagogies, delivery methods, student learning, and assessment practices; development and dissemination of materials for use in teaching beyond one's own classroom. All are typically designed to demonstrate enhancements in classes or curriculum.

Documentary evidence of scholarly activities may include but is not limited to:

1. Articles published in refereed journals.
2. Chapters published in scholarly books.
3. Encyclopedia entries.
4. Scholarly books written or edited.
5. Monographs published.
6. Papers presented at professional meetings.
7. Posters presented at professional meetings.
8. Sessions chaired at professional meetings.
9. Panel participation at professional meetings.
10. Papers reviewed for professional meetings.
11. Book reviews.
12. Textbooks published.
13. Study guides published.

14. Test banks published.
15. DVDs, You-tubes, and videos published.
16. Poetry published.
17. Short stories published.
18. Works of art created.
19. Music composed.
20. Public presentations of scholarship.
21. Judge of student papers and presentations.
22. Radio and television presentations.
23. Editor of or referee for peer-reviewed journals.
24. Grant proposals submitted.
25. Grants funded

### **3. Contributions to the Institution and Profession (Service to the Institution, Profession and/or the community)**

NSU's commitment to Making Place Matter and public engagement provides opportunities for new and evolving forms of the scholarship of application, including research that draws on and supports its environment.

#### Range of Activities

The range of activities listed below is not meant to be required of all faculty, but to indicate the broad range of service to which the NSU faculty can contribute.

#### A. Service to the institution

1. Governance, such as involvement in program or departmental administration; active service or leadership on committees, task forces, councils, search committees, and Faculty Council.
2. Mentoring, advising, and sharing expertise, such as conducting workshops for other faculty; organizing colloquia and seminars; mentoring new faculty; supervising student activities or student groups.
3. Development/advancement, such as participation in student recruitment; participation in fund raising; public relations and marketing of program; retention activities that strengthen a program or program enrollment.
4. Other (to be added by the college or department).

#### B. Service to the profession

1. Governance, such as taking on a leadership role in a professional association; participating in the organizing, convening, or presiding for an association meeting or function.
2. Scholarly Activity such as acting as a member of journal's editorial board or journal editor; reviewing books for publication, grant proposals for funding agency, conference submissions for possible acceptance, and articles for journal publication.

3. Sharing expertise, such as serving on an accrediting team; writing questions for licensure or certification exams; participating in a program review for a university.
4. Other (to be added by the college or department).

C. Service to the community utilizing one's professional discipline(s). (for example, but not limited to)

1. Providing service to a local, regional, or global community or governmental agency, such as the PreK-12 community, non-profit agencies, and economic development groups.
2. Facilitating or improving organizational development in the community.
3. Providing services to support or enhance economic development in the region.
4. Providing clinical services related to physical health, mental health, and wellness.
5. Providing consulting services or technical assistance.
6. Planning and/or implementing public events, such as teaching non-credit classes or workshops; providing public lectures, arts performances, art displays; participating on panels or symposia for public presentation.
7. Serving on boards, committees, commissions utilizing one's disciplinary expertise.
8. Providing public writing services, including grant proposals and grant awards for an organization or community.
9. Other (to be added by the college or department).

Documentary Evidence of Professional/University Service and outcomes achieved during the review period may include, but is not limited to, the following:

1. Creation of multidisciplinary courses and programs.
2. Regional work integrated into programmatic design.
3. Facilitation of cross-campus activities and experiences.
4. Delivery of professional expertise to colleagues across campus.
5. Service on university-wide task forces, work groups, and committees.
6. Regional development.
7. Service learning involvement.
8. Engagement in Making Place Matter activities.
9. Supervision of field activities.
10. Committee assignments. (State duties and positions held.)
11. Involvement in Faculty Council, task forces, etc. (State duties and positions held.)
12. Assessment duties (Including but not limited to program review, prioritization, strategic planning, etc.).
13. Professional organizations. (Membership, offices held, duties, etc.)
14. Community involvement. (Explain value to the community and the university.)
15. Consulting.

16. Administrative positions held.
17. Duties and time devoted to administrative duties.
18. Number of persons supervised.
19. Evidence of effective advising.
  - a. Number of advisees.
  - b. Time devoted to advising.
  - c. Media employed in advising.
  - d. Innovative advising approaches.
20. Methods employed accommodating student diversity.
21. Reports, recommendations, or other written documents generated by the activity.
22. Letters from chairs or colleagues (including external professional colleagues) with whom faculty worked.
23. Other written records that document the faculty member's quantity and quality of service.
24. Letters from community partners or those who benefited from the outreach activity.
25. Letters from external agencies or organizations attesting to the quality and value of the work.
26. Completed evaluation forms from those who participated in the activity.
27. Evidence that the work has served as a model for others.

4. Performance of Non-teaching Semi-administrative or Administrative Duties (if applicable)  
 For example, serving as Department Head or Program Coordinator.

#### Reference

Boyer, E. (1990). *Scholarship Reconsidered: Priorities of the Professorate*, The Carnegie Foundation for the Advancement of Teaching & Glassick, C., Huber, M & Maeroff, G. (1997). *Scholarship Assessed: Evaluation of the Professoriate*, Jossey-Bass.

## Appendix

Candidates for promotion and tenure are expected to meet or exceed the following performance criteria in all areas of evaluation (Teaching, Scholarship, and Service). Candidates for full professor are expected to meet the performance criteria in two areas of evaluation and exceed it in a third.

### **Evaluation of Faculty Achievements: Effective Classroom Teaching**

#### **Evaluation Period:**

**Name:**

**Date:**

**Does not meet criteria:** Lack of organization; multiple, substantiated valid student complaints; student evaluations well below those customary in department courses; little evidence of efforts to improve; does not use classroom technology; does not update course readings/textbook; inadequate commitment to the criteria for evaluation of teaching.

**Meets criteria:** Evidence of effective classroom teaching, pedagogical innovation, student advisement and mentoring, promotion of student research, and a demonstrated commitment to a range of criteria, enumerated in the criteria above, identified by the university and department as indicators of faculty teaching competence.

**Exceeds criteria:** In addition to the evidence provided as satisfactory, superior performance reflects maturity acquired in years of teaching and/or an exceptional aptitude for classroom instruction as well as an expansion of the scope and depth of commitment to the criteria, enumerated above, documenting a continuous effort to improve the quality of teaching, classroom organization, and information delivery.

#### **COMMENT AND ANALYSIS:**

## **Evaluation of Faculty Achievements: Scholarship**

**Evaluation Period:**

**Name:**

**Date:**

**Does not meet criteria:** Lacks a research agenda; unable to document research progress; evidences little effort to make research results public; demonstrates insignificant scholarly and professional growth; inadequate commitment to the criteria for evaluation of research

**Meets criteria:** Demonstrates a specific research agenda as outlined by the Boyer model; documents annual research progress; exhibits professional activity and growth; and displays commitment to excelling in the list of activities outlined in the criteria column above.

**Exceeds criteria:** In addition to displaying the traits outlined as satisfactory, superior performance requires even greater commitment to the criteria outlined above and documentation that clearly indicates scholarly attainment of an exceptional level.

**Evaluation of Faculty Achievements: Contributions to Profession, University, Community**

**Evaluation Period:**

**Name:**

**Date:**

**Does not meet criteria:** Evidences little or no professional, university, or community service; inadequate commitment to the criteria for evaluation of service to the profession and the university community.

**Meets criteria:** Demonstrates a willingness to assist in forwarding the mission and goals of the department, college, and university, as well as the greater community beyond Northeastern's boundaries and displays a commitment to the objectives enumerated in the criteria listed above.

**Exceeds criteria:** In addition to displaying the traits outlined as satisfactory, superior performance requires greater service to the university and the community beyond the classroom and academic discipline. It also demands heightened commitment to the criteria outlined for service above.

**COMMENT AND ANALYSIS:**