

**SOCIAL SCIENCE DIVISION
STANDARDS FOR SCHOLARSHIP AND CREATIVE ACTIVITY**

TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

| Standards | Social Science Articulation | Evidence |
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| <p>RIGOR To reach its potential, scholarship/creative activity must be shared and tested publicly. Thus, across the University, peer review is considered the hallmark of academic rigor and the primary indicator of high quality academic and creative pursuits. Thus, the candidate must provide evidence that scholarly and/or creative activities have been subjected to the peer review process in a manner appropriate to the discipline and form of scholarship/creative activity.</p> | <p>Assistant Professors seeking tenure and promotion to associate professor should be active teacher-scholars who engage in the discipline by producing some tangible scholarly outcomes with, generally speaking, a) at least two peer-reviewed research articles (for example, these could include journal articles, book chapters or articles in an edited collection, if of sufficient scholarly depth), <i>or</i>, in some cases, b) one scholarly book. Scholarly work of comparable quality, scale, and impact taking any of the various forms described in the <i>Definitions</i> and <i>Evaluation of Scholarship</i> sections (of the Social Science Disciplinary Articulation of Scholarship document) might suffice, but an explicit argument for its comparability should be made in the portfolio and/or the supporting letters.</p> | <ul style="list-style-type: none"> • Peer-reviewed journal articles • Books (authored or edited) • Peer-reviewed substantive reports from applied research (e.g., community-based research) • Conference papers • Conference posters • Conference proceedings • Participation on conference panels • Grants received and grant proposals • Invited lectures • Book reviews • Media articles (writing for newspapers, blogs)/media interviews related to disciplinary or interdisciplinary expertise |
| <p>ENGAGEMENT The candidate must demonstrate active participation with and contribution to her/his discipline, and/or interdisciplinary activities that emphasize the candidate's disciplinary strengths. As a teacher-scholar, the candidate must demonstrate the influence of scholarship on classroom instruction/curriculum development/librarianship and/or the involvement of students in research/creative activities.</p> | | <ul style="list-style-type: none"> • Development of a scholarly agenda, ongoing participation in scholarly endeavors, and production of scholarly outcomes • Serving as a workshop leader, an invited lecturer, and/or a panelist, session organizer and/or discussant at a professional conference • Writing grant proposals • Refereeing/reviewing grant applications • Reviewing book manuscripts or journal articles • Serving on an editorial board • Serving as a resource for media outlets • Publishing op-eds • Engaging in community-based research or other forms of applied social research (e.g., as a principal investigator or consultant) • Serving as a leader in professional organizations |

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| | | <ul style="list-style-type: none"> • Attending professional conferences • Mentoring/supervising student research projects (e.g., SURE grant recipients, senior research studies) |
| <p>EVOLUTION</p> <p>Scholarly and creative activities must reflect the incorporation of current practices within the discipline and demonstrate that the candidate is developing his or her own line of scholarship since arriving at Stetson.</p> | <p>In the Social Sciences, evolution is demonstrated by the candidate's record of scholarly achievement. Thus, items used to demonstrate rigor and engagement may also be used to meet this standard, as can Faculty Activity Reports (FARs). Scholarly outcomes should reflect the incorporation of current practices into the discipline and that candidate has developed his/her own line of scholarship since arriving at Stetson.</p> | |
| <p>CONSISTENCY</p> <p>The candidate must demonstrate commitment to the discipline by providing evidence of continued participation in scholarly or creative activities. Though quality of scholarship and creative activity is more significant than quantity, candidates for tenure and promotion must demonstrate an involvement in ongoing scholarly and/or creative work and the ability to complete and communicate high quality work. Generally speaking, consistency is demonstrated by some form of scholarly contribution and/or creative expression every year.</p> | <p>In the Social Sciences, Assistant Professors should show a consistent record of scholarly work (presentation of papers or posters at regional, national or international meetings) or major scholarly achievements (receiving a significant research grant; publishing an edited collection, producing written reports of applied research, etc.). A product that grows out of an assistant professor's dissertation, such as a chapter revised and published, is acceptable as long as it has been completed at Stetson.</p> | |

PROMOTION TO PROFESSOR

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| <p>RIGOR</p> <p>To reach its potential, scholarship/creative activity must be shared and tested publicly. Thus, across the University, peer review is considered the hallmark of academic rigor and the primary indicator of high quality academic and creative pursuits. Thus, the candidate must provide evidence that scholarly and/or creative activities have been subjected to the peer review process in a manner appropriate to the discipline and form of scholarship/creative activity.</p> | <p>In the Social Sciences, Associate professors seeking tenure and promotion to professor must have a strong continuous record of successful implementation of a focused scholarly agenda in their field to meet the standards of rigor. Generally speaking, a book published after promotion to associate professor or at least four additional peer-reviewed articles or other scholarly works of comparable quality, scale, and impact since promotion to associate professor would be sufficient.</p> | <ul style="list-style-type: none"> • Peer-reviewed journal articles • Books (authored or edited) • Peer-reviewed substantive reports from applied research (e.g., community-based research) • Conference papers • Conference posters • Conference proceedings • Participation on conference panels • Grants received and grant proposals • Invited lectures • Book reviews • Media articles (writing for newspapers, blogs)/media interviews related to disciplinary or interdisciplinary expertise |
| <p>ENGAGEMENT</p> <p>The candidate must demonstrate active participation with and contribution to his/her discipline, and/or interdisciplinary activities that emphasize the candidate's disciplinary strengths. As a teacher-scholar, the candidate must demonstrate the influence of scholarship on classroom instruction/curriculum development/librarianship and/or the involvement of students in research/creative activities.</p> | <p>In the Social Sciences, the candidate must demonstrate the influence of their scholarship on classroom instruction or on the involvement of students in research and creative activities.</p> | <ul style="list-style-type: none"> • A scholarly agenda, ongoing participation in scholarly endeavors, and production of scholarly outcomes • Serving as a workshop leader, an invited lecturer, and/or a panelist, session organizer and/or discussant at a professional conference • Writing grant proposals • Refereeing/reviewing grant applications • Reviewing book manuscripts or journal articles • Serving on an editorial board • Serving as a resource for media outlets • Publishing op-eds • Engaging in community-based research or other forms of applied social research (e.g., as a principal investigator or consultant) • Serving as a leader in professional organizations • Attending professional conferences • Mentoring/supervising student research projects (e.g., SURE grant recipients, senior research studies) |

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| <p>MATURITY</p> <p>The candidate must demonstrate intellectual growth in scholarly and creative activities since tenure/promotion to Associate Professor and over time.</p> | | <p>In the Social Sciences, maturity can be demonstrated with the evidence for evolution under standards for tenure and promotion to Associate Professor and by some additional evidence (invited papers or seminars, awards, and/or leadership in professional or community organizations related to scholarly expertise in a candidate’s field. The continued intellectual growth in scholarly activity should clearly continue during the time since promotion to Associate. Maturity can also be demonstrated by invitations to serve on grant review panels, conference submission reviews and by engaging in more broad forms of scholarship, including public and private consulting. It is also demonstrated by letters of evaluation from external reviewers of scholarship as part of the promotion portfolio.</p> |
| <p>DEVELOPMENT OF EXPERTISE</p> <p>Scholarly and creative activities must have sufficient focus that demonstrates that the candidate has distinguished herself/himself by becoming an expert in some aspect(s) of her/his field and by making meaningful contributions to the field.</p> | | <p>In the Social Sciences, development of expertise is demonstrated by continued productivity involving a focused or evolving body of work that makes a meaningful contribution to the discipline and can result in solicitations for serving as a reviewer for journals or grant applications, by serving on an editorial board(s), by solicitations for TV/newspaper/telephone interviews, consulting work, invited seminars, invitations to present and/or moderate conference sessions, etc. Like maturity, development of expertise is also demonstrated by letters of evaluation from external reviewers of scholarship as part of the promotion portfolio.</p> |
| <p>RECOGNITION</p> <p>The candidate must demonstrate that her/his contributions to the discipline have been acknowledged as significant by peers/peer review and/or prestigious organizations.</p> | <p>In the Social Sciences, recognition should especially be placed in the context of the university mission and faculty teaching load.</p> | <p>Campus, local, and regional awards are significant achievements for division faculty and can demonstrate that a candidate has been recognized for making a meaningful contribution to the discipline in a manner appropriate to the university mission. Recognition may also result in invitations to speak, referee, moderate conference sessions, lead professional organizations, or make media appearances to explain one’s work. The quality of the peer reviewed journal or publisher of the book in which one’s work appears, the competitiveness of an awarded grant, the adoption rate of books, and regional, national or international awards are all factors to consider when evaluating recognition. Like maturity, recognition is also demonstrated by letters of evaluation from external reviewers of scholarship as part of the promotion portfolio.</p> |

CONSISTENCY

While it is recognized that there are often legitimate reasons for periods of inactivity with regard to scholarly or creative activities, the ability to meet other standards (e.g., maturity and development of expertise) requires consistent scholarly or creative output. Thus, significant gaps in productivity should be addressed in the narrative, and the candidate must demonstrate that she/he has a lifetime record of scholarly or creative achievement that is highly likely to continue.

In the Social Sciences, associate professors seeking promotion to professor must also have a continuous record of in-rank publications and other scholarly activities and products that contribute to the discipline to meet the standards.