

DEPARTMENT OF ENGLISH  
PROMOTION AND TENURE  
CRITERIA

Approved by Department Vote 4-14-17

The Department of English supports the overall land-grant mission of the University through the pursuit of excellence in teaching, research/creative activity, and service/outreach. This mission includes especially: 1) contributing to the discovery of knowledge through research and creative endeavors; 2) fostering outstanding undergraduate and graduate instruction, including an appreciation of diversity; and 3) enhancing the quality of life in Arizona intellectually, aesthetically, and economically.

The Department of English includes four programs – Literature (Lit); Creative Writing (CW); English Language/Linguistics (EL/L); and Rhetoric, Composition, and the Teaching of English (RCTE). The unusual comprehensive nature of the Department is a source of strength and vitality and enables opportunities for intradepartmental program work and collaborations across the three traditional areas (see below) evaluated for promotion and tenure. Department members are also encouraged to participate in interdisciplinary programs across the University. This work will be recognized and evaluated as part of the review process.

Qualifications for reappointment, tenure, and promotion in the Department of English include strong performance in the three traditional areas of (1) scholarship/creative work, (2) teaching, and (3) service/outreach to the department, college, university, profession, and community. The relative importance of each area will vary with the particular function of the individual within a specific departmental program, although the department's commitment to effective scholarship or creative work and to excellence in teaching gives these two areas special significance.

Excellent scholarship/creative work should have a demonstrable impact on the discipline to which it contributes and should provide evidence of distinguished achievement as well as a presumption of future distinction. Such research can include collaborative, integrative, and applied forms of scholarship and can involve scholarly collaborations with other faculty and universities, as well as business and community partners.

Excellent teaching is marked by the instructor's ability to engage students in the learning process and by the rigor and scope of the courses taught; effectiveness is measured by student and peer evaluations of the instructor and the courses taught.

Excellent service/outreach is expected through participation in activities within the university community, at the departmental, collegial, and university level, as well as in professional organizations and academic collaborations at university, local, national, and international levels. Outreach engages the faculty in extramural community activities that are related to their professional expertise.

The overarching criteria for granting tenure and promotion are the quality, quantity, and effectiveness of the candidate's scholarship or creative work, teaching, and service/outreach. Implicit in these criteria is the promise of continued excellence in all of these areas.

## **1. SCHOLARSHIP/CREATIVE WORK**

The candidate's quality of performance is measured not by promise but by demonstrated accomplishment. Although scholarly rigor or literary excellence and originality of conception and insight will be more relevant than the number of pages produced, a capacity to make continuing and increasingly significant contributions to the candidate's chosen discipline must be evident.

For faculty in the Department of English scholarly/creative effort may be realized in diverse combinations of intellectual activities and products. Each program may have scholarly activities or products, primary or supplementary, which are valued, but not specifically listed below. Testimony of their value to the profession will be described by internal and external reviewers. Publications in languages other than English should be treated as of equal value to publications in English, provided the language of publication is accessible to and subject to departmental/program and external review. Determination of "reputable" publishers and other "respected" venues will be made within each program. Documentation of publishers' status in marginal cases is the responsibility of the candidate and department head and review committees, augmented by input from external reviews. In every case, candidates must provide evidence of sustained and significant contributions to their professional areas as judged according to criteria that include measures of both quality and quantity.

Procedure requires that each candidate be assured fair representation for review by specialists sharing the same or similar area of expertise. For faculty who are involved in interdisciplinary scholarship, which is valued and encouraged, review must represent the full scope of the candidate's work.

**Evidence of Sustained Scholarship/Creative Work:** Primary evidence of sustained scholarship/creative work includes (but may not be limited to) publication or acceptance for publication of the following products:

- Book(s) or monograph(s) by reputable publishers.
- Scholarly contributions to rigorously refereed professional venues or creative works in respected venues, including on-line publications.
- Editing, compiling, and translation which contribute substantively to intellectual development in the field.
- Applied scholarship (e.g., textbooks, software, and web-based work) that is firmly grounded in the candidate's own contributions to theory and research in the field.
- Collaborative works in peer-reviewed publications, or other reputable venues, will be considered as primary evidence when the candidate's contributions have been judged by specialists in the field to be significant.
- *Evidence of integrative and/or applied scholarship, which can involve collaborations with other UA faculty or programs or with business and community partners, including translational research connected to community, international, or commercial activity.*

Supplementary evidence of sustained scholarship/creative work may include (but may not be limited to) the following products and activities:

- Publication of book reviews in respected venues.
- Publication of articles or other scholarly products in non-refereed venues, including on-line publications that might not be rigorously reviewed, or creative works in alternative venues.
- Publication of reference works, such as encyclopedia entries.
- Scholarly papers or readings of creative work presented at local, regional, national, and international professional meetings.
- Participation in professional colloquia and panels of a scholarly or creative nature.
- Management of or contribution to professional web sites.
- Research grant proposals submitted or funded.
- Other editing, compiling, translation, and bibliography contributions.
- Other instances of applied scholarship.
- Work in progress.

**Evidence of Significance and Quality:** Primary evidence for scholarship or creative work must include stipulation of its significance and quality by not only departmental but national and international colleagues (especially external peer reviewers from other institutions), as well as, where appropriate, collaborative or community partners.

Supplementary evidence for significance and quality of scholarship or creative work may include (but may not be limited to) the following indicators:

- Major awards, grants, and fellowships.
- Invitations to review manuscripts for publication, grant applications, and candidates for promotion at peer institutions.
- Having one's work cited, reprinted, or translated into other languages.
- Invitations to present work to scholarly or artistic communities.
- Attraction of advanced students to work under one's direction and guidance.
- Major research-based contributions to outside institutions, communities, or businesses.

**For promotion to ASSOCIATE PROFESSOR with TENURE:** The candidate's quality of performance is measured not by promise but by demonstrated accomplishment. Although scholarly rigor or literary excellence and originality of conception and insight will be more relevant than the number of pages produced, a capacity to make continuing and increasingly significant contributions to the candidate's chosen discipline and an emerging national reputation must be evident. It is expected that scholars or creative writers who are selected to provide external review will recognize the significance of a candidate's professional contributions.

Evidence for promotion may include some or all of the publications by candidates prior to their appointment in current rank, such as publications during post doctoral and visiting appointments or post MFA creative activity. All work completed while a graduate student must be marked with an asterisk (\*) in the dossier. Supplementary evidence of sustained scholarship or creativity is

taken into account, but does not replace the expectation for publication of original scholarly or creative work.

In a case where the candidate does not wish to present as the primary evidence of sustained scholarship/creative work single-authored book(s) or monograph(s) for publication, it is crucial that alternate plans are clearly described and discussed with the Head well in advance of promotion and tenure review. A candidate must present an alternate plan no later than during the 3<sup>rd</sup>-year review process. The Head, in consultation with expert(s) in the candidate's program, will determine if the stated plan represents an equivalent effort to the single-authored book(s) or monograph(s). The Head will provide timely written assessment and discuss the content with the candidate.

For scholars in LITERATURE, fulfillment of this requirement will normally mean the acceptance for publication by a reputable press of at least one single-authored major work of scholarship (such as a scholarly edition, a biography, or an annotated bibliography) that makes a significant contribution to the candidate's field. There should also be evidence of progress on a second major interpretive or scholarly project. In circumstances dictated by a candidate's particular field, a substantial and coherent body of articles in refereed journals may serve as the equivalent of a single-authored work of scholarship. Examples of primary, but not alternative, evidence of sustained scholarship are described above. Supplementary, but not alternative, evidence of sustained scholarship, and the significance and quality of scholarship are also described above.

For scholars in RHETORIC, COMPOSITION, AND THE TEACHING OF ENGLISH and in ENGLISH LANGUAGE/LINGUISTICS, fulfillment of this requirement will normally mean the acceptance for publication by a reputable press of at least one substantial work of scholarship that makes a significant contribution to the candidate's field (generally a single-authored book, a scholarly edition, a biography, or an annotated bibliography), or a significant number of single-authored articles in peer-reviewed journals, or other reputable venues, of such quantity and quality as to have made a major impact on the field. Examples of primary, but not alternative, evidence of sustained scholarship are described above. Supplementary, but not alternative, evidence of sustained scholarship, and the significance and quality of scholarship are also described above.

For CREATIVE WRITERS, fulfillment of this requirement will normally mean the acceptance for publication by reputable presses of at least two single-authored books, or their equivalent. If a candidate was hired with existing publications, evidence of continuing and vital publication is indeed expected. Examples of primary, but not alternative, evidence of sustained creative work are described above. Supplementary, but not alternative, evidence of sustained creative work, and the significance and quality of creative work are also described above.

**For promotion to FULL PROFESSOR:** The candidate will have attained a position of distinction in his or her field at this stage as attested to by letters from external reviewers, citations, and reviews. A national reputation is expected and an international reputation highly desirable. External reviewers will themselves be widely recognized as experts in the field,

nationally and internationally, and will recognize the significance of the candidate's professional contributions.

If through extensive intradepartmental program work and collaborations a faculty member's interests and expertise have diverged significantly from the program in which promotion and tenure was gained, a case may be made for the candidate to be reviewed under the alternate program's criteria. It is crucial that the faculty member discuss the possibility of review under alternate criteria with the Head well in advance of promotion review. The Head will determine if the request meets department needs. During promotion review, evidence of an established relationship with the alternate program in the areas of scholarship or creative work, teaching, and service/outreach must be presented. External reviewers will be selected from among experts in the alternate program.

Evidence of sustained and significant contributions to scholarly/creative engagement and production is expected. Requirements described are subsequent to appointment as associate professor.

For scholars in LITERATURE, fulfillment of this requirement will normally mean the acceptance for publication by a reputable press of a second single-authored major work of scholarship or a concentration of single-authored articles, in peer-reviewed journals, that reflects a coherent program of research and signals a significant contribution to the profession. Examples of primary, but not alternative, evidence of sustained scholarship are described above. Supplementary, but not alternative, evidence of sustained scholarship, and the significance and quality of scholarship are also described above.

For scholars in RHETORIC, COMPOSITION, AND THE TEACHING OF ENGLISH and in ENGLISH LANGUAGE/LINGUISTICS, fulfillment of this requirement will normally mean the acceptance for publication by a reputable press of an additional book or a further concentration of single-authored articles in peer-reviewed journals, or other reputable venues, of such quantity and quality as to have made a major impact on the field. Examples of primary, but not alternative, evidence of sustained scholarship are described above. Supplementary, but not alternative, evidence of sustained scholarship, and the significance and quality of scholarship are also described above.

For CREATIVE WRITERS, fulfillment of this requirement will normally mean the acceptance for publication by a reputable press of one additional single-authored books, or its equivalent. Examples of primary, but not alternative, evidence of sustained creative work are described above. Supplementary, but not alternative, evidence of sustained creative work, and the significance and quality of creative work are also described above.

## **2. TEACHING**

The instructional function of the University requires faculty members who can effectively communicate the content of the current body of knowledge and the latest research results in the classroom and other learning environments, through individual student contact, and through professional modes of publication.

The assessment of TEACHING effectiveness will be conducted primarily with scrutiny of formal student evaluations and classroom visits. Student survey scores should be “good” or better, and not merely “satisfactory.”

Faculty members must show effectiveness within the classroom and other learning environments in organizing and presenting material and in stimulating intellectual response. Evidence of teaching effectiveness must come from student evaluation, peer review of the teaching portfolio, quality of feedback to students on their work, recognition of advising responsibilities, and participation in faculty development activities. ***The Teaching Portfolio submitted by each candidate should include all the applicable material in the current Provost’s Guidelines for Teaching Portfolios.*** Other evidence may include, but is not limited to, grants for teaching innovations, teaching awards, selection to teach in prestigious programs, achievements by students, and in-class peer evaluation. Evidence of efforts to improve teaching effectiveness (e.g., the appropriate use of technology) should be provided. Availability to students during office hours is an expectation.

Excellence in teaching includes, but is not limited to:

- Organizing and conducting courses appropriate to the level of instruction and the nature of the subject matter.
- Bringing to the classroom, and other learning environments, the most effective pedagogical approaches.
- Engaging the students, according to their capacities, in the current discourses and debates within a field.
- Enabling students to articulate issues and solve problems on their own.
- Being available outside the classroom for further instruction and advice.
- Advising and mentoring students at all levels.

For promotion to ASSOCIATE PROFESSOR WITH TENURE, candidates must present evidence of successful teaching, including lower division, upper division, and graduate courses for programs involved at these levels. They should be engaged in educating individual students at the highest level of their discipline and, when appropriate, should be directing master’s and doctoral work.

For promotion to FULL PROFESSOR, candidates must present evidence of continued high quality teaching and mentoring. They should now be directing MA/ MFA and doctoral work (where appropriate) and be thoroughly engaged in training students at the highest level of their discipline. They should exercise leadership in curriculum development and faculty evaluation.

### **3. SERVICE/OUTREACH**

Service activities include service on departmental, college, and University committees; service to professional associations; and service on public committees where faculty disciplinary knowledge is required. As a faculty member advances through the professorial ranks service becomes increasingly important. Outreach is a form of scholarship that cuts across teaching and research/creative activity. It involves delivering, applying, and preserving knowledge for the

direct benefit of external audiences in ways that are consistent with University, College, and department missions.

Procedure requires that care must be taken not to over-commit assistant or associate professors by demanding a level of service that interferes with their development of a coherent research program and teaching skills. While women and minorities are currently underrepresented on the faculty, it is particularly important not to overburden them with service obligations.

SERVICE/OUTREACH activities include, but are not limited to:

- Serving on campus committees and teams.
- Participating in faculty governance at unit, college or university levels.
- Participating in activities of professional societies or organizations in one's discipline.
- Applying one's expertise to address local, regional, national, or international issues.
- Providing non-credit courses, extension programs, or short courses to governmental agencies and professional organizations.
- Presenting community lectures or performances.
- Technical reports to outside communities;
- Articles for popular and special interest publications;
- Online resources developed for communities, businesses, agencies, or disciplinary associations;
- Expert testimony or consultation inside or outside the University.

**For promotion to ASSOCIATE PROFESSOR with TENURE:**

An important measure of quality service/outreach is the evaluation by independent internal and external reviewers. Evidence should indicate that the candidate has begun to develop a habit of service that is found to be professionally respected and valued, and that demonstrates the ability of the candidate to find linkages between their discipline and public interests, needs, and opportunities.

Evidence of service/outreach may include, but is not limited to the following:

- Contributing to academic planning at the department level and, perhaps, at the college and university levels, by effectively carrying out committee assignments.
- Participating in local, regional, and national meetings.
- Participating in professional societies.
- Participating in peer review processes.
- Sharing professional expertise with the public through outreach avenues such as local schools, libraries, organizations, agencies, commissions, consulting assignments or panels.

**For promotion to FULL PROFESSOR:**

Candidates must have accepted much more service responsibility than that required for lower ranks. An important measure of quality is the evaluation by independent internal and external reviewers.

Evidence of service/outreach may include, but is not limited to the following:

- Leadership in faculty governance, in mentoring of junior faculty, and in establishing department and college goals, objectives, and performance standards;
- Participation in professional associations, on professional review panels, and in the review of journal articles, grants and proposals;
- Provide various forms of outreach to wider communities and organizations, such as the presentation of lectures, giving performances, and organizing events that further interest in the discipline.

To achieve a fuller understanding of criteria, process, and procedures for 3<sup>rd</sup>-year, promotion and tenure, or promotion review, candidates must also refer to the Department of English Procedures document, the College of Humanities Promotion and Tenure Procedures and Criteria documents, the annual Promotion and Tenure Process and Preparation of Dossiers memorandum from the Executive Vice President and Provost, and the University Handbook for Appointed Personnel (UHAP), Chapter 3.