



## COLLEGE OF HUMANITIES PROMOTION AND TENURE CRITERIA

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(changes in boldface italics)

**Authors:** College of Humanities Promotion and Tenure Criteria Faculty Review Committee

### GENERAL PRINCIPLES

Tenure and promotion in the College of Humanities are granted only to candidates who have demonstrated excellence in scholarship, teaching, and service/outreach in accordance with the expectations defined by the units in which they hold appointments. All tenure and promotion reviews should look at the totality of the candidate's scholarly, teaching, and service/outreach record with emphasis on current trajectory. Although reviews typically comprise the period beginning with the candidate's most recent appointment or promotion, the review should recognize that candidates come to tenure and/or promotion by following multiple paths, which may require a longer term record of achievement to be recognized during the review.

Excellent research should have a demonstrable impact on the area of study 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 is expected on various levels: within the university community, at the departmental, collegial, and university level, as well as by participation 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 are the quality, quantity, and effectiveness of the candidate's scholarship, teaching, and service/outreach. Implicit in these criteria is the promise of continued excellence in all of these areas.

### 1. SCHOLARSHIP

For faculty in the College of Humanities, which consists of departments and programs in literature, linguistics, discourse analysis, rhetoric and composition, second language acquisition and pedagogy, creative writing, religious studies, and related area studies, these university guidelines may be realized in diverse combinations of intellectual activities and products. In every case, candidates must provide evidence of sustained and significant contributions to their professional area as judged according to

criteria which include measures of both quality and quantity. More specific evidence may be required by individual component departments and programs within the College of Humanities, provided that the definition of and requirements for that evidence follow accepted criteria and are in compliance with University and College guidelines. Each candidate must be guaranteed fair representation for review by specialists sharing his or her 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.

### 1.1 EVIDENCE OF SUSTAINED SCHOLARSHIP

Primary evidence of sustained scholarship or creative work includes (but may not be limited to) publication or acceptance for publication of the following products over the duration of the candidate's time in current rank:

- 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) which is firmly grounded in the candidate's own contributions to theory and research in the field.
- ***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 or 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.

The determination of "reputable" publishers and other "respected" venues is best made within each academic specialization; documentation of publishers' status in marginal cases is the responsibility of candidates and departmental/program administrators and review committees, augmented by input from external reviews. Publications in languages other than English are of equal value to English, provided that language is accessible for and subject to departmental/ program and external review. Individual departments and programs will be the final arbiters of what may and may not be included as primary or supplementary evidence.

## 1.2 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.*

**Associate Professor:** Promotion to associate professor with tenure carries the expectation that scholars or creative writers who are selected to provide external review will recognize the significance of a candidate's professional contributions.

**Full Professor:** Promotion to professor carries the expectation that scholars or creative writers who themselves are widely recognized as experts in the field, nationally and internationally, will recognize the significance of a candidate's professional contributions.

## 1.3 EVIDENCE OF QUANTITY

Adequate quantity in scholarly or creative productivity cannot be specified exactly in measures such as number of publications or pages in print, but the following guidelines generally apply:

**Associate Professor:** Promotion to associate professor with tenure requires (1) publication or acceptance for publication by a reputable publisher of at least one major work plus evidence of additional sustained scholarly or creative contributions, or (2) publication or acceptance for publication in respected venues of a substantial number of other scholarly and/or creative products. This evidence 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.

**Full Professor:** Promotion to professor normally requires publication or acceptance for publication by a reputable publisher of at least one major work of scholarship subsequent to appointment as associate professor plus evidence of additional sustained scholarly contributions, or (2) publication or acceptance for publication in rigorously reviewed venues of a substantial number of other scholarly and/or creative products subsequent to appointment as associate professor. Again, supplementary evidence of sustained scholarship is taken into account, but does not replace the expectation for publication of original scholarly or creative work.

## 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. 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 appropriate to the unit's mission, including lower division, upper division, and graduate courses for units involved at these levels.
- Candidates should be engaged in educating individual students at the highest level of their discipline and, where appropriate, should be directing master's and doctoral work.

Faculty members must show effectiveness within the classroom and other learning environments in organizing and presenting material and in stimulating intellectual response. Evidence on teaching effectiveness must come from: student evaluation; a peer review of the teaching portfolio and of the quality of feedback to students on their work; recognition of advising responsibilities; and participation in faculty development activities. 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.

### For **Promotion to Professor:**

- Candidates must present evidence of continued high quality teaching and mentoring, in the classroom, in other learning environments and through individual student contact, as appropriate to the unit's mission. This should include lower division, upper division, and graduate courses for units involved at these levels.
- Candidates should continue to be engaged in educating individual students at the highest level of their discipline and, where appropriate, should be directing master's and doctoral work.
- Candidates should have attained a leadership role in developing unit curricula, providing evaluation of the teaching effectiveness of other faculty, and contributing to more effective unit teaching approaches.

Evidence of teaching effectiveness should continue to come from student evaluations, peer evaluations, advising, achievements by students, teaching grants and awards, successful innovation, selection to teach in prestigious programs here and elsewhere, and participation in faculty development activities. ***All of this should be documented in a Teaching Portfolio submitted by each candidate, which should include all the applicable material in the current Provost's Guidelines for Teaching Portfolios.*** Faculty are expected to improve their teaching continually by staying current with the latest developments in the discipline and with pedagogical techniques.

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

Service includes: service on departmental (or unit), college, and University committees; service to professional associations and on public committees where faculty disciplinary knowledge is required. Service becomes an increasingly important part of a faculty member's activities as he or she advances through the professorial ranks. 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 and unit missions. Service/outreach activities may include, but are not limited to:

- serving on campus committees and teams;
- actively 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.*

***In some cases, one or more of these items can be counted as "Scholarship" depending on departmental criteria and/or the candidate's field(s) of expertise. The candidate must articulate clearly the ways in which these items are part of the candidate's scholarship.***

#### **For Promotion to Associate Professor with Tenure:**

- Candidates must contribute to academic planning at the unit level and, perhaps, at the college and university levels, by effectively carrying out committee assignments.
- Candidates should participate in local, regional and national meetings, be active in professional societies, and participate in peer review processes.
- Candidates should share their professional expertise with the public through outreach avenues such as local schools, *libraries, organizations*, commissions, consulting assignments, or panels.

An important measure of quality is the evaluation by independent internal and external reviewers. Evidence of the above should be provided and should reveal that assistant professors worthy of promotion to associate professor with tenure have begun to develop a habit of service, that their judgments are professionally respected and valued, and that they have demonstrated the ability to find linkages between their discipline and public interests, needs, and opportunities.

Care must be taken, however, on the part of both the candidate and administration not to over-commit assistant professors by demanding a level of service that interferes with their development of a coherent research program and of teaching skills. While women and minorities are underrepresented on the faculty, it will be particularly important to resist the temptation to burden them with excessive service expectations.

For **Promotion to Professor:**

Candidates for full professor 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 academic unit 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;
- work with governmental and non-profit agencies that involves one's disciplinary expertise; and
- various forms of outreach *to wider communities and organizations, as in presenting* lectures, giving performances, and organizing events that build on and extend the candidate's disciplines.