

Department of English and Philosophy

Criteria for Promotion and Tenure

Effective 2022-2023

Revised 11/2018

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I. General Guidelines

- A. Timeline for Applications. During the fall semester of each year, the chairperson of the department will notify those faculty members who meet the normal eligibility requirements for promotion and/or tenure. The chairperson will give a list of those eligible to the Promotion and Tenure Committee. Since the University requires strict adherence to format and criteria, members of the committee will advise or assist faculty members in preparing their applications. This should be done during the latter half of the fall semester. It is recommended that faculty wishing to be considered make an early appointment to meet with the committee to discuss the guidelines and how they will be interpreted.
- B. Documents. Faculty members must provide the Promotion and Tenure Committee with one (1) copy of completed applications in conformity with UPRT Committee guidelines. Since materials cannot be returned, copies only should be submitted .
- C. Minimum Criteria. No one should expect automatic promotion to associate professor or professor upon completion of the minimum number of years of eligibility. Since each application for promotion to any level will be evaluated on its own merit, one should not expect promotion to be assured merely for meeting minimum performance criteria. The criteria are minimum for each area at each level, and the applicant should demonstrate performance above the minimum in at least one area.
- D. Leave. Faculty members on leave may apply for promotion and/or tenure. The individual on leave is responsible for seeing that his or her application materials are submitted by the established due dates.
- E. Exceptional Achievement. In keeping with the University's threefold mission of teaching, research, and service, the committee will usually expect some achievement in all areas in order to recommend promotion and/or tenure. However, the committee will also attempt to recognize and evaluate each applicant's unique accomplishments and will view exceptionally significant achievement in one area as counterbalancing lesser achievement in another. (In all cases, effective teaching is essential. No amount of achievement in research and/or service will be considered to compensate for inadequate teaching.) The committee will also bear in mind the different disciplines in the department and seek to provide equity to all department members. In all cases, quality of activity will be more important than its quantity.
 1. Exceptional teaching will be documented by the reception of teaching awards (such as the Faculty Achievement Award for Teaching), development and implementation of new courses (such as honors

seminars and graduate offerings), participation in outstanding evaluations by students and peers, having the work of students from one's classes receive some recognition, and other indications of teaching accomplishment beyond the competence expected of all department faculty.

2. Exceptional research will be documented by the reception of scholarship awards (such as the Faculty Achievement Award for Research or awards offered by professional organizations), sustained publication of high quality, and other indications of research accomplishment beyond that expected for promotion to the relevant rank.
3. Exceptional service will be documented by the reception of service awards (such as the Faculty Achievement Award for Service), leadership roles in faculty committees, preparation of reports and other documents generated by faculty committees, and other indications of service accomplishment beyond that expected for promotion to the relevant rank.

F. Revision of Criteria. This document may be revised whenever the department faculty thinks such revision is necessary.

G. Publication. The committee's task is to evaluate the quality of an applicant's scholarly contribution. The most important indication is the quality of the journal or the quality of the publishing house where the work is published. In cases of early promotion or in cases where the candidate presents a comparatively short list of publications, the committee will expect publications to be of particularly high quality. The committee will be guided in its judgment by the list of "high quality" journals prepared by the specialists within the department.

High quality journals are defined as those which publish material in the forefront of current developments in the specialty. Papers which appear in these journals are usually scrutinized with particular care by the editors, and competition for space in the journals is intense.

Also considered to be high quality publications are most books except for those funded by the researcher himself or herself, either personally or as part of a grant. A work that is reprinted in an anthology may also be considered a high quality publication.

The high quality of a publication can also be indicated in other ways. Among them:

1. Favorable letters from outside referees;
2. Favorable reviews of the work;
3. Number of adoptions (for texts);

4. Citing of the work by other scholars;
5. Listing of the work in bibliographies;
6. Successive editions of the work being published (for texts).

A faculty member who believes that the quality of his/her research is not adequately reflected by the nature of the vehicle in which it is published may ask the committee at the beginning of fall semester to involve an off-campus referee to evaluate the research (1) above and/or the applicant may make available to the committee information on (2) through (6) above.

The department PRT committee and the department chair will verify all publications and other research items in a faculty member's file. Predatory journals and conferences are not acceptable forms of scholarship. At any stage, the PRT committee or the chair may ask an applicant to substantiate claims about research items. It is expected that resulting explanations will be added as notes where appropriate.

H. Effective Teaching. Normally, the minimum for effective teaching can be assumed unless one or more indications of ineffective teaching are present. In that case the applicant must provide other evidences of the effectiveness of his or her teaching. Some indications of ineffective teaching would include:

1. Ranking near the bottom of the evaluation grouping in student, peer, and/or chairperson evaluations over a several-year period;
2. A number of student complaints over time about the quality of teaching or about the instructor being unprepared for class (with particular attention given to complaints from students in major and minor classes).

Additional review materials for teaching are noted in the specific promotion criteria for each rank.

II. Criteria for Tenure

Except in unusual cases, the full six-year period in a pre-tenure status is needed to conduct an adequate review, and requests for early tenure will not be approved. In referring to a "year," it is the policy of the university that a full semester of service under a pre-tenure-status contract which begins on or before the first day of the spring semester in an academic year counts as a full year.

A prospective faculty member may negotiate the terms of initial employment with regard to tenure status and academic rank based on the professional productivity earned in previous employment settings. Any such terms must be approved by the Executive Vice Chancellor and Provost of the university and be based on the thorough review and positive recommendation of the departmental PRT committee within the academic unit in which tenure and rank will be held. Documentation of

negotiated terms must be included with the application for tenure and/or promotion. Any potential adjustments to the standard PRT schedule will be in consultation with the Dean of the CHSS, and written copies of the agreement will be maintained in both the Dean's office and the individual's personnel file.

The department PRT committee will review annually the progress towards tenure of pre-tenured faculty and will prepare written recommendations regarding retention that will be forwarded to the department chair. The chair will review the recommendations, add his or her own recommendations, and send them to the college PRT committee or to the dean as determined by college procedures.

A Comprehensive Pre-Tenure Review will be completed in the third year of employment at ASU for all pre-tenure faculty regardless of rank. This review will require that all third-year pre-tenure faculty members submit documentation of performance in the areas of teaching, scholarly activities, and service using the tenure application format. The department PRT committee, the department chair, and the dean will formally review this documentation and provide appropriate feedback to each third-year, pre-tenure faculty member regarding his/her progress toward tenure.

- A. Earned doctorate in a field appropriate to the appointment.
- B. Established and continuing record as an effective teacher, based on such factors as student, peer, and chairperson evaluations; course development; course outlines (including reading lists and nature of assignments); and variety of courses taught. Special attention will be given to teaching major or graduate classes.
- C. Scholarly achievement in the discipline evidenced by such activities as publication, presentation of papers at professional meetings, application for and reception of grants, and participation in professional organizations.
- D. Demonstrated willingness to serve the university, college, and department through effective and active participation on committees, advisement, and/or continued support for the mission of the institution.
- E. Except in unusual circumstances, a minimum of six years service at ASU. In some cases, full-time experience elsewhere may be applied, subject to the following conditions:
 1. Since time is needed to evaluate a person's teaching and determine the likelihood of continuing publication, one will not be eligible for consideration here before the third year of employment.
 2. Only full-time experience at or above the assistant professor level may be counted.

3. Full-time experience at one's doctoral-granting department will not count.
4. Two years' full-time experience at another university will be counted as one year here.
5. In general, requesting early consideration, even with previous full-time experience, is discouraged. Since it is unusual for a faculty member to amass a record of performance that reflects exemplary productivity in less time than the standard probationary period, accelerated tenure is rare. However, any faculty member has the right to submit an application seeking tenure during any application period in which he/she can clearly demonstrate meeting the performance criteria that would be expected during the mandatory review. If a faculty member fails to earn tenure in this accelerated review cycle, he/she may apply for tenure again only after two years or in the sixth year of the pre-tenure cycle.

III. Criteria for Promotion in Rank

A. Promotion from Instructor to Assistant Professor

Faculty at the instructor rank who complete requirements for the terminal degree should provide their department chair with evidence of completion. In this case, it is not necessary to apply for promotion. Upon favorable recommendations by the chair and dean and approval by the Executive Vice Chancellor/Provost, promotion to the rank of assistant professor will be granted, effective immediately.

1. Earned doctorate in a field appropriate to the appointment.
2. Demonstrated ability as an effective teacher, based on such factors as student, peer, and chairperson evaluations; course development; and course outlines (including reading lists and nature of assignments).
3. Scholarly promise, evidenced by participation in professional organizations, attendance at professional meetings, participation in research, application for and reception of grants, and/or publication.
4. Demonstrated willingness to serve the university, college, and department through participation on committees, advisement, and/or support for the mission of the institution.

B. Promotion from Assistant Professor to Associate Professor

1. Earned doctorate in a field appropriate to the appointment.

2. Established and continuing record as an effective teacher, based on such factors as student, peer, and chairperson evaluations; course development; course outlines including reading lists and nature of assignments); and variety of courses taught. Special attention will be given to teaching major or graduate classes.
3. Continuing excellence in professional, scholarly, or creative work appropriate to the discipline or field as evidenced by regular and recent publication in peer-reviewed vehicles of significant professional stature; or by regular and recent inclusions in other outlets of significant professional stature. High quality of publications or a sustained and solid record of publication constitutes the primary evidence of scholarly achievement. Also considered will be presentation of papers at professional meetings, application for and reception of grants, and participation in professional organizations.
4. Demonstrated willingness to serve the university, college, and department through effective and active participation on committees, advisement, and/or continued support for the mission of the institution.
5. Except in unusual circumstances, a minimum of five years as Assistant Professor.

C. Promotion from Associate Professor to Professor

1. Earned doctorate in a field appropriate to the appointment.
2. Established and continuing record as an effective teacher, based on such factors as student, peer, and chairperson evaluations; course development; course outlines (including reading lists and nature of assignments); and variety of courses taught. Special attention will be given to teaching major or graduate classes.
3. Continuing excellence in professional, scholarly, or creative work appropriate to the discipline or field as evidenced by long-term regular and recent publications in peer-reviewed vehicles of significant professional stature. High quality of publications or a solid and extensive record of publication constitutes the primary evidence of scholarly achievement. Also considered will be presentation of papers at professional meetings, application for and reception of grants, and active participation (including some leadership) in professional organizations.
4. Demonstrated willingness to serve the university, college, and department through effective and active participation on committees, advisement, and/or continued support for the mission of the institution.
5. Except in unusual circumstances, a minimum of five years as Associate Professor.