

Guide to Tenure and Promotion:
Procedures and Expectations

Department of English
University of South Florida

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General Comments

The English department seeks to promote excellent teaching, distinguished scholarship and creative publication, and exemplary professional service to the department, the college, the university, the profession, and the community at large. The best English departments in the nation exhibit these characteristics, and our goal is to achieve and maintain equal ranking with these departments. The English department generally follows the guidelines for tenure and promotion set down in college and university documents, and candidates should begin by carefully consulting those documents. The department is committed to both our teaching and research missions, and one simply cannot gain tenure without demonstrating excellence in both of these areas. We recognize the principles of equity of assignment, resources, and opportunities of faculty across a multi-campus university.

Insofar as the department uses more specific evaluative language, it is noted below.

PROMOTION OF NON-TENURE TRACK INSTRUCTORS

I. General Promotion Procedures

There is no requirement or time limit for continuing instructor I to be promoted to continuing instructor II. Applications for promotion will be reviewed by the Instructor Promotion Committee, which consists of five members who are tenure-line faculty or continuing instructor III. This committee will be elected as needed each year in a secret ballot by the tenure-line faculty and continuing instructors.

Candidates for promotion should notify the Chair in fall that they intend to apply in the spring. Each will be expected to complete the online tenure and promotion application, currently in Archivum. Instruction is provided by CAS, and candidates should work closely with the Chair and the department Archivum liaison to make sure all the elements are entered properly. The range of application materials can include narratives for each of the areas for which they have been assigned work responsibility, e.g. teaching, administration, service; they also should include an updated CV and supplementary materials including service agreements, syllabi, awards, etc. Evidence of teaching success will include teaching evaluations that are archived and available in Archivum, annual review records, and other supplementary materials—such as peer observations, teaching awards, publications in teaching—that the candidate includes.

In accordance with guidelines established by the university and college, the Instructor Promotion Committee will consider and make recommendations to the department Chair on applications by instructors to ranks II and III. (The composition and election of the committee are detailed in the department's Governance Document.) The department Chair will make a separate recommendation. Following the department, the candidate is reviewed by the School of Humanities committee. After this, candidates from the Sarasota and St. Petersburg campuses will be reviewed by their respective regional chancellor or designee. The promotion review process for instructors concludes with the recommendation of the college dean.

Department criteria for promotion to continuing instructor II will be based on the evidence of the last five years of service as an instructor:

- 1) Appropriate terminal degree;
- 2) Five years or more at instructor I with a minimum of three years. Instructors may be eligible to include years as a visiting instructor with written approval from the college dean;
- 3) Rating of “Outstanding” in principal assigned duty based in concert with but not solely on annual evaluations (This evaluation should be comprehensive and consistent with, but not solely determined by, the annual evaluations obtained);
- 4) Rating of “Strong” or higher in all other areas of assignment above .10 FTE based in concert with but not solely on annual evaluations (This evaluation should be comprehensive and consistent with, but not solely determined by, the annual evaluations obtained);
- 5) Documented achievements in assigned duties (for example, student evaluations, peer evaluations, development of new programs, development of innovative approaches or materials, administrative accomplishments).

There is no requirement or time limit for instructor II to be promoted to instructor III.

Department criteria for promotion to continuing instructor III will be based on the evidence of the last five years of service as an instructor:

- 1) appropriate terminal degree;
- 2) typically five years or more at instructor II, with a minimum of three years;
- 3) rating of “Outstanding” in principal assigned duty based in concert with but not solely on annual evaluation (This evaluation should be comprehensive and consistent with, but not solely determined by, the annual evaluations obtained after reaching Instructor II);
- 4) rating of “Strong” or higher in all other areas of assignment above .10 FTE based in concert with but not solely on annual evaluations (This evaluation should be comprehensive and consistent with, but not solely determined by, the annual evaluations obtained after reaching Instructor II);
- 5) documented achievements in assigned duties (for example, student evaluations, peer evaluations, development of new programs, development of innovative approaches or materials, administrative accomplishments);
- 6) further achievements such as awards related to assigned duties, conference presentations and publications, and innovations promoting the mission of the university.

Given that the primary assignment for English department instructors is teaching, applicants for promotion are advised to consider the following guidelines for the evaluation of teaching.

II. Teaching Ability and Effectiveness

Since the department seeks to ensure high-quality teaching, candidates are expected to exhibit excellence in teaching.

Excellence in teaching should be demonstrated in and through the categories below. The assessment of excellence in teaching occurs primarily at the departmental level and should draw on documentation generated throughout the candidate's term of service at USF. Such documentation should include the following, where not every component need be weighted in equal measure for every candidate:

- 1. Evidence of Curricular Rigor:* A candidate's syllabi must meet the highest disciplinary standards of rigor appropriate to the content and level of each course. They should reflect up-to-date knowledge of relevant scholarship and due consideration of the place of each course in the department and university curriculum. Assignments should comply with disciplinary best practices, particularly with regard to the commitment of English courses to critical analysis and writing.
- 2. Evidence of Curricular Innovation and Maintenance:* Candidates for promotion may present evidence of their participation in the renewal and maintenance of the English curriculum. Such evidence can include participation in curriculum committees, proposals for new courses, and participation in the periodic assessment and revision of department degree programs.
- 3. Reports of Peer Evaluation:* The department must maintain evidence that teaching has been carefully evaluated by senior colleagues. Peer evaluations take the form of letters from qualified colleagues who have personally observed the candidate in the classroom.
- 4. Reports of Student Evaluation:* Student assessments of the candidate's instructional effectiveness during a candidate's time in service will be reviewed. These materials may include written comments. Both the narrative and statistical elements of student evaluations generated for each course at the end of every term should also be considered.
- 5. Evidence of Commitment to Pedagogy:* Evidence of commitment to pedagogy may include honors and awards for teaching (both intra- and extra-mural); participation in training sessions, workshops, and conferences devoted to pedagogy in higher education, or in English in particular.

TENURE AND PROMOTION OF TENURE-LINE FACULTY

I. Procedures for Tenure and Promotions

The College of Arts & Sciences sets the probationary period for tenure at four to seven years. A candidate must achieve tenure no earlier than the end of the fourth tenure-earning year and no later than the end of the seventh tenure-earning year. Any changes to a tenure clock throughout the probationary period must be approved by the chair, college dean, and provost.

Tenure-line faculty from branch campuses who are pre-tenure on July 1, 2020 will follow the stipulations designated in university policies governing consolidation. All pre-tenure faculty on branch campuses who are hired after July 1, 2020 will follow the tenure and promotion guidelines established here.

Associate professors may apply for promotion to full professor when they have achieved the required professional credentials demonstrating their teaching effectiveness, research excellence, and substantive service (see section III). In general, the department expects at least five years in rank as associate professor before applying for promotion to full. Applicants for full professor will be evaluated on the record that begins no earlier than after tenure; that is to say that, in the area of research, faculty applying for promotion to full professor will be evaluated on the record that begins with work conducted or published as an associate professor with tenure. In the areas of teaching and service, the primary emphasis is on the record for the five years immediately preceding the application: this is in keeping with the school and college committee practices and expectations.

All candidates should notify the Chair the year prior to applying for tenure and/or promotion. When candidacy has been verified by CAS in spring prior to applying, candidates will be expected to complete the online tenure and promotion application, currently in Archivum. Instruction is provided by CAS, and candidates should work closely with the Chair and the department Archivum liaison to make sure all the elements are entered properly. The range of application materials include narratives for teaching, research, and service; an updated CV; supplementary materials including the research portfolio submitted for review by external evaluators, with a TOC; and additional research information such as reviews of publications, contracts, service agreements, syllabi, awards, etc. Evidence of teaching success will include teaching evaluations that are archived and available in Archivum, annual review reports, and other supplementary materials—such as peer observations, teaching awards, and publications in teaching—that the candidate includes. In all areas, careful consideration must be given both to the equitability of the candidate's assignment and opportunities in relation to others in the department.

Additionally, candidates for tenure and promotion to associate will need a minimum of three but no more than six external letters evaluating their research portfolio; candidates for promotion to full require a minimum of six letters. In the spring prior to applying, the candidate should meet with the Chair to review a substantial list (minimum ten) of potential reviewers. The Chair will help cull and order the list, which must be approved by the CAS dean. Reviewers should hold at least the rank to which the candidate seeks promotion, preferably from an R1 institution with a

Ph.D. (or MFA for creative writing candidates) program. They should have no significant relationship to the candidate (e.g., major professor, co-author), unless there are mitigating circumstances that would indicate otherwise (e.g., to review scholarship so specialized that few expert reviewers exist).

Once the candidate has completed the application, the Chair is required to enter the summary of reaching and of research. After the application passes quality review, all tenured faculty will be given access to the application for review. The department Tenure and Promotion Committee reviews the application and all relevant documents and credentials and writes an evaluation narrative. The committee's evaluation of the candidate must be posted by the T&P committee chair prior to the tenured faculty vote. (Information about the composition and election of the T&P committee can be found in the Governance Document.)

Following review by the T&P committee, the tenured faculty, excluding the department Chair but including the members of the committee, vote by secret ballot regarding both tenure and promotion (two separate tallies). No person votes twice on the application for promotion and tenure. In the case of promotion to full, only tenured full professors vote. Tallies and T&P Committee narratives are submitted and signed by the chair of the T&P committee; the candidate has five days in which to review this material and submit a response if desired. After the candidate reviews the file, the department Chair makes a separate evaluation, taking into account those preceding, and submits and signs the review. The candidate then has five days to review the file and respond, after which it will be made available to the School of Humanities Tenure and Promotion Committee. Note that at each level of review, the candidate has five days to review the file and respond.

Following evaluation by the school, the application is reviewed by the CAS college committee. At this point, faculty appointed to the Sarasota and St. Petersburg campuses will have their applications reviewed by their respective regional chancellor or their designee. Finally, the college dean reviews the application and then forwards it to the provost.

Mid-tenure Review: While the department Chair counsels tenure-earning faculty annually concerning the progress they are making, both the Chair and the Tenure and Promotion Committee will *officially* evaluate tenure-earning faculty in their third year to advise them as to whether they are on track for the earning of tenure and promotion. In the fall of their third year, candidates will be notified by CAS that their mid-tenure review will take place in spring; their application will be initiated in Archivum and follow a format similar to that described above for tenure and promotion.

The mid-tenure review is intended to be informative: to be encouraging to faculty who are making solid progress toward tenure and instructional to faculty who may need to improve in selected areas of performance. Where progress is significantly lacking and apparently unlikely, nonrenewal may result. The candidate and Chair should use the completed mid-tenure review as an opportunity for discussion and planning of work during the remainder of the probationary period. The mid-tenure process follows the tenure and promotion process above, with the exception of external evaluations, and if done well it will make the application for tenure much easier. Associate professors have the option of requesting a mid-point review of their progress toward promotion to full if they wish as part of an annual evaluation.

II. Expectations for Tenure and Promotion to Associate Professor of English

In keeping with the normal practice of major universities, the English department generally considers a candidate for tenure and promotion to associate professor under a single set of criteria.

A. Teaching Ability and Effectiveness

Since the department seeks to ensure high-quality teaching at both the undergraduate and graduate levels, candidates are expected to exhibit excellence in teaching, which should be demonstrated in and through the categories below. The assessment of excellence in teaching occurs primarily at the departmental level and should draw on documentation generated throughout the candidate's tenure-earning years. Such documentation should include the following, where not every component need be weighted in equal measure for every candidate:

1. Evidence of Curricular Rigor: A candidate's syllabi must meet the highest disciplinary standards of rigor appropriate to the content and level of each course. They should reflect up-to-date knowledge of relevant scholarship and due consideration of the place of each course in the department and university curriculum. Assignments should comply with disciplinary best practices, particularly with regard to the commitment of English courses to critical analysis and writing.

2. Evidence of Curricular Innovation and Maintenance: Candidates for tenure may present evidence of their participation in the renewal and maintenance of the English curriculum. Such evidence can include the syllabi for experimental special topics courses, proposals for new courses, and participation in the periodic assessment and revision of department degree programs.

3. Reports of Peer Evaluation: The department must maintain evidence that teaching has been carefully evaluated by senior colleagues. Peer evaluations take the form of letters from qualified (preferably tenured) colleagues who have personally observed the candidate in the classroom. Such observations shall occur in the three semesters immediately prior to the term in which the candidate is considered for promotion and/or tenure. The Chair will choose the evaluators in consultation with the candidate, who will have prepared a list of four qualified (preferably tenured) colleagues. Peer evaluations are optional for candidates for promotion to full. At least one is mandatory for candidates for tenure and promotion to associate.

4. Reports of Student Evaluation: During a candidate's tenure-earning years, student assessments of the candidate's instructional effectiveness will be reviewed. These materials may include written comments from graduate and undergraduate students at all levels. Both the narrative and statistical elements of student evaluations generated for each course at the end of every term should also be considered.

5. *Evidence of Contribution to the Degree Programs in English:*

a. Graduate Program: When applicable, candidates for tenure will be expected to contribute significantly to the graduate program in English, above and beyond having offered graduate courses. It is not expected that untenured faculty serve as major professors for Ph.D. students; their contributions might include service on M.A. and Ph.D. comprehensive examination committees or thesis and dissertation committees, and the supervision of directed research by graduate students. Untenured faculty in Creative Writing are expected to serve as major professors and readers on M.F.A. thesis committees from the moment of hire. The application should acknowledge if and when faculty on branch campuses do not have the same opportunities to work with graduate students as those on the Tampa campus.

b. Undergraduate Program: Successful candidates for tenure will have made significant contributions to the B.A. program in English or Professional and Technical Communication. Such contributions may include assuming primary responsibility for required courses, supervising honors theses or directed research.

6. *Evidence of Commitment to Pedagogy:* Evidence of commitment to pedagogy may include honors and awards for teaching (both intra- and extra-mural); participation in training sessions, workshops, and conferences devoted to pedagogy in higher education, or in English in particular; and contributions to publications on pedagogy.

B. Scholarship and Other Creative Activity

The department requires excellence in scholarship and other creative publication. In evaluating each candidate, the department shall consider the quality of the work, including its significance to the candidate's field(s); sufficient quantity is necessary both to permit a reliable judgment and to assure continued commitment. Judgments of quality can best be made by colleagues in the discipline, including the external reviewers.

For successful tenure and promotion, candidates are expected to produce a completed book-length project of original scholarship or creative activity, which a respected press has published or accepted and slated for publication, plus two to four published articles, book chapters, and/or short creative works. Since a department builds its reputation primarily on books, they are preferred. However, an equivalent record of approximately ten publications will also count as evidence. In digital humanities work, the completion and peer review or sufficient grant support of a major digital project will also count as evidence.

An additional category of evidence includes papers read at professional meetings and readings or performances of creative work; grants and fellowships received in support of scholarship and other creative activity; review articles and reviews published in magazines and journals; and editorships, assistant editorships, and advisory positions on the boards of nationally distributed journals.

Other evidence can include encyclopedia articles; newspaper articles and reviews; abstracts; active participation in professional organizations and conferences as related to scholarship and creative work; consulting on professional matters related to scholarly expertise; community-engaged scholarship, such as reports, presentations, museum exhibits, films, public events, and websites; scholarly and creative work in electronic media; databases; blogs; prizes and awards; patents and copyrights; and reviews, citations, reprints, and translations of one's own work. The candidate is responsible for providing appropriate descriptive and evaluative documentation pertaining to the publication outlets.

The department recognizes that faculty who are recommended for tenure and promotion will contribute to one (or sometimes more) of our three programs: Literature; Creative Writing; and Rhetoric/Composition and Professional/Technical Writing. A candidate may come up in more than one area by submitting an appropriate combination of publications or an interdisciplinary book that meets the qualitative standards of each, accompanied by other evidence of scholarly activity such as readings, conference papers and grants. While different kinds of publication are valued in the three programs within the English Department, there is no hierarchy *among* programs. Work in one area is not inherently more valuable than work in any other area. There are, however, distinctions *within* programs; not all publication is equally valuable in enhancing a faculty member's and the department's visibility and reputation in the profession. The following explanations are meant to guide candidates for promotion and tenure in understanding how these distinctions are likely to bear on promotion and tenure decisions.

1. Literature Program

Published work in the Literature program is evaluated on the following bases:

Books: Books of original scholarship published at respectable presses carry the most prestige, followed closely by editions of literary and cultural texts. Also of significant value are edited collections of essays, textbooks, surveys of scholarship, and study guides.

Articles: Full-length articles in refereed, nationally or internationally circulated journals and in refereed edited collections carry the most prestige. Other kinds of articles, such as newspaper and magazine reviews and essays, also provide evidence of accomplishment. Encyclopedia entries, scholarly notes, and reviews, while evidence of productivity and visibility, are not normally included in the publication count unless they are lengthy entries or review essays.

In the Literature program, candidates for tenure are expected to produce a book that has been published or scheduled for publication (with no additional changes needed to the manuscript) by a university press or its equivalent plus two to four published articles. A strong equivalent record of approximately ten journal articles or book chapters will also be considered. In the evaluation of publication, mode of access should not be considered, but rather assessment of the standing of a journal or press based on accepted evaluation criteria should be applied whether digital or print.

For tenure and promotion to associate professor, a lengthy and textually complex edition of a literary work (or letters, diaries, etc.) derived from manuscript and/or printed sources counts as a book, as does a comprehensive edition of historically significant texts requiring extensive search work and archival research. A new edition (i.e., a new typesetting) or facsimile of an earlier edition that has not been rigorously edited through textual research and analysis-based emendation does not count, though its introduction may be assigned the same weight as a scholarly article. A facsimile that does include extensive analysis of textual history, the book or manuscript as material artifact, language, and scribal and print practices and errors, or reconstruction of a damaged text, may be given the same weight as a comprehensive edition. In the case of promotion to professor, it is expected that a candidate whose primary area of expertise is textual studies will since earning tenure at least have either a scholarly edition and a scholarly book in their own words, or two scholarly editions and a significant body of analytical articles published in scholarly journals or books. To be counted, digital editions will have to undergo equivalent evaluative procedures to a print book.

To count as a book for promotion and tenure, works of bibliographic research will be held to the highest standards regarding their completeness and analytic depth.

2. Creative Writing Program

Publications in Creative Writing will be evaluated on the following bases:

Books: A volume of the author's own work — whether a novel, graphic narrative, collection of short stories, a volume of poetry, drama, or creative non-fiction — carries the most prestige. These may be published either by small presses, university presses, or trade presses of high quality, distinguished reputation, and national distribution.

Journals or anthologies: Short stories, poems, plays, novel excerpts, creative non-fiction essays, graphic narratives published in distinguished literary journals or collections by reputable editors, and distinguished productions of original drama constitute work valued the highest after books.

Other: Other kinds of publication and publication-related activity we value include the conceptualization and/or editing of textbooks, anthologies, literary journals; collaborative authoring; performance art and publications via electronic media.

In terms of preferred publication, promotion to associate professor would require a book plus two to four published stories, essays, or graphic narratives or a dozen or more poems. A strong equivalent record of publication of approximately ten shorter works will also be considered. Promotion to full professor would require since tenure at least a book and its equivalent, with preference being given to the former. In the case of drama, distinguished professional production might be considered equivalent to a book. In the evaluation of publication, mode of access should not be considered, but rather assessment of the standing of a journal or press based on accepted evaluation criteria should be applied whether digital or print.

3. Rhetoric/Composition and Professional and Technical Communication Program

In the Rhetoric/Composition and Professional and Technical Communication program, candidates for tenure are expected to produce a book that has been published or scheduled for publication by a university press or its equivalent plus two to four published articles. A strong equivalent record of approximately ten publications will also be considered. In this field, innovative textbooks, pedagogical methodology and research, historical and empirical research, and collaborative and interdisciplinary work are considered primary forms of scholarly achievement and legitimate and regular ways of making knowledge in the profession. Therefore, a candidate for tenure may be able to or even required to demonstrate the standards of critical and original scholarship and prestige of their field with publications of these kinds. In the evaluation of publication, mode of access should not be considered, but rather assessment of the standing of a journal or press based on accepted evaluation criteria should be applied whether digital or print.

Books: Books of original scholarship published at respectable presses, followed closely by innovative textbooks (which are considered scholarly in this field) carry the most prestige. Also of significant value are co-authored scholarly books and edited collections of critical essays. Of some value are anthologies of student or professional writing and composition readers.

Articles: Full-length articles in refereed, nationally circulated journals or in refereed edited collections published at respectable presses and chapters in collaborative books published at respectable presses carry the most prestige. Also of significant value are full-length review essays and thorough surveys of scholarship.

4. Frequently Asked Questions

Question 1: *When is a book a book?*

Answer: For purposes of promotion and tenure, it is obviously best that the book be published. If your book has not quite reached that stage, however, you must provide evidence that it is in its final form (i.e., has been accepted as a completed manuscript with no further changes and is scheduled for publication). A pre-completion contract, valuable as it is, is not in itself enough to qualify you for consideration for promotion and tenure.

Question 2: *Does work you published before joining this department count toward promotion and tenure?*

Answer: Work published prior to the tenure-earning years can be considered evidence of a coherent and well-rounded program of research but is not normally included in the publication count. The department is concerned with evidence of involvement in new projects and long-term productivity. A book and several articles completed before arrival here will undoubtedly enhance your credentials. But a few years later, the department would not consider these publications as satisfactory evidence of continuing commitment to publication.

An assistant professor's first book is often a revised dissertation, and such a book, published by a good press, represents a significant achievement. You must, however, demonstrate substantial *and ongoing* research or other creative activity in order to qualify for promotion and tenure. This work might well include an extension or continuation of the dissertation.

Question 3: *How are publication outlets judged?*

The department strongly advises all faculty to place books and articles in the most visible, selective, and prestigious presses and journals possible. The department has no desire to impose a rigid hierarchy in the judgment of presses or journals, but an awareness of the quality of outlets, based on the practice of external reviewing, is important. For example, a book from a solid and respectable press is what the department expects and hopes for, but we recognize that the prestige of the outlet can vary according to the nature of the publication. Outlets considered prestigious vary greatly from field to field. In each area, however, there are good, bad, and mediocre outlets. It is important to seek opinions about presses and journals from others knowledgeable in the field in order to place work as advantageously as possible. Book publication with non-university commercial presses that require an author's subvention may fail to fulfill expectations for excellence in research. In such cases, other evidence, such as reviews of a book already in publication and other publications by the candidate, will be necessary. In the evaluation of publication, mode of access should not be considered, but rather assessment of the standing of a journal or press based on accepted evaluation criteria should be applied whether digital or print.

In order to help gauge the quality of your publication outlets, you need to supply the appropriate material. For example, for critical books, include not only the published work or the manuscript with letter of acceptance (and copies of readers' reports if available) but also the publisher's entry in the *MLA Directory of Scholarly Presses*, and, if available, the publisher's website. For articles/shorter creative works, supply not only offprints (or copies of manuscript for accepted but not yet published works including copy of letter of acceptance and readers' reports if available), but also a copy of the journal's editorial page/masthead (showing names of editors and editorial board) and a copy of the entry for that journal in the most recent *MLA Directory of Periodicals*. The department Chair will write an assessment of your publication record, as well as your teaching record, for your file prior to viewing by the T&P Committee.

Question 4: *Do conference papers and readings count as evidence of ongoing research activity?*

Answer: Yes. Conference papers and readings contribute to the department's reputation and visibility. However, such presentations are not publications, and when preparing for a presentation, you should keep in mind the potential for submitting a version of the presentation for publication.

Question 5: *What about collaborative work?*

Answer: Collaborative publication is common in some areas of English studies. While the department recognizes the value of collaborative projects, we emphasize the importance of establishing an independent reputation. The department has no guidelines about what proportion of your work should be independently authored, but you are undoubtedly in a better position if you have some clearly definable texts of your own published (articles or book chapters) when you are considered for tenure. If you do collaborative work, seek advice early and often (for example, at the time of your annual evaluation) about how the department is perceiving your independent reputation.

C. Service

The department expects each faculty member to contribute to the intellectual life and governance of the university. Evaluation considers only those service activities that are related to the candidate's professional expertise or to the mission of the university. The department assumes the responsibility to provide opportunities for departmental service.

Service shall include participation in departmental, college, and university committees and councils; involvement in the organization and expedition of meetings, symposia, conferences, and workshops; editorial work for research and creative journals; membership on national, regional, and state professional committees; participation in local, state, and national boards, agencies and commissions; participation in electronic/telecommunications programs; judging writing competitions; service to public schools; and appearances before civic and community groups.

Departmental service is expected for candidates for tenure; departmental, college, and professional service is expected for candidates for promotion to full professor. We urge untenured faculty to use their time wisely and keep their priorities balanced.

III. Expectations for Promotion to Professor of English

While meeting the criteria in section II demonstrates that one is qualified to be an associate professor, one must accomplish more, both qualitatively and quantitatively, in order to be recommended for promotion and/or tenure to the rank of full professor. Candidates must demonstrate the following:

Successful teaching and significant involvement in the graduate program, including but not limited to directing theses and dissertations and serving on degree committees. For faculty on branch campuses who may have more limited access to graduate teaching or graduate mentees, this qualification can be waived.

Achievement of national or international reputation within one's field based on distinguished work, normally including at least two published books (with at least one since promotion to associate professor). In special cases, the department may recommend promotion on the basis of one important and well-received book and a substantial body of articles or creative works. In digital humanities work, the department may recommend promotion upon the completion and peer review or sufficient grant support of a second

major digital project. Successful promotion records since achieving tenure meet and exceed expectations for tenure.

Sustained participation in professional life, including a record of significant involvement in regional and national organizations and in departmental, college, and university committees.

Anyone appointed as or promoted to professor should be a distinguished and steadily productive critic, scholar, or creative artist, nationally or internationally visible in their field. A professorship is to a large degree a matter of professional status, not something one earns by time in service or merely quantitative production. By these means, our departmental goal is to achieve and maintain equal ranking with the best English departments in the nation.

Most of what we say above about promotion to associate professor with tenure is equally relevant here. Higher-level promotion committees outside the department rely heavily on external referees to verify a department's evaluations: our candidates will have to meet the expectations of senior faculty at peer institutions.

Books should be *published* before consideration for a promotion to professor. This is not always feasible when considering a faculty member for promotion to associate professor, but general practice for promotion to professor requires that material should be published.