

DEPARTMENT OF HUMANITIES AND CULTURAL STUDIES

CRITERIA AND PROCEDURES FOR TENURE AND PROMOTION

These criteria and procedures for tenure and promotion in the Department of Humanities and Cultural Studies are consistent with Board of Trustees regulations, the USF-UFF Collective Bargaining Agreement, and relevant university and college documents. The Department recognizes the principles of equity of assignment, resources and opportunities of faculty across a multi-campus university.

For Promotion to Associate Professor:

I. CRITERIA

Departmental recommendations concerning tenure and promotion are based on excellence in:

- 1) research/creative/scholarly work;
- 2) teaching (including advising and mentoring);
- 3) service to the university, profession, and community.

The department expects excellence in all three areas.

A. RESEARCH/CREATIVE/SCHOLARLY WORK

1) Quality is paramount for a rating of “Excellent” in Research/Creative/Scholarly work for tenure and promotion. Excellence in research will be achieved through a balance of quality and quantity of work. It should be recognized that quantitative measures of quality, such as acceptance ratios and citation counts, are imperfect in the humanities. In-field faculty (as represented by readers’ reports, letters from external reviewers, and tenure and promotion committees) are in the best position to judge quality, to invoke established markers that facilitate evaluation of quality, and to assess an appropriate balance of quality and quantity.

2) In keeping with the disciplinary standards in our fields at peer and aspirational peer institutions, candidates in the humanities are expected to publish or have final acceptance during the tenure-earning years of a high quality, refereed scholarly monograph plus 2 or more high quality book chapters or articles. Alternatively, the candidate should have approximately 8 high quality, predominantly refereed publications. For collaborative work, the candidate’s contribution should be accounted for. Overall, the body of work should represent a coherent and well-rounded program of research, creative, and/or scholarly work. Work published prior to the tenure-earning years can be considered evidence of such a program but does not substitute for the record indicated above. Details of publications are listed below.

a. Refereed works are preferable, especially refereed journal articles and refereed book chapters. The refereed venue is one important indicator of the vetting of the quality of the research.

b. Publication in top-tier journals is an indication of high quality work. High quality research/scholarly/creative work can however appear in a variety of echelons and types of publications (from area specific journals to journals on pedagogy, from the oldest journal in the field to new online journals, from practitioner journals to regional/state journals).

c. This record of work can also include published works that are non-refereed but have been solicited. Solicited publications sometimes provide evidence of the candidate's prominence in the field or of his or her specialized expertise. In addition, solicited publications sometimes have a high impact, for example if they are published by high quality, high-impact presses and publishers.

d. Online and digital production is increasingly becoming a reality in many fields. Databases, substantive scholarly blogs, and managed websites, online journals and forums (to name a few) are welcome parts of a record. The weight and impact of this work must be made clear within the record and ideally be addressed by external reviewers and by the department chair and department tenure and promotion committee.

e. Non-refereed, non-solicited works can be part of a well-rounded research record, but these works alone do not constitute "evidence of excellence" in scholarship.

f. Many humanities scholars engage in work that straddles conventional boundaries between scholarly and creative work. The weight and impact of this work must be made clear within the record and ideally be addressed by external reviewers and by the department chair and department tenure and promotion committee.

g. Encyclopedia entries and reviews provide evidence of productivity, visibility, and impact. However, they are not normally included in the publication count unless they are lengthy entries or review essays.

3) Publication of a work in two places with no, little, or some revision is both inevitable and acceptable, e.g. a journal article is published and later included in a book or collection. Sometimes, such duplicate publication is an indicator of impact on the field. When the research record is sparse, however, careful scrutiny will be given to this practice.

4) Work in press counts, assuming that the candidate has a letter of final acceptance stating that all required revisions have been satisfactorily completed and the work slated for production. Work "in press," should be part of a timely rhythm of publication and productivity across the tenure-earning years. The candidate's record should represent a pattern indicative of a lifetime of accomplishment and productivity with potential for high impact on the field or society.

5) In addition to the necessary record of publication indicated above, productivity should be demonstrated on a continuing basis by such activities as presentation at and participation in the organization of conferences, workshops, and colloquia at various levels nationally and internationally; participation on editorial boards; external and internal funding for research; invited scholarly presentation; readings; requests to review articles, book manuscripts, and grant proposals; professional offices; publicly engaged scholarship, such as museum exhibits, films, public events, and websites; and the receipt of national or international fellowships, residencies, awards, prizes, and other honors.

B. TEACHING

Successful candidates for tenure must demonstrate excellence in teaching. Assessment of teaching quality occurs primarily at the departmental level, and should draw on documentation generated throughout the candidate's tenure-earning years. Because teaching is a multifaceted activity involving work inside and outside scheduled class meetings, the departmental T&P committee will evaluate applicants based on their work in the following categories. Excellence is about balance and sustained activity across the following categories. [Evidence of excellence can be demonstrated by achievement in the following areas.]

- 1) Evidence of curricular and pedagogical innovation may include:
 - a. a willingness to take responsible educational risks, such as introducing new courses, controversial topics, and innovative teaching techniques
 - b. work with faculty outside the department to develop curricula
 - c. integration of contemporary and multidisciplinary scholarship
- 2) Evidence of curricular and pedagogical maintenance may include:
 - a. the reevaluation and refinement of teaching, including but not limited to the design and revision of courses to reflect new developments in the discipline
 - b. continuing research in a content area related to teaching
- 3) Evidence of excellence in instructional techniques may include:
 - a. effective presentation of course material and communication with students
 - b. accessibility and helpful advising to students regarding their classwork
 - c. provision of substantive and detailed response to students on their work
 - d. presentation of courses which are demanding, thoughtful, and clearly organized
 - e. an emphasis on analysis and interpretation instead of primary reliance on narration and description
 - f. the fostering of students' skills in critical thinking and verbal and written communication
 - g. student and peer evaluations. In assessing a faculty member's performance as an instructor, department reviewers will carefully note the patterns in these

evaluations in the context of an individual's assigned duties. Department reviewers will also consider the number, range, level, and workload of courses taught

- 4) Evidence of teaching outside the classroom or scheduled course may include:
 - a. The direction of students engaged in independent study, supervision of internship
 - b. Membership in graduate comprehensive examination and thesis/dissertation committees within and outside the department; and
 - c. teaching for other departments/programs within the university as appropriate.

C. SERVICE

Substantive service by all faculty is essential and must be at more than a pro forma level; qualitative evaluations of service will be made. Candidates are expected to serve on some department committees. Service to the college, university, profession, and community is strongly encouraged. The department looks for service in the form of activities such as the following (not listed in order of priority):

- 1) consistent efforts to further the department's goals and programs;
- 2) department committee work and other assignments (e.g. undergraduate advisor, graduate advisor, library liaison);
- 3) contributions to information-related services, such as departmental fliers and brochures;
- 4) contributions to student-faculty dialogue;
- 5) membership in and meaningful contributions to college and university committees and working groups (e.g. Faculty Senate, College of Arts & Sciences Advisory Council, Status of Women Committee, search committees outside the department);
- 6) holding office in a professional association or serving on a committee within a professional association;
- 7) voluntary or paid consulting on educational matters for governmental agencies, educational institutions, or private corporations concerned with educational or professional issues;
- 8) membership in and attendance at meetings of professional associations;

- 9) critique of manuscripts and other materials intended for publication;
- 10) service on editorial boards of professional publications;
- 11) participation in the organization of professional conferences; and
- 12) community service (e.g. public lectures, interviews with the news media)

For Promotion to Full Professor the above criteria are used with the understanding that the evaluated materials represent work since tenure:

(1) A record of excellence in teaching. Candidates are expected to have made substantial high-quality contributions to the Department's teaching mission in accordance with their assigned duties, including, where applicable, a record of successful participation on thesis and/or dissertation committees.

(2) A record of excellence in research/creative/scholarly work as evidenced by a productive, continuing research program that has achieved national and/or international recognition.

The Department will judge excellence primarily on a faculty member's overall contribution to their field. As such, while candidates for promotion to Full Professor should have published at least as much research since tenure as candidates for Promotion to Associate Professor are expected to publish before tenure, the sum quantity of a candidate's publications post-tenure will not be the deciding factor. Likewise, while candidates should be productive over time, emphasis will be placed on the quality and significance of the candidate's accumulated body of research and publication, as evidenced by the judgments of outside referees, book reviews, citations, invited talks, and other measures of national (and perhaps international) visibility. Records that demonstrate such significance will be judged excellent.

(3) A record of substantial service to the University and profession, including where applicable, engagement with the community as it relates to the mission of the Department, the College, and the University.

II. PROCEDURES

A. REVIEW OF PROGRESS TOWARD TENURE

Mid-tenure review follows the tenure evaluation process with the exception that no external letters are required. At the mid-tenure review, candidates should be prepared to present their book manuscripts along with their original dissertations if revising the dissertation for publication, all drafts and research notes, manuscripts for shorter works as yet unpublished, and any correspondence with editors, journals, and presses. Careful consideration must be given both to the equitability of the candidate's assignment and opportunities in relation to others in the

department (especially when a department spans multiple campuses), and to the candidate's ability and willingness to work cooperatively within the department, college, and/or campus.

B. APPLICATION FOR TENURE AND/OR PROMOTION

- (1) External Review Letters. Approved external reviewers as determined by the College Tenure and Promotion Procedures should be contacted by the chair before the end of the spring semester in order to determine their willingness to serve. The Chair will add the external review letters, once they are received, to the candidate's tenure and promotion application file, as provided in the College Tenure and Promotion Procedures.
- (2) Departmental Faculty Evaluation Committee. The departmental Faculty Committee for the purposes of tenure and promotion will be appointed by the department Chair in accordance with departmental by-laws after consultation with the voting members of the faculty, no later than the first departmental meeting of the fall semester. The committee members will make evaluations and recommendations in favor or against the candidate's tenure and promotion, and will submit narratives in support of these evaluations and recommendations, to be included in the tenure file. The committee members do not record a vote for the applicants file.
- (3) Tenured Faculty Vote. Following the completion of the review by the departmental committee, the tenured members of the voting faculty as defined by the department's by-laws, exclusive of the chair, will vote in favor or against the candidate's tenure. Faculty will have the opportunity to review the candidate's complete tenure file before voting. Votes will be either to "approve," "deny," or "abstain." The vote will be by secret ballot, with provisions made for electronic voting. Voting will take place over a multi-day period specified by the Chair. The results of the vote will be included in the tenure file before the Chair's evaluation is completed.

Following the vote of the tenured faculty, the Chair will make evaluations and recommendations in favor or against the candidate's tenure and promotion, and will submit narratives in support of these evaluations and recommendations, to be included in the tenure file. Regional Chancellors will provide a formal review in promotion and tenure cases for faculty members on branch campuses "prior to a College Dean completing and forwarding a recommendation to the Provost" (USF Consolidation Handbook).

Recommended materials to be submitted by a candidate to FIS (Archivum) include the following:

- Course syllabi and teaching materials including lecture outlines or other handouts, quizzes and tests, and other graded assignments; evidence of substantive and detailed response to students on their work; evidence of refinement of teaching, including but not

limited to the design and revision of courses; evidence of contributions to curriculum and program development;

- Copies of all scholarly work published, in press, or under consideration for publication;
- Evidence of departmental, college, university, community, and/or professional service.

IV. AMENDMENDING THE T&P DOCUMENT

- A. This governance document may be amended at any faculty meeting with a quorum as defined by the bylaws. Proposed amendments, should be distributed at least 1 week prior to the meeting.
- B. A majority vote of the faculty shall be required to amend this document..

Approved by department faculty vote 28 August 2015
Approved by Dean's Office, April 4, 2016

Revised for consolidation and approved by faculty vote 18 June 2020
Approved by Dean's Office and Provost's Office 17 June 2020.