

Department of English
Promotion and Tenure Procedures and Criteria

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The programs of the English Department at Florida Atlantic University cover three broad areas:

- Literary Studies
- Rhetoric and Composition
- Creative Writing

Faculty members in these fields have significantly different assignments and will present very different profiles as candidates for promotion and tenure.

The Department is in all cases committed to distinction and currency in teaching, to the publication of original scholarship and creative work, and to service that advances the missions of the Department, College, and University. These criteria remain consistent across the Department yet are met somewhat differently depending on a faculty member's assignment and area of specialization.

The English Department recognizes that promotion is earned by accomplishment, with an emphasis on achievements following the candidate's tenure-line appointment to FAU. Many such accomplishments in research/creative activities, scholarship, teaching, and service will be documented in the candidate's Annual Evaluations, which should show overall ratings of Satisfactory or better (under the 4-tier evaluation system in place prior to 2017) or of Good or better (under the 5-tier evaluation system in place as of 2017). The awarding of tenure is linked to candidates' promise of future substantial scholarship, to their continued excellence in teaching, and to their willingness to serve effectively as a colleague in the Department, College, and University. Tenure cannot be awarded unless the candidate is in every way qualified for promotion.

Mission: The English Department offers the BA, MA, and MFA degrees. The Department administers the Freshman Composition program and contributes significantly to the University's core curriculum and Writing across the Curriculum programs, as well as to interdisciplinary certificate undergraduate programs in the College. In its upper-division classes, the Department offers specialized courses for English majors and minors, for prospective high school English teachers, and for other interested students.

Our graduate programs serve advanced students in English and in interdisciplinary graduate programs in the College. Our graduate degrees (the MA and MFA) require a thesis or a comprehensive exam. The advisement of theses and/or comprehensive exams is a painstaking, time-consuming activity that is expected of all faculty members who are active in the graduate programs.

Across different degree programs and student constituencies, the Department's mission remains consistent. The Department values scholarly and creative activities that contribute to the production and distribution of knowledge and to the enhancement of literary culture. Our faculty members publish scholarly monographs, trade books, textbooks, fiction, poetry, biographies, creative non-fiction, translations, anthologies, editions, essays, and book reviews; they present papers at national and international conferences and edit scholarly journals. They are teachers

committed to increasing the knowledge and skills of their students, and they support the wider programs of the university by their commitment to service and governance.

Procedures: Tenured members of the Department vote on tenure decisions. Full professors vote on promotion to the rank of Full and Associate Professor. Full Professors and Associate Professors vote on promotion to the rank of Associate Professor. Tenured faculty members discuss candidates for third-year review and offer an advisory vote on the candidate's progress. All tenure-line faculty vote on tenure-line appointments.

- Application for tenure and/or promotion is made by the candidate through the Chair.
- For all candidates for promotion, the Chair solicits letters from at least five external reviewers. In the case of candidates for promotion to Associate Professor and/or tenure, the external reviewers must be at the rank the candidate is aspiring to or higher (or, in the case of creative writing candidates, accomplished, active, and recognized figures) in the candidate's field. These external reviewers should be faculty members at Ph.D. granting universities or highly regarded four-year colleges, and their credentials and publications should confirm a high level of distinction.

In the case of candidates for promotion to Professor, all external reviewers must be accomplished full Professors at Ph.D. granting universities or highly regarded four-year colleges. Candidates in creative writing may, however, receive external reports from reviewers who are well-recognized authors, distinguished in the candidate's field, who do not hold the academic rank of Full Professor.

- The Chair should consult the Department P&T committee to determine a list of external reviewers of the candidate's dossier. The candidate may provide names that s/he thinks are appropriate, revealing any relationship that s/he may have to these proposed reviewers in order to avoid any conflict of interest or appearance of conflict of interest. A candidate's friends, co-authors/collaborators, mentors, and/or dissertation or MFA thesis advisors should not be invited to serve as external reviewers.
- Candidates should consult the Provost's remarks on Promotion and Tenure, located on the Provost's page of the FAU website. They should also review the two-part statement of the College Promotion and Tenure Committee that is posted on the College's website page. The candidate prepares all documents as stipulated in the University's tenure and promotion guidelines. The Chair makes the files available for review by the Department faculty eligible to vote. Faculty eligible to vote must read the full dossier of each candidate, signing a checklist after consideration of all documents.
- The Chair calls an ad hoc meeting to discuss each application. Only faculty eligible to vote may attend. After full review and discussion, and having arrived at a consensus that a vote is in order, faculty attending the meeting will vote by confidential ballot. Eligible faculty who cannot attend this meeting but who participate in the meeting virtually, in real time, may vote. Voting members who cannot participate in the deliberations should write a letter to the Chair explaining the reason for their absence.

- The Department Chair coordinates and takes notes at the meeting but does not vote. The Chair writes a letter that reports the result of the faculty vote to the candidate and the Dean of the college and includes the Chair's recommendation about the candidate's promotion and tenure. The candidate has five days from receipt of this letter to submit a written response to the Chair.
- A representative of the voting faculty also writes a letter to the Dean summarizing the discussion of the candidate's teaching, research/creative achievements, and service. This letter may be reviewed by all who attended the meeting, and the candidate has five days from receipt of this letter to submit a written response to the Chair.

Third-Year Review of tenure-line faculty members requires a current *C.V.*, copies of all Annual Evaluations since appointment to FAU, the summary sheets for SPOT evaluations for all classes taught since appointment to FAU, peer evaluation (two letters of recommendation solicited by the candidate that evaluate teaching), a letter of self-evaluation, and a dossier of published and in-progress research/creative work. Candidates should familiarize themselves with the guidelines for Third-Year Review posted on the Provost's web-page and with the comments of the College Committee on Promotion and Tenure that are posted on the College web-page. If they wish, candidates may include additional materials and documentation in a supplementary folder.

The Third-Year Review file is made available to tenured English faculty, who will meet to discuss, and to take an advisory vote on, the candidate's progress toward tenure. The Chair and a faculty representative summarize the Department's discussion in letters to the Dean of the College, as described above for promotion and tenure cases.

Criteria for Tenure and Promotion to Associate Professor

Teaching: All candidates in English are expected to challenge and inspire their students in the classroom, demonstrating pedagogical currency by regular updating of their syllabi and course materials. Whatever the limitations of the SPOT forms, the Department recognizes the validity of student input as part of a holistic approach to the evaluation of teaching. Candidates are expected to achieve SPOT scores of 2.5 or better (on question 6) in the majority of their classes. The Department will make allowances for especially challenging classes, such as WAC and other required courses. Candidates are also expected to engage in active and conscientious thesis and/or comprehensive exam advisement. In evaluating a faculty member's thesis or exam advisement, more weight is given to completed theses or exams than to work in progress, and directing theses or exams is given more weight than serving on committees.

All candidates will document distinction in teaching by including, either in their primary or supplementary dossier, some or all of the following:

- copies of representative syllabi for classes taught since tenure-line appointment
- a grid, as described in the Portfolio Requirements, showing SPOT scores for all classes taught since tenure-line appointment
- evidence of curriculum/program development, including the substantial revision of currently offered courses and the documented development of new courses and teaching materials.

- two letters of peer evaluation, dating back no further than two years, written by tenured English Department colleagues who have observed the candidate's teaching
- candidates active in the MA or MFA programs will document their advisement on graduate theses, dissertations, and/or comprehensive exams, separating in-progress from completed work and stating whether the advisement was as a committee member or as a director.
- titles of courses offered as a Directed Independent Study, with names of students and semester taught.
- participation in pedagogy workshops with dates and descriptions; presentations concerning teaching methods.
- a list of any grants obtained in support of curricular and pedagogical development, giving the amount, semester, and name of the funding agency.
- a list of guest lectures in colleagues' courses, by course, title, and date, with a copy of the invitation.
- evidence of teaching research intensive (RI) undergraduate courses, courses supported by the OURI curriculum grants program, or otherwise offering supervised research experiences
- evidence of community engagement through experiential-learning courses such as academic service learning, field experience, co-ops, internships, co-curricula, and independent study

Service: Candidates are expected to demonstrate effective and conscientious service. Service assignments shall be reflected in the file by a full summary on the candidate's C.V. and also by the activities documented in Annual Evaluations. Some examples of meritorious service include:

- Chairing Department, College, or University Committees
- Membership on Department, College, and/or University Committees
- Leadership as Department, College and/or University Administrator
- Collegiality, demonstrated by collaboration and constructive cooperation
- Advising student groups, including the literary magazine *Coastlines*, Sigma Tau Delta (the English Honor Society), and EGSS (the English graduate students' organization), as well as giving presentations at meetings and/or conferences of these groups
- Mentoring undergraduate students in research and inquiry through the department or a grants program, serving as judge or reviewer for undergraduate research activities
- Professional service such as organizing or chairing panels for professional conferences, serving as an officer in professional organizations, serving on the editorial board of or as a referee for scholarly journals or presses, writing external reviews of P&Tcases, etc.
- Community-engaged service that applies professional expertise in collaboration with the community in order to address community-identified needs
- Other services to the Department, College, and University

Research, Creative Activity, Scholarship: The criteria for promotion and tenure are consistent across the Department; the activities of candidates in the three broad areas covered by the English curriculum (Rhetoric and Composition, Creative Writing, and Literary Studies) will vary.

All candidates are expected to show substantial scholarly or creative achievement since their appointment to FAU as Assistant Professors. Quality of research is the primary criterion. This is verified by at least five letters from external reviewers and by the majority vote of the Department, as well as by the Department representative's report on the tenure and promotion meeting and the Chair's letter and recommendation.

Candidates are expected to have a book in print or in press when they become candidates for promotion and tenure or to have the equivalent, in refereed publications in journals (or chapters in books that have received external reports). Candidates should document some national influence in their field and the promise of continued influence. Evidence of scholarship with resonance at the national level might include panel presentations at national conferences, publication in journals and books that reach a national audience, serving as an external reviewer for nationally distributed journals or publishers, and any citations to or full reviews of the candidate's publications. (It is not expected to achieve all of these, but some such evidence of scholarly and creative activity at the national level is required.)

Collaborative research is conducted by many Department faculty across the areas of concentration and is especially characteristic of published research in Rhetoric/Composition; such co-authored work is valued by the Department. The Department notes also that topics addressed in Rhetoric and Composition often address wide audiences, that online publication is typical and valued in this field, and that projects in literacy studies, textbooks, and research on the teaching of writing are recognized and important activities for specialists in Rhetoric and Composition.

All candidates for promotion and tenure must show, in addition to research/creative activities as described above, other evidence of scholarly promise and activity; examples of such activities are described below. No one candidate is expected to engage in all the activities listed from A-G, but a candidate's documentation of excellence in research/creative activities/scholarship must include an item or items from Section A (refereed publication); non-refereed publications (Section B) will be considered, although not given the weight of the refereed publication (Section A). Further activities as listed in Sections C-G are also recommended, as providing evidence of future promise.

1. **Publication** The quality of the candidate's work, as judged by external reviewers and the Department, is to take precedence over the perceived status of the publication venue or the number of publications per se. Sections A-G are listed in order of their importance, but no priority is implied by the order of listing within each section.

A. **Refereed publication:**

These may include

- (for all candidates) a refereed book from a university press or from a trade press that requires external reports
- (for all candidates) a refereed book published electronically by a recognized academic e-publisher
- (for all candidates) a textbook (or pedagogically oriented study) that has received external reviews
- (for all candidates) scholarly articles or chapters in books that have received external reports. When refereed journal articles form part of a broader publication profile (i.e., when the candidate

has additional scholarly accomplishments as described in Sections B, C, and D below), the nuanced evaluation of quality is to take precedence over any specific, arbitrary “minimum” number of publications.

- (for all candidates) a scholarly edition or other edited book (whether scholarly, pedagogical, or creative in focus) that has received external reviews, with the complexity of the topic and significance of the work to be taken into consideration.
- (for candidates in Creative Writing): short fiction, poems, translations, or nonfiction essays. When such work constitutes the majority of a candidate’s creative profile, the quality of the publications takes precedence over quantity per se.
- (for candidates in Rhetoric and Composition): refereed articles and books that advance pedagogical theories and practices. Among these might be refereed articles, websites, videos, and databases. In the case of the multi-authored works typical of the field, the candidate’s specific contributions should be clearly described.

Note: Collaborative scholarship will be evaluated in terms of the candidate’s contribution to the work, which should be clearly specified in the candidate’s self-evaluation letter, and of the significance of the project as a whole.

B. Non-Refereed publication: The Department’s guidelines on the evaluation of non-refereed scholarship in English studies follow those recommended for promotion and tenure by the *Modern Language Association Taskforce Report* (2007).

Across the three sub-disciplines of Rhetoric and Composition, Creative Writing, and Literary Studies, many first-rate publication venues are not refereed. These carry less weight per se than refereed books and articles but may in substantial quality become elements in a candidate’s tenure and promotion portfolio. The most relevant factor in evaluating non-refereed scholarship is the significance of the work as a contribution to the candidate’s field; the reputation of the venue is also of some weight.

Among many significant and meritorious non-refereed projects are:

- a non-refereed book in the candidate’s field
- a non-refereed textbook, to be considered in terms of its usefulness as a contribution to the candidate’s field
- invited chapters in books, to be evaluated in terms of the significance of the book and the quality of the press publishing the work
- review essays and book reviews, to be evaluated in terms of length and complexity as well as in terms of the quality of the journal in which reviews appear
- entries for encyclopedias or reference works
- reprints of works previously published. Although such reprints are typically not sent out for further review, any such re-publication attests to the continuing importance of the candidate’s work
- websites and online databases and multimedia or New Media texts

Note: Collaborative non-refereed scholarship will be evaluated in terms of the candidate’s contribution to the work, which should be clearly specified in the candidate’s self-evaluation letter, and of the significance of the project as a whole.

C. In Press: Books and/or articles that have been completed but are still in press are taken by the Department as evidence of significant research/creative activity (when candidates can document the successful completion and acceptance of the manuscript). Forthcoming books are (like articles accepted for publication but still forthcoming) considered a legitimate element in a candidate's application for promotion and tenure.

D. Under Contract: Works under contract but still to be completed are taken by the Department as evidence of professional activity, but they do not carry the weight of publications that are in print or in press.

E. In-Progress: The Department expects candidates for promotion and tenure to have solid plans for further long-range project(s) in their field. All candidates for promotion and tenure should discuss their project(s) in development along with listing and describing the publications in hand discussed in items A-D.

2. Other Professional Activities

F. Conferences

- The size and/or location of the conference are less important than the relevance of the conference topic to the candidate's research/creative interests.

G. Professional Activities

- applying for internal and/or external grants or other sources of funding
- securing internal and/or external grants or other sources of funding
- serving as Editor for a scholarly journal
- membership in professional organizations such as the MLA or other important groups in the faculty member's field(s).
- designing professional websites or databases; directing or participating in digital humanities projects
- inquiry, investigation, or creative discovery in partnership or collaboration with undergraduate or graduate students that results in a shared publication, presentation, exhibition, or performance
- community-engaged, collaborative research or creative activity with the goals of contributing to the discipline and strengthening the well-being of community stakeholders

Criteria for Promotion to Full Professor

Candidates for promotion to Full Professor should review the online Provost's Guidelines on promotion for current information on criteria. Typically, candidates will have held the rank of Associate Professor for at least five years. Candidates will have maintained an overall evaluation of Satisfactory or better (under the 4-tier evaluation system in place prior to 2017) or of Good or better (under the 5-tier evaluation system in place as of 2017) on annual evaluations since their promotion and tenure.

Teaching: As teachers, candidates will have continued to develop new courses, to revise and update existing courses, and to challenge and inspire their students in the classroom. Whatever the limitations of the SPOT forms, the Department recognizes the validity of student input as part of a holistic approach to the evaluation of teaching. All our candidates are expected to achieve SPOT scores of 2.5 or better (on question 6) in the majority of their classes. The Department will make allowances for especially challenging classes, such as WAC and other required courses. Faculty members standing for promotion to Full Professor should have a track record of active and conscientious graduate thesis, dissertation, and/or comprehensive exam advisement.

Research, Creative Activity, Scholarship: During their tenure as Associate Professors, they will have published, depending on their assignment, significant additional refereed creative and/or scholarly work of high quality. The Department's approach to the evaluation of research is holistic and the quality of research/creative activity is more important than any fixed quantity of publication. Nonetheless, candidates usually will have published an additional refereed book as well as several substantial juried articles. Candidates for promotion to Full Professor should have achieved national and/or international recognition. Evidence of such recognition might include (among other possibilities) invitations to speak at universities and/or conferences in the US or abroad, publication in journals or books that reach a national and/or international audience, work as an external reader for nationally and/or internationally distributed journals and books, invitations to serve as an external reviewer for promotion and tenure candidates at universities in the US or abroad, citations to and/or full reviews of the candidate's publication(s) in national and/or international venues, and any research awards, grants, or fellowships received since promotion and tenure. (It is not expected to achieve all of these, but some such evidence of national and international recognition is required.)

In considering candidates for promotion to Full Professor, the Department adheres to University guidelines and also to those outlined in the *2007 MLA Task Force on Promotion and Tenure*: "a body of essays or articles in peer-reviewed journals can demonstrate the quality of scholarly work as well, or in some cases better, than a monograph of similar length. Moreover, edited collections of articles, critical editions, annotated translations of important primary texts, essays written for a general audience, trade books, textbooks, and pedagogically useful monographs, as well as publications or other professional work in electronic form, may contribute to a body of scholarly and professional work that can meet the highest standards of the...review process" (40-41). The candidate's *overall* body of work (completed and published since the last promotion) will form the basis for the Department's assessment of research accomplishment.

For co-authored work published after tenure, the faculty member's individual contribution should be clearly specified. At least five external readers will report on applications for promotion to Professor; each will be a major scholar in the relevant field(s) who can attest to the significance and high quality of the candidate's work. External reviewers must be accomplished full Professors at Ph.D. granting universities or highly regarded four-year colleges. Candidates in creative writing may, however, be supported by external reports from highly regarded authors, distinguished in the candidate's field, who do not hold the academic rank of Full Professor.

Service: They will have engaged generously, consistently, and effectively in service activities during their years as Associate Professor. A significant amount of service is expected of Associate and Full Professors; conscientious service as an Associate is therefore one sign of a faculty member's readiness for promotion to Professor. Our department expects and values collegiality as seen in collaboration and constructive cooperation.

Candidates for promotion to Full Professor should have played leadership roles and undertaken major responsibilities on Department, College, and/or University committees. We also expect candidates to have engaged in significant professional service: e.g., serving as officers in national and/or international professional organizations in their field(s), as editor or external reader for journals in their field(s), and as reviewers of manuscripts for university and/or trade presses.