

COLLEGE OF HUMANITIES PROMOTION AND TENURE CRITERIA

Date: December 1995
Addendum March 2000

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1. INTRODUCTION

The College of Humanities begins its own promotion & tenure guidelines by quoting from the Draft University Promotion and Tenure Guidelines, a document which will be quoted throughout to assure the clear articulation between both sets of guidelines.

2. PERSPECTIVE

“The development of university promotion and tenure guidelines is essential and desirable for a number of reasons. They express the level of expectation that the institution holds for itself in the most consequential arenas of activity: original research, scholarship, and creative work; teaching; and service. They help assure that the activities which are to be rewarded are consistent with the overall mission of the institution. They alert new faculty to first-order responsibilities and expectations. They inform the Arizona public that the university is absolutely serious in holding itself to the highest standards, commensurate with its ranking as a Research I public university.”

“University guidelines for promotion and tenure are intended to provide a touchstone of global considerations which are meaningful to the full spectrum of departments and colleges. Departments and colleges should not expect that the university guidelines can be used as a simple ‘litmus’ to directly test whether the contributions of a given faculty member are sufficiently potent and concentrated to warrant promotion. However, the university guidelines should serve as an effective reference in the development and revision of departmental and collegiate guidelines. Even though the details of collegiate and departmental guidelines must reflect discipline specific characteristics, activities, expectations, norms, and evaluative measures, they nonetheless should maintain a complementary relationship among all institutional guidelines of promotion and tenure.”

3. GENERAL CONSIDERATIONS

“The University of Arizona is a major land-grant research university. It is currently ranked in the top twenty-five such public universities in the country. Accordingly, its mission is threefold: to expand the frontiers of creative human enterprise; to share the results of that expansion; and to serve not just its state constituency but larger communities, from regional to national to international.” To paraphrase from the university’s mission and scope statement, “the modern University of Arizona is a learning community, where learning ranges from a first-year student being introduced to our intellectual and cultural heritage at the one extreme, to a faculty member’s sophisticated probing of the universe or the human mind at the other. Whatever the field of learning, the pervasive institutional values are a respect for the highest standards in research, scholarship, and artistic endeavor; a concern for the application of new knowledge and insights so as to improve the human condition; and an interest in perpetuating and disseminating old and new knowledge alike through teaching and research programs at all levels.” In order to carry out its mission, as the statement insists, “the recruitment and retention of outstanding individuals who can serve the university must be given the highest priority. And in order to ensure that the faculty is and continues to be truly outstanding, effective systems for not only recruitment and retention but also for promotion and tenure must be maintained, giving proper consideration to contributions in teaching, research, and professional service.”

The College of Humanities fully endorses these high ideals and goals of the university. Since the university as a whole ranks among the major Research I institutions, the College of Humanities has an obligation to play a responsible intellectual role within that context. Therefore, the criteria for promotion and tenure should be comparable to those of peer Research I institutions throughout the country. These criteria are offered in the spirit of encouragement so that the College of Humanities may inspire its members to creativity, research, teaching, and service of the highest distinction - in short, to good citizenship in the richest sense of that phrase. Individual departments will specify these generalized criteria according to their particular missions.

4. RESEARCH, SCHOLARSHIP AND CREATIVE WORK

“Since the University of Arizona is a major research university, research or its creative equivalent is a ‘sine qua non’ for promotion and tenure. Its research function requires faculty members devoted to and actively engaged in the expansion of humanity’s intellectual and creative frontiers. The single most important characteristic of a faculty contribution to this expansion is high quality as judged by peers both inside and especially outside the university. Other considerations generally include a sustained program of scholarly research or creative contributions of sufficient quantity; the winning of grants, awards, and fellowships; and the responsibility and honor of being named to important professional positions.”

4. a. Promotion to associate professor with tenure. “The candidate must present evidence of having established a coherent program of research or scholarship, or creative activity with published results and/or creative work in media that are rigorously peer-reviewed. The results must be of sufficient quality and quantity to establish not only an emerging national reputation but the clear promise of sustained contribution into the future. The achievement of such stature is manifested especially in the quality of the specific media of publication or presentation, the opinion of peers from prestigious institutions (who rank the candidate in reference to his or her cohort), the winning of grants, awards, and fellowships in support of the candidate’s work and the attraction of advanced students to the candidate’s tutelage.”

4. b. Promotion to professor. “Candidates must provide evidence of sustained productivity of such high caliber as to have achieved not only full national but preferably also international recognition for their work. This level of achievement is manifested in such signs as the quality and quantity of work presented in the most rigorously reviewed media or means of presentation; the opinions of peers from prestigious institutions both here and abroad; the winning of major awards, grants and fellowships; regular presentations to scholarly or artistic communities beyond the southwest region; the invitation to serve on editorial boards or other boards of judgment, to review manuscripts for prestigious journals and presses, to review grant applications for national funding agencies, and to evaluate candidates from other prestigious institutions for promotion and/or tenure.”

For faculty in the College of Humanities, which consists of language and literature departments, and related area studies, these university guidelines may be specified as follows. In every case, the candidate must be guaranteed fair representation by scholars sharing his or her area of academic specialization.

4.1 FOR SCHOLARS OF LITERATURE AND AREA STUDIES

4.1.1. Promotion to associate professor with tenure will normally mean the acceptance for publication by a reputable press of at least one single-authored interpretive monograph or a major work of scholarship (such as a scholarly edition, a biography, annotated bibliography, or calendar of plays with complete critical apparatus) that makes a significant contribution to the candidate’s field. Such significance should be attested by not only departmental but national colleagues, such as the authors of readers’ reports for the press and of letters of recommendation from peers at other institutions. In addition, he or she must also present evidence of having

made progress on a second major interpretive or scholarly project. Note that the word ‘normally’ above means that, in circumstances dictated by a particular field, the candidate may present the equivalent of a monograph or scholarly work, that is, a concentration of single-authored articles, in rigorously peer-reviewed journals, that reflect a coherent program of research and together constitute the kind of significant professional contribution described above. Additional but not alternative evidence for promotion in this category of research will normally include the regular publication of scholarly or interpretive articles in refereed journals; it may also include the regular presenting of professional papers, winning grants and awards for scholarship, having one’s work translated or reprinted, being cited by peers, and being selected for tours of duty at special institutes for advanced study. Scholarly editing, where it can be shown to require sustained research and original or critical activity, may be offered as another example of scholarly activity. In most instances, however, journal editing or similar activity will be understood as ‘professional service’.

4.1.2. Promotion to professor will normally mean the acceptance for publication by a reputable press of a second single-authored interpretive monograph or major work or scholarship (see above). Note that the word ‘normally’ above means that, in circumstances dictated by a particular field, the candidate may present the equivalent of a monograph or scholarly work, that is, a concentration of single-authored articles, in rigorously peer-reviewed journals, that reflect a coherent program of research and together constitute the kind of significant professional contribution described above. Additional but not alternative evidence for promotion in this category of research will normally include the regular publication of scholarly or interpretive articles in refereed journals; it may also include other evidence detailed above, except that at this level the College of Humanities expects that the candidate will have achieved not only a full national but preferably an international reputation, as attested by letters, citations, and reviews from abroad, and that he or she will have contributed to all or nearly all of the categories of such other evidence listed under promotion to associate professor.

4.2. FOR SCHOLARS OF LANGUAGE

This category includes scholars in linguistics, second language acquisition, pedagogy, rhetoric and composition, and discourse analysis.

4.2.1. Promotion to associate professor with tenure will normally mean the acceptance for publication, by rigorously peer-reviewed journals, of a significant number of single-authored articles (or an even larger number of joint-authored articles or a combination of the two, with the percentage of the candidate’s contribution indicated) that reflect a sustained, coherent program of research and make an important contribution to the candidate’s field. The significance of the number will be determined by the current operative criteria within the candidate’s discipline; the importance of the work should be attested by not only departmental but national colleagues, such as the authors of readers’ reports for journals and of letters of recommendation from peers at other institutions. The word ‘normally’ in this instance means that a candidate may present the equivalent of a series of articles in the form of a monograph or an innovative textbook, software program(s), video presentation(s), translation(s), or the like, that is of such high quality as to constitute a significant contribution to the field in the opinion of nationally recognized experts. Additional but not alternative evidence for promotion in this category of research may include the regular presenting of professional papers, editing scholarly journals, winning grants and awards for scholarship, having one’s work translated or reprinted, being cited by peers, and being selected for tours of duty at special institutes for advanced study. Further evidence of scholarly achievement may also include invitations to perform such professional services as editing of a scholarly journal and invitations to serve on editorial boards or to review manuscripts and grant applications.

4.2.2. Promotion to professor will normally mean the acceptance for publication, by rigorously peer-reviewed journals of an additional sustained series of single-authored articles of such quantity and quality as to have made a major impact on the field; or an even larger number of joint-authored articles (or a combination of single- and

joint-authored articles, with the percentage of the candidate's contribution indicated) of such quantity and quality as to have made a major impact on the field. The word 'normally' in this instance means that a candidate may present the equivalent of a series of articles in the form of a monograph or an innovative textbook, software program(s), video presentation(s), translation(s), or the like, that is of such high quality as to constitute a significant contribution to the field in the opinion of nationally recognized experts. Further additional criteria for promotion in this category of research may include other evidence detailed above, except that at this level the College of Humanities expects that the candidate will have achieved not only a full national but preferably an international reputation, as attested by letters, citations, and reviews from abroad, and that he or she will have contributed to all or nearly all of the categories of such other evidence as that listed under promotion to associate professor.

4.3. FOR CREATIVE WRITERS

4.3.1. Promotion to associate professor with tenure normally means the acceptance for publication of at least two single-authored books with reputable presses. Significant publication in reputable, prestigious periodicals may also be taken into account, although it cannot entirely replace book publication. In all cases, however, quality should attend quantity of publication. If it is determined, in the opinion of nationally recognized writers or critics, that a writer's work has made a significant contribution to the literary canon, fewer books or publications may be required. If a candidate was hired with existing publications, evidence of continuing and vital publication is indeed expected as more fully defined in departmental and program guidelines. Finally, in certain circumstances, creative translation of another author's work may also be deemed the equivalent of a single-author endeavor.

4.3.2. Promotion to professor normally means the acceptance for publication of at least four single-authored books with reputable presses. Significant publication in reputable, prestigious periodicals may also be taken into account, although it cannot entirely replace book publication. Additional but not alternative evidence for promotion in these categories might include giving readings, being invited to serve on panels of judgment, teaching in nationally recognized writers' conferences, winning grants and awards, having one's work translated or reprinted, and being selected for tours of duty at special institutes for advanced creative work.

5. TEACHING

"The sharing function of the university requires faculty members who can effectively communicate the results of their research, scholarship or creativity not only through professional modes of publication (in its widest sense) but in the classroom. Consequently, good teaching is essential for promotion and tenure. Good teaching includes organizing and conducting a course appropriate to the level of instruction and the nature of the subject matter; bringing to the classroom the latest discoveries or techniques; engaging the students, according to their capacities, in the current discourse and the current debates within a field; enabling them to articulate issues and solve problems on their own; and being available outside the classroom for further instruction and advice. It also involves the training of successful graduate and professional students. The assessment of good teaching should include systematic surveys of student opinion, peer evaluation, and, where possible, measurements of student performance..."

5. a. Promotion to associate professor with tenure. "The general criteria are as follows: the candidate must present evidence of having mastered the classroom or its equivalent. By the time faculty members are candidates for promotion and tenure, they must have proven effectiveness within the classroom, from organizing and presenting material to stimulating intellectual and/or [creative] response. Since the bulk of evidence usually comes from student information, the candidate's perceived ability to communicate substance and stimulate intellectual inquiry will be paramount. Other evidence of such achievement includes peer evaluation, especially when it results in grants for teaching innovations, teaching awards, selection to teach in prestigious programs, or the like. Conscientious, effective advising and availability

to students during office hours [are] yet other integral expectations...”

5. b. Promotion to professor. “Candidates must present evidence of continued effectiveness in teaching at all levels involved. They should be directing masters and doctoral work (where appropriate) and should be thoroughly engaged in training students at the highest level of their discipline at the University. Evidence of teaching effectiveness should continue to come from good (not just satisfactory) scores on student surveys. Other evidence might include comments especially by Honors or graduate students; peer evaluations; teaching grants and awards; and selection to teach in prestigious programs not only here but elsewhere.”

The College of Humanities considers teaching and teaching effectiveness at both the undergraduate and graduate levels to be extremely important. The subject matter to be taught under the aegis of the College of Humanities varies widely, but the ultimate result of good teaching remains constant: an inspired and knowledgeable student equipped with appropriate linguistic, compositional, analytic, interpretive, and/or creative skills.

The *Draft University Promotion and Tenure Guidelines* state quite clearly and unequivocally that “good teaching is essential for promotion and tenure.” They are equally clear in requiring “systematic surveys of student opinion, peer evaluation, and, where possible, measurements of student performance.” It is essential, therefore, to document as thoroughly and as accurately as possible an individual’s teaching.

The university has a reasonably broad definition of teaching as defined by the Deans’ Council and adopted by the Provost in December 1988. Not only classroom instruction, but also advising and mentoring, supervision of independent and graduate study, and course development need to be evaluated, as well as the outcome of the teaching process, that is, an appraisal of the effectiveness of the teacher.

6. SERVICE

“The service function of the university requires faculty members not only to share the results of their creative endeavors through publication and teaching but to serve the university, the different professions, the community, the state, the region, the nation, and even the world in various professional capacities, from departmental, college, and university committees; to continuing education and extension services; to governmental agencies; and to professional organizations. Such service becomes an increasingly important part of a faculty member’s activities as he or she advances through the ranks, for such advancement brings additional responsibility...”

6. a. Promotion to associate professor with tenure. “Candidates must present evidence that they are contributing to the decision making and academic/institutional planning at the departmental level, and perhaps even the college and university levels as well, by effectively carrying out committee assignments... The record of service should reveal that assistant professors worthy of promotion to associate professor with tenure have begun to develop a habit of service, that their judgments are professionally respected and valued, and that they have demonstrated an ability and an interest in finding linkages between their discipline and public interests, needs and opportunities.”

For promotion to associate professor with tenure in the College of Humanities, candidates must present evidence of such service as: effective membership on standing and/or ad hoc committees at the departmental, college, and/or university levels; sponsorship and advising of student groups or clubs; lectures, performances, translations, consultation, and other contributions to the university and the community consistent with the candidate’s professional expertise; honors or awards for professional service to the university, community, and professional groups or organizations; membership and participation in the activities of regional and national professional organizations as committee members, session chairs, elected officials, and the like; editing of scholarly journals, reviewing of manuscripts and grant applications or other activities that represent high quality professional service

at different levels to both the public and private sectors. Care must be taken, however, on the part of both candidate and administration, not to over commit assistant professors by demanding a level of service that interferes with their development of a coherent research program and of teaching skills. While women and minorities are underrepresented on the faculty, it will be particularly important to resist the temptation to over utilize their contributions to service.

6. b. Promotion to professor. “Candidates for full professor must have accepted much more service responsibility than for lower ranks. They must present evidence of considerable service to the university (preferably in all three areas of department, college, and university), their profession and the public (community lectures or performances, continuing education, extension, governmental agencies, and the like). It is expected that service will be rendered to one’s profession through such activities as participation on review panels, the review of journal articles and the evaluations of grants and proposals, and consultation. Effectiveness in service is one indication that a candidate has achieved the national or international stature that the university has the right to expect of its full professors.”

For promotion to professor in the College of Humanities, candidates must present evidence of service that demonstrates a record of several such activities as: the effective performance of administrative responsibilities; sustained effective membership on departmental, college, and university committees; sustained effective participation in and contributions to regional, national, and international professional organizations; membership on national grant review panels for such associations as the NSA, NEA, NEH, and CIEES; service as an external evaluator for promotion and tenure cases at other universities; service as a reviewer of articles and manuscripts or of creative works; editorships; membership on the editorial boards or boards of directors of prestigious national or international publications and associations.

7. CONCLUSION

The *Draft University Promotion and Tenure Guidelines* conclude thus: “Finally, whatever their category and rank, the primary characteristic that the University of Arizona demands in its faculty is high quality. Without it, we cannot be a leading institution. Every member of every committee involved in every promotion and tenure decision has the ineluctable duty to guarantee that our quality is preserved and enhanced.”

In the spirit of this conclusion, the College of Humanities expects that the members of these extremely important promotion and tenure committees will carry out their duties with the highest integrity, judiciousness, and fairness.

ADDENDUM TO COLLEGE OF HUMANITIES PROMOTION AND TENURE CRITERIA

Date: March 2000

TENURE-REVIEW CRITERIA FOR FACULTY MEMBERS HOLDING .51 FTE TENURE-ELIGIBLE APPOINTMENTS

Tenure-eligible faculty members who hold .51 FTE appointments will be reviewed for successive renewal and promotion and tenure according to the following criteria. The research, teaching, and service obligations of tenure-eligible faculty members who hold .51 FTE appointments are defined as follows:

1. **Research.** The candidate will normally be expected to have conducted the same amount of research and publication, and at the same level of quality, as that expected of 1.0 FTE tenure-eligible candidates.
2. **Teaching.** The candidate will normally be expected to have taught a number of courses proportionate to the number expected of 1.0 FTE tenure-eligible candidates in his or her unit, and at the same level of teaching quality. For example, a .51 FTE tenure-eligible candidate will be expected to have taught half the number of courses normally taught by a 1.0 FTE tenure-eligible candidate. Similar expectations will govern the evaluation of other instructional activities, such as independent study courses, undergraduate advising, and service on graduate, thesis, and dissertation committees.
3. **Service.** The candidate will normally be expected to have contributed an amount of service and outreach activity proportionate to the amount usually expected of 1.0 FTE tenure-eligible candidates, and at the same level of quality.

In unusual cases, the normal expectations described above may be adjusted for good reason with the written approval, in advance, of the unit administrator and the dean.

ADVISORY ATTACHMENT: SUGGESTED CONDITIONS FOR TENURE-ELIGIBLE APPOINTMENTS OF LESS THAN 1.0 FTE

The University Handbook for Appointed Personnel (UHAP) provides that faculty appointments of 51% or more FTE may be eligible for tenure. While recognizing the flexibility that such appointments afford, the Dean's Advisory Committee (DAC) is equally concerned about risks to equity and morale that may arise if a tenure-eligible appointment is configured at less than 1.0 FTE. These risks include inequitable workloads, particularly for junior faculty, and underemployment of qualified personnel. Therefore, DAC urgently recommends that the following considerations be taken into account when a unit in the College of Humanities deliberates about making such an appointment.

1. **Purpose.** Tenure-eligible appointments at less than 1.0 FTE should be rare and offered for only one of two reasons: upon request to accommodate specific personal circumstances; and to facilitate joint appointments, either within the College of Humanities or between the college and other colleges.
2. **Collegial agreement.** It is in the best interests of the appointee, and crucial to the morale of the unit, that all voting faculty in the unit deliberate and vote upon the conditions of the appointment.
3. **Splitting a line.** A 1.0 FTE vice-line may be divided between an academic couple, with each partner holding a tenure-eligible 51% FTE appointment. DAC considers it highly inappropriate to split a line under other circumstances. Offering tenure eligibility to only one member of a couple sharing a single line, when both have the appropriate terminal degree, could be construed as a form of discrimination.
4. **Criteria and procedures for continuing review, promotion, and tenure.** When a tenure-eligible

appointment is configured at less than 1.0 FTE, and before such an appointment is offered, units must develop written guidelines explicitly addressing expectations for both continuing review and promotion and tenure. The appointee must be provided with copies of those guidelines, as well as all other pertinent materials, before the appointment is finalized.

5. Equitable conditions of teaching and service. The department head or program director is enjoined to work out a fair and equitable distribution of teaching and service responsibilities between faculty holding tenure-eligible appointments of less than 1.0 FTE and those holding 1.0 FTE appointments. In particular:

5. a. Faculty with reduced FTE appointments must be offered the same opportunities to develop and teach courses of their choice as other tenure-eligible faculty.

5. b. If the configuration of a reduced FTE appointment prevents a faculty member from undertaking service obligations lasting a full academic year, a commensurate share of departmental tasks must be structured to fit his or her conditions of employment. Under no circumstances should regular departmental service responsibilities be shouldered disproportionately by tenure-eligible 1.0 FTE faculty.

6. Equitable access to resources. The department head or program director is enjoined to work out a fair and equitable distribution of unit resources (e.g., travel money, computing equipment, and office space) between faculty holding tenure-eligible appointments of less than 1.0 FTE and those holding 1.0 FTE appointments.