

Department of English Promotion and Tenure Guidelines

*Approved by Academic Affairs January 2015
Effective 2016-16 Cycle*

Overview

The following guidelines describe the English Department's expectations for achievements in research, teaching, and service in order to be tenured and promoted at the University of Central Florida (UCF). These guidelines are intended for the use of department faculty, college and university committees, and outside reviewers.

Our department serves the UCF community as well as the community at large. We serve all UCF students in the General Education Program (GEP), liberal arts, education, business, engineering, and other areas. We teach a variety of courses in Literature, Creative Writing, Linguistics, Technical Writing, and Texts and Technology. Our offerings include service-learning courses that bring our students' expertise and efforts into the community, as well as internships in publishing, writing, and editing that give our students valuable experience. The following are our common goals, as expressed in our mission statement:

TO FOSTER in students the ability to read accurately, write clearly, and think analytically. The close analysis of literary, critical, and original texts fosters these skills while introducing students to historical, social, cultural and aesthetic values that are reflected in a variety of genres.

TO ENCOURAGE students and faculty to appreciate, understand, and advance the knowledge of our discipline. Traditionally, the study of literature has been a central focus of this effort. More recently, the discipline of English has come to include a variety of media - - including sound recordings, film, and hypertext - - for the study of rhetorical principles, aesthetic values, artistic experimentation, and technical competence.

TO NURTURE students and faculty in their creation of literature. Defined broadly, this includes expository, expressive, and persuasive images and texts in poetry and prose, whose end may be aesthetic, moral, pedagogical, referential, or scholarly.

TO ENRICH the educational, artistic, cultural, professional, and economic lives of the Central Florida community by providing a variety of curricular offerings, non-credit educational experiences, cultural programs, service learning opportunities, and technical as well as artistic training.

TO SUPPORT the missions of the College of Arts and Humanities and the University of Central Florida, including a commitment to the free expression of ideas, the quality of all people, and the dignity of the individual.

Tenure

Faculty members earning tenure in the Department of English are expected to contribute to the mission and needs of the department. To achieve tenure, they must demonstrate a significant, sustained contribution to their discipline, department, college, and university.

Assistant professors earning tenure will have a strong record of successful (1) research and publication and (2) teaching, as well as an appropriate level of (3) professional development and service activity. Candidates seeking tenure will provide evidence of achievement in each of these three basic areas of performance.

Substantial achievement in both research and teaching, and indications of future excellence in these categories, are necessary for tenure. Consistent activity in professional development and service is also required. However, an outstanding record in professional development and service alone is insufficient for tenure.

1. Research:

A candidate for tenure must demonstrate a strong commitment to research and publication from the time of appointment. The candidate will have a sustained body of substantial original work that has been published or accepted for publication in reputable peer-reviewed venues. This work should indicate sound scholarly or creative skills that clearly demonstrate the candidate is well on the way to national recognition in his or her field.

Scholarly and creative publications or activities include but are not necessarily limited to the following:

- Scholarly or creative book published by a respected press
- Scholarly article or creative work published in a significant peer-reviewed journal or literary magazine or electronic equivalent
- Article, chapter or creative work published in a scholarly book, textbook or anthology
- Original book-length translation published by a respected press
- Edited collection of scholarly articles or creative works published by a respected press
- Textbook published by a respected press
- Scholarly edition
- Funded research grant
- Original article-length translation in a respected peer-reviewed journal or original translation of creative work published in a respected peer-reviewed literary magazine
- Journal, scholarly or creative (including guest editing) editorship
- Book series editorship
- Article published in a respected conference proceedings
- Book review published in a significant journal
- Encyclopedia entry
- Bibliography
- Interview

Candidates who apply for tenure must present a dossier including publications most valued in the candidate's field (for example, a scholarly or creative book published by a respected press or six or seven scholarly articles published in significant peer-reviewed journals or creative works published in major literary magazines). Substantial peer-reviewed primary works such as journal articles, book chapters or creative publications are more valuable than secondary publications such as conference proceedings, book reviews, encyclopedia entries, bibliographies, and interviews.

Co-authored peer-reviewed articles, chapters or books will also be valued according to each individual author's contribution. An edited collection of scholarly or creative works will be valued according to the individual editor's contribution. Candidates must document their contributions.

Concerning the status of publications, candidates for tenure should be aware of the following. - Published work (in print) and forthcoming work (accepted for publication and eventually to be published) are most valued for tenure. A book contract for a completed manuscript is also valued. Also, work published in journals or literary magazines with low acceptance rates is typically more valued than work published in journals or literary magazines with high acceptance rates. Pending manuscripts (out for review or under revision at the request of an editor), and manuscripts under consideration (submitted but still waiting for possible review) are not considered publications. However, such work helps to demonstrate evidence of a body of scholarly or creative work in progress that confirms a commitment to research.

A strong record of presentations (for example, papers or readings at national, regional, local peer-reviewed conferences) is expected.

2. Teaching:

Evidence of the quality of strong performance in the teaching category will include student evaluations. Other documentation, such as awards or other kinds of recognition, reports on peer visits and course materials and other supplemental information, as noted below, will also be considered:

- Direction of student dissertations or theses, including Honors in the Major (HIM) or independent studies as well as membership on dissertation, theses or HIM committees
- Chair's evaluations
- Academic advising
- Program, course or workshop development
- Participation in seminars, workshops or other forums which are focused upon curricular concerns, teaching or the learning process
- Development of supplemental teaching materials— CD-ROM, web site, digital archive or software to accompany courses

3. Service:

The faculty member should show evidence of service to the department and the university or community. Included for consideration are the following:

- Membership on department, college or university committees; Faculty Senate
- Organizing or participating in workshops or seminars related to the mission of the department, college or university
- Coordination of special academic programs
- Advisor to department or campus organizations
- Offices or special responsibilities in professional organizations related to academic discipline
- Unpaid public service to public schools or to other relevant community or state organizations

Promotion

To Associate Professor: Assistant professors who have met the criteria for Tenure (as specified above) will, under normal circumstances, be promoted.

To Professor: Faculty members seeking promotion to the rank of full professor will be expected to take leadership roles in fulfilling the department of English's mission. They must demonstrate significant and distinguished contributions to their discipline, department, college and university. Full professors will have maintained a distinguished, successful record of research, teaching, and service.

1. Research:

A candidate for professor must demonstrate a national or international reputation within his or her field. Evidence consists primarily of a substantial body of works published in influential peer-reviewed venues, with these works having been published after promotion to associate professor.

Candidates who apply for promotion to professor must present a distinguished dossier of scholarly or creative publications most valued in the candidate's field. A diversity of research interests is valuable if it can be explained as part of a coherent research program. Interdisciplinarity is valued, if it can be demonstrated how it relates to the candidate's field(s). Only published works (electronic or print) will be considered in regards to candidacy.

Candidates will provide the following minimum evidence of a respected national or international reputation:

The publication of a book or books (may include textbooks) from a respected press; or, if the candidate has published a book from a respected press prior to obtaining the rank of associate professor, then at least ten substantial peer-reviewed articles or book chapters from respected academic journals or presses may be considered in lieu of a second book. For creative writing faculty, scholarly work and creative works in multiple genres (fiction, poetry, creative nonfiction, scripts, etc.) are accepted as contributing to the creative writer's profile.

Other evidence used to support the candidacy may include the following:

- Original book-length translation(s) published by respected university or academic press(es)
- Original article-length translation(s) in respected peer-reviewed journals or original translations of creative work published in respected peer-reviewed literary magazines
- Funded research grant(s)
- UCF Research Incentive Award (RIA)
- Scholarly or creative journal editorship(s) (including guest editing)
- Book series editorship(s)

- Articles published in a respected conference proceedings
- Book reviews published in significant journals
- Encyclopedia entries
- Bibliographies
- Interviews
- Short essays
- Presentations or readings at international, national, or regional peer-reviewed conferences.

Substantial peer-reviewed primary works such as single-authored scholarly monographs, journal articles, book chapters, creative publications, or electronic archives are more valuable than secondary publications such as conference proceedings, book reviews, encyclopedia entries, bibliographies, and interviews. Independent and lead authorship is considered more valuable than collaborative effort; co-authored peer-reviewed articles, chapters, or books will be valued according to each individual author's contribution. An edited collection of scholarly or creative works will be valued according to the individual editor's contribution. Electronic work can be valued as much as print work; however, documentation supporting its equivalency should be included. Evidence testifying to the candidate's national or international reputation may include the following:

- Reputation of university, academic, or literary presses or journals publishing the candidate's work
- Acceptance rates of journals or literary magazines in which the candidate has published
- Prizes, honors, and awards for scholarly or creative work
- External grants and fellowships
- Published reviews of the candidate's work
- Invited works, based on the candidate's stature in the field
- Invited lectures or readings at conferences and other universities
- National or international media exposure
- Editorial or board positions on journals
- Evidence that the candidate's works are used in classes at other universities
- Translations or reprintings of candidate's works
- Book tours
- Unsolicited letters from colleagues
- Recognition of candidate's websites or digital works
- Prestige of conferences where candidate presents
- Consulting work by the candidate
- Candidate's work as an external reviewer or judge (of manuscripts, grant proposals, tenure and promotion, contests, etc.)
- Leadership in the field as evident in positions and responsibilities
- Department Chair evaluations are at "Outstanding" for research for a majority of the years

2. Teaching:

The candidate for professor must provide evidence of successful teaching since promotion to associate professor. Evidence used to support the candidacy includes, though is not limited to, a selection from the following:

- Annual Department Chair evaluations of teaching. Annual Department Chair evaluations are at "Above Satisfactory" or higher for teaching for a majority of years. Candidate must also demonstrate a range of courses taught according to Department needs.
- Curricular innovation, development, and improvement. Candidate shows a clear record of developing new courses as supported by course action request forms or of revising established courses as supported by syllabi, assignment handouts, and other evidence.
- Pedagogical development. Candidate demonstrates evidence of pedagogical development in one or more of the following ways: Active participation in seminars, conferences, panels, or other activities with the intent to develop or improve teaching practices; substantial achievements in the scholarship of teaching; development of high quality teaching materials available to others within the field; or invitations to teach in other departments and programs within the university, to lead workshops on teaching or to serve as consultants for other institutions, or to teach in special national or international institutes or programs.
- Teaching grants, honors, and awards. Candidate has received a Teaching Incentive Program (TIP) award or Scholarship of Teaching and Learning (SoTL) or College or University teaching award or other teaching award or honor (for example, a teaching award from an organization in the candidate's field) or has received a grant related to curricular or pedagogical development.
- Student perception of instruction. A majority of the candidate's student evaluations for teaching are above department and college averages for all types of courses and all levels of courses taught.
- Director/member/reader of theses/dissertations. Candidate has served as director, committee member, or outside reader for successfully defended MFA, MA, or Honors-in-the-Major theses or doctoral dissertations.
- Mentoring. Candidate has served as a mentor to one or more faculty or Graduate Teaching Assistants, or candidate served as mentor to one or more students whose work was subsequently published in the *UCF Undergraduate Research Journal* or in another established academic, professional, or literary publication (for example, journal, anthology, or book collection).
- Classroom Visits. Peer visits to the candidate's classroom have generated outstanding evaluative reports based on the candidate's knowledge of subject matter, course materials, and conduct of class session(s).
- Program Coordination or Administration. Candidate has acted as program coordinator or administrator (HIM program coordinator, graduate program director, MFA director, or director of other academically related program) and proven effective in this role.

3. Service:

The Candidate must document having engaged in service at a national or international level, while providing sustained service to the department, college, and the university, since promotion to associate

professor. Evidence used to support the candidacy includes, though is not limited to, a selection from the following:

- Annual Department Chair evaluations of service. Annual Department Chair evaluations of service are at "Above Satisfactory" or higher for a majority of the years
- Leadership on department, college, or university committees; Faculty Senate
- Organizing or participating in workshops or seminars related to the mission of the university
- Coordination of special academic programs, invited speakers and writers, public lectures, speaker series, film series, and other performances or cultural events
- Coordination of symposia or conferences
- Advisor to department or campus organizations
- Offices, special responsibilities, or other leadership roles in national or international professional organizations or societies related to academic discipline
- Unpaid public service to public schools or other relevant community or state organizations
- Mentoring of students applying for jobs and to graduate programs
- Peer review for indexed national or international academic journals
- Peer review for national or international academic presses
- Peer review of colleagues seeking tenure and/or promotion at peer institutions
- Peer review of grant applications for national or international funding agencies

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