

Department of Writing and Rhetoric
Promotion and Tenure Guidelines
Approved by DWR faculty, November 21, 2014

Overview

The Department of Writing and Rhetoric promotes sustained writing opportunities across the university by providing a strong writing foundation in first-year composition; coordination and support of writing across the curriculum and in the community; and upper-division and graduate certificate and degree programs for the in-depth training in writing, rhetoric, and literacy. All of these efforts are grounded in the robust tradition of scholarship about writing and rhetoric, dating back to the 5th century B.C.E., and including recent research in writing studies.

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

Tenure & Promotion to Associate Professor

Faculty members earning tenure in the Department of Writing and Rhetoric 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. An outstanding record in any one area alone is insufficient for tenure.

Assistant professors who have met the criteria for tenure will typically also be promoted.

1. Research:

Candidates who apply for tenure and promotion must present a dossier that demonstrates a strong and sustained commitment to research from the time of appointment, as well as the candidate's potential to develop a national reputation. Candidates are expected to have consistently published peer-reviewed work in the field

of rhetoric and composition/writing studies and/or trans/interdisciplinary fields of relevance to rhetoric and composition. Typically such a record can be established with:

- six to seven substantial scholarly articles published or forthcoming in peer-reviewed journals (or an equivalent combination of peer-reviewed articles and chapters in books from reputable presses)
- or*
- a scholarly book (including a textbook, see criteria below) published by a reputable press, as well as several shorter publications in reputable books or journals.

High quality, peer-reviewed textbooks and edited collections with significant original content, published by reputable presses, are considered to be scholarly contributions. The amount of credit given for such contributions will be evaluated on a case-by-case basis.

While faculty should attempt to publish consistently, quality and impact are also important. Prestige of publication venues and/or noteworthy levels of recognition and impact will be considered and balanced with number of publications. In other words, fewer but exceptionally high-quality and high-impact publications may be sufficient for tenure, depending on the circumstances.

Areas of Inquiry, Methods, and Publication Genres and Media

Research in the Department of Writing and Rhetoric is understood to include a wide variety of areas of inquiry, methods, and publication genres/media, including but not limited to: historical or theoretical research, pedagogical studies, assessment of writing pedagogies and programs, rhetorical analysis of traditional and new media texts, linguistic analyses, studies of community and civic literacies, multimodal and digital research, and other creative and narrative genres.

Because of the nature of the field, the Scholarship of Teaching and Learning is highly valued, as are pedagogical publications and assessment projects that result in significant contributions to the department and discipline, as demonstrated through peer-reviewed publications, conference presentations, and invited lectures and workshops.

Collaborative authorship is recognized as a valued practice for scholarship in Writing and Rhetoric. The faculty member's contributions to collaborative pieces should be documented in the dossier. Assuming substantial contributions, collaborative pieces will be counted as equivalent to single-authored pieces.

Digital and multimodal publications are recognized as important to the field and will be judged, like all other publications, according to their demonstrated merit (e.g., peer-review, acceptance rate, and prestige). Digital and multimodal works should ideally be engaged in the media in which they were created. Open-access, peer-reviewed publications are valued like all other peer-reviewed publications.

Establishing National Recognition or Impact

Peer-reviewed publications--such as journal articles, book chapters, and/or a book--are required for tenure. Other publications, such as book reviews and encyclopedia entries, can assist the candidate in gaining experience and recognition, but are not sufficient in and of themselves for achieving tenure. Likewise, activities such as presenting at conferences are useful for gaining recognition, but are also not sufficient for achieving tenure.

The following activities and accomplishments are useful for aiding candidates in their efforts to demonstrate a record of sustained scholarship and lay the groundwork for the national recognition and impact required by the University P&T guidelines:

- Giving invited talks, lectures, or workshops at other universities
- Serving as the featured, plenary, or keynote speaker at conferences
- Publishing in especially prestigious venues with wide readerships and very low acceptance rates
- Receiving research awards or being nominated by others for such awards
- Guest editing special issues of journals, or engaging in other national-level editorial work
- Serving on national committees related to research
- Being asked to perform scholarly reviews for journals or presses
- Having publications or presentations reviewed in print
- Being cited by others
- Having one's publications adopted in courses
- Having one's work reprinted or anthologized
- Gaining positive media visibility for one's work
- Providing documentation of significant community engagement or impact

At the level of assistant professor, faculty members can be expected to have achieved emerging national recognition in some of the above ways.

Status of Publications

When seeking credit for scholarship, candidates should be aware of the following:

- *Published work* is most valuable.

- *Forthcoming work* (completed and accepted for publication, and soon to be published without further revision), the status of which has been clearly documented, also counts toward tenure. A book contract for a completed peer-reviewed manuscript that is with the publisher and being prepared for publication is considered forthcoming.
- *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 is helpful for showing sustained progress.
- Generally, *advanced book contracts* for manuscripts that are not completed and have not yet received final approval by an editorial board are helpful for showing progress, but do not count as publications.

2. Teaching:

The Department of Writing and Rhetoric highly values teaching and, thus, candidates for tenure and promotion are expected to demonstrate a record of teaching excellence. This record should be evident in strong annual evaluations and teaching observations. In addition, candidates are expected to participate in the pedagogical efforts of the department. These efforts might include:

- developing and teaching new courses;
- mentoring and/or training undergraduate and graduate students, writing center consultants, GTAs, and/or new faculty;
- attending and/or leading teaching-related workshops, reading groups, and other professional development activities;
- supervising Honors in the Major theses and M.A. and Ph.D. theses and dissertations;
- supervising independent studies;
- proposing and teaching service-learning courses;
- sharing teaching materials with others; and/or
- mentoring students who publish and present in public forums.

Teaching excellence should be demonstrated in the dossier through classroom observation letters, representative course syllabi and assignments (including courses the faculty member assisted in developing), representative student work, student comments, teaching awards, and/or materials from workshops and other presentations, etc.

3. Service:

All tenure-line faculty members are expected to share in the work of the department, and should regularly attend faculty meetings, serve on department committees, and attend graduation ceremonies as needed. To achieve tenure and promotion, candidates

must show clear evidence of sustained service to the department as well as some service to the college, university, community, and/or discipline. To achieve tenure, faculty members are expected to make some service contributions—e.g., serving on subcommittees, advising students, serving as a committee chair, etc.—rather than simply sitting on committees.

Promotion to Full Professor

Faculty members seeking promotion to the rank of full professor will be expected to take leadership roles in fulfilling the department of Writing and Rhetoric's mission. They must demonstrate significant and distinguished contributions to their discipline, department, college and university. To be promoted to full professor means that the faculty member will have maintained a distinguished, successful record of research, teaching, and service.

Research: To attain the rank of full professor one must have sustained and significant publications indicative of the long-term development of a coherent body of work and a national or international reputation as a scholar.

Teaching: In addition to meeting the criteria for associate professor (as specified above), the candidate for full professor should demonstrate sustained commitment to teaching, including a sustained record of positive annual evaluations for teaching. Sabbaticals and reduced teaching assignments due to administrative work do not prevent a candidate from demonstrating a sustained commitment to teaching, particularly if the non-instructional assignment contributes to UCF's teaching mission.

Service: A strong record of department, university, and community service in the profession is expected.