




College/ Independent Unit	The College of Liberal Arts and Sciences
Academic Unit/ Department, if any**	Department of English
Choose document type (bylaws or criteria Document?): Guidelines & Criteria for Promotion & Tenure	
If bylaws, does it include criteria for promotion/continuing status/tenure? N/A	
Please concisely list the ranks included in the criteria (if relevant). Tenured-track and tenured faculty (Assistant Professor and Associate Professor)	

Unit and college approval

Date of approval by the faculty and/or academic professionals	January 9, 2019
Date of review by the dean (or lead of independent unit)*	January 11, 2019

Provost office approval

	Patricia Friedrich	August 12, 2025
Signature	Name	Date

*Per ACD111-02, all colleges and academic units must have bylaws, approved by a majority of the unit faculty. With the consent of all college deans to which a unit reports, the faculty of the unit may choose to utilize the college's bylaws as their unit bylaws. **Academic units are usually departments and schools, not research centers or programs. Academic units, in this context, have criteria for promotion which were approved by its faculty and/or academic professionals.

Guidelines & Criteria for Tenure & Promotion
Department of English
College of Liberal Arts & Sciences
Arizona State University

I. Introduction

According to [ASU's charter](#), “ASU is a comprehensive public research university, measured not by whom it excludes, but by whom it includes and how they succeed; advancing research and discovery of public value; and assuming fundamental responsibility for the economic, social, cultural and overall health of the communities it serves.”

ASU is committed to strengthening its local impact and social embeddedness, building resources for meeting the needs of 21st century learners, and increasing student success through personalized learning pathways. ASU faculty teach, learn, discover, and innovate through research or creative activity and teaching that address a range of pressing social, technical, cultural and environment challenges. ASU values disciplinary and interdisciplinary research, discovery and scholarship.

II. Department of English: Mission & Objectives

The mission of the Department of English is to produce and disseminate original scholarship and creative work; to foster student learning in the field and also skills of communication, critical thinking, and interpretation that are applicable across disciplines and professions through effective teaching, advising, and mentoring; and to provide service to the college, the university, the profession, and the community. Our faculty and students explore the complexities of how people use and learn language, communicate, and create and understand texts and talk from a range of disciplinary and interdisciplinary perspectives and with contrasting and complementary theoretical and methodological approaches. With a focus on understanding how people engage language, and create, consume, and circulate texts and language in diverse media, the work of the Department of English at ASU represents a broad range of fields—Creative Writing, English Education, Film and Media Studies, Literatures, Linguistics and Applied Linguistics | TESOL, and Writing, Rhetoric and Literacy Studies.

The Department of English faculty is internationally renowned for conducting innovative research and teaching across a wide range of areas of inquiry. The department takes as its purview not just historically positioned work, whether linguistic or textual, but includes all forms of expression and all modes of new media, whether analogical or digital. We emphasize writing and other communicative practices across contexts (academic, creative, personal, public, and workplace). Through teaching, we educate citizens to think, speak, read, write, listen, problem-solve, and act in robust and significant ways to understand and address global, national, and local challenges. The skills of critical thinking, reading comprehension, and analytic expression cultivated in the degree programs are transferable to numerous career pathways as well as to lifelong learning.

III. Tenure & Promotion to Associate Professor

In accordance with ASU's policy on tenure [[ACD 506-04](#)], tenure is awarded on the basis of *excellence* and *the promise of continued excellence*, which is measured not only by individual achievement but also by contributions to the academic unit's and university's current and future mission and objectives; thus, the tenure review process takes into account the mission and objectives of the academic unit and of the university during the assessment of the professional accomplishments of the faculty member under review. In all tenure and promotion cases, successful candidates meet the English Department's criteria in each of the three areas of responsibility: scholarship or creative activity, teaching, and service.

A. Scholarship or Creative Activity

For tenure and promotion to associate professor in the Department of English, successful candidates have a record of scholarship or creative activity that is deemed appropriate in the candidate's discipline or (sub)field and that demonstrates excellence and the promise of continued excellence.

This demonstration of excellence and promise of continued excellence has a quantitative dimension (i.e., amount of work) and a qualitative dimension (i.e., kind of work).

In assessing the quantity and quality of the candidate's scholarship or creative activity, consideration will be given to the standards that apply within the candidate's discipline, field or subfield. Whatever form the work takes (individual or collaborative, disciplinary or interdisciplinary, national or international, purely academic or publicly engaged, print or electronic) the candidate for tenure must make the case that the quantity and quality of the work demonstrates excellence and the promise of continued excellence.

1. Quantitative criteria

Scholarly or creative contribution to an appropriate field, through publication, is indispensable for a candidate's tenure and promotion. Candidates will indicate whether they are selecting one of the following two options:

a) **Book route**

By the end of the probationary period, a successful candidate who selects the book route will typically have produced at least one refereed scholarly or creative book with a major press recognized in the candidate's discipline, field, and/or subfield plus three refereed article- or chapter-length publications (e.g., a peer-reviewed journal article, book chapter, review essay, or an equivalent refereed publication). While it is common practice in many subfields within the Department of English for the refereed scholarly or creative book to emerge from dissertation research, the book is expected to build on and go beyond the dissertation. Also, while it is common practice for article- or chapter-length publications to emerge from the book project (in order to generate a greater audience and/or to increase visibility), it is also expected that at least one of the article- or chapter-length publications will not be derived from the book. Candidates who pursue the book route will typically have a record that includes at least two single-authored peer-reviewed publications.

b) Article/book chapter route

By the end of the probationary period, a successful candidate who selects the article/book chapter route will typically have produced eight or more refereed article- or chapter-length publications (e.g., a peer-reviewed journal article, book chapter, review essay, or an equivalent refereed publication). Candidates who pursue the article/book chapter route will typically have a record that includes two or more single-authored peer-reviewed journal articles and/or book chapters.

A manuscript may be counted as a publication when it is in production, that is, when a candidate has submitted final revisions to a journal or press or production company. Scripts/screenplays that have been produced are more valued than scripts/screenplays under contract/in production. Candidates must provide proper documentation from the editor regarding the status of the manuscript and the timeline for expected publication.

Although a candidate's scholarly record will be evaluated as a whole, emphasis is placed on the publication record since joining the ASU faculty.

2. Qualitative criteria:

In all tenure and promotion cases, the quality of the scholarship or creative activity is as important as the quantity. The quality of scholarly work may be measured by assessing the type of publication, the reputation of the publication venues, the significance and/or reach of the scholarly contribution, the stature of the work as measured by external recognition such as by the award of competitive grants, awards, and published reviews (e.g., of the author's book or monograph). High-quality scholarship that is independent of one's advisor is valued.

The definitions of the terms "excellence" and "quality" are, of course, discipline-, field- and/or subfield- specific. External reviewers' evaluations of the quality of a candidate's scholarship or creative activity are weighed heavily in the tenure and promotion process.

Types of scholarship or creative activity (print or electronic¹, as author, co-author, translator, or co-translator) carrying the most weight include peer-reviewed or refereed:

- scholarly monographs/books
- articles in journals
- articles in special/theme issues of a journal
- scholarly book chapters
- critical editions of primary texts
- books of fiction, poetry, or creative non-fiction
- fiction, poetry, or creative non-fiction in journals and anthologies
- translations of important works of literature, intellectual documents, or scholarship

¹ Following [the MLA Statement on Electronic Publication](#), electronically published peer-reviewed journal articles, monographs, and long-form scholarship are considered viable and credible modes of scholarly publication. For the purposes of tenure and promotion, scholarly publications whether in electronic or print format should be evaluated according to the same criteria.

- scripts/screenplays produced as films, television programs, plays, operas, musicals
- scripts/screenplays that receive recognition in the form of an award or equivalent recognition from a national or international professional organization

Equivalencies to refereed articles, book chapters, scholarly monographs and books of fiction/poetry may be considered when a case is made that the alternative items are highly valued within a candidate's subfield. For instance, since the prestige of peer-reviewed edited or co-edited volumes and conference proceedings varies across disciplines, it will remain the responsibility of the candidate and external reviewers to make the case for their quality and excellence. It is also the responsibility of the candidate and external reviewers to make the case for the quality and excellence of 1) other products of scholarship (including the scholarship of discovery, education, application or integration) in which the candidate is the lead investigator; or 2) scholarship or creative activity in digital forms or resulting from digital methods.²

Moderate weight is given to scholarship or creative activity in any of the above categories when it is non-refereed. Moderate weight is given to textbooks, encyclopedia/handbook chapters, book reviews, and digital archives/databases. Moderate weight is given to public-facing works such as op-eds, newspaper and magazine publications, interviews, media appearances, and public archives/databases (e.g., online language corpora created for free use) as they can contribute to ASU's mission, reputation and visibility and can also help to demonstrate excellence and promise of continued excellence for a candidate for tenure and promotion.

Grants are not expected or required for Promotion and Tenure, but they are highly valued because they demonstrate significance and impact of the candidate's research, educational or service activities.

Types of authorship

Collaboration: In addition to recognizing the value of independent work, the Department of English also recognizes the value of collaborative work. A peer-reviewed co-authored article or chapter is counted towards the criteria for tenure in the same way that a peer-reviewed single-authored article or chapter is counted. However, while collaboration and co-authorship are valued, the candidate should demonstrate a clear program of research and at least some of the candidate's scholarship or creative activity should be single-authored.

Co-authorship ranking: In some (sub)fields, multiple authors are listed alphabetically regardless of rank or amount of contribution. When the co-authors do not appear in alphabetical order, the first is typically, though not always, considered the senior or major author. It is incumbent upon the candidate to explain what the author order means as well as the nature of their personal contribution to any co-authored publication—preferably by adding explanatory

² Following [the MLA Guidelines for Evaluating Work in Digital Humanities and Digital Media](#), the academic work of scholars working with digital media as their subject matter, who use digital methods or whose work takes digital form is evaluated in the light of changing technological, institutional, and professional contexts. The scholarship or creative activity of those working in digital media or digital humanities must be given full regard in evaluations.

information to the CV or by submitting a memo to the Department Chair with this information. Candidates should also clearly indicate whether/when a co-author is a current or former student.

B. Teaching

The candidate for tenure and promotion to associate professor is expected to have demonstrated excellence and the promise of continued excellence in the area of teaching. Evidence must be provided through multiple indicators.

1. Required indicators:
 - a) a record of teaching and/or developing a range of courses at different levels (lower division, upper division, or graduate) appropriate to program needs;
 - b) an overall pattern of scores on the summary of student evaluations that indicates effective teaching, taking into account the context and circumstances in which the teaching occurs; scores will be evaluated relative to norms within the unit;
 - a) at least one peer or supervisory review of teaching (and teaching materials) with details about the candidate's strengths as a teacher of undergraduate and/or graduate students;
 - b) a record of effective mentoring of undergraduate and/or graduate students. In the Department of English, Assistant Professors can mentor students in a variety of ways (e.g., serving on dissertation/thesis committees, supervising masters/undergraduate honors committees, directing applied projects or independent studies). However, Assistant Professors in the Department of English are asked not to chair dissertation committees unless in the role of co-chair.
2. Excellence in teaching and/or the promise of continued excellence in teaching may also be evidenced by any of the following indicators:
 - a) teaching or mentoring awards;
 - b) scholarship with a focus on pedagogy;
 - c) evidence of student success related to the candidate's teaching or mentoring (e.g., through successful mentoring of graduate students who complete their degrees, participation on thesis committees, independent study supervision, or other types of regular interaction);
 - d) new courses, seminars, and/or workshops developed and offered according to program needs;
 - e) existing courses redesigned;
 - f) papers co-authored with students;
 - g) projects completed with student collaborators;
 - h) workshops offered on pedagogy, assessment or curriculum development;
 - i) grant-funded inquiry about pedagogical practice.

High quality teaching is essential to tenure and promotion. Unsatisfactory and/or insufficient teaching would provide grounds for a negative recommendation for tenure and promotion. That said, a record that demonstrates excellence and promise of continued excellence in teaching in the absence of significant accomplishments in scholarship or creative activity is not an adequate basis for tenure and promotion.

C. Service

Professional service, based on one's academic expertise, is that which is provided to the profession; to the university, college, or department; or to the local, state, national, or international community. All faculty members are expected to engage in service activities, but only a modest amount of institutional service is expected during the probationary period for tenure-eligible faculty.

Service to the university for untenured assistant professors is required but is normally limited to serving on committees within the department. Other university service commitments, including inter- and multi-disciplinary service assignments (e.g., in other departments or programs) are valued but not expected or required.

Service to the profession is recognized but not expected or required and should be commensurate with junior standing. Examples of such service include participation as a journal manuscript reviewer, a conference proposal reviewer, an organizer of a colloquium/ session/ conference, or serving on a committee for a professional organization.

Professional or administrative service for the department, the college, the institution or the profession should be weighed into any decision regarding tenure, but such work in the absence of significant accomplishments in both scholarship and teaching are not an adequate basis for tenure and promotion.

IV. Promotion from Associate Professor to Full Professor

According to ASU policy [[ACD 506-05](#)], promotion to full professor must be based on an overall record of excellence in the performance of responsibilities, including continued excellence in scholarship and/or creative activities, teaching, and service since the promotion to associate professor with evidence of contributions at a level beyond that reflected in the promotion decision to associate professor.

There is no standard or typical time at which this promotion consideration occurs. Tenured associate professors may be candidates for promotion at any time after the award of tenure. Promotion to full professor is neither necessary nor inevitable as a result of years of service. Regardless of the period between promotions, the standard which is applied is always the same.

A. Scholarship or Creative Activity

1. **Quantitative criteria:** The candidate for promotion to full professor is expected to have a record of ongoing scholarship or creative activity since tenure and promotion to associate professor. The candidate may choose one of two options:
 - a) **Book route:** A successful candidate who selects the book route for promotion to full professor will typically have published at least one refereed scholarly or creative book (beyond the scholarship counted for the previous promotion) with a major press recognized in the subfield along with three additional single- or co-authored refereed publications—e.g., a peer-reviewed journal article, book chapter, review essay, or a publication deemed equivalent in the subfield. Candidates who pursue the book route

will typically have a record that includes two or more single-authored peer-reviewed publications since the previous promotion. Scholarship or creative activity that is in print or published during or after the year that a faculty member is awarded tenure and promotion may be counted towards promotion to full professor so long as it was not also counted toward the previous promotion.

- b) **Article/book chapter route:** A successful candidate who selects the article/book chapter route for promotion to full professor will typically have published at least 8 refereed article- or chapter-length publications (beyond the scholarship counted for the previous promotion)—e.g., a peer-reviewed journal article, book chapter, review essay, or a publication deemed equivalent in the subfield. Candidates who pursue the article/book chapter route will typically have a record that includes two or more single-authored peer-reviewed publications. Scholarship or creative activity that is in print or published during or after the year that a faculty member is awarded tenure and promotion may be counted towards promotion to full professor so long as it was not also counted toward the previous promotion.

A manuscript may be counted as a publication when it is in production, that is, when a candidate has submitted final revisions to a journal or press or production company. Scripts/screenplays that have been produced are more valued than scripts/screenplays under contract/in production. Candidates must provide proper documentation from the editor indicating that the manuscript has been accepted for publication with the timeline for expected publication.

For promotion to full, the record must be substantial and sustained since having earned tenure. Although a candidate's scholarly record will be evaluated as a whole, emphasis is placed on the publication record since the previous promotion.

2. **Qualitative criteria:** A successful candidate for promotion to full professor will have increased the national/international visibility of her/his scholarship or creative activity since the previous promotion. The quality and increased visibility of a candidate for full professor may be evidenced by any of the following indicators:
- the scholarship or creative activity of the successful candidate for promotion to full professor should be judged as highly original and creative by the external referees and at least some of the work should be considered leading contributions to the relevant field or subfield;
 - invitations to give plenary talks, keynote addresses, or public readings of creative work;
 - invitations to participate in highly visible colloquia/symposia at national/ international conferences;
 - invitations to lead initiatives, professional development opportunities, or pre-conference workshops for professional organizations;
 - invitations to contribute to highly visible edited collections, to edit book series, to collaborate in authoring or editing a volume;
 - invitations to contribute to public initiatives associated with a candidate's research.

For promotion to full professor, the quality of the scholarship or creative activity is as important as the quantity. Quality may be measured by assessing the type of publication, the reputation of the publication venues, the significance and/or reach of the scholarly contribution, the stature of the work as measured by external recognition such as by the award of competitive grants, awards, and published reviews (e.g., of the author's book or monograph).

The definitions of the terms "excellence" and "quality" are, of course, discipline-, field- and/or subfield-specific. External reviewers' evaluations of the quality of a candidate's scholarship or creative activity are weighed heavily in the tenure and promotion process.

Types of scholarship or creative activity (print or electronic³, as author, co-author, translator, or co-translator) carrying the most weight include peer-reviewed or refereed:

- scholarly monographs/books
- articles in journals
- articles in special/theme issues of a journal
- scholarly book chapters
- critical editions of primary texts
- books of fiction, poetry, or creative non-fiction
- fiction, poetry, or creative non-fiction in journals and anthologies
- translations of important works of literature, intellectual documents, or scholarship
- scripts/screenplays produced as films, television programs, plays, operas, musicals
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Equivalencies to refereed articles, book chapters, scholarly monographs and books of fiction/poetry may be considered when a case is made that the alternative items are highly valued within a candidate's subfield. For instance, since the prestige of peer-reviewed edited or coedited volumes and conference proceedings varies across disciplines, it will remain the responsibility of the candidate and external reviewers to make the case for their quality and excellence. It is also the responsibility of the candidate and external reviewers to make the case for the quality and excellence of 1) other products of scholarship (including the scholarship of discovery, education, application or integration) in which the candidate is the lead investigator; or 2) scholarship or creative activity in digital forms or resulting from digital methods.⁴

³ Following [the MLA Statement on Electronic Publication](#), electronically published peer-reviewed journal articles, monographs, and long-form scholarship are considered viable and credible modes of scholarly publication. For the purposes of tenure and promotion, scholarly publications whether in electronic or print format should be evaluated according to the same criteria.

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Moderate weight is given to scholarship or creative activity in any of the above categories when it is non-refereed. Moderate weight is given to textbooks, encyclopedia/handbook chapters, book reviews, and digital archives/databases. Moderate weight is given to public-facing works such as op-eds, newspaper and magazine publications, interviews, media appearances, and public archives/databases (e.g., online language corpora created for free use) as they can contribute to ASU's mission, reputation and visibility and can also help to demonstrate excellence and promise of continued excellence for a candidate for tenure and promotion.

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Co-authorship ranking: In some (sub)fields, multiple authors are listed alphabetically regardless of rank or amount of contribution. When the co-authors do not appear in alphabetical order, the first is typically, though not always, considered the senior or major author. It is incumbent upon the candidate to explain what the author order means as well as the nature of their personal contribution to any co-authored publication—preferably by adding explanatory information to the CV or by submitting a memo to the Department Chair with this information. Candidates should also clearly indicate whether/when a co-author is a current or former student.

B. Teaching

The candidate for promotion to full professor is expected to have demonstrated excellence and the promise of continued excellence in the area of teaching. In addition to meeting the minimum criteria, the candidate is expected to have demonstrated excellence at a level or to a degree greater than what was expected for the previous promotion (e.g., by participating in curriculum development, delivering curriculum in innovative ways, increased mentoring of students).

Evidence must be provided through multiple indicators.

1. Required Indicators:
 - a) a record of teaching and/or developing a range of courses at different levels (lower division, upper division, or graduate) appropriate to program needs;
 - b) an overall pattern of scores on the summary of student evaluations that indicates effective teaching, taking into account the context and circumstances in which the teaching occurs; scores will be evaluated relative to norms within the unit;
 - c) at least one peer or supervisory review of teaching (and teaching materials) with details about the candidate's strengths as a teacher of undergraduate and/or graduate students;

- d) a record of effective mentoring of undergraduate and/or graduate students to completion. In the Department of English, mentoring happens in a variety of ways (e.g., serving on or chairing dissertation or thesis committees, supervising masters or undergraduate honors committees, directing applied projects or independent studies).
2. Excellence in teaching and/or the promise of continued excellence in teaching may also be evidenced by any of the following indicators:
- a) teaching or mentoring awards;
 - b) scholarship with a focus on pedagogy;
 - c) evidence of student success related to the candidate's teaching or mentoring (e.g., through successful mentoring of graduate students who complete their degrees, participation on thesis committees, independent study supervision, or other types of regular interaction);
 - d) new courses, seminars, and/or workshops developed and offered according to program needs;
 - e) existing courses redesigned;
 - f) papers co-authored with students;
 - g) projects completed with student collaborators;
 - h) workshops offered on pedagogy, assessment or curriculum development;
 - i) grant-funded inquiry about pedagogical practice.

High quality teaching beyond what is expected for promotion and tenure is required for promotion to full. Unsatisfactory and/or insufficient classroom teaching would provide grounds for a negative recommendation for promotion to full. That said, a record that demonstrates excellence and promise of continued excellence in teaching in the absence of significant accomplishments in scholarship or creative activity is not an adequate basis for promotion to full.

C. Service

Professional service, based on one's academic expertise, is that provided to the profession; to the university, college, or department; or to the local, state, national, or international community. All faculty members are expected to engage in service activities, and the candidate for promotion to full professor will have taken on a substantial amount of service to their institution, their profession, or to their field:

1. Significant Service to the institution
 - a) leadership or significant participation in committee work at any level of the institution (department, college, university); or
 - b) sustained commitment to a university or college or department initiative.
2. Significant Service to the Profession
 - a) leadership or significant participation in editorial board work for a journal and/or publisher; or
 - b) leadership or significant participation in committee work for a national organization appropriate to the subfield, or other such professional service.
3. Significant Service to local, state, national, or international community

- a) leadership or significant participation in committees or initiatives that benefit from the candidate's academic expertise; or
- b) sustained commitment to a community-based initiative.

For promotion to full professor, the candidate will typically have taken on a visible leadership role at the institution, in a professional organization, or in the field or subfield. However, while professional/ administrative leadership and service activities are weighed into all decisions regarding promotion to full professor, such activities in the absence of significant accomplishments in scholarship or creative activity and a record of excellence in teaching are not an adequate basis for promotion to full professor.