

<b>College</b>	The College of Liberal Arts and Sciences
<b>Unit</b>	School of International Letters and Cultures
<b>Document</b>	Evaluation of Candidates for Promotion and Tenure

**Unit and college approval**

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## **Evaluation of Candidates for Promotion and Tenure (and for Appointment with Tenure): Criteria**

### ***Preface***

This statement of standards for professional evaluations of tenured or tenure-track members of the Arizona State University School of International Letters & Cultures is not intended to prescribe a uniform roster of accomplishments to be achieved by all candidates for tenure or promotion. Rather, given the array of fields and specializations within SILC, it is intended to set guidelines—while permitting some flexibility—for evaluating teaching, scholarship, and service. With excellence as the byword, it is School policy to acknowledge differences in professional emphases and expectations, within the general guidelines set by the College and University. It is assumed that candidates for promotion will meet or exceed SILC's expectations for achievement in all three areas.

### **A. CRITERIA FOR TENURE AND PROMOTION FROM ASSISTANT TO ASSOCIATE PROFESSOR**

#### ***1. Teaching***

Teaching is evaluated using a number of criteria. Standardized student evaluations are required, in accordance with ABOR policy. On a scale of one to five (1.0–5.0), one (1.0) being the best score, it is expected that evaluation scores for teaching faculty will normally average between 1.0 and 2.0. Standardized student evaluations should be included in the material submitted by the candidate for all courses taught. If improvement has been recommended in prior reviews, the evaluations will ideally reflect improvement during the most recent semesters. In addition to student evaluations, the quality of teaching should be assessed on the basis of other criteria, such as peer evaluations. Candidates should have at least five class observations on file by the time their tenure case is evaluated. Course syllabi, other appropriate course documents, and examples of student work (with the candidate's feedback) will also be considered.

Being available to students by establishing and keeping appropriate office hours (including digitally, where appropriate) and accommodating reasonable student needs are required. Evaluation of teaching will also take into account special efforts involved in programs such as study abroad or writing intensive courses, the mentoring of honors students, and the creation of special opportunities for exceptional students. In addition, recognition will be given for the preparation of innovative teaching materials, the design and implementation of new courses, the thoughtful use of technologies, and the development or restructuring of curricula and programs. If the candidate teaches in one of the School's graduate programs, his or her role in teaching graduate courses, serving on graduate committees, and mentoring graduate students will be evaluated.

Teaching performance is of great importance in all faculty reviews. It is the candidate's responsibility to provide a clear statement of his or her teaching activities and how they

support the goals of the program, SILC, and the university. No faculty member will be recommended for tenure without a strong record as a teacher.

## **2. Scholarship**

The production and dissemination of new knowledge and enhanced understanding are fundamental and requisite responsibilities for those who hold tenure at major universities. Promotion and tenure require a demonstrated commitment to producing original scholarly work as evidenced by publications, whether in print or digital. In addition, faculty may be engaged in creating new approaches to understanding the humanities through technological means. In all cases, a rigorous evaluation process is required (such as refereed journals, academic presses or equivalent venues). In all cases, the review process and publication venue take precedence over the medium of publication.

The traditional criteria of excellence, impact, originality, and reputable publication apply to both print and digital work in the humanities. A record of publication that shows outstanding achievement in the candidate's field(s) of specialization and provides a basis for predicting continued productivity is a sine qua non of tenure and promotion. Humanities research is often a solitary endeavor, but scholarly projects, including those in the digital humanities, may be collaborative efforts with faculty and professional colleagues. Such joint scholarly research projects must show convincing evidence of intellectual independence on the part of the candidate and the ability to sustain a program of research as an individual scholar.

The variety of languages in SILC and the many areas of expertise (encompassing periods from ancient to modern and including such fields as literature, linguistics, culture, cultural history, cultural studies, area studies, film, drama, and the history of the book) preclude the establishment of a School-wide list of approved or ranked venues of publication. But each area has tenured faculty who can and will evaluate the quality of the venues in which the candidate's publications appear.

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. 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.

### **Types of authorship**

*Collaboration:* In addition to recognizing the value of independent work, SILC also recognizes the value of collaborative work. Peer-reviewed co-authored articles or chapters are counted towards the criteria for tenure in the same way that a peer-reviewed single-

authored article or chapter is counted. Several single-authored works are required, as specified below.

*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 School's Director with this information. Candidates should also clearly indicate whether/when a co-author is a current or former student.

**Quantitative standards** may vary according to the candidate's research area:

**Scholars of literature and culture** are required to present refereed articles and chapters that indicate ongoing research. In addition, authoring at least one book is a fundamental element of a successful tenure and promotion case. Such a book may be a translation, if the translation includes substantial, rigorous scholarly contextualization and analysis and a sophisticated scholarly apparatus. Edited books of high quality are often valuable, but they typically do not allow scope for evaluating the achievements and potential of scholars at lower rank and thus are not by themselves strong evidence for recommending tenure. A major recasting of a dissertation and its publication by a recognized publisher in the discipline may be acceptable. The book and a majority of the articles and chapters are expected to be single-authored.

**Linguistics** is distinct as a field, and candidates will have the following two options to choose from:

**a) Book route**

By the end of the probationary period, a successful candidate who selects the book route will have produced at least one refereed scholarly book or textbook with a major press in the United States or abroad recognized in the candidate's discipline, field, and/or subfield. In addition, three refereed article- or chapter-length publications are expected (e.g., a peer-reviewed journal article, book chapter, or an equivalent refereed publication). 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. Of the three, two should be 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 8-10 or more refereed article- or chapter-length publications (e.g., a peer-reviewed journal article, book chapter, or an equivalent refereed publication). That record should include 3-5 single-authored peer-reviewed journal articles and/or book chapters in the United States or abroad, in venues recognized in the candidate's discipline. An edited volume of scholarly refereed papers may also count towards the number of publications required for promotion.

**Qualitative standards** are reflected in many ways. The most common criteria are publication with prestigious scholarly presses or distinguished university presses and in leading refereed journals, either print or electronic. Invited lectures are another sign of achievement. A key resource for evaluating the quality of published material is external evaluations, especially those from evaluators at peer or aspirational peer institutions. These evaluators will be selected with an eye to their prominence in the appropriate field and the degree to which they are likely to be able to give a knowledgeable critical reading of the candidate's research publications. ASU and CLAS policies, in conjunction with section 506-04 of the ACD Manual, will govern the procedures for selecting the referees.

### **3. Service**

The health and success of an academic unit is closely related to the degree to which its members are willing to participate in the administrative life of the unit and the institution. Service relevant to promotion and granting of tenure is of three types: 1) School, College, or University service, often realized through committee membership or similar contributions; 2) community or public service, which may range from local to international in nature; 3) service to the profession, typically through participating and holding office in professional organizations but including other kinds of engagement, as well. Probationary faculty are not expected to engage heavily in service activities, but it is inevitable and desirable that they be involved in service, especially within the School.

## **B. CRITERIA FOR PROMOTION FROM ASSOCIATE PROFESSOR TO PROFESSOR**

Recommendation for promotion to Professor will rest on the continuation and maturation of activities and based on criteria that merited the granting of tenure and the promotion 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.

## **1. Teaching**

Teaching remains an important function for tenured members of the department. Maintenance of the same high quality required for the earlier promotion is a continuing expectation. Innovative contributions to teaching and curriculum development are expected of the more senior members of the faculty. Contributions to the graduate program, in Faculties where one exists, should be an established part of the candidate's professional agenda. The record should include the mentoring of individual graduate students through participation on graduate committees, especially in the role of thesis or dissertation adviser.

## **2. Scholarship**

The candidate for promotion must have maintained a record of regular publication of scholarly work in his or her field—a record that has earned a national or international reputation for excellence—since having gained tenure and promotion to associate professor.

### **Types of authorship**

*Collaboration:* In addition to recognizing the value of independent work, SILC also recognizes the value of collaborative work. Peer-reviewed co-authored articles or chapters are counted towards the criteria for tenure in the same way that a peer-reviewed single-authored article or chapter is counted. Several single-authored works are required, as specified below.

*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 School's Director with this information. Candidates should also clearly indicate whether/when a co-author is a current or former student.

### **Quantitative Standards**

In **literary and cultural studies**, this would be evidenced by the publication of at least one additional book by a reputable press since tenure, as well as by a series of peer-reviewed articles in leading refereed journals and chapters in reputable anthologies.

Candidates in **linguistics** may choose again one of two options at the time of application for promotion.

### **a) Book route**

A successful candidate who selects the book route will—since promotion to associate professor—have produced at least one refereed scholarly book or textbook with a major press in the United States or abroad recognized in the candidate's discipline, field, and/or subfield. In addition, three refereed article- or chapter-length publications are expected (e.g., a peer-reviewed journal article, book chapter, or an equivalent refereed publication). 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. Of the three, two should be single-authored peer-reviewed publications.

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### **Qualitative standards:**

It is imperative for promotion to Professor for the candidate to possess a national or international reputation in his or her field to a degree that enhances the quality and visibility of ASU and the School. More than in the case of junior scholars, status as an influential scholar will be manifest in invitations for lectures or evidence of other scholarly responsibilities, such as membership on editorial boards.

As in tenure cases, external evaluators, especially those from peer and aspirational peer institutions, are essential to the promotion process. These evaluators will be selected with an eye to their prominence in the appropriate field and the degree to which they are likely to be able to give a knowledgeable critical reading of the candidate's research publications. ASU and CLAS policies, in conjunction with section 506-04 of the ACD Manual, will govern the procedures for selecting the referees.

### **3. Service**

Service activities, like scholarly publications, should reflect the advanced status of candidates for promotion to Professor. Active participation and leadership in School, College, and University affairs is assumed. Furthermore, candidates are expected to demonstrate leadership roles in regional, national, or international associations in their professional field(s).