

## **Tenure & Promotion Criteria**

### **School of Interdisciplinary Global Studies**

#### **I. Overview**

##### **A. SIGS Mission Statement of Goals in Teaching, Research, and Service**

The foundation of the School of Interdisciplinary Global Studies (SIGS) is the idea that understanding a social world that is distinct in its national, regional, and cultural identities, and yet interconnected in its history and interactions, requires conceptual and discursive approaches that go beyond any single social science or humanities discipline. SIGS brings together the disciplines of Africana Studies, International Studies, Latin American & Caribbean Studies, and Political Science to foster an understanding of the world. We are committed to a vision of global studies that is broadly interdisciplinary and that transcends traditional geographical boundaries. Our interpretation of global studies recognizes the linkages between our diverse local communities and the world. Taking SIGS to be part of a large and complex world, our research, teaching, and service works to respect both diversity and commonality within the school and in all of our academic endeavors.

SIGS's teaching, research, service, and engagement reinforces these fundamental values. The Faculty is committed to methodological and theoretical pluralism. The Faculty is dedicated to student success, providing high-quality undergraduate and graduate instruction that equips students with the creative, critical, analytical, and research skills needed to become global citizens, obtain employment in the public and private sectors, succeed in post-graduate education, and/or teach at the College and University level. The School is also strongly committed to serving the College of Arts and Sciences and the University of South Florida, to supporting USF's strategic goals and mission, and to offering its expertise to the local, state, national, and international community.

##### **B. University Documents Relevant to Tenure and Promotion**

In support of this mission, this document explicates SIGS's guidelines and criteria for tenure and promotion. These guidelines and criteria reflect the strategic aims of the University of South Florida and the College of Arts and Sciences. They represent standards for tenure and promotion that meet or exceed those of most PhD-granting departments in the social sciences and humanities. In addition to these criteria, candidates should familiarize themselves with the University Tenure and Promotion Guidelines, the College of Arts and Sciences Tenure and Promotion Procedures, and the Collective Bargaining Agreement for relevant processes related to mid-tenure review, tenure, and promotion.

##### **C. SIGS Tenure and Promotion Procedures**

###### **1. Process of evaluation for tenure and/or promotion**

The Tenure and Promotion committee will be constituted on an academic year basis for each year that there is a mid-tenure, tenure and promotion, and/or instructor promotion case. The committee will review candidates' files and evaluate their progress towards, or suitability for, tenure and/or promotion. Although the Committee will

deliberate as a collective body and provide a collective decision, the narrative may include the numerical vote. Committee chairs will not hold any special authority in the committees' decision-making processes.

In all applications for promotion and tenure, careful consideration must be given both to the equitability of the candidate's assignment and opportunities in relation to others in the department. This is especially important given that SIGS spans multiple campuses.

For candidates for tenure and promotion to Associate Professor<sup>1</sup>, the procedure will be as follows: Each member of the evaluation committee will review the candidate's entire file and supporting documentation. The committee may vote by a simple majority to authorize the committee chair to solicit additional or missing information. All communications between the candidate and the committee must be in writing and through the chair of the committee.

The evaluation committee will then meet as a group to discuss their assessment of whether the candidate meets the standard of excellence required to earn tenure and promotion. At the conclusion of this meeting, the members of the committee will vote by secret ballot on whether to recommend tenure and promotion. The committee will then write a detailed preliminary narrative explaining its decision. In the case of a split decision, the narrative will account for the reasons for both the positive and negative votes. Once the committee has reached its decision on its recommendation, the preliminary narrative will be placed in the candidate's physical file available to tenured faculty.

The remaining tenured faculty members with at least a 51% current appointment in the School will review the candidate's file, including the preliminary narrative from the committee. Faculty voting on a tenure case will be provided with a secret ballot to vote on whether to recommend the candidate for tenure and/or promotion. Faculty on leave and sabbatical will be given the opportunity to vote, but only if they have arranged to read the file. Those faculty members who have already voted (the members of the committee and the School Director) may not vote again at this stage. The Department Liaison, the staff member responsible for working with the USF online system, will collect the votes and record the outcome in the candidate's file. The committee narrative may be amended at this stage to account for the tenured faculty vote. If the faculty vote differs substantially from the committee vote, the committee may call a meeting of tenured faculty in order to inform the final narrative. The candidate will have an opportunity to review the committee's recommendation and narrative and may include a formal response in the Archivum file if she or he chooses.

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1. <sup>1</sup> Branch campus faculty with three years of tenure-earning credit on July 1, 2019 (generally those hired in Fall 2016 or earlier) will be considered for tenure under their old regional campus guidelines unless they elect to use the new consolidated guidelines in writing 30 days prior to the beginning of tenure consideration. This is required in Article 15.4.B of the USF UFF Collective Bargaining Agreement. If a candidate chooses to use the older regional guidelines, their new consolidated academic unit's T&P committee and administration will still be responsible to carry out the process.

The mid-tenure process will be similar to the tenure application process although there will be no external review letters and the department as a whole will not review the file.

For candidates for promotion to Full Professor, all of the previous procedures will apply except that only faculty members who are Full Professors will participate in the evaluation of the file and vote on whether to recommend promoting the applicant. Per University Guidelines, if the FEC lacks a sufficient number of Full Professors to evaluate the candidate's file, the Dean, in consultation with the School Director, may appoint one or more qualified Professors from within SIGS or from other units to serve on the committee for this purpose. If the School Director is not a Full Professor, then the Dean may also appoint a qualified Professor from within SIGS or another unit to serve as surrogate Director for the purpose of evaluating the candidate's file.

## 2. Timeline

- In the spring semester prior to the candidate's fall application for tenure and/or promotion, the candidate will provide the School Director with a list of possible external reviewers. The Director and candidate will discuss this list, and before the end of the semester, the Director will submit an agreed-upon list to the CAS Associate Dean for Faculty Affairs for approval. Per the College of Arts & Sciences Tenure and Promotion Procedures, if agreement cannot be reached, the candidate and the Director will each contribute half of the names on the list in consultation with the Dean.
- Upon receiving approval from the College, the Director will solicit external reviews. The Director and Department Liaison will monitor replies to ensure that the external letters are submitted by the deadline.
- The candidate will submit her or his file for consideration no later than 6 weeks before the College deadline to receive the file.
- The committee will record their recommendation and preliminary narrative on tenure and/or promotion no later than 4 weeks before the College deadline.
- The remaining tenured faculty will submit their ballots on tenure and/or promotion no later than 3 weeks before the College deadline.
- The committee will submit its final narrative and department votes will be recorded no later than 2 weeks before the College deadline.
- The Director will record her or his final recommendation and narrative on tenure and/or promotion no later than 1 week before the College deadline.
- Regional Chancellors will provide a formal review in promotion and tenure cases for faculty members on branch campuses prior to a College Dean completing and forwarding a recommendation to the Provost

## 3. Materials to be included in the application file

### Required:

The candidate's application file must contain the following materials:

- Completed tenure and/or promotion application form
- Annual evaluations from Faculty Academic Information Reporting System (FAIR) or Faculty Information System (FIS):

- For application for tenure and promotion to Associate Professor, evaluations for all tenure-earning years
- For application for promotion to Full Professor, annual evaluations since promotion to Associate Professor or the past five years.
- Mid-tenure evaluations (for application for tenure)
- Detailed narratives on teaching, research, and service explaining the candidate's goals, approach, and accomplishments in each area
- The most recent course syllabus for each subject taught
- USF student assessments of instruction from FAIR or FIS
- Any departmental student and peer assessments of instruction
- Copies of all publications during the relevant time period:
  - For application for tenure, the time period is from appointment of the position at USF until submission of the file, unless the candidate was hired with credit towards tenure
  - If the candidate was hired with credit towards tenure, the time period is from the start of the time credited towards tenure until submission of the file
  - For application for promotion to Full Professor, the time period is from submission of the file for promotion to Associate Professor until submission of the file for promotion to Full or the five years previous to the application
- Copies of any research under contract or otherwise in process of publication, with documentation of publication status (e.g. contracts and communications from journal or press editors)
- Where applicable, grant applications, reviews, and an indication of whether the grant was funded
- External review letters (the Director and Department Liaison will be responsible for ensuring that these letters are included)

Recommended:

Candidates are strongly encouraged to provide supporting documentation as evidence of their accomplishments. Such documentation may include:

For teaching:

- Representative instructional materials such as handouts, discussion prompts, group projects, power point slides, etc.
- Representative assessment materials such as writing assignments, problem sets, and tests, as well as examples of feedback provided to students
- Evidence of learning outcomes, such as student performance on pre- and post-instruction measures and exemplary student work
- Evidence of instruction and guidance provided on dissertations, MA theses, and undergraduate honors theses
- Evidence of academic mentorship of undergraduates
- Evidence of supervision and mentoring of student teaching assistants and graduate student instructors
- Evidence of new course development, course redesign, incorporation of new pedagogical methods and techniques, and other efforts at improving teaching
- Evidence of professional development activities such as attending workshops by USF's institutions supporting effective teaching

- Written evaluations from peer observations and assessments of instruction
- Teaching awards

For research:

- Wherever possible, evidence of the peer review process undergone by publications
- Wherever possible, evidence of the impact of the candidate's scholarship on the field. This may include information on presses, editors, and editorial boards; journal impact factors; journal article acceptance rates; statistics on views and downloads of articles online; reviews of scholarship; and citations to scholarship
- Evidence of scholarly participation in conferences and other professional exchanges

For service

- Wherever possible, evidence of professional, public, university/college, and department service, such as manuscript reviews, discussant comments, appointment letters, and committee outcomes

## II. Criteria for Evaluating Teaching

### A. Teaching Mission

The criteria in this section are intended to serve SIGS's teaching mission, which is to provide high-quality undergraduate and graduate instruction that equips students with the creative, critical, analytical, and research skills needed to become global citizens, obtain employment in the public and private sectors, succeed in post-graduate education, and/or teach at the College and University level.

### B. Teaching Activities and Criteria for Excellence

Consistent with this mission, SIGS considers "excellence" in teaching to consist of teaching that effectively guides students in the acquisition of disciplinary knowledge, fosters students' critical and creative thinking skills, and helps students to develop proficiency in oral and written communication. We have positioned our curricula to contribute to the university's strategic plan of producing graduates with a global intellectual perspective. While this focus has facilitated an expansion of SIGS's curricular offerings, excellence in teaching remains the standard. Candidates may demonstrate excellence in teaching through a variety of teaching activities, including but not limited to:

- teaching undergraduate and graduate courses
- developing new courses or substantially revising courses
- writing and evaluating student comprehensive examinations
- supervising independent studies or undergraduate student research projects
- supervising or serving on committees for undergraduate honors' theses, master's theses, and dissertations
- teaching high-impact courses that emphasize community/civic engagement or study abroad
- submitting grant proposals focused on instruction in the field; being awarded grants
- publishing scholarly articles related to education in the field

- peer evaluation, including written observations of teaching by faculty peers or the School Director
- winning teaching awards, such as the Outstanding Undergraduate Teaching Award or Graduate Mentoring Award. This category may also include evidence of work with students in community engagement activities or leadership in a Study Abroad program

While all of the relevant activities listed above will be counted in the assessment of whether a candidate has demonstrated excellence in teaching, candidates are not required to participate in all of these activities to be considered excellent. In particular, given that graduate students in the School's MA and PhD programs are currently (and for the foreseeable future) considerably more likely to focus their work in certain fields and not others, and given that the School strongly discourages Assistant Professors from chairing dissertations, faculty members are not required to supervise or serve on master's and dissertation committees in order to demonstrate excellence in teaching. Since the SIGS graduate courses are generally offered on the USF-Tampa campus, there may be challenges in assigning faculty from USF-SP and USF-SM to teach graduate courses. The lack of opportunity to teach graduate courses cannot be held against candidates whose home campus is not USF-Tampa.

The School will consider candidates to have demonstrated excellence in teaching if, in their courses and any individual instruction, they demonstrate effective course design (including the selection of course materials that are relevant to the subject matter and appropriately current); rigorous readings and assignments; fair evaluation of, and instructional feedback on, student work; and commitment to the ongoing development of useful teaching methods.

### C. Assessing Teaching

Faculty members will make use of all materials provided in the candidate's file in order to evaluate whether a candidate has demonstrated excellence in teaching.

Candidates may request peer observations of their teaching for their application file. Peer observations will be done by an ad-hoc committee consisting of the Director and other faculty members in a candidate's area of specialty. The committee will make use of guidelines provided by USF's institutions that support effective teaching for observing teaching. Peer observations may be useful but are not required to demonstrate excellence in teaching. Peer observations must be scheduled at least two weeks before the observation occurs.

Students' assessments of a candidate's teaching will be taken into consideration, particularly insofar as they can indicate the candidate's dedication and effort in the classroom, respect for students, accessibility to students, and ability to inspire interest in the material. However, given scholarly evidence of validity problems – especially, but not only, where response rates are low – and potential bias with student assessments, the School will rely on judgments by faculty, in addition to considering student evaluations, to assess whether candidates have met the criteria for excellence in teaching (as noted above: effective course design, rigorous readings and assignments, fair evaluation of and feedback on student work, and commitment to the ongoing development of useful teaching methods). The consideration of student evaluations will be context dependent, taking into account the rigor of the class, the size of the class, and the number of respondents.

### III. Criteria for Evaluating Research

#### A. Research Mission

The criteria in this section are designed to serve SIGS's research mission, which is to conduct innovative research that contributes to important philosophical and policy debates in and outside the many disciplines contained in SIGS, and that advances theoretical, methodological, and practical understandings of the social environment. In a Research 1 University such as the University of South Florida, research is an extremely important criterion for tenure and promotion. To be considered for tenure and promotion, tenure-track faculty members (and associates applying for promotion to full professor) are required to maintain a consistent research agenda throughout their tenure years and show publication results or "productivity" at the end of those years when they submit their application. In its definition of productivity, SIGS values both quality and quantity.

#### B. Research Activities and Criteria for Excellence

Consistent with this mission, SIGS considers "excellence" in research to consist of making a substantial contribution to the peer-reviewed scholarship in a candidate's area(s) of specialty. Candidates may demonstrate excellence in research through a variety of scholarly activities, including but not limited to:

- publishing articles in refereed professional journals
- publishing scholarly books
- publishing chapters in edited book collections
- publishing textbooks that change the way scholars view the discipline
- publishing scholarly encyclopedia entries
- publishing edited book collections
- submitting internal and external grant proposals in support of research projects; being awarded grants
- presenting research at conferences, symposia, colloquia, etc.

While all of the relevant activities listed above will be counted in the assessment of whether a candidate has demonstrated excellence in research, candidates are not required to participate in all of these activities to be considered excellent. In particular, given that funding opportunities in the social sciences and humanities are quite limited and that research in the social sciences and humanities generally uses publicly available data, which scholars can access for free, external funding is often not necessary to conduct high-impact research. Thus, in evaluating research excellence, SIGS will focus on the research that is produced, not the means by which it is produced. That said, insofar as candidates are eligible for the available external funding opportunities, the School encourages them to attempt to secure it. Candidates eligible for grants should be careful to balance their effort between publications and grant proposals.

The School will consider candidates to have demonstrated excellence in research if their publications and other research activities are of sufficient quantity and quality to constitute a substantive contribution to the field, as judged by the criteria noted below.

## C. Assessing Quality of Research

### Quality as indicated by various publication types and venues

SIGS values high quality research that makes a significant impact on the field. The School expects books and chapters in edited volumes to be published by university presses or academically-oriented commercial presses relevant for the candidate's area of expertise. In the case of textbooks and other reference works, it is especially important for candidates to demonstrate scholarly impact. Under no circumstances will candidates receive credit for publications in "vanity" presses or other presses that lack a rigorous peer-review process.

While there are no hard and fast divisions, faculty who specialize in humanities-oriented subfields commonly publish their research primarily in the form of books while faculty who specialize in social science-oriented subfields commonly publish their research primarily in the form of refereed journal articles. The School will value both forms of publication equally. The School will also value and credit edited volumes, book chapters in edited volumes, edited journals, textbooks (particularly those that change the way scholars view the discipline), and scholarly encyclopedia entries (particularly those subject to blind review). However, candidates will need to explain the activities involved in editing, and edited volumes and journals will not be considered the same as an authored book. Furthermore, the School will not consider a publication record that lacks either an authored book or sufficient articles in peer-reviewed journals to demonstrate excellence in research.

The School will certainly recognize the significant impact of research presented in top disciplinary journals that reach a broad audience. At the same time, important scholarship published in more focused journals can have a deep impact on a community of scholars who specialize in that particular area or approach. Therefore, the School will also recognize the importance and value of journals that represent sub-fields, particular topics of research, and area studies.

Given the significant global research conducted in the SIGS, occasionally a scholar will find reason to publish in a language other than English and/or in a non-Anglo-American journal. The School will recognize such work as scholarly productivity, but is cognizant of the difficulties presented in evaluating the impact and prestige of such scholarly work. Therefore, it is essential that the candidate document the peer-review process as well as the impact and prestige of such work. The burden of this documentation falls on the candidate, and relevant committees and faculty will have to weigh such evidence when making a judgment about the value of the work.

Publications in non-refereed outlets may have merit but the School will not grant them the same credit as publications in refereed outlets. Evaluation of the impact and prestige of such works will depend on the venue, forum, and evidence of impact/prestige provided by the candidate.

### Quality as indicated by various measures of scholarly impact

To the extent possible, candidates should document the impact and prestige of the journals in which they publish and provide evidence of the peer-review process (see list of recommended tenure materials above). In general, the vast array of fields in which SIGS faculty members publish are specialized enough that journal impact factors tend to be lower than they are in other related fields. Consequently, the School will not expect candidates coming up for tenure

or promotion in SIGS to be able to note journal impact factors as high as those in other disciplines. Citations to, and reviews of, published work are an important indicator of the quality and impact of a candidate's research. Candidates are encouraged to do what they can to request that journals review their books. That being said, the School recognizes that candidates have only limited control over whether a book is reviewed. The School also recognizes that publication lead times in the discipline are long (see Appendix A). Therefore, the School will not expect candidates for tenure to have many citations or reviews of their work.

#### Quality and co-authorship

Particularly in the social science-oriented subfields of SIGS (as in most social sciences), faculty increasingly publish co-authored research. Co-authored scholarship can bring different perspectives to a research question, increase productivity, help establish and maintain scholarly networks, and provide the opportunity to work with and mentor graduate students. The School is sensitive to the different norms about co-authorship in different subfields of the disciplines in SIGS, and fully recognizes co-authored work as valuable and important to the field. At the same time, it expects that candidates who have co-authored publications will have some single-authored publications as well. Candidates should account for their level of contribution to any co-authored work in their application narrative, and ideally support their account with documentation.

#### Quality as indicated by external letters

External reviews provide a crucial evaluation of the quality of candidates' research. The School will take letters from expert scholars in the candidate's areas of specialty as serious measures of the quality of candidates' research. Accordingly, in considering the external reviews, the School will give the most weight to the reviewers' statements on the quality of the candidate's research and the contribution the candidate has made to the field.

### D. Assessing Quantity of Research

Faculty members in SIGS produce very diverse forms of scholarship, ranging from large N quantitative research, to qualitative archival work, to ethnographic studies, to normative ethical theory. The objects of inquiry range from historically important individuals to global studies to philosophical texts, and illuminate social processes across a variety of geographical scales. Since it is difficult to apply a uniform standard to such disparate approaches, especially in a diverse unit like SIGS, the School will form an annual Tenure and Promotion Committee that, to the extent possible, reflects the diversity of approaches utilized by scholars in the school.

#### 1. Tenure and Promotion to Associate Professor

Presuming publications of sufficient quality (as judged by criteria in Section C above), SIGS will consider either of the following types of publication records to constitute excellence in research for candidates applying for tenure and promotion:

- 1) One book published or in press (see Appendix B), plus two to four refereed journal articles or book chapters published or accepted for publication.

2) Eight to ten refereed journal articles or book chapters published or accepted for publication.

## 2. Promotion to Full Professor

In the case of candidates for promotion to Full Professor, the School will judge excellence primarily on a faculty member's overall contribution to their field. As such, while candidates for promotion to Full Professor should have published more research since tenure than candidates for promotion to Associate Professor are expected to publish before tenure, the sum quantity of a candidate's publications post-tenure will not be the deciding factor. Likewise, while candidates should be fairly steady in their level of research productivity over time, the rate of a candidate's publication will also not be the deciding factor. Rather, the deciding factor will be the quality and significance of the candidate's accumulated body of research, as evidenced by the judgments of outside referees, book reviews, citations, invited talks, editorship of journals, and other measures of the national (and perhaps international) visibility and incorporation of the candidate's work within the candidate's area(s) of expertise. Records that demonstrate such significance will be judged excellent, regardless of the point at which the candidate applies for promotion to Full Professor.

## IV. Criteria for Evaluating Service

### A. Service Mission

The criteria in this section are designed to serve the School's service mission, which is to serve the College of Arts and Sciences and the University of South Florida, and to offer its expertise to the local, state, national, and international community. Evaluations of service should go beyond a simple enumeration to include an evaluation of the extent and quality of the services rendered. Service must relate to the basic mission of SIGS and USF and capitalize on the faculty member's special professional expertise. Candidates should note that according to the university's evaluation of Service, "normal activities associated with good citizenship are not usually evaluated as part of the tenure and promotion process."

### B. Service Activities and Criteria for Substantive/Substantial Service

Consistent with this mission, candidates may serve the School, College, University, and larger community through a variety of activities, including but not limited to:

#### University Service

- serving on, or chairing, committees in the School, College, or University

#### Professional Service

- chairing or serving as a discussant for a panel at a conference
- reviewing a manuscript for a refereed journal or academic book publisher
- serving on a journal's editorial board
- handling the administrative components of editing or co-editing journal
- being a book series editor for a publisher
- reviewing paper proposals for a section of a professional conference
- organizing conferences or workshops

- serving on scholarly awards committees
- reviewing grant proposals
- reviewing tenure and promotion applications for candidates at other universities
- reviewing academic programs at other universities
- holding office in a professional association

Public or community Service (must be related to the candidate's academic field)

- offering interviews with the media
- serving as an unpaid consultant for the government or an organization
- organizing community events
- giving public lectures

While all of the relevant activities listed above will be counted in the assessment of whether a candidate has demonstrated substantive or substantial service, candidates are not required to participate in all of these activities. The School will consider candidates to have demonstrated "substantive" service if they have served with responsibility on some department, college, or university committees and as a reviewer or discussant for some manuscripts or conference presentations. The School will consider candidates to have demonstrated "substantial" service if they have shown significant involvement in developing and/or sustaining departmental, college, university, professional, and/or public institutions.

## C. Assessing Service

### 1. Tenure and Promotion to Associate Professor

Per University guidelines, candidates for tenure and promotion to Associate Professor need to demonstrate "substantive" contributions of service. The School will use the materials submitted in the candidate's file to assess the candidate's level of and commitment to service.

### 2. Promotion to Full Professor

Per University guidelines, candidates for promotion to Full Professor need to demonstrate "substantial" contributions of service. The School will use the materials submitted in the candidate's file to assess the candidate's level of and commitment to service.

This document may be amended by a two-thirds majority vote of the voting members of the Faculty at any regular meeting of the School. After amendment, it must be approved by the Offices of the Dean and Provost.

Approved by faculty vote on May 21, 2020

Approved by Dean's Office on May 21, 2020

Revised document approved by faculty vote on November 7, 2023

Revised document approved by Dean's Office and Provost's Office on November 8, 2023

## V. Appendices

### A. Approximate time periods for publication of reviews and citations

Book reviews require time for the press to send copies of the book to journals, for journal editors to find authors willing to review the book, for authors to read the book and write a review, for the review to be edited, and for the journal to go through the production process (usually a 12 month lag time in this discipline). Depending on space constraints in the journal, publication of a review may also be postponed for several journal issues. Altogether, it is likely to take 2-3 years after publication of a book for reviews to appear in print.

Citations require time for scholars to discover the work, read it, and incorporate it into their research. Most likely, they will begin by presenting their research at an academic conference. If an author is citing a work in a journal article, it will take 12-24 months from the time of reading the work cited until the article manuscript is submitted for publication. Manuscript review times for humanities and social science journals average two months but can take as long as three to six months. (See <http://www.reviewmyreview.eu/acceptance-rates-turnaround-time/>) In cases of a favorable decision, commonly the manuscript must still be revised and resubmitted, which can entail an additional three months for revision and two more months to be reviewed again. Assuming a manuscript is accepted on its first submission, one could thus expect that it would take approximately 7-15 months from initial submission to acceptance. Since the average acceptance rate in social science journals is 20% (see website cited above), there is an 80% chance that it will take even more time for an article to be accepted. Finally, again, there is usually a 12-month lag time from acceptance to actual publication. Altogether, then, we should expect about 32-50 months (or three or four years) for the first article citation to a work of scholarship to appear.

Citations to books, especially if they appear in other books, will take even longer to appear, and are less likely to be indexed. Consequently, faculty who publish books are likely to have fewer identifiable citations.

### B. Approximate time period for publication of a book from a dissertation

Depending on the area of specialty, the nature and level of teaching responsibilities, and so forth, it generally takes faculty members with new PhD's approximately two academic years to revise a dissertation for publication and solicit interest from presses. Once a completed draft is submitted to a university or academic press, it ordinarily takes another year for the manuscript to be reviewed and revised before the final version is accepted. With the copy-editing process, page proofing, and actual printing, one could expect at least another year before the book appears in print. Consequently, four years is likely the minimum before a book would appear in print.