

**Department Criteria:**

As requested, we shall try to outline some aspects of the traditional requisites of service, teaching, and research that are particular to our discipline. We also wish to point out that the Department of English takes the responsibility of departmental review very seriously. Ours is a diverse field, and individual cases may present special values or problems not included in this document. We respectfully urge that if a Committee is contemplating reversing a decision of this or any other department that performs its work responsibly, it seek further information from the Department.

*Service:*

The Department of English advises non-tenured faculty to limit service activities until they are fully established as scholars and teachers. We request that limited committee work not be interpreted as a fault or lack of collegiality in candidates for tenure and promotion to associate professor. In addition, in so large a department, there are not enough committee slots for everyone to participate on departmental committees. On the other hand, repeated election to important committees (Department Council, Tenure and Promotion, Merit Pay) is a sign not only of generous citizenship, but of work evaluated by one's colleagues as qualitatively superior. Similarly, repeated appointments to Department, College, and University committees of work. Especially in consideration of promotions to full professor, we do not take lightly the importance of a consistent and generous record of service to the Department, College, university, profession, or community.

*Teaching:*

Most English classes require the teaching of two vital skills at more and more advanced levels, writing and reading. English courses typically include also the mastery of the content and context of certain literary works, usually though not always in print media, and the tacit or explicit analysis, selection, and development of aesthetic and interpretative theories and methods. Even "routine" courses must be rethought in both content and theme each time they are taught. Almost all advanced courses, for undergraduates as well as graduate students, and some elementary ones as well, present not only content, but theses or perspectives about the material and/or the methods of the course.

As a result, in evaluating teaching there are three other major factors to consider, in addition to classroom performance. One is the thorough, effective, and demanding response to each piece of student writing, with comments that are not only evaluative, but corrective. English teachers always require a great deal of writing from students, and they hardly ever have a course assistant or even a grader to assist them with it. Timely and skillful correction of papers requires not only evaluation of content and correction of mechanics, but instruction in ways to improve argumentation, diction, rhetoric, and style. Evaluation of paper-correcting practice can be therefore important in judging the excellence of English teachers. Second is the development of plausible, current, and persuasive theories of the literature of each period or genre taught. Syllabi, teaching materials, and other documentation of the theory of the courses can therefore be important evidence of excellence in English teaching. Third is extensive personal interaction with each student in conferences and/or workshops; like violin teachers, English teachers have to observe their students doing as apprentices what the teachers do as professionals. The process, not just the product, is important. Thus accessibility and good communications with students are important criteria of teaching excellence for us. Finally, especially in consideration of

promotions from associate to full professor, the direction of M.A. theses and Ph.D. dissertations and participation on the committees of M.A. and Ph.D. students are activities that we value and respect. This service must be observed as a teaching excellence in our discipline, since publications resulting from such work normally do not carry the name of the thesis or dissertation director and are not included in his or her bibliography.

In its evaluations the Department requires teaching scores and a statement of the candidate's philosophy of teaching. It also suggests the submission of some of the following optional additional materials: 1) publications dealing with teaching; 2) panels, conferences, colloquia, seminars dealing with teaching (local or national); 3) interviews and/or correspondence with students (present and past, graduate and undergraduate); 4) other documentation of student feedback (all comments on the evaluation forms for a given class, photocopied samples of student papers with teacher comments, statistical data on grade distribution, departmental norms); 5) Office of Instructional Resources program for improvement of teaching; 6) syllabi/full description of courses (including number, kind, range, level, class size, new preparations); 7) class visitations (by mentor or other colleague identified by the teacher, by a member of T&P committee), ideally several visits spread across several terms or years; the candidate's visit to class or mentor, member of T&P committee, or other colleague; the candidate's participation in evaluation of T.A.'s; 8) videotape of class; 9) description of typical office-hours advising; 10) description of letters of recommendation written for students.

#### *Research:*

Again we must stress the great variety and continual evolution of subdisciplines, especially interdisciplinary subdisciplines. A given case may be unique. Some generalizations are possible, however.

Publications—in most subdisciplines, books are more important than articles, but there is a great deal of variation on this point. In particular, influential articles that are widely read and reprinted are more important than routine books. It is important that quality, not just quantity, be considered. Quality, moreover, must be measured by the standard appropriate to the particular subdiscipline. Hierarchies among journals exist, but they are fluid and numerous—no one journal is the “best” for every article. PMLA, for example, the most broadly circulated of journals in the field because it is sent to all members of the Modern Language Association, avoids highly specialized articles regardless of merit and takes a very long time to reply. Many senior scholars never submit materials to it. As a department, in evaluating journals we consider at least the following criteria: ration of acceptances to rejections; editorial board membership; longevity and currency; refereeing policy (number and standing or referees typically employed); special emphases of content or method; prestige of other contributors. In evaluating the significance of an article, finally, the article itself is more important than the place of publication, though both are considered.

Similarly, in evaluating books, both the work itself and the press at which it gains publication are important, but the nature and quality of the book itself have the greater importance. Since important reviews of books in our field often do not appear until years after the book is published, it is inappropriate to rely on their inclusion in tenure and promotion materials. External evaluations already available—from editors, the referees they consult, the evaluators we consult, and so on—may be supplemented by reviews provided this problem of delay, which particularly affects the most important reviews, is allowed for. For both books and articles, if there are, exceptionally, more than one author, the precise share of the responsibility

attributable to each author should be determined. A co-authored book is the equivalent of half a book, if the two authors are equal partners. The following types of books are considered appropriate accomplishments, with individual variations for length, originality, quality, importance to the field, etc.:

Analytical critical or theoretical books representing the scholar's judgment of some literacy question;

Critical textual editions of literary works, or translations of literary or critical works, that make original contributions to knowledge by establishing and interpreting the content of the work studied; such editions/translations should not be confused with the preparation of material for republication for a mass audience (typically with an explanatory introduction and footnotes), which have the status of articles;

Pedagogical works that involve more than selecting and annotating reprinted material, that are original in content or approach, and that are substantially the product of a particular scholar's own ideas and research; routine pedagogical works typically are regarded as financial rather than scholarly activities;

Creative works of a substantial nature.

Among shorter works, scholarly articles, short stories, groups of poems or several poems, and review-essays, evaluated as discussed above, are the expected forms of scholarly activity. Editorial contributions to multi-authored collections or journals may amount to a significant scholarly contribution but must be judged on a case-by-case basis. Talks and reviews are usually less important, but there are exceptions, for example, named lectureships, plenary addresses, invited workshops and readings by creative writers. In certain subfields such contributions are more important than they are in the field in general. Similarly, tough journalistic writing for the general public is regarded as a contribution of service rather than scholarship in most subdisciplines, for a few it may be highly appropriate form of publication.

Grantsmanship is not a major criterion of scholarly accomplishment and there is never a direct corollary between prestige of the grant and amount of funding; other evidence of national standing in one's field, such as membership on editorial or review boards, may be equally important. A record of success in nationally prestigious open grant competitions, e.g., the Guggenheim, National Endowment (Arts and Humanities), and ACLS year-long grants, is, however, a highly desirable quality in a career.

In general, for promotion to associate and tenure, good teaching, success in completing and publishing a projects comparable to a significant book, and evidence of ongoing research interests and abilities are expected and sufficient. For promotion to full professor, significant scholarly work beyond that which led to the promotion to associate professor, usually in the form of a new book or equivalent; a record of good service to department, institution, discipline, and/or community; and varied and conscientious teaching are expected.

### **College Criteria**

Tenure and Promotion to Associate Professor and Promotion to Full Professor are based on distinguished professional activities in the areas of teaching, research, and service. Candidates must exhibit "distinction" in two of these areas, and normally these are research and teaching. "Distinction" is defined in the College of Liberal Arts and Sciences as an excellent and sustained record as demonstrated by well-known evaluative measures in the disciplines and areas of the College. The distinction of a candidate is based on complex information that includes

productivity, innovation and creativity, and positive impact on students, the community, and the academic discipline of the candidate. These criteria are evident in the evaluation of teaching through student class evaluations, contributions to Department and University curriculum, peer evaluations, and recognition of teaching. Distinction in research and scholarship is especially evident through the documentation of productivity included in the packet and the evaluation of that record by internal and external reviewers in light of expectations of productivity at major research universities.

### *Teaching*

There should be evidence of a sustained commitment to excellence in teaching by the candidate as reflected in student teaching evaluations, faculty/departmental peer evaluations, and instructional materials. Peer evaluations are expected for promotion and tenure to Associate Professor as well as promotion to Full Professor. If student or peer evaluations are not present in the packet, their lack must be explained by the candidate and/or chair/director.

### *Research*

There should be evidence of a body of work of sufficient quality and quantity that has produced at least the beginning of a national reputation for significant and creative contributions to the candidate's field of research for the promotion to Associate Professor with tenure. In addition, there should be evidence of the promise of continued intellectual growth and productivity. For promotion to Professor, an established national and/or international reputation is expected, as well as the indication of sustained high quality work.

The expectations of research productivity vary by the major areas of Liberal Arts and Sciences (Humanities, Social Sciences, and Natural/Mathematical Sciences) as well as by each discipline within these broad areas. Each department has published guidelines that detail these expectations. In general, candidates for promotion to Associate Professor/tenure in the humanities are normally expected to have a book-length scholarly manuscript completed and accepted for publication by a press recognized in the field. Candidates for promotion to Professor in the humanities are normally expected to have two scholarly books in published form available for departmental/college review. The expectations in some fields may, however, be closer to those in natural and social science disciplines. The natural and laboratory sciences are focused primarily on a substantial record of refereed articles in visible journals and evidence of the viability of a research program, often reflected in successful external funding. The mathematical and natural sciences regard refereed articles in important journals appropriate to the field as primary publication outlets. Social science fields vary according to discipline and even sub-field within them. A scholarly record of research resulting in several peer-reviewed articles published each probationary year is expected, and in some cases, a scholarly book on that research is deemed appropriate for promotion to Associate Professor with tenure. Candidates for promotion to Professor in the social sciences are generally expected to have a second book, when appropriate, or a similar record of articles with recognized impact on the field or profession.

### *Service*

For promotion to Associate Professor/tenure, there should be evidence of a positive contribution to the life of the department, college, and university. For promotion to full Professor, a candidate is expected to make a positive contribution to the department through service on key committees

as well as participation in university and professional service. A candidate's service record may also include service to the state and the nation.

These three areas of activity should conform to the annual assignment of duties, and the tenure and promotion evaluation should be a reflection of these annual assignments. For this reason, annual letters of evaluation of the faculty should make note of any exceptional assignments in teaching, research, or service and the resulting productivity in any area that goes beyond that of other faculty members in the unit.

### **University Criteria**

The University's criteria for granting tenure, promotion, or permanent status shall be relevant to the performance of the work that the faculty member has been employed to do and to his/her performance of the duties and responsibilities expected of a member of the university community. These criteria recognize three broad categories of academic engagement:

(A) Teaching – Instruction, including regular classroom teaching and distance/executive/continuing education, direction of theses and dissertations, and extension education programs.

(B) Research – Research or other creative activity including peer-reviewed publications.

(C) Service – Public and professional.

All tenure track faculty will have no less than 10 percent of their time assigned to research. Each faculty member shall be given assignments that provide equitable opportunities, in relation to other faculty members in the same department, to meet the required criteria for promotion, tenure, and permanent status. Extension contributions in academic service may be inclusive of the three broad categories described above.

In most cases, tenure and promotion require distinction in at least two areas, one of which shall be that of the faculty member's primary responsibility, and those areas should be teaching and research unless the faculty member has an assignment that primarily reflects other responsibilities, such as the Cooperative Extension Service. Merit should be regarded as more important than variety of activity. "Distinction" in the categories is defined by the University and clarified by each college and department in terms tailored to the college and to department disciplines and consistent with University standards.