

**DEPARTMENT OF ENGLISH
PROMOTION AND TENURE GUIDELINES**

**COLLEGE OF ARTS AND SCIENCES
GEORGIA STATE UNIVERSITY**

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Faculty members must consult the College of Arts and Sciences Promotion and Tenure Manual. In the event of a conflict between the two documents, the college manual takes precedence.

All materials, discussions, conclusions, and letters that are part of the review process will be held in strictest confidence, and no party to the process, other than the candidate, may divulge any information about it to anyone not directly involved.

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INTRODUCTION

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The Department of English has formulated promotion and tenure guidelines to conform to and supplement the general requirements established by the Board of Regents of the University System and the policies outlined in the current Promotion and Tenure Manuals of the College of Arts and Sciences and of the university. Faculty members must consult the College of Arts and Sciences Promotion and Tenure Manual. In the event of a conflict between the two documents, the college manual takes precedence. The department will judge each candidate for promotion and/or tenure according to the criteria in these documents. Faculty should carefully study the criteria, requirements, and procedures outlined in the university and college manuals, and in the departmental guidelines.

As explained in the college manual, all participants in the process should follow the principles of professional ethics associated with peer evaluations, which prohibit evaluations that would involve a conflict of interest.

All materials, discussions, and letters that are part of the review process will be held in strictest confidence, and no party to the process, other than the candidate, should divulge any information about it to anyone not directly involved. E-mail should not be used for this confidential personnel process (with the exception of non-substantive matters such as scheduling meetings). In accordance with the college manual, each candidate for promotion and/or tenure will be evaluated in the areas of professional development, teaching, and service. To be recommended for promotion to and/or tenure at the rank of associate professor a candidate must be evaluated as *excellent* in professional development and teaching and evaluated as having provided *good* service. Further, to be promoted to the rank of professor, a candidate must be judged *excellent* in professional development and teaching and *very good* in the area of service.

25 Typically, candidates are expected to publish primarily in the field in which they were hired.

26 A candidate for tenure at the rank of associate professor or for tenure and promotion to
27 the rank of associate professor should include all relevant materials from both before and after
28 the candidate's initial appointment at Georgia State University.

29 A candidate for promotion to the rank of full professor or for tenure at this rank should
30 include all relevant materials only since the candidate's promotion to the rank of associate
31 professor at Georgia State University or at a previous institution.

32 The departmental committee on promotion and tenure (hereafter known as the
33 departmental review committee) shall consider all relevant materials in the dossier.

34 Letters from outside reviewers who are authorities in the candidate's field (solicited in
35 accordance with the procedures described in the college manual) will be used to provide a
36 supplementary perspective on the candidate's achievements and impact upon his or her field of
37 professional development.

38 The outside reviewers should ordinarily be affiliated with institutions in which the
39 emphasis on research and scholarship/creative writing is of a rigor similar to or more
40 demanding than that at Georgia State University. Some institutions are particularly prominent
41 in relation to specific fields, and the departmental review committee's report should note this
42 about the reviewer from such an institution if relevant to the candidate's field. To assist in the
43 fullest possible appraisal of a candidate's record, the departmental review committee shall
44 consider the letters of the external reviewers to be an important complement to the internal
45 estimate by the candidate's departmental colleagues, and the committee report shall provide a
46 detailed summary and analysis of the reviewers' estimations of the candidate's professional
47 contributions.

48 All steps by all individuals and groups involved in the tenure and promotion process must
49 be taken by the deadlines specified in the college manual. The reports of the departmental review
50 committee, along with any minority reports, and of the chair shall be sent forward to the college
51 committee.

52 A candidate denied promotion should, before reapplying, demonstrate some qualitative
53 and quantitative improvement, and should reassess his or her materials and record in consultation
54 with colleagues and with the chair.

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57 **PROFESSIONAL DEVELOPMENT**

58

59 The candidate's professional development will be judged on the basis of
60 publications, editorial work, and other professional activities. Collaborative work is often
61 appropriate, and is valued as a legitimate form of inquiry and production. The successful
62 candidate for tenure or promotion should demonstrate that he/she has continued as an active
63 scholar after arriving at Georgia State University, no matter what the prior credentials.

64 Within the discipline, a substantial number of articles or book chapters ranks in
65 significance with a book of original scholarship or a monograph. Thus the minimum requirement
66 to earn promotion and tenure to associate professor is a body of original scholarship or creative
67 work, either a monograph or a significant number of articles or comparable material as judged by
68 peers, although this quantity of scholarship/creative work does not guarantee promotion and
69 tenure, since the qualitative assessment of the candidate's dossier is equally important. In all
70 cases, reputable professional development entails the independent vetting of manuscripts.

71 Usually, original scholarship counts more than editing or summarizing the original scholarship of

72 others. It should be noted, however, that some scholarly editions of literature contain substantial
73 original scholarship. "Edition" can mean anything from a reprint of an existing text or the re-
74 publication of essays written by others with a new introduction, to an authoritative edition of
75 previously unpublished primary materials. The greater the amount of original textual, scholarly,
76 and interpretative work, the more weight the edition carries. In the absence of substantial original
77 scholarship, it is unlikely that any amount of purely editorial work, or any number of book
78 reviews or factual entries, would suffice.

79 All references to published material (e.g. "book," "chapter," "poem," "story," "essay,"
80 "review") are understood to describe either print or electronic scholarship. The degree of value
81 each work earns in the departmental assessment will be determined according to qualitative
82 scholarly or creative standards. Both printed and digital publications may be judged as
83 acceptable or unacceptable, depending on their scholarly or creative merit.

84 While conference papers count as professional activities, they do not rank in significance
85 with published materials.

86 Textbooks and pedagogical materials are counted under teaching, not professional
87 development. Textbooks may be defined as materials to be used in the classroom that sum up
88 information without proposing original research, with students as the targeted audience.

89 Publications about methods of instruction in one's field count as professional development.
90 Part of the criteria for the evaluation of books and articles shall be the caliber of the venue in
91 which they are published.

92 In general, the reputation of the candidate within the scholarly or creative community is
93 measured by reviews, citations, awards, and the like. For example, a short book that has
94 received a prestigious award counts more than a long book that has not been favorably reviewed.

95 A work of scholarship or creative writing published outside a candidate's initial specialty counts
96 as long as the candidate has established a reputation in the initial field. But high prestige of a
97 candidate in one specialty is preferred to modest prestige in two.

98 There are many different ways of satisfying the requirement that the candidate produce a
99 work of original scholarship roughly equivalent to a book. Although each career is unique, there
100 is agreement upon certain evaluative principles; and the following materials are ranked in
101 general order of importance:

- 102 • an original single-authored scholarly book, refereed and published by a reputable university or trade
103 press; awards and/or prizes for published work.
- 104 • the candidate's contribution to an original co-authored scholarly book. The candidate should state his
105 or her role in the research. The greater the percentage of the work that is the candidate's own, the
106 better. Candidates who produce co-authored work must specify in their dossier the part of the work
107 for which they are responsible;
- 108 • a single-authored scholarly edition of previously unpublished material, of published
109 material that has never received scholarly editorial treatment, or an authoritative edition
110 of previously edited material that provides substantial re-editing or annotating; a textual
111 edition of comparable magnitude to such work, followed closely by the candidate's
112 contributions to a co-edited treatment of such work;
- 113 • an essay containing original research appearing either as a chapter published by a
114 reputable scholarly or trade press or as an article published by a reputable professional
115 journal;
- 116 • a book-length critical bibliography aimed at a scholarly audience;

- 117 • a single-authored or co-authored book related to one's field and aimed at a general
118 audience;
- 119 • a single-edited or co-edited book or journal collection of new scholarly essays by others.
120 Candidates who produce co-edited work must specify in their dossier the part of the work
121 for which they are responsible.

122 The department recognizes the relative scarcity of external grant support in some departmental
123 disciplines. However, fellowships, grants, contracts, and awards from internal and external local,
124 regional, national, or international agencies represent a highly significant professional
125 achievement and testify to the scholarly reputation and significance of the candidate's research.
126 A significant grant (which is the result of a rigorous peer-review of the candidate's scholarship
127 and credentials) enables the building of a scholarly community. International and national
128 external awards and grants will generally weigh more heavily than regional or local.

129 Materials not involving original work may also be counted as professional development:
130 collections of previously published essays, with significant introduction, headnotes, or
131 appendices; book-reviews; or entries in encyclopedias or other reference books.

132 None of these materials may include work in progress or work submitted but not yet accepted for
133 publication. Materials accepted for publication must be accompanied by attesting documentation.

134 In evaluating the candidate's professional development, the committee will also consider
135 professional service demonstrating that the candidate has a national reputation in the field. Such
136 activities may include participation in the meetings of professional organizations, editorial
137 activities, and other significant professional services appropriate to the discipline and to the
138 candidate's area(s) of specialization. Professional activities should be included in professional

139 development rather than in service if they engage the professional expertise, although university
140 service engaging one’s professional expertise should be included under service. Serving as the
141 President or Executive Director of a prestigious scholarly organization, for example, is evidence
142 that the candidate is regarded as an important scholar even if the work of the President or
143 Director is primarily administrative.

144 If an activity such as Professional service or pedagogical publications could be
145 legitimately included in more than one area, the candidate shall choose the area in which it shall
146 count in consultation with the chair.

147 Evidence of a national reputation also may include membership on editorial boards;
148 leadership roles in other scholarly projects; invitations to deliver keynote addresses; chairing
149 sessions at professional meetings; extramural grants; and service as a manuscript reviewer or
150 consultant for professional journals and scholarly presses. A distinguished national or
151 international reputation as a leader in the field may also be indicated by a significant number of
152 reviews of books by the candidate or a significant number of citations in scholarly publications
153 of the candidate’s published research. Evaluators should bear in mind, however, that such
154 reviews and citations usually take several years after the original publication to appear.

155 Scholarship and creative writing adopting emerging technologies are essential to many
156 areas of English studies. The Modern Language Association “Guidelines for Evaluating Work
157 with Digital Media in the Modern Languages” specifies that vetted work published in a digital
158 medium should be valued as being equal to print publications, and the candidate should indicate
159 the peer review and publication guidelines for the digital media. Such technologies that may be
160 employed in scholarship include multimedia productions and computer software. Such
161 contributions should be read in the media for which they were intended.

162 The candidate who works with digital media should be prepared to make explicit the
163 results, theoretical underpinnings, and intellectual rigor of the work. The candidate should take
164 particular care to describe how the work may overlap with or redefine the traditional categories,
165 and to describe the process underlying the creation of work in digital media (e.g., the creation of
166 infrastructure as well as content). Any new collaborative relationships with other faculty
167 members and students required by the candidate’s work in digital media should also be noted. As
168 stated in the Modern Language Association “Statement on Publications in Electronic Journals,”
169 online publications can have wide circulation. Their citation and scholarly impact may be
170 documented by data, including whether a site has been adopted, endorsed, and linked by any
171 relevant official sites, library-based subject-collections of resources, scholarly associations, or
172 colleges and universities. Public impact may also be documented by how many people have
173 visited the site.

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Creative Writing

176 The candidate’s professional development will be judged on the basis of publications,
177 awards and fellowships for creative writing, editorial work, invited readings/lectures, and other
178 professional activities. The candidate who has co-authored a publication should state his or her
179 role in the production. The greater the percentage of the work that is the candidate’s own, the
180 better. Candidates who produce co-authored work must specify in their dossier the part of the
181 work for which they are responsible. Usually, both a book of original creative writing from a
182 respected publisher and publications in reputable magazines or journals with national visibility
183 are minimum requirements to earn tenure and promotion to associate professor. In the absence of
184 a book, it is unlikely that any number of journal publications, or any amount of purely editorial

185 work, or any number of book reviews or critical essays, would suffice. While invited readings
186 and lectures count as professional activities, they do not rank in significance with published
187 materials. Textbooks and pedagogical materials are counted under teaching, not professional
188 development. Textbooks may be defined as materials to be used primarily in the classroom that
189 sum up information without proposing original research, with students as the targeted audience.

190 Part of the criteria for evaluation of professional development materials shall be the
191 caliber of their press or journal. The higher the reputation of the candidate within the writing
192 community, as measured by reviews, citations, awards, and the like, the better. Evaluators
193 should bear in mind, however, that such reviews and citations usually take several years after the
194 original publication to appear.

195 A work published outside a candidate's initial specialty counts as long as the candidate
196 has established a reputation in the initial field. But high prestige of a candidate in one specialty is
197 preferred to modest prestige in two.

198 Although each career is unique, there is agreement upon certain evaluative principles;
199 and the following materials are ranked in general order of importance.

- 200 • Book publication: the merit of a book publisher is best judged by the authors it publishes
201 and the awards and fellowships those authors and their books garner. However, the best
202 measures of a book's merit are the newspaper and journal reviews, literary awards, and
203 citations that the book receives.
- 204 • Journal publication: publication of creative writing in national magazines and premiere
205 literary journals with substantial national distribution is more desirable than publication
206 in respected literary magazines with a more limited national distribution, which is more
207 desirable than publication in literary "little" magazines with local or very limited

208 national distribution.

209 • Awards and fellowships: awards and fellowships for creative writing are excellent
210 indicators of a national reputation. The merit of the award or fellowship will be based on
211 the reputation and reach of the awarding agency. National awards and fellowships are
212 held in higher esteem than regional, which are valued above local awards.

213 • Reprints: reprints in anthologies and textbooks are excellent indicators of a national
214 reputation. The significance of these publications will be judged by the caliber of the
215 press and the nature of the publication.

216 • Reviews: reviews of creative work are excellent indicators of a national reputation, with
217 the caveat noted earlier about the usual time required for such reviews to appear. The
218 significance of reviews will be judged by the caliber of the reviewing journal or press.

219 • Editorial projects: editorial work such as editing an anthology or literary magazine will
220 count toward professional development but will count less than the publication of original
221 creative work. The merits of magazine editing will be judged by the caliber of the writers
222 the magazine has published, publishing awards the magazine has received, and reviews.
223 The merits of fiction or poetry anthologies will be judged according to the caliber of the
224 publisher, reviews received, and awards.

225 • Readings and lectures: invited readings and lectures are indicators of a candidate's
226 visibility and reputation. The significance of such readings and lectures can be judged by
227 the reputation of the hosting institution.

228 Other professional activities might include the judging of literary competitions and
229 evaluating manuscripts for reputable presses.

230 In all specializations, the department values public scholarship, and encourages
231 candidates to submit documentation of such activity along with contextualization to
232 explain how this work complements and embellishes their overall scholarly portfolios.
233 Public scholarship may involve interactive work with groups outside the conventional
234 realm of scholarly and creative publishers: museums, government organizations, civic
235 groups, performance groups, schools, and media, for example. We affirm the
236 recommendations developed by the consortium called “Imagining America: Artists and
237 Scholars in Public Life,” in their report titled “Scholarship in Public: Knowledge
238 Creation and Tenure Policy in the Engaged University,” that provide a perspective for
239 appropriately valuing public scholarship and engaged artistic creation. These guidelines
240 describe “different forms of making knowledge about, for, and with diverse publics and
241 communities,” and explain how to appraise such work based on how “it contributes to the
242 public good and yields artifacts of public and intellectual value.” The report details how
243 to define and assess public scholarship based on a continuum of professional activities
244 and accomplishments, and how to compile a portfolio that best demonstrates the value of
245 this work.

246

247 **TEACHING**

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249 The departmental evaluation committee will consider a variety of written evidence
250 submitted by the candidate of effectiveness in the classroom. The candidate should adhere
251 closely to the "Categories for Teaching" as listed in the college manual. The candidate should
252 include the annual departmental instructional portfolios he or she has compiled for the previous

253 four years and student evaluations, as required in the college manual. Letters from students may
254 not be included in the dossier. The candidate may include material illustrating the advisement of
255 M.A., M.F.A., and Ph.D. theses; the preparation and grading of graduate examinations;
256 documented advising of student; acceptance of former students into doctoral programs,
257 appointment to faculty positions, or recognition in the profession; commentary on student
258 papers; direction of Honors projects, independent studies, and graduate colloquia (e.g. MA pro-
259 seminars and graduate conferences); course materials, handouts, or materials designed for
260 Web-based instruction created by the candidate; nominations of students for awards; and
261 invitations to teach a seminar at other universities.

262

263 A teaching award from a prestigious outlet is particularly strong evidence of teaching
264 effectiveness. Additional evidence may include the creation of new areas of curriculum, the
265 publication of textbooks, the adoption of such textbooks by other educational institutions;
266 invitations to lecture about teaching; leading workshops on teaching; and consultations with
267 publishers or institutions about the development of pedagogical materials.

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270 **SERVICE**

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272 The departmental review committee will review the candidate's service to the
273 department, college, and university, as well as to professional organizations and the community.
274 Within the department, a faculty member may serve as an administrator (chair, associate chair,
275 graduate director, etc.); as a section head; or as a committee chairperson. Other forms of

276 departmental service include membership on and contributions to committees, involvement with
277 departmental student organizations, and mentoring or otherwise assisting colleagues.
278 Forms of service to the college or university include participation in the university Senate;
279 chairing or serving on and contributing to an interdepartmental, college, or university committee,
280 task force, or other such body; providing assistance to other departments or individual colleagues
281 in other departments; mentoring colleagues in other departments; providing guidance to extra-
282 departmental student organizations; and planning public lectures or conferences to be held at
283 Georgia State.

284 Professional or community service includes serving in an administrative position in a
285 professional organization, serving as a consultant to another educational institution or to a
286 governmental body, professional organization, or other group; making practical arrangements for
287 conferences; assisting colleagues at other institutions; grading SAT examinations or other
288 national tests; delivering lectures to non-professional audiences, or participating in non-
289 professional forums. Generally, a community service should be included only if it somehow
290 places one's professional expertise at the service of the general public. Other kinds of public
291 service, admirable though they might be, are unlikely to carry much weight. Extensive public
292 service will not compensate for a deficiency of departmental, college, or university service.

293 The above are only a sample of possible services. A candidate should call attention to
294 awards he or she received for service activities. Services for which financial remuneration was
295 received may be included. If a brief description of a service on the candidate's curriculum vitae
296 does not give a clear indication of the nature and scope of the service, the candidate should
297 provide a more detailed explanation in the introduction to the appropriate section of the dossier.
298 A candidate is urged to exercise discretion in supplying documentation of service. Some form of

299 evidence should be provided to document each service activity, but the amount of evidence
300 should be kept to the minimum necessary to give a clear sense of the nature and scope of the
301 activity. Appropriate documentation of a public lecture, for example, might include a letter of
302 invitation, a copy of the poster announcing the lecture, a letter of appreciation from the official
303 organizer of the event, or a newspaper account, but should not include every email about the
304 arrangements. If one served on a commission that produced a hundred-page report, one should
305 not include the entire report, merely one's letter of appointment to the commission and the brief
306 introduction or conclusion of the report or the particular section of the report solely authored by
307 the candidate.

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PROMOTION TO ASSOCIATE PROFESSOR

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312 Assistant professors must simultaneously apply for promotion and tenure. Tenure in the
313 college for assistant professors will not be granted without promotion to associate professor.

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Professional Development

316 To receive an evaluation of *excellent*, which is the minimum requirement for meeting
317 university and college promotion and tenure standards, the candidate must have produced a book
318 or a comparable body of original research and must present some substantial further evidence of
319 an emerging national reputation. Such further evidence might include, for example, the
320 publication of articles and book chapters in addition to the book (if the candidate has published a

321 book), or a number of articles and/or book chapters that are comparable to significantly more
322 than a book (if the candidate has not published a book).

323 Other kinds of further evidence that might support promotion and tenure would be
324 documentation directly demonstrating one’s emerging national reputation and the securing of
325 fellowships, grants, contracts, and/or awards from internal and external local, regional, national,
326 or international agencies.

327 For a more detailed explanation of what might count as further evidence, see the section
328 of the guidelines above on “professional development.”

329

330 **Professional Development in Creative Writing**

331 For an evaluation of *excellent*, which is the minimum requirement for meeting university
332 and college promotion and tenure standards, the candidate must have produced a body of work
333 that shows strong achievement in the field and indicates that this achievement is likely to
334 continue in the long term as well as the near future. Normally, this entails publication with a
335 respected literary publisher of at least one single-authored book of original creative writing and
336 documentation directly demonstrating one’s emerging national reputation. For a more detailed
337 explanation of what might count as further evidence, see the section of the guidelines above on
338 “professional development.”

339

340 **Teaching**

341

342 A candidate will meet university and college promotion and tenure standards if his or her
343 teaching performance is evaluated as *excellent*, which suggests exceptional preparation and

344 prominent involvement with individual student work, especially service on committees for or the
345 direction of undergraduate and graduate student research papers, theses, and dissertations. The
346 candidate's student evaluation scores will often be in the mid 4-out of 5 range. The candidate
347 should demonstrate an engagement with teaching beyond simply his or her assigned courses.
348 Such a candidate may receive invitations to lecture that are based upon his or her reputation as a
349 teacher, and may also be involved in leading workshops, consultation, or producing pedagogical
350 publications based upon his or her teaching prowess and show innovation and creativity in
351 teaching.

352 **Service**

353 In order to be recommended for promotion to associate professor, a candidate must
354 responsibly and thoroughly execute assigned departmental duties and committee responsibilities
355 and be of significant assistance to colleagues. Such service is evaluated as *good*.

357 **TENURE AT THE RANK OF ASSOCIATE PROFESSOR**

358 The criteria are the same as those for a recommendation for promotion to the rank of
359 associate professor.

361 **PROMOTION TO PROFESSOR**

363 **Professional Development**

364 In addition to maintaining the skills and level of achievement required of an associate
365 professor, a candidate for promotion to the rank of professor should have produced a book or a
366 comparable body of scholarship since his or her last promotion, and must have established a

367 distinguished national or international reputation as an authority in his or her area(s) of
368 specialization. To meet university and college promotion and tenure standards, the faculty
369 member must be evaluated as *excellent*, which means having established a solid national
370 reputation as a leader in the field, continuing to be an active scholar, and having a marked impact
371 on the work of others in the field. The books, book chapters, and/or articles of the candidate
372 judged as excellent are published by presses and in journals that are held in esteem by the
373 profession, and reviews of and citations to the candidate's work attest to this reputation. Other
374 evidence that might support promotion would be the securing of fellowships, grants, contracts,
375 and/or awards from internal and external local, regional, national, or international agencies.

376

377 **Professional Development in Creative Writing**

378

379 To meet university and college promotion and tenure standards, the candidate must be
380 evaluated as *excellent*, which means having produced a body of work since his or her last
381 promotion that shows strong achievement in the field and indicates that this achievement is likely
382 to continue in the near future as well as the long term. Normally, this entails publication with a
383 respected literary publisher of at least one single-authored book of original creative writing since
384 his or her last promotion that receives significant newspaper and journal reviews and/or literary
385 awards and/or citations.

386

387 **Teaching**

388 A candidate meets university and college promotion and tenure standards if his or her
389 teaching performance is evaluated as *excellent*, which suggests exceptional preparation and

390 extensive involvement with individual student work as demonstrated by, for example, the
391 supervision of theses and/or dissertations. The candidate's student evaluation scores will often
392 be in the mid 4 out of 5 range. The candidate also will have demonstrated a substantial variety of
393 activities related to instruction as well as innovative pedagogy. Such a candidate may
394 demonstrate extensive involvement with individual student work and has a good track record of
395 his or her students finishing their programs; securing fellowships at the graduate or postgraduate
396 level; advancing in a timely fashion through their degree programs, completing the program, and
397 advancing into a subsequent program or into the profession. Such a candidate advises and guides
398 students diligently, and these students regularly conduct and complete significant work.

399 **Service**

400 Service will be evaluated as *very good* and thus meeting university and college
401 promotion and tenure standards when a candidate demonstrates extensive, collegial, diligent, and
402 effective service and leadership at the department and either the college or the university levels
403 as well as participating in professional associations. Serving in a substantial departmental
404 administrative role illustrates leadership.

405

406 **TENURE AT THE RANK OF PROFESSOR**

407 The criteria are the same as those for a recommendation for promotion to the rank of
408 professor.

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412

413 **PROCESS FOR PROMOTION AND TENURE**

414

415 The departmental process begins in March. The dates for the evaluation process shall be
416 consistent with the calendar given in the college manual. The schedule for the process in the
417 Department of English is as follows:

418

419 1. The chair will write a letter on or before March 1 to all faculty who are eligible for
420 consideration for promotion to associate professor and/or tenure asking if they wish to be
421 reviewed by the departmental review committee. Associate professors should consult with the
422 chair and senior colleagues to assist in determining when it is appropriate for them to apply for
423 promotion to professor, and should be mindful of relevant deadlines specified in the calendar of
424 the college manual. The chair must receive written expressions of a candidate's intention to
425 apply for promotion and/or tenure no later than the time given in the college manual.

426

427 2. By the time prescribed in the manual, the candidate's professional development materials shall
428 be submitted to the chair for forwarding to outside reviewers, along with a list of eight possible
429 outside reviewers. According to the process specified in the college manual, the letters of
430 evaluation written by these reviewers shall be provided to the departmental evaluation
431 committee.

432

433 3. Each candidate is responsible for assembling a dossier consistent with the instructions given
434 in the college manual and submitting it to the department chair by the time prescribed in the
435 Manual. The candidate should note the required format for the curriculum vitae that is given in
436 the college manual.

437

438 4. The chair shall place on file the dossiers and letters of evaluation of the outside reviewers of
439 each prospective candidate for perusal by appropriate tenured associate and full professors. Only
440 professors shall review the materials of candidates for the rank of professor. These materials are
441 strictly confidential, and no faculty member should discuss their contents with the candidate.

442

443 5. The departmental review committee shall consist of all tenured associate professors and
444 professors whose primary appointment is in the English Department. This committee shall
445 review each candidate for promotion and tenure in the Department of English and shall
446 evaluate the record of each candidate using criteria for promotion and tenure set forth in the
447 guidelines on promotion and tenure for the Department of English and in the manual of the
448 College of Arts and Sciences. A subcommittee shall prepare a factual summary review of each
449 candidate and make a recommendation regarding the candidate. This report will be used by the
450 members of the full Committee as the basis for their own recommendations on the candidate.
451 This Subcommittee shall consist of four members besides its chair: two tenured professors and
452 two tenured associate professors, to be elected by the Committee at large. The Subcommittee's
453 chair, holding the rank of professor, shall be appointed annually by the department chair, upon
454 consultation with the Executive Committee. This Subcommittee shall evaluate the candidates
455 for tenure and promotion to the rank of associate professor; only Subcommittee members at the
456 rank of professor shall evaluate candidates for promotion to the rank of professor. *Robert's*
457 *Rules of Order*, revised, shall be followed throughout the deliberations of the Subcommittee,
458 except that all such deliberations are in executive session and are to remain confidential within
459 the Subcommittee.

460

461 6. After due deliberations within the Subcommittee on all the information in the official record
462 of each candidate, Subcommittee members shall prepare a summary report on the candidate's
463 areas of professional development, teaching, and service and make a recommendation
464 regarding the candidate. The subcommittee report shall provide a detailed summary and
465 analysis of the reviewers' estimations of the candidate's professional contributions, and an
466 assessment of the quality and standing in the profession of the journals, presses and the like in
467 which the candidate's work has appeared. Additional facts may be added on the basis of the
468 independent perusal of the dossier by members of the Committee. The Subcommittee shall
469 then vote on an evaluation in each of the three categories, with the overall positive or negative
470 recommendation following from these evaluations. All members of the Subcommittee
471 normally must be present for any vote that involves evaluation of candidates. The
472 Subcommittee shall submit its report and majority recommendation and any minority
473 recommendation to the departmental review committee.

474

475 7. All of the tenured faculty normally shall meet in person to discuss the candidates for
476 promotion to associate professor. They shall together revise the Subcommittee report and vote on
477 the revised evaluations. All of the full professors normally shall follow the same process for
478 candidates for promotion to full professor. In regard to a candidate for the rank of associate
479 professor, all tenured associate and full professors normally shall sign the recommendation of the
480 departmental review committee, or an individual dissenting report, or a joint minority report in
481 conjunction with faculty members.

482 All final recommendations must be made by the departmental review committee as a

483 whole. The departmental review committee of the whole must meet to discuss and vote on its
484 final recommendation. E-mail should not be used for this confidential personnel process (with
485 the exception of non-substantive matters such as scheduling meetings). Each member of the
486 departmental review committee normally either shall sign the committee's majority
487 recommendation or shall submit or sign a minority recommendation when the committee submits
488 the majority recommendation. The signatures must appear on separate and detachable pages so
489 that they can be removed when a candidate is given copies of the majority and minority reports.

490 In addition to participating in the promotion and tenure evaluation process, the
491 departmental review committee also conducts yearly renewal of contract reviews and third year
492 promotion and tenure reviews of all untenured faculty members (see informational appendix).

493

494 8. At the end of all deliberations in the department, the chair of the department shall inform each
495 candidate according to the college manual.

496 **APPENDIX I:**

497 **Ratings Guidelines for Pre-Tenure Review**

498

499

500 **A1. Professional Development**

501

502 **Poor:** The faculty member maintains no program of professional development.

503

504 **Fair:** The faculty member is largely inactive in professional development.

505

506 **Good:** The faculty member is minimally active in maintaining a program of professional
507 development and/or the scope and impact of the faculty member's professional development
508 contributions are insufficient.

509

510 **Very Good:** The faculty member, while maintaining an active program of professional
511 development, has yet to establish a national reputation as an emerging leader in the field; but
512 there are clear indications that s/he has projects underway that are likely to result in a more
513 prominent scholarly profile in the near future.

514

515 **Excellent:** The faculty member has produced a book or a comparable body of original research.
516 Peer-reviewed work published in highly regarded digital media (including, e.g., multimedia
517 productions and computer software) is valued equally to print publications, as scholarship
518 adopting emerging technologies is essential to many areas of English studies. Collaborative
519 projects with other scholars in conventional or digital media are also significant when the high
520 level and quality of the contribution is documented. Further evidence for a rating of *excellent*
521 includes documentation directly demonstrating one's emerging national reputation and the
522 securing of fellowships, grants, contracts, and/or awards from internal and external local,
523 regional, national, or international agencies; these represent a highly significant professional
524 achievement and testify to the scholarly reputation and significance of the candidate's research.
525 An evaluation of *excellent* indicates that the faculty member's current and imminently
526 forthcoming projects are likely to result in an assessment at this level when s/he comes up for
527 tenure, should the faculty member's upward trajectory continue.

528

529 **Outstanding:** The faculty member has achieved eminence in his or her field, as evidenced by
530 national or international awards, laudatory reviews in major publication outlets, invited lectures
531 in prestigious venues and so on.

532 **A2. Professional Development in Creative Writing**

533

534 **Poor:** The faculty member maintains no program of professional development.

535

536 **Fair:** The faculty member is largely inactive in professional development.

537

538 **Good:** The faculty member is minimally active in maintaining a program of professional
539 development and/or the scope and impact of the faculty member's professional development
540 contributions are insufficient.

541

542 **Very Good:** The faculty member, while maintaining an active program of professional
543 development, has yet to establish a national reputation as an emerging leader in the field; but
544 there are clear indications that s/he has projects underway that are likely to result in a more
545 prominent creative profile in the near future.

546

547 **Excellent:** The faculty member has produced a body of work that shows national recognition and
548 strong achievement in the field and indicates that this achievement is likely to continue in the
549 long term as well as the near future. Normally, this entails publication with a respected literary
550 publisher of at least one single-authored book of original creative writing and documentation
551 directly demonstrating one's emerging national reputation. Peer-reviewed digital and other new
552 media forms of publication are also valid venues. Securing external support, an extremely
553 competitive undertaking, is valued highly as acknowledgment of success and prominence. An
554 evaluation of *excellent* indicates that the faculty member's current and imminently forthcoming
555 projects are likely to result in an assessment at this level when s/he comes up for tenure, should
556 the faculty member's upward trajectory continue.

557

558 **Outstanding:** The faculty member has published two or more books and has achieved eminence
559 in his or her field, as evidenced by national or international awards, laudatory reviews in major
560 publication outlets, invited lectures in prestigious venues and so on.

561 **B. Teaching**

562

563 **Poor:** The faculty member displays an unacceptable record of teaching as evidenced through
564 student evaluations and reports by faculty observers, little or no involvement in departmental
565 curricular or programmatic reform efforts, ineffective pedagogical techniques and inadequate
566 effort as an instructor that results in the deficient transmission of the course content to students.

567

568 **Fair:** The faculty member displays a minimally acceptable record of teaching as evidenced
569 through student evaluations and reports by faculty observers, little involvement in departmental
570 curricular or programmatic reform efforts, ineffective pedagogical techniques and inadequate
571 effort as an instructor that results in the deficient transmission of the course content to students.

572

573 **Good:** The faculty member's instructional performance barely exceeds adequate. This faculty
574 member's supporting materials provide evidence of conscientious preparation and pertinent, valid
575 content, but fail to demonstrate either exceptional pedagogical skill or decisive commitment to
576 the wide-ranging institutional and intellectual responsibilities of a full-time college instructor.
577 The learning environment in this faculty member's classroom, as reflected in student evaluations,
578 achievement, and advancement, is adequate but not distinctly positive.

579

580 **Very Good:** The faculty member is a competent teacher whose supporting material includes
581 evidence not only of diligent preparation and instruction but also of some mentoring of students,
582 effective pedagogy, and a commitment to the mission of the department. Class assignments are
583 creative and methodologically innovative, resulting in proficient student learning. While the
584 faculty member is an effective teacher, her/his teaching record may lack the level and extent of
585 involvement in the supervision of individual student work that is typically expected for a rating
586 of *excellent*, as described below, and/or the faculty member's student evaluations show
587 inconsistencies or scores fall somewhat below the mid 4-out-of-5 range.

588

589 **Excellent:** The faculty member's teaching record shows exceptional preparation and prominent
590 involvement with individual student work, especially the direction of undergraduate and graduate
591 student research papers, honors and master's theses, and dissertations. The faculty member's
592 student evaluation scores will often be in the mid 4-out-of-5 range or higher. The faculty member
593 demonstrates an engagement with teaching beyond simply his or her assigned courses. Such a
594 faculty member may receive invitations to lecture that are based upon his or her reputation as a
595 teacher, and may also be involved in leading workshops, consultation, or producing pedagogical
596 publications based upon his or her teaching prowess and show innovation and creativity in
597 teaching.

598

599 **Outstanding:** In excess of the criteria for a rating of *excellent* at either level, the faculty
600 member's student evaluations will often be in the high 4-out-of-5 range. The faculty member has
601 won a significant teaching award from a prestigious outlet or has been otherwise recognized for
602 superior instruction.

603 **C. Service**

604

605 **Poor:** The faculty member may show up at general faculty meetings but manifests no other
606 significant service accomplishments. The faculty member may serve on other departmental
607 committees, but without a documentable, significant impact.

608

609 **Fair:** The faculty member may show up at general faculty meetings but manifests few other
610 significant service accomplishments. The faculty member may serve on other departmental
611 committees, but with few effective contributions to the business of those committees.

612

613 **Good:** The faculty member responsibly and thoroughly executes assigned departmental duties
614 and committee responsibilities and is of significant assistance to colleagues.

615

616 **Very Good:** The faculty member demonstrates extensive, collegial, diligent, and effective service
617 and leadership at the department as well as participating in professional associations.

618

619 **Excellent:** The faculty member demonstrates a sustained track record of effective leadership that
620 has involved significant departmental or other college or university administrative functions.
621 Such leadership is in addition to the level of service described as above as *very good*.

622

623 **Outstanding:** In addition to the level of service described above as *excellent*, the faculty member
624 demonstrates a record of sustained, significant service accomplishments beyond the department
625 and throughout the college and university, as well as in national and international professional
626 organizations.

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APPENDIX II:

Ratings Guidelines for Post-Tenure Review

A1. Professional Development

Poor: The faculty member maintains no program of professional development.

Fair: The faculty member is largely inactive in professional development.

Good: The faculty member is minimally active in maintaining a program of professional development and/or the scope and impact of the faculty member's professional development contributions are insufficient.

Very Good: The faculty member's professional development record indicates steady scholarly development that falls short of completion of major high quality projects.

Excellent: The faculty member has continued to maintain and advance a distinguished national or international reputation as an authority in his or her area(s) of specialization. The faculty member continues to be an active scholar, and has a marked impact on the work of others in the field. The books, book chapters, digital publications, and/or articles of the faculty member judged as *excellent* are published by presses and in journals and digital media that are held in esteem by the profession, and reviews of and citations to the faculty member's work attest to this reputation. Other important evidence includes the securing of fellowships, grants, contracts, and/or awards from internal and external local, regional, national, or international agencies.

Outstanding: The faculty member has achieved eminence in his or her field, as evidenced by national or international awards, strong reviews in major publication outlets, invited lectures at prestigious venues and so on.

656 **A2. Professional Development in Creative Writing**

657

658 **Poor:** The faculty member maintains no program of professional development.

659

660 **Fair:** The faculty member is largely inactive in professional development.

661

662 **Good:** The faculty member is minimally active in maintaining a program of professional
663 development and/or the scope and impact of the faculty member's professional development
664 contributions are insufficient.

665

666 **Very Good:** The faculty member's professional development record indicates steady creative
667 development that falls short of completion of major projects. There may be "pipeline" issues,
668 whereby work on a major project is progressing well but has not been completed in the period
669 under review.

670

671 **Excellent:** The faculty member has produced a body that has led to national recognition and
672 shows strong achievement in the field and indicates that this achievement is likely to continue in
673 the near future as well as the long term. Normally, this entails publication with a respected
674 literary publisher of at least one single-authored book of original creative writing since his or her
675 last promotion that receives significant reviews, literary awards, reprints, and/or citations of their
676 work.

677

678 **Outstanding:** The faculty member has published two or more books and has achieved eminence
679 in his or her field, as evidenced by national or international awards, reviews in major publication
680 outlets, invited lectures at prestigious venues and so on.

681 **B. Teaching**

682

683 **Poor:** The faculty member displays an unacceptable record of teaching as evidenced through
684 student evaluations and reports by faculty observers, little or no involvement in departmental
685 curricular or programmatic reform efforts, ineffective pedagogical techniques and inadequate
686 effort as an instructor that results in the deficient transmission of the course content to students.

687

688 **Fair:** The faculty member displays a minimally acceptable record of teaching as evidenced
689 through student evaluations and reports by faculty observers, little involvement in departmental
690 curricular or programmatic reform efforts, ineffective pedagogical techniques and inadequate
691 effort as an instructor that results in the deficient transmission of the course content to students.

692

693 **Good:** The faculty member's instructional performance barely exceeds adequate. This faculty
694 member's supporting materials provide evidence of conscientious preparation and pertinent, valid
695 content, but fail to demonstrate either exceptional pedagogical skill or decisive commitment to
696 the wide-ranging institutional and intellectual responsibilities of a full-time college instructor.
697 The learning environment in this faculty member's classroom, as reflected in student evaluations,
698 achievement, and advancement, is adequate but not distinctly positive.

699

700 **Very Good:** The faculty member is a competent teacher whose supporting material includes
701 evidence not only of diligent preparation and instruction but also of some mentoring of students,
702 effective pedagogy, and a commitment to the mission of the department. Class assignments are
703 creative and methodologically innovative, resulting in proficient student learning. While the
704 faculty member is an effective teacher, her/his teaching record may lack the level and extent of
705 involvement in the supervision of individual student work that is typically expected for a rating
706 of *excellent*, as described below, and/or the faculty member's student evaluations show
707 inconsistencies or scores fall somewhat below the mid 4-out-of-5 range.

708

709 **Excellent:** The faculty member's teaching record shows exceptional preparation and extensive
710 involvement with individual student work as demonstrated by, for example, the successful
711 direction of honors and master's theses and/or dissertations to completion. The faculty member's
712 student evaluation scores will often be in the mid 4-out-of-5 range or higher. The faculty member
713 evaluated as *excellent* also will have demonstrated a substantial variety of activities related to
714 instruction as well as innovative pedagogy. Such a faculty member will also have a good track
715 record of his or her students finishing their programs in a timely fashion; securing fellowships at
716 the graduate or postgraduate level; presenting or publishing their work, completing their
717 programs, and advancing into subsequent programs or into the profession. Such a faculty
718 member advises and guides students diligently, and these students regularly conduct and
719 complete significant work.

720

721 **Outstanding:** In excess of the criteria for a rating of *excellent*, the faculty member's student
722 evaluations will often be in the high 4-out-of-5 range. The faculty member will have won a
723 significant teaching award from a prestigious outlet, published highly regarded pedagogical
724 studies, or will have been otherwise recognized for superior instruction.

725 **C. Service**

726

727 **Poor:** The faculty member may show up at general faculty meetings but manifests no other
728 significant service accomplishments. The faculty member may serve on other departmental
729 committees, but without a documentable, significant impact.

730

731 **Fair:** The faculty member may show up at general faculty meetings but manifests few other
732 significant service accomplishments. The faculty member may serve on other departmental
733 committees, but with few effective contributions to the business of those committees.

734

735 **Good:** The faculty member responsibly and thoroughly executes assigned departmental duties
736 and committee responsibilities and is of significant assistance to colleagues.

737

738 **Very Good:** The faculty member demonstrates extensive, collegial, diligent, and effective service
739 and leadership at the department and either the college or the university levels as well as
740 participating in professional associations.

741

742 **Excellent:** The faculty member demonstrates a track record of effective leadership that has
743 involved significant departmental or other college or university administrative functions. Such
744 leadership is in addition to the level of service described as above as *very good*.

745

746 **Outstanding:** In addition to the level of service described above as *excellent*, the faculty member
747 demonstrates a record of sustained, significant service accomplishments beyond the department
748 and throughout the college and university, as well as in national and international professional
749 organizations.