

Department of English
Promotion and Tenure Procedures and Criteria
Adopted on April 5, 2001
Revised in Fall 2009 and Spring 2010
Approved by the Provost on June 15, 2010
Revised and Approved by Department on October 23, 2017
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Creative Writing
Faculty members in these fields have significant
different profiles as candidates for promotion and

The Department is in all cases committed to the
publication of original scholarship and creative work
of the Department, College, and University. The
Department yet are met

documented in the candidate's portfolio.
Satisfactory or better (under the 5-tier evaluation system)
better (under the 5-tier evaluation system)
to candidates' promise of excellence in research, teaching, and to their work
and University. Tenure and promotion.

Mission: The English Department administers the Freshman
University's core curriculum and offers interdisciplinary certificate programs.
the Department offers several programs for pre- and in-service
school English teachers.

Our graduate programs include M.A. and M.F.A. programs in the
graduate programs in the Department. The comprehensive exam is a
comprehensive exam. The Department also offers several time-consuming activity
programs.

Across different degree programs and student constituencies, the Department's mission remains consistent. The Department values scholarly and creative activities that contribute to the production and distribution of knowledge and to the enhancement of literary culture. Our faculty members publish scholarly monographs, trade books, textbooks, fiction, poetry, biographies, creative nonfiction, translations, anthologies, editions, essays, and book reviews; they present papers at national and international conferences and edit scholarly journals. They are teachers committed to increasing the knowledge and skills of their students, and they support the wider programs of the university by their commitment to service and governance.

Procedures:

thesis and/or comprehensive exam advisement. In evaluating a faculty member's thesis or exam advisement, more weight is given to completed theses/exams than to work in progress, and directing theses or exams is given more weight than serving on committees.

All candidates will document distinction in teaching by including, either in their primary or supplementary dossier some or all of the following

- xcopies of representative syllabi for classes taught since tenure appointment
- xa grid, as described in the Portfolio Requirements, showing SPOT scores for all classes taught since tenureline appointment
- xvidence of curriculum/program development, including the substantial revision of currently offered courses and the documented development of new courses and teaching materials.
- xtwo letters of peer evaluation, dating back no further than two years, written by tenured English Department colleagues who have observed the candidate's teaching
- xcandidates active in the MA or MFA programs will document their advisement on graduate theses, dissertations, and/or comprehensive exams, separating progress from completed work and stating whether the advisement was as a committee member or as a director.
- xtitles of courses offered as a Directed Independent Study, with names of students and semester taught.
- xparticipation in pedagogy workshops with dates and descriptions; presentations concerning teaching methods.
- xa list of any grants obtained in support of curricular and pedagogic development, giving the amount, semester, and name of the funding agency.
- xa list of guest lectures in colleagues' courses, by course, title, and date, with a copy of the invitation.
- xvidence of teaching research intensive (RI) undergraduate courses, courses supported by the OURI curriculum grants program, or otherwise offering supervised research experiences
- xvidence of community engagement through experiential learning courses such as academic service learning, field experience, -ops, internships, curricula, and independent study

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the teaching of writing are recognized and important activities for specialists in Rhetoric and Composition.

All candidates for promotion and tenure must show, in addition to research/creative activities as described above, other evidence of scholarly ~~promise~~ activity; examples of such activities are described below. No one candidate is expected to engage in all the activities listed from AG, but a candidate's documentation of excellence in research/creative activities/scholarship must include an item ~~to~~ from Section A (refereed publication) ~~non~~-refereed publications (Section B) will be considered, although not given the weight of the refereed publication (Section A). Further activities as listed in Section ~~Char~~ ~~6~~ also recommended, as providing ~~evidence~~ of future promise.

1. Publication The quality of the candidate's work, as judge

Note: Collaborative scholarship will be evaluated in terms of the candidate's contribution to the work, which should be clearly specified in the candidate's self-evaluation letter, and of the significance of the project as a whole.

B. Non-Refereed publication The Department's guidelines on the evaluation of refereed scholarship in English studies follow those recommended for promotion and tenure by the (2007).

Across the three subdisciplines of Rhetoric and Composition, Creative Writing, and Literary Studies, many first-rate publication venues are not refereed. These carry less weight per se than refereed books and articles but may in substantial quality become elements in a candidate's tenure and promotion portfolio. The most relevant factor in evaluating non-refereed scholarship is the significance of the work as a contribution to the candidate's field;

the reputation of the venue; and the quality of the work itself. (2007)

should discuss their project(s) in development along with listing and describing the publications in hand discussed in items D

2. Other Professional Activities

F. Conferences

xThe size and/or location of the conference are less important than the relevance of the conference topic to the candidate's research/creative interests.

G. Professional Activities

xapplying for internal and/or external grants or other sources of funding English Department encourages faculty who apply for internal or external grants and fellowships and will appropriately recognize such activity.

xsecuring internal and/or external grants or other sources of funding securing such grants carries more weight than applying for them, and the winning of and applying for external grants carries more weight than the winning of or applying for internal grants.

x-serving as Editor for scholarly journal

xmembership in professional organizations such as the MLA or other important groups in the faculty member's field(s).

xdesigning professional websites or databases directing or participating in digital humanities projects

xinquiry, investigation, or creative discovery in partnership or collaboration with undergraduate or graduate students that results in a shared publication, presentation, exhibition, or performance

xcommunity engaged, collaborative research or creativity with the goal of contributing to the discipline and strengthening the well-being of community stakeholders

Criteria for Promotion to Full Professor

Candidates for promotion to Full Professor should review the online Provost's Guidelines on promotion for current information on criteria. Typically, candidates will have held the rank of Associate Professor for at least five years. Candidates will have maintained an overall evaluation of Satisfactory or better (under the tier evaluation system in place prior to 2017) or of Good or better (under the tier evaluation system in place as of 2017) on annual evaluations since their promotion and tenure.

Teaching As teachers, candidates will have continued to develop new courses, to revise and update existing courses, and to challenge and inspire their students in the classroom. Whatever the limitations of the SPOT forms, the Department recognizes the validity of student

input as part of a holistic approach to the evaluation of teaching. All our candidates are expected to achieve SPOT scores ~~2.5~~ or better (on question ~~6~~) in the majority of their classes. The Department will make allowances for especially challenging classes, such as WAC and other required courses. Faculty members standing for promotion to Full Professor should have a

activities during their years as Associate Professor. A significant amount of service is expected of Associate and Full Professors; conscientious service as an Associate is therefore one sign of a faculty member's readiness for promotion to Professor. Our department expects and values collegiality as seen in collaboration and constructive cooperation.

Candidates for promotion to Full Professor should have played leadership roles and undertaken major responsibilities on Department, College, and/or University committees. We also expect candidates to have engaged in significant professional service: e.g., serving as officers in national and/or international professional organizations in their field(s), as editor or external reader for journals in their field(s), and as reviewers of manuscripts for university and/or trade presses.