

**Policy on Tenure and Promotion
Department of English
Washington State University
Approved by Department April 30, 2014**

1. Tenure and Promotion to Associate Professor

The criteria for attaining tenured status are described more fully in the *Faculty Manual* (III.D.4.a). Candidates for tenure are normally considered at the same time for promotion to the rank of Associate Professor. The recommendations are linked. Favorable recommendation for tenure presumes favorable recommendation for promotion to the rank of Associate Professor. Exceptions are provided for those hired as Associate Professors without tenure. Associate Professors without tenure are normally considered for tenure no later than the third year of service within the University, unless otherwise stipulated at the time of appointment.

Tenure consideration for Assistant Professors usually begins at the end of the fifth year at WSU with tenure effective, if granted, at the end of the sixth year. Delays in seeking tenure and promotion to Associate Professor must be initiated by the Department Chair and gain the approval of the Dean of the College of Arts and Sciences and the Provost. The following criteria are in keeping with College of Arts and Sciences policies as well as the *Faculty Manual*. Where discrepancies between this document and the *Faculty Manual* might occur, the *Faculty Manual* takes precedence.

Usually, candidates for tenure and promotion divide their efforts in the following way: 40% effort for research, scholarship, and creative work; 40% effort for teaching; and 20% effort for departmental and professional service. Candidates are expected to detail the specifics of these efforts in a Statement of Research/Creative Work; a Teaching Portfolio; and a Statement of Service. Collegiality is not to be assessed as distinct from teaching, scholarship/research/creative activity, or service.

a. Research, Scholarship, and Creative Activity

Faculty members in the Department of English pursue their research, scholarship, and creative efforts across a broad variety of topics. They use a diversity of methods, genres, modalities, and means of production. Given this diversity and the department's commitment to valuing differing kinds of research, scholarship, and creative work leading to achievement, the most important index of tenure and promotion to Associate Professor in English with regard to research, scholarship, and creative work is the criterion of an *emerging national and/or international reputation*.

i. Emerging National and/or International Reputation

A candidate for Associate Professor is expected to show *strong evidence of work in national and/or international contexts and venues*, thus demonstrating that he or she is building toward a national and/or international reputation within his or her field, and is likewise expected to demonstrate *the potential for continued growth as a scholar or creative artist in national and/or international contexts*.

The primary evidence of an emerging national or international reputation exists in the quality and substance of the candidate's scholarly or creative work, as detailed below. Members of the English faculty eligible to render formal recommendations on the candidacy (i.e., tenured Associate Professors and higher) evaluate the quality and substance of the candidate's work and emerging national and/or international reputation by considering the works themselves. Additional evidence of potential reputation *must* include at least five confidential outside reviews assessing the candidate's work. (See Outside Reviewers below.) Further evidence of the candidate's emerging reputation *may* include any of the following:

- External grants and fellowships
- Reputation of venues publishing the candidate's work
- Reputation of editors including a candidate's work in their book collections
- Reviews of the candidate's work, with consideration of the publication where the review appears and the status or reputation of the reviewer
- Invited work by the candidate, when based on the candidate's stature, accomplishments, or continuing work in the field, based on the reputation of the editor or scholar making the request
- Invited lectures at other universities and conferences, especially plenaries and keynotes; invited readings by creative writers
- National/International media exposure, including online, radio, television, and print interviews as reflections of impact, not popularity
- Prizes, honors, and awards for published work
- Other prizes, honors, and awards
- Candidate's reviews of books or other extended works, especially review essays in prestigious journals
- Editorial or advisory board positions on journals or other publications
- Evidence of the influence and citation of the candidate's work
- Evidence that the candidate's work is used in graduate and/or undergraduate classes at other universities
- Translation or reprinting of the candidate's published work
- Book tours
- National and/or international recognition of candidate's website (as demonstrated by the number and quality of external links, awards, number of hits, etc.)
- Prestige of conferences where the candidate presents work
- Consulting work
- Candidate's work as an external reviewer or judge (of manuscripts, of contests, of grant proposals, etc.)
- Candidate's leadership (in the specific field or in the profession) as signaled by positions of responsibility
- Response of nationally-known and/or internationally-known scholars to the candidate's requests for collaboration (e.g. for contributions to an edited volume or other scholarly or creative project, for conference papers or lectures, or other requests of this nature).

ii. General Considerations of Research, Scholarship, Creative Activity, necessary to Tenure and Promotion to Associate Professor

As stated above, the pathways to achievement in English Studies are diverse.

Nevertheless, all areas in English view the following issues as pertinent to candidates' success in research and creative work:

- **Peer-reviewed publication:** The precise form of peer review should be appropriate to the candidate's areas (e.g., external readers in literary, rhetorical, writing, and linguistic studies, accomplished judges and editors in creative writing, professional evaluators in software development and digital work).
- **Publications of substance:** Book-length projects, scholarly articles, and major electronic or creative projects are valued more highly than small projects (individual poems, conference proceedings, brief essays, etc.).
- **Significant individual, lead, or equal authorship:** Establishing an emerging national or international reputation requires that, whether through individual or collaboratively authored work, candidates have begun to make substantial contributions to their fields.
- **Coherent programs of research and creative work:** Each candidate should articulate a program of continued effort and potential impact within his or her areas of specialization. The faculty eligible to render formal recommendations should be able to discern evidence of progress and pattern in the candidate's publications. (The faculty eligible to render formal recommendations are aware that these publication patterns may still be emerging in the work of candidates for tenure and promotion to Associate Professor.)
- **Interdisciplinarity:** Each candidate should explain the significance of cross-disciplinary work within his or her research or creative program. To the extent that the work meets the conditions above (i.e., coherence, significance, and peer review), interdisciplinarity is valued at the same level as publication within the candidate's area.
- **Multimodality:** Scholarly and creative production in English Studies occurs in an increasingly wide variety of modes and media. To the extent that the work meets the conditions above (i.e., coherence, significance, and peer review), multimodal work is valued at the same level as that composed in a single mode.
- **Digital Work:** The department values digital scholarship as much as it does print-based work. Digital scholarship uses a range of tools and media. Thus, digital scholarship should be evaluated equally with print publication and, preferably, in the appropriate digital environment. Types of digital products vary. They include but are not limited to: software, databases, metadata schemes, project specific websites, data visualizations, web tools, APIs (application programming interface), mobile applications and/or the code necessary to run these works. Because digital projects make scholarly arguments through diverse media, in evaluating them, one can take into consideration: collaborations or connections with related digital research projects at other institutions; links from other sites to the scholar's digital research and/or analytics from the site (although sheer volume is not a direct indicator of quality); technical innovation and sophistication of projects and/or the use of nationally/internationally accepted coding standards or already accepted platforms to create new works; the potential

for long-term accessibility or the viability for archival use; compatibility between design, content, and medium; consultations with experts in design and implementation; and grant funding or awards received.

iii. Specific Benchmarks: Research, Scholarship, Creative Activity, necessary to Tenure and Promotion to Associate Professor

Emerging national and/or international reputation is judged first in terms of quality, and second in terms of quantity. It is important to emphasize that *sufficient quantitative production does not by itself guarantee a positive review*. In examining the available evidence, the faculty eligible to render formal recommendations evaluate the entirety of a candidate's work as a scholar or creative artist, considering issues of quality, substance, and integrity, as well as issues of reputation, venue, and potential for continuing impact in the field. For quantitative assessments, the English Department recommends attention to any of the following criteria:

- The production of a monograph from a respected academic press; a textbook or rhetoric; a book-length collection of short stories or poems or essays, a novel, memoir, narrative creative nonfiction work, from a respected press; or a technically innovative and sophisticated digital project, including film projects, with promise for long-term sustainability and interoperability. In some fields (literary studies, creative writing) the conventional standard for such work remains single-authorship, while in others (rhetoric and composition, linguistics, digital humanities, education) co-authorship is equally accepted.
- A significant edited collection from a respected academic press *and* four to six peer-reviewed journal articles or chapters in books.
- Three peer-reviewed articles in nationally-recognized and/or internationally-recognized journals and four to six additional articles or chapters in books that have undergone a peer-review process. The entire series of articles and book chapters must comprise a coherent research agenda.

In addition to providing copies of all relevant print or digital work for review, the candidate is expected prepare an updated program of research, scholarship, and/or creative work that articulates his or her position, approach, and methodology in his or her fields and outlines his or her plans beyond promotion. If the selected materials have co-authors or co-investigators, it is the responsibility of the candidate to indicate clearly his/her role in those publications/contributions.

The faculty eligible to render formal recommendations will consider all of the candidate's publications from the date of appointment at Washington State University, unless otherwise stipulated in writing at the time of the initial appointment to Washington State University. For tenure and promotion files that contain material not yet in print, documentation from presses, journal editors, or book editors attesting that the material in question are "in production" or "forthcoming" is required. Book-length work (monographs, novels, memoirs, story or poetry collections, edited collections, textbooks

and rhetorics) presented for tenure must be “in production” to be fully considered. “In production” means a manuscript must have been formally accepted by a professionally acknowledged press with all contributions to the manuscript completed, including all revisions. The only exception would be editing associated with production (e.g. copyediting, page proofs, indexing). Work not explicitly “in production” or “forthcoming” at the time the candidate formally enters into consideration for tenure and promotion will be considered “work in progress.” Though work in progress can be evaluated as evidence of future development, such work will *not* be read as meeting the department’s quantitative standards.

In all cases, evaluators must judge cases on their merit and solely in relation to department, college, and university tenure and promotion expectations and guidelines and not in comparison with others in the department with tenure already or being considered at the same time.

iv. As a multi-disciplinary and forward-facing unit, the College of Arts and Sciences recognizes that a faculty member’s work in research/scholarship/creative activity, as well as in teaching and service, will likely take many forms over the course of a career. The College thus maintains an expansive view of scholarship that recognizes the value of multiple modalities and reaching multiple audiences. In particular, the College values both discipline-based work and interdisciplinary and publicly-engaged work.

Many of the most compelling and challenging questions faculty pursue necessarily involve theories, techniques, and evidence that cross institutionalized and/or disciplinary boundaries. Pursuing such interdisciplinary questions in a program of research, scholarship, and creativity may mean that the candidate will develop a profile that differs from those concentrated in a single discipline. For example, a candidate may pursue more collaborative ventures (formal or informal), learn and employ multiple methodologies, and present or publish in a variety of outlets.

Given this potential diversity, candidates are thus encouraged where appropriate to explain within their promotional statements the significance and/or value of their cross-disciplinary work, as well as how that work contributes to their larger professional profile within their department and scholarly field(s). Faculty pursuing sustained work in these areas may also wish to identify among their suggested external reviewers at least one evaluator experienced in one or more of the associated fields outside the core-discipline connected with the interdisciplinary work. For its part, to the extent that the candidate’s work meets the foundational expectations of coherence, significance, and peer review, the College values interdisciplinary research, scholarship, and creative activity at the same level as it values these activities within the candidate’s core discipline.

In keeping with WSU’s land-grant mission, the College of Arts and Sciences also values research, scholarship, and creative activity that actively seeks to communicate to, and

engage with, audiences outside of the academy. The College recognizes that such activity may require significant work in relationship building and/or career exploration. Such activity also may often result in products that are multi-disciplinary, appear in non-traditional or specialized venues, share authorship with non-academic or community partners, and combine work in categories (such as teaching and service) more often reviewed separately.

As such, the evaluation of public and community-engaged scholarship may entail considerations different than those applied to disciplinary- and academically-based work. In assessing such work, the College values clarity of goals; intellectual rigor and creativity in content, methodology, or design; opportunities for ongoing and/or future collaboration and engagement; effective communication with appropriate audiences; and impact. Impact may be assessed by indices such as financial support offered by granting agencies and external partners, presentations at recognized scholarly and public meetings, measurements of engagement (such as citations, number of online views or downloads, and other quantitative scales), adoption of work products by academic or non-academic institutions, policy influence, and resonance with identifiable communities. Letters of support detailing this activity and its impact can be included among a candidate's materials.

v. Outside Reviews

At least five extra-mural reviewers will be chosen by the Department Chair, no more than three of whom will be from a list suggested by the candidate. Letters should be solicited from noted researchers, scholars, and artists at comparable or better institutions, research centers, or private-sector organizations. Reviewers must not have a conflict of interest, such as those whose relationship with the candidate extends beyond that of colleague (e.g., former or current mentors or collaborators). The College recognizes that public and community-engaged work may introduce considerations unfamiliar to internal and external reviewers not trained in similar work. Candidates are thus encouraged to articulate their understanding of such considerations, where appropriate, in the research statement or CV. Candidates pursuing sustained work in these areas may also suggest among their possible external reviewers one or more evaluators (academic or non-academic) possessing significant experience in relevant communities of practice. It is the policy of the College to treat such evaluations equally with those drawn from more traditional academic sources.

b. Teaching

Teaching, no less than research, scholarship, or creative activity, is a primary activity of the Department of English, and it constitutes an equal percentage of faculty effort in almost all cases. For this reason, candidates for tenure, and for promotion to either Associate Professor or Professor, must demonstrate a high level of teaching performance

and ongoing efforts toward an improvement of their teaching. Evidence of teaching effectiveness *must* include the items listed below as detailed under “Teaching Portfolio” in the *Faculty Manual*, III.D.5.d. and supplemented as follows:

- Statement of teaching philosophy (though, “[p]latitudes and vacuous generalities should, of course, be avoided,” stipulates the *Faculty Manual*).
- At least four peer observations, two conducted during the third year on the tenure stream, and two during the fifth year, each observation describing the evaluator’s sense of the candidate’s knowledge of subject matter and conduct of the session(s) observed.
- Syllabuses, handouts, and examinations which demonstrate the range of the candidate’s teaching. Ideally, innovation and rigor should be reflected in the syllabus.
- Student evaluations, both machine scored and student comments (though student evaluations are a prime source of information about teaching effectiveness, they should not be the only source).

Additional evidence of teaching effectiveness may be demonstrated in the following ways:

- Work as a program coordinator or administrator
- Supervision of clubs, magazines, journals, and other student activities, including study abroad
- Work with master’s and doctoral students, whether as major professor, committee member, outside reader, or examiner
- Teaching of graduate courses, serving as supervisor for independent studies, and/or evidence of course “shadowing,” wherein a graduate student requests an apprenticeship for a particular course
- Development of new courses and curricula as the discipline changes with demonstrated versatility in subject and approach
- Significant new preparations or redevelopments of courses taught
- Work as a mentor or lead teacher, as a research supervisor, or as director of undergraduate research projects and honors theses
- Development of classroom innovations including digital media, guest speakers, interactive exercises, activities that take students outside the classroom, and active student learning
- A record of student successes, such as student awards, recognitions, fellowships
- Scholarship of teaching, whether through textbooks, articles, or the publication of high-quality teaching materials (which will be assessed on the criteria outlined for research and creative work, above)
- Receipt of grants, honors, and awards related to teaching
- Participation in teaching/learning conferences and symposia

The faculty eligible to render formal recommendations evaluate the candidate’s overall effectiveness as a teacher by examining the available evidence. They consider issues of quality, rigor, and integrity, along with issues of innovation, continuing development, and student engagement. The record of excellence will be determined not only by syllabuses, student evaluations, and peer observations, but also, when appropriate, by the number of

different courses offered and the overall willingness to meet departmental and curricular needs.

c. Service

Academic and professional service generally occupies a lesser percentage of effort than scholarship, creative work, and teaching in a faculty member's workload. Still, the Department expects a candidate for tenure and promotion to undertake important service assignments. In general, candidates for tenure and promotion to Associate Professor are expected to have performed limited service on the department level and very little, if any, at the college or university level. Modest professional service in the candidate's professional field beyond the University is also reasonable. Candidates should consult with the Department Chair and assigned mentors before taking on demanding service roles. The candidate can demonstrate successful service, for any level of the University or the profession, by some of the following:

- Service as program coordinator, administrator, or responsible officeholder
- Service as chair or member of standing committees, search committees, or ad hoc committees
- Service as evaluator, reviewer, or judge (manuscripts, contests, etc.)
- Service on editorial boards
- Sponsorship or organization of professional conferences
- Sponsorship or organization of visiting speakers or events
- Grants, honors, or awards for meritorious service
- Scholarship of service, whether through books, articles, or the publication of other high quality materials related to service (which will be assessed on the criteria outlined for research, scholarship, and creative activity, above.)
- Other contributions to service

The candidate should maintain appropriate documentation of service activities. In their evaluations, the faculty eligible to render formal recommendations will consider the candidate's initiative and effectiveness.

2. Promotion to Professor

In accordance with the *Faculty Manual* (III.D.4.c), promotion to Professor requires “evidence that the quality and quantity of the accomplishments of the candidate are at a significantly higher level than that expected of an Associate Professor. . . . National, and preferably international, prominence must be demonstrated.” Although there is no minimum term of service as Associate Professor for consideration for promotion to Professor, extraordinary circumstances must be demonstrated for consideration prior to completion of five full years as an Associate Professor.

Usually, candidates for tenure and promotion divide their efforts in the following way: 40% effort for research, scholarship, and creative work; 40% effort for teaching; and 20% effort for departmental and professional service. Candidates are expected to detail the specifics of these efforts in a Statement of Research/Creative Work; a Teaching Portfolio; and a Statement of Service. Collegiality is not to be assessed as distinct from teaching, scholarship/research/creative activity, or service.

a. Research, Scholarship, and Creative Activity

Research, scholarship, and creative work stand in equal proportion to teaching as areas of effort for most faculty members in English. Given the diversity of areas within English Studies, and the different pathways of research, scholarship, and creative work leading to achievement in those areas, the most important index to tenure and promotion to Professor in English with regard to research, scholarship, and creative work is *a clear national or international reputation, with preference for an international reputation.*

i. National or International Reputation

A candidate for Professor in the Department of English is expected to demonstrate *a respected national or international reputation within his or her field, along with evidence of continuing growth as a scholar or creative artist within national or international contexts.*

The primary evidence of a national or international reputation exists in the quality and substance of the candidate’s published work in aggregate—but most especially works produced after having been promoted to Associate Professor. Members of the English faculty eligible to render formal recommendations on the candidacy (i.e., those at the rank of Professor or Regents’ Professor) evaluate the quality and substance of the candidate’s work and reputation by considering the works themselves and by reading the assessments provided by *at least* five confidential outside reviews. (See Outside Reviewers below.) Additional evidence of the candidate’s national and/or international reputation could include some of the following:

- Reputation of presses publishing the candidate’s work
- Reviews of the candidate’s work, including (or especially) reviews of work throughout the candidate’s career to this point, with consideration of where the reviews appeared
- Reputation of journals publishing the candidate’s work
- Reputation of editors including a candidate’s work in their book collections

- Invited lectures at other universities and conferences, especially plenaries and keynote addresses; invited readings by creative writers
- National and/or international media exposure, including online, radio, television, and print interviews as indications of impact, not popularity
- Response of nationally- and/or internationally-known scholars to the candidate's requests for collaboration (e.g. for contributions to an edited volume or other scholarly or creative project, for conference papers or lectures, or other requests of this nature).
- Candidate's reviews, especially invited review essays in prestigious journals
- Editorial or advisory board positions on journals or other publications
- Evidence of the influence and citation of the candidate's work
- Evidence that the candidate's work is used in graduate and/or undergraduate classes at other universities
- Translation or reprinting of the candidate's published work
- Book tours
- National or international recognition of candidate's website (as demonstrated by the number and quality of external links, awards, number of hits, etc.)
- Prestige of conferences where the candidate presents work
- Consulting work
- Candidate's work as an external reviewer or judge (of manuscripts, of contests, of grant proposals, of tenure and promotion cases at other institutions, etc.)
- Candidate's leadership (in the specific field or in the profession) as signaled by positions of responsibility
- Prizes, honors, and awards for published work
- Other prizes, honors, and awards
- Grants and fellowships

ii. Research, Creative Work, and Promotion to Professor

The candidate for promotion to the rank of Professor in the Department of English is expected to demonstrate *a respected national or international reputation within his or her field, along with evidence of continuing growth as a scholar or creative artist within national or international contexts.*

The pathways to achievement in English Studies are diverse. Nevertheless, all areas in English view the following issues as pertinent to candidates' success in research and creative work:

- **Peer-reviewed publication:** The precise form of peer review should be appropriate to the candidate's area (e.g., external readers in literary, rhetorical, writing, and linguistic studies, accomplished judges and editors in creative writing, professional evaluators in software development and digital work).
- **Publications of substance:** Book-length projects, scholarly articles, and major electronic or creative projects are valued more highly than small projects (individual poems, conference proceedings, brief essays, etc.).
- **Significant individual, lead, or equal authorship:** Demonstrating a respected national or international reputation requires that, whether through individual or

collaboratively authored work, candidates have made substantial contributions to their fields.

- **Coherent programs of research and creative work:** Each candidate should articulate a program of continued effort and potential impact within his or her program of research, scholarship, or creative work. The faculty rendering formal recommendations should be able to discern evidence of progress and pattern in the candidate's publications. In particular, *for promotion to Professor the candidate must be able to demonstrate both a broadening and deepening of his or her work beyond that presented for promotion to Associate Professor.*
- **Interdisciplinarity:** Each candidate should explain the significance of cross-disciplinary work within his or her research or creative program. To the extent that the work meets the conditions above (i.e., coherence, significance, and peer review), interdisciplinarity is valued at the same level as publication within the candidate's area.
- **Multimodality:** Scholarly and creative production in English Studies occurs in an increasingly wide variety of modes and media. To the extent that the work meets the conditions above (i.e., coherence, significance, and peer review), multimodal work is valued at the same level as that composed in a single mode.
- **Digital Work:** The department values digital scholarship as much as it does print-based work. Digital scholarship uses a range of tools and media. Thus, digital scholarship should be evaluated equally with print publication and, preferably, in the appropriate digital environment. Types of digital products vary. They include but are not limited to: software, databases, metadata schemes, project specific websites, data visualizations, web tools, APIs (application programming interface), mobile applications and/or the code necessary to run these works. Because digital projects make scholarly arguments through diverse media, in evaluating them, one can take into consideration: collaborations or connections with related digital research projects at other institutions; links from other sites to the scholar's digital research and/or analytics from the site (although sheer volume is not a direct indicator of quality); technical innovation and sophistication of projects and/or the use of nationally/internationally accepted coding standards or already accepted platforms to create new works; the potential for long-term accessibility or the viability for archival use; compatibility between design, content, and medium; consultations with experts in design and implementation; and grant funding or awards received.

iii. Specific Benchmarks: Research, Scholarship, Creative Activity, necessary to promotion to the rank of Professor

The above qualitative indices of a national or international reputation can be rendered quantitatively as consisting of any of the following—*produced subsequent to promotion to Associate Professor*:

- The production of a monograph from a respected academic press; a textbook or rhetoric, from a respected press; a book-length collection of short stories or poems or essays, a novel, memoir, narrative creative nonfiction work, from a respected press. In some fields (literary studies, creative writing) the conventional standard for such work remains single-authorship, while in others (rhetoric and

composition, linguistics, digital humanities, education) co-authorship is equally accepted.

- A significant edited collection *and* four or more peer-reviewed journal articles or a combination of journal articles and chapters in peer-reviewed books. The significance of the collection is determined by a consideration of contributors and the depth of research or scholarship contained in the collection’s introduction. The significance of book chapters is determined by the chapters’ depth of research scholarship and the prestige of fellow contributors to the collection. The collection, chapters, and journal articles must comprise a cohesive body of work.
- A technically innovative and sophisticated digital project, including film projects, with promise for long-term sustainability and interoperability and significant “post-publication” review as measured by public recognition and engagement.

Given the importance of a candidate for Professor possessing an *established* national or international reputation, all material presented as support for promotion to Professor must be in print (neither “in production” nor “forthcoming”).

In addition to providing copies of all relevant publications or URLs for review, the candidate is expected to prepare an updated program of research, scholarship, and/or creative work that outlines his or her plans beyond promotion. If the selected materials have co-authors or co-investigators, it is the responsibility of the candidate to indicate clearly his/her role in those publications/contributions.

It is important to emphasize that sufficient quantitative production does not by itself guarantee a positive review. In examining the available evidence, the faculty eligible to render formal recommendations evaluate the candidate’s work as a scholar or creative artist, considering issues of quality, substance, and integrity, as well as issues of reputation, venue, and potential for continuing impact in the field.

iv. Outside Reviews

At least five extra-mural reviewers will be chosen by the Department Chair, no more than three of whom will be from a list suggested by the candidate. Letters should be solicited from noted senior researchers, scholars, and artists at comparable or better institutions, research centers, or private-sector organizations. Reviewers must not have a conflict of interest, such as those whose relationship with the candidate extends beyond that of colleague (e.g., former or current mentors or collaborators).

b. Teaching

Teaching, no less than research, scholarship, or creative activity, is a primary activity of the Department of English and normally constitutes an equal percentage of faculty effort. For this reason, candidates for promotion to Professor must demonstrate a consistently high level of teaching performance and ongoing efforts toward an improvement of their teaching. Evidence of teaching effectiveness *must* include the items listed below as detailed under “Teaching Portfolio” in the *Faculty Manual*, III.D.5.d. and supplemented as follows:

- Statement of teaching philosophy (though, “[p]latitudes and vacuous generalities should, of course, be avoided,” stipulates the *Faculty Manual*).
- At least two peer observations, conducted over the preceding three years, describing the evaluator’s sense of the candidate’s knowledge of subject matter and conduct of the session observed.
- Syllabuses, handouts, and examinations with which to demonstrate the range of the candidate’s teaching. Innovation and rigor should be reflected in the syllabus.
- Student evaluations, both machine scored and student comments (though student evaluations are a prime source of information about teaching effectiveness, they should not be the only source).
- Work with master’s and doctoral students, whether as the major professor, a committee member, an outside reader, or an examiner.
- Teaching graduate courses, serving as a supervisor for independent studies, and/or course “shadowing,” wherein a graduate student requests an apprenticeship for a particular course.
- Evidence of mentoring junior faculty members. (See the English Department’s Policy on Mentoring.)

Additional evidence of teaching effectiveness may be demonstrated in the following ways:

- Undertaking significant new preparations or redevelopments of courses taught
- Developing new courses and curricula as the discipline changes and demonstrating versatility in subject and approach
- Working as a mentor or lead teacher, as a research supervisor, or as director of undergraduate research projects and honors theses
- Developing classroom innovations, including digital media, guest speakers, interactive exercises, activities that take students outside the classroom, and active student learning
- Establishing a record of student successes
- Receiving grants, honors, and awards related to teaching
- Participating in teaching/learning conferences and symposia

The faculty eligible to render formal recommendations evaluate the candidate’s overall effectiveness as a teacher by examining the available evidence. They consider issues of quality, rigor, and integrity, along with issues of innovation, continuing development, and student engagement. The record of excellence will be determined not only by syllabuses, student evaluations, and peer observations, but by the number of different courses offered and the overall willingness to meet departmental and curricular needs in both the undergraduate and graduate programs.

c. Service

The *Faculty Manual* (III.D.3.a) notes that tenured Associate Professors “may be expected to assume increased levels of service. Along with departmental and professional discipline service, tenured associates may be expected to serve at the college and university levels to some extent.” Accordingly, the Department of English expects candidates for Professor to have performed well at more significant and more diverse

service roles, including having demonstrated leadership in service obligations within the Department and at other levels of the University. Service to professional organizations, especially as it demonstrates the candidate's establishment of a national or international reputation, is also appropriate. Successful service performance, for any level of the University or the profession, is demonstrated over a sustained period by any combination of the following:

- Service as program coordinator, administrator, or responsible officeholder
- Service as chair or member of standing committees, search committees, or ad hoc committees
- Service as evaluator, reviewer, or judge (manuscripts, contests, etc.)
- Service on editorial boards
- Sponsorship or organization of professional conferences
- Sponsorship or organization of visiting speakers or events
- Grants, honors, or awards for meritorious service
- Scholarship of service, whether through books, articles, or the publication of other high quality materials related to service (which will be assessed on the criteria outlined for research and creative work below.)
- Other contributions to service

The candidate should maintain appropriate documentation of service activities. In their evaluations, the faculty eligible to render formal recommendations will consider the candidate's initiative and effectiveness.