

Department of English Standards for Tenured Faculty Review

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Approved by the College of Liberal Arts and Sciences, 16 June 2004

Over the span of a career, each tenured member of the Department of English is expected to contribute to the mission of the department in the three areas of teaching, scholarship/creative work, and service. Our evaluation of contributions in these areas is guided by our recognition of two broad truths: that careers develop differentially over time and that the department needs to deploy its personnel in differing ways at differing moments in their careers. The following policies govern the evaluation of all tenured faculty. In each individual case the needs of the department and the trajectory of the faculty member's career will determine the combination of standards appropriate for that faculty member at the point of review.

1. Teaching

Each tenured member of the department must be an effective teacher, adviser, and mentor of students at the undergraduate and graduate levels. Effectiveness is the key. In addition to organizing a course intellectually and practically, running the course articulately, specifying and achieving goals, setting and consistently applying criteria for evaluation, and running class sessions with an appropriate sense of design and direction, tenured professors are expected to update existing courses as appropriate and to develop new courses where warranted by developments in their fields and by the changing needs of the department. A faculty member also should be able to certify clearly, to the student, the department, and the institution at large, the degree to which the student has succeeded in the course. While small discussion courses remain the desired norm for classroom teaching in the English Department, the size of courses will in part respond to the needs of the Department and the College. Effective organization and delivery of larger lecture courses will be evaluated when faculty offer such courses.

Teaching effectiveness is to be judged by a variety of means. Course descriptions, syllabi, assignments, handouts, quizzes, exams, and similar materials indicate course design, the manner in which student work is evaluated, and the general care with which a class is conducted; peer evaluations provide professional evaluation of classroom performance; student evaluations, when carefully

solicited and intelligently interpreted, help in the assessment of most aspects of a course. Textbooks and pedagogical publications likewise demonstrate, albeit indirectly, the clarity and depth of skill with which a tenured faculty member addresses classroom teaching. Tenured faculty are expected to advise undergraduates when such advice is sought by our students, which may include directing Honors theses.

All faculty members are expected, over the course of their careers, to work well with students at all levels and to teach graduate courses and to serve on comprehensive examination, thesis, and dissertation committees as determined by the needs of the department, as determined by the needs of the department.

2. Scholarly and Creative Work

Each tenured member of the department is expected to show in creative or scholarly work continued development and growth in ways consistent with the discipline and/or subdisciplines represented in the department. The faculty member should be able to give evidence of national standing, as attested to by reviews and citations of the person's publications, guest lectures, invited publications, consultative work for presses and journals, service on boards for the review of research proposals, or for the review of departments and programs elsewhere, or other equivalent means. Though a sustained record of book publication or article publication and the pursuance of book projects is normally expected of tenured faculty, other forms of dissemination may be more appropriate for some. In all cases, the quality of scholarship or creative work remains paramount.

Quality of scholarship or creative work is to be judged by a number of means. Published reviews, readers' reports for presses, reference in other publications, and awards and prizes, provide the best evidence of the reception accorded a colleague's work. Given the diversity of policies among media serving literary and cultural learning, the place of publication matters less than the inherent worth of the item published. Other things being equal, items which have had formal peer review by journals, presses, and electronic venues before publication carry more obvious cachet. In all cases, the department expects published work to be of high quality. Such work should make a significant contribution to its field, and it should be well-written and/or designed.

Participation in professional meetings and conferences (presenting papers, serving as moderator or respondent, or organizing sessions), speaks to an individual's visibility and to the vitality of ongoing scholarly projects, as do invitations to deliver talks or give readings. It is to be expected that tenured

faculty will actively present their scholarship in their professional communities. Further evidence of recognized scholarship includes workshops and the securing, where available and appropriate, of extra-departmental funding through competitive awards processes. In the case of projects that are in progress over a span of years before completion, participation in such professional meetings and conferences, presentation of work in, and involvement in appropriate scholarly communities may indicate the progress of the project, as may publication of essays, articles, or reviews related to the project. Work in progress on any major multi-year publication project will be considered in any extended review.

3. Service

Tenured faculty members are expected to serve on committees in the department, as well as in the college and the university. They will ordinarily chair and / or serve on at least two of three standing committees in the department a year, will represent the department in the college and the university, will be responsible for the annual review of their untenured colleagues, and will bear most of the responsibility for conducting faculty searches.

Tenured faculty members who hold major administrative posts in the department will have the quality of their administrative work taken into consideration during their reviews.

Service to the profession through leadership in professional organizations is also an important sign of effective service from tenured faculty as are outreach activities aimed at the general public (speaking at public libraries and clubs, serving on community boards, etc.).