

ETSU DEPARTMENT OF LITERATURE AND LANGUAGE

CRITERIA FOR TENURE AND PROMOTION

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All candidates for tenure in the Department of Literature and Language should demonstrate effectiveness in teaching, research and service. A candidate's performance will be assessed by the traditional criteria of teaching effectiveness; research, including scholarly and creative activity; and professional service.

Candidates for tenure must hold an earned terminal degree in the instructional discipline.

Weighted Levels of Achievement

The Department recognizes three levels of achievement in the areas of teaching, research, and service. The descriptions of these levels are intended to serve as guidelines in considerations involving retention, and tenure and promotion. In deliberations concerning these matters, it is the spirit rather than the letter of the level descriptions that should prevail.

Tenure and promotion will be granted according to a number of profiles that express combined strengths in the various areas. These profiles are given here as a general orientation for the reader. Please refer to them as necessary when reading the descriptions of performance given for each area.

Performance Profiles

Explanation of the abbreviations used: Teaching, Research, Service examples:

- T1 (Level 1 in Teaching)
- R2 (Level 2 in Research)
- S3 (Level 3 in Service)

Requirements*:

Tenure Only

- T1 R2 S1
- or T2 R1 S2

Promotion to the rank of Associate Professor:

- T2 R2 S2

Promotion to the rank of Professor:

- T2 R3 S3
- or T3 R3 S2
- or T3 R2 S3

* Note that these profiles represent the basic requirements for tenure and promotion. In other words, T1 implies "Teaching at Level 1 or above." All three categories—Teaching, Research and Service—contain a rating of zero (0) as an indication that candidate performance does not come up to the minimal performance profile of Level 1.

A. TEACHING

Clear evidence of a candidate's teaching effectiveness must be presented to the Department. Information that validates a candidate's teaching ability will come from a number of classroom observations carried out by a variety of departmental faculty members, usually of greater rank than the candidate; from peer evaluations of teaching materials; and, to a lesser extent, from student evaluations. A candidate must demonstrate the following:

- Command of the subject matter
- Ability to organize and present subject matter in a logical and meaningful way
- Ability to motivate students

Teaching as defined in this document refers not only to classroom performance, but also covers a broad range of activities involving instruction and guidance. Four basic aspects of teaching are planning (determining objectives and organizing course syllabi), classroom instruction, the evaluation of student performance, and curriculum development. The following list, although not all-inclusive, contains a number of activities that will normally be considered in the teaching area:

- number, type and level of courses taught
- development or significant restructuring of courses and design of new curricula
- development of materials and courses, especially those that incorporate new technologies (Such materials, when published nationally, will be considered in the area of research.)
- development of syllabi, tests and original materials used in multi-section course coordination
- development of departmental examinations
- receipt of grants for the development of innovative courses, materials or curricula, especially those funded from sources outside the university
- attendance at lectures, seminars and workshops devoted to the improvement of teaching skills
- special, sustained training in a certain aspect of teaching such as that required for certification
- participation in state, regional, national and/or international professional organizations that focus on teaching

(The above list is not all-inclusive, and no hierarchy is implied by the order in which items are listed.)

Evidence of quality in the teaching area:

The determination of the level of performance in the teaching area will be based primarily upon quality rather than quantity. For this reason, candidates should provide evidence of the kinds suggested below. (No candidate is expected to supply all types of evidence; this list is to serve as a guide only.)

- student and peer evaluations [Note: Peer evaluation of teaching is a TBR/ETSU requirement.]
- unsolicited letters from students and peers
- development of innovative course material
- awards or other recognition based primarily or exclusively on teaching
- use by other institutions of tests or materials developed by candidate
- impact of course or curricular design on the department's teaching mission
- invitations to teach in other faculty members' classes in our departments, other departments and programs in the university
- invitations to lead workshops on teaching or to serve as a consultant for other institutions
- invitations to teach in special national or international institutes or programs
- accomplishments of present or former students who credit the candidate with playing a major role in the student's development
- invitations to serve on accreditation teams
- invitations to judge proposals for grants or contracts related to teaching
- range of courses taught

(The above list is not all-inclusive, and no hierarchy is implied by the order in which items are listed.)

Levels of performance in the teaching area:

Candidates for tenure and promotion may present evidence of their accomplishments in the area at three levels. Since allowance for individual differences must be made, these levels are to serve as guidelines and should not be rigidly interpreted. In all cases, it is the spirit rather than the letter of the level descriptions that should prevail. Each of the higher levels assumes that the candidate has met the criteria for the level or levels below.

Level 1 - At this level, the candidate should provide evidence that he or she is capable of teaching a variety of courses, including graduate courses when applicable. (The candidate may also participate in graduate or honors programs through the direction of theses and/or dissertations.) Attendance at lectures, seminars and workshops devoted to the improvement of teaching skills will be considered as evidence of the candidate's commitment to good classroom teaching.

Level 2- This level represents a substantial contribution to the teaching mission of the department. Candidates meeting the requirements for the preceding level who (1) use their pedagogical skills to influence the department's teaching beyond the confines of their classroom or (2) have created original courses or course materials may submit evidence of effectiveness in the teaching area. Such evidence may include innovative materials or courses that have had a significant impact on the department's curriculum or on that of another department or program.

These materials or courses may, but do not necessarily, incorporate new technologies. (Such materials if published nationally will be considered in the area of research.) Evidence of Level 2 in the teaching area may also include the design of entire curricula and the development of exit exams and teaching materials for use in the coordination of programs. Courses or other special training taken to improve or expand the candidate's pedagogical skills will be considered favorably.

Level 3 - The candidate satisfies the requirements of the previous levels, and his or her ability

as an accomplished teacher is recognized both within and beyond the department. The candidate is invited to give lectures and courses beyond the department and may be asked to serve as a consultant, to conduct workshops on teaching, and/or to teach in special national or international institutes or programs. Grants to undertake innovative teaching projects should form a part of the candidate's file.

B. RESEARCH (BOTH SCHOLARLY AND CREATIVE)

The professional role involves not only the transmission of present knowledge through teaching, but also the creation of new knowledge to be shared with students and colleagues through presentations of research and creative activity and, especially, published research in the form of refereed articles, books and published creative writing. The Department recognizes the importance of both those investigations that preserve and extend traditional research and those that explore new areas of thought. This role also includes research spanning different scholarly fields. The department is made up of five areas (Literary Studies, Linguistics, Film Studies, Foreign Languages and Creative Writing); each area of study produces different types of research. In evaluating research, the Department will examine the corpus of a candidate's scholarly work for evidence of erudition, method, originality and independence. The categories below are meant to be a useful guide to determining the hierarchy of research productivity.

Types of activity included in the research area:

Note that since the average time for publication in the general field of Literature and Languages is 2-3 years, works that have been accepted for publication (i.e. works that are designated as being forthcoming, in press or under contract) should be weighted equally with those in print.

The following list is not all inclusive:

Tier 3: Refereed single- or co-authored books and monographs (critical books, scholarly editions, translations, biographies, textbooks, bibliographies); single-authored books of creative writing (poetry or short fiction collection, novel or creative nonfiction); chapbooks; refereed articles (print or online); book chapters; creative writing (in a journal or magazine with a national reputation or in an edited collection); editing a journal (as a guest editor or a regular editor). Receipt of competitive grants for the development or execution of research projects also included.

Tier 2: Invited book reviews and review essays; notes (published in refereed journals); participation in nationally-competitive institutes or seminars of a scholarly nature; creative writing (in a local journal or magazine, print or online); technology-based productions such as interactive video, computer software, or computer-assisted materials or films; interviews (in a journal or magazine); publications published in refereed conference proceedings; invited keynote or plenary talks.

Tier 1: Contributions to encyclopedias; Festschriften; papers and presentations at professional conferences; publications in non-refereed conference proceedings; self-published works (creative or scholarly); non-refereed articles; publications and presentations known as working papers.

Levels of performance in the area of research:

Candidates for tenure and promotion may present evidence of their accomplishments in this area at three levels. Since allowance for individual differences must be made, these levels are to serve as guidelines and should not be rigidly interpreted. In all cases, it is the spirit rather than the letter of the descriptive level that should prevail. Each of the higher levels assumes that the candidate has met the criteria for the level or levels below.

Candidates for promotion should have a consistent and on-going research agenda.

Level 1 – Candidates who reach Level 1 have completed only research from Tier 1 or have fewer than two works of scholarship or creative work from Tier 2 and/or Tier 3.

Level 2-In order to meet the expectations of this level, candidates must have demonstrated significant achievement in the area of research. For promotion to Associate Professor, significant achievement in the area of research is defined as having completed at least three forms of scholarship or creative work from Tier 2 and/or Tier 3, or at least two forms of scholarship or creative work from Tier 3 and one form of scholarship or creative work from Tier 1.

For promotion to Professor, significant achievement in the area of research means that candidates must have a book-length study from the date of hire or, when given years toward tenure and promotion, from the date specified in the contract. In addition to the book which may have counted toward the first promotion, candidates must show that they are still actively engaged in research, completing at least three forms of scholarship or creative work from Tier 2 and/or Tier 3, or at least two forms of scholarship or creative work from Tier 3 and one form of scholarship or creative work from Tier 1.

Level 3 -Candidates who reach Level 3 exceed the criteria of the previous categories. In addition, they will have a firmly established reputation in their field of study based primarily on a consistent record of published research or creative activity from Tier 3.

C. SERVICE

This area includes service to scholarly and professional organizations and to the community (in cases where community service involves the candidate's professional expertise) as well as to the Department, the College, and the University. While recognizing that high-quality service in these areas is an important contribution to the functioning of the university and the profession, the department discourages candidates for tenure or promotion from becoming excessively involved in service activities to the detriment of their teaching and research. *Although extraordinary service will be recognized, it must be accompanied by satisfactory levels of research and teaching as outlined in these criteria.* Nevertheless, since a minimal amount of service on the part of every member is necessary to the functioning of the department, failure to complete assigned service tasks efficiently and effectively will have an adverse affect on promotion and tenure decisions.

Types of activity included in the service area:

- course coordination and program direction (even if compensated by release time)
- special assignments within the department such as grant writing
- major administrative duties within the department such as Chair or Coordinator

- chairing or serving on departmental and interdepartmental committees as well as cooperative work with other departments
- participation in various levels of college or university governance (committees, faculty senate, etc.)
- serving on thesis and dissertation committees (directing a thesis or dissertation counts in the teaching area.)
- service to scholarly journals and presses and professional conferences
- service to the public schools
- translating, interpreting and other profession-related service to other departments at ETSU or to the community at large
- advising students about major requirements
- attending advising workshops
- advising during summer orientations

(The above list is not all-inclusive and the order in which an item appears on the list does not indicate its position in a hierarchy.)

Evidence of quality in the service area:

The Department will use, in addition to the professional judgment of its members, evidence such as that found in the following list:

- descriptions of the contribution (in terms of time invested, reliability and initiative) of the candidate to a given service assignment
- letters commending the candidate's service
- honors and other recognition for service activities
- membership on committees
- chairing of a departmental, college or university committee
- election to office of a professional organization
- impact of the service on the functioning of the department, college or university
- member of an Editorial Board or at the invitation of a scholarly journal, publisher, or professional organization)

(The above list is not all-inclusive and the order in which an item appears on the list does not indicate its position in a hierarchy.)

Levels of performance in the area of service:

The Department recognizes three levels of service, *each of which builds on the level, or levels, below it*. In order to receive tenure or promotion, the candidate's service record must at least meet the department's definition of Level 1. Since allowance for individual differences must be made, these levels are to serve as guidelines and should not be rigidly interpreted. In all cases, it is the spirit rather than the letter of the level descriptions that should prevail.

Level 1 - In order to attain this level, the candidate must have a record of reliable and efficient performance of responsibilities assigned by the Chair, or by the faculty when the candidate is elected to positions and committees at a level beyond the department. Generally this will involve at least one specific area of responsibility and service on permanent or ad hoc committees.

Level 2 - The candidate who attains this level will have shown initiative in service by the assumption of tasks beyond those assigned, or by effectively carrying out assigned duties of great responsibility. Service on major university committees, the development of new service

techniques (such as improved advisement systems, more efficient course coordination, etc.) and the initiation of new directions in service will be considered favorably in the determination of Level 2 service. It is not the mere performance of the task but the effectiveness of the service that will be the determining factor. Additionally, the candidate may have begun a record of professional service to regional, national and/or international associations.

Level 3 - The candidate who attains this level will present a consistent record of high- quality service, which will include major contributions to the life of the Department, College, University, community and/or profession. While the Department encourages high-level service of this sort as a means of maintaining a high visibility and reputation for the Department on campus and in the profession, it does not require Level 3 service for any level of promotion or tenure.

Approval Signatures (Provide all that apply, depending upon level of unit responding.)

Department Chair	Date
Dean	Date
VP Academic Affairs or VP Health Affairs	Date