



EAST TEXAS A&M
— UNIVERSITY —

DEPARTMENT OF LITERATURE AND LANGUAGES

Standards for Promotion and Tenure

Revised 4 April 2023

Department of Literature and Languages: Departmental Standards for Tenure and Promotion

The Department of Literature and Languages values and recognizes scholarship in each of its disciplines, areas, and fields equally and without qualifications.

The present document establishes the departmental criteria for tenure and promotion, in consideration of the College of Humanities, Social Sciences, and Arts' "Expectations for Tenure and Promotion." All candidates for tenure and/or promotion should consult East Texas A&M University procedure 12.02.99.R0.03 ("Implementing Faculty Tenure and Promotion").

The present document goes into effect immediately upon approval by the Department of Literature and Languages. It will be reviewed and revised (if necessary) annually.

TENURE

TEACHING

Since a major percentage of the workload for probationary faculty members in the college is in teaching, the candidate must demonstrate proficiency in this area with no reservations from reviewers. Evidence of successful teaching may be demonstrated through items in the following (regardless of delivery method – F2F, online, blended):

1. **Organization:** Well-developed course syllabi with clearly articulated course goals; course delivery applying appropriate modes of instruction for course type; pacing that allows for student engagement and understanding of the material; definition of skills, attitudes, and knowledge that will result from completion of the course
2. **Assessment:** Frequent, timely, and thoughtful feedback of student work that encourages continued learning and supports articulated course goals; use of grading rubrics or other assessment instruments where appropriate
3. **Rigor:** Activities are level appropriate for skill and knowledge development; Consistent with departmental expectations; Attentive to individual student learning needs and goals
4. **Presentation:** Effective and clear communication in oral, written, and other appropriate forms
5. **Currency:** Demonstration of continual course development; Attentive to current pedagogical theories; Use of appropriate technologies in promoting the learning environment
6. **Mentoring:** Supervision of graduate exams, theses (including undergraduate research), and doctoral dissertations and other student projects
7. **Learning:** Attendance of a workshop or conference focused on teaching or pedagogy, or evidence of continuing pedagogical education via certifications, etc.

8. **Compliance:** Compliance with System, University and College regulations governing teaching

Artifacts that should be presented to demonstrate teaching effectiveness may include:

1. Course syllabi and materials (may include assessment of student work and grading rubrics or other assessment instruments);
2. Artifacts of student work (especially those papers that result in presentation at professional meetings or are published);
3. Peer visitation reviews;
4. Student feedback
 - a. Solicited –course evaluations (both numeric summaries and written comments)
 - b. Unsolicited-student letters, emails, notes;
5. Theses / dissertations supervised;
6. Charts of courses taught by term with enrollment figures for each course;
7. Participation in teaching workshops and conferences, or earned certifications, etc.;
8. Development of existing/new courses and existing/new curricula; and
9. Other supporting evidence.

SERVICE

Probationary faculty members are expected to engage in campus service primarily at the department level. For tenure, some participation at the college/university level or in professional academic organizations is encouraged but not obligatory.

Evidence that should be presented for documenting this area includes:

1. List of committee assignments and short narrative about the work of each committee. This includes sitting as a committee member on student exams, theses, dissertation committees but not Chairing those committees (see Teaching/Mentoring);
2. List of offices held in professional organizations; conferences or panels organized, with printed programs of conferences, or agendas of meeting if available; and
3. Other evidence to support your case.

Administrative Duties: Departmental administrative roles, including but not limited to Director of Writing, Director of the Writing Center, Doctoral Coordinator, and Program Director, go beyond the expected Service requirement, and include elements of mentoring, teaching, and knowledge creation. Faculty who take on administrative roles should provide a clear narrative explaining their duties, labor, and responsibilities for such roles, acknowledging a higher percentage of effort for service engagements and accomplishments.

Service to and Evidence of Involvement in the Community: Describe the amount and type of your involvement in professionally related community service activities. Include the date, type of service, and location of these activities.

RESEARCH, SCHOLARSHIP, CREATIVE ACTIVITIES (RSCA)

Six articles/book chapters or one monograph (or equivalent work) in significant peer-refereed venues. Peer-refereed venues are not limited to print publications, and digital, multimodal, and other forms of scholarship (e.g., podcasts, documentary films, etc.) should be fully considered. Scholarship includes creative activities published or presented at venues appropriate to the field.

“Equivalence” to six articles/book chapters or a monograph is established on the basis of

- depth of the scholarship (e.g., citations number);
- significance of the work, in relation to the standards of the field;
- impact and reach of the venue(s) of publication and/or performance;
- role of the piece in the author’s larger creative and/or research agenda; and
- academic, creative, and/or professional activity instigated by the piece.

A “significant” venue is defined as a journal or other edited collection that has *some* of the following characteristics:

- has a very small acceptance rate (in relation to the field),
- is widely recognized in the field as such,
- has a high impact factor,
- has a high number of citations relative to the field,
- publishes contributions by distinguished authors in the field,
- has a widespread distribution (nationally or internationally), or
- is otherwise prominent academically.

Special Notes:

- Academic prominence for books (monographs and edited collections) can be established by the status of the publisher’s catalog, book reviews, referees’ reports, etc.
- Peer-review and refereeing, as well as acceptance rates, etc. may be documented using such sources as MLA, ISI Web of Science, Google Scholar, etc., or through letters from the editors, attesting to the information.

INFORMATION REGARDING RSCA DOCUMENTATION AND EVALUATION

If a particular scholarly activity is not covered in this document, please provide supporting arguments to help the department judge the activity fairly.

- All articles, etc. must be presented to the committee in full.

❖ *Book chapters* in edited collections and *handbooks* are considered equivalent to articles.

- ❖ *Textbooks* are considered equivalent to monographs.
- ❖ *Collaborative/co-authored scholarship* will be counted as equivalent to single-authored peer-refereed scholarship.
- ❖ *Editorial work* is considered equally as a publication.
 - For the purposes of calculation, editing a special issue of a journal is equivalent to one journal article.
 - Editing a journal for a year is equivalent to two or more journal articles, depending on the number of issues published annually.
 - Editing a book is equivalent to two or more articles, depending on the size of the book.
 - Likewise, editing a book series is equivalent to two or more articles, depending on the number of volumes published.
- ❖ *External grants* can be considered equivalent to a peer-reviewed article.
 - Grants awarded are evaluated based on the status of the awarding agency, and not solely on their monetary value.
- ❖ *Non-refereed publications as well as grants* that are not awarded may be used to document a general pattern of excellence and engagement in the field.
- ❖ *Translations of scholarly and creative works*, whatever the length and form, are considered serious scholarship and will be evaluated based on the status of the scholarly journal or publisher.
 - Book translations with an established, non-vanity press are considered equivalent to monographs.
- ❖ *Archival curation*, which may also include digital and data curation, may be considered as scholarly research.
 - The candidate must provide supporting arguments and justifications for publishing equivalence.
- ❖ *Public Facing RSCA* that is published outside of traditional academic venues may be considered as scholarly research.
 - The candidate must provide supporting arguments and justifications for publishing equivalence.
- ❖ Scholarly research and creative activities may extend to all appropriate venues and media, including RSCA in digital and online media as aligned with guidelines presented by the National Council of Teachers of English (NCTE) or other disciplinary institutions as appropriate to the candidate's field.
 - In all cases, the candidate must provide supporting arguments and justifications for publishing or research equivalence.
- ❖ Presenting a paper at a conference is considered a scholarly activity necessary to a vital academic career as well as an activity that goes hand-in-hand with publication.

- Giving a poetry or prose reading at a professional conference is considered equivalent to presenting a paper.
- Significance and prominence of conferences, readings, etc. is established similarly to publications.
- Papers appearing in proceedings of conferences are considered equivalent to papers appearing in a book or journal, if they are refereed.

ALTERNATIVE PLANS

To account for the variation in research and teaching field, faculty have the following options:

Plan A: When an applicant for tenure and promotion does not meet criteria for superior quality venues by publishing in top tier publications, an increase in productivity may be accepted in lieu of top tier publications. The department's tenured faculty members and department head are responsible for determining the extent to which quantity substitutes for quality of RSCA.

Plan B: In the case of interdisciplinary work, or work in a new sub-discipline, or work in a sub-discipline too small to produce high impact factors, sometimes scholarship appears in a superior quality venue that does not conform to standard qualitative criteria, because it is not a high-ranked journal or press for the broader discipline. It is incumbent on the faculty member to explain and defend in writing the classification of the publication as high-ranking. Use of metrics such as comparative citation numbers, acceptance rates, and lib citations, along with qualitative arguments based on the standing of members of editorial boards and other authors published in the journal or by the press, are encouraged. The faculty member's department head will determine the rank of the publication. Disputed cases may be appealed to the dean.

EXTERNAL LETTERS OF EVALUATION

Candidates must supply to their Department Head or to the chair of their committee, in the semester prior to the one in which they apply for tenure and/or promotion, and at least three months before the deadline for submission of recommendations to the Dean, a list of at least five scholars who may be contacted to provide reference letters concerning the candidate's scholarship, comparing the candidate to other scholars or artists in the field. If the candidate doesn't turn in the list by the deadline, the portfolio is incomplete and will not move forward in the T&P process. These scholars should be

- a) tenured at an accredited university, and
- b) may not have co-authored a paper, article, book, or grant in the past or be currently engaged in such activities with the faculty member, or
- c) otherwise not subject to a conflict of interest that would not allow impartial evaluation, such as having been a student or advisor of the candidate.

Scholars working at international institutions can still be considered even if their accreditation and tenure parameters are different from, but equivalent to, the American system. Participation of the candidate and the proposed scholars in panels or workshops at conference does not preclude impartial evaluation. Editors may write letters of evaluation. Refer to Department tenure and promotion guidelines for specifics.

DEPARTMENT HEAD RESPONSIBILITIES

The Department Head will provide the scholars a copy of the Department's T&P guidelines, a current vita, and a reasonable sample of publications. The Department Head will request at least three letters of evaluation from scholars on the list, specifying that they should assess the candidate's RSCA relative to East Texas A&M's academic standing. If the scholar requests anonymity, their name and affiliation will be redacted. The Department Head, at their discretion, may request letters from scholars outside the list provided by the faculty member. The scholars should be asked to briefly describe their connection to the candidate, if any, in the opening paragraph of their letter. If the required number of letters are not received by the deadline, the tenure and/or promotion process shall proceed, but the Department Head will note in his/her letter the circumstances that caused the absence of the letters.

Under no circumstance may letters solicited directly by the candidate replace the external letters. The external letters of evaluation will be included in the portfolio, immediately behind the Department Head's letter.

PROMOTION

PROMOTION TO ASSOCIATE PROFESSOR

Promotion to Associate Professor requires the same criteria as is required for tenure, with the addition of a pattern of engagement in the field, to be demonstrated by the recognition of one's work by other scholars in the field in the form of citations of works, requests to referee papers, invitations to present papers, and others forms of recognition by one's peers. Invited published work is considered more prestigious than work that has been submitted, all other things being equal.

PROMOTION TO FULL PROFESSOR

Promotion to professor requires exemplary accomplishments in teaching, research and scholarship or other forms of creative activities, including demonstrated national or international recognition and valuable professional service. Candidates applying to the rank of Professor normally spend a minimum of five years at the rank of Associate Professor.

TEACHING

For promotion to professor, the candidate shall demonstrate continuous activity and currency in development of courses, course activities, and pedagogical skills. These can be demonstrated in the same manner as stated above in expectations for tenure.

SERVICE

For promotion to professor, the expectations are for significant service to the department in the form of student advising, chairs of committees, leadership in recruitment efforts, and leadership in program planning and direction. Additional significant service to the university and/or professional is required. Examples of university service include participation in university committees, Faculty Senate, task forces, and other appropriate campus activities. Examples of service to the profession include leadership roles in professional academic organizations, reviewer or referee for academic publications, hosting and/or adjudicating regional and national conferences, and editorships of academic publications, among others.

RESEARCH, SCHOLARSHIP, AND/OR CREATIVE ACTIVITIES (RSCA)

Promotion to Full Professor requires one significant book-length work, or equivalent work, and notability in one's field. The research of the faculty should have an impact beyond one's own institution and regional area. Impact is documented by citations of work, invited talks, presenting at national and international conferences, serving on dissertation committees at other institutions, invited papers/chapters, refereeing for national/international publications, and other activities.

Candidates for promotion to professor shall demonstrate outstanding accomplishments in Research, Scholarship, and/or Creative Activities.

Deadlines for when the applications need to be submitted

TBA: Candidates should consult the provost's reporting calendar frequently.

EARLY PROMOTION/TENURE

Applicants wishing to apply for early promotion/tenure should consult first with the department head. Candidates applying for early tenure and promotion will need to specify in their narrative how they have met all the requirements for promotion and/or tenure at the requested rank, under their specific circumstances.

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