

## **Guidelines for Promotion to Associate Professor with Tenure**

The official College and University criteria and procedures for promotion to associate professor with tenure are set forth in the appropriate documents. The expectations below are offered as a guide to faculty members in English, as well as to outside referees who wish to put their evaluations in the context of what has become the established practice of the Department. These expectations, however, should not be taken as providing a minimal list which, if satisfied, necessarily ensures promotion. Rather, it is important to recognize that these guidelines are best interpreted as part of several processes, including the development of individual faculty members, the development of new areas of scholarly activity and creativity, and changing means and opportunities for the dissemination of work. In particular, there is concern among leaders in English studies that opportunities for publishing monographs with university and other scholarly presses are shrinking, as presses reduce the number of books and series they publish.

As College and University criteria explain, promotion and tenure may be based primarily on scholarship and creative endeavor, on teaching, on engagement, or on a combination of these three activities. Each of these paths to promotion and tenure is recognized in the Department of English, although we recognize that in most cases, promotion to associate professor with tenure will be based primarily on research or creative endeavor. A record of effective classroom teaching is expected from all candidates for promotion and tenure. Evaluation of candidates will include recognition of their participation in interdisciplinary activities when that is appropriate.

These guidelines are meant to be understood as first, part of a larger program of faculty development, mentoring, and review, and second, as in no way substituting for the careful review and discussion of the quality of the work as a whole, in all areas, of each faculty member.

### ***Research or Creative Endeavor***

#### **Scholarly and Creative Publication**

The normal expectation for promotion to associate professor with tenure on the basis of research or creative endeavor is either a book or a significant number of substantial publications in refereed journals and/or chapters in refereed collections of previously unpublished work. A book should be published or accepted by a reputable publisher. The quality of publications may be supported by the reputation and selectivity of the journal or press, by the comments of external reviewers, and by the primary committee.

Publication may be either in traditional print form or in electronic or online forms. Joint authorship is appropriate, especially in fields such as linguistics, rhetoric and composition, and English education, where these practices are common, but there should also be evidence of individual or lead authorship.

### **Active Research Program**

Candidates should have a sustained and coherent record of scholarly or creative achievement, with clear prospects for developing national recognition. Some means of demonstrating prospects for national recognition include editing journals or guest-editing special issues of journals, having work reprinted, serving on editorial boards of leading refereed journals, and publishing reviews of others' scholarship. Some means of demonstrating the future prospects of the research and creative agenda include the record of productive work toward substantial publication and additional work in print, under submission, or in progress.

### **Intellectual Engagement**

Publications should be supported by scholarly presentations or readings at appropriate regional and national (or international) meetings and venues. Intellectual engagement may also be demonstrated by active involvement in projects, events, or other initiatives that improve the professional and public welfare of a wider community.

## ***Teaching, Mentoring, Curriculum Development, or Administration***

### **Effective Teaching and Mentoring**

All faculty members are expected to be effective teachers and committed mentors. Effective teaching may be established by student evaluations, curricular or pedagogical materials, observations of teaching, and awards. A record of exceptional teaching can be established by especially high student evaluations and local or national teaching awards. A commitment to mentoring may be demonstrated by participation on graduate examination, dissertation, and theses committees; independent studies with students; and other teaching, mentoring, or engagement activities in which teaching and learning are primary goals. Participation on examination and theses committees will vary depending on the candidate's particular field of specialization. Faculty members should demonstrate that they are developing into effective mentors in preparation for a growing commitment to mentoring in the future.

### **Curriculum Development or Administration**

All faculty members should be able to demonstrate the quality of their pedagogical materials, which may consist of course assignments and resources, websites, or other content that supports teaching and learning. Depending on their fields of specialization and particular assignment, some faculty members may also cite curriculum and program development or administration as evidence of the quality and scope of their teaching and mentoring.

*Promotion and tenure may sometimes be based primarily on teaching.* Candidates for promotion and tenure based primarily on teaching will have a record of exceptional classroom teaching. This record will be clearly established by student evaluations, class visits by the head or designee, and examination of curricular and pedagogical materials, and it may be supported by local or national teaching awards. Candidates should provide evidence of their contributions to

teaching beyond Purdue through such means as the publication of scholarly work on teaching, textbooks, and other pedagogical materials in appropriate peer-reviewed books and journals, as well as websites and other on-line pedagogical material. When teaching is the primary basis for promotion, receipt of departmental awards—and at least formal nomination for college and university awards—will be expected. This should be accompanied by considerable efforts in the areas of course development and pedagogical innovation.

### ***Service and Engagement***

Candidates for promotion and tenure are expected to show a record of service through involvement in assigned departmental committee work. Additional service to the college, university, and broader profession is not a significant expectation for candidates for promotion and tenure. Similarly, untenured faculty are not expected to be actively involved in engagement and outreach activities. When candidates do perform such service and engagement, however, it will be recognized as another indicator of intellectual and professional contributions to the university and wider community.

# **Department of English**

## **Guidelines for Promotion to Full Professor:**

### **Visibility and Responsibility**

Promotion to the rank of Full Professor in the Purdue University Department of English acknowledges significant accomplishments in terms of national and international visibility and local responsibility accrued since the previous promotion. Visibility means that the candidate should have a sustained record of leadership in the intellectual discourses of his or her field. (Specifics of such leadership are spelled out in the sections on research and creative endeavor, teaching, and engagement in “Evidence for Promotion” below.) Local responsibility focuses on teaching and service. The candidate should be an accomplished teacher and an active mentor to students. The candidate should also have a substantial record of service to the university. (See the section on service and administration in “Evidence for Promotion” below.)

### ***Evidence for Promotion***

Promotion is based on scholarly achievements in three areas: research and creative endeavor, teaching, and engagement. Promotion may be based primarily on one area of scholarship, on a combination of any two, or on all three. In addition to examining the candidate’s area(s) of scholarship, the Primary Committee also considers the candidate’s service, which in some cases may include administrative appointments.

#### **Research and Creative Endeavor**

This is the traditional route to promotion to full professor and the one most readily recognized by the Area Committee. A successful candidate will have a significant record of refereed publication, which may include books or monographs, articles in print or on-line journals, and chapters in edited collections. Editing, external grant activities, as well as national and international conference presentations, readings, and invited talks also can contribute to the candidate’s profile, but these activities are not a substitute for refereed publication.

#### **Teaching**

While all candidates are expected to be effective and committed teachers, in exceptional cases, the scholarship of teaching may serve as the primary basis for promotion. In such cases, the record will include 1) departmental, college, university, and/or national teaching awards; 2) leadership in course and curriculum development and innovation; and 3) the publication of scholarly work on teaching; such publication may include

articles on pedagogy in refereed journals (print or on-line) and books. Textbooks can contribute to a candidate's profile, but generally count less than fully peer-reviewed work; when the candidate can document the level of a textbook's peer review, the Primary Committee will take that evidence into account. In areas with graduate programs, the candidate's record should include a sustained commitment to chairing appropriate committees (doctoral, M.A., or M.F.A.), as well as serving as a committee member on other dissertations and theses.

## **Engagement**

Engagement is the involvement of one's scholarship beyond the university in order to serve the broader interests of the local, national, and international community. In rare cases, the scholarship of engagement may serve as the primary basis for promotion. The scholarly engagement efforts should be directly tied to the candidate's area of academic expertise. The candidate will have a record of significant involvement in intellectual work that contributes to the public good and that has demonstrated impact through assessment of outcomes. Examples of the scholarship of engagement include, but are not limited to, the following: community-based research/creative activities, applied research, performances, exhibits, service-learning initiatives, study-abroad program development, and policy analysis. A successful representation of effective engagement will document these activities and their impact. Further, the candidate should publish in appropriate peer-reviewed venues in order to communicate successful engagement activities and results to public and professional audiences.

## **Service and Administration**

While not a basis for promotion by itself, a substantial record of service to the university is expected of all candidates. This record may include chairing departmental committees; membership in college and university committees; leadership in national or international professional organizations; journal editorship or membership on editorial boards. Administrative appointments in the department, college, or university may weigh strongly in a candidate's favor.