

Department of English
College of Letters, Arts and Sciences

May 31, 2009

CRITERIA FOR REAPPOINTMENT, PROMOTION AND TENURE
Department of English

Approved by the Provost: May 27, 2009

These criteria are to be considered guidelines for the general review of candidates toward reappointment, promotion and tenure in the Department of English at the University of Colorado at Colorado Springs. Each candidate's case will be reviewed and judged on its individual merits and circumstances. The department is committed to quality teaching, strong research/creative work, faculty mentoring, and effective service to the university, the profession, and the community. The criteria herein have been developed according to the standards as outlined in the Rules of the Regents. When these criteria are applied to faculty who were granted time toward tenure, the work performed in teaching, research, and service during the years granted toward tenure shall be considered along with the work performed at UCCS.

The department recognizes the "RISK" which can be involved in the pursuit of creative and innovative teaching and research efforts. The "risk factor" of the teaching and research efforts of the candidate will be considered in the evaluation of the "success" and quality of the venture. Examples of appropriate criteria for faculty evaluation in the Department of English and items to consider for inclusion in the candidates' dossier are provided at the end of this document. This is a list of suggestions and is NEITHER all-inclusive NOR a list of requirements.

Article-length contributions to edited books will be evaluated in the same fashion as journal articles. Edited research works, collaborative work, textbooks and other publications are likewise recognized as scholarship. In all cases, it is the scholarly/creative quality and contributions to the discipline, not merely its quantity, which shall guide the evaluation of the faculty member's work. In every case where quantitative volume is not high, it is understood the standards may be adjusted to reflect ongoing work of exceptional quality and contribution to the field.

We do not use a Faculty Responsibility Statement in evaluating faculty for reappointment, promotion and tenure.

FIRST RENEWAL

1. Teaching:

The candidate's teaching shall be evaluated by multiple means, which will include, at a minimum, Faculty Course Questionnaires and two other means of evaluation (see Appendix for examples). In evaluating teaching, size, content, level, and student population will be considered in interpreting student evaluations. Candidates must show promise as successful and effective teachers. Emphasis will be placed on the teaching contribution of the individual. Candidates should demonstrate that their courses are coherently organized, thoughtfully presented, and that they deal with significant areas in the field. Furthermore, candidates will be expected to demonstrate a commitment to teaching, evidence of which will be good interaction with students, concern with curriculum, and satisfactory development of skills in presenting material. Improvement and innovations in teaching methods and in curriculum development and contribution to the department will be taken into consideration.

2. Research/Creative Work and Publication:

The department recognizes that scholarship can take many forms. Our department recognizes the scholarship of discovery, integration, application, creative work, administration, and teaching and learning. Candidates are expected to present evidence of research/creative work potential and progress toward publication. This might include copies of drafts or work in progress or submitted for publication and evidence of performances and readings.

3. Service:

The candidates are expected to begin a process of identifying appropriate service contributions. Each candidate must have met his or her service obligations in the Department of English, such as department meetings and activities. The candidate should be beginning service contributions within the college, the university, and/or the community.

SECOND (COMPREHENSIVE) RENEWAL

The candidate's record of teaching, research, and service will each be evaluated separately as below expectations, meritorious, or excellent. The candidate must demonstrate sufficient progress toward tenure to justify reappointment. This will typically be a rating of at least meritorious in all three areas. The review may also take into account issues of material bearing such as strategic goals of the department, college, and campus. In this review, evaluation letters are required from external reviewers. It is essential that, of the reviewers solicited, a majority have neither collaborated with nor mentored the candidates. Examples of appropriate criteria for faculty evaluation in the Department of English and items to consider for inclusion in the candidates' dossier are provided at the end of this document. This is a list of suggestions and is NEITHER all-inclusive NOR a list of requirements.

Article length contributions to edited books will be evaluated in the same fashion as journal articles. Edited research works, collaborative work, textbooks and other publications are likewise recognized as scholarship. In all cases, it is the scholarly/creative quality and contributions to the discipline, not merely its quantity, which shall guide the evaluation of the faculty member's work. In every case where quantitative volume is not high, it is understood the standards may be adjusted to reflect ongoing work of exceptional quality and contribution to the field.

1. Teaching:

Candidates must demonstrate teaching merit as determined by multiple means, beyond that required for first renewal. In undergraduate classes the candidate will be expected to demonstrate strong and effective teaching via (1) student evaluations and (2) two other measures of teaching-effectiveness from the examples provided in the appendix to this document. This includes contributions to the breadth, depth, and needs of the department and updating curriculum and course materials. In cases in which this standard is not met, the candidate must provide an explanation for the failure and an appropriate remedial plan. In evaluating teaching, size, content, level, and student population will be considered in interpreting student evaluations. Progress is expected toward the identification and development of each candidate's "niche" in the department. A rating of meritorious will require evidence of effective teaching. Candidates should demonstrate that their courses are coherently organized, thoughtfully presented, and that they deal with significant areas in the field. Furthermore, candidates will be expected to demonstrate a commitment to teaching, evidence of which will be good interaction with students, concern with curriculum, and satisfactory

development of skills in presenting material. Improvement and innovations in teaching methods and in curriculum development and contribution to the department will be taken into consideration. A rating of excellent will require evidence of outstanding achievement, measured qualitatively or quantitatively, in more than one of the measures listed under meritorious above.

2. Research/Creative Work and Publication:

The department recognizes that scholarship can take many forms. Our department recognizes the scholarship of discovery, integration, application, creative work, administration, and teaching and learning. To receive a rating of meritorious, candidates must make reasonable progress toward tenure as demonstrated by meeting various criteria listed in the appendix under "Research/Creative Work," including scholarly/creative publication. A rating of excellent will require evidence of outstanding achievement, measured qualitatively or quantitatively, in more than one of the measures listed under meritorious above.

3. Service:

The department recognizes service to the campus, community, and to our profession. A rating of meritorious requires meeting service responsibilities within the department and service to the college, campus, community, or profession. A rating of excellent requires meeting service responsibilities within the department and multiple service contributions to the college, campus, community, or profession. In evaluating service both the quality and quantity of service contributions will be considered.

TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

The candidate's record in teaching, research, and service will each be evaluated separately as below expectations, meritorious, or excellent. The candidate must be rated as, at least, meritorious in all three areas and must receive a rating of excellent in either teaching or research. It is essential that, of the reviewers solicited, a majority have neither collaborated with nor mentored the candidates. Examples of appropriate criteria for faculty evaluation in the Department of English and items to consider for inclusion in the candidates' dossier are provided at the end of this document. This is a list of suggestions and is NEITHER all-inclusive NOR a list of requirements.

Article length contributions to edited books will be evaluated in the same fashion as journal articles. Edited research works, collaborative work, textbooks and other publications are likewise recognized as scholarship. In all cases, it is the scholarly/creative quality and contributions to the discipline, not merely its quantity, which shall guide the evaluation of the faculty member's work. In every case where quantitative volume is not high, it is understood the standards may be adjusted to reflect ongoing work of exceptional quality and contribution to the field.

1. Teaching:

Candidates must demonstrate teaching merit as determined by multiple means, beyond that required for the comprehensive review. In undergraduate classes the candidate will be expected to demonstrate strong and effective teaching via (1) student evaluations and (2) two other measures of teaching-effectiveness from the examples provided in the appendix to this document. This includes contributions to the breadth, depth, and needs of the department and up-dating curriculum and course materials. In evaluating teaching, course size, level, and student population will be considered in interpreting student evaluations. A rating of meritorious will require

evidence of effective teaching. Candidates should demonstrate that their courses are coherently organized, thoughtfully presented, and that they deal with significant areas in the field. Furthermore, candidates will be expected to demonstrate a commitment to teaching, evidence of which will be good interaction with students, concern with curriculum, and satisfactory development of skills in presenting material. Improvement and innovations in teaching methods and in curriculum development and contribution to the department will be taken into consideration. A rating of excellent will require evidence of outstanding achievement, measured qualitatively or quantitatively, in more than one of the measures listed under meritorious above.

2. Research/Creative Work and Publication:

The department recognizes that scholarship can take many forms. Our department recognizes the scholarship of discovery, integration, application, creative work, administration, and teaching and learning. To receive a rating of meritorious, candidates must demonstrate that they have met various criteria listed in the appendix under "Research/Creative Work," including scholarly/creative publication. A rating of excellent will require evidence of outstanding achievement, measured qualitatively or quantitatively, in more than one of the measures listed under meritorious above.

3. Service:

The department recognizes service to the campus, community, and to our profession. A rating of meritorious requires meeting service responsibilities within the department and service to the college, campus, community, or profession. A rating of excellent requires meeting service responsibilities within the department and multiple service contributions to the college, campus, community, or profession. In evaluating service both the quality and quantity of service contributions will be considered. In addition to meeting their primary obligations to department, university, and/or community service, candidates may also have contributed service to the profession by reviewing grant proposals, refereeing manuscripts, membership in and/or office holding in professional associations, etc.

PROMOTION TO FULL PROFESSOR

The candidate's record in teaching, research, and service will be evaluated as a whole as below expectations, meritorious, or excellent. Promotion requires "a record that, taken as a whole, is judged to be excellent; a record of significant contribution to both graduate and undergraduate education, unless individual or departmental circumstances require a stronger emphasis or singular focus on one or the other; and a record, since receiving tenure and promotion to associate professor, that indicates substantial, significant, and continued growth, development, and accomplishment in teaching and working with students, research, scholarship or creative work, and service." In this review, evaluation letters are required from external reviewers. It is essential that, of the reviewers solicited, a majority have neither collaborated with nor mentored the candidates. Examples of appropriate criteria for faculty evaluation in the Department of English and items to consider for inclusion in the candidates' dossier are provided at the end of this document. This is a list of suggestions and is NEITHER all-inclusive NOR a list of requirements.

Article length contributions to edited books will be evaluated in the same fashion as journal articles. Edited research works, collaborative work, textbooks and other publications are likewise recognized as scholarship. In all cases, it is the scholarly/creative quality and contributions to the

discipline, not merely its quantity, which shall guide the evaluation of the faculty member's work. In every case where quantitative volume is not high, it is understood the standards may be adjusted to reflect ongoing work of exceptional quality and contribution to the field.

1. Teaching:

The candidate will be expected to demonstrate effective teaching evaluated by multiple means which will include, at a minimum, Faculty Course Questionnaires and two other means of evaluation. Examples of other means of evaluation are provided in the appendix to this document. This evaluation includes contributions to the breadth, depth, and needs of the department and up-dating curriculum and course materials. In addition to classroom teaching, the candidate's work with students outside of the classroom as a mentor, research advisor, independent study director, intern supervisor and similar activities shall be considered here. In evaluating teaching, size, level, content, and student population will be considered in interpreting student evaluations. Substantial, significant and continued growth, development, and accomplishment as a teacher since tenure must be demonstrated through meeting various criteria as listed in the appendix under "Teaching."

2. Research/Creative Work and Publication:

The department recognizes that scholarship can take many forms. Our department recognizes the scholarship of discovery, integration, application, creative work, administration, and teaching and learning. Substantial, significant and continued growth, development, and accomplishment as a researcher since tenure must be demonstrated through areas of research as seen in the appendix under "Research/Creative Work," including scholarly/creative publication. Substantive scholarship may be evaluated quantitatively and/or qualitatively.

3. Service:

The department recognizes service to the campus, community and to our profession. In evaluating service both the quality and quantity of service contributions will be considered. Substantial, significant and continued growth, development, and accomplishment in service since tenure must be demonstrated through a discussion of service progress in the department, college, campus, university, community and in our profession. We recognize that different faculty at this level will fulfill this requirement very differently. The appendix lists some examples that may be considered.

POST-TENURE REVIEW

Recognizing the many different ways in which post-tenure faculty contribute to the University, we define "meeting expectations" for purposes of post-tenure review as consisting of three elements, each of which must be met: 1) having achieved a rating of "meeting expectations" or higher on each of the annual merit reviews included in the time period under review, 2) having addressed the faculty member's previous professional plan, and 3) having submitted a new and acceptable professional plan that indicates an ability to achieve "meeting expectations" or higher ratings in the future. If a faculty member diverges from the current professional plan, the committee shall consider the total record of the faculty member during the review period to determine whether strengths in some time periods or some activities compensate for the divergence such that a rating of "meeting expectations" is still appropriate. Ratings of "exceeding expectations" or "outstanding" will be awarded for exceeding these standards.

EXAMPLES OF APPROPRIATE CRITERIA FOR FACULTY EVALUATION, AND MATERIAL FOR INCLUSION IN DOSSIERS AND SELF-EVALUATIONS, DEPARTMENT OF ENGLISH

This is a list of suggestions and is NEITHER all-inclusive nor a list of requirements. Items are not ranked or grouped in any order of importance. There is no expectation by the Department of English that these are the only things that might be used or that all of these items must be used.

A. TEACHING

1. Student Evaluation of Teaching
2. Teaching Awards and Other Outstanding Accomplishments in Instruction
3. Peer Evaluation of Teaching
4. Alumni Evaluation
5. Doctoral Dissertation and Master's Thesis Supervision and Graduate Committee Contributions
6. Student Advising
7. Innovations in Teaching
8. Creativity in Teaching
9. Participation in Teaching-Related Subject Activities
10. Effectiveness of Students in Succeeding Courses and/or in the Pursuit of Graduate Education and/or in Careers
11. Student Supervision in Professional Experience Activities, Internships, Research, Scholarships, and/or Independent Studies
12. Assessment of students in English degree plans
13. Preparation of Course Material
14. Student Development/Encouragement (Centers of Excellence, Library Knowledge, Learning Disability Recognition, Encouragement of Students)
15. Course Organization
16. New Course Development
17. Teaching Improvement Activity (Workshops, Conferences)
18. Role Modeling and Mentoring Based on a Teaching Experience on Any Educational Level
19. Teaching Contribution at Any Institution in Addition to the University of Colorado
20. Risk Factor Involved in the Teaching Venture
21. Contributions of Teaching to Diversity
22. Community Outreach
23. Creation of Teaching Related Documents

B. RESEARCH/CREATIVE WORK

1. Peer Judged Articles and Book Chapters
2. Books and/or Edited Books
3. Papers Prepared for Professional Conferences
4. Recognition by other Scholars of Research and Publications
5. Creative Work
6. Performances
7. Readings
8. Un-sponsored Research
9. Grants and Contracts (Sponsored Research)
10. Professional Reputation (Both Inside and Outside University)
11. Evidence of Capacity for Future Achievements
12. Participation in Development Workshops
13. Participation in Career Development Activity (Workshops, Conference, Summer Schools, etc)
14. Papers Presented at Professional Workshops, Conferences
15. Long-Term Research Projects

16. Expert and Technical Consultation of Research Projects
17. Role Modeling and Mentoring of Research on Any Educational Level
18. Risk Factor Involved in the Research Venture
19. Peer Reviewed publications in Conference Proceedings
20. Reviewing Books in Scholarly Journals
21. Refereeing Book and Article Manuscripts
22. Contribution to Diversity
23. Exhibits in Scholarly Venues
24. Inclusion of Undergraduates in Research
25. Non-refereed publications

C. SERVICE

1. University Committees
2. Administrative Service
3. Service to the Profession and Discipline (Local, State, National, International Level)
4. Consultation and Public Service
5. Role Modeling and Mentoring on Any Educational Level
6. Reviewing Research Proposals
7. Reviewing Grant Proposals
8. Refereeing Book and Article Manuscripts
9. Participation at Professional Conferences, Specifically Organizational Activities (Organizational Activities, Local Planning Committees, Site Visit Details, Activities Involved in Local, Regional and National Meetings, etc.)
10. Membership In and/or Office-holding in Professional Associations.
11. Service Contribution to Education at Any Level and at Any Institution in Addition to the University of Colorado
12. Contributions in Faculty Governance.
13. Contributions of Service to Diversity.