

1 **Department of Comparative World Literature and Classics**
2 **Reappointment, Tenure, and Promotion (RTP) Policy**
3 **College of Liberal Arts**

4
5 **Preamble**

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7 The department of Comparative World Literature and Classics (henceforth the department)
8 encompasses two disciplines which, while sharing an interest in language and literature,
9 nevertheless have different emphases that will be reflected in their respective faculty's Research,
10 Scholarly and Creative Activity (RSCA).

11
12 The mission of the faculty is to train students in the skills of the disciplines. To accomplish this
13 mission, the department embraces the teacher-scholar model for its faculty, in which there is a
14 synergy between a faculty member's scholarship, teaching, and service. *A sine qua non*
15 condition for being an effective teacher entails being actively engaged in scholarly production.
16 By staying current in their respective specialized fields, faculty provide students with an
17 education that makes them competitive, whether they apply for graduate school or enter into the
18 workforce. Professional development as teachers and as scholars should be a demonstrably on-
19 going process for faculty.

20
21 In addition, faculty should demonstrate an ongoing and active role in shared governance by
22 participating in the decision-making process and assuming committee responsibilities at the
23 university, college, and department levels.

24
25 It is each candidate's responsibility to articulate his or her particular contributions within the
26 discipline in his or her narrative and to explain the relevance of, and correlation between,
27 activities in the three areas of the RTP evaluation.

28
29 **Responsibilities of the Departmental RTP Committee**

30 The departmental RTP committee will consist of at least three members who will be of higher
31 rank than the candidates being evaluated. In constituting the departmental RTP committee, every
32 effort will be made to include at least one member of each discipline, but the committee
33 members must be elected by secret ballot by the majority vote of the tenured and probationary
34 faculty. In all other matters pertaining to the constitution of the committee, the department defers
35 to the relevant sections of the College of Liberal Arts (CLA) and university RTP policy.

36
37 In evaluating the candidate, the departmental RTP committee follows university and CLA RTP
38 policy. The departmental RTP committee can request additional substantiation of evidence put
39 forth in candidates' files. The following are specific standards and criteria to be applied in the
40 evaluation of candidates:

41
42 **Teaching.** In its evaluation of students' response to candidates' instruction and grade
43 distribution, the Committee should, in addition to the criteria mentioned in the relevant section of
44 the CLA RTP Policy, take into account such factors as: the time of day of the class, the class
45 size, the type of course taught (e.g., General Education [GE], majors class, large lecture),
46 whether it was taught for the first time, and whether it had a Graduate Assistant (GA).

47 **Research, Scholarly and Creative Activity (RSCA).** The departmental RTP committee will be
48 expected not only to look for quality in all areas of RSCA, but also to discern among different
49 types of work. RTP committee members will take into consideration such issues as: reviews of

50 the work or letters from other experts in the candidate's file attesting to the work's merit; the
51 prestige of the journal or press where the work is published or of the conference where the work
52 is presented; the nature and extent of the review process to which a given work has been
53 subjected, or the significance of an invitation to participate in a publishing/conference activity.
54

55 **Service.** The level of service will be judged in accordance with academic rank, as defined by the
56 CLA RTP policy.
57

58 **Mentoring.** In accordance with the RTP policy of the CLA and in support of the department's
59 interest in developing a cohesive and collegial faculty, the department recognizes the
60 importance of mentoring throughout the RTP process. The mentoring process aims to help
61 candidates establish and maintain a clear sense of direction in their professional development.
62 Mentors should guide candidates with respect to professional development and career decisions.
63 Candidates should consult with their chair and/or designated mentor regarding file development
64 and organization, writing narratives, and other various aspects of their career development,
65 including their scholarly agenda.
66

67 The primary responsibility for complying with RTP policy rests with the candidate. The
68 department chair and candidate will meet to discuss the mentoring process. While the candidate
69 can choose to have the department chair serve as mentor, the candidate may decide to involve
70 other senior faculty members along with, or instead of the department chair with the chair's
71 approval. Because of the interdisciplinary nature of the department and its various areas of study,
72 candidates are welcome to consult with senior faculty or mentors outside of the department who
73 are experts in their particular areas of specialization. It is the responsibility of the candidate to
74 inform the chair about work with mentors outside of the department during the RTP process.
75

76 **Responsibilities of the Candidate**

77 Candidates are governed by the Departmental, CLA, and University RTP policies. Candidates
78 should present their files in a coherent and clear manner. In categorizing their contributions,
79 candidates may list any given accomplishment in only one area (teaching, RSCA, or service). In
80 cases where a contribution can be categorized in two areas, candidates should consult with their
81 department chair as to the most appropriate place to list the contribution.
82

83 **I. Instructional and Instructionally-Related Activity**

84
85 **Goals.** The department expects that candidates will develop into not only proficient but
86 exceptional teachers over the course of their careers. This includes:
87

- 88 • ability to teach classes of different sizes successfully
- 89 • ability to teach a variety of GE classes successfully
- 90 • ability to teach successfully a variety of courses in their own specialized fields within
91 their disciplines
- 92 • continual incorporation of current disciplinary research and personal research into their
93 classes
- 94 • engagement in curriculum development and program revision
- 95 • demonstration of appropriate assessment for student learning outcomes
- 96 • student evaluations in the majority of their classes consistent with or above the
97 departmental and CLA means

- 98 • grade distributions comparable to other classes of the same type and level
- 99 • student mentoring and advisement (e.g. regarding involvement in professional
- 100 organizations and activities, scholarships/fellowships or other academic programs,
- 101 graduate programs and career goals, applications)

102
103 Candidates should refer to the relevant section of the CLA RTP policy for examples of
104 appropriate Instruction and Instructionally-Related Materials.

105
106 In addition to the materials mentioned in the CLA RTP policy, departmental candidates are
107 encouraged to provide evidence of general mentoring to students for professional purposes, such
108 as escorting students on field trips or to professional conferences, or being engaged in mentoring
109 activities like the Ronald E. McNair Scholars Program. Candidates should also include in their
110 Professional Data Sheets (PDS) and describe in their narratives their participation in advising
111 honors and Master's thesis students.

112
113 In preparing their Narrative of Instructional Philosophy and Practice, in addition to the areas
114 required by the CLA RTP policy, candidates should specifically address such variables as:

115
116 1. the candidate's involvement in curriculum development and course preparation, including
117 syllabi/course materials for new preparations or revamped courses.

118
119 2. student course evaluations in relation to whether the course taught is a general education
120 course or a course in one of their special disciplinary areas.

121
122 3. student course evaluations in relation to the size of the course; i.e., is the evaluated course a
123 large lecture or a small seminar or a language class.

124
125 In addressing student evaluations and course GPAs, candidates should, in addition to criteria
126 required by the CLA policy, also address the three above mentioned requirements in their
127 narrative.

128
129 **Peer Observations.** Candidates are strongly encouraged to request at least one classroom
130 observation from a higher-ranking colleague during the period of evaluation; this choice should
131 be made in consultation with the department chair and/or the candidate's mentor. The
132 departmental RTP committee may also choose to observe the candidate in accordance with
133 Collective Bargaining Agreement (CBA).

134 135 **II. Research, Scholarly and Creative Activity (RSCA)**

136
137 **Goals.** The goals of the two disciplines of the department (Classics and Comparative Literature)
138 in terms of criteria for reappointment, tenure, and promotion are as follows:

- 139 • To show evidence of quality and to demonstrate a sustained record of RSCA during the
- 140 period under review. Candidates for reappointment will have produced initial,
- 141 documented steps towards scholarly and creative growth. Candidates for tenure and
- 142 promotion will have demonstrated an ongoing high quality record of RSCA (over several
- 143 years) promising continuing productivity through several peer-reviewed publications. A
- 144 candidate for promotion to full professor will have demonstrated a consistently high
- 145 quality record of RSCA, one that contributes substantially to the scholarship, pedagogy,

146 or application of the discipline. In keeping with university policy, standards for
147 promotion to full professor will be higher than those advocated for tenure and promotion
148 to associate professor.

- 149 • To maintain currency with professional scholarship, particularly in the individual's areas
150 of specialization, keeping in mind the broad latitude afforded by the interdisciplinary
151 nature of Comparative Literature and Classics as academic disciplines.
- 152 • To transmit relevant aspects of the candidate's research and disciplinary knowledge to
153 students in keeping with the teacher/scholar model of scholarly and pedagogical growth.

154

155 For the required materials in the RSCA files, candidates should refer to the relevant sections of
156 the CLA policy.

157

- 158 1. Candidates are expected to have engaged in RSCA that both contribute to their discipline
159 and benefit their ongoing pedagogical development. This involves maintaining a
160 continuous program of RSCA demonstrated in one (or both) of the following categories:

161

162 1.1 **Publication** of a book or monograph on a discipline-appropriate subject by a
163 recognized scholarly publisher.

164

165 1.2 **Publication** of several peer-reviewed articles and/or essays in recognized appropriate
166 scholarly journals (including peer-reviewed electronic academic/scholarly journals) or
167 peer-reviewed collections of scholarly essays.

168

169 Monographs and refereed journal articles are considered the gold standards of our profession.

170

- 171 2. The following also signify worthwhile scholarly activity, and the candidate should be able
172 to document editorial process.

173

174 2.1 **Publication** of a literary or critical edition appropriate to the area of expertise.

175

176 2.2 **Publication** of a book-length translation, or several shorter translations of literary
177 works.

178

179 2.3 **Publication** of creative material such as collection of poetry, short stories, or novels,
180 particularly if they are relevant to the candidate's scholarly and pedagogical areas of
181 specialization.

182

183 Collaborative authorship in scholarly and creative activities is valuable, and candidates who
184 engage in such production should clearly identify their specific contributions in such
185 publications.

186

187 Publication of non-juried, uncritical general discussions, short essays for public programs, or
188 book reviews may complement but do not supplant expectations for ongoing scholarship.

189

190 For definitions, proofs of publication status, and disclosures of peer review process, candidates
191 should consult the relevant sections of the CLA policy.

192

- 193 3. The following achievements add value to a candidate's overall profile. They constitute

194 evidence of ongoing scholarship for reappointment, but do not in and of themselves
195 provide adequate evidence of scholarly production for tenure and promotion:
196

197 3.1 **Presentation** of juried/refereed, and invited papers at international, national, or
198 regional scholarly conferences related to the candidate's field .
199

200 3.2 **Dissemination** in printed or electronic form of a pedagogical or scholarly resource
201 based on extensive original scholarly research (e.g., a language textbook, educational CD,
202 video, new media). If the resource is a language textbook, it must be published in printed
203 form. For other media, a feasible plan for dissemination, use, and peer review must
204 accompany the project.
205

206 3.3 Substantial editorial contributions to a recognized scholarly journal appropriate to the
207 candidate's specialization.
208

209 3.4 Grants and awards for research in the discipline.
210

211 3.5 Essays, reviews or commentaries related to the candidate's scholarly field in popular
212 media intended for a general audience.
213

214 3.6 Book reviews in scholarly publications.
215

216 3.7 Participation in the grant process as an evaluator or consultant for major grant-giving
217 agencies.
218

219 3.8 Participation on any level in the publication of professional journals, whether
220 international, national, or departmental.
221

222 3.9 Editorship of, or significant contributions to, an academic newsletter.
223

224 3.10 Professional recognition for excellence in research.
225

226 3.11 Planning, or helping to host, an academic conference.
227

228 3.12 Leadership on boards or committees of professional organizations in the discipline.
229

230 **III. Service Expectations** 231

232 **Goals.** Service commensurate with rank, according to the policies cited in the CLA and
233 University RTP documents, is a crucial aspect of a candidate's success in the RTP process. All
234 candidates should:

- 235 • attend and participate in departmental meetings and events
- 236 • foster an atmosphere of collegiality and respectful free exchange of ideas among faculty
237 and students
- 238 • effectively represent the department, college, and university when participating in
239 professional and community events in the local and professional community
240

241 Although it does not substitute for participation in faculty governance, candidates are expected to
242 provide appropriate service to their discipline outside of the university by involvement in the
243 activities of international, national, and/or local professional organizations.
244

245 In accordance with the CLA RTP policy, candidates must document their service contribution in
246 their narrative and in the PDS and substantiate it in their service file. The department defers to
247 the criteria for service given by the relevant section of the CLA policy.
248

249 At the departmental level, the candidate is expected to

- 250 1. attend departmental meetings and participate in department governance in a constructive
251 fashion.
- 252 2. serve on departmental committees
- 253 3. work with student organizations and activities
- 254 4. support student success, including writing letters of recommendation for graduate school,
255 awards, and employment.

256
257 At the college level the candidate is encouraged to represent the department by doing some or
258 all of the following activities:

- 259 1. serving on the Faculty Council
- 260 2. serving on one of the standing CLA committees
- 261 3. being involved in the research centers and/or interdisciplinary groups of faculty in the CLA
262

263 At the university level the candidate is encouraged to represent the department by doing some or
264 all of the following activities:

- 265 1. serving on the Academic Senate
- 266 2. serving on one of the standing university councils or committees
267

268 Some examples of professional and relevant community service and outreach in our disciplines
269 are:

- 270 1. active membership in professional organizations
- 271 2. organizing panels for international, national, or local conferences
- 272 3. serving on boards of professional organizations
- 273 4. serving as an editor of a professional journal
- 274 5. participating in community outreach (e.g., at a local high school) for the major or an
275 accredited program in the department
276

277 **Amendments to the Department RTP Policy**

278
279 Amendments to this RTP Policy may be initiated by a petition signed by one-third (33%) or
280 more of the tenured and probationary faculty of the department. The petition shall be submitted
281 to the department chair.
282

283 Voting on the amendment(s) shall be by secret ballot by the tenured and probationary faculty. To
284 become effective, all proposed amendments shall require a majority of the ballots cast by eligible
285 voters and be approved by the Faculty Council, the Dean, and the Provost.
286

287 The approved amendment(s) shall go into effect at the beginning of the following academic year.