Preamble

The Department of Comparative World Literature and Classics (henceforth the department) distinguishes itself among the disciplines in the College of Liberal Arts (CLA) by the interpretation of texts and material culture informed by history, theory, and praxis. Comparative World Literature focuses on narratives and texts from world cultures, including texts in the original languages and in translation, as well as artifacts of material culture that present visual, auditory, or digital 'texts.' Classics focuses on texts and artifacts from the cultures of the ancient Mediterranean.

The mission of the faculty is to train students in the skills of the discipline. To accomplish this, the department embraces the teacher-scholar model for its faculty, in which there is a synergy between a faculty member's scholarship, instructional activities, and service. A *sine qua non* condition for being a good teacher entails being actively engaged in scholarly production. By staying current in their respective specialized fields or expanding their expertise to embrace a new subfield, faculty provide students with an education that makes them competitive, whether they apply for graduate school or enter the workforce. Professional development as teachers and as scholars should be a demonstrably on-going process for faculty. In addition, faculty should demonstrate an ongoing and active role in shared governance by participating in the decision-making process and assuming committee responsibilities at the university, college, and department levels.

Successful candidates for tenure and promotion must meet or exceed the minimum requirements for each of the three categories listed below: instructional activities; research, scholarly, and creative activities (RSCA); and university, professional, and community service. [2.0] It is each candidate's responsibility to articulate their particular contributions within the discipline in their narrative and to explain the relevance of, and correlation between, activities in the three areas of the RTP evaluation.

The department defers to the College of Liberal Arts (CLA) RTP policy, with the following additional specifications. The relevant general sections of the CLA RTP policy are referred to by corresponding numbers in brackets. The department's RTP committee should follow the guidance offered by the University and College RTP Policies in considering the inequities created by cultural and identity taxation, as discussed by a candidate. In evaluating candidates who have joint appointments, members of the candidate's RTP committee should refer to Academic Senate Policy Statement 94-11, section VI. [3.2]

Mentoring

In support of the department's interest in developing a cohesive and collegial faculty, the department recognizes the importance of mentoring throughout the RTP process. The mentoring process aims to help candidates establish and maintain a clear sense of direction in their professional development. Mentors should guide candidates with respect to professional development and career decisions. The chair will serve as mentor for candidates. Candidates should consult with their chair /mentor regarding file development

and organization, writing professional narratives, and other various aspects of their career development, such as their scholarly agenda. [3.5]

The primary responsibility for complying with RTP policy rests with the candidate. The chair and candidate will meet to discuss the mentoring process. In addition to the chair, the candidate may decide to involve other senior faculty members in mentorship roles. Because of the interdisciplinary nature of the department and its various areas of study, candidates are welcome to consult with senior faculty or mentors outside of the department who are experts in their particular areas of specialization.

Instructional Activities

The primary mission of the CSU is to provide an intellectually rich learning experience for students, in order to prepare them to be successful and effective members of a diverse society, and the department prides itself on its strong teaching record. Effective instructional activities encompass a wide range of tasks and responsibilities and can include, but are not limited to:
- classroom instruction
- chairing or serving as a signing member on thesis and/or comprehensive exam committees
- supervising individual students enrolled in activities like independent study, research, internship, honors, and student teaching
- instructionally related mentoring and advising students
- curriculum and course development, including designing and/or leading study abroad experiences.

Candidates should provide examples of required and appropriate Instructional Materials. [2.1.1] Candidates for tenure and promotion to Associate Professor should have evidence of effectiveness in instructional activities. Candidates may also submit evidence for continued engagement in improvement, such as completion of workshops and/or learning communities dedicated to pedagogy, instruction, and/or mentorship. Candidates for promotion to Professor should provide evidence of a consistent record of excellence in the form of continued growth and effectiveness in instructional activities. [5.4]

The department expects that candidates will develop into not only proficient but exceptional teachers over the course of their careers. This includes:
- ability to teach classes of different sizes successfully
- ability to teach a variety of GE classes successfully
- ability to teach successfully a variety of courses in their own specialized fields within their disciplines
- continual incorporation of current disciplinary research and personal research into their classes
- engagement in curriculum development and program revision

- excellence in the classroom as demonstrated by, for instance, student evaluations, both numeric and written, and peer teaching observations, while being cognizant /mindful of existing or potential biases
- evidence of student learning outcomes and course assessment instruments
- student mentoring and advisement (e.g. regarding involvement in professional organizations and activities, scholarships/fellowships or other academic programs, graduate programs and career goals, applications).

Student mentoring / advising

In addition to the materials mentioned in the CLA RTP policy 2.1.1, candidates are encouraged to provide evidence of general mentoring to students for professional purposes, such as escorting students on field trips or to professional conferences, as well as working with honors or graduate students. Candidates should include in their Professional Data Sheets (PDS) and describe in their narratives their participation in advising honors and Master's thesis students.

Narrative of Instructional Philosophy and Practice.

In addressing the areas required by the CLA RTP policy, candidates should specifically address such variables, including but not limited to:

- the candidate's involvement in curriculum development and course preparation, including syllabi/course materials for new preparations or revamped courses,

- student course evaluations in relation to whether the course taught is a general education course, a course in one of their special disciplinary areas, or a course with other special characteristics (Honors, BeachXP etc.), as well as the size of the course (e.g., a large lecture or a small seminar) and the mode of the course (e.g., in-person, synchronous online, asynchronous online).

- course GPAs in relation to the above mentioned variables.

Peer Observations.

Candidates are strongly encouraged to request at least one classroom observation from a higher-ranking colleague during the period of evaluation; the candidate is encouraged to consult with the chair regarding an observation. If conducted, the department RTP committee must observe the candidate in accordance with Collective Bargaining Agreement (CBA).

Research, Scholarly and Creative Activity (RSCA).

The department values faculty who engage in original research, scholarly, and creative activities (RSCA) and recognizes that a candidate's RSCA may range across a continuum of scholarship described in University [2.2] and College [2.2] RTP policies. All candidates in the RTP process are expected to demonstrate ongoing engagement in scholarly and/or creative activities that serve both the discipline and their professional development. For each particular period of review, candidates should endeavor to demonstrate a sustained

record of scholarship, currency in their field(s), and the transmission of relevant research and disciplinary knowledge to students in accordance with the teacher-scholars model.

Candidates should refer to the appropriate RTP policy for the following:
- required materials in RSCA files [2.2.1]
- types of peer review [2.2.3]
- publication status [2.2.4]. Candidates should note which statuses count for RSCA.

In recognition that various types of scholarship can cross over [2.2.3], all types of scholarship are acceptable. Typical publications for the disciplines include single-author peer-reviewed articles and book chapters. Examples of peer-reviewed RSCA products that meet the requirements for tenure and promotion include but are not limited to:
- research-based, substantive essays in journals, edited collections of essays, or book chapters
- works of fiction, poetry, creative nonfiction, or a combination thereof, in recognized journals, anthologies, magazines, or other media
- monographs
- edited or co-edited anthologies, or collections of essays
- (co-) authored or co-edited articles, monographs, books or textbooks
- scholarly editions of a primary text or critical editions of a text
- book-length translations, or several shorter translations of literary works.
- reports, papers, or studies for agencies or organizations
- museum catalogues.

Collaborative work on RSCA is valuable and encouraged. Peer-reviewed co-authored articles or chapters and other examples of RSCA for which the candidate was a significant contributor are counted towards the criteria for tenure in the same way that a peer-reviewed single-author article or chapter is counted. In the case of co- and multi-authorship, candidates must provide a clear description of the distribution of work by different authors, including themselves. Candidates should also clearly indicate whether/when a co-author is a current or former student.

RSCA quality and significance

Candidates can demonstrate the **high quality** of their peer-reviewed publications by documenting as many of the following that pertain, as per CLA RTP policy 2.2.3.1:
- The members of editorial boards and their credentials / reputation
- The reviewers' reports and the peer review process (single blind, double blind, open)
- The acceptance rate of the journals or presses
- The relevance of the research in broadening the horizon of knowledge in the field
- The number of times a publication has been cited (to be used with caution)
- The prestige of the journal or press, as appropriate to the discipline and as clarified by the candidate.

- External review by experts in their field, requested by the Chair of the department RTP committee; possible reviewers may be suggested by the candidate.

Significance can be determined by criteria including but not limited to:
- depth and originality of the research, scholarship, or creative activity
- the process of peer-review
- the prestige of venue or sponsoring organization
- the community or professional needs served by the product
- citations and/or use of product by peers or other stakeholders
- the impact of the product in the relevant field(s).

Excluded from RSCA
Publication of non-peer-reviewed, uncritical general discussions, short essays for public programs, or book reviews do not count for RSCA but may enhance a candidate's file, as appropriate to the discipline.

Minimum RSCA for RTP actions
The minimum levels of RSCA production for RTP action can be seen in the examples below, which should not be construed as exhaustive. Candidates are encouraged to focus on quality over quantity for their RSCA production, and to make their cases accordingly.

Minimum RSCA for reappointment as Assistant Professor
Candidates for reappointment will have one of the following:
- at least one peer-reviewed article in the publishing process, with documentary proof of editorial response (e.g., acceptance, conditional acceptance, or revise and resubmit)
- if pursuing a monograph, evidence that a proposal and one or two sample chapters have been sent to a publisher.

Minimum RSCA for tenure and promotion to Associate Professor
Candidates for tenure and promotion to Associate Professor will have published one of the following:
- one monograph / scholarly book
- three peer-reviewed articles or essays at least one of which must be sole-authored
- an anthology of essays edited or co-edited by the candidate in which the candidate also has an original chapter *and* one sole-authored journal article or additional book chapter in a different anthology.

Minimum RSCA for promotion to Full Professor
Candidates for promotion to Full Professor will have RSCA accomplishments in excess of the standard for tenure; that is, for instance, a monograph and at least one peer-reviewed article published, or four additional peer-reviewed articles published.

Ongoing RSCA
Candidates are also expected to engage in other ongoing RSCA activities in their field. Such activities may include but are not limited to presenting papers at academic conferences; giving public readings of creative work; delivering scholarly lectures in public and/or academic venues, including on other university or college campuses; fellowships or residencies supporting scholarly or creative activities; and publishing non-peer-reviewed works such as book reviews, reference articles, and encyclopedia entries.

Service

The department values faculty members who are committed to active participation in shared governance. Candidates must provide evidence of service to the department, college, university, profession, and/or community. The RTP committee will evaluate the quality and significance of contributions to campus self-governance, as well as service to the profession and to the community.

Service commensurate with rank, according to the policies cited in the CLA and University RTP documents, is a crucial aspect of a candidate's success in the RTP process. CLA RTP policy 2.3.2.1 specifies service expectations by rank. All candidates should:
- attend and participate in the department meetings and events
- foster an atmosphere of collegiality and respectful free exchange of ideas among faculty and students

Department level service
At the department level, the candidate is expected to attend faculty meetings and participate in department governance, as well as serve on department committees. Additionally, the candidate should work with student organizations and activities or support student success, including writing letters of recommendation for graduate school, awards, and employment.

College level service
At the college level the candidate is encouraged to represent the department by doing some or all of the following activities (not an exhaustive list, including but not limited to):

a. serving on the Faculty Council
b. serving on one of the standing CLA committees
c. being involved in the research centers and/or interdisciplinary groups of faculty in the CLA.

University level service
At the university level the candidate is encouraged to represent the department by doing some or all of the following activities (including but not limited to):
a. serving on the Academic Senate
b. serving on one of the standing university councils or committees
c. serving on the board of one of the centers (BMAC, Dream Success, CPIE, FCAB)

d. working with university programs like the Ronald E. McNair Scholars Program.

Service to the profession
Although it does not substitute for participation in faculty governance, candidates are expected to provide appropriate service to their discipline outside of the university by involvement in the activities of international, national, and/or local professional organizations. Some examples of professional and relevant community disciplinary service and outreach are:
a. active membership in professional organizations
b. organizing panels for international, national, or local conferences
c. organizing or helping to host an academic conference
d. serving on boards or committees of professional organizations
e. serving as an editor of a professional journal
f. serving as a reader for peer-reviewed publications
g. participating in community outreach (e.g., at a local high school) for the major or an accredited program (e.g. minor or certificate)
h. participation in the grant process as an evaluator or consultant for major grant-giving agencies.

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

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

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