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

Preamble

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

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

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

Responsibilities of the Departmental RTP Committee

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

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

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

Research, Scholarly and Creative Activity (RSCA). The departmental RTP committee will be expected not only to look for quality in all areas of RSCA, but also to discern among different types of work. RTP committee members will take into consideration such issues as: reviews of
the work or letters from other experts in the candidate’s file attesting to the work’s merit; the
prestige of the journal or press where the work is published or of the conference where the work
is presented; the nature and extent of the review process to which a given work has been
subjected, or the significance of an invitation to participate in a publishing/conference activity.

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

Mentoring. In accordance with the RTP policy of the CLA and 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.
Candidates should consult with their chair and/or designated mentor regarding file development
and organization, writing narratives, and other various aspects of their career development,
including their scholarly agenda.

The primary responsibility for complying with RTP policy rests with the candidate. The
department chair and candidate will meet to discuss the mentoring process. While the candidate
can choose to have the department chair serve as mentor, the candidate may decide to involve
other senior faculty members along with, or instead of the department chair with the chair’s
approval. 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. It is the responsibility of the candidate to
inform the chair about work with mentors outside of the department during the RTP process.

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

I. Instructional and Instructionally-Related Activity
Goals. 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
- demonstration of appropriate assessment for student learning outcomes
- student evaluations in the majority of their classes consistent with or above the
  departmental and CLA means
Candidates should refer to the relevant section of the CLA RTP policy for examples of appropriate Instruction and Instructionally-Related Materials.

In addition to the materials mentioned in the CLA RTP policy, departmental 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, or being engaged in mentoring activities like the Ronald E. McNair Scholars Program. Candidates should also include in their Professional Data Sheets (PDS) and describe in their narratives their participation in advising honors and Master’s thesis students.

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

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

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

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

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

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

II. Research, Scholarly and Creative Activity (RSCA)

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

- To show evidence of quality and to demonstrate a sustained record of RSCA during the period under review. Candidates for reappointment will have produced initial, documented steps towards scholarly and creative growth. Candidates for tenure and promotion will have demonstrated an ongoing high quality record of RSCA (over several years) promising continuing productivity through several peer-reviewed publications. A candidate for promotion to full professor will have demonstrated a consistently high quality record of RSCA, one that contributes substantially to the scholarship, pedagogy,
or application of the discipline. In keeping with university policy, standards for promotion to full professor will be higher than those advocated for tenure and promotion to associate professor.

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

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

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

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

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

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

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

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

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

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

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

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

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

3. The following achievements add value to a candidate’s overall profile. They constitute
evidence of ongoing scholarship for reappointment, but do not in and of themselves provide adequate evidence of scholarly production for tenure and promotion:

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

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

3.3 Substantial editorial contributions to a recognized scholarly journal appropriate to the candidate’s specialization.

3.4 Grants and awards for research in the discipline.

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

3.6 Book reviews in scholarly publications.

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

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

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

3.10 Professional recognition for excellence in research.

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

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

**III. Service Expectations**

**Goals.** 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. All candidates should:

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

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

At the departmental level, the candidate is expected to

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

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

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

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

1. serving on the Academic Senate
2. serving on one of the standing university councils or committees

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

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

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 department chair.

Voting on the amendment(s) shall be by secret ballot by 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.

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