

47 size, the type of course taught (e.g., General Education (GE), majors class, large lecture),
48 whether it was taught for the first time, and whether it had a Graduate Assistant (GA). The
49 Committee shall also consider: improvement in teaching, anomalies among student evaluations,
50 significant standard deviations, and other forms of instructional assessment used by the
51 candidate.

52
53 **Research, Scholarly and Creative Activity (RSCA).** The program's RTP committee will be
54 expected not only to look for quality in all areas of scholarship and creative activity, but also to
55 discern among different types of work. RTP committee members will take into consideration
56 such issues as: reviews of the work or letters from other experts in the candidate's file attesting
57 to the work's merit; the prestige of the journal or press where the work is published or of the
58 conference where the work is presented; the nature and extent of the review process to which a
59 given work has been subjected, or the significance of an invitation to participate in a
60 publishing/conference activity. The program's RTP committee will evaluate the candidate's
61 work in relation to the academic discipline of Comparative World Literature.

62
63 **Service.** The level of service will be judged in accordance with academic rank.

64
65 **Mentoring:**

66 In accordance with the RTP policy of the CLA and in support of the program's interest in
67 developing a cohesive and collegial faculty, the program recognizes the importance of
68 mentoring throughout the RTP process. The mentoring process aims to help candidates establish
69 and maintain a clear sense of direction in their professional development. Mentors should guide
70 candidates with respect to professional development and career decisions. The program director
71 will serve as mentor for candidates. Candidates should consult with their program director /
72 mentor regarding file development and organization, writing professional narratives, and other
73 various aspects of their career development, such as their scholarly agenda.

74
75 The primary responsibility for complying with RTP policy rests with the candidate. The
76 program director and candidate will meet to discuss the mentoring process. In addition to the
77 program director, the candidate may decide to involve other senior faculty members in
78 mentorship roles. Because of the interdisciplinary nature of the program and its various areas of
79 study, candidates are welcome to consult with senior faculty or mentors outside of the program
80 who are experts in their particular areas of specialization.

81
82 **Responsibilities of the Candidate**

83 Candidates are responsible for reading the Program's, CLA's, and University's RTP policies.
84 Candidates should present their files in a coherent and clear manner. In categorizing their
85 contributions, candidates may count any given accomplishment in only one area (teaching,
86 scholarship, **or** service). In cases where a contribution could be categorized in more than one
87 area, the candidate should explain the rationale for listing a specific activity in one category
88 rather than another.

89
90 **I. Instructional and Instructionally-Related Activity**

91

92 **Goals.** The program expects that candidates will develop into not only proficient but exceptional
93 teachers over the course of their careers. This includes:

- 94
- 95 • ability to teach classes of different sizes successfully
- 96 • ability to teach a variety of GE classes successfully
- 97 • ability to teach successfully a variety of courses in their own specialized fields within
98 their disciplines
- 99 • continual incorporation of current disciplinary research and personal research into their
100 classes
- 101 • engagement in curriculum development and program revision
- 102 • student evaluations in the majority of their classes consistent with or above the program's
103 and CLA averages
- 104 • grade distributions comparable to other classes of the same type and level
- 105 • evidence of student learning outcomes and course assessment instruments
- 106 • student mentoring and advisement (e.g. regarding involvement in professional
107 organizations and activities, scholarships/fellowships or other academic programs,
108 graduate programs and career goals, applications)
- 109

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

112

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

118

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

- 121
- 122 1. the candidate's involvement in curriculum development and course preparation, including
123 syllabi/course materials for new preparations or revamped courses
- 124
- 125 2. student course evaluations in relation to whether the course taught is a general education
126 course or a course in one of their special disciplinary areas.
- 127
- 128 3. student course evaluations in relation to the size of the course; i.e., is the evaluated course a
129 large lecture or a small seminar or a language class.
- 130

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

134 **Peer Observations**

135

136 Candidates are strongly encouraged to request at least one classroom observation from a higher-
137 ranking colleague during the period of evaluation; the candidate is encouraged to consult with

138 the program director regarding an observation. The program's RTP committee may also choose
139 to observe the candidate in accordance with Collective Bargaining Agreement (CBA) policy.

140 141 **II. Research, Scholarly and Creative Activity (RSCA)**

142
143 **Goals.** The goals of the Comparative World Literature Program in terms of criteria for
144 reappointment, tenure, and promotion are as follows:

- 145 • To show evidence of quality and to demonstrate a sustained record of scholarship during
146 the period under review. Candidates for reappointment will have produced incremental,
147 documented steps towards scholarly and creative growth. Candidates for tenure and
148 promotion will have demonstrated an ongoing high quality record of RSCA (over several
149 years) promising continuing productivity through several peer-reviewed publications. A
150 candidate for promotion to full professor will have demonstrated a consistently high
151 quality record of RSCA, one that contributes substantially to the scholarship, pedagogy,
152 or application of the discipline. In keeping with university policy, standards for
153 promotion to full professor will be higher than those advocated for tenure and promotion
154 to associate professor.
- 155 • To maintain currency with professional scholarship, particularly in the individual's areas
156 of specialization within Comparative World Literature.
- 157 • To transmit relevant aspects of the candidate's research and disciplinary knowledge to
158 students in keeping with the teacher/scholar model of scholarly and pedagogical growth.

159
160 For the required materials in the RSCA files, candidates should refer to the relevant sections of
161 the CLA policy.

162
163 Candidates are expected to have engaged in scholarly activities that both contribute to their
164 discipline and benefit their ongoing pedagogical development. This involves maintaining a
165 continuous program of scholarship demonstrated in one or several of the following categories:

- 166
167 1. **Publication** of a peer-reviewed monograph on a discipline-appropriate subject by a reputable
168 scholarly publisher.
- 169
170 2. **Publication** of several peer-reviewed articles and/or essays in recognized appropriate
171 scholarly journals (including peer-reviewed online academic/scholarly journals) or peer-
172 reviewed collections of scholarly essays.
- 173
174 3. **Publication** of a peer-reviewed literary or critical edition appropriate to the area of expertise.
- 175
176 4. **Publication** of a peer-reviewed edited collection of essays or an edited anthology.
- 177
178 5. **Publication** of a peer-reviewed book-length translation, or several shorter translations of
179 literary works.
- 180
181 6. **Publication** of peer-reviewed creative works such as a collection of poetry, short stories, or
182 novel, particularly if they are relevant to the candidate's scholarly and pedagogical areas of
183 specialization. The program is using the definition of peer review for creative material as

184 stipulated in the CLA RTP policy 2.2.3.1.a.

185

186 Candidates can demonstrate the **high quality** of their peer-reviewed publications by
187 documenting as many of the following that pertain:

- 188 • The members of editorial boards and their credentials/reputation
- 189 • The reviewers' reports and the peer review process (single blind, double blind, open)
- 190 • The acceptance rate of the journals or presses
- 191 • The relevance of the research in broadening the horizon of knowledge in the field
- 192 • The number of times a publication has been cited (to be used with caution)
- 193 • The prestige of the journal or press, as defined variously by its longevity or specialization
- 194 • External review by experts in their field, requested by the Chair of the program RTP
195 committee; possible reviewers maybe suggested by the candidate.

196

197 The minimum levels of RSCA production for RTP action are as follows:

198

199 Minimum RSCA for reappointment as Assistant Professor

200 Candidates for reappointment will have at least one peer-reviewed article (2.) in the publishing
201 process, with documentary proof of editorial response (e.g., acceptance, conditional acceptance,
202 revise and resubmit, or rejection) OR, if pursuing a monograph (1.), evidence that a proposal and
203 one or two sample chapters have been sent to a publisher;

204

205 Minimum RSCA for tenure / promotion to Associate Professor

206 Candidates for tenure / promotion to Associate Professor will have published either one
207 monograph (1.) OR three peer-reviewed articles / essays (2.);

208

209 Minimum RSCA for promotion to Full Professor

210 Candidates for promotion to Full Professor will have RSCA accomplishments in excess of the
211 standard for tenure; that is, for instance, a monograph (1.) and at least one peer-reviewed article
212 published, or four additional peer-reviewed articles (2.) published.

213

214 This policy differentiates monographs from books as such: monographs are essays on a single
215 topic written by a single author or in collaboration, whereas books can include critical editions,
216 translations, collected essays etc.

217

218 Monographs and peer-reviewed journal articles (1.-2.) are considered the gold standards of our
219 profession. These will be more highly valued than peer-reviewed essays in collections or
220 conference proceedings. The ranking, in descending order, is as follows: monographs, journal
221 articles, essays in collections, essays in conference proceedings. Collaborative authorship in
222 scholarly and creative activities is valuable, and candidates who engage in such production
223 should clearly identify their specific contributions in such publications. Depending upon the
224 candidate's specific contributions, a book or monograph written in collaboration may not count
225 as much as a single-author publication.

226

227 Publication of non-peer-reviewed, uncritical general discussions, short essays for public
228 programs, or book reviews do not count for RSCA.

229

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

232
233 Critical editions, edited collections, anthologies, translations and creative work as RSCA (3.-6.)
234 The RSCA value of a publication of a critical edition (3.), an edited collection or anthology (4.),
235 or a translation (5.) will depend upon the amount of editorial work done by the candidate. It is
236 the responsibility of the candidate to explain and account for the amount and type of work put
237 into their book. The candidate should be able to document the editorial process.

238
239 For instance, if the candidate does extensive editorial work (i.e., is the sole editor) and writes a
240 substantial introduction, then:

241
242 for reappointment, the candidate would need to provide evidence that a book proposal and
243 sample introduction has been sent to a publisher;

244
245 or, for tenure, the candidate would publish this book AND one peer-reviewed article;

246
247 or, for promotion to Full Professor, the candidate would publish this book AND two peer-
248 reviewed articles.

249
250 Candidates who intend to submit items from 3.-6. should consult with the director and/or the
251 chair of the CWL RTP committee for guidance on what additional materials from 1.-2. will be
252 necessary for tenure or promotion. Tenure and promotion cannot be awarded based solely upon
253 items from 3.-6.

254 255 **III. Service Expectations**

256
257 **Goals.** Service commensurate with rank, according to the policies cited in the CLA and
258 University RTP documents, is a crucial aspect of a candidate's success in the RTP process. All
259 candidates should:

- 260 • attend and participate in the program's meetings and events
- 261 • foster an atmosphere of collegiality and respectful free exchange of ideas among faculty
262 and students
- 263 • effectively represent the program, college, and university when participating in
264 professional and community events in the local and professional community

265
266 Although it does not substitute for participation in faculty governance, candidates are expected to
267 provide appropriate service to their discipline outside of the university by involvement in the
268 activities of international, national, and/or local professional organizations.

269
270 In accordance with the CLA RTP policy, candidates must document their service contribution in
271 their narrative and in the PDS and substantiate it in their service file. The program defers to the
272 criteria for service given by the relevant section of the CLA policy: for reappointment,
273 candidates should focus on service to the program; for tenure and promotion to Associate
274 Professor, candidates should demonstrate high-quality college and university service; and for

275 promotion to Professor, candidates should have a record of service at all levels, including
276 leadership role(s) at the university.

277
278 At the program's level, the candidate is expected to
279 1. attend faculty meetings and participate in CWL governance in a constructive fashion.
280 2. serve on the program's committees
281 3. work with student organizations and activities
282 4. support student success, including writing letters of recommendation for graduate school,
283 awards, and employment.

284
285 At the college level the candidate is encouraged to represent the program by doing some or all of
286 the following activities:

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

290
291 At the university level the candidate is encouraged to represent the program by doing some or
292 all of the following activities:

293 1. serving on the Academic Senate
294 2. serving on one of the standing university councils or committees
295 3. serving on the board of one of the centers (BMAC, Dream Success, CPIE)
296 4. working with university programs like the Ronald E. McNair Scholars Program

297
298 Some examples of professional and relevant community disciplinary service and outreach are:

299 1. active membership in professional organizations
300 2. organizing panels for international, national, or local conferences
301 3. organizing or helping to host an academic conference
302 3. serving on boards or committees of professional organizations
303 4. serving as an editor of a professional journal
304 5. participating in community outreach (e.g., at a local high school) for the major or an
305 accredited program (e.g. minor or certificate)
306 6. participation in the grant process as an evaluator or consultant for major grant-giving agencies

307
308 **Amendments to the Program RTP Policy**

309
310 Amendments to this RTP Policy may be initiated by a petition signed by one-third (33%) or
311 more of the tenured and probationary faculty of the program. The petition shall be submitted to
312 the program director.

313
314 Voting on the amendment(s) shall be by secret ballot by the tenured and probationary faculty. To
315 become effective, all proposed amendments shall require a majority of the ballots cast by eligible
316 voters and be approved by the Faculty Council, the Dean, and the Provost.

317
318 The approved amendments(s) shall go into effect at the beginning of the following academic
319 year.