

LITERATURE DEPARTMENT STANDARDS FOR ADVANCEMENT / Teaching Professors

The following is a summary in bullet-point format of the criteria for advancement and promotion formatted for the purposes of campus reviewers and CAP. Explanations of various sections are available in the full attached document for consultation.

Summary of Expectations at Each Stage

I. NORMAL MERITS:

a. LPSOE to LSOE (2-year review cycle) / Assistant Teaching Professor

- **Teaching Excellence:** Clearly demonstrated evidence of excellent teaching in a growing pedagogical profile encompassing a wide range of courses, including lower-division, upper-division, and occasional graduate-level, classes, and mentoring by example.
- **Professional and/or Scholarly Achievement and Activity, Including Creative Activity:** Evidence of creative/research engagement in the profession, and commitment to diversity that may come in the form of attending and presenting at relevant conferences in the field; giving readings; curating and producing events, such as reading series and conferences; writing an introduction to an edited or co-edited volume; publishing pedagogy articles in journals; or producing impactful publication(s) in one's field.
- **University and Public Service:** Service as befits junior-rank appointees, generally limited to 1-2 assignments at the departmental level *per review period*, and service to the profession that is appropriate for a junior faculty member. Furthermore, one significant activity to show educational leadership, such as evidence of commitment to diversifying the campus by conducting TA training, serving as a reviewer for an undergraduate textbook, advising other institutions revise their curricula, or working with K-12 and community colleges locally, *per review period*.

b. LSOE to Senior LSOE (2- to 3-year review cycle)

- **Teaching Excellence:** Demonstrated continued excellence in teaching, including graduate committee memberships and student mentorship activities. CAPE and graduate evaluation scores in high ranges with few anomalies.
- **Professional and/or Scholarly Achievement and Activity, Including Creative Activity:** Increased evidence of creative/research engagement in the profession, and commitment to diversity that may come in the form of attending and presenting at relevant conferences in the field; giving readings; curating and producing events, such as reading series and conferences; writing an introduction to an edited or co-edited volume; publishing creative or pedagogy articles in journals; or producing impactful publication(s) in one's field.
- **University and Public Service:** Increased service both departmentally and in university committees, 2-3 assignments *per review period*, in addition to service

to the greater profession. Additional field-related service may come in the form of *two* of the following: serving as a promotion reviewer for outside institutions; invited lectures, talks, or

readings; assignment as a reviewer or judge/jury member for external writing contests and/or residencies, and/or other field-related tasks indicative of increased visibility in the profession; evidence of commitment to diversifying the campus by conducting TA training, serving as a reviewer for an undergraduate textbook, helping other institutions revise their curricula, or working with K-12 and community colleges locally.

c. Senior LSOE (3- to 4-year cycles)

- **Teaching Excellence:** Continued excellence in teaching, demonstrated by student evaluations. Increased graduate committee memberships and student mentorship activities. There may be evidence of invited lectures pertaining to teaching, or equivalent professional engagements.
- **Professional and/or Scholarly Achievement and Activity, Including Creative Activity:** Increased evidence of creative/research engagement in the profession and commitment to diversity that may come in the form of attending and presenting at relevant conferences in the field; curating and producing events, such as reading series and conferences; writing an introduction to an edited or co-edited volume; publishing creative or pedagogy articles in journals; or producing impactful publication(s) in the field.
- **University and Public Service:** Increased service, as befits senior rank appointees: generally, 3-4 assignments or engagements at the departmental level. In addition, service to the greater profession that is appropriate for a senior faculty member, 3-4 engagements *per review period*. Increased mentorship activities with both graduate students and junior faculty in the field. Additional field-related service may come in the form of *three* of the following: serving as a promotion reviewer for outside institutions; invited lectures, talks, or readings; assignment as a reviewer or judge/jury member for external writing contests and/or residencies, and/or other field-related tasks indicative of increased visibility in the profession; evidence of commitment to diversifying the campus by visiting local high schools, conducting TA training, serving as a reviewer for an undergraduate textbook, helping other institutions revise their curricula, or working with community colleges on articulation of courses. Stature as a senior LSOE is reinforced by significant service roles in both profession and university.

LITERATURE DEPARTMENT STANDARDS FOR ADVANCEMENT FOR TEACHING PROFESSORS:

Introduction:

The Lecturer with Security of Employment series, though created to aid in meeting the long-term instructional needs of the University, is not merely defined by excellent teaching.

Teaching professors are expected to excel in the same three areas as professors in the traditional ladder rank path, namely teaching, research, and service. With the key differences that their teaching will be assessed most heavily, and that research and service related to teaching and/or pedagogical training will also be counted towards merit.

According to Academic Affairs guidelines, LSOE faculty are reviewed for performance using the following three criteria:

1. Teaching excellence;
2. Professional and/or scholarly achievement and activity, including creative activity;
3. University and public service.

The Literature Department recommends advancement based on all three of the above areas. Advancement may be delayed if one of the areas is notably weak.

TEACHING EXCELLENCE

Regular merit advancement in the LSOE series depends on particularly meritorious contributions in the areas of teaching and mentoring. LSOE faculty have both teaching duties and leadership responsibilities pertaining to teaching; contributions in the area of teaching must include not only teaching at all levels and formats, from large lower-division lecture courses to upper-division workshops and graduate seminars, but also evidence of faculty's willingness to meet departmental and college teaching needs. When evaluating performance in this area, standard indices of participation are taken into account, including syllabus preparation, evaluations, and letters collected from students, in addition to other relevant documentation of teaching innovation.

Given the importance of teaching for advancement in the LSOE series, we expect faculty to obtain on average very favorable evaluations. Faculty members whose CAPE scores are regularly below the 80% range will be invited to reconsider the principles that guide their courses; furthermore, they will be invited to write a statement for their review file regarding their plans for improvement. As evaluation in this area is essential to LSOE faculty advancement, a return rate of 50% or higher is imperative; if that return rate is not achieved, the Department will consider the findings inclusive. The faculty member must then request that a colleague or the Chair observe the class to provide an assessment.

PROFESSIONAL AND/OR SCHOLARLY ACHIEVEMENT AND ACTIVITY, INCLUDING CREATIVE ACTIVITY

Although research and creative activity are not weighted as heavily for LSOEs, professional achievements and activity are nonetheless evaluated during each review period, and achievement in this area is deemed an essential part of teaching excellence. Profiles in this area will differ by case; nonetheless, LSOEs will be evaluated on their continued professional activity and contributions to their field(s). Contributions will vary according to rank, with an expectation of increasing activity with advancement in steps. The range of activities meeting the demands of this category includes publication of original work, conference participation, and the creation and production of events (e.g. reading series and conferences).

UNIVERSITY AND PUBLIC SERVICE

All faculty in the LSOE series are expected to offer service at the departmental and/or university levels. It is expected that faculty will be willing and competent as they discharge their duties, playing an integral role not only in the functioning of the Department, but also in the operations of the University. Such service may include teaching above that which is required, serving as Section Head or MFA Director (but not Department Chair), participating on University committees, creating programming that serves the University and off-campus community in the form of educational leadership, and conducting workshops at professional association conventions. Furthermore, LSOEs will be acknowledged for their skills as effective administrators in service that supports the diversity, inclusion, and equal opportunity objectives of the University through efforts in recruitment, retention, and the mentoring of students and scholars alike.

It is expected that faculty engage in university and public service in proportion to their rank. As senior faculty, LSOEs will be expected to serve more regularly and more competently, holding posts such as committee chairships on campus- and/or university-wide committees, and on the editorial or advisory boards of professional organizations. Public service work that addresses the needs of community, state, and nation, and demonstrates excellence in both level and quality, will be recognized as evidence for advancement, as addressed in PPM 230-28.4.

II. Promotions (PSOE to LSOE, LSOE to SLSOE)

- **Demonstrated excellence in teaching;**
- **More substantial service beyond the Department level (campus, community or service to the discipline/field);**
- **The production of another major book for a fiction writer or a poet; or,**
- **A significant number of peer-reviewed articles, books chapters, or other publications**

III. ACCELERATIONS

When a faculty member has taught, published, or performed a substantial amount of service within a single review period, the Department evaluates the impact and substance of that work. If the Department determines it to be equivalent to a monograph of scholarly publication, this can justify a request for acceleration and/or advancement through a barrier step or promotion. In these instances, the Department will provide additional support in the file to demonstrate impact and weigh heavily the assessment of external reviewers.

Accelerations between merit steps within rank—for instance from LSOE, Step I to Step III— are predicated on the candidate’s exceeding by a substantial margin the “normal” expectation of achievement during the review period. This will involve some combination of meritorious service, continued high-quality teaching and leadership, and unusual scholarly productivity and/or distinction during the review period.

The proposal for an acceleration might be justified by the publication of twice the expected number of articles, or several articles, a scholarly anthology of which the candidate served as editor or co-editor, an unusually larger number of short essays (in B items), conference papers and/or formal colloquium presentations at prestigious institutions, and so forth. Honors such as teaching awards, major fellowships, publication prizes can play a role here, depending on the significance of the honor. In the case of the LSOE, acceleration would be merited through the combination of exceptional teaching obligations or awards, service, or research.

At any advancement or promotion review, the Department may decide whether the award of bonus off-scale salary is warranted. This is typically linked to exceptional teaching and/or service during a review period, although scholarly production and distinction during the same review period must be taken into account. Bonus off-scale salary can be recommended also as a result of extraordinary scholarly distinction. Or it can be requested in a case of a no-change file when productivity does not qualify for a merit advancement or promotion but deserves some recognition. Exceptional achievement in teaching may be documented by a teaching prize, by an influential pedagogical innovation, or by an unusual number of doctoral students: in short, teaching that significantly exceeds what is normally expected for advancement. Achievements in departmental, University, or professional service may also be rewarded with the recommendation of bonus off-scale salary. Such activities might include the presidency of a major professional organization making exceptional demands on the candidate’s time, the winning of a major academic prize, chairing the Department or the local division of the Academic Senate, the leading role in organizing a major international academic event, and so forth. A bonus off-scale recommendation in addition to a normal merit advancement assumes that while achievement in either teaching or service is documented well beyond normal expectations, the other elements also remain strong, with scholarly productivity within the norm for the level of the candidate.