

**ADVANCEMENT STANDARDS TEMPLATES
ARTS & HUMANITIES 2025-26**

Date: April 8, 2025

Dept Name: Literature

Standards for Advancement: AY 2025-26

Series: Teaching Professor

1. SUMMARY CHART OF STANDARDS FOR ADVANCEMENT AT EACH STAGE (ONE OR TWO PAGES, IN BULLET FORM: TEACHING

Elements towards individual teaching excellence and activity related to the promotion of teaching excellence:

- All indices of teaching excellence are taken into account, including syllabus preparation, evaluations, letters collected from students, and, when requested by a faculty member, teaching evaluations from colleagues or the Chair.
- Documented teaching innovation, including the development of new courses or significant changes to existing courses, regular evaluation and revision of department curriculum, as well as the preparation of classroom materials like textbooks.
- Obtain on average favorable evaluations.
- The regular course load for a teaching professor is 12 courses in two years (or equivalent administrative duties), although there are provisions for course relief for faculty members who take on onerous service, either in the Department or on campus

A. Normal Merit Review

- Assistant: A consistent record of individual teaching excellence and activity related to the promotion of teaching excellence and innovation in the department
- Associate: A consistent record of individual teaching excellence and activity related to the promotion of teaching excellence and innovation in the department, as well as graduate committee membership and student mentorship activities
- Full: A consistent record of individual teaching excellence and activity related to the promotion of teaching excellence and innovation in the department, as well as increased graduate committee membership and student mentorship activities

B. Fourth Year Appraisal

- A consistent record of individual teaching excellence and activity related to the promotion of teaching excellence and innovation in the department

C. Assistant to Associate

- A consistent record of individual teaching excellence and activity related to the promotion of teaching excellence and innovation in the department; variety of courses; innovation of syllabi and pedagogical approach

D. Associate to Full

- A consistent record of individual teaching excellence and activity related to the promotion of teaching excellence and innovation in the department; variety of courses; innovation of syllabi and pedagogical approach; increased mentorship of both undergraduate and graduate students

E. Professor Step 6

- A consistent record of individual teaching excellence and activity related to the promotion of teaching excellence and innovation in the department; variety of courses; innovation of syllabi and pedagogical approach; significant mentorship of both undergraduate and graduate students

F. Professor Above Scale

- Individuals should be specially acknowledged if they teach an unusual number of directed reading courses, freshman seminars, and/or serve on a large number of MA, MFA, and PhD committees, and/or supervise an unusual number of undergraduate honors theses, MFA students, or PhD students.

G. Above Scale Merits

- Individuals should be specially acknowledged if they teach an unusual number of directed reading courses, freshman seminars, and/or serve on a large number of MA, MFA, and PhD committees, and/or supervise an unusual number of undergraduate honors theses, MFA students, or PhD students.

2. SUMMARY CHART OF STANDARDS FOR ADVANCEMENT AT EACH STAGE (ONE OR TWO PAGES, IN BULLET FORM: RESEARCH

The research standards are described in terms of *credentials* (individual pieces of research activity). The list of credentials is different for both “Research Scholar” and “Creative Writing” Teaching Professors.

Research Scholars: A single credential is equivalent to any of the following:

- 1 article or essay in a peer-reviewed journal or scholarly anthology
- Two presentations at conferences (virtual or in-person)
- The organization of a conference, exhibition, or reading
- A year-long leadership role in a scholarly organization outside UCSD
- A digital-humanities project or web-based teaching tool
- A short chapbook or pamphlet
- Editing a volume or special issue of a journal (this editorial work should be counted as one “credential” in addition to any credentials earned for articles written for such a publication.
- Significant progress on a larger project, such as a long-term digital humanities project, a web-based teaching resource, or a book
- A monograph, textbook, or another book will generally be counted as equivalent to 4 credentials, depending on length and impact.

Creative Writing: A single credential is equivalent to any of the following:

- 1 story, article, essay or selection of poems in a single magazine, journal or anthology
- Two invited readings
- Two presentations at conferences (virtual or in-person)
- The organization of a conference, exhibition, or reading
- A year-long leadership role in a scholarly organization outside UCSD
- A digital-humanities project or web-based teaching tool
- Editing a volume or special issue of a journal (this editorial work should be counted as one “credential” in addition to any credentials earned for articles written for such a publication.
- Significant progress on a larger project, such as a long-term digital humanities project, a web-based teaching resource, or a book
- A chapbook would generally be counted as 2 credentials, depending on length and impact.
- A monograph, textbook or another book will generally be counted as equivalent to 4 credentials, depending on length and impact.

I. REGULAR MERITS AND PROMOTIONS

A. Normal Merit Review

- Assistant: At least 1 credential that shows engagement in the profession per 2-year review period.
- Associate: At least 1 credential that shows engagement in the profession per year.
- Full: 1-2 credentials that show(s) engagement in the profession per year.

B. Fourth Year Appraisal

- At least 2 credentials (one for each of the two 2-year review periods) that show engagement in the profession

C. Assistant to Associate

- 2-4 credentials that show engagement in the profession since the PhD degree.
- Number of credentials will vary based on time in Assistant steps. The number should be equal to or greater than the total of the sum of 1-2 credentials per two-year period. (For example, if 6 years at Assistant step, there should be 3-6 credentials total)

D. Associate to Full

- 4-6 credentials that show engagement in the profession since promotion to Associate.
- Number of credentials will vary based on time in Associate steps. The number should be equal to or greater than the total of the sum of 1 credential per year. (For example, if 6 years at Associate step, there should be at least 6 credentials total)

E. Professor Step 6

- 6-12 credentials that show engagement in the profession since promotion to Full.

- Number of credentials will vary based on time in Full steps. The number should be equal to or greater than the total of the sum of 1-2 credentials per year. (For example, if 6 years at Assistant step, there should be at least 6 credentials total)

F. Professor Above Scale

- 1-2 credentials that show engagement in the profession for each year in the review period.

G. Above Scale Merits

- Double the expected credentials during the review period.

II. ACCELERATIONS

- Accelerations within Assistant, Associate and Full Professor Scale
 - Double the expected credentials during the review period.
- Accelerations to or through promotions (to Associate or Full or Above Scale)
 - Double the expected credentials during the review period.
- Acceleration within Above Scale
 - Double the expected credentials during the review period.

III. BOS

BOS will be considered for these categories:

- 1) a faculty member has combined nearly double the amount of research with a full teaching and service load in which they perform well.
- 2) a faculty member has won a research, teaching, or service prize from the campus, the UC system or a major national or international organization.
- 3) a faculty member has completed a term of service as the director of an institute or a center: Program directors may be considered for a BOS upon completion of their term, if they demonstrated outstanding leadership in creating and/or advancing the relevant program. Standard progress benchmarks will have to be exceeded, and outcomes will need to have surpassed the norm. Annual Evaluation Standards for IAH Directors are used as divisional models to define these metrics.
- 4) a faculty member has successfully completed a term of service as department chair.
- 5) a faculty member has successfully completed a term of service as a member of CAP or the CoC, has chaired a major academic senate committee (like UGC, GC, or similar), or served as an elected member of the Academic Senate Leadership.
- 6) a faculty member has successfully taught an overload equivalent to 1.5 times the regular teaching load (not including any thesis supervision, directed readings, and similar).
- 7) a faculty member does not have the research for a normal merit or because they are at a barrier step, but teaching and service are excellent – No change with BOS.

8) a faculty member provided extraordinary contributions to EDI in service, teaching, and/or research.

3. SUMMARY CHART OF STANDARDS FOR ADVANCEMENT AT EACH STAGE (ONE OR TWO PAGES, IN BULLET FORM: SERVICE

A. Normal Merit Review

- Assistant: Serve one or more departmental committees in a given academic year. Professional service beyond the University is also taken into account.
- Associate: Serve regularly and competently on departmental level committees and can be called on to serve campus or university-wide committees. Professional service beyond the University is also taken into account.
- Full: Serve at the departmental level, at the campus level, and also UC level. Professional service beyond the University is also taken into account.

B. Fourth Year Appraisal

- Serve one or more departmental committees in a given academic year. Professional service beyond the University is also taken into account.

C. Assistant to Associate

- One or more departmental committees in a given academic year

D. Associate to Full

- Substantial service at the Department level in addition to some campus-wide service.

E. Professor Step 6

- More substantial service within and beyond the Department level, including regular contributions to the essential work of the Department as well as University (leadership roles, committee work, etc.), in addition to some degree of service beyond the University.

F. Professor Above Scale

- Substantial service at the departmental level, at the campus level, and the UC level. Professional service beyond the University is also expected.

G. Above Scale Merits

- Substantial service at the departmental level, at the campus level, and the UC level. Professional service beyond the University is also expected.

4. NARRATIVE PRESENTATION OF STANDARDS FOR ADVANCEMENT

Introduction

The Literature Department describes herein current standards for evaluating faculty personnel files. It not only reflects the nature of faculty research, teaching, and service in the general field of literary studies but also the unique structure of the Department. Since its founding in 1963, the Literature Department has united under one roof faculty from an unusually wide array of literary fields and subfields that normally would be distributed in five to ten different literature and language departments (e.g., English, French, German, Italian, Russian, Spanish, Asian Literatures, etc.). Moreover, at UCSD, many Literature faculty members do comparative or transnational scholarship

of several cultures, and study texts written in several languages. The Department also houses creative writers who publish original works of poetry, fiction, and mixed genres as well as faculty in the Program for the Study of Religion.

This statement of current advancement and promotion practices in the Department Academic Senate faculty intends to provide both Department members and campus reviewers with a clear idea of advancement criteria and procedures for the three areas of research, teaching and service as they relate to the LSOE/Teaching Professor series.

I. General Criteria and Procedures for Promotion and Advancement

The Department grants advancement based on the three areas of teaching, service, and research. Teaching remains the priority for the LSOE track, and so Teaching Faculty members should not expect major promotions to take place solely on research and service, though good research and meritorious service are taken seriously into account. Advancement may be delayed if research, service, or both are notably weak.

TEACHING FOR TEACHING PROFESSORS

Regular merit advancement depends on meritorious contributions in the areas of teaching and mentoring. Teaching professors are expected to take on especially demanding challenges and/or achieve exceptional success. All indices of participation are taken into account, including syllabus preparation, evaluations, letters collected from students, and, when requested by a faculty member, teaching evaluations from colleagues or the Chair. Files for teaching professors should indicate a strong commitment to teaching at all levels, from large lower-division lecture courses to graduate seminars. We also recognize a willingness to meet departmental and college teaching needs, and an engagement to take on courses that stretch beyond the faculty member's area of expertise. One example of such a course could be the college core courses, which often require significant preparation in areas outside or peripheral to a faculty member's training. Teaching faculty should be regularly willing to take on courses outside their areas of expertise in order to serve departmental curricular needs. We seek to recognize documented teaching innovation, including the development of new courses or significant changes to existing courses, regular evaluation and revision of department curriculum, as well as the preparation of classroom materials like textbooks.

Although we do not wish faculty members to approach courses and student evaluations as a mere popularity contest, we expect teaching faculty members to obtain on average favorable evaluations. Faculty members whose teaching performance is less than excellent are invited to reconsider the principles that guide their courses. They will be invited to write a statement for their review file regarding their plans to improve, and the faculty member may request a colleague or the Chair to observe the class and provide an assessment. Awards for teaching excellence are also possible, though not required, indicators of contributions that merit advancement and promotion.

The regular course load for a teaching professor is 12 courses in two years (or equivalent administrative duties), although there are provisions for course relief for faculty members who take on onerous service, either in the Department or on campus. Beyond the regular load, individuals should be specially acknowledged if they teach an unusual number of directed reading courses, freshman seminars, and/or serve on a large number of MA, MFA, and PhD committees, and/or supervise an unusual number of undergraduate honors theses, MFA students, or PhD students. Unusual contributions in any of these measures of teaching excellence and dedication may be used

to request bonus off-scale salary components and/or accelerations.

SERVICE

Advancement normally depends on some meritorious academic service in the Department, the University, and the profession. These contributions may be given additional weight when faculty take on especially onerous service obligations and/or achieve exceptional success.

The requirements for service to the Department, the University, and the profession depend on the candidate's rank, but all cases are based on the willingness to accept and competently perform a reasonable number of committee assignments. For Assistant Professors, the Department usually requires that they serve on one or more departmental committees in a given academic year, but does not expect them to serve on a campus or University-wide committee. Associate and Full Professors are expected to "be able administrators who participate effectively and imaginatively in faculty government, University committees, and the formulation of departmental, college, divisional, school, and University policies," and should also be recognized for "contributions to student welfare through service on student-faculty committees and as advisors to student organizations...and for contributions to furthering diversity and equal opportunity within the University through participation in such activities as recruitment, retention, and mentoring of scholars and students" (PPM 230-28, p. 12). Although service profiles will differ, depending on the demands of particular assignments, the Department expects senior faculty members to serve regularly and competently on departmental and campus or university-wide committees. Associate professors should serve on the departmental level and could be called upon to serve at the campus level. Full professors are expected to serve at the departmental level, and also at the campus and UC level. Committee memberships or chairships that require an unusual time commitment should be recognized as extraordinary service beyond the normal requirements.

Professional service beyond the University can take the form of participation in professional societies and associations or membership on the advisory/editorial boards of journals. Significant contributions in this arena, such as serving as President of a major association or as editor of an important journal, should count as extraordinary professional service. Finally, the APM 210-1 acknowledges public service "to the community, state, and nation, both in their special capacities as scholars and in areas beyond those special capacities when the work done is at a sufficiently high level and of sufficiently high quality. Academic service activities related to the improvement of elementary and secondary education represent one example of this kind of service." When public service is extensive, the Department will regard a lighter university service load as sufficient for advancement. Extraordinary service in any of these arenas may be used to request a bonus off-scale salary and/or bolster a request for a research-justified acceleration.

RESEARCH & PUBLICATION

Research and creative activity is not anticipated as robustly in the quantity or scope that it is for traditional research-track faculty, but the vast majority of our Literature faculty in the LSOE series are achieving high levels of scholarly research and creative activity.

Research criteria are often the most easily measurable marker for promotion and advancement in the Teaching series of Literature Department faculty, but it should be clear that, in counter to the Research Scholar track, substantive and sustained original scholarship, or, for members of the

Writing section, publication of original creative work, is secondary to teaching excellence. If an LSOE Teaching Professor exceeds the minimum publication requirements, this should be considered as a factor supporting acceleration and/or an off-scale bonus.

Research & publication expectations for Teaching Professors can be defined by the concept of a *credential*. A *credential* for research scholars can be defined as any of the following: a research or pedagogy article in peer-reviewed journal or scholarly anthology; submission of well-advanced chapters that are part of a larger project; presentation at relevant conference (virtual or in-person); significant committee leadership within their field beyond UCSD; curation or production of a conference or reading; editing a volume or special issue. Credentials will be evaluated by the size and scope of each contribution. A normal writing credential, for example, will be equivalent to one chapter or article. For creative writing faculty, a *credential* can be defined as any of the following: a creative publication in a recognized magazine or journal, or a research or pedagogy article in peer-reviewed journal or scholarly anthology; submission of well-advanced chapters that are part of a larger project; invited readings; presentation at relevant conference (virtual or in-person); significant committee leadership within their field beyond UCSD; curation or production of a conference or reading; editing a volume or special issue. Credentials will be evaluated by the size and scope of each contribution. Venues will be evaluated according to impact in the field and the standing of other contributors. A normal writing credential, for example, will be equivalent to one story, article, essay or a selection of poems in a single venue.

For Research Scholars: A single credential is equivalent to any of the following:

- 1 article or essay in a peer-reviewed journal or scholarly anthology
- Two presentations at conferences (virtual or in-person)
- The organization of a conference, exhibition, or reading
- A year-long leadership role in a scholarly organization outside UCSD
- A digital-humanities project or web-based teaching tool
- A short chapbook or pamphlet
- Editing a volume or special issue of a journal (this editorial work should be counted as one “credential” in addition to any credentials earned for articles written for such a publication.
- Significant progress on a larger project, such as a long-term digital humanities project, a web-based teaching resource, or a book
- A monograph, textbook, or another book will generally be counted as equivalent to 3-4 credentials, depending on length and impact.

For creative writing faculty: A single credential is equivalent to the following:

- 1 story, article, essay or selection of poems in a single magazine, journal or anthology
- Two invited readings
- Two presentations at conferences (virtual or in-person)
- The organization of a conference, exhibition, or reading
- A year-long leadership role in a scholarly organization outside UCSD
- A digital-humanities project or web-based teaching tool
- Editing a volume or special issue of a journal (this editorial work should be counted as one “credential” in addition to any credentials earned for articles written for such a publication.
- Significant progress on a larger project, such as a long-term digital humanities project, a web-based teaching resource, or a book

- A chapbook would generally be counted as 2 credentials, depending on length and impact.
- A monograph, textbook or another book will generally be counted as equivalent to 4 credentials, depending on length and impact.

Literary scholars and creative writers are encouraged and expected to disseminate their work through a wide range of formats and venues. Original scholarship may take the form of single- or co-authored books, edited volumes, guest-edited special journal issues, journal articles, book chapters in edited volumes, substantial new literary or theoretical translations, or annotated collections of original documents. We provide here a breakdown of expectations and evaluation criteria across this variety of publication forms and venues.

For the promotion from Assistant to Associate Teaching Professor, the standard for Literature Department requires 2 to 4 additional credentials since the PhD degree. For promotion from Associate to Full Teaching Professor, 4-6 credentials since appointment to Associate Teaching Professor are expected. For Teaching Professor to Teaching Professor Step VI, 6-12 credentials since appointment to Full Teaching Professor are expected. However, these numbers will vary depending on time at each rank. Assistant Teaching Professors are expected to maintain at least 1 credential per two-year evaluation period, Associate teaching professors at least 1 credential per year, and Full Teaching Professors 1-2 credentials per year.

For above-scale promotion and accelerations, double the credentials are expected, and national or international recognition will be taken into consideration by the Department and external reviewers.

Books, Edited Volumes, Guest-Edited Journal Issues

The original **single-authored scholarly book** (or monograph) is the most recognizable form of literary scholarship. Scholarly books in the literary field come in many different forms. They usually utilize a combination of primary and secondary sources to make an original contribution to the field. In many cases, the scholarly monograph in literary studies depends heavily on research in libraries and archives, in English or in other languages. This may involve studying the original text in the context of an earlier historical period and through its later editions, conducting research to understand how that work was interpreted in its own time and in later times, and finally developing a new interpretation of the text and the period in which it was written, read, and received. Those archive-intensive book projects may take longer to complete than other scholarly books that rely on more readily available sources, and/or more on interpretive work than on archival research. Comparative studies of several cultures may also require longer time to complete.

Likewise, **co-authored works** that constitute important scholarship can carry a great deal of weight, depending on the extent of the faculty member's contribution, and works of broad synthesis and/or important conceptual innovation, depending on their scope, may be considered on a par with scholarly books based upon research in primary sources. According to the PPM (230-28, p. 8), "contributions by faculty members to the professional literature or to the advancement of professional practice or professional education, including contributions to the advancement of equitable access and diversity in education, should be regarded as creative work when they present new ideas or original scholarly research."

Edited volumes often represent a more thorough exploration of a field of research than a single authored monograph. They require a long process of soliciting, gathering, vetting, and synthesizing

of articles. Moreover, they serve as an important way of building a scholarly community, worldwide, and often require an equivalent amount of work as single-authored monographs.

Guest-edited special journal issues are crucial in charting new research directions and debating critical concepts. Although the publication process for a journal issue may be more streamlined than that for an edited volume, a special journal issue still must go through a similarly rigorous process of approval of the issue proposal by the journal, the guest-editor's evaluation of abstracts, peer-review of submissions, and editorial work on selected articles.

Translations and Editions

Literary translations and editions facilitate innovation in research and teaching by changing how a text is received, studied, and taught. Literary translators and editors do not merely convey literal meaning, but present and explore the literary, cultural, and historical aspects of a text. Both translations and editions are, in their own ways, textual interpretations and require rigorous application of the same level and types of analytical skills scholars employ to produce interpretive work. Translators and editors study and interpret the texts in order to make them accessible to scholars, teachers and the general public.

The quality and likely impact of a **translation** must be assessed on a case-by-case basis, using a number of criteria (e.g., length, difficulty, quality of depth of the research that contributed to producing it). The best translations can be considered as making a contribution to new scholarship. Translations of one's own work in another language (either by oneself or someone else) are not considered to be original research. However, faculty members can request evaluation of works that appear in a new edition in another language. The Department will determine, using outsider reviewers if needed, if the new edition represents a new work, substantial additional contributions, or is to be considered an indication of scholarly impact but not as new work.

Edited literary editions also can be major contributions, making available texts that may only exist in archives or presenting new versions of already known, even canonical works. Literary editions, especially but not exclusively of early texts, can involve intensive archival work. Scholars must sometimes consult multiple manuscript versions scattered throughout the world. Creating an outstanding edition may require not only exemplary linguistic skills but also background in paleography, the history and economics of manuscript and print production, the history of archival practice as well as deep knowledge about the historical and cultural background of the text being edited. Editions will be considered on a case-by-case basis, and depending on the length of the introduction, annotations, commentary, and the amount of work they have required, they may be considered as serious scholarly contributions to the field.

Cases of promotions may be based on major translations or editions. Other less substantial work in literary translation and editing may be considered as a partial basis for accelerations.

Publication Venues

Scholarship

Most academic books and edited volumes are published with university presses. This has been our standard for decades. Market pressures, however, have closed many university presses and decreased the number of books they can publish. Reputable commercial publishers, small

independent presses, and electronic venues are increasingly important venues for literary scholars. Indeed, electronic publication is becoming a serious alternative to traditional formats. There is a growing list of e-journals in the literary and cultural studies fields and some publications of e-books. These initiatives seek to provide access to publication for young scholars, especially in those fields in which academic presses are publishing fewer scholarly books. Many of these e-publication venues are peer-reviewed, and the Department will continue to discuss ways to evaluate these forms of scholarly production and to encourage faculty to pursue Open Access venues.

The decline in academic book publishing has put special pressure on certain sub-fields. Out of economic concerns, many university presses simply refuse to consider books in selected fields. In other cases, presses have declined to publish books, despite favorable reviews due to market considerations. It is therefore no longer possible to rely solely on publisher status as an indicator of quality.

Some excellent books have been published with little-known or less prestigious presses. Academic (or trade) presses that are not well known or are considered to be behind the “first tier” of publishers, may nonetheless enjoy a long-lived and significant reputation in a particular sub-field. In these cases, the department will request that outside reviewers discuss the status of the publishing venue, and the Chair’s letter will discuss, in as much detail as possible, the process by which the publication was vetted and evidence of the importance of the publishing venue.

Literature scholars are encouraged to publish in foreign venues and in multiple languages. Given the transnational nature of the Department, many faculty members work in fields that reside largely, if not primarily, outside the United States. Here again, the Department will document, in as much detail as possible, the process by which foreign publishing venues review and evaluate manuscripts prior to publication. A concerted effort will be made to assess the distinction of a foreign publisher in the candidate’s field and to document the relative advantages for a candidate’s career trajectory of publishing with a foreign press.

Creative Work

In the creative writing fields, books can be published in commercial and mainstream presses and widely disseminated online or at bookstores. Creative work can also appear with reputable independent presses that specialize in important work that is often considered too avant-garde and experimental for the mainstream market. Just as market pressures have changed scholarly publishing, there has been an increasing unwillingness on the part of mainstream literary presses to publish experimental material. This has long been the case for poetry, but, now, even for fiction, interesting and innovative work will increasingly be published by independent presses, and, as with scholarly work, electronic venues are acquiring more importance.

As with scholarly work, the ad hoc committee report and the Chair’s letter should give information as to the significance of work in foreign languages, and the quality of the venues in which it is published. In the case of creative writing files, the opinions of external academic reviewers as to the significance of the creative work being evaluated will often be weighted quite heavily. The department will attempt to secure such reviewers, of high rank, from the top-rated creative writing programs in the nation, in order to assess the candidate’s place in the field.

Journal Articles, Book Chapters, Short Essays

Original scholarship is also published in the form of research articles, and the importance of

scholarly articles relative to books and edited volumes has been growing, thanks to the easy accessibility of articles through reliable search engines, the digitizing of articles, and the reduction in the number of books produced by university presses.

Expectations of quality and quantity of articles and essays

Evaluating the importance of **journal articles** is a complex process that involves publication venue, peer review, and impact. Most journals are specialized by sub-field, but there are a few venues, such as the *PMLA* (*Publication of the Modern Language Association*) and other flag-ship journals, that deserve special recognition.

Articles can range considerably in length dependent on the area of research, the methodology, and the venue. When the Department provides a range for the number of articles to be produced in a review period, it is understood that the more significant the publications, the lower the number per review period will be expected. Research articles typically range from 7,000 to 10,000 words in length. Market or editorial pressures, however, sometimes require that articles be much shorter in length. Dependent on the venue, these shorter articles can be among the most impactful and prestigious in the field. We can look to *PMLA* (<https://www.mla.org/Publications/Journals/PMLA/Submitting-Manuscripts-to-PMLA>) for guidance. The MLA is the central scholarly organization for literary scholars. Articles in this venue range from 2,500 to 9,000 words. It is also important to note that in the literature field, research journals uniformly disallow simultaneous submission to multiple venues, and that the most prestigious journals often have a time to publication of a year or two after acceptance.

Literary scholars also publish an increasing number of **book chapters** in scholarly anthologies. Reviewers have sometimes slighted book chapters in comparison to journal articles. However, there is no *a priori* reason to consider the quality of articles published in an edited book as inferior to those that appear in journals. Chapters in scholarly anthologies typically undergo a peer-review process, usually quite rigorous. In these cases, the Department considers them equivalent to peer-review articles published in reputable journals. In fact, chapters in edited volumes published by university presses (e.g., California, Chicago, Duke, Minnesota, and Oxford) require reading and evaluation by 2 to 3 external reviewers solicited by the press, in addition to approval from a faculty editorial board.

Those outside the field should note that peer reviewers include both quality and elegance of prose in their evaluations of the quality of literary scholarship. The Department considers quality and originality of research, writing, and publication as the paramount consideration for advancement. Such quality and originality can be only attained by serious study of primary sources and mastery of criticism and theory, and, often, historical depth and conceptual breadth. Given these standards for evaluation, the sheer number of articles published in the literature field will be lower than in some other research areas. The Department emphasizes the importance of new scholarship and discourages the artificial padding of a CV with articles that are merely rewritings of previously published work, with little addition to the data considered or to the argument.

Translations and republications of articles and essays

Although the Department emphasizes the importance of new scholarship, the Department recognizes the prestige of translation of a research article into another language or the republication of it (or its translation) in an edited volume, for such translation or republication illustrates both the impact and

the continuing relevance of the original article. The Department likewise understands that a scholar, while working on a large project such as a book, will publish shorter essays and articles based on the on-going research that will later be part of a book project. In that case, the ad hoc committee report and the Chair's letters should be explicit as to which parts of a book have been published earlier as articles or chapters, and what percentage of a book constitutes unpublished material.

Reference Works, Reviews, and Public Scholarship

In addition to creating new scholarship, faculty may publish items with an eye to gaining the widest possible dissemination of their original work, among specialists and general readers. These high-impact items may include important textbooks that have a popular or teaching impact, as well as short essays, encyclopedia entries, review essays, and book reviews. Digital projects and the "Digital Humanities" are also becoming increasingly important in the field. Though these contributions might not always constitute new research in a field, they should not be seen exclusively as a form of service.

Being asked to review a work, especially that of a major scholar in a flagship publication or being asked to contribute to an important textbook or encyclopedia, is a sign of the reviewer's stature and recognition in the field. These publications may be considered as evidence of scholarly contribution to the field, but would not be sufficient for promotion without evidence of continuing original scholarship.

Encyclopedia Articles

Scholars are usually asked to write synthesizing essays for encyclopedias based on their exceptional expertise in a field, and are expected to produce an exhaustive analysis of a cultural or historical phenomenon. Encyclopedia entries are normally B items, especially when they are short. However, as they are solicited, as a sign of the reputation of the scholar, they can carry more weight, according to the prestige of the encyclopedia. Also, if they are of significant length, and contain not only the synthesis of the current research on a specific subject, but also an interpretation of it, and even an original contribution, this would justify their classification under A. The burden would be on the ad hoc committee report and the Chair's letter to make the case for such an inclusion.

Reviews

A good book review will not only identify, crystallize, and evaluate the major arguments of the work reviewed, but also usually situate it within the larger body of scholarship of which it is a part. **Book reviews** are usually B items. They also can carry more or less weight according to the prestige of the venue and to the reputation of the author of the book reviewed, as this speaks to the reputation of the reviewer in the field. **Review articles** can be of significant length and can make an original contribution when presenting a carefully researched argument about an emerging literary or cultural phenomenon. In that case, especially when peer-reviewed, they should be classified under A. The burden would be on the ad hoc committee report and the Chair's letter to justify such an inclusion.

Scholars sometimes publish **short essays** in popular venues (e.g., magazines, newspapers, special websites). These high-impact publications derived from their special knowledge and often intervene in current issues. These essays should be considered carefully in relation to creative/scholarly output. Publications in major venues such as the *New York Times*, *LA Times* or online venues of similar quality and reach will be given special weight.

Creative writers also often have shorter publications, such as poems, short stories, graphic texts, and they will be assessed according to the prestige and/or circulation of the venues in which they appear. The ad hoc committee report and the Chair's letters should be very clear about how much of a longer project, such as a book, has incorporated material published earlier.

Scholarly Distinction

Measures of professional distinction may include lecture invitations and requests to review manuscripts for presses, fellowship applications for granting agencies, or tenure and promotion files for other universities. Special recognition should also be given to awards, prizes, and honors in the fields of teaching, service, and research. These may include prizes for books or articles published, teaching awards, becoming editor of a prestigious journal, receiving a major national fellowship or grant, or being elected President of a major professional organization. In some cases, faculty will receive prizes that may be unknown in the U.S. but are the most prestigious literary prizes in the cultures in which they are awarded. The Department, in these cases, will make meaningful comparisons to U.S. prizes, so that reviewers may appreciate the import of such awards. Evidence of extraordinary recognition from the profession may be used to request bonus off-scale salary and/or acceleration.

Favorable reviews of books in reputable venues are also a measure of the impact made by a scholar or a creative writer, especially when written by a respected author. For scholars and creative writers at the Associate and Full Professor ranks, scholarly and critical studies of their work should be considered an important sign of their impact.

II. Specific criteria from advancement and promotion

For promotions (to LSOE; to SLSOE, Step I; to SLSOE, Step VI; to LSOE, Above Scale), the Department requires evidence of an exceptional teaching record, including syllabus preparation; evaluations; letters collected from students; when requested by a faculty member, teaching evaluations from colleagues or the Chair; student mentorship in the form of directed studies and committee membership and leadership; efforts toward developing and maintaining curriculum that is responsive to departmental and university needs, as well as current best practices of the academic landscape; and support of Department faculty pedagogical advancement. In addition, promotions should be marked by the appropriate amount of credentials as outlined above.

EXPECTATIONS FOR DIFFERENT STAGES

1. Promotion to Tenure

- The period preceding consideration for promotion to LSOE and the rank of LSOE includes the fourth-year review for LPSOE. This review goes beyond the basic requirements of productivity during a review period to assess the likelihood of tenure. Normally, receiving a "favorable" 4th year review requires that the candidate show an exemplary teaching record and be well advanced toward her or his 2 to 4 additional peer-reviewed articles since the PhD degree, books chapters, or other publications toward realization of a major project for research scholars or a minimum of 6 discrete publications, or acceptance/publication of a book-length work (50+ pages for poetry, or genre standard range for prose) for creative

writers, by the time of the tenure review.

Good teaching demonstrated by student evaluations and verified evaluation of classroom teaching and service are also part of the assessment. However, the Department tries to keep the service obligations of junior faculty light in order to encourage their research and the building of their teaching record.

2. Promotion to Full Teaching Professor, Teaching Professor VI, and Teaching Professor Above-Scale

The requirements for promotion to SLSOE and beyond include more substantial service than at the LPSOE level, excellence in teaching and a continuing record of substantial publications in the field.

Department requires evidence of an exceptional teaching record, including syllabus preparation; evaluations; letters collected from students; when requested by a faculty member, teaching evaluations from colleagues or the Chair; student mentorship in the form of directed studies and committee membership and leadership; efforts toward developing and maintaining curriculum that is responsive to departmental and university needs, as well as current best practices of the academic landscape; and support of Department faculty pedagogical advancement.

For the promotion to Step VI and Above Scale, the APM specifies that greater attention be paid to measures of scholarly distinction, including an international reputation (usually confirmed by outside letters), but such measures as major invited lectures, book prizes, or election as president of a major professional organization also can be used as evidence of professional distinction. Some promotions have come in response to offers from other institutions, as a matter of retention, but only when the retention candidate's accomplishments have been evaluated in light of the competing offer and that candidate has been determined to meet the campus and departmental expectations for promotion here at UCSD. If this is the case, the Department proceeds with not just a retention file, but also extends requests for external letters and obtains a departmental vote from eligible faculty to safeguard that the promotion procedures are followed regardless of whether a promotion file is put forward on cycle or as a result of external offers.

Scholars

The research criteria for promotions beyond the Assistant level are more flexible than those required for tenure, which means that each candidate must be evaluated on a case-by-case basis. The PPM 230-28, page 8, only states that "research publications and other creative accomplishments should be evaluated, not merely enumerated. There should be evidence that the candidate is continuously and effectively engaged in research and creative activity of high quality and significance."

Promotions should be marked by 2 to 4 new peer-reviewed articles, books chapters, or other publications toward realization of a major project; or a book.

Creative Writers

For creative writers, promotion to Full professor is predicated on the production of a minimum of 6 discrete publications, or acceptance/publication of a book-length work (50+ pages

for poetry, or genre standard range for prose). Continuous publication demonstrates the trajectory of a creative writer who will be valuable in growing the prestige of our MFA program. The significance of venues and visibility in the field as attested to by reviewers of distinction will also be elements of assessment in the promotion of creative writers.

3. Normal Merits

Between major promotions, standards for merit steps can vary and depend on progress toward a well-defined research goal. At the first merit step after promotion to Associate Teaching Professor or to Full Teaching Professor, we look for evidence of significant research in new directions, and/or indications at the planning stage for new curricular and pedagogical efforts.

Other normal merit steps from the Assistant rank through Associate Professor, Step III usually require at least one credential that shows research engagement in the profession *per year*: a research or pedagogy article in peer-reviewed journal or scholarly anthology, submission of well-advanced chapters that are part of a larger project, presentation at relevant conference, curation or production of a conference; in addition to good teaching and an adequate amount of service.

A no-change file for a Teaching Professor would be rare, assuming the faculty member's teaching remains at a high level. Excellent teaching alone is enough to justify a regular merit advancement. In the case of **deferrals and no change files**, the Department does not add to the expectations at a certain rank and step but instead views the loss of additional salary and advancement as its own penalty. Should deferrals and no-change files become an issue with high frequency for any candidate, the Department will consider the recurrence of delays in light of the longer trajectory and the candidate will be counseled by the Chair and/or divisional Dean as necessary, with the goal of re-energizing a scholarly agenda.

Beyond Professor Step VI, a normal merit will be awarded on the basis of approximately 1 to 2 credentials that shows engagement in the profession *per year*: a substantial publication or a bigger number of short pieces, submission of well-advanced chapters that are part of a larger project, presentation at relevant conference, giving readings, curation or production of a conference or readings series; i.e., 3 to 6 for a 3-year review (Steps VI, VII, VIII) or 4 to 8 for a 4-year review (Step IX, Above Scale) or evidence of advancement on a bigger project. A normal merit in Above Scale is considered 100; frequency of publication can vary by genre.

At the **Above Scale** level, the expectation for scholarship might increase in quantity, and is expected to show the continuing impact of the faculty member on his or her field. Merits at the Above Scale level are contingent on continued evidence of publications and activities that befit a Distinguished Professor, such as a steady number of research publications in reputable venues as well as invitations to speak in prestigious venues.

Creative Writers

For creative writers, at least one credential that shows engagement in the profession *per year period*: a substantial publication or a bigger number of short pieces, submission of advanced sections of a larger project, giving readings, presentation at relevant conferences, curation or production of a conference or reading series until Associate Teaching Professor Step III; frequency of publication can vary by genre.

Beyond that level, merit increases will show increasing quantities of publication, usually about 1 to 2 credentials that shows engagement in the profession *per year*: a substantial publication or a bigger number of short pieces, submission of well-advanced chapters that are part of a larger project, presentation at relevant conference, giving readings, curation or production of a conference or readings series; i.e., 3 to 6 for a 3-year review (Steps VI, VII, VIII) or 4 to 8 for a 4-year review (Step IX, Above Scale) or evidence of advancement on a bigger project. A normal merit in Above Scale is considered 100; frequency of publication can vary by genre. Venues will be evaluated according to impact in the field and the standing of other contributors. At the Above Scale level, the same or faster rhythm of publications is expected, as well as evidence of impact on the field.

More generally, what is expected, upon evaluation for advancement, is demonstrated evidence that the faculty member under review has continued his or her agenda of pedagogical excellence, new publication and expansion of visibility and impact within the field of Creative Writing.

As is the case for all other faculty in the department, teaching and service will be assessed for merit at every interval of review, where expectations will match or exceed those of other faculty at similar ranks and steps in the Research Scholar track.

Impact factors for creative writing faculty are often comprised of, but not limited to: invitations to featured readings sponsored by universities or large writing organizations such as Associated Writers Program, at public events such as large book fairs here in the U.S. or in other countries, interviews at top journals regarding process and work published, reprints in prestigious collections, fellowships, literary awards and prizes recognized at a national and international level (e.g., Pulitzer, American Book Award), scholarly and critical studies, translations, and so on.

The work of creative writers will be evaluated on a case-by-case basis for impact and noticeable upward trajectory that help the prestige of the program. At the time of requested promotion or advancement through barrier steps, as discussed, externally solicited letters will be weighted heavily in the department's determination of merit.

4. Acceleration

When a faculty member has published a substantial amount 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 Associate, 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 unusual scholarly productivity and/or distinction during the review period. In the case cited above, for example, the normal expectation for advancement from Step I to Step II is 2 credentials.

The proposal for an acceleration might be justified by the publication of twice the expected number of credentials.

While all promotions to the initial step at the Associate Professor level are not considered accelerations, when the candidate has met the requirements for such advancement per the PPM, acceleration through a barrier step, such as promotion to Full Professor, or promotion to Professor, Step VI is rare. If pursued, the acceleration would require (especially in the case of the Step VI action) attention to the entire career up to that point and conform to criteria similar in nature but greater in magnitude to non-barrier accelerations. The early appearance of a second single-authored book published by a colleague at Associate Step II, for example, might warrant accelerated promotion to Full Professor, while a third single-authored book and other substantial scholarly work might warrant early advancement to Professor, Step VI.

Accelerations are frequently requested at the Full Professor level when, in addition to the standard amount of shorter publications presented, the faculty member also presents a new book of individual scholarship or displays an article count that substantially exceeds or often doubles the standard expected output at his/her rank and step.

5. Bonus Off-Scale

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 or MFA 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.

6. Career Equity Review

In cases where a Career Equity Review has been requested, a scholar's cumulative output and impact or a scholar's un-credited contributions over the course of a number of review cycles may be assessed as a measure for an advancement or promotion request.

7. Retention

Retention actions from equivalent or more prestigious institutions may also trigger accelerations, typically from one rank to the next, with attendant salary increase. If the candidate is at the time not in a review cycle either for merit advancement or promotion, and if the outside offer involves a promotion, the Department quickly decides whether (irrespective of salary) such a promotion can be justified. If it can be justified, a promotion file is prepared, including the solicitation of outside letters of evaluation, as in a normal promotion case. The Department's salary recommendations are

linked to the recommended rank and step, with the goal of producing a matching salary, but the disposition of market off-scale salary awards lies in the hands of the administration. The same general procedure is followed when an outside offer is made to a candidate currently under review for an advancement of any kind.

8. Outside Reviewers in Promotion Actions

This discussion of the desiderata for selection and the role of outside reviewers in promotion cases is intended to help avoid misunderstandings about which referees are “independent,” or other problems often encountered in the evaluation of Arts and Humanities files.

Outside reviewers should be experts in one or more fields of study that overlap with those of the candidate. In general, reviewers should be regarded as leading scholars in their field or subfield. While most such scholars are at major institutions, some are not; their individual standing is more important than that of the scholar’s institution. Some of the reviewers should be working directly in the candidate’s sub-field, while others could be drawn from closely related fields.

In developing a panel of reviewers, the Department Chair informs the candidate that they are welcome to provide the names of one or two scholars in the field for the official solicitation, while the Department develops its own list. Subject to the reviewer availability, the panel of reviewers can include people from both categories, but mainly from the Department’s list.

In addition, it is Department practice to respect a candidate’s request to avoid one or two potential reviewers as unlikely to be adequately informed about the candidate’s scholarship and to make a reasonable judgment. When this happens, the Department may include this correspondence in the file.

In cases in which potential outside reviewers have collaborated with the candidate—in editing a collection in which the candidate has an article, for example, or publishing a chapter in the same anthology—the nature of the collaboration, and its relationship to the small sub-field issue, is to be explained in the Chair’s letter to the file. Reviewers should recognize that as more and more scholarship is being published as articles or chapters in edited volumes; the inclusion of a piece in such a volume does not automatically establish a lack of “independence” by the editor to review the candidate’s entire scholarly output. The editor may, in fact, be unusually well positioned to evaluate the candidate’s work in a comparative context and may well have performed the critical review function as part of selecting and editing the contents of the volume in question. Instead of an *a priori* assumption that editors cannot reasonably and fairly judge, the Department will take special care in evaluating letters from reviewers, whether thesis advisers or editors, who may have a personal investment in the candidate’s advancement.

Though the department always informs reviewers of the UC confidentiality policy, it has noticed that many reviewers, especially those of high rank and prestige, are undaunted about placing identifying information in the body of their letters rather than below the signature line as suggested. This is an external reviewer’s choice. In our view, it does not constitute a lack of independence but is rather a marker of announced personal stature from top-tier reviewers.

Special Considerations for Literature Department Files at All Levels

Multimedia creative work

Increasingly, online venues have come to replace print journals as the most up-to-date forums for research as well as creative writing. Online scholarly journals and literary journals make work available to a wider pool of readers and often serve as a positive response to the costs of publication. Moreover, these venues allow for the inclusion of high-quality images, and even music and film. Considering that scientific journals have incorporated online videos into their research abstracts, literature faculty should also be encouraged to explore the possibilities of sharing their research across a broad spectrum of media outlets.

One of the advantages of a large, diverse Literature Department is the intellectual cross fertilization between literatures and cultures, and between literary scholarship, creative writing, and study of religion. Many Literature Department faculty have become involved, through their research, with other media and genres, including film, photography, and graphic novels. As a result, many of our faculty members find themselves working more comparatively than they would at a peer institution and even allowing this comparative work to lead them to new fields of specialization. This kind of breadth of intellectual growth is a strength of UCSD, and faculty should be encouraged and rewarded for pioneering research and writing through new media outlets and across genres.

Types of work to receive review-related credit by FTE

The Department considers that engagement in both creative and scholarly work should be the basis for advancement and promotion, depending on both quantity and quality and the significance of the venues. The faculty member's FTE designation might be considered in order to decide which type of work should weigh most heavily, but a scholar who engages in creative work and a creative writer who publishes scholarly work should receive credit for all his/her publications.

Foreign publication evaluation

In certain cases, a foreign journal or publisher will provide the best intellectual home for a candidate's research. In such cases, the following kinds of evidence will be necessary for advancement: evidence of the prestige of the foreign journal or publisher (including but not limited to significant prizes, name recognition, citations, measured impact in the field); evidence of the prestige of other authors published in these venues; acknowledgment by outside reviewers of the importance of the venue; evidence of the prestige of reviewers and/or evidence of how the publication was vetted.

The Department does not require the publication of books only in English to justify promotions. Books published in foreign languages are evaluated thoroughly by experts within the candidate's field in order to ensure that these books constitute a comparable level of quality research production to books published with U.S. academic presses.