

English Programs

Tenure and Promotion Processes and Policies

University policies and procedures regarding tenure and promotion are available through the [ISU Policy and Procedures](#):

Tenure and promotion decisions are guided both by college guidelines and by more specific expectations expressed in the criteria outlined in the documents on the following pages. College guidelines are available on the [CAL website](#).

[Departmental Promotion and Tenure Guidelines Regarding Committee Structure, English](#)

The university guidelines for promotion and tenure require that the membership of committees must include student representation and one (1) or more representatives from outside the college/division/unit/department, with the remainder made up of tenured and continuing non-tenured faculty at the assistant professor or higher rank. The Department of English and Philosophy further specifies that each tenure, tenure and promotion, or promotion committee for English shall be composed of five members including:

1. Two tenured full or associate professors in English; for promotion to full, one must be a full professor.
2. One non-tenured, tenure-track professor in English
3. One tenured or tenure-track faculty member outside the English faculty chosen normally for the member's experience with the candidate
4. One student selected by the committee (in consultation with the candidate)
5. From A-C the candidate nominates one person to the committee

Every member of the committee votes.

Tenure, tenure and promotion, or promotion committees shall be appointed by the Department of English and Philosophy Policy and Personnel Committee.

Adopted December 15, 2005

Teaching Expectations for Tenured and Tenure-Track Faculty in English

[Used for tenured and tenure-track faculty; used as a general guide for evaluating teaching by lecturers and adjuncts.]

We believe that teaching, research, and service are mutually sustaining endeavors, and that often evidence of effective teaching will be linked with evidence of effective research and service. The best teachers keep up on trends in their fields of expertise and also on general pedagogical developments in English and composition. Graduate faculty in the department of English regularly teach general education and/or gateway courses, teach specialized upper-division or graduate courses in their areas of expertise, and mentor graduate student T.A.'s and interns. Additionally, graduate faculty may be called upon to work individually with students to advise majors and supervise graduate theses.

Primary evidence of teaching effectiveness should include direct classroom observation by peers as well as written documents such as syllabi, examinations, assignments, and other instructional materials. Student course evaluations will be taken into account but should not be the only primary evidence considered. In weighing the evidence, committees will look for the following indications of involvement and expertise in teaching:

- Fostering learning in the content area through adequate and level-appropriate coverage of the material.
- Using classroom time purposefully and effectively.
- Employing a variety of teaching methodologies and technologies in the classroom, when appropriate.
- Constructing course syllabi, assignments, and supplemental materials that are logically structured, meet all department guidelines (in courses for which guidelines exist), encourage critical thinking, and reflect current developments in the area.
- Engaging the student in the learning process and fostering interest in students and in the subject.
- Assigning an appropriate amount and type of work for the course and providing timely and effective feedback.
- Serving effectively on graduate thesis or exam committees (for directing theses and dissertations, see Research).
- Developing new courses or significantly revising existing course content, pedagogy, or technology in meaningful ways.
- Advising and mentoring students effectively.
- Working effectively with students outside the classroom.
- Additional evidence of expertise in teaching include:
 - ◆ Attending workshops, conferences, or seminars on pedagogy.
 - ◆ Organizing or leading internal workshops, conference panels, or seminars on pedagogy.
 - ◆ Presenting new research on pedagogy at a conference, workshop, or seminar.
 - ◆ Publishing articles on pedagogy in appropriate professional journals.

The last two of these, if subject to peer review, are also forms of research, and illustrate the interrelatedness of our various activities.

A faculty member will have a teaching record that is **satisfactory**, for purposes of tenure, promotion, or PPR if she/he has, since hire or the time of the last tenure and/or promotion and/or PPR performed well in these categories as determined by peer observations, an examination of teaching materials, and course evaluations. A faculty member will have a teaching record that is **superior**, for purposes of tenure, promotion, or PPR if she/he has, since hire or the time of the last tenure and/or promotion and/or PPR performed these teaching activities exceptionally well.

The department is committed to encouraging the university to provide incentives and rewards for outstanding teachers by providing additional salary increases at the time of tenure, promotion, or PPR, or by creating courses releases or additional funding to support graduate advising, developing substantially new graduate courses, or developing substantially new course materials, which are of use to the department or university generally. If a teaching record is deemed outstanding, the Department Chair may consider nominating the faculty member for one of the University's Outstanding Teacher awards.

Approved: November 13, 2006

[Research Expectations for Tenured and Tenure-Track Faculty in English](#)

Tenured and tenure-track English faculty are responsible for maintaining awareness of trends in their areas of expertise and engaging professionally with others in their fields on a regular basis. These activities are documented through the following evidence.

As noted in the College of Arts and Letters policy for evaluation, productive scholarly activities typically fall into the following categories:

- Scholarly Publications: Articles in peer-reviewed publications (including peer-reviewed, authoritative online journals), books or chapters in books.
- Creative Publications: Creative written work appearing in reputable national journals or anthologies.
- Editing: Editor of a special issue of a noted scholarly journal, editor of an anthology or collection of essays, editor or author of a textbook, editor of a creative collection.
- Presentations: Scholarly papers and readings of original creative works in venues, such as conferences and association meetings, recognized by the field.
- Research and Creative Activity Grants: External and internal competitive grant submissions and awards.
- Creative Activities: Participation in or direction of creative performances, creative composition, and other like activities.

“Publication” means any publication that is in substantially final form *and* under contract or accepted for publication, usually with an anticipated publication date, as confirmed by the publisher.

In English studies, if peer-reviewed¹ and in the faculty member’s field(s), the following activities serve as **primary evidence** of quality scholarly or creative work:²

Longer works:

1. Monographs published by a reputable academic press
2. Creative work published in book form by a reputable creative press (for creative writing faculty)
3. Book-length scholarly edition or translation of a text from a reputable academic press (This would normally include a substantial introduction and extensive critical and textual notes, and possibly a running commentary on the text.)
4. Textbooks for which the faculty member is a primary author, published by a reputable academic press

Shorter works:

1. Substantial articles published in reputable professional journals
2. Substantial articles or chapters in edited collections of essays
3. Substantial review essays on several scholarly books
4. Creative work published in reputable journals (for creative writing faculty)
5. Substantive essay in a scholar-companion volume, such as *The Cambridge Companion to X* series or *The Year’s Work in English Studies*, that is intended primarily as a work of reference or as a supplement to classroom instruction
6. Substantial framing essay for a textbook, anthology, or similar work

In English studies, the following serve as **secondary evidence** of quality research activity:

1. Non-peer-reviewed articles or books in one’s field(s).
2. Reviews of recent publications, performances, or creative activities in the faculty member’s field.
3. Teacher’s guides or similar pedagogical materials.
4. Internal or external research grants or other competitive awards.
5. Editorship of scholarly publications.
6. Evidence of ongoing research through, for instance
 - a. participating in conferences by writing papers or creative works, serving as a commentator, or organizing panels.
 - b. participating in a Works-In-Progress or comparable seminar.

¹ By peer-reviewed, we mean review of proposals, manuscripts, and chapters outside of a journal or book publisher’s editorial staff that is used to determine whether a manuscript will be published.

² For these activities, the faculty member should be the sole or co-author.

- c. disseminating the results of research to public audiences or being invited to present creative work as part of respected reading events or established guest writers series at universities, libraries, or bookstores.

The best evidence of professional engagement is publication in one's field, and other professional activity, while expected, cannot replace substantial, peer-reviewed publications that external reviewers recognize as contributions to the faculty member's field. Therefore, the English faculty recognizes the following parameters for satisfactory and superior research records.

For tenure and/or promotion or PPR, faculty members will have a research program that is **satisfactory** if they have, in the most recent five years,³ participated in at least three of the secondary activities listed above and published or had accepted for publication at least two shorter works, as listed under primary evidence, above, that make a contribution to a candidate's fields. (Participation in secondary activities may include more than one instance within a category, for instance, two conference papers and a Works-In-Progress.)

For tenure and/or promotion or PPR, faculty members will have a research program that is **superior** if they have, in the most recent five years,⁴ participated in at least five of the secondary activities listed above and published or had accepted for publication a longer work, as listed under primary evidence, above, or at least four shorter works, as listed under primary evidence, above, that make a contribution to a candidate's fields.

For creative writers, three short pieces (e.g. poems, microfiction), two mid-length pieces (short-shorts, long poems), or one substantial-length piece (e.g. a short story or essay) is equivalent to one scholarly article. Creative work should be published in nationally distributed journals or in edited collections published by respected university, commercial, or small presses. A creative book manuscript (short story, essay, poetry collection, or novel) accepted for publication by a university, commercial, or respected small press is equivalent to a peer-reviewed longer work.

Note on Timeframe: Reviewers are encouraged to contextualize a faculty member's research record within the longer arc of the faculty member's career, but in terms of meeting the standards above, research activities and publications counted in a tenure, promotion, or PPR review outside of the five-year timeframe should not also count in the current tenure, promotion, or PPR review.

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³ Reviews should focus the most recent five calendar years, including the year in which the review begins. ISU Policy allows candidates for Tenure, and Promotion to Associate Professor to choose a six-year timeline, and those candidates should be evaluated going back six years to the time of hire.

⁴ See note 3.

Service Expectations for Tenured and Tenure-Track Faculty in English

[Used for English tenured and tenure-track faculty; used as a general guide for evaluating service by lecturers.]

The service component of faculty workload refers to professionally related activity that benefits the university and other educational institutions, or that fosters closer connections between school and community.

Like other faculty members around the university, faculty in English are expected to take part in committee work and other parts of university governance. In a normal year, each faculty member is expected to serve on at least one body at the departmental, college, or university level. Many faculty are involved at the three levels and sometimes in more than one capacity. Additionally, most faculty members make an effort to serve the larger community, using their expertise and skills to educate the public and to work for organizations that serve the public good.

Professionally related service within the university can include, but is not limited to, any of the following:

- Participating on departmental/college/university boards, committees, task forces, and councils (including hiring and evaluative committees).
- Participating in faculty meetings.
- Serving as faculty advisor for student organizations.
- Assisting with recruiting activities.
- Reviewing internal grants.
- Writing and funding of outreach grants.
- Serving on graduate exam and colloquium committees.
- Serving as Graduate Faculty Representative outside the department.

Professionally related service outside the university can include, but is not limited to, any of the following:

- Serving as an officer or board member in a professional organization.
- Organizing conferences.
- Writing or editing of textbooks.
- Serving on an editorial board for a scholarly journal.
- Serving as an outside evaluator for tenure and promotion decisions at other institutions.
- Serving as an outside examiner for theses and dissertations at other institutions.
- Refereeing manuscripts for academic presses.
- Refereeing conference papers and organizing sessions.
- Refereeing essays for scholarly journals.

- Reviewing external grants.
- Speaking on professional topics to civic, public, business, or professional organizations.
- Working with colleagues in the K-12 system.
- Organizing and/or participating in public concerts, exhibitions, productions, readings.
- Serving as a consultant (paid or unpaid) to governmental or private groups.
- Working with groups that promote the understanding of one's discipline within the community

Many of these activities, both inside and outside the university, also count, where appropriate, as evidence of teaching and research.

Service should be considered **satisfactory**, for purposes of tenure, promotion, or post-tenure review, if a faculty member has served effectively in at least one departmental, college, or university capacity each year since the last review or since hire and has also performed at least one form of professionally related service outside the university and served as needed on graduate exam and colloquium committees within the department and as Graduate Faculty Representative outside the department, since the last review or since hire.

Service should be considered **superior**, for purposes of tenure, promotion, or post-tenure review, if, in addition to meeting the requirements for satisfactory service, a faculty member:

1. Has served effectively on three or more departmental, college, or university boards, committees, task forces, and councils (including ad hoc and exam committees) each year since the last review,
-or-
2. Has served effectively as chair of a university- or college-wide committee,
-or-
3. Has served effectively as an officer in a professionally related organization,
-or-
4. Has received recognition for participation in professional activities within the academic community outside the University,
-or-
5. Has combined some of these activities with more than ordinary professionally related participation in public lectures, workshops, and other forms of educational outreach.

Evidence of effectiveness might include, for example, committee reports, developmental grants, transcripts of public presentations, letters of support from committee chairs, or other relevant documents. They will be evaluated by the committee conducting the tenure, promotion, or post-tenure review. Some faculty members will have undertaken service well beyond the expectations of the department, even beyond that which merits a superior ranking. Such individuals will be good candidates for the University's Outstanding Public Service award, and the Chair is encouraged to consider nominating them for this award.

Approved: November 17, 2007