

English Department Policy Documents



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Department Bylaws

I. Name and Institutional Context

These bylaws are created for the Department of English and Comparative Literature of the McMicken College of Arts and Sciences of the University of Cincinnati. The following supersede these bylaws: college bylaws, UC policies, rules of the UC Board of Trustees, and the contract between UC and the UC Chapter of the American Association of University Professors (AAUP).

II. Purpose

These bylaws create a governance structure to conduct the business of the department. The faculty asserts its authority to regulate its degree programs (including entry requirements, student evaluations, curriculum, class sizes, and program requirements) and its faculty affairs (including hiring, reappointment, promotion and tenure policy, and workload policy), and such other matters as may be within its jurisdiction.

III. Membership

The faculty shall consist of the Head and faculty of all ranks and titles. The faculty shall also include adjunct and visiting professors, regardless of rank, and faculty with joint appointments (i.e., people whose tenure home might be elsewhere).

Voting members of the faculty shall be those members with at least a partial appointment in the department and who (a) are full-time UC employees or (b) meet criteria as AAUP-represented adjunct faculty.

IV. Initial Appointments

Hiring proposals on behalf of the department are prepared by the Head, in consultation with the Steering Committee, and as informed by discussion with the general faculty. The Head appoints a search committee to vet candidates and to make recommendations to the department. New hires are approved by majority vote of those present at a meeting called to consider the search committee's recommendations.

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V. Department Leadership

The officers of the department shall be the Head, Assistant Head, Program Directors, and Area Directors.

A. Head

The Head is the administrative and educational leader of the department whose nomination, appointment, responsibilities, performance review, and removal are laid out in the contract between the UC and AAUP.

B. Assistant Head

The Assistant Head is appointed by the Head and serves at the discretion of the Head. The Assistant Head carries out any administrative function delegated to him or her by the Head, such as scheduling, coordination of the annual review process, etc.

C. Program Directors

The Program Directors are appointed by the Head and serve at the discretion of the Head. The Program Directors shall be as follows: Director of Undergraduate Studies, Director of Graduate Studies, and Director of Composition. There is also an Associate Director of Composition, appointed by the Head in consultation with the Director of Composition. Each of these positions shall be filled at all times. The work of the Program Directors is coordinated by the Head.

The basic responsibilities of each Program Director (except where specified below) include:

- Coordinating and overseeing the recruitment, admission, and retention of graduate students (DGS)
- Communicating with students about the program
- Managing and coordinating student discipline and remediation processes
- Maintaining relevant student records (DUS, DGS)
- Certifying and approving all dissertation committees (DGS)
- Certifying students for graduation (DUS, DGS)
- Tracking alumni (DGS, DUS)

- Planning the curriculum
- Advising students and supervising faculty advisors (DGS, DUS) and training and supervising instructors (DC)
- Ensuring that instructors understand how their courses fit into the curriculum
- Scheduling classes (DC) or overseeing the scheduling process (DGS, DUS)

- Coordinating the work of Program Committees and persons assigned service tasks
- Coordinating with persons external to the department in all program affairs (e.g., on Graduate Council, Undergraduate Council, etc.)
- Coordinating any departmental aspects of University or College initiatives and programs (e.g., learning communities, internships, study abroad)

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- Preparing and updating annually a program handbook or other documentation to be published on the department Web site
- Preparing for and writing program review documents and accreditation reports (as required)

D. Area Directors

Area Directors are appointed by the Head and serve at the discretion of the Head. Area Directors coordinate the interests, initiatives, and responsibilities of faculty in the Literary and Cultural Studies, Creative Writing, and Professional Writing tracks. The duties of Area Directors include, but are not limited to: drafting of the annual undergraduate and graduate schedules (in consultation with the Program Directors and Head and/or Assistant Head); and meeting regularly with faculty to discuss program development.

The Director of Composition may perform duties equivalent to those of an Area Director with regard to the graduate track in Rhetoric and Composition, or he/she may appoint a member of the Rhetoric and Composition faculty for that task.

VI. Standing Committees

Much of the committee service in the department is voluntary, with membership subject to the approval of the general faculty, but the Head reserves the right to appoint committee members when there are too few volunteers. In the absence of bylaws to the contrary, a committee shall generally be chaired by its most senior faculty member. However, committees may also vote to select a chair.

The standing committees of the department are as follows:

A. Directors' Committee (appointed by the Head)

Membership on the Directors' Committee shall consist of the Head, Assistant Head, Program Directors, and Area Directors. The Directors' Committee is charged with coordinating the work of the department's leadership and with maintaining the department's events calendar. The Head chairs the Directors' Committee.

B. Steering Committee (elected at the first department meeting of the year)

See the department's existing Steering Committee bylaws (Appendix I)

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C. Program Committees

Program Committees shall be chaired by the Program Directors.

- The Graduate Studies Committee shall consist of at least one tenured or tenure-track member from each of the department's areas (Professional Writing, Rhetoric and Composition, Literary and Cultural Studies, and Creative Writing). Committee members will be selected by Area Directors, who will forward names of volunteers to the Program Director. The Graduate Studies Committee shall include only faculty who have taught graduate courses in the last 3 years.
- The Undergraduate Studies Committee shall be constituted like the Graduate Studies Committee – by area; at least one member shall also be from the educator Faculty.
- Program Directors have the discretion to invite others to join their committees as well.
- The Composition Advisory Committee shall consist of the Associate Director of Composition, the Composition Graduate Assistant and another graduate student, two tenure-line and three educator faculty. Typically, one of the tenure-line committee members will be selected from outside Rhetoric and Composition.
- Program Directors will consult closely with the Head and the other members of the Directors' Committee when planning how to organize the work of committees and subcommittees to ensure efficiency across the department. Non-voting members of the faculty are welcome to be active as Program Committee members, and committees are encouraged to include student members as appropriate.

D. Area Committees

The Area Committees shall be: Professional Writing, Rhetoric & Composition (grad), Creative Writing, and Literary & Cultural Studies. Each Area Committee shall be chaired by the Area Director and shall consist of all faculty whose primary responsibilities fall within that area.

E. Diversity Committee

The Diversity Committee considers diversity at all levels within the department, and makes recommendations for initiatives, programming, policies, etc. to the Steering Committee and department. See the Diversity Committee's mission statement (Appendix II)

F. Technology Committee

The Technology Committee considers the department's various technological needs, with a special interest in establishing best practices for online instruction.

G. Boyce Committee

The Boyce Committee meets once a year to determine the winner of that year's Boyce Teaching Awards. The membership of the committee shall consist of the previous year's award winners plus one additional faculty member.

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H. Ad Hoc Committees

The Head may organize Ad Hoc committees at any time. Each such committee must be given a specific charge. Ad hoc committees shall be democratically elected when required (e.g., by the UC-AAUP contract) or when resources are to be allocated by the committee. The Head shall endeavor to include representation from relevant areas of the faculty in constituting all ad hoc committees. Some ad hoc committees may eventually be deemed important enough for multi-year extensions of their charge.

Examples of ad hoc committees are

- A search committee
- A committee on teaching assessment

VII. Standing Committee Procedures

In order to ensure transparency and democratic efficacy:

- All committees shall take attendance and keep brief minutes which they shall forward to the Head in a timely fashion.
- All committee chairs (including Area and Program Directors) shall inform committee members of meeting agendas, and accept recommendations for additional agenda items, no later than two business days in advance of scheduled meetings.
- All committee chairs shall initiate or entertain motions for votes after sufficient discussion, keep a record of vote outcomes, and forward all approved measures to the next level for review (see section VIII).

VIII. Affiliate Faculty

The English Department may occasionally grant Affiliate Faculty status to colleagues from other units. This courtesy designation implies no obligations on the part of the Department, nor does it signify an appointment in English. This status recognizes their interest in contributing to pedagogy, scholarship and/or service in the English department, but Affiliate Faculty are subject to no regular service or teaching expectations. Their relationship with the Department will be limited to the mutually beneficial terms established via the process below.

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Applications

Educator or Tenure-Track colleagues at UC may request Affiliate faculty status in English by submitting a vita and a brief (500 words, max) letter to the Department Head, to be circulated to and voted upon by the committee of the whole. The letter should explain the applicant's interest in the specializations and/or pedagogical missions of the English Department and the reason(s) for seeking affiliation. For example, prospective Affiliates might apply because they regularly cross-list courses with English and/or serve on English M.A. or Ph.D. exam and dissertation committees, or would like to, among other reasons. Applicants should also be prepared to provide upon request documents demonstrating excellence in their own unit as a teacher.

Invitations

Faculty in English, with the support of their Area Director and the Head, may invite colleagues in other departments to request Affiliate faculty status in English (following the application process set out above).

Notification

The Head of the Department of English will notify the prospective Affiliate Faculty member of the Department's decision in writing. If the Department grants Affiliate status, the Head will include in her/his letter the basic parameters of affiliation (typically drawn from the Affiliate colleague's own letter of application).

IX. Faculty Meetings and Voting Procedures

Meetings of the general faculty and department committees shall be scheduled by the Head, the Program and Area Directors, or committee or subcommittee chairs respectively. Faculty members are expected to be available at these times. The schedule of general faculty meetings will be published at the start of the semester.

Meetings of the general faculty shall be held at least four times per year. Additional meetings will be called as necessary, with as much lead time as is feasible.

All personnel-related votes will be conducted by anonymous ballot, either at a meeting or via Survey Monkey (or an equivalent online service). A simple majority will decide each vote.

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The department's decision- and policy-making process shall be as follows:

- A. Faculty members may not add items directly to the department meeting agenda; instead . . .
- B. Faculty members shall take proposals concerning policies, curricular issues, finances (etc.) specific to a given area to the relevant Area Director in advance of regularly scheduled Area Committee meetings; the Area Director will incorporate these proposals into the next meeting agenda; on matters for which a vote is deemed necessary, the Area Director will allow time for discussion before calling a vote.
- C. Any approved proposals pertaining to department policy, curricular issues, funding (etc.) shall be forwarded to the relevant Program Director by the Area Director in a timely fashion; the Area Director shall notify the relevant Program Director of all proposals not requiring the approval of the Steering Committee (concerning events programming, for example) in a timely fashion.
- D. The Program Director will consult with the Steering Committee in a timely fashion, typically at the next Steering Committee meeting, regarding how to proceed; if the Steering Committee deems that there are policy-related (or other) conflicts or problems with the Area Committee's proposal, the Program Director will request that the Area Director re-craft the proposal, in conversation with area faculty, taking the recommendations of the Steering Committee into consideration; if there are no conflicts or problems, the Steering Committee will vote on the proposal after sufficient discussion. Area Directors are encouraged to attend Steering Committee meetings when one of their proposals is slated for discussion.
- E. Any proposals approved by a majority of the Steering Committee will be added, by the Head, to the agenda of the next department meeting.
- F. Proposals made by faculty serving on a Program Committee are subject to the same procedures; after consulting with the Steering Committee, the Program Director will either request that the committee reconsider the proposal or will submit the approved proposal to the Head, as per steps D and E, above.
- G. Proposals approved by the faculty at a department meeting become binding upon the department.
- H. The above procedures are meant to facilitate effective, transparent, democratic decision-making within the department. When there is a failure of these procedures at the area or program level, a faculty member may bring a proposal directly to the Head who, in consultation with the Steering Committee, will recommend appropriate action. A faculty member may also make recommendations directly to the Head or the Steering Committee on matters superseding program or area oversight (e.g., on workload policy).

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X. Financial Procedures

In accordance with Article 31.2.8 of the AAUP contract, the Head is responsible for the “management and oversight of the Academic Unit’s budget (all funds).” Normal financial procedures for which there exist departmental, college and/or university policies will be overseen by the department’s Business Manager. As a rule, individual faculty, groups of faculty, areas, programs, etc., may commit to the expense of departmental funds only provisionally, pending the approval of the Head, in consultation with the Directors’ Committee and the Business Manager. The Head and the Directors’ Committee will make a good faith effort to consider the reasoning behind unusual funding requests. At the same time, all faculty are encouraged to seek supplemental funding from Taft and other agencies.

XI. Reappointment, Promotion, and Tenure

See the department’s RPT policy document (Appendix III)

XII. Workload

See the department’s workload policy document (Appendix IV)

XIII. Bylaws and Revisions of Bylaws

Amendments to these bylaws may be requested by the Head or proposed in writing (and duly seconded) by any voting member of the faculty and submitted to the Steering Committee for discussion and a vote. All amendments approved by the Steering Committee must be added to the agenda of the next general faculty meeting. Amendments shall be approved by a majority of those voting.

No less often than every five years, the Steering Committee shall review the bylaws and put forth proposed revisions that may be appropriate.

XIV. Implementation of These Bylaws

These bylaws supersede any existing departmental policies that might be in conflict with these bylaws, but do not affect or diminish the force of any other existing policies that were duly approved by the faculty.

[Approved by the Department of English & Comparative Literature on December 9, 2020]

Appendix I: Steering Committee Bylaws

I. Membership

- A. Ex officio: Head, Directors of Graduate Studies, Undergraduate Studies, and Composition, all voting. At the discretion of the Head, the Assistant Head may also be a voting ex officio member.
- B. Elected: Four (4) persons will be elected from among Educator faculty; four (4) persons will be elected from among tenure-track faculty. Each of the department's four areas—Literature and Cultural Studies, Professional Writing, Rhetoric and Composition, and Creative Writing—shall be represented. When possible, the committee should include at least one assistant professor. Whenever a position cannot be filled by someone of the appropriate rank, an at-large member shall be elected from the bargaining unit faculty. New members of the Committee will be elected at the first Department meeting of the academic year.
- C. All members will serve on the Committee for two (2) calendar years and can be reelected for additional terms. The terms will be staggered.
- D. If a member of the Committee resigns, a replacement will be elected from the appropriate rank by the faculty within thirty (30) days from the date the written resignation is received by the Department Head. The elected replacement will serve for the duration of the original appointment. A replacement for someone who resigns during the summer will be made at the first faculty meeting of the academic year.

II. Structure

- A. Department Head - Chairs all regularly-scheduled meetings (see IIIA below.)
- B. Convener – Chairs special meetings of the Committee (see IIIB below) and regularly-scheduled meetings in the absence of the Head. The Convener must be an elected member of the Committee. The Convener will be elected by members of the Committee at the first Committee meeting of the academic year. He or she will serve for one (1) calendar year, and can be reelected to serve one (1) additional term.

Appendix I: Steering Committee Bylaws

III. Meetings

- A. Regular meetings. The Head should schedule three (3) meetings per semester during the academic year. If there is insufficient business, the Committee may decide by email vote to cancel one of the meetings.
- B. Special meetings. Special meetings can be called by the Head or the Convener upon the request of any full-time faculty member if the request is appropriate to the responsibilities of the Steering Committee (see IV below) or if the request involves issues that cannot be resolved through normal departmental administrative procedures and offices.

IV. Responsibilities

- A. To serve in an advisory capacity to the Head of the department and to the Department in general.
- B. To define and recommend searches for the replacement or hiring of new full-time faculty to the faculty as a whole. To advise the Head on the appointment of search committees.
- C. To make recommendations on reappointment for Represented Adjunct and Educator ranks.
- D. To advise the Head on academic leave applications.
- E. To advise the Head on merit decisions (when applicable)
- F. To advise the Head and other departmental administrative officers on matters of governance. In all or each of these capacities, the Committee may be charged either by the Head or by the Department as a whole, reporting its recommendations for approval to the person or body who initially gives the charge.

Revised January 28, 2019

Appendix II: Diversity Mission Statement

The Department of English & Comparative Literature at the University of Cincinnati is committed to creating and maintaining a community that is broadly diverse and inclusive. In all aspects of departmental operations, the English Department will promote full participation and access without regard to race, ethnicity, gender, age, disability status, socioeconomic status, gender identity, sexual orientation, religion and regional or national origin.

Appendix III: Statement on Appointments, Rank, and Tenure

(Approved by Department of English, April 6, 2022)

This statement is supplementary to the regulations of the University of Cincinnati and is in no way intended to violate either the spirit or the letter of those regulations or the current collective bargaining contract.

I. APPOINTMENTS

All searches initiated by the Department of English and Comparative Literature will be advertised in appropriate journals and other publications or websites within a reasonable amount of time prior to the expected date of the appointment.

The Department of English and Comparative Literature is committed to the letter and spirit of the Affirmative Action guidelines of the University of Cincinnati. Specifically, it is the Department's policy to:

1. advertise all openings in professional journals, periodicals, and online venues likely to be read or consulted by underrepresented populations, including publications and sites of such populations' caucuses;
2. maintain and constantly seek to expand a list of such periodicals and sites;
3. align job priorities in a way that does not exclude *de facto* a substantial pool of candidates from underrepresented populations;
4. design job descriptions to encourage applications by underrepresented populations;
5. monitor the number of candidates from underrepresented populations in the pool and adjust advertising and other procedures to ensure as diverse an applicant pool as possible;
6. personally communicate with senior faculty, writers, and editors to solicit names of potential candidates and communicate in turn with those candidates to encourage their applications;
7. actively seek diversity in the appointment of visiting scholars, speakers, poets, and other guests of the Department.

Search committees will be appointed by the Head and chaired by an appropriate senior faculty member with the other committee members drawn from the faculty.

Departmental recommendations on appointment of tenure-track and Educator faculty are made by a simple majority vote of full-time faculty present at a meeting called for that purpose. Decisions on full-time, non-tenure track appointments such as Visiting Professor, and Distinguished Visiting Professor are made by the Head in consultation with the Steering Committee. Departmental recommendations are then transmitted by the Head to the Dean of the College of Arts and Sciences for official approval and appointment.

Initial appointments at the rank of Educator faculty are normally made for a term of two or three years. For tenure-track faculty, initial appointments at the rank of Assistant Professor are normally made for a term of three years. Initial appointments at the rank of Associate Professor may be for a term of three or five years or may be accompanied by indefinite tenure. Full Professors are appointed with indefinite tenure except in extraordinary circumstances (as per section 6.3.11 of the Collective Bargaining Agreement).

II. REAPPOINTMENTS, PROMOTION, AND TENURE

a. NOTIFICATION

All deadlines by which faculty must apply for reappointment, promotion, and tenure shall be announced by the Head to the Department each year by email and/or memorandum. All deliberations on reappointment, promotion, and tenure will be announced by the Head to all regular full-time faculty, and candidates' files will be made available for inspection by full-time faculty at appropriate ranks at least two (2) weeks in advance of the deadline for submitting RPT dossiers to the Academic Unit Head, except in extraordinary circumstances.

b. REAPPOINTMENT, PROMOTION, AND TENURE COMMITTEES

General Committee Procedures

Departmental recommendations in all reappointment, promotion, and tenure cases are determined via secret ballot by a simple majority vote of eligible faculty attending a meeting called for that purpose. A quorum for all reappointment, promotion, and tenure meetings shall consist of two-thirds of those eligible to vote, less those on leave. Per the CBA, faculty who are under consideration for any RPT decision are not eligible to serve on an RPT committee in that same year.

RPT Committee Chair

The RPT Committee Chair is elected by all full-time faculty for a two-year term. This election will take place, when necessary, at the first faculty meeting of Fall Semester. Only faculty of full Professor rank are eligible for this office.

The RPT Committee Chair's responsibilities include:

1. Scheduling departmental RPT meetings that comport with the college RPT calendar
2. Scheduling meetings of adequate number and/or duration to ensure fair consideration of each RPT applicant
3. Communicating clearly to all faculty their responsibilities as members of the RPT committee, including notifying faculty which candidates are under their purview
4. Serving as an ex officio member of the departmental Steering Committee and chairing Steering Committee deliberations on Educator and Representing Adjunct reappointments

5. Notifying each program director, on an annual basis, of the need to provide RPT mentorship to faculty in that program and offering assistance as needed regarding alignment with the RPT bylaws and with the CBA.

Educator and Represented Adjunct Reappointment

Departmental recommendations on reappointments for Educator and Represented Adjunct titles are determined by the Steering Committee, including ex officio members other than the Head; the Head shall not participate in the Steering Committee's deliberations leading up to a reappointment recommendation. A member of the Steering Committee is delegated to write a letter transmitting to the Head the Committee's recommendation and reasons for it. After conducting a separate, independent evaluation of the dossier, the Head writes her or his own letter to the College of Arts and Sciences RPT Committee.

In a case of expedited reappointment (see the Collective Bargaining Agreement section 7.5.17), the Head determines a recommendation in consultation with the Steering Committee. The Head then sends a letter with the recommendation to the Dean of the College of Arts and Sciences.

Educator and Represented Adjunct Promotion

Departmental recommendations on promotion for Educator and Represented Adjunct faculty are made by a committee of the whole composed of all Educator and Represented Adjunct faculty above the candidate in rank and all tenured faculty above the candidate in rank, except the Head. This committee of the whole will make the recommendation at the RPT meeting held prior to the college deadline for reappointments. For each candidate for promotion a tenured faculty member selected by the Committee shall relay in a letter to the Head the Committee's recommendation and the reasons for it, keyed to departmental RPT criteria. This letter shall be available for review by members of the Committee for several days before being forwarded to the Head. The Head writes her or his independent letter to the College of Arts and Sciences RPT Committee. The candidate receives a copy of the Committee's and the Head's recommendations.

Tenure-track Reappointment and Promotion

Departmental recommendations on reappointments for tenure-track faculty at the ranks of Assistant Professor and Associate Professor, and on promotion and tenure at all ranks, are made by a committee of the whole composed of all tenured faculty, except the Head, who are above the candidate in rank. For each candidate for reappointment, promotion, and tenure, a tenured faculty member selected by the Committee shall relay in a letter to the Head the Committee's recommendation and the reasons for it, keyed to departmental RPT criteria. This letter shall be available for review by members of the Committee for several days before being forwarded to the Head. The Head writes her or his independent letter to the College of Arts and Sciences RPT Committee. The candidate receives a copy of the Committee's and the Head's recommendations.

III. REAPPOINTMENTS

a. Educator and Represented Adjunct Faculty

Reappointment of Educator and Represented Adjunct faculty is contingent upon current departmental and program needs. The current CBA permits Educator and Represented Adjunct faculty to request up to a seven-year term, but typical reappointment is three years for the Instructor and Assistant Professor ranks and five years for the Associate Professor and Professor ranks. The primary responsibility for Educator and Represented Adjunct Faculty is teaching; therefore, the primary criterion for reappointment is evidence of success at teaching (see below V.a.1). Candidates must also demonstrate evidence of professional development, such as participation in brown bags, workshops, and conferences; and must document their involvement in service to the candidate's program, Department, College, University, and/or the wider community.

Tenure-Track Faculty

b. Assistant Professors

Assistant Professors may be reappointed for additional terms of one, two, or three years to a maximum total of seven years of service. The typical reappointment is for two years. The departmental recommendation on reappointment is based primarily on evidence of the candidate's progress toward fulfilling the criteria for promotion and tenure at the next rank. This includes evaluation of the candidate's scholarship and/or creative activity, teaching performance, and service to the Department, College, University, and/or the wider community. A successful candidate for reappointment may not be deficient in any of these areas.

Persons initially appointed as Assistant Professors are not eligible for indefinite tenure at this rank.

IV. PROMOTION AND TENURE

a. Educator and Represented Adjunct Faculty

Educator and Represented Adjunct Instructors may request review for promotion to the rank of Educator or Represented Adjunct Assistant Professor. Educator and Represented Adjunct Assistant Professors may request review for promotion to Educator or Represented Adjunct Associate Professor. Educator or Represented Adjunct Associate Professors may request review for promotion to Educator or Represented Adjunct Professor. Educator and Represented Adjunct faculty are not eligible for tenure.

Tenure-Track Faculty

b. Assistant Professor

An Assistant Professor normally submits a dossier for promotion and tenure in the fall semester of the sixth year of full-time service at the University, but he or she may request promotion and tenure at any earlier time. Candidates must notify the Department Head of their intention to seek promotion and tenure by March 1 preceding a fall dossier submission in order to provide time to secure the required outside evaluations.

Faculty who are promoted from Assistant to Associate Professor are normally granted indefinite tenure.

c. Associate Professor

New faculty hired at the rank of untenured Associate Professor shall be appointed for a term of three or five years. Those appointed for an initial three-year term may then be reappointed by the departmental committee for a second three-year term. The departmental committee will normally make its recommendation on tenure at the expiration of the initial five-year term or the second three-year term.

An Associate Professor may request review for promotion to the rank of Professor at any time. Associate Professors seeking promotion must notify the Department Head of their intentions by March 1 of the preceding year in order to provide time to secure the required outside evaluations. The departmental committee will normally make its recommendation on promotion or termination (for untenured Associate Professors only) in the fall semester.

Tenure Clock

The Collective Bargaining Agreement determines time until tenure. The current agreement indicates that faculty who stop their tenure clock for child-rearing, medical leave, personal leave, paid parental leave, or professional leave shall be held to the same standards and evaluated in the same way as faculty who do not. That is, the dossier of a faculty member who has been granted a tenure clock extension will not be evaluated any differently than if that faculty member had not been granted an extension.

V. CRITERIA

Educator and Represented Adjunct Faculty

The primary responsibility for Educator and Represented Adjunct Faculty is teaching; therefore, the primary criterion for promotion is evidence of teaching success and growth in teaching. Service to the program is next in importance, while expectations about professional development are adjusted depending on the teaching loads of these positions.

a. Educator or Represented Adjunct Assistant Professor

Criteria for recommendation for promotion from Educator or Represented Adjunct Instructor to Educator or Represented Adjunct Assistant Professor are as follows:

1. Evidence of teaching success and ongoing growth as demonstrated by: 1) a self-evaluation that reveals an understanding of curricular aims and methods and a discussion of the candidate's facilitation of student learning; 2) course syllabi and other relevant handouts and teaching materials, including sample assignments; 3) sample student writing including instructor feedback; 4) sets of student evaluations that represent a range of classes, conducted over a period of time, that contain every form submitted, and that list the number of students enrolled in the classes; 5) two or more peer evaluations of teaching; 6) other forms of evidence of teaching success and student learning.
2. Service to the program, such as mentoring new faculty or graduate students, facilitating workshops, advising undergraduates, serving on committees, participating in curricular or course development, or other comparable activities within the Department, College, University, or relevant community and professional organizations;
3. Evidence of professional development, such as attendance at local, regional, or national conferences appropriate to the candidate's area of teaching or expertise and participation in appropriate professional workshops.

b. Educator or Represented Adjunct Associate Professor

The criteria for promotion from Educator or Adjunct Assistant Professor to Educator or Adjunct Associate Professor are as follows:

1. Continued success and growth in teaching as described in the previous section;
2. Contributions to the program, as described in the previous section;
3. Significant service to the Program, Department, College, University, or profession, such as holding an administrative position; serving on working committees; serving as a liaison between the Department, College, or University and the external community; organizing seminars and/or workshops; or other comparable activities. Or, in lieu of the above, candidates may show evidence of professional activity in their teaching fields, including scholarly and/or creative achievements in areas appropriate to the discipline, such as publication in refereed journals or by a respected press, collaboration on or authorship of a refereed digital project, or presentations at local, regional, or national conferences; presentations at workshops and seminars on the University level; participation in assessments at a local, regional, or national level; or comparable activities.

c. Educator or Represented Adjunct Professor

The criteria for promotion from Educator or Adjunct Associate Professor to Educator or Adjunct Professor are as follows:

1. Continued success and growth in teaching as described in the reappointment criteria;
2. Significant service to the Program, Department, College, University, or profession, as described in the previous section;
3. Presentations at local, regional, or national conferences; presentations at workshops and seminars on the University level; participation in assessments at a local, regional, or national level; or comparable activities in one's teaching fields;
4. Scholarly and/or creative publication since the previous promotion in areas appropriate to the discipline, including several shorter works such as articles and/or chapters or a book-length work, or primary or co-authorship of a refereed digital project.

Regarding the expedited review of Educator and Represented Adjunct faculty, see the appropriate section of the Collective Bargaining Agreement for the applicable procedures and timetable.

Tenure-Track Faculty

d. Associate Professor

Criteria for the departmental recommendation for promotion to the rank of Associate Professor are:

1. Significant scholarly or creative achievement in areas appropriate to the candidate's fields. Publication is the primary evidence of such achievement, but presentations at professional conferences, invited readings and lectures, Fulbright or other national or international awards, successful grant proposals, and fellowships, among other academic or professional activities, also provide a measurement of a candidate's engagement with his or her field and the likelihood of continued contribution and involvement. Work not yet accepted or currently under review and work in progress will also be considered by the departmental committee and should be included with the candidate's other documentation (see below), though such work will not be given equal weight with work that is published or in press. With regard to these criteria, the Department values quality over quantity but does expect a substantial quantity of publication and other professional activity. A positive recommendation for promotion and tenure represents the Department's collective endorsement not only of a candidate's past accomplishments but also of his or her potential for continuing contributions to the field. In most cases, a record of publication consistent with production expectations discussed in the Department's Workload document (a shorter work published every year or two and a longer work published every five to seven years) provides the best evidence of that potential and of the range of a candidate's abilities. Normally, the Department

- expects a candidate to have published a book with a well-respected academic or commercial press, or to have authored or co-authored a properly vetted digital project comparable in scope to a book, and/or to have published a substantial body of scholarship or creative work in nationally recognized refereed journals. Works in progress, in their turn, offer valuable evidence of a candidate's ongoing commitment to his or her field or profession and the promise of future productivity.
2. Success and growth in teaching, as discussed above in Criteria for reappointment and promotion of Educator and Represented Adjunct faculty (see V.a.1);
 3. Significant service to the Department, College, University, and/or community, including work on committees and participation in service activities and initiatives such as curriculum development, student recruitment, external outreach, assisting in workshops for undergraduate and graduate students, career workshops, and student advising.

The criteria and procedures for the awarding of tenure are identical to those for promotion to Associate Professor. However, for promotion with tenure, the candidate's performance must have met departmental criteria for a sustained period and have established a trajectory assuring that such performance will be sustained across a career.

A successful candidate for promotion to and tenure at the rank of Associate Professor shall not be deficient in any of these three areas.

e. Professor

The Department expects all tenured and tenure-track faculty who are not yet Full Professors to be on track for timely promotion to that rank. Criteria for the departmental recommendation for appointment at or promotion to the rank of Professor are:

1. Substantial scholarly, creative, and/or professional activity in areas appropriate to the candidate's field(s) beyond and subsequent to the work considered for promotion to Associate Professor and the granting of tenure. Normally, substantial activity takes the form of an additional book published by a well-respected academic or commercial press, or a properly vetted digital project comparable in scope to a book.
2. An exemplary record of success and growth as a teacher, as discussed above in Criteria for reappointment and promotion of Educator and Represented Adjunct faculty (see V.a.1);
3. Evidence of past and continuing significant service within the Department, College, University, and/or profession, such as participating on committees, leading initiatives, and directing programs.

Interdisciplinary and Community-Partnered Work

f. Research

The Department values faculty engagement in interdisciplinary research. If a candidate identifies his or her research as interdisciplinary, he or she may request up to two external reviewers from disciplines other than those of the Department. Further, candidates who conduct interdisciplinary research will receive credit for evidence of research activity outside of that of the Department, including publication outlets not normally used by people in the Department.

The Department values community-partnered research. If a candidate identifies his or her research as community-partnered, he or she may provide evidence of this research having an impact on the community through changes to laws, policies or procedures in addition to, or in lieu of, evidence of research activity described elsewhere in this document.

g. Teaching

The Department values faculty engagement in collaborative teaching across disciplines, as well as community-engaged teaching.

h. Service

The Department recognizes participation in community service, when related to the faculty member's professional expertise.

VI. DOCUMENTATION

In reappointment and promotion, it is the candidate's responsibility to adhere to all announced departmental schedules and to provide documentation of scholarly and/or creative activity, teaching effectiveness, and service. This documentation must include, but need not be limited to, the following:

1. A current vita;
2. A detailed letter of self-evaluation describing achievements in all three areas. Faculty seeking promotion on the basis of digital scholarly projects are strongly encouraged to include in their self-evaluation a thorough contextualization of the research involved and its significance;
3. At least two peer evaluations of teaching, including one from a senior colleague in the candidate's field if there is such a person in the Department; the peer evaluations must be recent (that is, within 18 months of the current reappointment or promotion request) and should ideally represent the range of the faculty member's teaching responsibilities;
4. Other evidence of teaching effectiveness and ongoing growth, which must include sets of student evaluations that represent a range of classes over a period of time,

- contain every form submitted, and list the number of students enrolled in the classes; and may include course syllabi and other relevant handouts and teaching materials, including sample assignments and sample student writing with instructor feedback.
5. In the case of candidates for tenure and promotion to Associate Professor, and promotion to Full Professor, documentation must also include at least three outside letters evaluating the candidate's work and professional standing. Outside reviewers may not include collaborators, co-authors, former mentors or advisors, or others who may be perceived as having a conflict of interest or a personal relationship with the candidate. Additionally, the outside reviewers must already possess the rank of which the candidate is submitting the dossier for consideration. The Department Head selects these outside reviewers in consultation with the candidate and, as appropriate, with recommendations from faculty most familiar with the candidate's field. It shall be the responsibility of the Department Head to solicit outside letters of evaluation. The Head should ask that reviewers focus primarily on the quality of the candidate's work and of the venues in which the candidate has published;
 6. The candidate's annual performance reviews for the period since the initial appointment or since the last RPT action, whichever is more recent.

Appendix IV: Workload Description and Policy

The Department of English is a comprehensive, complex unit with multiple missions involving scholarship, service teaching for baccalaureate students, teaching of undergraduate majors, teaching and guiding the research of graduate students, and professional and community service. This workload description and policy supports these missions and helps to guarantee that our obligations to them will be met.

Full-time faculty members in the Department of English have a wide range of responsibilities. At a minimum, each faculty member is expected to fulfill obligations arranged under three broad and traditional headings: (1) scholarly and creative activity; (2) classroom and other forms of teaching; and (3) service to the profession, department, college, university, and community. The Department views these three areas as integrated and inseparable.

I. Scholarly and creative activity

Full-time faculty members are expected to engage in such activity. This work is distinct from and in addition to the activity required to keep abreast of the current state of one's discipline. Publication is the primary evidence of such activity. Tenure-track faculty should endeavor to publish major projects and shorter works on a regular basis, such as a major work every 5 – 8 years and a shorter piece each year or two. This work should actively contribute to the mission of the Department and make a contribution to the field; it may appear in conventional print or electronic form. Other evidence of scholarly and creative activity includes editing of professional journals, individual volumes, or book series, organizing conferences in one's field, presenting at professional conferences, giving invited readings and lectures, writing successful fellowship and grant applications, presenting exhibitions, productions, and other work for peer review and contributing to the field.

Educator faculty are hired primarily for teaching and service and are expected to do high quality work in these areas. They are also expected to stay current in their field and to pursue opportunities for professional development and activity with the time available given their teaching loads. In order to move toward promotion, increased engagement in high quality teaching, service, and professional activity needs to be demonstrated.

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II. Classroom and other forms of teaching

- A. Each faculty member will meet all assigned classes, be prepared for them, and be on time to them. All unexpected absences require timely notice to the departmental office. Each faculty member will note on his or her syllabus any expected absences due to conference presentation, lectures, reading, and the like, and so notify the departmental office.
- B. At the beginning of each course, the faculty member will provide students with a syllabus, on paper and/or electronically, containing the faculty member's grading standards and expectations, an attendance policy, and other items as are appropriate (for example, course goals, discussion topics, statements pertaining to academic integrity/plagiarism and special needs), and a clear calendar presenting major assignments. Faculty should examine the Faculty Senate's "Resolution on Course Syllabi" at <http://www.uc.edu/facultysenate/syllabi.html>.
- C. Faculty are expected to make use of Blackboard or other on-line learning platforms to post syllabi, assignments, and other classroom materials and communicate with students when necessary. Faculty are encouraged to upload their course descriptions to the Registrar's list of classes using the "Course Preview Tool" on Blackboard.
- D. Some form of writing, normally several shorter papers and/or a longer one, should be expected of all students in a class. (This standard may not always be applicable, e.g. in some language and linguistic courses.) Excepting journals and similar informal writing assignments, all written work should be evaluated in accordance with the goals of the course and, when returned to the student, contain clear comments explaining the faculty member's evaluation.
- E. Each faculty member will be available to students during regular office hours that are indicated both on the course syllabus and in the departmental office. Faculty will also respond to student inquiries in a timely manner.
- F. Tenure-track faculty members will normally be involved with directing or serving as readers for doctoral dissertations and examinations, masters theses, honors theses, independent study projects, and the like. Some will be asked from time to time to take on such duties in other departments and other universities.
- G. Advising students is an essential faculty activity. Faculty need to be knowledgeable about the structure of departmental programs and requirements. Other tasks which will be performed as necessary include writing recommendations for employment, professional schools, or awards, giving career counseling, orienting new students, and suggesting other university resources for students who need, for example, help with their writing, English as a Second Language classes, financial assistance, counseling, etc. This role assumes familiarity on each faculty member's part with the resources available in the university.

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- H. Each faculty member should be prepared, if asked, to teach courses according to the department's needs, particularly in the specific area of expertise for which the individual faculty member was hired. As appropriate, each faculty member will be available to teach graduate-level seminars, undergraduate major courses, certificate courses in or pertinent to creative writing, professional writing, and primary and secondary education, undergraduate service courses, and composition courses. In order to teach at the graduate level, faculty are expected to be active publishers in their area of specialization.
- I. Because courses offered by this department fulfill a variety of departmental, college, and university requirements (e.g. major distribution, A&S Literature, General Education), teachers must design their courses explicitly to address those different requirements.
- J. Each faculty member will regularly seek student evaluation of his/her teaching, will consult with peers about teaching effectiveness, and will use this information for reflection and improvement as a teacher—as well as presenting it for tenure, promotion, reappointment, and annual review decisions.

III. Service to the profession, department, college, university, and community

- A. Faculty members may serve the profession through such activity as becoming involved in the work of professional organizations, editing professional journals or book series, serving on editorial boards, consulting, reviewing manuscripts and proposals, directing academic conferences, serving as a juror or judge in a competition in one's field, and performing similar functions.
- B. Each faculty member should attend and take an active part in departmental meetings whenever they are called.
- C. Each faculty member will regularly serve on committees in the department: RPT, Steering, Undergraduate Studies, Graduate Studies, search, and the like; service on these committees is crucial.
- D. Other departmental service needs arise regularly and require the assistance of each faculty member as appropriate. These include interviewing candidates for positions, judging awards, evaluating applications (e.g. for scholarships, employment, teaching assistantships, etc.) hosting visitors to the department, mentoring new colleagues, arranging programs such as reading and lectures.
- E. Monitoring the university's library holdings in one's specialty is an important area of faculty service; such service facilitates the continuing research of faculty colleagues, graduate students, and undergraduates.
- F. Advising student groups or publications is a valuable form of faculty service.

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- G. Faculty members will also participate in college and university governance and programs. Such participation includes service on the Taft and Library Committees, with the AAUP and the Faculty Senate, on College RPT, and on various other college and university committees, participation in Center for the Enhancement of Teaching and Learning activities, orientation and university retreats, meeting with prospective students and colleagues, etc.

- H. The Department offers numerous readings, lectures, and other events. Attendance at these, when possible, is part of our professional and collegial responsibility.

IV. Workload Policy—Implementation

In accordance with the Collective Bargaining Agreement, workloads for individual faculty members will be decided by the Head in consultation with the faculty member—in terms of the faculty member’s balance of scholarly, creative, or journalistic activity, classroom and other forms of teaching, and service. The usual teaching load for tenure-track faculty will be two courses a term; some faculty members may teach more or less depending on certain variables outlined below.

Tenure track faculty members who are not actively and successfully engaged in scholarly or creative activities, as defined in Section 1, or who do not take part in departmental or other forms of service, or who are not involved in the graduate program, or some combination of the above, may be asked to teach additional courses to a maximum of three per term. However, these faculty may lower their teaching load back to the standard level through increased productivity in the areas above. In addition, a faculty member who has not been publishing may write a proposal to the Head to reduce his or her teaching load for a specified period to permit a focused scholarly or creative project. If the faculty member successfully carries out the proposal, he or she may move to the lower teaching load.

Educator faculty will generally teach three courses a term, but may teach up to four courses depending upon program need and area of specialization. An educator faculty member engaged in departmental administration may teach fewer than three courses per term.

The workload policy will be overseen by the Steering Committee. This committee, minus the Head, is authorized by the department, in the case of a disagreement between the Head and a faculty member over workload, to consider the issue and to advise the Head.

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Other exceptions to a faculty member's assigned teaching load occur as follows: a) a faculty member may apply to the Head for a course reduction in a given academic year because of an exceptional writing commitment or obligation, membership on the AAUP bargaining team, or other substantial professional commitment as negotiated between the faculty member and the Head; b) instructors, adjuncts in the bargaining unit, and visiting faculty will typically have differing loads, to a maximum of three courses per term, as may be appropriate to the nature of their appointment; c) faculty members who hold the following positions will normally be assigned a reduced teaching load: Head, Director of Graduate Studies, Director of Undergraduate Studies, Director of English Composition, Director of Professional Writing, Director of Creative Writing, Director of Literary and Cultural Studies, Assistant Department Head, Composition Coordinators; d) assistant professors preparing for tenure may have one semester without teaching and one semester with a one course teaching reduction as needed to complete research and writing projects.

The overriding factor determining individual teaching assignments is the department's responsibility to its professional mission as described at the beginning of this document.

[Approved by the Department of English & Comparative Literature, 12/12/2018]