



ENGLISH, THEATRE & FOREIGN LANGUAGES DEPARTMENT **Disciplinary Guidelines for Tenure and Promotion** **December 2017**

Assess the Nature of the Discipline(s) in your Department in the realm of teaching

Questions to Consider and Answer:

1. What elements of your department's discipline are classified as auxiliary teaching activities?

The handbook sufficiently covers the topic and types of auxiliary teaching activities; we have nothing to add.

Additional topics to assess:

- What discipline specific note, addition, or deletion should accompany "imparting general knowledge?" **No additions.**
- What discipline specific note, addition, or deletion should accompany "imparting specific knowledge?" **No additions.**
- What discipline specific note, addition, or deletion should accompany "developing skills?" **No additions.**
- What discipline specific note, addition, or deletion should accompany "motivating students?" **No additions.**
- What discipline specific note, addition, or deletion should accompany "setting requirements and evaluating performance?"

For the majority of coursework in English and Foreign Languages, excluding introductory language classes, grading carefully requires extensive and frequent written feedback; evaluating performance is the majority of the pedagogical workflow and should be considered carefully in terms of evaluating faculty workload and effectiveness.

- What discipline specific note, addition, or deletion should accompany "success with effective teaching practices?" **No additions.**



**Assess the Nature of the Discipline(s) in your Department in the realm of
research and scholarship**

Questions to consider and answer:

1. What elements of your department's discipline are critical to scholarship and may be unfamiliar to faculty in other disciplines?

Scholarship should be peer reviewed and published in or by recognized journals or presses in the individual's general field of expertise.

2. What does peer review mean in your discipline? Describe any circumstances where peer review is not necessary for work product to be considered scholarship.

In English and Foreign Languages (with the exception of creative writing), peer review is understood to mean review by two or more experts prior to publication. Specifically, "Peer reviewed journals are defined as journals that undergo a review process where other experts (peers) in the field review the work before it is published in the journal. Peer reviewed journals are also commonly known as refereed journals" (<https://proquest.libguides.com/mla>).

See #6 below.

Peer review as defined above is not used in the publication process for creative writing; instead, a journal's editorial board makes publication decisions based on professional standards of quality. These editors would be regarded as peers by contributing writers.

3. What does and does not qualify as meaningful creative work in your discipline?
N/A.
4. Does "paid" work count as scholarship? Explain?

Remuneration for scholarship does not preclude a work's value as scholarship.

5. How do 21st century forms of disseminating work product into the intellectual marketplace figure into accepted norms of scholarship in your department's discipline?



We make no distinction between digital and print scholarship as long as a piece is peer reviewed. Quality and reputation of a literary journal, however, is a function of acceptance rate, history, circulation, awards/recognitions, previous contributors, and other factors. (This response also speaks to #6 below.)

6. How does your department's discipline assess issues of quality of scholarship?

A peer-reviewed piece in a publication with a low acceptance rate carries considerably more weight than does a publication in a non-peer-reviewed journal. Creative writing venues are similarly rated or ranked.

Book reviews and encyclopedia entries, etc. carry less weight than peer-reviewed work.

Open-discipline conferences, vanity presses, and predatory journals and publishers are allowed little to no consideration in matters of evaluation for tenure and promotion.

7. How does your department's discipline assess issues of quantity of scholarship?

Scholarship in English (literature), creative writing, and Spanish is often characterized by single-authored publication; scholarship in English (rhetoric and composition) and in linguistics is more likely to be multiple-authored. Research projects tend to yield one article, so artifacts amassed are lower than in other fields.

Scholarship placement and better presses are more important than quantity.

Faculty involvement in student research typically does not result in the faculty member being listed as a co-author of projects, as is often the case in other disciplines. English and Spanish faculty could therefore have fewer publications than faculty in fields where co-authorship with students is common. (Involvement in/mentorship of student research will not, however, be a substitute for a faculty member's own published scholarship.)

Additional topics to assess:

- What discipline specific note, addition, or deletion should accompany "Dissemination of Scholarship?"

Not all published conference proceedings are peer reviewed.



- What discipline specific note, addition, or deletion should accompany “Creative Activities?” **No additions.**
- What discipline specific note, addition, or deletion should accompany “Editing?”

Editing refers to professional editing work completed for a book published with a reputable press or a reputable journal. The term here is not applicable to the editing of student publications, community projects, or the like.

- What discipline specific note, addition, or deletion should accompany “Grants and Contracts?” **No additions.**
- What discipline specific note, addition, or deletion should accompany “Classroom based research projects—scholarship of teaching and learning?” **No additions.**
- What discipline specific note, addition, or deletion should accompany “Scholarship related to service or the use of professional expertise, Scholarship of Engagement or Application?” **No additions.**
- What discipline specific note, addition, or deletion should accompany “Other?” **No additions.**

Assess the Nature of the Discipline(s) in your Department in the realm of service

Questions to consider and answer:

1. Within your department and discipline, what is the need, value, and expectation of department service?

The Department of English, Theatre, and Foreign Languages values departmental service above all other forms; departmental service is essential. ETFL is the largest department on campus, and it requires an internal committee structure in order to function. As of Fall 2017, there are ten standing committees in the department; ad hoc committees are created as needed, and the department perennially requires PEC committees and search committees.



All full-time faculty in ETFL are assigned to a minimum of one standing committee; many faculty members serve on two. Average committee size fluctuates but averages five members. Some committee chairs are elected, and some serve by virtue of position title. Individuals serving on departmental committees should be able to articulate clearly their specific contributions to committees during time served.

2. Within your department and discipline, what is the need, value, and expectation of university service?

University service is encouraged and valued, but it is not a substitute for departmental service. Individuals serving on university committees should be able to articulate clearly their specific contributions to committees during time served.

3. Within your department and discipline, what is the importance of service to profession?

Professional service is encouraged and valued, but it is not a substitute for departmental service. It is often difficult for a PEC committee to assess the significance of an individual's service to the profession; the burden of documenting service and demonstrating its significance is on the faculty member.

4. Within your department and discipline, what is the importance of service to community?

ETFL faculty perform a significant amount of community service in a general sense, but our disciplines do not easily lend themselves to community service as defined in the handbook; the handbook permits faculty to count only community service requiring "professional expertise." Although we encourage and value service to the community, it carries less weight in tenure and promotion consideration than the three other forms: departmental, university, and professional service.

5. How does your Department's discipline assess issues of quality of service?

Service is measured by product completion and impact of product. In ETFL, department members serve on departmental committees, all of which are tasked with specific duties. Individuals should be able to articulate clearly their



specific contributions in all areas of service and to provide evidence of service through artifacts. Department members will likely have more departmental service than university service.

6. How does your Department's discipline assess issues of quantity of service?

Not all committees have equal workloads; quality and impact of service work is more important than a lengthy list of committees served on.

We believe that service performed as part of an individual's administrative responsibility, such as program director, should count as service.

Additional topics to assess:

- What discipline specific note, addition, or deletion should accompany department service? **No additions.**
- What discipline specific note, addition, or deletion should accompany university service?

The department has a wide range of programs; some faculty hold positions automatically tied to university service.

- What discipline specific note, addition, or deletion should accompany service to profession? **No additions.**
- What discipline specific note, addition, or deletion should accompany service to the community? **No additions.**