

Comparative Literature
Promotion and Tenure Guidelines
Revised April 8, 2015

The Promotion and Tenure Guidelines for the Department of Comparative Literature were reviewed by both the sub-committee and faculty in response to the reviews provided by the Provost's Office.

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Comparative Literature Departmental Guidelines for Tenure and Promotion

I. Preamble

In all matters related to promotion and tenure, the Department of Comparative Literature will carefully adhere to the University of Georgia Guidelines for Appointment, Promotion and Tenure. The standards, criteria, and processes presented in this document are intended to supplement and/or extend the University's Guidelines. All faculty members are expected to be familiar with both this PTU document and the University Guidelines or if this PTU document does not address a certain issue, the University Guidelines will supersede this document.

To determine progress toward promotion a careful review of a faculty member's academic and scholarly contribution will be made.

A candidate's obligation in the Department of Comparative Literature is integral to the evaluation and standards of performance in (1) teaching; (2) research; (3) service to the Department, University, the profession and society. Contributions to these areas may be documented as described in the University Guidelines. The expectations are that the faculty demonstrates evidence of excellence as judged by senior colleagues at the University of Georgia and elsewhere.

The standards adhere to the Department's mission, which is as follows:

The mission of the Comparative Literature Department is to provide instruction and to conduct research in world literature, literary criticism and theory, and African and Asian languages. The Department serves the University by offering:

1. Advanced instruction for undergraduate and graduate Comparative Literature majors in the interpretation of literary texts from a variety of traditions and in relation to different media (film, visual arts, music, etc.) as well as the development of skills in critical analysis.
2. Introductory instruction in world and multi-ethnic literature, with an emphasis on interpretation and comparison of literary texts from various cultures and literary traditions.

3. Instruction in languages and literatures of Africa and Asia at both introductory and advanced levels.

Whereas individual Department members serve these ends in diverse ways, all faculty members contribute to the common goal of furthering literary study in an intercultural and cross-disciplinary context.

To determine promotion and tenure in the Department of Comparative Literature at the University of Georgia a faculty member must participate in and contribute to the department's mission. This can and will be demonstrated according to criteria discussed in this document. Such determination is an evaluative process, both for faculty voting on the candidate and for the external referees. Needless to say, the decisions, finally, will derive from the reasoned judgement of the senior faculty members.

II. Advisement

At the time of appointment, a new faculty member will be given a copy of both the Comparative Literature Department and University Guidelines. She/he will sign a letter indicating receipt and understanding of these guidelines. For each candidate below the rank of associate professor, the head will appoint a senior faculty member, who will advise on matters of teaching, research, service, departmental issues in general, and promotion and tenure.

In accordance with Departmental bylaws, the Department head will provide written advice of annual faculty evaluation of faculty below the rank of Professor on their progress towards promotion. The advice will include specific suggestions as to what the faculty member must do in the areas of teaching, research, and service for promotion to the next rank and for tenure (if appropriate).

The scholarship diversity in the Comparative Literature Department necessitates different ways of evaluating research through individual's publications or evidence of scholarly productivity. As such, the Department and candidate must agree in writing at the time of appointment as to the general expectations that the candidate must satisfy, and the Dean must approve this agreement.

The Comparative Literature Department's scholarly diversity necessitates the following track system to ensure fair and accurate evaluations for promotion and tenure.

- a) Comparative Literature (faculty whose teaching and research is exclusively in Comparative Literature, including the study of literature from a cultural or theoretical approach).

- b) Language and/or Comparative Literature (faculty whose primary focus is on language instruction and pedagogy research or a combination language instruction and Comparative Literature and pedagogy research).

III. Third-Year Review

Each assistant professor, in the third year in rank will be reviewed based on the discipline-specific track system. The review should be a constructive process of evaluation as described in the Department's bylaws whereby tenure-track faculty in their third year of employment is provided with the tenured faculty's assessment of their progress toward promotion and tenure. The objective of the review is to offer tenure-track faculty guidance in the development of their careers and, if necessary, constructive criticism that will afford them the opportunity to improve their performance wherever tenured faculty may judge it to be less than satisfactory.

The candidate shall provide a CV in the promotion format as described in the Administrative Guidelines on the Provost's website
<<http://provost.uga.edu/index.php/policies/appointment-promotion-and-tenure/adminguidelines>>.

At the time of review, the Department Head will appoint a committee of three faculty members, including the faculty mentor, to review the Assistant Professor's dossier and performance. This committee will review publications and works in progress, visit several classes, and read through evaluations and other evidence of performance in instruction. On the basis of this review, the committee will write a report that presents in detail, its findings and make clear recommendations to the candidate concerning his/her progress towards meeting departmental criteria for promotion and tenure. A copy of the report will be given to both the candidate and the Department Head. The report will be made available to eligible faculty at least one week before the Head schedules a departmental meeting to vote on the Third-Year Review, as defined by the University Guidelines. At this meeting, a quorum of 2/3 of the eligible voting members is required. Faculty shall conduct separate votes on the review report and renewal. They shall vote on the following question:

“[Candidate's name] has made sufficient progress towards promotion and/or tenure to [the next rank]”

The faculty shall vote “Yes” or “No” on this question. At the same meeting, the faculty will take a second vote on the second question:

“[Candidate's name] should be renewed for the fourth year.”

The faculty will vote “Yes” or “No” on this question.

On the basis of this vote, the Head will meet with the candidate and give him/her a written copy of the report and a written statement of the departmental vote. The candidate will have an opportunity to provide a written response to the review, and the response shall be made available at the faculty meeting at which the vote on the report and the renewal of the candidate is taken.

Candidates who do not receive a majority of “Yes” votes on the question will not be continued in the Department.

IV. Preliminary Consideration

The Department will follow procedures for initial consideration presented in the University Guidelines. The Guidelines for Appointment, Promotion and Tenure stipulate that for tenure and for promotion to associate professor, candidates must show clear and convincing evidence of emerging stature as regional or national authority unless their work assignments are specifically at the local or state level.

In the spring of the appropriate year, by the deadline of March 1, candidates who wish to be considered for promotion and/or tenure will communicate this wish in writing to the Department Head [*note: here and below, a date falling on a weekend or holiday is replaced by the closest following work day*].

By the March 1 deadline, the candidate will submit a dossier equivalent to sections IV and V of the promotion dossier described in the University Guidelines. The Department Head or the assigned faculty mentor will advise the faculty member on the content of the dossier. The dossier will consist of a vita, copies of publications, a statement of achievements and contributions to the Department. The Head will appoint a committee of eligible faculty to review those materials and report to the faculty based on review of publications, teaching evaluations, visits to classes, and other materials provided by the candidate. All faculty eligible to vote on this candidate will have access to these materials. At a meeting of eligible faculty held by April 15, the committee will present its report. The faculty will vote on the following question:

“[Candidate’s name] should be formally reviewed for promotion to the [next rank] and/or for tenure”

Faculty will vote “Yes” or “No” on this question. The Department Head will convey the results in writing to the candidate within three working days of the vote.

In accordance with the University Guidelines, candidates who receive a majority of “Yes” votes on this question and who wish to be formally reviewed for promotion and/or tenure will work with the Department Head or appointed senior mentor to prepare the dossier. Preliminary consideration is not considered a formal part of the

promotion/tenure process. Thus, the outcome of this vote will not appear in the dossier.

V. Formal Review for Promotion and/or Tenure

In all matters pertaining to the formal review, the Department will follow the University Guidelines. The eligible faculty of the Department will function as a committee of the whole to evaluate the candidate.

The candidate shall make available by the end of the first week of August all publications as well as teaching materials, including student evaluations, syllabi, and other evidence pertaining to teaching. All evaluations for all courses taught must be submitted to the Head. Articles or books that have been accepted but not published may be submitted if accompanied by a letter of formal acceptance, a contract, and readers' reports (if available). Unaccepted books or articles may not be submitted in the CV. Copies of all published items listed in the CV, along with other materials prepared for the dossier, including the external letters of assessment, must be made available to the Department, at the latest, by the last day of the second week of class in the Fall semester.

The eligible faculty reviewing the candidate will meet no later than September 1 (or before the stipulated deadline for submission of promotion and/or tenure dossiers) to discuss the credentials and vote on a recommendation. Before the faculty cast their vote by secret ballot on each candidate, the Head will announce his/her vote. It is the Head's responsibility to prepare section 1 and 2 of the dossier. However, if the Head voted against the promotion and/or tenure, then the candidate may designate a senior faculty member from the Department to prepare these sections. The candidate may read and respond in writing to the cover letter before the dossier is forwarded to the next level. If more than one candidate is being considered for promotion and/or tenure, the vote on each candidate will take place at separate meetings.

Requests for reconsideration by candidates who do not receive a positive recommendation must be handled in accordance with the University Guidelines.

Candidates who receive a positive vote from the faculty to pursue promotion and/or tenure must submit, by April 15, a list up to six potential external evaluators and their qualifications as reviewers to the Head. The candidate may also submit a list of no more than three individuals who may not be contacted as external evaluators. The candidate should have no contact at all with these individuals during the promotion and/or tenure review. The candidate will work with the Department Head to prepare a dossier of materials to be sent to external evaluators. This dossier will include copies of the candidate's scholarly publications, or a selection thereof, and/or documentation of the candidate's other scholarly productions (as detailed in Section

3A and 4A below). The dossier will be sent to each evaluator along with a copy of this document.

VI. Requirement for Ranks

1. Senior Lecturer

Promotion to Senior Lecturer from the rank of Lecturer requires at least six years at that level, show promise of outstanding performance in teaching and service to the profession and the University. Evaluations of teaching and service will be similar to that of other faculty members in the Department (cf. Associate sections of this document). Scholarship, particularly in areas directly relevant to the candidate's teaching responsibilities, should be considered as additional evidence of excellence.

2. Senior Academic Professional

Promotion to Senior Academic Professional from the rank of Academic Professional requires at least four years at that level, evidence of superior performance and professional achievements at the national, regional, and local level. Documentation of this progress may include such items as professional recognition, awards, service in professional associations, and service within the academic community and professional or disciplinary contributions. Where teaching is a part of the candidate's portfolio, the evaluation procedure will be similar to that of faculty members in the Department (cf. Associate sections of this document).

3. Associate Professor/Tenure

The Candidate will be reviewed based on the discipline-specific research and teaching criteria. These are based on the Department's two track system that recognizes the diversity of the faculty and is comprised of: faculty that exclusively teaches and researches Comparative Literature and a faculty whose focus is on language pedagogy and/or both language and Comparative Literature research.

A candidate being reviewed for promotion to an associate professor may be evaluated under the Comparative Literature track or the language and/or Comparative Literature track:

A. Criteria for the Assessment of Scholarly Research at the Associate Professor Level

1. The Departmental expectation is that faculty who qualify for promotion to Associate Professor (and tenure) on the basis of scholarly research that is exclusively Comparative Literature will be required to present, by the August 1 deadline, a single authored book-length study with a recognized university, scholarly, or commercial press AND at least 3 articles in high quality, referred professional journals in a discipline appropriate to the candidate's research or in peer-reviewed essay collections.
2. A candidate whose research is in language pedagogy and/or Comparative Literature will be required to present a single authored book-length study published with a recognized university, scholarly, or commercial press AND at least three journal articles; OR a minimum of eleven articles in high quality, refereed professional journals in a discipline appropriate to the candidate's research or in a peer-reviewed essay collection.

In both cases, articles or books that have been accepted but not published must be submitted along with a letter of formal acceptance and the reader's reports (if available). The acceptance must be unambiguous and unconditional. Online publications count equally with print publications toward satisfying these criteria if they appear in recognized and professionally refereed on-line locations. Critical editions, edited or co-edited books, or co-authored or multiple authored books, edited collection of essays, book chapters, and translations of literary critical or cultural works accompanied by a substantial critical apparatus may be substituted for articles. Per the Comparative Literature Departmental bylaws, a co-edited book will count as two articles and a co-authored book will count as four articles.

The body of work for all categories must be a substantive study of issues in the field of Comparative Literature and/or language pedagogy and must be published or have been accepted for publication by August 1.

Grants, honors and awards will count as additional evidence for significant contributions; as can scholarly productions consisting of publicly distributed instructional materials such as language textbooks, original computer software, videotapes and multimedia materials (e.g. interactive DVDs, CDs).

Evidence of emerging regional or national recognition for research in the form of reviews, citations, awards, external letters of assessment, and other forms can be used to demonstrate the candidate's level of recognition. The presentation of scholarly papers at national and international conferences, especially when those papers are adjudicated, is also evidence of the candidate's recognition, though such presentations are not equivalent to published scholarship.

B. Teaching

Candidates for promotion and/or tenure must demonstrate effective teaching and show significant contribution to the instructional mission of the Department and the University. When assessing the quality of a candidate's teaching, departmental colleagues will take into account such factors as:

- Evaluation of teaching performance- based on review of student evaluations and examination of such teaching materials as syllabi, tests, handouts, manuals, web pages, videotapes, multimedia materials, internet resources, etc.
- The candidate's report on Third-Year Review.
- Presentations, workshops, or conferences related to teaching.

Other factors that will serve to enhance the candidate's teaching record include, but are not limited to the following:

- Enrollments
- Placement of former students (especially graduate students) in jobs or graduate programs
- The absolute number of courses taught
- The absolute number of different courses taught
- The number of different levels of courses taught
- The absolute number of students taught
- The relative number of students per class
- Active participation in M.A and PhD advisory committees and examinations
- Design and implementation of new courses or new modes of delivery (e.g. on-line courses) including service-learning and outreach courses at home or abroad, where research and new knowledge are integrated.
- Securing grants and contracts for improvement of instruction, with an indication of the candidate's role in preparing and administering grants and contracts.
- Description of new computer software, video, or multimedia programs developed
- Teaching large classes effectively (40-50 students)
- Supervision of multiple-section courses
- Design and implementation of study abroad programs
- Supervising students in study abroad programs

- Offering freshman seminars, mentoring individual students, advising student organizations, organizing extracurricular cultural or scholastic events, etc.
- Grants, honors awards, or fellowships for excellence in teaching
- Supervising students in community outreach programs
- Collaboration with students in the Language communities
- Advising undergraduate majors and minors as well as student associations.
- Evidence of undergraduate, graduate students' scholarly achievements (e.g. publications, awards, grants)

Candidates whose record reflects difficulty in teaching must be able to document steps they have taken to correct these problems, and the record must reflect, that significant improvement has occurred as verified through senior faculty evaluations.

C. Service

All faculty members are expected to participate actively in the area of service. Service contributions, even though they may be outstanding, cannot compensate for lack of productivity in the areas of teaching and research.

The following are examples of service that will be considered:

- Service to the University includes, but is not limited to, participating in standing and ad hoc Departmental, College and University committees, contributing to administrative support work (such as serving as a college representative on a major University committee or task force), and developing, implementing or managing academic programs or projects.
- Graduate advisory committees, as well as service in positions such as undergraduate advisor, graduate coordinator, or program director.
- Service to the profession includes, but is not limited to, offices held and committee assignments performed for professional associations and learned societies, development and organizations of professional conferences, editorships, and the review of manuscripts in professional associations and learned societies publications, and review of grant applications
- Service to society refers to the function of applying academic expertise to the direct benefit of external audiences in support of unit and University missions. It can include applied research, service-

based instruction, program and project management and technical assistance.

4. Professor

Candidates must show clear and convincing evidence of high levels of attainment in the criteria appropriate to their work assignment and the missions of the Comparative Literature Department. Unless the candidate's assignments are specifically regional, they should demonstrate national or international recognition in all their fields and the likelihood of maintaining their stature. Teaching and research achievements presented in support of promotion to Associate Professor may not be considered again in promotion to Professor.

The Candidate will be reviewed based on the discipline-specific research and teaching criteria. These are based on the Department's two track system that recognizes the diversity of the faculty and is comprised of: faculty that exclusively teaches and researches Comparative Literature and faculty whose focus is on language pedagogy and/or both language and Comparative Literature research.

A candidate being reviewed for promotion to Full Professor may be evaluated under the Comparative Literature track or the language and/or Comparative Literature track:

A. Criteria for the Assessment of Scholarly Research at the Full Professor Level

1. The Departmental expectation is that faculty who qualify for promotion to Full Professor on the basis of scholarly research that is exclusively Comparative Literature will be required to present, by the August 1 deadline, a single authored book-length study with a recognized university, scholarly, or commercial press AND at least six articles in high quality, referred professional journals in a discipline appropriate to the candidate's research or in peer-reviewed essay collections.
2. A candidate whose research is in language pedagogy and/or Comparative Literature research will be evaluated on a published single authored book-length study with a recognized university, scholarly, or commercial press and at least six journal articles; OR a minimum of fourteen articles in high quality, refereed professional journals in a discipline appropriate to the candidate's research or in a peer-reviewed essay collection.

In both cases, articles or books that have been accepted but not published must be submitted along with a letter of formal acceptance and by the reader's reports (if available). The acceptance must be unambiguous and unconditional. Online publications count equally with print publications toward satisfying these criteria if they appear in recognized and professionally refereed on-line locations. Critical editions, edited or co-edited books, or co-authored or multiple authored books, edited collection of essays, book chapters, and translations of literary critical or cultural works accompanied by a substantial critical apparatus may be substituted for articles. Per the Comparative Literature Departmental bylaws, a co-edited book will count as two articles and a co-authored book will count as four articles.

The body of work for all categories must be a substantive study of issues in the field of Comparative Literature and/or language pedagogy and must be published or have been accepted for publication by August 1.

Grants, honors and awards will count as additional evidence for significant contributions; as can scholarly productions consisting of publicly distributed instructional materials such as language textbooks, original computer software, videotapes and multimedia materials (e.g. interactive DVDs, CDs).

Evidence of emerging regional or national recognition for research in the form of reviews, citations, awards, external letters of assessment, and other forms can be used to demonstrate the candidate's level of recognition. The presentation of scholarly papers at national and international conferences, especially when those papers are adjudicated, is also evidence of the candidate's recognition, though such presentations are not equivalent to published scholarship.

B. Teaching

Candidates for promotion to Full Professor must demonstrate effective teaching and make a significant contribution to the instructional mission of the Department and the University. When assessing the quality of a candidate's teaching, departmental colleagues will take into account such factors as described above for the rank of Associate Professor. Promotion to or appointment at the rank of Professor normally presumes a high level of performance in teaching. The Department distinguishes between routine classroom performance and contributions to teaching that draw upon the teacher's depth and breadth of scholarship. Teaching encompasses not only formal classroom instruction, but also the mentoring of students and availability outside the classroom for additional instruction and advice.

Faculty members at this rank are normally expected to be actively involved in the education of graduate students, when appropriate, as demonstrated by service on graduate committees and teaching of graduate courses.

Effectiveness in teaching is also reflected by students' learning including improvements in the learning environment and curriculum. Evidence of effectiveness may include teaching awards or other special recognition; development of significant revisions of programs and courses, including collaborative or interdisciplinary efforts; development of innovative teaching materials or instructional techniques; student evaluations and accomplishments; peer evaluations; or other evidence as described in the University Guidelines.

Candidates whose record reflects difficulty in teaching must be able to document steps they have taken to correct these problems, and the record must reflect, that significant improvement has occurred as verified through senior faculty evaluations.

C. Service

All faculty members are expected to participate actively in the area of service. Service contributions, even though they may be outstanding, cannot compensate for lack of productivity in the areas of teaching and research.

The following are examples of service that will be considered:

- Service to the University includes, but is not limited to, participating in standing and ad hoc Departmental, College and University committees, contributing to administrative support work (such as serving as a college representative on a major University committee or task force), and developing, implementing or managing academic programs or projects.
- Service to the profession includes, but is not limited to, offices held and committee assignments performed for professional associations and learned societies, development and organizations of professional conferences, editorships, and the review of manuscripts in professional associations and learned societies publications, and review of grant applications
- Service to society refers to the function of applying academic expertise to the direct benefit of external audiences in support of unit and University missions. It can include applied research, service-

based instruction, program and project management and technical assistance.

In addition to service that is directly related to instruction and research, service can be broadly interpreted to mean participation in activities that contribute to the life of the Department, the University, the community, or the discipline as a whole. Candidates for promotion to this rank are expected to have had at least some limited involvement in departmental committee work and/or governance. The management of academic programs or projects and/or significant service at the college or university level may substitute for or supplement other service at the departmental level.

Service to the profession at the regional, national, or international level is encouraged as it helps satisfy these criteria. Such services include, but are not limited to, offices held and committee assignments performed for professional associations and learned societies, development and organization of professional conferences, editorships and the review of manuscripts for professional publications, or the review of grant applications.

This document and discipline specific criteria must be accepted by the faculty within the Comparative Literature Department, and must be reviewed and approved by the Dean of the College and the Senior Vice President of Academic Affairs and Provost. New faculty members must be provided with this PTU document and University Guidelines. In addition, any changes or updates to this PTU document must be approved by the faculty, dean, and Provost. All revisions and approval dates must be listed in the PTU document.

This Document was approved for submission by the Comparative Literature Faculty on April 15, 2015

Approved by the University, June 8, 2015