

Tenure and Promotion Guidelines and “Statement on Scholarship”

Department of Writing, Rhetoric, & Discourse

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(changes pending approval highlighted in yellow)

The Department of Writing, Rhetoric, and Discourse (WRD) assumes a dynamic relationship among teaching, scholarship and research, and service. Our disciplinary commitments to service (including writing program administration) as intellectual work, classroom teaching as knowledge production, and research as a kind of social praxis encourage us to recognize ways in which these areas overlap and inform each other.

Therefore, we fully support the university’s tenure and promotion protocols as they are expressed in the *Faculty Handbook*; those protocols are entailed by the following. WRD expects of its faculty a broad and balanced teaching, scholarship and service agenda as they work toward tenure and/or promotion. This document serves to establish broadly the parameters for promotion and tenure in WRD and to specify the department’s expectations for its faculty as they work to define themselves as teachers and scholars at DePaul University.

Promotion to Associate Professor with Tenure

Teaching

WRD as a department and DePaul as an institution are deeply committed to teaching; therefore, this area weighs heavily in our tenure and promotion recommendations. In accordance with the *Faculty Handbook*, our evaluation of teaching shall address:

- Command of materials
- Effective communication of subject matter
- Appropriateness and thoroughness of objectives
- Course content, organization, and presentation
- Methods of evaluating students
- Success in bringing students to an acceptable level of performance and in challenging them to grow intellectually and morally

Further, as the *Faculty Handbook* states, we will consider instructional activities outside the classroom:

- Course development
- Academic advisement
- Accessibility to students
- Supervision of independent study
- Contributions to meeting departmental instructional needs

A WRD candidate's teaching should reflect both expertise within a specialized aspect of the field and a familiarity with disciplinary breadth. Good to excellent teaching performance within various courses, as required for promotion to associate professor will demonstrate the following principles:

- Situated practices appropriate to both student needs and the subject matter of the course.
- A multiplicity of instructional methods to engage students.
- Course assignments and activities that encourage students' professional, critical, and intellectual development.
- Attention to both applied and conceptual knowledge.
- Development of student proficiency in both the production and analysis of texts.
- Both formative and summative assessment of student work.

Evaluation of teaching will be based on evidence from

- course materials (syllabi, course assignments, etc.) submitted by the candidate
- the candidate's self evaluation
- peer observations
- student course evaluations
- student representative's report as stipulated by the Faculty Handbook and the college tenure and promotion guidelines

Scholarship

WRD has high expectations for its faculty to pursue a serious and ambitious scholarly agenda. WRD faculty members are expected to develop theoretical expertise and produce new knowledge within their respective specialties. Where and how this scholarly work is disseminated to disciplinary peers is crucial to judgments about a faculty member's progress toward tenure and promotion. The department will systematically evaluate scholarship according to these criteria, stated in the *Faculty Handbook*:

- originality
- contribution to knowledge
- conceptual or artistic sophistication
- intellectual rigor or artistic skills
- effective application of knowledge to address human problems or needs, and;
- effective communication of knowledge to audiences beyond the classroom

(Evaluation of Faculty section, 5)

The quality of a faculty member's scholarship along these criteria will be assessed on the basis of venues and types of publication—objective standards consistent with peer departments in institutions across the United States. WRD most highly values peer-reviewed research and scholarship published in print or online in prominent, well-respected venues within the field of research; this includes scholarship produced in languages other than English. Faithful to the relationship between theoretical inquiry and pedagogical application in the study of writing in the Humanistic tradition and the definition of scholarship in the *Faculty Handbook*, WRD values and encourages the publication of scholarly work on pedagogy.

A faculty member's published research should reflect an active research agenda, which is demonstrated through regular publication. In general, the department values single- or co-authored scholarly publications in the following descending order of importance:

1. Books or monographs in established, well-respected university and commercial presses within the field the scholarship takes up.
2. Articles in verifiably peer-reviewed journals—those that address a broad professional audience and those intended for field specialists.
3. Chapters or essays in edited collections.
4. Edited or co-edited books or special journal issues.
5. Journal editing, when the faculty member acts as chief editor or co-editor.
6. Review essays of the sort that evaluate and synthesize multiple titles, placing them in historical/disciplinary context and offering detailed judgments about their value to the fields they take up.

Modes of scholarship: Multimodal productions and web authored publication—for delivery via the Internet or in digital media (such as CD)—is increasingly important in the fields of study pursued by WRD faculty. Like conventional print scholarship, such work will be evaluated on the criteria identified above and assessed according to the disciplinary reputation of the venues in which it is published. Consistent with WRD’s expectations for print scholarship, multimodal scholarship will be more highly valued when it is peer reviewed and published in or by established, well respected university or commercial entities.

Collaboration: Reflecting disciplinary values, WRD considers published research produced collaboratively to be as intellectually and professionally influential as single-author publication, and therefore evaluates co-authored and single-authored work *by the same criteria*. Candidates will prepare a statement describing their relative contribution to each co-authored scholarly project or creative work. When a candidate’s contribution to co-authored work is demonstrated to be substantial, the work is given identical weight to single-authored work. Appendix A expands on the department’s understanding of collaborative scholarship as a disciplinary norm.

Additional scholarly work: A record of consistent, high achievement in the publishing activities above is expected to be enhanced by additional scholarly work that reflects the faculty member’s commitment to the dissemination of a sustained scholarly agenda. The presentation of one’s scholarship to disciplinary audiences through conference presentations, keynote addresses, invited talks, and the like are most highly valued. Also valued are presentations to the university community, as well as speeches and interviews that disseminate or interpret specialized knowledge in or for the public sphere; reviews of published work; workshop materials for use within the university, in other kinds of educational institutions (e.g., secondary institutions), or in the public sphere.

Service

The guidelines for the service component reflect the university’s expectations as articulated in the Faculty Handbook. Because service is so important to our promotion expectations in WRD, expectations for service are high.

Institutional Service

As does the *Faculty Handbook*, WRD values service “that benefits the university and its academic units, professional associations, or the community” (Evaluation of Faculty section, 5). Of these three categories of service, WRD places greatest weight at the pre-tenure stage on committed institutional service, particularly at the unit level. Active engagement in effective and efficient departmental governance is expected of every junior faculty member by participation on standing committees and ad hoc committees and occupying individual positions of responsibility (e.g. Internships Coordinator, Library Liaison).

In a small department with a disproportionate responsibility for administering required coursework and interdisciplinary programming at college and university levels, service beyond the unit level is very

highly valued, and may be achieved by administering/directing a program or curricular structure (First-Year Writing, New Media Studies, the Center for Writing, or WRD courses required of students in other departments and colleges). WRD also places high importance on meaningful participation in governance activities at the college and university level, particularly by those at the advanced assistant level and beyond; faculty may meet expectations for institutional service through membership on LA&S or Faculty Council standing and ad hoc committees, working groups, task forces and so on. The department also highly values institutional service that specifically reflects a faculty member's disciplinary expertise, such as workshops, lectures, or seminars that serve the university's writing goals.

Professional Service

While institutional service is most significant at the probationary stage, WRD values and supports professional service that enhances a faculty member's reputation among peers beyond DePaul.

Professional service may consist of the following:

- Serving as an officer or member of a committee or task force on national or regional professional associations (such as NCTE, CCCC, WPA, TESOL, ATTW, RSA, STC, AAUP.)
- Serving on the editorial board of a professional journal or e-journal
- Serving as a peer reviewer for a professional journal or publishing company
- Organizing a professional meeting or symposium on writing or related fields

Community Service

Consistent with the statement on community service in the *Faculty Handbook*, a commitment to the community is important but may not obscure a faculty member's obligation to institutional service. Further, to be considered professionally valuable as community service, a faculty member must render specialized, disciplinary expertise without compensation. Community service may consist of the following:

- Providing services to the public as a mentor or tutor (literacy, ESL, reading, language arts), especially through a public or private agency or institution
- Consulting with organizations outside the university in the faculty member's area of expertise
- Speaking to civic organizations on issues related to the faculty member's area of expertise
- Serving on boards of non-profit organizations

Promotion to Full Professor

The rank of Professor is reserved for those who demonstrate a sustained commitment to those criteria necessary to achieve tenure and promotion, including good to excellent teaching. In addition, candidates for promotion to Professor must demonstrate prominence in scholarship, affirmed by external peer review. Candidates for the rank of Professor must also present evidence of leadership in service to the department, College, University, and profession.

TEACHING

Teaching includes both individual pedagogy, from syllabus preparation to classroom performance, and advising of students within a given course as well as those assigned to an individual faculty member from the list of Program majors, minors, and/or graduate students. In addition, the candidate for promotion to Professor should show evidence of thoughtful and active engagement in teaching through course innovation, development, revision and/or growth.

Teaching, as indicated in the *Faculty Handbook*, shall be evaluated by:

- Command of materials
- Effective communication of subject matter
- Appropriateness and thoroughness of objectives
- Course content, organization, and presentation
- Methods of evaluating students
- Success in bringing students to an acceptable level of performance and in challenging them to grow intellectually and morally

The Personnel Committee will evaluate teaching in accordance with department, College, and University procedures. Materials submitted for review will include course materials (syllabi and assignments); a self-evaluation; peer observation reports of classroom teaching (at least three since previous promotion); student evaluations; and the student representative's report, which shall be based on telephone and in-person interviews and/or surveys of students.

SCHOLARSHIP

The candidate seeking promotion to Professor must demonstrate that he or she has built on previous accomplishments by adding significantly to his or her scholarly record while in the current rank. Faculty members seeking promotion are expected to exhibit a strong and active presence in their field, evident in scholarly presentations at national and/or international conferences, and through publication in prominent venues.

Published Scholarship, Research, and Creative Activities include the following in order of value:

1. Books or monographs in established, well-respected university and commercial presses within the field the scholarship takes up.
2. Verifiably peer-reviewed articles.
3. Articles in verifiably peer-reviewed journals—those that address a broad professional audience and those intended for field specialists—including invited essays, opinion and dialogue pieces, etc.
4. Chapters or essays in edited collections.
5. Edited or co-edited books or special journal issues.
6. Journal editing, when the faculty member acts as chief editor or co-editor.
7. Review essays of the sort that evaluate and synthesize multiple titles, placing them in historical/disciplinary context and offering detailed judgments about their value to the fields they take up.

SERVICE

Evidence of leadership in and commitment to the maintenance and development of the Writing, Rhetoric, and Discourse Department must be demonstrated. In addition, faculty are expected to demonstrate willingness to collaborate with students, other faculty, staff and/or community members to further the mission and goals of the department (e.g. through curriculum development and outreach).

Evidence of service to the College or University should include notable and consistent service on College or University committees as well as activities related to the collegial and intellectual life of the University. Special consideration will be given to those who lead committees, write substantial reports, etc.

Evidence of service to the profession may include prominent roles in professional organizations or responsibilities as an editor, editorial board member, or reviewer for publications that have national or

international impact. Service to the profession is to be evaluated according to the importance and quality of the contribution.

Appendix A: Evaluating Collaborative Scholarship

Across the scholarly fields in which WRD faculty publish, the term *collaboration* refers to an object of inquiry (scholars study the way individuals co- produce text), a pedagogical approach (students assist each other as peers in revision and editing activities), an epistemological claim (language practices are fundamentally social in nature), and a scholarly practice legitimized by decades of influential, peer-reviewed articles and books co-written by two or more authors.

Embedded in the publishing practices of the interrelated fields in which we work is a self-conscious attention and commitment to a disciplinary tradition of collaborative literate practices. This tradition is evident in the publishing practices of our fields' journals and presses: ***co-authored work makes up a significant percentage of peer-reviewed journal articles in top journals in the field as well as monographs and edited collections from top presses in the field. Awards for publishing excellence in the field have repeatedly recognized co-authored work.***

International professional organizations that represent scholars working in writing, rhetoric, and discourse studies have published judgments the evaluation of scholarly productivity that sharply underscore the significance of collaborative writing practices and their resulting products. According to Scholarship in Composition: Guidelines for Faculty, Deans, and Department Chairs, a position statement issued by the Conference on College Composition and Communication, "A significant percentage of the scholarship in composition studies is being conducted and reported collaboratively. Collaborative work, while having a long tradition in many disciplines, should be respected as a legitimate and appropriate form of professional scholarly activity." A report issued by the Modern Language Association's Task Force on Evaluating Scholarship for Tenure and Promotion asserts:

Collaboration offers significant opportunities for enterprising, untenured scholars to tackle problems or interdisciplinary topics too formidable in scale or scope for an individual. Sometimes collaboration simply offers the most satisfying way to approach an issue or problem in an article or a monograph. In fact, recent technological advances have made collaboration with distant colleagues easier, faster, and more efficient. . . . Such opportunities to collaborate should be welcomed rather than treated with suspicion because of traditional prejudices or the difficulty of assigning credit. (<http://www.mla.org/pdf/taskforcereport0608.pdf>)