

**BYLAWS OF THE DEPARTMENT OF ENGLISH
UNIVERSITY OF ILLINOIS AT CHICAGO
(last revised October 2, 2015)**

ARTICLE I. THE FACULTY

A. FACULTY. The Faculty of the Department of English shall consist of all tenured and tenure-track Assistant Professors, Associate Professors, and Professors, all non-tenure track Lecturers, Senior Lecturers, and Visiting Lecturers, and all tenured, tenure-track or non-tenure track Clinical Assistant Professors, Clinical Associate Professors, and Clinical Full Professors as stipulated in the University Statutes, Article II, Section 3.a.1-2.

B. ADVISORY COMMITTEE. The Advisory Committee shall consist of the Faculty, as defined above, and an annually elected representative of the graduate students in English (see Section II.C below on the Graduate English Association (GEA)). Each year the Faculty shall elect the Advisory Committee in accordance with the University Statutes, Article IV, Section 3.f. The Advisory Committee shall have final advisory power in matters of departmental policy. It may, however, delegate advisory power to individuals and to committees.

The Advisory Committee shall meet at least once a semester. The Head of the Department, normally in consultation with the Steering Committee (see below), shall call meetings of the Advisory Committee. Ordinarily, a written notice listing all matters to be brought to a formal vote shall be sent to members of the Advisory Committee one week in advance of every meeting. One-quarter of all faculty in residence shall constitute a quorum. Unless otherwise specified, a majority shall be sufficient to carry any measure. Members of the Advisory Committee shall be consulted by the Head about faculty recruitment needs.

Minutes of all meetings shall be posted. Any five members of the Faculty may directly petition the Head or the Steering Committee in consultation with the Head to call a meeting of the Advisory Committee.

C. STEERING COMMITTEE. The Faculty shall elect a Steering Committee which shall include the Head, the Associate Head, Director of Undergraduate Studies, Director of Graduate

Studies, and Director of First-Year writing as ex officio non-voting members, and nine elected members, which shall include two Professors, two Associate Professors, one Assistant Professor, two Senior Lecturers and two Lecturers. Elected members should represent the disciplinary diversity of the department and should include at least one member from each program. Members shall be elected annually. After serving three consecutive terms, a faculty member shall be ineligible for election for one year. The Steering Committee shall be chaired by the Head. Meetings may be called by any two members or the Head. The Steering Committee shall report to the Advisory Committee on any business assigned to it or which it initiates.

In general, Steering Committee duties will include the following:

1. Meet at least once each semester to advise the Head on general matters of departmental policy and to recommend issues to be discussed with the Advisory Committee.
2. Supervise the implementation of policies delegated to it by the Advisory Committee.
3. As appropriate: Recommend hiring priorities to the Appointment, Reappointment, Promotion, and Tenure Committee (ARPT); and the Lecturers Appointment, Reappointment, and Promotion Committee (LARP); and serve as a recruitment coordinating committee in consultation with departmental hiring committees. Advise the Head on the retention of faculty receiving offers from other institutions, and counsel the Head on maintenance of professional standards and related matters.
4. Function as a committee on salaries and faculty evaluation, advising the Head on issues of merit and equity and reviewing the merit claims of the faculty and the Head's proposed merit raises. The Head shall consult the Committee on matters of grant, budget, and salary policy, including recommendations on allocation of travel and equipment budgets.

D. OTHER COMMITTEES. Department officers (the Head, in consultation with the Associate Head, Director of Undergraduate Studies, and Director of Graduate Studies) shall oversee the formation of the following standing committees, whose members shall serve staggered two-year terms. All committee members shall be elected from a ballot consisting of all eligible faculty. A separate ballot will be provided to tenure-track faculty for the election of the Graduate Committee. No member may be elected to more than one of the Steering, Graduate, and

Undergraduate Committees without his or her agreement. The chairs of these committees shall be appointed by the Head, in consultation with the Steering Committee, except when otherwise specified. Minutes of all committee meetings shall be made available, either by distribution or by posting, to all members of the Faculty.

1. Undergraduate Studies. This committee shall report to the Advisory Committee and shall consist of:

a. The Director of Undergraduate Studies. The Director shall be appointed by the Head and confirmed by the Advisory Committee. The Director shall serve a renewable term of no more than three years. The Director's duties shall be to implement policies and programs in the undergraduate curriculum instituted by the department and to represent the department at promotional events and orientations.

b. The Director of English Education, ex officio.

c. Seven elected members, including at least one from the Program for Writers, one assistant professor, and two lecturers of any rank.

The duties of this committee shall be:

a) Improvement, development, and supervision of the undergraduate curriculum, exclusive of first-year writing, and oversight of student assessment.

b) Development of protocols for faculty observation of teaching assistants and lecturers for non-FYW courses. All observations will be coordinated in conjunction with the Teaching Committee, the Associate Head, and the Director of the First-Year Writing (see Teaching Committee below). The Director of Undergraduate Studies shall review all non-FYW observations.

2. First-Year Writing. This committee shall report at the beginning of each academic year, and additionally if necessary, to the Advisory Committee, and shall consist of three ex officio members (Director of First-Year Writing, Associate Director of First-Year Writing, Director of the Writing Center), and three elected faculty members: one tenure-track faculty member and two lecturers of any rank. The Director of First-Year Writing shall chair the committee.

The duties of the First-Year Writing committee shall include the following:

- a. Recommend and review policies concerning the University's composition requirement, such as placement, proficiency testing, and competency testing.
- b. Development of protocols for faculty observation of teaching assistants and lecturers in FYW courses. All observations will be coordinated in conjunction with the Teaching Committee, the Associate Head, and the Director of Undergraduate Studies (see Teaching Committee below). The Director of First-Year Writing shall review all FYW observations.
- c. Supervising, improving, and evaluating the first-year writing curriculum, and other activities referred to it by the Undergraduate Studies Committee.

3. Teaching. This committee shall be composed of the Director of First-Year Writing, the Associate Head, the Director of Undergraduate Studies and four elected members: two tenure-track members and two lecturers of any rank.

The duties of the Teaching Committee shall include the following:

- a. Officiate in grade dispute cases.
 - b. Oversee teacher observation protocols and processes.
4. Any group may meet to discuss teaching issues or suggest curriculum development to the rest of the department. Curricular suggestions may be brought to the Undergraduate or Graduate Studies Committees by any faculty member. Curriculum changes will then be discussed by those committees and proposals brought to the Advisory Committee for faculty discussion and vote.

ARTICLE II. THE GRADUATE FACULTY

A. The Graduate Faculty

1. The Graduate Faculty consists of all department faculty with membership in the Graduate College; they constitute the "voting members" referred to in this document. The regulations of the Graduate College govern the criteria for membership and the functions of the Graduate Faculty, and set forth the basic features of its organization. The Graduate Faculty meetings will be part of scheduled Advisory Committee meetings.

2. Program revisions, new programs, curricular changes, and substantive revisions to the Graduate Program Handbook must be approved by the Graduate Faculty at a meeting of the Advisory Committee.

B. The Director of Graduate Studies

1. The Director of Graduate Studies of English is appointed by the Dean of the Graduate College, upon the recommendation of the department Head. The Head's recommendation shall be based on consultation with the Graduate Faculty, and shall be for a term of three years.

2. The Head may also appoint, in consultation with the Director of Graduate Studies of English, an Associate Director (who performs duties delegated to him or her by the Head, the Director, or the Graduate Committee, and serves as Acting Director in the Director's absence), and a Director of Placement.

3. The Director of Graduate Studies of English administers the departmental graduate programs and the Graduate Studies Office, in consultation with the Head of the department and the Graduate Committee. These responsibilities include acting on admission to all degree programs, nominating graduate students for awards and teaching assistantships, overseeing the advising and registration of graduate students, acting on petitions from graduate students, conducting departmental business with the Graduate College, and handling other matters pertaining to the graduate programs.

C. The Graduate Committee

This committee is charged with overseeing all aspects of the department's graduate programs, including curriculum, admissions, academic progress, and the awarding of prizes and financial aid.

The Director of Graduate Studies in English and Associate Director are ex officio members of the committee, and the Director acts as chair. The committee shall have eight elected members of the Graduate Faculty as follows: at least two from the Program for Writers, and one from English Education. Members serve staggered two-year terms.

For discussions of curricular policy, including the review of new and revised courses and the scheduling of graduate courses, the

committee will be augmented by one graduate student, who is a voting member elected by the graduate students. The Graduate English Association, organized and run by graduate students, is open to all those enrolled in the MA and PhD programs. Its primary purposes are to schedule programs and group activities which will provide opportunities for both discussion and socializing, and to serve as a channel of communication with the Directors and the Graduate Faculty. Its members elect a representative to the Graduate Committee and a representative to the Advisory Committee on an annual basis.

ARTICLE III. DEPARTMENTAL AND PROGRAM OFFICERS

A. Departmental Officers

1. Department Head. The procedures for the appointment and the duties of the Head shall be those described in the University of Illinois Statutes, Article IV, Section 3.

a. Review of Candidates for the Headship. Curriculum vitae and other papers for each candidate for the Headship shall be made widely available, each candidate shall make a presentation to the department, and members of the faculty shall have an opportunity to meet informally with each candidate. The Advisory Committee shall vote on the candidates by secret ballot, and the results of the ballot, including an account of the number of votes for each candidate, shall be made known to the Advisory Committee in written minutes. The Advisory Committee shall make a recommendation for the Headship to the Dean, indicating the sentiments of the faculty.

b. Review of the Head. After the 5th year, the department will vote by secret ballot on whether to recommend continuing appointment to a second term. The result of the vote will be forwarded to the Dean.

2. Associate Head. The Head shall appoint an Associate Head.

3. Directors of Graduate Studies. See Article II above.

4. Director of Undergraduate Studies. See Article I, Section D.1.a. above.

5. As needed, the Head will consult the above Departmental officers -- the Associate Head, the Directors of Graduate Studies and the Director of Undergraduate studies -- on the following:

- a. matters of grant, budget, and salary policy, including recommendations of allocations for travel and equipment budgets.
- b. committee elections resulting in a tie.

B. Program Officers: Directors of First-Year Writing, English Education, and the Program for Writers. The Head shall appoint directors of these programs.

**ARTICLE IV. APPOINTMENT, REAPPOINTMENT, PROMOTION,
AND TENURE (ARPT)**

A. The Appointment, Reappointment, Promotion, and Tenure Committee shall consist of all tenured faculty holding the rank of Professor or Associate Professor with at least 50% appointments in the English Department. In personnel cases involving individuals holding joint appointments in units in which voting members of the ARPT Committee also have joint appointments, the ARPT member shall vote on such individuals in only one unit in which the voting member holds appointments.

B. This committee shall recommend hiring priorities to the Head and vote on the appointment, reappointment, promotion, and tenure of tenure-track and tenured faculty members; on the retention and promotion of non-tenure-track and tenure-track clinical faculty; on non-tenure-track Lecturer promotions to Senior Lecturer; and on appointments of retiring faculty to emeritus status.

C. The procedures, guidelines, and norms for promotion and/or retention of Tenure-Track, Clinical, and Non-Tenure-Track Lecturer Faculty are appended to the bylaws as APPENDIX A, B, and C respectively.

**ARTICLE V. LECTURER APPOINTMENT, REAPPOINTMENT AND PROMOTION
COMMITTEE (LARP)**

A. The Lecturer Appointment, Reappointment, and Promotion Committee shall consist of all Senior Lecturers with at least 50% appointments in the English Department. In personnel cases involving individuals holding joint appointments in units in which voting members of the LARP Committee also have joint appointments, the LARP member shall vote on such individuals in only one unit in which the voting member holds appointments.

B. This committee shall recommend hiring priorities to the Head and, in conjunction with the ARPT, vote on the appointment and promotion of Lecturers and Senior Lecturers.

C. The procedures, guidelines, and norms for promotion and reappointment of Lecturers and Senior Lecturers are appended to the bylaws as APPENDIX C.

**ARTICLE VI. PROCEDURES FOR SCHEDULING, SETTING HIRING
PRIORITIES, AND RECRUITING**

A. Setting Hiring Priorities. Each Year, the Advisory Committee shall meet to discuss hiring priorities for the next academic year and shall forward their recommendations to the Head. Subsequently, the Head shall report to the Advisory Committee his or her recruiting requests made to the Dean of LAS for tenure-track, clinical, and non-tenure-track faculty and the searches to be conducted the following year.

B. Recruiting. For each opening or candidacy approved for a search by the Dean of LAS, the Head--in consultation with departmental officers (the Associate Head and Directors of Undergraduate and Graduate Studies)--shall appoint an ad hoc search committee including members of the relevant programs in the department. The committee membership shall be announced to the Advisory Committee.

In the case of tenure-track appointments, these ad hoc search committees shall report to the ARPT/Advisory Committee at least once before candidates are brought to campus for interviews. Ordinarily, candidates invited to campus shall make a presentation to the department, and members of the faculty shall have an opportunity to meet informally with the candidates. Before offers are extended to candidates, the Head and the ad hoc search committee shall meet with the ARPT/Advisory Committee so

that the full committee can discuss the candidates' merits and indicate to the Head their preferences for hiring.

When timely and appropriate, the procedures above will be followed as well in the case of hiring and recruitment of clinical and non-tenure-track faculty. During the summer months, a search committee, including at least one lecturer of any rank, will be appointed by the Head.

In the case of new tenure-track and, where appropriate, clinical appointments to the department, members of the ARPT/Advisory Committee shall be present for the discussion. Assistant Professors vote on initial appointments to their rank; in other cases only those at the rank of tenured associate professor or above shall vote on the appointments.

C. Scheduling. Faculty members shall submit their preferences for teaching assignments annually. These preferences, in conjunction with departmental need, will help to determine teaching assignments. The Head and Associate Head consult with the Directors of Graduate Studies, Undergraduate Studies, and First-Year Writing in order to discuss course planning and scheduling, course assignments, and committee responsibilities.

D. Affirmative Action. The department and department head uphold the University of Illinois Nondiscrimination Policy for students, faculty, and staff. Grievances are handled by the Office for Access and Equity.

ARTICLE VI. AMENDING THE BYLAWS

Any member of the faculty may propose an amendment to these Bylaws by submitting it in writing to the Steering Committee. Proposed amendments shall be circulated to the Advisory Committee at least two weeks before consideration at a meeting of that committee. Vote on any amendment shall be by secret ballot and shall require a majority vote of the Advisory Committee for passage.

The revised Bylaws were approved by a vote of 15 yes, 0 no, and 0 abstain at an Advisory Committee meeting on May 6, 2015.

Appendix A: Guidelines, Procedures and Norms: (1) Promotion of Assistant Professors to Associate Professors; (2) Promotion of Associate Professors to Full Professors

**DEPARTMENT OF ENGLISH
UNIVERSITY OF ILLINOIS AT CHICAGO**

**GUIDELINES, PROCEDURES, AND NORMS
PROMOTION OF ASSISTANT PROFESSORS TO ASSOCIATE PROFESSORS**

Adopted by the Department of English
September 19, 2014

The granting of tenure is a major decision on the part of the University and the Department, and it is likewise a critical milestone in the career of the faculty member concerned. The award of tenure carries with it the assurance of continuing employment for as long as the faculty member chooses to remain with the university, that is, until resignation or retirement. Tenured appointments can be terminated only for adequate cause, with the burden of proof being on the university to show through a due process hearing why the faculty member should not be retained. Hence the decision to grant tenure is not made lightly. At UIC, all tenure-track faculty are assumed to have the potential to meet the criteria for tenure and promotion.

The document that follows will explain: 1) the departmental context in which the tenure decision is made; 2) the Department's mentoring role in preparing Assistant Professors for promotion to the rank of Associate Professor with tenure; 3) the criteria for a successful promotion case; and 4) the pre-tenure review process during the third and fifth years of the probationary period.

1. The Tenure Decision in the Department of English at UIC

The tenure review process begins in the candidate's Department and then proceeds to the College, the University, and finally the Board of Trustees. At each level, those reviewing the candidate's record are likely to have less specialized knowledge of his or her discipline and specialization. Accordingly, it is important for both the candidate and those helping to prepare the promotion papers for review beyond the Department to clarify both the candidate's achievements and the criteria by which the Department's decision has been made, that is, to interpret to a more general audience the reasons why this candidate deserves tenure in the field of English Studies and/or Creative Writing.

A. The Department and University require convincing evidence that the past record and performance of the applicant meet the criteria for promotion.

B. The granting of tenure also assumes that the faculty member will progress and develop in the future and will in time compile a record that will ensure promotion to Professor and, ideally, the enjoyment of a distinguished academic career. The granting of tenure is thus based on a standard of scholarly excellence and/or creative achievement and confidence of future attainments beyond what has already been accomplished.

C. Because tenure is about the future as well as the past, the specific criteria cannot be exact. The University and the Department seek evidence that the applicant is developing as a publishing scholar and/or creative author, an effective teacher, and an active university colleague and citizen of the field and profession.

D. Assistant Professors should be aware that the tenure process imposes a tight schedule. Since Assistant Professors normally come up for tenure in their sixth year, it is generally the record for just five years that is being evaluated. Moreover, the process of publishing a scholarly monograph or creative volume is lengthy. Often, a year or more elapses between the submission and final acceptance of a manuscript, since presses have to obtain referees' reports, and the author almost always has to make revisions.

E. The guidance offered in this document is based not only on Departmental policy, but also on the standards, outlook, and procedures that faculty and university officials involved at the other levels of the University's promotion process will bring to a tenure case.

2. Mentoring

Preparation for tenure does not begin the spring before the candidate's case comes up, but at the moment the candidate assumes a faculty position. And it is a process that the candidate does not enter alone, but with the help and support of senior colleagues. In addition to the responsibilities for preparing the candidate's papers, the Department will assist all incoming faculty in identifying a mentor, someone to whom the candidate may come for help in interpreting the guidelines for tenure as well as advice about how best to conduct his or her career in order to meet the expectations described above.

There are at least two options for establishing a mentoring relationship. The incoming Assistant Professor i) may, after taking some time to get to know members of the senior faculty, ask one of them to serve as a mentor, or ii) may ask the Head to suggest one or two names of faculty who would be appropriate and willing to serve in this capacity. The candidate may then ask the senior faculty member to become his or her mentor, or may ask the Head to make the request. In either case, the candidate is advised to report to the Head by the end of the first year, the name of the person he or she has chosen, and whether or not the relationship has been formalized. It should be understood that, while candidates are strongly advised to develop a mentoring relationship and formalize it to the extent just described, mentors are not acting in an official capacity. Thus, any advice they give, although based on their own experience and understanding of the criteria operating in this Department, should not be interpreted either to constitute or imply any guarantee of promotion and tenure.

3. Departmental Norms

Cases for tenure and promotion are based on the candidate's performance in research and/or creative writing, teaching, and service. The following paragraphs are offered as examples of activities that contribute to a strong and convincing case.

Research

The centerpiece in a tenure case for an Assistant Professor in English is normally the publication of a scholarly monograph in the candidate's field of expertise or, in the case of the Program for Writers, a creative equivalent (e.g. a novel or a collection of poems). The press that publishes this book should be one with a significant reputation in the relevant field.

The Department also looks for evidence that the candidate has engaged in scholarly or creative activity that is not confined to the revision of all, or part, of her/his dissertation. Such evidence includes, but is not limited to, publication of refereed articles in scholarly or creative journals, chapters in books, edited books, and review essays as well as conference papers, lectures, readings and the development of scholarship on the internet and/or participation in other electronic media of scholarly and creative communication. There should also be evidence that a second major project is being developed. The P & T papers submitted by the Department require a statement written by the candidate describing current and future research or creative activity. The publications and other research activities of the candidate lend credibility to these plans, as an indication that the Assistant Professor is embarking on a viable scholarly and/or creative career. The candidate should also be developing professional standing in his/her area of specialization. Evidence for such development can include, but is not limited to, book reviews; refereeing for publishing houses, periodicals, and award-granting agencies; involvement in the management or editing of a scholarly or creative journal; and participation at professional conferences.

To recommend promotion, the Department needs to be satisfied that the candidate has made a significant contribution to knowledge within the discipline of English studies or to creative writing. The candidate's record is evaluated by the tenured faculty in the Department. Reports from at least five scholars in the candidate's field selected by the Department are also considered. Evidence of scholarly and critical discussion, citation, and review of the candidate's work, as well as fellowships and prizes awarded internally and externally and grants that have been applied for or obtained, may also be cited as reasons for promotion.

The Department recognizes that with the growing availability of electronic means of scholarly and creative publication a candidate for promotion may choose to submit evidence for consideration in one or more electronic forms. If so, the criteria to be applied are generally the same as those stated for conventional print venues. Is the work in question scholarly (as distinct from teaching- or service-oriented) or substantively creative? Is it substantial by the standards of comparable printed scholarship, and/or creative and/or of comparable electronic work? Has it been peer-reviewed? How/to whom is it disseminated? How is it evaluated, as a work of scholarship or creative writing, by the outside referees whom the Department must consult?

Teaching

The Department expects its faculty members to perform well as teachers. Teaching is evaluated through a) reports filed by colleagues on the basis of in-class visits and b) student evaluations. Awards for teaching received by the candidate also serve as evidence of superior teaching. The teaching record includes not only courses taught at the undergraduate and graduate levels, but also membership on dissertation committees, participation in comprehensive and preliminary examinations, and student advising. Development of new courses or new topics in courses, other kinds of teaching innovations, and publications on pedagogy are also relevant to the teaching

record.

Service

A record of active service can strengthen a case for promotion and tenure. Faculty members are expected to contribute to the management of the department, although less service is expected of junior faculty than of senior colleagues. Service may also include participation on committees or as department officers, membership on committees within the university, extra-curricular student support and advising, and active participation in professional organizations. Community involvement that is relevant to the candidate's expertise, as well as lectures and/or readings for non-professional audiences, enhance the service record.

4. Pre-Tenure Reviews

Assistant Professors on the tenure-track in the English Department will be reviewed twice prior to their tenure review. The first review, required by University Statute, is a third-year or mid-probationary review and the second is a fifth-year review for departmental purposes only. Each of these reviews is intended to assess the candidate's progress toward the attainment of tenure. In the case of the mid-probationary review, a report is forwarded to the Dean's office. In the case of the fifth-year review, the reports remain internal. Both reports are intended as advisory and as guidance to the candidate with respect to where she or he might stand with respect to the attainment of tenure.

**DEPARTMENT OF ENGLISH
UNIVERSITY OF ILLINOIS AT CHICAGO**

**GUIDELINES, PROCEDURES, AND NORMS
PROMOTION OF ASSOCIATE PROFESSORS TO FULL PROFESSORS**

Adopted by the Department of English
September 19, 2014

The granting of promotion from Associate Professor to Full Professor is a major decision on the part of the University and Department, and it is likewise a critical milestone in the career of the faculty member concerned.

1. The Promotion Decision in the Department of English at UIC

The promotion review process begins in the candidate's Department and then proceeds to the College, the University, and finally the Board of Trustees. At each level, those reviewing the candidate's record are likely to have less specialized knowledge of his or her discipline and specialization. Accordingly, it is important for both the candidate and those helping to prepare the promotion papers for review beyond the Department to clarify both the candidate's achievements and the criteria by which the Department's decision has been made, that is, to interpret to a more general audience the reasons why this candidate deserves to be promoted in the field of English Studies and/or Creative Writing.

A. The Department and University require convincing evidence that the past record and performance of the applicant meet the criteria for promotion and that the candidate has compiled a substantial record of achievement since his/her last promotion.

B. The granting of promotion also assumes that the faculty member will continue to publish, to develop as a teacher, and to compile a distinguished record as a Full Professor. The granting of promotion is thus based on a standard of professional excellence and confidence of future achievement beyond what has already been accomplished.

C. Because promotion is about the future as well as the past, the specific criteria cannot be exact. The University and the Department seek evidence that the applicant is continuing to develop as an effective teacher; a productive writer, scholar, or professional; and an active university colleague and citizen of the field.

D. There is no set time period during which an Associate Professor must come up for promotion to Full Professor.

E. For promotion to Full Professor, candidates will be expected to have substantial experience at the rank of Associate Professor; to have made substantive contributions to relevant fields of scholarship or creative writing; to have made significant contributions in the area of teaching; and to have demonstrated a commitment to service.

F. The guidance offered in this document is based not only on Departmental policy, but also on the standards, outlook, and procedures that faculty and university officials involved at the other levels of the University's promotion process will bring to a clinical promotion case.

2. Departmental Norms

Cases for promotion are based on a candidate's scholarly or creative publications; excellence in teaching; and substantial service and other professional activities. The following paragraphs are offered as examples of activities that contribute to a strong and convincing case.

Research

The centerpiece in a case for promotion from Associate to Full Professor is normally the publication of a second scholarly monograph in the candidate's field of expertise or, in the case of the Program for Writers, a creative equivalent (e.g. a novel or a collection of poems). The press that publishes this book should be one with a significant reputation in the relevant field.

The Department also looks for evidence that the candidate has engaged in scholarly or creative activity beyond the scope of single-author monographs. Such evidence includes, but is not limited to, edited books, edited scholarly or creative collections, publication of refereed articles in scholarly or creative journals, chapters in books, and review essays as well as conference papers, lectures, readings and the development of scholarship on the internet and/or participation in other electronic media of scholarly and creative communication. There should also be evidence that additional major projects are being developed. The P & T papers submitted by the Department require a statement written by the candidate describing current and future research or creative activity. The publications and other research activities of the candidate lend credibility to these plans, as an indication that the Associate Professor is engaged in a vibrant, long-term scholarly and/or creative career. The candidate should also have developed significant professional standing in his/her area of specialization. Evidence for such development can include, but is not limited to, book reviews; refereeing for publishing houses, periodicals, and award-granting agencies; involvement in the management or editing of a scholarly or creative journal; and participation at professional conferences. The general rule here is: the more such evidence of additional or supplementary scholarly activity is presented by the candidate, the stronger is his or her case. It is also possible, though not normal, that the candidate's record in this respect may be sufficient to obviate the necessity of a second scholarly monograph.

To recommend promotion, the Department needs to be satisfied that the candidate has continued to make significant contributions to knowledge within the discipline of English studies or to creative writing. The candidate's record is evaluated by other full professors in the Department. Reports from at least five scholars in the candidate's field selected by the Department are also considered. Evidence of scholarly and critical discussion, citation, and review of the candidate's work, as well as fellowships and prizes awarded internally and externally and grants that have been applied for or obtained, may also be cited as reasons for promotion.

The Department recognizes that with the growing availability of electronic means of scholarly and creative publication a candidate for promotion may choose to submit evidence for consideration in one or more electronic forms. If so, the criteria to be applied are generally the

same as those stated for conventional print venues. Is the work in question scholarly (as distinct from teaching- or service-oriented) or substantively creative? Is it substantial by the standards of comparable printed scholarship and/or creative and/or of comparable electronic work? Has it been peer-reviewed? How/to whom is it disseminated? How is it evaluated, as a work of scholarship or creative writing, by the outside referees whom the Department must consult?

Teaching

The Department expects its faculty members to perform well as teachers. Teaching is evaluated through a) reports filed by colleagues on the basis of in-class visits; and b) student evaluations. Awards for teaching received by the candidate also serve as evidence of superior teaching. The teaching record includes not only courses taught at the undergraduate and graduate levels, but also membership on dissertation committees, participation in comprehensive and preliminary examinations, and student advising. Development of new courses or new topics in courses, other kinds of teaching innovations, and publications on pedagogy are also relevant to the teaching record.

Service

A record of active service is expected in cases for promotion to Full Professor. Faculty members are expected to contribute to the activities and business of the department. Service may also include participation on committees or as department officers, membership on committees within the university, extra-curricular student support and advising, and active participation in professional and peer organizations. Community involvement that is relevant to the candidate's expertise, as well as lectures and/or readings for non-professional audiences, enhance the service record.

Appendix B: Guidelines, Procedures, and Norms: (1) Promotion of Clinical Assistant Professors to Clinical Associate Professors—Non-Tenure Track; (2) Promotion of Clinical Associate Professors to Clinical Full Professors—Non-Tenure Track

**DEPARTMENT OF ENGLISH
UNIVERSITY OF ILLINOIS AT CHICAGO**

**GUIDELINES, PROCEDURES, AND NORMS
PROMOTION OF CLINICAL ASSISTANT PROFESSORS TO CLINICAL ASSOCIATE
PROFESSORS—NON-TENURE TRACK**

Adopted by the Department of English
September 19, 2014

The granting of a promotion from Clinical Assistant Professor to Clinical Associate Professor is a major decision on the part of the University and the Department, and it is likewise a critical milestone in the career of the faculty member concerned. The document that follows will explain: 1) the departmental context in which the promotion decision is made; and 2) the criteria for a successful promotion case.

1. The Promotion Decision in the Department of English at UIC

The promotion review process begins in the candidate's Department and then proceeds to the College, the University, and finally the Board of Trustees. At each level, those reviewing the candidate's record are likely to have less specialized knowledge of his or her discipline and specialization. Accordingly, it is important for both the candidate and those helping to prepare the promotion papers for review beyond the Department to clarify both the candidate's achievements and the criteria by which the Department's decision has been made--that is, to interpret to a more general audience the reasons why this candidate deserves to be promoted in the field of English Studies and/or Creative Writing.

A. The Department and University require convincing evidence that the past record and performance of the applicant meet the criteria for promotion.

B. The granting of promotion also assumes that the faculty member will progress and develop in the future and is thus based on a standard of professional excellence and confidence in future achievement beyond what has already been accomplished.

C. Because promotion is about the future as well as the past, the specific criteria cannot be exact. The University and the Department seek evidence that the applicant is developing as an effective teacher; a productive writer, scholar, or professional; and an active university colleague and citizen of the field.

D. Clinical Assistant Professors are not subject to the same seven-year probationary period applicable to tenure-track faculty, but they are to be reviewed at least every five years and are

eligible for promotion in their sixth year. Faculty who are eligible to be considered for promotion have the right to request such a review.

E. The guidance offered in this document is based not only on Departmental policy, but also on the standards, outlook, and procedures that faculty and university officials involved at the other levels of the University's promotion process will bring to a clinical promotion case.

2. Departmental Norms

Cases for promotion in the clinical track are based on the candidate's performance in teaching; scholarly or creative publication or professional activities; **and/or** service. The following paragraphs are offered as examples of activities that contribute to a strong and convincing case.

Teaching

The Department expects its faculty members to perform well as teachers. Teaching is evaluated through a) reports filed by colleagues on the basis of in-class visits and b) formalized student evaluations. Awards for teaching received by the candidate also serve as evidence of superior teaching. The teaching record includes not only courses taught at the undergraduate and graduate levels, but also the development of new courses/curricula, supervision of independent studies or direction of honors theses, and student advising. Development of new courses or new topics in courses, other kinds of teaching innovations, and publications on pedagogy are also relevant to the teaching record.

Scholarly or Creative Publication or Professional Activities

Many Clinical Assistant Professors choose to publish substantial creative or scholarly work in their field. In the case of scholarly or creative publication, the press or journals that publish this work should be ones with significant reputations in the relevant fields. Such work includes, but is not limited to, publication of refereed articles in scholarly or creative journals, chapters in books, edited books, and review essays as well as conference papers, lectures, readings, and the development of scholarship on the internet and/or participation in other electronic media of scholarly and creative communication. There should also be evidence of ongoing scholarly or creative projects in progress. The P & T papers submitted by the Department require a statement written by the candidate describing current and future work. The publications and other creative or research activities of the candidate lend credibility to these plans, as an indication that the Clinical Assistant Professor is embarking on a viable long-term career. The candidate should also be developing professional standing in his/her field. Evidence for such development can include, but is not limited to, book reviews; refereeing for publishing houses, periodicals, and award-granting agencies; involvement in the management or editing of a scholarly or creative journal; and participation at professional conferences.

To recommend promotion in cases where Clinical Assistant Professors have placed an emphasis on scholarly or creative work, the Department needs to be satisfied that the candidate has made a significant contribution within the discipline of English studies or Creative Writing. The candidate's record is evaluated by the tenured faculty in the Department. Reports from at least three scholars or professionals in the candidate's field selected by the Department are also considered. Evidence of scholarly and critical discussion, citation, and review of the candidate's

work, as well as fellowships and prizes awarded internally and externally and grants that have been applied for or obtained, may also be cited as reasons for promotion.

The Department recognizes that with the growing availability of electronic means of scholarly and creative publication a candidate for promotion may choose to submit evidence for consideration in one or more electronic forms. If so, the criteria to be applied are generally the same as those stated for conventional print venues. Is the work in question scholarly (as distinct from teaching- or service-oriented) or substantively creative? Is it substantial by the standards of comparable printed scholarship, and/or creative, and/or of comparable electronic work? Has it been peer-reviewed? How/to whom is it disseminated? How is it evaluated, as a work of scholarship or creative writing, by the outside referees whom the Department must consult?

Service

In addition to demonstrable excellence in teaching and as an alternative to an emphasis on scholarly and creative work, a Clinical Assistant Professor may elect instead, and as appropriate to the position, to place an emphasis on a record of active service or other professional activity including, but not limited to, membership on committees within the university, extra-curricular student support and advising, active participation in professional organizations, program development, professional training, and community engagement. These contributions should be reflected in the statement on service that the candidate submits for consideration.

**DEPARTMENT OF ENGLISH
UNIVERSITY OF ILLINOIS AT CHICAGO**

**GUIDELINES, PROCEDURES, AND NORMS
PROMOTION OF CLINICAL ASSOCIATE PROFESSORS TO CLINICAL (FULL)
PROFESSORS—NON-TENURE TRACK**

Adopted by the Department of English
September 19, 2014

The granting of promotion from Clinical Associate Professor to Clinical Full Professor is a major decision on the part of the University and Department, and it is likewise a critical milestone in the career of the faculty member concerned.

1. The Promotion Decision in the Department of English at UIC

The promotion review process begins in the candidate's Department and then proceeds to the College, the University, and finally the Board of Trustees. At each level, those reviewing the candidate's record are likely to have less specialized knowledge of his or her discipline and specialization. Accordingly, it is important for both the candidate and those helping to prepare the promotion papers for review beyond the Department to clarify both the candidate's achievements and the criteria by which the Department's decision has been made--that is, to interpret to a more general audience the reasons why this candidate deserves to be promoted in the field of English Studies and/or Creative Writing.

A. The Department and University require convincing evidence that the past record and performance of the applicant meet the criteria for promotion and that the candidate has compiled a substantial record of achievement since his/her last promotion.

B. The granting of promotion also assumes that the faculty member will continue to publish, to develop as a teacher, and to compile a distinguished record as a Clinical Full Professor. The granting of promotion is thus based on a standard of professional excellence and confidence of future achievement beyond what has already been accomplished.

C. Because promotion is about the future as well as the past, the specific criteria cannot be exact. The University and the Department seek evidence that the applicant is continuing to develop as an effective teacher; a productive writer, scholar, or professional; and an active university colleague and citizen of the field.

D. There is no set time period during which a Clinical Associate Professor must come up for promotion to Clinical Full Professor, but Clinical Associate Professors must be reviewed every five years for retention purposes.

E. For promotion to Clinical (Full) Professor, candidates will be expected to have substantial experience at the Clinical Associate Professor rank or equivalent; to have made effective contributions in the area of teaching, the development of new courses/curricula, and the training or supervision of graders and teaching assistants and/or student teachers and student teaching

supervisors as appropriate to the position; to have shown some participation in service; and/or to have made substantive contributions to relevant scholarship or the creative endeavor. Clinical Associate Professors may request a promotion review any time after they have compiled this substantial record.

F. The guidance offered in this document is based not only on Departmental policy, but also on the standards, outlook, and procedures that faculty and university officials involved at the other levels of the University's promotion process will bring to a clinical promotion case.

2. Departmental Norms

Cases for promotion in the clinical track are based on the candidate's performance in teaching; scholarly or creative publication or professional activities; **and/or** service. The following paragraphs are offered as examples of activities that contribute to a strong and convincing case.

Teaching

The Department expects its faculty members to perform well as teachers. Teaching is evaluated through a) reports filed by colleagues on the basis of in-class visits and b) formalized student evaluations. Awards for teaching received by the candidate also serve as evidence of superior teaching. The teaching record includes not only courses taught at the undergraduate and graduate levels, but also the development of new courses/curricula, supervision of independent studies or direction of honors theses, and student advising. Development of new courses or new topics in courses, other kinds of teaching innovations, and publications on pedagogy are also relevant to the teaching record.

Scholarly or Creative Publication or Professional Activities

Many Clinical Associate Professors publish substantial creative or scholarly work in their field. In the case of scholarly or creative publication, the press or journals that publish this work should be ones with significant reputations in the relevant fields. Such work includes, but is not limited to, publication of scholarly monographs or comparable creative work, refereed articles in scholarly or creative journals, chapters in books, edited books, and review essays as well as conference papers, lectures, readings, and the development of scholarship on the internet and/or participation in other electronic media of scholarly and creative communication. There should also be evidence of ongoing scholarly or creative projects in progress. The P & T papers submitted by the Department require a statement written by the candidate describing current and future work. The publications and other creative or research activities of the candidate lend credibility to these plans, as an indication that the Clinical Associate Professor is engaged in a vibrant long-term career. The candidate should have developed professional standing in his/her field. Evidence for such development can include, but is not limited to, book reviews; refereeing for publishing houses, periodicals, and award-granting agencies; involvement in the management or editing of a scholarly or creative journal; and participation at professional conferences.

To recommend promotion in cases where Clinical Associate Professors have placed an emphasis

on scholarly or creative work, the Department needs to be satisfied that the candidate has made a significant contribution within the discipline of English Studies or Creative Writing. The candidate's record is evaluated by full professors in the Department. Reports from at least three scholars or professionals in the candidate's field selected by the Department are also considered. Evidence of scholarly and critical discussion, citation, and review of the candidate's work, as well as fellowships and prizes awarded internally and externally and grants that have been applied for or obtained, may also be cited as reasons for promotion.

The Department recognizes that with the growing availability of electronic means of scholarly and creative publication a candidate for promotion may choose to submit evidence for consideration in one or more electronic forms. If so, the criteria to be applied are generally the same as those stated for conventional print venues. Is the work in question scholarly (as distinct from teaching- or service-oriented) or substantively creative? Is it substantial by the standards of comparable printed scholarship, and/or creative, and/or of comparable electronic work? Has it been peer-reviewed? How/to whom is it disseminated? How is it evaluated, as a work of scholarship or creative writing, by the outside referees whom the Department must consult?

Service

In addition to demonstrable excellence in teaching and as an alternative to an emphasis on scholarly and/or creative work, a Clinical Associate Professor may elect instead, and as appropriate to the position, to place an emphasis on a record of active service or other professional activity including, but not limited to, membership on committees within the university, extra-curricular student support and advising, active participation in professional organizations, program development, professional training, and community engagement. The contribution should be reflected in the statement of service that the candidate submits for consideration.

Appendix C: Guidelines, Procedures, and Norms: Promotion of Lecturers to Senior Lecturers

DEPARTMENT OF ENGLISH UNIVERSITY OF ILLINOIS AT CHICAGO

GUIDELINES, PROCEDURES, AND NORMS PROMOTION OF LECTURERS TO SENIOR LECTURERS

Adopted by the Department of English
May 6, 2015

The granting of promotion from Lecturer to Senior Lecturer is a major decision on the part of the University and the Department and is likewise a critical milestone in the career of the faculty member concerned. The document that follows will explain: 1) the departmental context in which promotion decisions are made; 2) the criteria for a successful promotion case; 3) reappointment; and 4) the annual review procedure.

1. The Promotion Decision in the Department of English at UIC

The promotion review process begins in the candidate's Department and then proceeds to the College, where the final decision will be made. At the College level, those conducting the review are likely to have less specialized knowledge of the candidate's discipline and field. Accordingly, it is important for both the candidate and those helping to prepare the promotion papers for review beyond the Department to clarify both the candidate's achievements and the criteria by which the Department's decision has been made—that is, to interpret to a more general audience the reasons why this candidate deserves to be promoted to Senior Lecturer.

A. The Department and University require convincing evidence that the past record and performance of the applicant meet the criteria for promotion.

B. The granting of promotion also assumes that the faculty member will continue to develop professionally in the future and will display significant excellence as a member of the teaching faculty. The granting of promotion is thus based on a standard of professional excellence and confidence in future achievement beyond what has already been accomplished.

C. Because promotion is about the future as well as the past, the specific criteria cannot be exact. The University and the Department seek evidence that the applicant is developing first and foremost as an effective teacher and secondarily as an active university colleague and citizen of the field.

D. Lecturers who are eligible to be considered for promotion have the right to request such a review. Upon promotion, lecturers will be accorded all of the rights, responsibilities, privileges and obligations commensurate with their new rank.

E. The guidance offered in this document is based not only on Departmental policy, but also on the standards, outlook, and procedures that faculty and university officials involved at the other levels of the University's promotion process will bring to a lecturer's promotion.

2. Departmental Norms

Cases for promotion in the lecturer track are based primarily on the candidate's performance in teaching. In addition, while all candidates are expected to develop some record of achievement in service, evidence of achievement in scholarly or creative publication may also be presented for consideration for promotion.

Lecturers become eligible to be considered for promotion after 3.5 academic years of 100% appointment as a Lecturer occurring within a five-year span. In unusual cases, Executive Officers may petition the Dean to have a lecturer who has not met these criteria considered for promotion. Promotion review will take place during the spring semester, with promotion, if granted, effective at the beginning of the next fall semester.

The candidate for promotion will be evaluated first by the Lecturer Promotion Committee, to consist in its first year of the Associate Head and two additional Tenure-Track faculty and in subsequent years (once there are sufficient Senior Lecturers) to consist of the Associate Head and two elected Senior Lecturers. Upon completion of their evaluation, the Lecturer Promotion Committee will prepare a report and recommendation based on the candidate's teaching and service record and any other relevant professional, scholarly, or creative activities. The Lecturer Promotion Committee will take into consideration evidence of a candidate's long-term professional commitment to the department. The Lecturer Promotion Committee report will be submitted for joint consideration by the Appointment, Reappointment, Promotion, and Tenure Committee (ARPT) and the Lecturer Appointment, Re-Appointment, and Promotion Committee (LARP). The ARPT and LARP committees will evaluate the candidate's record and will vote on promotion. This vote will be advisory to the Head, who will provide a recommendation on the promotion to be included in the promotion packet as it advances to the College of Liberal Arts and Sciences (LAS) for review.

The following paragraphs are offered as examples of activities that contribute to a strong and convincing case.

Teaching

The centerpiece of any review for promotion to Senior Lecturer is the Teaching Portfolio, and excellence in teaching is the main criteria for promotion consideration. The teaching portfolio includes: a) a 3-5 page (1500-3000 word) teaching statement, b) sample syllabi and assignments, c) reports filed by colleagues on the basis of in-class visits, including at least one by a tenure-track faculty member, d) student evaluations: SIT and departmental, e) annual reviews, f) cv.

The teaching statement should contain a detailed description of the candidate's pedagogical style and accomplishments. It should include concrete examples of what the candidate does in the

classroom, teaching challenges he or she has faced and how they were overcome, specific examples of steps the candidate has taken to improve his or her teaching, including response to feedback or use of campus or other teaching support resources. The statement should also describe the candidate's understanding of how his or her teaching fits into the overall curricular organization of the unit and of UIC, and how it meets the needs of our students. The development of new courses/curricula, other kinds of teaching innovations, supervision of independent studies or direction of honors theses, and student advising should also be highlighted in this statement.

Awards for teaching received by the candidate also serve as evidence of excellence in teaching and, if relevant, should be listed on a separate sheet. Candidates may also wish to list examples of exceptional student outcomes (e.g. student awards, publications, performances on common exams, performance at the next level, major student projects, etc.).

Service

For promotion to Senior Lecturer, service contributions to the department and university will be considered. These service activities should be summarized in a Service Report. Service or other relevant professional activities may include, but are not limited to, membership on committees within the department or university, extra-curricular student support and advising, program or curriculum development, active participation in professional organizations, and community engagement.

Professional Development, Scholarly or Creative Activity

In addition to demonstrable excellence in teaching and a record of at least some service, candidates may choose, but are not required, to submit a report on Professional Development and/or Scholarly or Creative Activities. These reports may include, but are not limited to, lectures, readings, and conference presentations; publication of articles in scholarly, creative, or professional journals; publication of book chapters, books, book reviews, or creative work; refereeing for publishing houses, periodicals, and award-granting agencies; involvement in the management or editing of a scholarly or creative publication; and the development of scholarship or creative work on the Internet or in other relevant electronic media; completion of a terminal degree; and completion of professional training or certification.

3. Reappointment

Lecturers and Senior Lecturers whose work has met departmental standards of excellence are eligible for and may have an expectation of reappointment. In the event that a Lecturer is turned down for promotion to Senior Lecturer, that decision will not in and of itself be considered prejudicial with respect to eligibility for reappointment at the rank of Lecturer.

4. Annual Review

As required by LAS, annual reviews will be conducted for all Lecturers. The annual review will be conducted by the Associate Head and Director of First-Year Writing at the end of each academic year. The following materials will be taken into consideration in the review:

- Departmental Teaching Evaluations
- SIT Evaluations
- FYW Syllabus Review Forms
- Annual Summary of Activities
- Peer Observations (when available)

All Lecturers will receive a copy of their annual reviews, and a copy will also be added to the Lecturers' personnel files for future reference.