

**Comparative World Literature Program
Reappointment, Tenure, and Promotion (RTP) Policy
College of Liberal Arts
(approved 8/21)**

Preamble

The program in Comparative World Literature (henceforth the program

Goals. The program expects that candidates will develop into not only proficient but exceptional teachers over the course of their careers. This includes:

- ability to teach classes of different sizes successfully
- ability to teach a variety of GE classes successfully
- ability to teach successfully a variety of courses in their own specialized fields within their disciplines
- continual incorporation of current disciplinary research and personal research into their classes
- engagement in curriculum development and program revision
- student evaluations in the majority of their classes consistent with or above the program's and CLA averages
- grade distributions comparable to other classes of the same type and level
- evidence of student learning outcomes and course assessment instruments
- student mentoring and advisement (e.g. regarding involvement in professional organizations and activities, scholarships/fellowships or other academic programs, graduate programs and career goals, applications)

Candidates should refer to the relevant section of the CLA RTP policy for examples of appropriate Instruction and Instructionally-Related Materials.

In addition to the materials mentioned in the CLA RTP policy, the program's candidates are encouraged to provide evidence of general mentoring to students for professional purposes, such as escorting students on field trips or to professional conferences, as well as working with honors or graduate students. Candidates should include in their Professional Data Sheets (PDS) and describe in their narratives their participation in advising honors and Master's thesis students.

In preparing their Narrative of Instructional Philosophy and Practice, in addition to the areas required by the CLA RTP policy, candidates should specifically address such variables as:

1. the candidate's involvement in curriculum development and course preparation, including syllabi/course materials for new preparations or revamped courses
2. student course evaluations in relation to whether the course taught is a general education course or a course in one of their special disciplinary areas.
3. student course evaluations in relation to the size of the course; i.e., is the evaluated course a large lecture or a small seminar or a language class.

In addressing student evaluations and course GPAs, candidates should, in addition to criteria required by the CLA policy, also address the three above mentioned requirements in their narrative.

Peer Observations

Candidates are strongly encouraged to request at least one classroom observation from a higher-ranking colleague during the period of evaluation; the candidat

the program director regarding an observation. The program's RTP committee may also choose to observe the candidate in accordance with Collective Bargaining Agreement (CBA) policy.

II. Research, Scholarly and Creative Activity (RSCA)

Goals. The goals of the Comparative World Literature Program in terms of criteria for reappointment, tenure, and promotion are as follows:

To show evidence of quality and to demonstrate a sustained record of scholarship during the period under review

promotion to Professo