

**ADVANCEMENT STANDARDS  
ARTS & HUMANITIES 2025-26**

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**Date:** March 2025

**Dept Name:** Literature

**Standards for Advancement:** AY 2025-26

**Series:** Traditional LRF Professor (Research Scholars and Creative Writers/Literary Arts)

## **1. SUMMARY CHART OF STANDARDS FOR ADVANCEMENT AT EACH STAGE:** **RESEARCH**

### **I. REGULAR MERITS AND PROMOTIONS**

#### **A. Normal Merit Review requires one of the following:**

- Publication according to standards of rank (see Narrative for more details)
  - **Asst I – Assoc III:**
    - **Research Faculty:** 1-2 research articles or chapters **per review period**
    - **Literary Arts Faculty:** 2-3 substantial publications **per review period**
  - **Assoc IV – Full V:**
    - **Research Faculty:** 1-2 research articles or chapters **per year** (3-6 for a 3-year review period)
    - **Literary Arts Faculty:** Approx. 2 substantial publications **per year** (5-6 for a 3-year review period)
  - **Full VI – Full IX:**
    - **Research Faculty:** Approx. 1.5-2 research articles or chapters **per year** (4-6 for a 3-year review period; 6-8 for a 4-year review period)
    - **Literary Arts Faculty:** 2-3 substantial publications **per year** (6-8 for a 3-year review period; 8-10 for a 4-year review period)
- Evidence of advancement on a larger project (see Narrative). Such evidence could consist of the following: in case of a monograph, clear progress, as evidenced by a clear prospectus, at least two new (since last review) polished sample chapters, and a plan for completion, or a combination of research chapters and conference papers or invited presentations on related topics, suggesting ongoing work in a particular area that will lead to a book or other big project, or several draft chapters of a book in progress. This standard can be used at least once, and up to two times, at each rank (i.e., Asst, Assoc, Full). The second use of this standard must show significant progress from the first use.

#### **B. Fourth Year Appraisal requires both of the following**

- 1-2 research articles or chapters (research faculty) or 2-3 substantial publications (literary arts faculty) during the review period.
- Evidence of being well-advanced with first single-authored book (i.e., a clear prospectus, polished sample chapters, and a plan for completion).

#### **C. Assistant to Associate Promotion**

**Research Faculty** requires all of the following:

- Publication or acceptance of the first single-authored book.
- Either 1 or 2 research articles or chapters during the review period (normally a 2-year period) in peer-reviewed journals or scholarly anthologies or submission of well-advanced chapters that are part of a larger project in addition to the first single-authored book.
- At least 3 to 4 additional research articles or chapters since the PhD degree, or other acceptable forms of scholarly output as discussed in the Narrative.
- Signs of participation in the larger profession (e.g., fellowships, book reviews, scholarly conference papers, etc.).
- Indication of a future research trajectory taking shape toward a second project, via conference papers, presentations, a book précis for a second book, and/or, in rare cases, articles or draft chapters related to a new project.

**Literary Arts Faculty requires both of the following:**

- Either Publication or acceptance of a book-length work (50+ pages for poetry, or genre standard range for prose or equivalent for literary arts projects in other forms) or Solo exhibition, or public performance of new work, or significant curatorial project that requires commensurate research, preparation, and production as a major book publication.
- Either 2 or 3 substantial publications (including audio/video, intermedia, or other emerging forms of literary arts production) during the review period or a larger number of short pieces, and/or submission of advanced sections of a larger project.

**D. Associate to Full Promotion**

**Research Faculty requires one of the first two:**

- Often, publication of or acceptance of the second single-authored book, or;
- Equally possible: a group of approximately 6-9 peer-reviewed research articles or book chapters since the last review, deemed by the Department and outside reviewers to have the equivalent scholarly impact of a single-authored book.
- Translations that clearly demonstrate scholarly contribution to the field, including a scholarly introduction, conclusion, and/or notes to the text, may also be considered for advancement.
- Significant numbers of comprehensive book reviews of article-length may count toward the research profile for advancement.
- Encyclopedia articles, especially lengthy ones, and those that are published in significant venues, may also be considered for advancement.

**Literary Arts Faculty requires one of the first two:**

- Publication or acceptance of another major book-length work (50+ pages for poetry or genre-standard range for prose and other multimodal or emerging forms), or;
- A solo exhibition, public performance of work, or significant curatorial project that requires commensurate research, preparation, and production as major book publication.

- Major and/or significant translations that demonstrate scholarly and literary contribution to the field may also be considered for advancement.

#### **E. Promotion Professor Step VI**

**Research Faculty requires one of the first two and the third:**

- Often, publication or acceptance of a new (i.e., the third or the fourth) single-authored book, or;
- Equally possible: a group of 6 to 9 peer-reviewed research articles, book chapters, translations, audio/visual media, or other forms of publication since the last review, deemed by the Department to have the equivalent scholarly impact of a monograph, **or**; 4-5 peer-reviewed research articles, book chapters, translations, audio/visual media, or other forms of publication, along with substantial progress on a new book that, taken together, define a coherent and important scholarly contribution and are deemed to have the impact of a scholarly monograph.
- Scholarly distinction, including international reputation.

**Literary Arts Faculty requires one of the following:**

- The production of another major book, or;
- A solo exhibition or public performance of work that requires commensurate research, preparation, and production as a major book publication.

#### **F. Promotion to Professor Above Scale**

**Research Faculty requires one of the first two and the third:**

- Often, publication or acceptance of a new (i.e., the third or the fourth) single-authored book, or;
- Equally possible: 6-9 peer-reviewed research articles, book chapters, translations, audio/visual media, or other forms of publication, in addition to substantial progress on a new book that, taken together, define a coherent and important scholarly contribution and are deemed to have the impact of a scholarly monograph.
- Scholarly distinction, including international reputation.

**Literary Arts Faculty requires one of the following:**

- The production of another major book, or;
- A solo exhibition or public performance of work that requires commensurate research, preparation, and production as major book publication.

#### **G. Above Scale Merits**

**Research Faculty requires one of the first two:**

- A normal merit will be awarded on the basis of approximately 6 to 8 research articles or book chapters for a 4-year review (Step IX, Above Scale), or;
- Evidence of advancement on a larger project. Thus, advancement could be awarded on the basis of a combination of research articles and conference papers or invited presentations on related topics, suggesting ongoing work in a particular area that will

lead to a book or other big project, or of several new draft chapters of a book in progress.

- A normal merit in Above Scale is considered 100%

**Literary Arts Faculty requires one of the first two:**

- A normal merit will be awarded on the basis of 8-10 substantial publications for a 4-year review (Step IX, Above Scale), or;
- Evidence of advancement on a larger or very significant project.
- A normal merit in Above Scale is considered 100%.

## **II. ACCELERATIONS**

- Accelerations at any stage (i.e. within scale, promotion through scale, accelerations to or through promotions, and accelerations within AS) require high productivity in research or publication demonstrated, for example, by publications equal to at least double the normal standard, major discipline book award, and/or major fellowships, etc.
- Accelerations also require excellent teaching and service during the review period.

## **III. BOS**

BOS will be considered for these categories:

- 1) a faculty member has combined nearly double the amount of research with a full teaching and service load in which they perform well.
- 2) a faculty member has won a research, teaching, or service prize from the campus, the UC system or a major national or international organization.
- 3) a faculty member has completed a term of service as the director of an institute or a center: Program directors may be considered for a BOS upon completion of their term, if they demonstrated outstanding leadership in creating and/or advancing the relevant program. Standard progress benchmarks will have to be exceeded, and outcomes will need to have surpassed the norm. Annual Evaluation Standards for IAH Directors are used as divisional models to define these metrics.
- 4) a faculty member has successfully completed a term of service as department chair.
- 5) a faculty member has successfully completed a term of service as a member of CAP or the CoC, has chaired a major academic senate committee (like UGC, GC, or similar), or served as an elected member of the Academic Senate Leadership.
- 6) a faculty member has successfully taught an overload equivalent to 1.5 times the regular teaching load (not including any thesis supervision, directed readings, and similar).
- 7) a faculty member does not have the research for a normal merit or because they are at a barrier step, but teaching and service are excellent – No change with BOS.

8) a faculty member provided extraordinary contributions to EDI in service, teaching, and/or research.

## **2. SUMMARY CHART OF STANDARDS FOR ADVANCEMENT AT EACH: TEACHING**

### **I. REGULAR MERITS AND PROMOTIONS**

#### **A. Normal Merit Review**

- Nine courses in two years, except in cases of approved service and/or research course relief and/or leaves of absence
- Demonstrated evidence of either **good** or **excellent** teaching (depending on rank/step; see below) based on departmental indices and holistic teaching portfolios. Indices may include:
  - Standard course evaluations.
  - Documentation of syllabus preparation and revision.
  - Student evaluations, letters collected from students.
  - Additional teaching evaluations provided, such as those from colleagues or the Chair.
  - Successful advisee outcomes, such as grants, awards, jobs, postdocs.
  - Other forms of evaluation identified as part of the Holistic Teaching Evaluation process.
- Additional weight may be given in demonstrated instances of exceptional teaching such as:
  - Excellent teaching of very large numbers of students and/or at multiple levels, from large lecture courses to graduate seminars.
  - Willingness to teach needed departmental and college offerings, and/or to take on courses that stretch beyond areas of expertise.
  - Teaching innovation, such as new course or curriculum development or significant existing course or curricular innovations; new educational platform development; and/or initiatives that advance new curricular experimentation with alternative forms of teaching both inside the classroom and in the field, including experiential and community-engaged learning.
  - Teaching beyond the regular load.
  - Number of independent studies supervised.
  - Membership on a large number of graduate committees.
  - Chairing of more than two undergraduate honors theses and/or more than three M.F.A or Ph.D. students per year.
  - Responsible graduate advising based on departmental indices.

#### **B. Fourth Year Appraisal**

- Good teaching demonstrated by student evaluations and holistic teaching portfolios that may include student and peer evaluations and other materials.

**C. Assistant Step I to Associate Step III**

- Good teaching demonstrated by student evaluations and holistic teaching portfolios that may include student and peer evaluations and other materials.

**D. Associate Step IV to Full Professor Step V**

- Excellence in teaching demonstrated by student evaluations and holistic teaching portfolios that may include student and peer evaluations and other materials.

**E. Professor Step VI to IX**

- Excellence in teaching demonstrated by student evaluations and holistic teaching portfolios that may include student and peer evaluations and other materials.

**F. Professor Above Scale Promotion & Merits**

- Excellence in teaching demonstrated by student evaluations and holistic teaching portfolios that may include student and peer evaluations and other materials.

**II. ACCELERATIONS**

- Accelerations at any stage require excellent teaching.

**3. SUMMARY CHART OF STANDARDS FOR ADVANCEMENT AT EACH STAGE (ONE OR TWO PAGES, IN BULLET FORM: SERVICE**

**I. REGULAR MERITS AND PROMOTIONS**

**A. Normal Merit Review**

- Good citizenship in meeting departmental, university, and professional responsibilities is **expected** at all levels.
- Service duties for faculty members grow - both in amount and scope - as they progress in rank and step.
- Participation in departmental service at a level appropriate to rank:
  - First-year non-tenured: very little service expected except participation in department meetings and normal department business, including service on department committees.
  - Non-tenured: service is light and primarily in areas directly related to the faculty member's specialization, for example service on a single department committee such as Honors Committee, Public Events Committee and/or a Search Committee; equally possible a more significant role like New Writing Series

Coordinator. Tenured: active involvement in departmental, school governance, and leadership.

- Tenured Associate Professors are expected to perform more significant department service, including multiple assignments and/or roles, chairing department committees, serving in department leadership roles, serving and/or chairing departmental committees and/or directing interdisciplinary programs.
- Full professors are expected to serve at both the departmental level in leadership roles in addition to the campus and/or UC level
- For advancement to Step VI and Above Scale, we expect significant campus-wide service outside of the department/school in addition to continued significant departmental service
- Additional weight may be given for service above rank successfully performed, i.e. a non-tenured faculty member who has served on the Executive Committee or coordinated the New Writing Series or served in some other service-heavy role.

#### **B. Fourth Year Appraisal**

- Light service: attendance of department meetings, light student advising, participation in light committee work.

#### **C. Assistant I to Associate Step III**

- Attendance of department meetings, light student advising, participation in light committee work, including search committees.
- Basic departmental duties (attendance at department meetings, light committee work, etc.) is expected of all ranks; beyond assistant professor rank, however, we expect a stronger degree of involvement, including work on search committees, department leadership positions, mentorship of junior faculty, etc.

#### **D. Associate IV to Full V**

- Normal departmental duties (attendance at department meetings, department committee work, etc.) as well as chairing or serving on search committees, performing department leadership positions, and participating in mentorship of junior faculty, etc.
- Substantial additional service at the Department level is expected: in addition to basic duties, adding leadership work at the department or campus level when possible, and/or taking on a greater share of student mentoring and committee work.

#### **E. Professor Step VI to IX**

- Normal departmental duties (attendance at department meetings, committee work, etc.) as well as chairing or serving on search committees, performing department leadership positions, and participating in mentorship of junior faculty, etc. and leadership roles on campus and/or within the larger UC system.

- More substantial service beyond the Department level, including regular contributions to the essential work of the Department, the School of Arts and Humanities, as well as to University (leadership roles, committee work, etc.) and the profession.

#### **F. Professor Above Scale Promotion**

- Normal departmental duties (attendance at department meetings, committee work, etc.) as well as chairing or serving on search committees, performing department leadership positions, and participating in mentorship of junior faculty, etc. and leadership roles on campus and/or within the larger UC system and to the profession.
- More substantial service beyond the Department level, including regular contributions to the essential work of the Department as well as University (leadership roles, committee work, etc.)

#### **G. Above Scale Merits**

- Substantial departmental and University service, including departmental leadership roles and/or chairing search committees, and/or other department committees is expected.

### **II. ACCELERATIONS**

- Accelerations at any stage require high accomplishment at multiple and significant ongoing service commitments or highly intense service role at either departmental or institutional level.

## **4. NARRATIVE PRESENTATION OF STANDARDS FOR ADVANCEMENT**

### **Introduction:**

The Department of Literature is unique in that it hosts a faculty of scholars and artists, interested in exploring critical theory and literary experimentation, and in analyzing the relations between aesthetics and politics in cultural texts across millennia, from ancient to contemporary, with an emphasis on transnational, multilingual research including translation.

We recognized that research and teaching areas across scholarly research practice and literary arts practice requires a variety of mixed and/or specialized criteria.

The Literature Department describes herein current standards for evaluating faculty personnel files. It not only reflects the nature of faculty research, teaching, and service in the general field of literary studies but also the unique structure of the Department. Since its founding in 1963, the Literature Department has united under one roof faculty from an unusually wide array of literary fields and subfields that normally would be distributed in five to ten different literature and language departments. Moreover, at UCSD, many Literature faculty members do comparative or transnational scholarship of several cultures, and study texts written in several



languages. The Department also houses creative writers who publish original works of poetry, fiction, and mixed genres as well as faculty in the Program for the Study of Religion.

This statement of current advancement and promotion practices in the Department Academic Senate faculty intends to provide both Department members and campus reviewers with a clear idea of advancement criteria and procedures for the three areas of research, teaching and service.

## **I. General Criteria and Procedures for Promotion and Advancement**

The Department grants advancement based on the three areas of teaching, service, and research. Faculty members should not expect major promotions to take place solely on teaching and service, but good teaching, and meritorious service within the Department, the University, and the profession are taken seriously into account. Advancement may be delayed if teaching or service, or both are notably weak.

### **TEACHING**

Regular merit advancement depends on meritorious contributions in the standard areas of teaching and mentoring. These contributions may be given additional weight for advancement when faculty take on especially demanding challenges and/or achieve exceptional success. All indices of participation are taken into account, including syllabus preparation, evaluations, letters collected from students, and, when requested by a faculty member, teaching evaluations from colleagues or the Chair. We give special weight to files that indicate a commitment to teaching at all levels, from large lower-division lecture courses to graduate seminars. We also recognize a willingness to meet departmental and college teaching needs, and an engagement to take on courses that stretch beyond the faculty member's area of expertise. One example of such a course could be the college core courses, which often require significant preparation in areas outside or peripheral to a faculty member's training. We also give special acknowledgment to faculty who regularly take on courses outside their areas of expertise in order to serve departmental curricular needs. We seek to recognize documented teaching innovation, including the development of new courses or significant changes to existing courses, as well as the preparation of classroom materials like textbooks.

Although we do not wish faculty members to approach courses and student evaluations as a mere popularity contest, we expect faculty members to obtain on average favorable evaluations. Faculty members whose student evaluation scores are regularly in the 60% range and lower are invited to reconsider the principles that guide their courses. They will be invited to write a statement for their review file regarding their plans to improve. When there is less than a 50% return rate on evaluations, the department will regard the findings as inconclusive, and the faculty member may request a colleague or the Chair to observe the class and provide an assessment.

The regular course load is 9 courses in two years, although there are provisions for course relief for faculty members who take on onerous service, either in the Department or on campus. Beyond the regular load, individuals should be specially acknowledged if they teach an unusual number of directed reading courses, freshmen seminars, serve on a large number of MA, MFA, and PhD committees, and/or supervise an unusual number of undergraduate honors theses, MFA students, or Ph.D. students. Unusual contributions in any of these measures of teaching excellence and dedication may be used to request bonus off-scale salary and/or acceleration.

## **SERVICE**

Advancement normally depends on some meritorious academic service in the Department, the University, and the profession. These contributions may be given additional weight when faculty take on especially onerous service obligations and/or achieve exceptional success.

The requirements for service to the Department, the University, and the profession depend on the candidate's rank, but all cases are based on the willingness to accept and competently perform a reasonable number of committee assignments. For Assistant Professors, the Department usually requires that they serve on one or more departmental committees in a given academic year, but does not expect them to serve on a campus or University-wide committee. Associate and Full Professors are expected to "be able administrators who participate effectively and imaginatively in faculty government, University committees, and the formulation of departmental, college, divisional, school, and University policies," and should also be recognized for "contributions to student welfare through service on student-faculty committees and as advisors to student organizations...and for contributions to furthering diversity and equal opportunity within the University through participation in such activities as recruitment, retention, and mentoring of scholars and students" (PPM 230-28, p. 12). Although service profiles will differ, depending on the demands of particular assignments, the Department expects senior faculty members to serve regularly and competently on departmental and campus or university-wide committees. Associate professors should serve on the departmental level, and could be called upon serving at the campus level. Full professors are expected to serve at the departmental level, and also at the campus and UC level. Committee memberships or chairships that require an unusual time commitment should be recognized as extraordinary service beyond the normal requirements.

Professional service beyond the University can take the form of participation in professional societies and associations or membership on the advisory/editorial boards of journals. Significant contributions in this arena, such as serving as President of a major association or as editor of an important journal, should count as extraordinary professional service. Finally, the APM 210-1 acknowledges public service "to the community, state, and nation, both in their special capacities as scholars and in areas beyond those special capacities when the work done is at a sufficiently high level and of sufficiently high quality... Academic service activities related to the improvement of elementary and secondary education represent one example of this kind of service." When public service is extensive, the Department will regard a lighter university service load as sufficient for advancement. Extraordinary service in any of these arenas may be

used to request bonus off-scale salary and/or bolster a request for a research-justified acceleration.

## **RESEARCH & PUBLICATION**

The general research criteria for promotion and advancement in the Literature Department is substantive and sustained original scholarship, or, for members of the Writing section, publication of original creative work.

Literary scholars and creative writers are encouraged and expected to disseminate their work through a wide range of formats and venues. Original scholarship may take the form of single- or co-authored books, edited volumes, guest-edited special journal issues, journal articles, book chapters in edited volumes, substantial new literary or theoretical translations, or annotated collections of original documents. We provide here a breakdown of expectations and evaluation criteria across this variety of publication forms and venues.

For normal Merit Advancement, other forms of publication including but not limited to: curating exhibits, audio or visual publications (recordings, documentary film, etc.), developing rigorous research archives, and/or peer-reviewed digital projects can be counted as part of the department's assessment toward scholarly contributions. The textual nature of such publications is an evolving part of our field and carries important opportunities for making epistemological interventions and for reaching new audiences.

Literary art and other textual modes of artistic and creative intellectual work (poetry, prose, creative nonfiction, graphic texts, libretti, etc.) can and should count toward the advancement for research scholars. This crossover enriches the multidisciplinary nature of our department and keeps us among the most innovative departments in the nation.

Scholarly publications can and should count toward the advancement for Literary Artists. This crossover enriches the multidisciplinary nature of our department and keeps us among the most innovative departments in the nation.

A monograph can, and would be anticipated to, include some previously published work. It is the norm in literary scholarship that a book would draw from articles previously published, revising them in light of the overall arc of the book. For a published article to be included as a chapter in a monograph, it goes through revision and a new peer review process. Thus, it is to be expected that monographs in our field would contain some previously published work but revised for the book. Candidate's self-evaluation and/or the departmental letter will explain the nature and extent of the changes

For the promotion from Assistant to Associate Professor, the conventional standard for Literature Department (and for literature departments at U.S. research universities) requires an accepted single-authored book for tenure. "Accepted" means that a reputable press has made a final commitment to publish the book without further revisions.

For promotion to Full Professor, Professor VI, and Professor Above-Scale, the nature and quality of the continuing research agenda must be evaluated on a case-by-case basis. Advancement criteria include continuing high-level scholarly accomplishment in the form of a substantial publication record. This will often but not always take the form of additional single-authored books; however, the standards for promotion from Associate Professor and beyond can also be met with a combination of types of publications other than books. These require equivalent amount and quality of research to a monograph, and together comprise a substantial, original, and coherent contribution to the field. Thus, a case can be made for a significant contribution of new scholarly research on the basis of 6-9 articles in peer-reviewed journals, or a combination of journal articles, book chapters, and other new scholarly work that demonstrate scholarly productivity. Promotion to Full Professor and beyond will also depend on either national (Professor, Step VI) or national and international recognition (Above Scale), as assessed by the Department and external reviewers.

For Literary Arts faculty, promotion is contingent upon the publication (or acceptance) of a full-length book manuscript by a reputable press or, as an alternative, a solo exhibition or public performance of their work that requires equivalent research, preparation, and production as a book-length work.

### **Books, Edited Volumes, Guest-Edited Journal Issues**

The original **single-authored scholarly book** (or monograph) is the most recognizable form of literary scholarship. Scholarly books in the literary field come in many different forms. They usually utilize a combination of primary and secondary sources to make an original contribution to the field. In many cases, the scholarly monograph in literary studies depends heavily on research in libraries and archives, in English or in other languages. This may involve studying the original text in the context of an earlier historical period and through its later editions, conducting research to understand how that work was interpreted in its own time and in later times, and finally developing a new interpretation of the text and the period in which it was written, read, and received. Those archive-intensive book projects may take longer to complete than other scholarly books that rely on more readily available sources, and/or more on interpretive work than on archival research. Comparative studies of several cultures may also require longer time to complete.

Likewise, **co-authored works** that constitute important scholarship can carry a great deal of weight, depending on the extent of the faculty member's contribution, and works of broad synthesis and/or important conceptual innovation, depending on their scope, may be considered on par with scholarly books based upon research in primary sources. According to the PPM (230-28, p. 8), "contributions by faculty members to the professional literature or to the advancement of professional practice or professional education, including contributions to

the advancement of equitable access and diversity in education, should be regarded as creative work when they present new ideas or original scholarly research.”

**Edited volumes** often represent a more thorough exploration of a field of research than a single-authored monograph. They require a long process of soliciting, gathering, vetting, and synthesizing of articles. Moreover, they serve as an important way of building a scholarly community, worldwide, and often require an equivalent amount of work as single-authored monographs.

**Guest-edited special journal issues** are crucial in charting new research directions and debating critical concepts. Although the publication process for a journal issue may be more streamlined than that for an edited volume, a special journal issue still must go through a similarly rigorous process of approval of the issue proposal by the journal, the guest-editor’s evaluation of abstracts, peer-review of submissions, and editorial work on selected articles.

### **Translations and Editions**

Literary translations and editions facilitate innovation in research and teaching by changing how a text is received, studied, and taught. Literary translators and editors do not merely convey literal meaning, but present and explore the literary, cultural, and historical aspects of a text. Both translations and editions are, in their own ways, textual interpretations and require rigorous application of the same level and types of analytical skills scholars employ to produce interpretive work. Translators and editors study and interpret the texts in order to make them accessible to scholars, teachers and the general public.

The quality and likely impact of a **translation** must be assessed on a case-by-case basis, using a number of criteria (e.g., length, difficulty, quality of depth of the research that contributed to producing it). The best translations can be considered as making a contribution to new scholarship. For research scholars, major translations (i.e., either complete books or translations in a peer-reviewed journal with an introduction), are generally included in Section A of the bibliography, while shorter translations fall under Section B. Depending on the length, difficulty, and press, a book of translations will generally be considered the equivalent of 1 to 2 peer-reviewed articles/chapters. Translations of one’s own work in another language (either by oneself or someone else) are not considered to be original research. However, faculty members can request evaluation of works that appear in a new edition in another language. The Department will determine, using outsider reviewers if needed, if the new edition represents a new work, substantial additional contributions, or is to be considered an indication of scholarly impact but not as new work.

**Edited literary editions** also can be major contributions, making available texts that may only exist in archives or presenting new versions of already known, even canonical works. Literary editions, especially but not exclusively of early texts, can involve intensive archival work. Scholars must sometimes consult multiple manuscript versions scattered throughout the world. Creating an outstanding edition may require not only exemplary linguistic skills but also

background in paleography, the history and economics of manuscript and print production, the history of archival practice as well as deep knowledge about the historical and cultural background of the text being edited. Editions will be considered on a case-by-case basis, and depending on the length of the introduction, annotations, commentary, and the amount of work they have required, they may be considered as serious scholarly contributions to the field.

Cases of promotions may be based on major translations or editions. Other less substantial work in literary translation and editing may be considered as a partial basis for accelerations.

## **Publication Venues**

### Scholarship

Most academic books and edited volumes are published with university presses. This has been our standard for decades. Market pressures, however, have closed many university presses and decreased the number of books they can publish. In addition, labor and material shortages have imposed dramatic delays in the timeline to print books. Reputable commercial publishers, small independent presses, and electronic venues are increasingly important venues for literary scholars. Indeed, electronic publication is becoming a serious alternative to traditional formats. There is a growing list of e-journals in the literary and cultural studies fields and some publication of e-books. These initiatives seek to provide access to publication for young scholars, especially in those fields in which academic presses are publishing fewer scholarly books. Many of these e-publication venues are peer-reviewed, and the Department will continue to discuss ways to evaluate these forms of scholarly production and to encourage faculty to pursue Open Access venues.

The decline in academic book publishing has put special pressure on certain sub-fields. Out of economic concerns, many university presses simply refuse to consider books in selected fields. In other cases, presses have declined to publish books, despite favorable reviews, due to market considerations. It is therefore no longer possible to rely solely on publisher status as an indicator of quality, nor should the single-authored book now be taken as the essential centerpiece for promotion.

Some excellent books have been published with little-known or less prestigious presses. Academic (or trade) presses that are not well known or are considered to be behind the “first tier” of publishers, may nonetheless enjoy a long-lived and significant reputation in a particular sub-field. In these cases, the department will request that outside reviewers discuss the status of the publishing venue, and the Chair’s letter will discuss, in as much detail as possible, the process by which the publication was vetted and evidence of the importance of the publishing venue.

Literature scholars are encouraged to publish in foreign venues and in multiple languages. Given the transnational nature of the Department, many faculty members work in fields that

reside largely, if not primarily, outside the United States. Here again, the Department will document, in as much detail as possible, the process by which foreign publishing venues review and evaluate manuscripts prior to publication. A concerted effort will be made to assess the distinction of a foreign publisher in the candidate's field and to document the relative advantages for a candidate's career trajectory of publishing with a foreign press.

### Creative Work

In the creative writing fields, books can be published in commercial and mainstream presses and widely disseminated online or at bookstores. Creative work can also appear with reputable independent presses that specialize in important work that is often considered too avant-garde and experimental for the mainstream market. Just as market pressures have changed scholarly publishing, there has been an increasing unwillingness on the part of mainstream literary presses to publish experimental material. This has long been the case for poetry, but, now, even for fiction, interesting and innovative work will increasingly be published by independent presses, and, as with scholarly work, electronic venues are acquiring more importance.

As with scholarly work, the Chair's department letter should give information as to the significance of work in foreign languages, and the quality of the venues in which it is published. In the case of creative writing files, the opinions of external academic reviewers as to the significance of the creative work being evaluated will often be weighted quite heavily. The department will attempt to secure such reviewers, of high rank, from the top-rated creative writing programs in the nation, in order to assess the candidate's place in the field.

### **Journal Articles, Book Chapters, Short Essays**

Original scholarship is also published in the form of research articles, and the importance of scholarly articles relative to books and edited volumes has been growing, thanks to the easy accessibility of articles through reliable search engines, the digitizing of articles, and the reduction in the number of books produced by university presses.

### Expectations of quality and quantity of articles and essays

Evaluating the importance of **journal articles** is a complex process that involves publication venue, peer review, and impact. Most journals are specialized by sub-field, but there are a few venues, such as the *PMLA* ([\*Publication of the Modern Language Association\*](#)) and other flag-ship journals, that deserve special recognition.

Articles can range considerably in length dependent on the area of research, the methodology, and the venue. When the Department provides a range for the number of articles to be produced in a review period, it is understood that the more significant the publications, the lower the number per review period will be expected. Research articles typically range from 7,000 to 10,000 words in length. Market or editorial pressures, however, sometimes require

that articles be much shorter in length. Dependent on the venue, these shorter articles can be among the most impactful and prestigious in the field. We can look to *PMLA* (<https://www.mla.org/Publications/Journals/PMLA/Submitting-Manuscripts-to-PMLA>) for guidance. The MLA is the central scholarly organization for literary scholars. Articles in this venue range from 2,500 to 9,000 words. It is also important to note that in the literature field, research journals uniformly disallow simultaneous submission to multiple venues, and that the most prestigious journals often have a time to publication of a year or two after acceptance.

Literary scholars also publish an increasing number of **book chapters** in scholarly anthologies. Reviewers have sometimes slighted book chapters in comparison to journal articles. However, there is no *a priori* reason to consider the quality of articles published in an edited book as inferior to those that appear in journals. Chapters in scholarly anthologies typically undergo a peer-review process, usually quite rigorous. In these cases, the Department considers them equivalent to peer-review articles published in reputable journals. In fact, chapters in edited volumes published by university presses (e.g., California, Chicago, Duke, Minnesota, and Oxford) require reading and evaluation by 2 to 3 external reviewers solicited by the press, in addition to approval from a faculty editorial board.

Those outside the field should note that peer reviewers include both quality and elegance of prose in their evaluations of the quality of literary scholarship. The Department considers quality and originality of research, writing, and publication as the paramount consideration for advancement. Such quality and originality can be only attained by serious study of primary sources and mastery of criticism and theory, and, often, historical depth and conceptual breadth. Given these standards for evaluation, the sheer number of articles published in the literature field will be lower than in some other research areas. The Department emphasizes the importance of new scholarship and discourages the artificial padding of a CV with articles that are merely rewritings of previously published work, with little addition to the data considered or to the argument.

#### Translations and republications of articles and essays

Yet, at the same time, the Department recognizes the prestige of translation of a research article into another language or the republication of it (or its translation) in an edited volume, for such translation or republication illustrates both the impact and the continuing relevance of the original article. The Department likewise understands that a scholar, while working on a large project such as a book, will publish shorter essays and articles based on the on-going research that will later be part of a book project. In that case, the Chair's department letter should be explicit as to which parts of a book have been published earlier as articles or chapters, and what percentage of a book constitutes unpublished material.

#### **Reference Works, Reviews, and Public Scholarship**

In addition to creating new scholarship, faculty may publish items with an eye to gaining the widest possible dissemination of their original work, among specialists and general readers.



These high-impact items may include important textbooks that have a popular or teaching impact, as well as short essays, encyclopedia entries, review essays, and book reviews. Digital projects and the “Digital Humanities” are also becoming increasingly important in the field. Though these contributions might not always constitute new research in a field, they should not be seen exclusively as a form of service.

Being asked to review a work, especially that of a major scholar in a flagship publication or being asked to contribute to an important textbook or encyclopedia, is a sign of the reviewer’s stature and recognition in the field. These publications may be considered as evidence of scholarly contribution to the field, but would not be sufficient for promotion without evidence of continuing original scholarship.

### Encyclopedia Articles

Scholars are usually asked to write synthesizing essays for encyclopedias based on their exceptional expertise in a field and are expected to produce an exhaustive analysis of a cultural or historical phenomenon. Encyclopedia entries are normally B items, especially when they are short. However, as they are solicited, as a sign of the reputation of the scholar, they can carry more weight, according to the prestige of the encyclopedia. Also, if they are of significant length, and contain not only the synthesis of the current research on a specific subject, but also an interpretation of it, and even an original contribution, this would justify their classification under A. The burden would be on the Chair’s department letter to make the case for such an inclusion.

### Reviews

A good book review will not only identify, crystallize, and evaluate the major arguments of the work reviewed, but also usually situate it within the larger body of scholarship of which it is a part. **Book reviews** are usually B items. They also can carry more or less weight according to the prestige of the venue and to the reputation of the author of the book reviewed, as this speaks to the reputation of the reviewer in the field. **Review articles** can be of significant length and can make an original contribution, when presenting a carefully researched argument about an emerging literary or cultural phenomenon. In that case, especially when peer-reviewed, they should be classified under A. The burden would be on the Chair’s department letter to justify such an inclusion.

Scholars sometimes publish **short essays** in popular venues (e.g., magazines, newspapers, special websites). These high-impact publications derived from their special knowledge and often intervene in current issues. These essays should be considered carefully in relation to creative/scholarly output. Publications in major venues such as the *New York Times*, *LA Times* or online venues of similar quality and reach will be given special weight.

Creative writers also often have shorter publications, such as poems, short stories, graphic texts, and they will be assessed according to the prestige and/or circulation of the venues in which they appear. The Chair's department letter should be very clear about how much of a longer project, such as a book, has incorporated material published earlier.

### **Scholarly Distinction**

Measures of professional distinction may include lecture invitations and requests to review manuscripts for presses, fellowship applications for granting agencies, or tenure and promotion files for other universities. Special recognition should also be given to awards, prizes, and honors in the fields of teaching, service, and research. These may include prizes for books or articles published, teaching awards, becoming editor of a prestigious journal, receiving a major national fellowship or grant, or being elected President of a major professional organization. In some cases, faculty will receive prizes that may be unknown in the U.S. but are the most prestigious literary prizes in the cultures in which they are awarded. The Department, in these cases, will make meaningful comparisons to U.S. prizes, so that reviewers may appreciate the import of such awards. Evidence of extraordinary recognition from the profession may be used to request bonus off-scale salary and/or acceleration.

Favorable reviews of books in reputable venues are also a measure of the impact made by a scholar or a creative writer, especially when written by a respected author. For scholars and creative writers at the Associate and Full Professor ranks, scholarly and critical studies of their work should be considered an important sign of their impact.

## **EXPECTATIONS FOR DIFFERENT STAGES**

### **1. Promotion to Tenure**

The period preceding consideration for promotion to tenure and the rank of Associate Professor includes the fourth-year review for Assistant Professors. This review goes beyond the basic requirements of productivity during a review period to assess the likelihood of tenure. Normally, receiving a "favorable" 4<sup>th</sup> year review requires that the candidate be well advanced with her or his first single-authored book, as evidenced by a clear prospectus, several polished chapters, and a plan for completion that will permit press evaluation and final acceptance by the time of the tenure review.

### Scholars

An advance contract from a reputable publisher is helpful, but because such contracts are typically conditional pending review of the final manuscript, especially for a first book, the main concern is the actual state of the relevant research and writing, and we do not believe that junior faculty need seek out such contracts. Good teaching demonstrated by student evaluations and verified evaluation of classroom teaching and service are also part of the

assessment. However, the Department tries to keep the service obligations of junior faculty light in order to encourage their research and the building of their teaching record.

Promotion to tenure is predicated upon the publication or acceptance of the first single-authored book, as verified either by the publisher's documented commitment to proceed with the production of the book, or by a final manuscript in production. The Department considers how far the book has evolved from the doctoral dissertation on which it is typically based, and the Chair's letter will explain the nature of this evolution. We are aware that publishing revised dissertation chapters, or pieces of work that may form parts of a projected first book, is sometimes frowned upon by presses for economic reasons. Nonetheless, we encourage such publication when possible, and would normally expect to see at this stage, in addition to the accepted book, a few published articles/chapters, and signs of participation in the larger profession (e.g., fellowships, book reviews, scholarly conference papers).

We also require evidence of work of a second major project, however nascent. This may include some combination of a prospectus, grant proposal, conference papers, articles, or perhaps even draft chapters.

### Creative Writers

For creative writers, a promotion to tenure will be requested on the basis of a new, published book-length work put forward at the time of the candidate's review. Its contribution to the field, as well as its quality and impact, can be considerations in the preparation of a compelling file.

Both the fields of poetry and fiction have different calculations for what they determine to be full-length books and again genre is important. It is not uncommon for a book of poems to be short, usually 60 to 80 pages, while fiction works that justify promotion tend to be longer. This complicates the ways we assess the normal rate of production of a writer. Many canonical books of poetry (e.g., *Howl*, *The Waste Land*) fall between 60 and 80 pages long. That page count would make a very short novel but is not unusual for a book of poems. A novel (other than a novel written for young adults) is usually between 150 and 260 pages long. Thus, the variance is high here. However, one criterion that is often used is that a book of poems has to be about 50 pages at least to be considered a book. Anything shorter is considered as a "chapbook" and a marker of work in progress.

Perhaps because poets tend to publish shorter books, they tend to publish books more frequently than fiction writers, and they should be expected to. Besides, poets generally publish more frequently in journals than do fiction writers. Research in the modern field of poetry suggests the following standard: a third or fourth book for poets (or the equivalent) is usually indicative of national visibility and significance commensurate with advancement to Associate Professor, and/or a mid-level tenured status.

## **2. Promotion to Full Professor, Professor VI, and Professor Above-Scale**

The requirements for promotion to full professor and beyond include excellence in teaching, more substantial service than at the assistant level, and a continuing record of substantial publications in the field. For the promotion to Step VI and Above Scale, the APM specifies that greater attention be paid to measures of scholarly distinction, including an international reputation (usually confirmed by outside letters), but such measures as major invited lectures, book prizes, or election as president of a major professional organization also can be used as evidence of professional distinction. Some promotions have come in response to offers from other institutions, as a matter of retention, but only when the retention candidate's accomplishments have been evaluated in light of the competing offer and that candidate has been determined to meet the campus and departmental expectations for promotion here at UCSD. If this is the case, the Department proceeds with not just a retention file, but also extends requests for external letters and obtains a departmental vote from eligible faculty to safeguard that the promotion procedures are followed regardless of whether a promotion file is put forward on cycle or as a result of external offers.

### Scholars

The research criteria for promotions beyond the Assistant level are more flexible than those required for tenure, which means that each candidate must be evaluated on a case-by-case basis. The PPM 230-28, page 8, only states that "research publications and other creative accomplishments should be evaluated, not merely enumerated. There should be evidence that the candidate is continuously and effectively engaged in research and creative activity of high quality and significance."

In recent years, the Department generally has followed the practice of requiring a single-authored book for each of these promotions, from Associate to Full and beyond. The advantage of such a practice is that a book comprises a coherent and substantive original scholarly contribution that clearly meets the requirements for promotion. However, there are disadvantages to maintaining this as an exclusive practice. First, it does not recognize or encourage the variety of scholarly paths that constitute "high quality creative activity" in the literary field. Second, the length of time required to complete a book, especially if it requires extensive archival or comparative research, does not fit the university's normative expectations of advancement beyond the Assistant level (the APM 220-17 states that the "normal term of service as Associate Professor is six years"). Finally, the changing landscape of academic publishing makes the appearance of a monograph increasingly fraught with long delays and, in many fields, market concerns dominate publishers' acceptance rates, not the scholarly merit of the research.

For these reasons, we find that widening our scope to acknowledge the increasingly influential and significant impact of peer-reviewed articles is consistent with changes in our discipline, and these can constitute an appropriate basis for evaluating the scholarly distinction of scholars in Literature. Thus, for a promotion to the rank of Full Professor, a scholar is required present a

full length book *or* a group of 6 to 9 peer-reviewed research articles or book chapters that, taken together, constitute evidence of scholarly distinction in a given field or sub-field. For a promotion to Full Professor Step VI, a scholar is required to present a full length book; or a group of 6 to 9 peer-reviewed research articles or book chapters; or 4 to 5 peer-reviewed research articles or book chapters in addition to substantial progress on a new book defining a coherent and important scholarly contribution.

### Creative Writers

For creative writers, promotion to Full professor is predicated on the production of another major book for a fiction writer or a poet, although a series of shorter publications that demonstrate continuous engagement, growing impact and prestige may be considered to fulfill the requirements. Continuous publication demonstrates the trajectory of a creative writer who will be valuable in growing the prestige of our MFA program. The significance of venues and visibility in the field as attested to by reviewers of distinction will also be elements of assessment in the promotion of creative writers.

### **3. Normal Merits**

Between major promotions, standards for merit steps can vary and depend on progress toward a well-defined research goal. At the first merit step after promotion to Associate Professor or to Full Professor, individuals have typically just finished a major project and are in the early stages of the next. In these cases, we look for evidence of significant research in new directions, but new publications are typically tied to earlier work progressing through the publication pipeline.

Other normal merit steps from the Assistant rank through Associate Professor, Step III usually require 1 to 2 articles in peer-reviewed journals or scholarly anthologies per review period and/or submission of well-advanced chapters that are part of a larger project, in addition to good teaching and an adequate amount of service.

Merit increases awarded at and after that level will show increasing quantities of publication, usually at the level of 1 to 2 substantial research articles per year. All per-year assessments are connected to the years expected to be spent at each rank and step. With advancement to Associate Professor IV and V, polished chapters of works in progress can be submitted for advancement consideration and/or to bolster a step request where the requisite amount of article publication is lower due to substantive research and scholarship for a longer project.

In the case of **deferrals and no change files**, the Department does not add to the expectations at a certain rank and step but instead views the loss of additional salary and advancement as its own penalty. Should deferrals and no-change files become an issue with high frequency for any candidate, the Department will consider the recurrence of delays in light of the longer trajectory and the candidate will be counseled by the Chair and/or school Dean as necessary, with the goal of re-energizing a scholarly agenda.

**Beyond Professor Step VI**, a normal merit will be awarded on the basis of approximately 2 substantial articles per year, or scholarship equivalent to that, on average.