English Department Faculty Expectations Supplement (4.2.15)

As an addendum to the College of Arts and Science's Tenure Track and Tenured Faculty Expectations document (http://www.bu.edu/cas/files/2011/12/CASFaculty-Expectations-2013.pdf), the English department offers the following supplements:

1. For English faculty unaffiliated with the Creative Writing Program, a peer-reviewed, single-authored scholarly book from a respected academic press remains the most significant achievement. Tenure and promotion typically require such a book.

2. In the field of English, citations and reviews of scholarship often do not appear until years after a book or article is published. In addition to the impact measurements noted in the CAS Faculty Expectations document, the department regards external evaluation letters and the judgment of English colleagues, particularly specialists in the field, as important indicators of scholarly quality and impact.

3. Candidates for tenure should include in their files evidence of progress toward a second book project. Preferred evidence includes peer-reviewed articles, essays, and chapters (published or forthcoming). Scholarly presentations, works under review, manuscripts, and book and fellowship proposals can also be considered.

4. The peer-review process at scholarly journals is sometimes more systematic than in edited collections. However, essays and chapters in edited scholarly volumes are peer-reviewed by the editor(s) of the volume and are often peer-reviewed by proposal and/or manuscript evaluators. Essays and chapters in edited volumes, as well as edited volumes themselves, can have significant scholarly impact. The department regards external evaluation letters and the judgment of English colleagues, particularly specialists in the field, as important indicators of the scholarly quality and impact of essays, chapters, and edited volumes.

5. Excellence in teaching includes active efforts to create inclusive courses and learning environments. Best practices in advising and mentoring include respectfully making space to explore and responding to academic challenges connected to a student's background, experience, or identity.