

Department of English
Statement on expectations for tenure and for a fruitful professional career
revised April 30, 2026

These expectations for tenure and promotion are provided to help clarify how Faculty Handbook requirements for tenure and promotion are applied in a specific Augustana College department or program. They are, however, only guidelines and they do not replace, amend, or override any information contained in the Faculty Handbook. In the event there is a conflict between these guidelines and the Faculty Handbook or College policy, the terms of the Faculty Handbook or the College policy shall govern.

Statement on Teaching & Advising

Members of the English department typically teach six courses per year, 1-2 first-year writing courses and a mixture of lower and upper division literature and creative writing courses. We hire talented generalists with at least one area of scholarly expertise, and welcome those whose teaching interests also serve interdisciplinary programs. Because teaching is central to our mission, we recognize excellence in teaching (which includes advising) as the primary criterion for tenure and promotion and will not support a candidate for tenure or promotion who does not demonstrate commitment to and excellence in teaching and advising.

Evidence of student progress on course and departmental learning objectives can be demonstrated in a variety of ways:

- Assessment data (official student ratings of instruction, supplementary tools for course-specific learning outcomes, evidence of student learning, observations by peers) that indicates success in achieving teaching goals
- Record of positive impacts in formal and informal advising and mentoring (participation in departmental advising programming, data from advisee surveys, testimonies from current/former students and informal mentees)

Positive Indicators of Teaching (and Advising) Effectiveness:

- Providing clear and timely feedback on student work
- Engaging with students outside of class (e.g., answering emails, holding office hours, making and keeping appointments)
- Participating in campus initiatives that support teaching (e.g., taking part in teaching observation groups, attending or leading CELTS workshops, receiving teaching grants)
- Showing initiative outside regular teaching expectations (e.g., organizing guest speakers, field trips, or other forms of engaged learning)

Troubling Indicators of Teaching (and Advising) Effectiveness:

- Official student ratings of instruction results in the lower half of Augustana faculty
- Low course enrollments and/or high DFW rates that are otherwise hard to explain
- Pattern of student complaints
- Pattern of not answering emails

Statement on Professional Activity

Believing that all faculty can and should engage in professional expression both on and beyond our campus, we affirm scholarly activity as an essential component of faculty work and a central criterion in hiring, tenure, and promotion. Our department has always valued scholarship in an ecumenical sense (ours is a broad church, and many forms of scholarship are welcome), and we recognize a wide range of contributions, from traditional literary scholarship and creative expression, to scholarship in teaching and learning, to more public scholarship/outreach (e.g., articles for public audiences, podcasts, etc.).

Expecting candidates to demonstrate engagement with their field, we also maintain clear expectations for peer review: to earn tenure in the English department, literature faculty must publish at least one peer-reviewed article or chapter, while creative writing faculty must publish at least one editorially-reviewed short story, essay, or set of poems.

Other Positive Indicators of Professional Activity:

- Presenting at professional conferences
- Publishing in peer or editorially reviewed publications
- Delivering invited lectures or readings
- Organizing conference panels
- Editing publications or special journal issues
- Serving as external evaluator for scholarly manuscripts
- Serving on boards or committees of professional organizations
- Receiving awards for excellence in scholarship or writing
- Receiving competitive external grants, fellowships or residencies

Troubling Indicators of Professional Activity:

- Minimal involvement in the field(s) of one's inquiry, with presentations only at limited non-competitive events
- Little activity until the months just before the tenure review

Statement on Service

Believing that all faculty share responsibility for the work and life of the department and the college, we also affirm sustained and meaningful engagement in service as an essential criterion for hiring, tenure, and promotion.

We welcome service in a variety of forms, including, but not limited to:

- Bringing innovation to the curriculum (e.g., with new classes, study abroad programs, or extra curricular initiatives, etc.)
- Serving as departmental assessment liaison
- Contributing to admissions efforts
- Contributing to on-campus workshops and events
- Serving on campus committees and working groups
- Serving on search committees
- Advising first-year students
- Advising student groups

- Serving the community (e.g., giving lectures, participating in forums, workshops, etc.)

Positive Indicators of Service:

- Record of reliability, professionalism, collegiality and productive collaboration across the department and the broader campus

Troubling Indicators of Service

- Disengagement from faculty responsibilities (e.g., poor attendance at meetings, failure to complete required administrative tasks, etc.)
- A pattern of reluctance or refusal to participate in service work
- Difficulty working with colleagues, including behaviors that impede committee work or produce a disrespectful departmental climate

Expectations for Promotion to Full Professor

Candidates for promotion to full professor will be evaluated according to the criteria listed above.

Teaching: Candidates for promotion are expected to demonstrate effectiveness through appropriate evaluation tools and to provide evidence of advising that goes beyond the selection of courses.

Professional Activity and Expression: Professional activity should be maintained throughout a faculty member's career. While tenured faculty may elect to explore new forms of public expression, promotion requires the publication of at least one additional peer/editorially-reviewed article, chapter, short story, essay, or set of poems.

Service: Since experience affords tenured faculty members more opportunities for service, we expect candidates for promotion to demonstrate growth in their service, which might include campus leadership responsibilities, leading departmental initiatives, or deepening their contributions to professional or community organizations.

Commitment to a Welcoming and Learning-Centered Student Experience (Unalterable based on faculty governance.)

In accordance with its mission, Augustana College strives to ensure academic success for all students by nurturing an atmosphere that is welcoming and learning-centered. This results in students feeling valued and supported in their learning process.

These principles acknowledge the wide range of ways faculty contribute to Augustana's educational mission--through teaching, advising, research, creative work, and service--while affirming our shared commitment to cultivating an environment where all students can thrive.

Faculty are encouraged to interpret these principles broadly in ways consistent with their disciplines, pedagogical approaches, and professional identities.

Candidates for tenure, promotion, and review should include examples of engagement with the following principles in their Case Making Statements and provide supporting evidence of their efforts to:

- Embrace difference: Engage thoughtfully with a range of ideas, perspectives, cultures, or communities through teaching, scholarship, or service.
- Foster a sense of belonging: Enable a welcoming space where every student can feel seen, valued, and supported.
- Address needs with intention: Ensure that students have opportunities and resources to succeed in learning, advising, and professional and scholarly mentorship.
- Focus on student-centered learning: Prioritize the needs of students in and beyond the classroom by utilizing evidence-based teaching, advising, and learning strategies.

What might this look like? Examples could include:

- Implement Universal Design for Learning (UDL) strategies for syllabus development, course policies, assignments, and in-class activities
- Examples of your discipline's breadth and depth of thought in course materials
- Assess how your teaching approach includes all students in your classroom
- Identify how your course and/or advising strategies connect students with resources on campus to bolster their learning experiences and sense of belonging
- Connect your research and/or service to Augustana's mission statement and/or Five Faith Commitments
- Attend CELTS workshops and reflect on how you implement strategies into your teaching, scholarship, and/or service