

## **Scholarship Guidelines for General Studies—Composition May, 2014**

In addition to demonstrating excellence in teaching and service, candidates in this department are expected to make a contribution to a field beyond the Whitman campus and to demonstrate ongoing, active research and substantial progress toward publication. Because candidates in this field often have their homes in English departments, these candidates should be evaluated according to the same scholarly criteria as candidates up for tenure in the English department, with a few notable exceptions detailed below.

For tenure consideration, we expect a candidate to be the sole author or co-author of a peer-reviewed book (in print or in press) or the author of peer-reviewed articles in print or under contract, or to have demonstrated substantial, sustained, ongoing engagement in publication in other forms. Journal articles and book chapters within other formats than a single book-length study can demonstrate the scholarly qualifications expected from a member of this department. There should be clear, demonstrable evidence of meaningful engagement in the area of the candidate's specialism beyond teaching in the classroom. Publication in collections or anthologies should also count. Acceptance of an edited collection of essays also demonstrates engagement in a relevant field. We are aware that there are many ways to demonstrate engagement in a field and that in some cases unpublished (but no less worthy) work accompanied by "arms-length," anonymously reviewed evidence of value should be taken into consideration.

For instance, high-quality efforts and products that demonstrate a continued passion for academic writing and the teaching of academic writing, as well as potentially improving classroom performance should be considered as significant parts of a candidate's representation of his or her productivity to the Personnel Committee. The onus is on the candidate to explain in what way the publication serves the aims of subject-mastery, what contribution it makes to the field, and/or how it demonstrates commitment to an area of expertise. It is similarly important for internal evaluations and external reviews to assess the significance of a candidate's contributions to his or her field. External evaluators should address both the quality of the work itself and the quality of the venue in which scholarship is disseminated. Colleagues may also be able to comment on the work and venues of publication, if they have some knowledge of the field. Other evidence of recognition might include positive reviews of published work, other scholars engaging productively with the work in their own scholarship, honors that have derived from the work (e.g. prize nominations or awards, invitations for lectures or to review other books or articles based on their published work, or invitations to serve on the board of peer-reviewed journals based on their work).

For Promotion to Full Professor, reviewers should look for the same substantial ongoing commitment to research and an effort toward publication as well as significant demonstrable evidence of successful publication (in the form of peer-reviewed books, articles, essays, etc.) in a candidate's field of mastery.

*An important additional consideration about the increasing challenge of publication:*

In the current climate, placing books (sole-authored, co-authored, edited, or other) with good presses is increasingly difficult as presses face declining sales within libraries. Thus collections/books often have to meet a higher standard with peer-reviewed houses than ever before. Books rarely take less than eighteen months to write, and often more than three-to-five years to reach the print stage. As pressures on the scholarly publishing industry increase, it is important to recognize that not all scholarship will reach print or electronic publication in peer-reviewed venues. In the cases where work is published

outside the structure of peer-review, candidates have an elevated burden to demonstrate that the work is of high quality and has also had an impact on the field. In these cases, candidates should ask for specific commentary from letter-writers to validate the quality of such publications.

*Two additional considerations unique to candidates from this area:*

Because writing is a cross-disciplinary skill, scholarly work by candidates in General Studies--Composition may cut across several disciplines and reflect a disciplinary agility and hybridity different from candidates in most other departments. Candidates in General Studies--Composition are also uniquely situated to engage all three of the important categories for earning tenure—teaching, scholarship, and service—through engagement in a single local activity. Administering the Writing Center and all that entails, making presentations to the Encounters faculty, teaching classes for writing tutors and fellows, and facilitating campus-wide cross-disciplinary conversations about writing and writing instruction all constitute contributions to the college in ways that could substantively engage teaching, service, and a kind of scholarship that could include a research component and the dissemination of scholarship that does not involve traditional publication. This unique confluence, and especially the service to the college represented by these activities, is important to note in a review of the candidate's file.

It will also be important for those reviewing files from candidates in General Studies--Composition to recognize that the majority of publications in the field of Composition have a pedagogical component and thus it reflects the norm in this field to consider articles that might be defined as pedagogical to be admissible in "category A" in Whitman's faculty code. Moreover, many articles in this field that might be categorized as pedagogical, or that have a pedagogical component, are not easily categorized as solely or "merely" pedagogical. Articles are often hybrid in nature and may involve textual analysis, research, and insights into literary, linguistic, cognitive, and other subjects more appropriate to Whitman's category A. Candidates up for tenure in General Studies—Composition are advised to make the case for an article's admissibility under category A more explicitly, where appropriate, in their tenure reports, and those who review files from candidates in this area should be advised that "pedagogical articles" from these candidates should be evaluated with an awareness of this hybridity, in accordance with their importance in the candidate's field, and for the ways in which they demonstrate mastery of that field.

*Though the following contributions would enhance a tenure application they alone would not be sufficient for tenure and promotion:*

Book reviews of scholarly books published in a reputable scholarly journal. Review-essays that make an original argument, or review-articles that grapple with multiple books, should be considered as particularly commendable.

Conference papers given at scholarly conferences or invited lectures or readings at other colleges or at workshops.

Successful external grant proposals that bring funds to enhance the goals of the college.

Editing a peer-reviewed journal (digital or print) in one's field of study.

Note: For the English Department, pedagogical articles were included under this heading. For candidates in General Studies--Composition, "pedagogical articles" should be reviewed in the context established above.

In any of the above cases, proven Whitman student-involvement in the production of the work would be a valued added feature of the work.

We strongly encourage anyone reviewing the tenure file of someone in this department to further contextualize his or her review by consulting the document "Scholarship in Composition: Guidelines for Faculty, Deans, and Department Chairs" compiled by the Conference on College Composition and Communication (CCCC) to be found at

<http://www.ncte.org/cccc/resources/positions/scholarshipincomp>.