

College of Liberal Arts:
Guidelines for appointment to/retention of graduate-faculty status
[Departments of English, Geography, History, and World Languages (Spanish)]

Graduate and Undergraduate Faculty Responsibilities

Syllabi for dual-level courses are careful to distinguish between requirements for undergraduate and graduate students—that is, between the skills and levels of accomplishment that each group of students must demonstrate. Similarly, departments assign differing responsibilities to and hold differing expectations of faculty who teach even only occasionally at the graduate level in comparison with those who teach exclusively at the undergraduate level. Graduate faculty must be more actively involved in research in order to maintain their intellectual authority, must take the lead in maintaining the library’s collections to ensure that upper-division students have access to the most reliable scholarship, and must work closely with students on their own extended research projects and doctoral program applications.

Requirements for Graduate Faculty Status

In the College of Liberal Arts, tenure-track faculty with appropriate terminal degrees are provisionally accorded graduate faculty rank for a three-year term, reevaluated, and then reappointed for a three- or eight-year term (depending on the conditions of the initial appointment). Tenured faculty are appointed to three-year or eight-year renewable terms, subject to review. Each graduate faculty member earns or retains appointment by effective participation in each of the following three areas, **with the understanding that this statement is descriptive, not prescriptive or constitutive of a grid to be rigidly checked off.**

Consonant with UCA’s priorities, as stated in the Faculty Handbook, teaching effectiveness should be of primary importance. There is, of course, no single set of concrete measures for effective teaching, but the Faculty Handbook stipulates “knowledge, scholarship, dedication, and energy” as general criteria for tenure. It is reasonable to state, then, that these criteria apply broadly to graduate as well as undergraduate teaching. Beyond these measures, a faculty member’s graduate teaching effectiveness might be determined in one or more of the following ways:

- originating new graduate courses
- substantially revising existing graduate courses
- teaching double-listed courses with extra sessions for graduate students
- directing or serving as second or third reader on MA theses
- conducting a graduate-level independent-study course
- attendance at regional or national teaching workshops
- conducting workshops or seminars related to graduate-level instruction
- any other criteria deemed appropriate by the department.

An indispensable corollary to teaching effectiveness at the graduate level is scholarship, including pedagogical scholarship. Evidence of publication appropriate to the field is essential. With the caveat that the Faculty Handbook specifies that there can be no single definition of the nature and limits of such activity, evidence of the professional viability of any faculty member might include any of the following:

- authorship or editorship of books that have undergone external peer review before publication
- co-authorship or co-editorship (at least 50% of material) of books that have undergone external peer review before publication
- publication of articles, reviews, or other original material in peer-reviewed journals, encyclopedias, or other scholarly publications
- grant-writing that results in significant funding from an off-campus source
- presentation of original material at regional, national, or international conferences
- recognition for professional achievement in the form of peer-granted awards, fellowships, etc.
- any other criteria deemed appropriate by the department.

A frequently overlooked or undervalued yet crucial realm of graduate faculty responsibility is service. Measures of appropriate activity in this area might include any of the following:

- editing or serving on the editorial boards of professional journals
- serving as an editorial reader or peer reviewer of scholarly works
- serving as an officer in a professional organization (e.g., SCMLA)
- serving as an organizer, area chair, or section chair at a professional conference
- serving on graduate faculty committees or subcommittees at the departmental, college, or university level (e.g., a departmental MA comprehensive-exam committee)
- serving as a departmental Graduate Coordinator
- any other criteria deemed appropriate by the department.

If, in the judgment of his or her department, a faculty member does not meet the department's criteria at the time of reapplication for a new three- or eight-year period, he or she may be given one year's probation in which to rectify the deficiency. Should that faculty member not make adequate use of this period, he or she would lose graduate faculty status and not be allowed to reapply for a calendar year.

With the recognition that graduate faculty status entails responsibilities as well as privileges, the applicant's department will be expected to articulate the reasons, based on the above areas and criteria, for recommending the candidate. These recommendations will be forwarded to the Graduate School as a part of the application file. However, it is also of paramount importance to the preservation of academic freedom and shared governance that faculty and administrative oversight entities above the departmental level acknowledge that the recommending department's professional judgment in matters of faculty status is primary and thus to be treated adversely only in exceptional circumstances and for reasons communicated to the department (*AAUP Policy Documents and Reports*, ninth ed., 221). Adverse judgments are subject to normal appeals procedures.

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