Reappointment, Tenure, and Promotion Policy

Part II: Academic Unit Criteria, Standards and Processes

Academic Unit: English Department

I. Academic Unit Criteria and Standards Used in APRs and EPRs of NTTF in Years One-Six

1. Criteria and Standards for Annual Performance Review

   a) *Teaching.* Faculty member will have met departmental expectations on quantitative evaluations from students (average of 4.0 or above on the English Department's 5-point scale or 4.8 on GSW's 6-point scale), and received consistently positive qualitative end-of-term student evaluations; received consistently positive peer evaluations of teaching; and provided additional evidence of teaching effectiveness as available.

   b) *Service.* Faculty member will provide clear evidence of regular, prompt, and professional fulfillment of service obligations during the most recent year at the typical rate of one department committee membership per year or equivalent.

2. Criteria and Standards for Enhanced Performance Review

   a) *Teaching.* Faculty member will have met departmental expectations on quantitative evaluations from students (average of 4.0 or above on the English Department's 5-point scale or 4.8 on GSW's 6-point scale), and received consistently positive qualitative end-of-term student evaluations; received consistently positive peer evaluations of teaching; demonstrated success in required secondary performance indicators used in the evaluation of instructional development; and demonstrated success in at least one additional secondary performance indicator used in the evaluation of instructional development in the most recent three years as instructor, lecturer, or senior lecturer, as detailed below.

   b) *Service.* Faculty member will provide, in a service narrative, clear evidence of regular, prompt, and professional fulfillment of obligations to service effectiveness during the three most recent years at a typical rate of one department committee membership per year or equivalent, including appropriate contributions to governance in the department, college, and/or university (through committee work or equivalent), and will demonstrate success in a minimum of one area of secondary performance indicators as detailed below.

II. Academic Unit Procedures for Creation and Submission of NTTF APR and EPR Materials

1. Procedures for Creation and Submission of Annual Performance Review Materials

a) Required primary performance indicators used in the Annual Performance Review of NTTF must be from the most recent year as a NTT English Department faculty member and must include all of the following:

- An updated CV in approved format
- A narrative written by faculty member under review, single-spaced and no more than one page, outlining accomplishments and plans in the areas of teaching and service.
- An Annual Update of Faculty Record for the most recent year, which includes:
  - A list of all courses taught in the academic year, and the number of students enrolled in those courses at the end of the term.
  - Advising Responsibilities if applicable
  - Administrative, committee, or service assignments
- One peer evaluation
- All quantitative end-of-term student evaluations for all courses taught during the past academic year
- Any additional evidence of teaching effectiveness (see suggestions below under EPR performance indicators).
- Evidence of acceptable participation in service

2. Procedures for Creation and Submission of Enhanced Performance Review Materials

Enhanced Performance Reviews shall require that the NTTF member compile a dossier consisting of an updated CV in approved format and the following additional supporting materials:

a) *Teaching:*

(1) Required primary performance indicators used in the evaluation of teaching must be from the three most recent years as a NTT English Department/GSW faculty member. Indicators must include all of the following:

- A narrative integrating current teaching philosophy and pedagogy, as well as teaching-related activities, which must be no longer than three single-spaced pages
- All quantitative end-of-term student evaluations for all courses taught from the three most recent years of teaching
- At least three complete sets of qualitative end-of-term student evaluations from the three most recent years of teaching, representing all of the types of courses taught
- Three peer evaluation letters from the three most recent years of teaching as a NTT English Department faculty member from a faculty member of higher rank.

(2) Required secondary performance indicators used in the evaluation of instructional development must be from the three most recent years as a NTT English Department faculty member. Indicators <u>must include</u>:

- Syllabi from all courses taught, including courses in units other than English
- Sample assignments
- Other materials that demonstrate the nature of instruction and range of courses taught as well as the development of new courses or the improvement of existing courses, including special sections of existing courses, if applicable.

(3) Additional secondary performance indicators used in the evaluation of instructional development must be from the three most recent years and <u>must include at least one of the following</u>:

- Evidence of use of instructional technology or other resources to promote active student learning
- Evidence of other contributions to student learning and development that fall outside the traditional domains of curriculum and instruction, including:
  - Guidance of students in assistantships, internships, or co-operative work experiences
  - Involvement in clubs, organizations, and activities promoting faculty-student interaction
  - Leadership in service learning activities and other forms of engagement with the community, as well as community feedback regarding service-learning and other engagement programs
- Teaching awards and distinctions
- Other evidence of achievement in teaching that is appropriate to the faculty member's specific case, including forms of scholarly and professional creative activity
- Evidence of contribution(s) to scholarship, publications, presentations, or other professional activities that demonstrate continued commitment to teaching expertise, such as participation in BGSU Center for Faculty Excellence (formerly known as the Center for Teaching and Learning or CTL) workshops, and/or university, college, and program workshops and certifications, and/or membership in faculty learning communities or English-Department-defined-cohorts

b) *Service:*

    (1) Required primary performance indicators used to evaluate service must be from the three most recent years under review and <u>must include both of the following</u>:

- Narrative statement describing the candidate's philosophy of providing service and evidence of accomplishments, which must be no longer than three single-spaced pages
- Relevant supporting materials from the past three academic years, such as documentation of participation on department, program, college, or university committees, or service to the BG Faculty Association.

    (2) Required secondary performance indicators used to evaluate service must be from the three most recent years under review and <u>must include *at least one*</u> of the following:

- Testimonials from colleagues, committee chairs, and others
- Written statements, testimonials, or evaluations by constituents, publics served and others
- Community awards and other recognitions
- Staffing English or GSW tables on President's Day or Campus Preview Day, or participating in Commencement Activities.

The schedule and deadlines necessary for completing the performance reviews under this section shall comply with the timelines required by the Office of the Provost/VPAA.

III. Unit Faculty Involvement in the NTTF APR Process

1. The Chair will distribute to all faculty above the rank of the faculty member under review the following items and request written feedback:

- A CV in approved format
- A narrative written by faculty member under review, single-spaced and no more than one page, outlining accomplishments and plans in the areas of teaching and service
- A faculty update form for the most recent academic year

A complete file with all ancillary material will be available in the Chair's office.

2. The Chair will prepare the department's written recommendation for the dean, taking into account the written feedback received.

IV. Academic Unit Criteria and Standards used in NTTF Promotion Review

1. Criteria for Promotion from Instructor to Lecturer

   NTTF are evaluated according to the domains specified in their assigned workload. The weight given to each should reflect the proportion of that domain in the workload. While service is always part of the workload, research is generally not. Contributions in areas other than the assigned workload are not required, but can be included if the candidate feels they better define their total contribution in teaching and service.

   a. Faculty member shall have a minimum of a Master's degree in a content area appropriate for the academic unit of the appointment.

   b. *Teaching*: Faculty member will have met departmental expectations on quantitative evaluations from students (4.0 or above on the English Department's 5-point scale or 4.8 on GSW's 6-point scale). Written comments and peer evaluations should be generally positive. Artifacts, such as syllabi, student projects, presentations, or assessment data, should demonstrate that the learning outcomes are being met, that courses are being continually reviewed and updated where needed, and that the candidate uses effective modalities in the classroom. A trend of improvement in the metrics over the years is desirable, as is a plan for professional development. Contributions to the development of curriculum initiatives will also be valued.

   c. *Service*: Faculty member will provide in a service narrative clear evidence of regular, prompt, and professional fulfillment of obligations to service effectiveness during the six most recent years at a typical rate of one membership per year or equivalent, including service on English departmental or program committees, and/or College or University committees, and will demonstrate success in a minimum of one area from the secondary performance indicators such as service on ad hoc committees and other service to the department.

2. Criteria for Promotion from Lecturer to Senior Lecturer

   NTTF are evaluated according to the domains specified in their assigned workload. The weight given to each should reflect the proportion of that domain in the workload. While service is always part of the workload, research is generally not. Contributions in areas other than the assigned workload are not required, but can be included if the candidate feels they better define their total contribution in teaching and service.

   a) Faculty member shall have a minimum of a Master's degree in a content area appropriate for the academic unit of the appointment.

   b) *Teaching*: Faculty member will have met departmental expectations on quantitative evaluations from students (4.0 or above on the English Department's 5-point scale or 4.8 on GSW's 6-point scale). Written comments and peer

evaluations should be generally positive. Artifacts, such as syllabi, student projects, presentations, or assessment data, should demonstrate that the learning outcomes are being met, that courses are being continually reviewed and updated where needed, and that the candidate uses effective modalities in the classroom. A trend of improvement or consistent quality in the metrics over the years is expected, as is evidence of professional development, e.g. conference presentations, attendance at or facilitation of faculty development forums, organizing or leading workshops, etc. Other contributions to the department and/or university are expected, such as curricular initiatives, contributions to other units, mentoring junior faculty, et al.Faculty may also have a record of contributions to other departments or units, such as the Honors College.

c) *Service*: Committee assignments should be completed in their entirety and on time. Faculty members are expected to perform service, either by assignment, election, or self-nomination, in a quantity consistent with their assigned workload at a typical rate of one membership per year or equivalent. Service on program or departmental committees is expected, as well as either service on the college or university level, leadership in the department, service to the discipline on the regional or national level, or service to the BGSU – FA.

V. Academic Unit Procedures for Creation and Submission of NTTF Promotion Materials

1. NTTF eligible for promotion should meet with the Chair during the spring semester prior to application. The Chair outlines the promotion process, including the timeline, criteria to be used, and the material needed for the dossier.

2. Faculty member uploads the complete dossier into the University review system. The dossier consists of a current CV and supporting materials in teaching and service.

   a) *Teaching:*

      (1) Required primary performance indicators used in the evaluation of teaching must include the following:

      - A narrative integrating teaching philosophy and pedagogy as well as teaching-related activities, which must be no longer than three single-spaced pages
      - All quantitative end-of-term evaluations for all courses taught within the last six years
      - At least three complete sets of qualitative end-of-term student evaluations from a minimum of two distinct courses taught within the last six years
      - Three peer evaluations from colleagues who have observed the faculty member teaching within the last six years. In the case of

promotion to lecturer, the evaluations should be made by a faculty member with the rank of lecturer or above. In the case of promotion to senior lecturer, the evaluations should be made by a faculty member with the rank of senior lecturer or above.

(2) Secondary performance indicators used in the evaluation of teaching effectiveness may include the following:

- No more than four sets of syllabi and other materials that demonstrate the nature of instruction and range of courses taught
- Evidence of the development of new courses or the improvement of existing courses
- Evidence of effective use of instructional technology and other resources to promote active student learning
- Statements reflecting other contributions to student learning and development that fall outside the traditional domains of curriculum and instruction
- Teaching awards and distinctions
- Scholarly and creative activities that contribute to teaching expertise
- Contributions to the development of curriculum
- Contributions to improvements in learning outcomes and assessment

(3) In addition to these indicators, a candidate may submit and request that the department consider other evidence of achievement in teaching that is appropriate to the faculty member's specific case, including forms of scholarly and creative activity that help to better define the candidate's contributions in teaching and service.

b) *Service:*

(1) Required performance indicators used to evaluate service include the following:

- Narratives of service involvement and accomplishments that detail:
    - Significance and scope of activities
    - Leadership positions held
- Documentation of significant contributions

(2) Secondary performance indicators used to evaluate service may include the following:

- Testimonials from colleagues, committee chairs, and others
- Written statements, testimonials, or evaluations by constituents, publics served, and others

- Community awards and other recognitions

(3) In addition to these indicators, a candidate may submit and request that the department consider other evidence of achievement in service that is appropriate to the faculty member's specific case.

The schedule and deadlines necessary for completing the performance reviews under this section shall comply with the timelines required by the Office of the Provost/VPAA.

VI. Academic Unit Criteria and Standards Used in APRs and EPRs of TTF

1. Criteria and Standards for Annual Performance Review

   a. *Teaching.* For the period under review, faculty member will have met departmental expectations on quantitative evaluations from students (average of 4.0 or above on the English Department's 5-point scale or 4.8 on GSW's 6-point scale), and received consistently positive qualitative end-of-term student evaluations; received consistently positive peer evaluations of teaching; and provided additional evidence of teaching effectiveness as available.

   b. *Research.* Faculty member will show that research productivity is consistent with disciplinary norms and career stage, recognizing the fact that research products (e.g., journal articles, book chapters, or books) often appear at an irregular pace.

   c. *Service.* Faculty member will provide clear evidence of regular, prompt, and professional fulfillment of obligations for service effectiveness during the most recent year.

2. Criteria and Standards for Enhanced Performance Review

   a) *Teaching.* Faculty member will have met departmental expectations on quantitative evaluations from students (average of 4.0 or above on the English Department's 5-point scale or 4.8 on GSW's 6-point scale), and received consistently positive qualitative end-of-term student evaluations; received consistently positive peer evaluations of teaching; demonstrated success in required secondary performance indicators used in the evaluation of instructional development; and demonstrated success in at least one additional secondary performance indicator used in the evaluation of instructional development as detailed in section VII.2.c).i below.

   b) *Research.* Faculty member will show evidence of an active, ongoing scholarly or creative agenda, through evidence as detailed in section VII.2.c).ii below. Research success will be indicated by research *productivity*, namely articles or creative works published or in press since the initial hire. The proportion of

refereed publications within a Department member's record may vary depending on the person's specialization. Furthermore, the nature of "refereeing" varies in some specializations. However, in all cases, the candidate is expected to have published or in press some refereed work since initial hire. Consistent with evolving practice in higher education and professional guidelines in English, the Department recognizes the important role of collaboration in research and publication; and of publication in web-based journals of high quality and reputation. Manuscripts under review will be considered, and those that have received an invitation to revise and resubmit will be viewed more favorably than those merely under review.

It is also assumed that candidates will present a professional profile that includes a combination of published scholarship/creative work and presentation. Presentations at national meetings or invited talks will be viewed favorably.

c) *Service.* Faculty member will provide in a service narrative clear evidence of regular, prompt, and professional fulfillment of obligations to service effectiveness during the three most recent years at a rate of typically one membership per year or equivalent, including appropriate contributions to governance in the department, college, and/or university (through committee work or equivalent) and demonstrated success in a minimum of one area from the secondary performance indicators as detailed below.

VII. Academic Unit Procedures for Creation and Submission of TTF APR and EPR Materials

1. Procedures for Creation and Submission of Annual Performance Review Materials

   a) Required primary performance indicators submitted by the applicant in the Annual Performance Review of TTF must be from the most recent year as a TT English Department faculty member and must include all of the following:

      - An updated CV in approved format
      - An Annual Update of Faculty Record for the most recent year, which includes:
        - A list of all courses taught in the academic year, and the number of students enrolled in those courses at the end of the term.
        - Membership on or direction of Theses or Dissertations
        - Advising Responsibilities
        - Summary of Research and Creative Activities
        - Administrative, committee, or service assignments
      - Narrative outlining achievements in Research, Teaching, and Service, to be no more than three single-spaced pages in length
      - One peer evaluation by a faculty member of higher rank

- All quantitative end-of-term student evaluations for all courses taught during the past academic year.
- Any additional evidence of teaching effectiveness
- Evidence of acceptable participation in service

b) English Department TTF under review will submit material to the Department Chair in accordance with the timelines required by the Office of the Provost/VPAA.

2. Procedure for Creation and Submission of Enhanced Performance Review materials

a) The faculty member due for EPR should meet with the Chair during the spring semester prior to application. The Chair outlines the EPR process, including the timeline, criteria to be used, and the material needed for the dossier. For further guidance in compiling dossier materials, the faculty member should consult the College website and attend the workshops on dossier preparation given by the college every year.

b) Enhanced Performance Reviews shall require that the TTF member compile a dossier consisting of a curriculum vitae (CV) and the following additional supporting materials:

i. *Teaching:*

(1) Required primary performance indicators used in the evaluation of teaching must be from the years under review and must include all of the following:

- A narrative integrating current teaching philosophy and pedagogy, as well as teaching-related activities, which should be no more than three single-spaced pages
- All quantitative end-of-term student evaluations for all courses taught from the three most recent years of teaching
- At least three complete sets of qualitative end-of-term student evaluations from the three most recent years of teaching, representing all of the types of courses taught
- At least three peer evaluation letters by faculty member of a higher rank from three semesters of teaching as a Tenure-Track Faculty member; these are generally from the 1st-4th semesters of teaching; for tenure review, one letter per year from the 3rd-5th years is appropriate.

(2) Required secondary performance indicators used in the evaluation of instructional development must be from the three most recent years as a Tenure-Track Faculty member and <u>must include</u>:

- Examples of syllabi from courses taught
- Sample assignments
- Other materials that demonstrate the nature of instruction and range of courses taught, as well as the development of new courses or the improvement of existing courses, including special sections of existing courses.

(3) Additional secondary performance indicators used in the evaluation of instructional development must be from the three most recent years as a Tenure Track Faculty member and <u>must include at least one of any of the following</u>:

- Teaching awards and distinctions
- Documentation of advising of independent studies and/or senior theses
- Documentation of directing of or membership on committees for MA theses and/or Ph.D. dissertations
- Evidence of membership on Ph.D. comprehensive examination committees
- Evidence of continued mentorship and advisement of students
- Evidence of other contributions to student learning and development that fall outside the traditional domains of curriculum and instruction, including:
  - Guidance of students in assistantships, internships, or co-operative work experiences
  - Involvement in clubs, organizations, and activities promoting faculty-student interaction
  - Leadership in service learning activities and other forms of engagement with the community, as well as community feedback regarding service-learning and other engagement programs

(4) In addition to these indicators, a candidate may submit and request that the department consider other evidence of achievement in teaching that is appropriate to the faculty member's specific case, including:

- Other evidence of achievement in teaching that is appropriate to the faculty member's specific case, including forms of scholarly and professional creative activity
- Documentation or evidence of contribution(s) to scholarship, publications, presentations, or other professional activities that demonstrate continued commitment to teaching expertise, such as participation in BGSU Center for Faculty Excellence workshops, and/or university, college, and program

workshops and certifications, and/or membership in faculty learning communities or English Department defined-cohorts.

ii. *Research:*

(1) Required primary performance indicators used in the evaluation of research must be from the years under review and must include all of the following:

- A narrative statement outlining achievements in Research, which should be no more than three single-spaced pages
- Evidence of an active, ongoing scholarly or creative agenda, demonstrated through research products in one or more of the following categories:
  - Books published by academic presses or peer-reviewed trade publications, directed to an audience of scholarly peers and demonstrating original research or conceptualization

  - Scholarly editions of literary or theoretical texts, the publication of textbooks, and the editing of collections strongly reflecting the faculty member's perspective and individual contributions

  - Original book-length creative works published by reputable publishers, such as commercial presses, nonprofit presses, or academic presses

  - Articles, book chapters, or proceedings articles, demonstrating original research or conceptualization, published in scholarly, peer-reviewed journals or in academic books as described above, both in print and electronic media

  - Original works of poetry, short fiction, or creative nonfiction published in reputable and competitive venues, such as commercial magazines, literary journals, electronic media, chapbooks, or anthologies

  - Translations published in reputable venues

  - Publication or other forms of dissemination as appropriate to the community-engaged research and scholarship

(2) In addition to these indicators, a candidate may submit and request that the department consider other evidence of achievement in research that is appropriate to the faculty member's specific case, including service to professional organizations connected to the discipline at the local, state, national, and/or international level, and community service or external activities that draw upon professional expertise.

iii.   *Service:*

(1) Required primary performance indicators used to evaluate service must be from the years under review and must include all of the following:

- Narrative statement describing the candidate's philosophy of providing service and evidence of accomplishments, which must be no longer than three single-spaced pages
- Relevant supporting materials from the past three academic years

(2) Required secondary performance indicators used to evaluate service must be from the three most recent years under review and must include *at least one* of the following:

- Testimonials from colleagues, committee chairs, and others
- Written statements, testimonials, or evaluations by constituents, publics served and others
- Community awards and other recognitions
- Staffing English Department tables on President's Day or Campus Preview Days
- Additional service to the English Department, such as Commencement attendance

(3) In addition to these indicators, a candidate may submit and request that the department consider other evidence of achievement in service that is appropriate to the faculty member's specific case.

The schedule and deadlines necessary for completing the performance reviews under this section shall comply with the timelines required by the Office of the Provost/VPAA.

VIII. Unit Faculty Involvement in the TTF APR Process

1. The Chair will distribute to all faculty above the rank of the faculty member under review the following items and request written feedback:

- A CV in approved format
- Narrative outlining achievements in Research, Teaching, and Service, to be no more than three single-spaced pages in length
- A faculty update form

A complete file with all ancillary material will be available in the Chair's office.

2. The Chair will prepare the department's written recommendation for the dean, taking into account the written feedback received.

IX. Academic Unit Criteria and Standards Used in TTF Tenure and Promotion Review

A. Criteria and Standards for Tenure and Promotion to Associate Professor

Tenure and Promotion requires demonstrated achievement in the areas of teaching, research, and service. While the faculty member's role in the Department may emphasize one or more areas over others, achievement in one area may not substitute for another.

a) *Teaching.* Faculty member will have met departmental expectations on quantitative evaluations from students (average of 4.0 or above on the English Department's 5-point scale or 4.8 on GSW's 6-point scale), and received consistently positive qualitative end-of-term student evaluations; received consistently positive peer evaluations of teaching; demonstrated success in required secondary performance indicators used in the evaluation of instructional development; and demonstrated success in at least one additional secondary performance indicator used in the evaluation of instructional development as detailed in section VII.2.b).i above.

b) *Research.* Faculty member will show evidence of an active, ongoing scholarly or creative agenda, through evidence as detailed in section VII.2.b).ii above. Research success will be indicated by research *productivity*, namely articles or creative works published or in press since the initial hire. The proportion of refereed publications within a Department member's record may vary depending on the person's specialization. Furthermore, the nature of "refereeing" varies in some specializations. However, in all cases, the candidate is expected to have published or in press a substantial body of refereed work since initial hire. For example, a faculty member might publish 5 - 6 refereed or peer-reviewed articles or book chapters in edited collections, one book-length study, or equivalent creative works. Every research agenda is unique and evaluation of publications will depend on specialization, reputation of publishing venue, and other qualitative factors. Consistent with evolving practice in higher education and professional guidelines in English, the Department recognizes the important role of collaboration in research and publication, and of publication in web-based journals of high quality and reputation.

Research productivity also presumes evidence that research activity will be ongoing. Thus, in the research narrative, candidates should describe projects in

progress as part of their overall research trajectory. Manuscripts under review and a professional profile that includes presentations at national or regional conferences and/or invited talks will be viewed favorably as evidence of an ongoing research agenda. However, in no case will work under review be taken as a substitute for the substantial body of refereed work published or in press referenced above.

c) *Service.* Faculty member will provide in a service narrative clear evidence of regular, prompt, and professional fulfillment of obligations to service effectiveness during the probationary period, including a minimum of one English and/or College and/or University committee per year and demonstrated success in a minimum of one area from the secondary performance indicators as detailed in section VII.2.b).iii above. In addition, service to professional organizations connected to the discipline at the local, state, national, and/or international levels, and community service and external activities that draw upon professional expertise is desirable.

B. Criteria and Standards for Promotion from Associate Professor to Professor

Promotion to Professor requires a cumulative record of sustained teaching excellence, sustained scholarly productivity, and substantial service contributions within and external to the University. While the faculty member's role in the department may emphasize one domain over another, in no case can achievement in one substitute for its lack in another. Criteria in the areas of teaching, research, and service include:

a) *Teaching.* Faculty member will have met departmental expectations on quantitative evaluations from students (average of 4.0 or above on the English Department's 5-point scale or 4.8 on GSW's 6-point scale). Written comments and peer evaluations should be generally positive. Faculty member must show clear evidence of excellence and innovation in the classroom in all levels of their teaching, and must show leadership (broadly understood) in instructional and/or curricular development. Teaching leadership can include serving as a teaching mentor for others (faculty and graduate students) in the department; working with graduate students during teaching assignments; contributing to significant curricular changes; teaching courses that are difficult to staff; extensive advising of graduate students through chairing theses and/or dissertations; leadership in university or national level teaching workshops; pedagogical publications; or awards and honors.

b) *Research.* There are many paths to becoming a full professor. Uniting all these paths is the expectation that the faculty member should have compiled a significant record of accomplishment since the time of the tenure review and attained a national or international reputation in research/creative activity. Research productivity as indicated by publication in refereed or peer reviewed journals and/or books published by reputable publishers, such as commercial

presses, nonprofit presses, or academic presses is a key element. Some faculty members might publish additional articles/book chapters in their original area(s) of specialization; others might publish scholarship on new, but related topics. Other indicators of research leadership may include editing a special issue of a journal or book; publishing work that receives awards; or organizing a conference. In any case, the faculty member will have demonstrated sustained scholarly productivity and a coherent research profile. In terms of quantity, the body of work produced since tenure should be generally equivalent to or greater than that produced prior to tenure. External reviewers will assess the candidate's prominence in the field, and the department will take into consideration these external assessments to gauge the candidate's scholarly impact.

c) *Service*. Faculty member is expected to perform service at a level consistent with assigned workload, typically one membership per year or equivalent. In addition to routine service contributions, faculty should have made significant contributions in service to the Department, College, University, profession, and/or community through a successful leadership role in one or more of the following:

    a. Program Director or other leadership roles within the English Department: Associate Chair and Director of Graduate Studies, Associate Chair and Director of Undergraduate Studies, English Department Chair.

    b. College, or University governance, including governing bodies, councils, special task forces, and review teams.

    c. Professional organizations connected to the discipline at the local, state, national, and/or international levels.

    d. Community service and external activities that draw upon professional expertise.

X. Academic Unit Procedures for Creation and Submission of Tenure and Promotion Materials

The schedule and deadlines necessary for completing the evaluations under this section shall comply with the timelines required by the Office of the Provost/VPAA.

Procedure for Tenure and Promotion to Associate Professor

1. Chair informs probationary TTF of the time when decisions affecting tenure and promotion are ordinarily made.

2. Probationary TTF should meet with Chair during the spring semester prior to application. The Chair outlines the promotion process, including the timeline, criteria to be used, and material needed for the dossier.

3. The Chair generates a list of potential external reviewers of the faculty member's research record in accordance with procedures provided by the Provost's Office.

4. Faculty member uploads the complete dossier consisting of a CV and supporting materials in teaching, research, and service.

    a) *Teaching:*

        (1) Required primary performance indicators used in the evaluation of teaching must be from the years under review and must include all of the following:

- A narrative integrating current teaching philosophy and pedagogy, as well as teaching-related activities, which should be no more than three single-spaced pages
- All quantitative end-of-term student evaluations for all courses taught from the review period
- At least three complete sets of qualitative end-of-term student evaluations over the three most recent years of teaching, representing all of the types of courses taught
- At least three peer evaluation letters from three semesters of teaching as a Tenure Track Faculty member; for tenure review, one letter per year from the 3rd-5th years is appropriate. Peer evaluations should be done by a colleague of higher rank.

        (4) Required secondary performance indicators used in the evaluation of instructional development must be from the review period as a Tenure Track Faculty member and must include:

- Examples of syllabi from courses taught,
- Assignments and other materials that demonstrate the nature of instruction and range of courses taught
- Evidence of the development of new courses or the improvement of existing courses, including special sections of existing courses.

        (5) Required additional secondary performance indicators used in the evaluation of pedagogy must be from the three most recent years and must include at least one of any of the following:

- Teaching awards and distinctions
- Evidence of advising of independent studies and/or senior theses, BFA projects, and Honors projects
- Direction of or membership on committees for MA or MFA theses and/or Ph.D. dissertations
- Membership on Ph.D. comprehensive examination committees
- Academic advising and continued mentorship of students

- Evidence of other contributions to student learning and development that fall outside the traditional domains of curriculum and instruction, including:
  - Guidance of students in assistantships, internships, or co-operative work experiences
  - Involvement in clubs, organizations, and activities promoting faculty-student interaction
  - Leadership in service learning activities and other forms of engagement with the community, as well as community feedback regarding service-learning and other engagement programs

(6) In addition to these indicators, a candidate may submit and request that the department consider other evidence of achievement in teaching that is appropriate to the faculty member's specific case, including:
  - Other evidence of achievement in teaching that is appropriate to the faculty member's specific case, including forms of scholarly and professional creative activity
  - Unsolicited testimonials from students concerning preparedness and effectiveness in teaching
  - Evidence of contribution(s) to scholarship, publications, presentations, or other professional activities that demonstrate continued commitment to teaching expertise and the campus learning community, such as participation in BGSU Center for Faculty Excellence workshops, and/or membership in faculty learning communities or English Department defined cohorts

b) *Research:*

(1) Required primary performance indicators used in the evaluation of research must be from the years under review and must include all of the following:

- A narrative statement outlining achievements in research that should be no more than three single-spaced pages
- Evidence of an active, ongoing, and productive scholarly or creative agenda, demonstrated through research products in one or more of the following categories:
  - Books published by academic presses or peer-reviewed trade publications, directed to an audience of scholarly peers and demonstrating original research or conceptualization
  - Scholarly editions of literary or theoretical texts, the publication of textbooks, and the editing of collections strongly reflecting the faculty member's perspective and individual contributions

- Original book-length creative works published by reputable publishers, such as commercial presses, nonprofit presses, or academic presses
- Articles, book chapters, or proceedings articles, demonstrating original research or conceptualization, published in scholarly, peer-reviewed journals or in academic books as described above, both in print and electronic media
- Original works of poetry, short fiction, or creative nonfiction published in reputable and competitive venues, such as commercial magazines, literary journals, electronic media, chapbooks, or anthologies
- Translations published in reputable venues
- Publication or other forms of dissemination as appropriate to the Scholarship of Engagement

(2) In addition to these indicators, a candidate may submit and request that the department consider other evidence of achievement in research that is appropriate to the faculty member's specific case.

c) *Service:*

(1) Required primary performance indicators used to evaluate service must be from the years under review and must include all of the following:

- Narrative statement describing the candidate's philosophy of providing service and evidence of accomplishments, which should be no more than three single-spaced pages.
- Relevant supporting materials from the years under review, which may include:
  - Records of involvement in activities designed to promote departmental programs and services to prospective students
  - Testimonials from colleagues, committee chairs, and others.
  - Documentation of significant contributions and/or leadership positions held at committee and organizational meetings
  - Records of membership and attendance at professional meetings and conferences, and documentation of significant contributions and/or leadership positions held.
  - Citations of organizing professional conferences, symposia, and the like
  - Records of service to private or extramural funding agencies
  - Professional recognitions

- Records of community service activities and professional contributions, including significance and scope of involvement
- Community awards and other recognitions
- Testimonials from community service partners

(2) In addition to these indicators, a candidate may submit and request that the department consider other evidence of achievement in service that is appropriate to the faculty member's specific case.

5. The Chair uploads the external review letters and makes the dossier available to the eligible voters in the Department of English

The schedule and deadlines necessary for completing the performance reviews under this section shall comply with the timelines required by the Office of the Provost/VPAA.

Procedure for Promotion to Professor

1. Chair and PRTC call for potential candidates to begin the process.

2. Faculty member should meet with Chair during the spring semester prior to application. The Chair outlines the promotion process, including the timeline, criteria to be used, and the material needed for the dossier.

3. The Chair generates a list of potential external reviewers of the faculty member's research record in accordance with procedures provided by the Provost's Office.

4. Faculty member uploads the complete dossier consisting of a CV and supporting materials in teaching, research, and service.

    a) *Teaching:*

    (1) Required primary performance indicators used in the evaluation of teaching must be from the years under review and must include all of the following:

    - A narrative integrating current teaching philosophy and pedagogy, as well as teaching-related activities, which should be no more than three single-spaced pages
    - All quantitative end-of-term student evaluations for all courses taught from the five most recent years of teaching
    - At least three complete sets of qualitative end-of-term student evaluations from the three most recent years of teaching, representing all of the types of courses taught

- At least three peer evaluation letters from faculty of a higher rank from three semesters of teaching as an Associate Professor.

(2) Required secondary performance indicators used in the evaluation of instructional development must be from the three most recent years as a Tenure-Track Faculty member and must include:

- Examples of syllabi from courses taught
- Assignments and other materials that demonstrate the nature of instruction and range of courses taught
- Evidence of development of new courses or the improvement of existing courses, including special sections of existing courses.
- Evidence of courses contributing to student achievement of learning outcomes.
- Evidence of direction of or membership on committees for MA and/or MFA theses and/or Ph.D. dissertations

(3) Required additional secondary performance indicators used in the evaluation of pedagogy must be from the three most recent years and must include at least one of any of the following:

- Teaching awards and distinctions
- Advising of independent studies and/or senior theses
- Membership on Ph.D. comprehensive examination committees
- Continued mentorship and advisement of students
- Evidence of other contributions to student learning and development that fall outside the traditional domains of curriculum and instruction, including:
  - Guidance of students in assistantships, internships, or co-operative work experiences
  - Involvement in clubs, organizations, and activities promoting faculty-student interaction
  - Leadership in service learning activities and other forms of engagement with the community, as well as community feedback regarding service-learning and other engagement programs

(4) In addition to these indicators, a candidate may submit and request that the department consider other evidence of achievement in teaching that is appropriate to the faculty member's specific case, including:

- Other evidence of achievement in teaching that is appropriate to the faculty member's specific case, including forms of scholarly and professional creative activity

- Evidence of contribution(s) to scholarship, publications, presentations, or other professional activities that demonstrate continued commitment to teaching expertise, such as participation in BGSU Center for Faculty Excellence workshops, and/or university, college, and program workshops and certifications, and/or membership in faculty learning communities or English-Department-defined-cohorts.

b) *Research:*

    (1) Required primary performance indicators used in the evaluation of research must be from the years under review and must include all of the following:

- A narrative statement outlining achievements in research, which should be no more than three single-spaced pages
- Evidence of an active, ongoing, and productive scholarly or creative agenda, typically demonstrated through research products in one or more of the following categories:
    - Books published by academic presses or peer-reviewed trade publications, directed to an audience of scholarly peers and demonstrating original research or conceptualization
    - Scholarly editions of literary or theoretical texts, the publication of textbooks, and the editing of collections strongly reflecting the faculty member's perspective and individual contributions
    - Original book-length creative works published by reputable publishers, such as commercial presses, nonprofit presses, or academic presses
    - Articles, book chapters, or proceedings articles, demonstrating original research or conceptualization, published in scholarly, peer-reviewed journals or in academic books as described above, both in print and electronic media
    - Original works of poetry, short fiction, or creative nonfiction published in reputable and competitive venues, such as commercial magazines, literary journals, electronic media, chapbooks, or anthologies
    - Translations published in reputable venues
    - Publication or other forms of dissemination as appropriate to the Scholarship of Engagement

    (2) In addition to these indicators, a candidate may submit and request that the department consider other evidence of achievement in research that is appropriate to the faculty member's specific case.

c) *Service:*

    (1) Required primary performance indicators used to evaluate service must be from the years under review and must include all of the following:

- Narrative statement describing the candidate's philosophy of providing service and evidence of accomplishments, which should be no more than three single-spaced pages.
- Relevant supporting materials from the years under review, which may include:
  - Records of involvement in activities designed to promote departmental programs and services to prospective students
  - Testimonials from colleagues, committee chairs, and others.
  - Documentation of significant contributions and/or leadership positions held at committee and organizational meetings
  - Records of membership and attendance at professional meetings and conferences, and documentation of significant contributions and/or leadership positions held.
  - Citations of organizing professional conferences, symposia, and the like
  - Records of service to private or extramural funding agencies
  - Professional recognitions
  - Records of community service activities and professional contributions, including significance and scope of involvement
  - Community awards and other recognitions
  - Testimonials from community service partners

    (2) In addition to these indicators, a candidate may submit and request that the department consider other evidence of achievement in service that is appropriate to the faculty member's specific case.

5. The Chair uploads the external review letters and makes the dossier available to the eligible voters in the Department of English

6. The schedule and deadlines necessary for completing the performance reviews under this section shall comply with the timelines required by the Office of the Provost/VPAA.
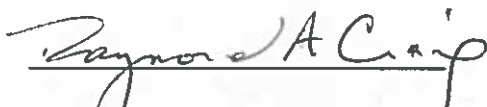
Approved by the English Department on December 15, 2017 through an electronic and paper ballot vote after approval of the document by the department's Central Advisory Committee on December 6, 2017, and discussion of the document at the December 8, 2017 Faculty Meeting.

Date: 12/15/17

Lawrence Coates, Chair

Approved: _____ Date: 12/27/17

Raymond A. Craig, Dean, College of Arts and Sciences

Approved: _____ Date: 12/31/17

Rodney Rogers, Provost / Senior VP