Reappointment, Tenure, and Promotion Policy

Part II: Academic Unit Criteria, Standards and Processes

Academic Unit: **World Languages and Cultures**

Academic Unit Criteria and Standards Used in APRs and EPRs of QRF in Years One-Six

Annual Performance Review will be assessed by the Chair, who will consider the quality of instruction delivered by the QRF and the QRF's participation in service activities. Instruction quality will be assessed using several indicators, including but not limited to quantitative and qualitative student teaching evaluations and peer evaluations. Performance is deemed satisfactory in the event that QRF receive a positive peer evaluation, earn quantitative evaluation scores that are comparable to or exceed the department average, and qualitative responses do not raise significant red flags that could indicate the instructor is not meeting minimal standards in the classroom. Peer evaluations that indicate the QRF is engaging students in the classroom and is effectively teaching the appropriate curriculum will be deemed positive. Peer evaluations that include constructive feedback may still be viewed as a positive evaluation. For instructors whose quantitative evaluations are substantially below (.5 or more) the department average for comparable courses, the Chair may turn to additional evidence such as course materials (e.g., syllabi, assignments, and so forth) and peer evaluations of teaching to determine whether the instructor is performing satisfactorily. In the event the instructor is deemed to be performing inadequately, the Chair may provide guidance on how the QRF can improve performance or recommend to the Dean that the QRF not be renewed.

Enhanced Performance Review criteria largely parallel those guiding APRs, but span a longer time period of performance and include additional evidence of teaching effectiveness and service. QRF will be evaluated not only on their student evaluations and peer classroom evaluations but also on the quality of their teaching, service, and research or creative work (if part of the assigned duties) as evidenced in their portfolios (philosophy statements, course materials, and other evidence that, in the judgement of the QRF, documents their success). First, strong candidates will typically have quantitative teaching evaluation scores that are comparable with, or exceed, the

department average. Second, they will have qualitative evaluations that are largely devoid of feedback indicating the instructor does not meet minimum standards in the classroom. Third, strong candidates will have received peer evaluations of their teaching each year that indicate they engage and communicate effectively with students. Finally, strong candidates will have implemented course materials (e.g., syllabi, assignments, etc.) that are rigorous, at the appropriate level, and aligned with the department's curriculum. QRF will also be evaluated on their service activities, which should include participation in a department committee or equivalent (section committee, undergraduate advisor, club advisor, recruitment, outreach etc.) every year as well as some service to the college or university. Regional or national service is desirable but not required. The EPR will encompass overall performance during the review period.

Academic Unit Procedures for Creation and Submission of QRF APR and EPR Materials

Annual Performance Reviews require that the QRF members submit to the electronic records portal their activities, their personal *curriculum vitae* (CV), a recent peer review, and a syllabus for a course taught during the review period.

Enhanced Performance Reviews require that the QRF members compile a portfolio containing *curriculum vitae* (CV) and the following additional supporting materials. With narratives candidates are to focus on their achievements during the review period but also may address long-term objectives, growth, and development:

- Teaching philosophy narrative (no more than three single-spaced pages) that describes the candidate's approach to teaching, accomplishments to date, and goals for the future.

- Complete quantitative and qualitative course evaluations for all courses taught in the review period.

- Peer teaching evaluations (minimum of three from at least three different faculty of higher rank than the candidate and obtained in each of the past three academic years).

- Course materials, including syllabi, assignments, and so forth, for three courses. For online courses, provide additional materials such as discussion board content, audio lectures, or other elements that demonstrate teaching effectiveness. Materials that demonstrate teaching innovation are encouraged but not required.

- Service philosophy narrative summarizing the candidate's service activities over the past three years along with documentation of service activities as appropriate.

For APRs, QRF should submit to the electronic records portal their *curriculum vitae* (CV) at least one month prior to the College deadline for APR memos to be submitted by Chairs.

For both APRs and EPRs, the Chair shall provide candidates with a summary table of their quantitative teaching evaluation scores and department averages at the comparable revel. The department will collate the quantitative and qualitative student evaluations and the peer evaluations. For the EPR, candidates must assemble a portfolio containing supporting materials (philosophy statements, course materials, evidence of teaching effectiveness and service activity; other materials that in the judgment of the QRF demonstrates the candidate' s success) and upload their documents into the system for electronic review by the Voting Faculty and Chair.

Unit Faculty Involvement in the QRF APR Process

Annual Performance Reviews (APRs) are conducted by the Chair in accordance with the unit's policy.
1. The Chair writes to the Dean a memo summarizing their own views based on class observation, a peer observation, and in consultation with the voting faculty (see #2 below). The review evaluates the faculty member's progress in teaching and service in accordance with this policy.
2. The Chair circulates among the voting faculty the APR materials. The Executive Committee, in consultation with the voting faculty, recommends whether the faculty should be reappointed and offers written feedback to the Chair. The Chair writes to the Dean a memo summarizing their own views and that of the voting faculty.

Academic Unit Criteria and Standards used in QRF Promotion Review

Criteria for Promotion from QRF-Assistant Professor to QRF-Associate Professor

Promotion to QRF-Associate Professor in World Languages and Cultures requires a Masters from an accredited college or university; evidence of effective teaching and service to the department and to the college, university, community, or discipline; and, if applicable, research contributions or creative work commensurate with their assigned duties. Eligible candidates may submit their portfolio (philosophy statements, course

materials, and other evidence that, in the judgement of the QRF, documents their success) for consideration for promotion at their discretion generally after at least five years in rank of QRF-Assistant Professor.

Successful candidates for promotion to QRF-Associate Professor will have demonstrated a commitment to instructional excellence and to student success in achieving learning outcomes. This is typically evidenced by consistently positive quantitative teaching evaluations that are comparable with or exceed the department average of courses taught at the same course level and by receiving mostly positive peer evaluations completed by faculty at or of a higher rank with no more than two such evaluations from the same faculty member in any single evaluation period. Candidates must also demonstrate success in at least **three** additional performance indicators used in the evaluation of teaching effectiveness (see following section) during the review period.

For service effectiveness, candidates will have provided clear evidence that they have consistently fulfilled their responsibilities to serve on one or more departmental committees or equivalent (section committee, undergraduate advisor, club advisor, recruitment, outreach etc.) during the review period as well as demonstrating success in at least **two** additional performance indicators used in the evaluation of service (see following section).

Contributions in areas other than the assigned workload are not required but can be included if candidates think they better define their total contribution in teaching and service.

Criteria for Promotion from QRF-Associate Professor QRF-Professor

Promotion to QRF-Professor in World Languages and Cultures requires a Masters from an accredited college or university; evidence of effective teaching and service to the department and to the college, university, community, or discipline; and, if applicable, research contributions or creative work commensurate with their assigned duties. Eligible candidates may submit their portfolio (philosophy statements, course materials, and other evidence that, in the judgement of the QRF, documents their success) for consideration for promotion.

Successful candidates for promotion to QRF-Professor must demonstrate a commitment to instructional excellence and to student success in achieving learning

outcomes. This is typically evidenced by consistently positive quantitative teaching evaluations that are comparable with or exceed the department average of courses taught at the same course level and by receiving mostly positive peer evaluations completed by faculty at or of a higher rank with no more than two such evaluations from the same faculty member in any single evaluation period. Candidates must also demonstrate success in at least five additional performance indicators used in the evaluation of teaching effectiveness (see following section) in the most recent six years as QRF-Associate Professor.

For service effectiveness, candidates will provide clear evidence that they have consistently fulfilled their responsibilities to serve on one or more departmental committees or equivalent (section committee, undergraduate advisor, club advisor, recruitment, outreach etc.) each year during the six most recent years. Candidates will also demonstrate success in at least **three** additional performance indicators used in the evaluation of service (see following section).

Contributions in areas other than the assigned workload are not required, but can be included if candidates think they better define their total contribution in teaching and service.

Academic Unit Procedures for Creation and Submission of QRF Promotion Materials

Requests for Promotion shall require that the QRF member compile a portfolio consisting of their *curriculum vitae* (CV) and the following supporting materials. With narratives candidates are to focus on achievements during the review period but also may address long-term objectives, growth, and development:

- Teaching philosophy narrative (no more than three single-spaced pages) that describes the candidate's approach to teaching.

- Complete quantitative and qualitative course evaluations for all courses taught in the past six years.

- Peer teaching evaluations: A minimum of three from at least three different faculty of higher rank than the candidate for promotion to QRF-Associate Professor; a minimum of three from at least three different faculty of equal or higher rank than the candidate for promotion to QRF-Professor.

- Service philosophy narrative (no more than two single-spaced pages) summarizing the candidate's service activities over the past six years and goals for the future.

- Research or creative narrative (if an assigned duty), summarizing the candidate's single or co-authored research activities or creative work over the past three years and goals for the future and examples of the candidate's work (books, articles, book chapters, creative work, extensive editing).

Additional Performance Indicators of Teaching Effectiveness

Candidates must include a least **three** different indicators for promotion to QRF-Associate Professor and **five** different indicators for promotion to QRF-Professor.

- Teaching awards or nominations;
- Evidence of new courses developed, existing courses substantially improved, or courses adapted for online delivery;
- Evidence of effective use of instructional technology or innovative pedagogical approaches that promote student learning;
- Evidence of improvement of learning outcomes assessment practices;
- Instructional grants;
- Evidence of collaborative teaching (e.g., team teaching, coordinating linked courses, guest lecturing);
- Evidence of experiential learning; Evidence of service learning; Evidence of community based learning;
- Evidence co-curricular engagement with themed or residential learning communities;
- Evidence of instructional improvement from reflective teaching portfolio;
- Evidence of other contributions to student learning that fall outside the standard curriculum (e.g., independent studies, Honors theses advised, supervising research or teaching internships, arranging panels for student participation, etc.);
- Significant Mentorship of graduate students in teaching and pedagogy, beyond the basic requirements of managing assigned Teaching/Research Assistants;
- Evidence of participation in or leadership of professional development activities - such as teaching workshops or learning communities, designed to improve teaching (e.g., teaching

workshops or learning communities);
- Scholarly or creative activities that contribute to teaching expertise;
- Presentations at regional or national disciplinary conferences about teaching or pedagogy;

Other evidence that, in the judgment of the candidate, documents the candidate's commitment to instructional excellence and to student success in achieving learning outcomes.

Additional Performance Indicators of Effective Service

In addition to serving on departmental committees or equivalent each year during the review period, candidates must include a least **two** different indicators for promotion to QRF-Associate Professor and **three** different indicators for promotion to QRF-Professor.

- **Membership on college or university committees or advisory boards**: Senate, Senate committees, standing committees, multicultural mentoring, Arts & Sciences Council, World Languages Ed Committee, Curriculum Teaching and Learning Committee, other college service;
- **Department service, additional:** library representative, ad hoc committee, liaison to external offices, market ng, and communications, commencement
- **Peer Mentoring,** teaching or research;
- **Advising and Directing:** TA coordinator, AYA on campus; undergraduate advisor; Director of AVA abroad; French House; La Comunidad; independent studies; College Credit Plus; student organizations (e.g., German, Japanese, Russian, or other club); student-life events; clubs, weekly conversation hours, student organizations, field trips, conferences;
- **Recruitment and outreach**: general recruitment; study abroad recruiting efforts, preview days, special events, President's day, Major Mondays, Major Matchup, Grad fair, Expanding Your Horizons, Global Engagement, High school outreach;
- **Discipline**: organize or comment on a session at a regional or national meeting; serve as a manuscript reviewer for academic journals or presses; publish a book review; serve on an award committee; external reviewer; bibliographic work; arranging for writer in residence; grant writing; consulting or serving as translator, interpreter, guest speaker;

- **BGSU Community:** Examples may include representation in the BGSU-FA, interviews, service activities with students, membership in examination review boards, etc.;
- **Community:** Evidence of service within the community related to the candidate's scholarly discipline.

Other evidence that, in the judgment of the candidate, documents the candidate's service to the department, college, university, community, or discipline.

The Chair shall provide candidates with a summary table of their quantitative evaluation scores and department averages at the comparable level. The department will collate the quantitative and qualitative student evaluations and the peer evaluations. Candidates must assemble a portfolio containing supporting materials (philosophy statements, course materials, evidence of teaching effectiveness and service activity; other materials that in the judgement of the QRF demonstrates the candidate's success). Candidates must upload their documents into the system for electronic review by the Voting Faculty and Chair.

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

Annual Performance Reviews Successful candidates will demonstrate effective teaching; research activity or creative work that culminates in single or co-authored peer-reviewed publications; and service at the department level. As they progress on the tenure track, successful candidates will demonstrate an accumulation of teaching, research or creative work, and service activities that reflect a growth in productivity (both quality and quantity) over the review period. Candidates who include creative work in their APR or EPR materials must demonstrate the relevance of the creative work to the candidate's scholarly discipline.

Initially, candidates are launching their research or creative careers and thus during the first and second year APRs, manuscripts under review or revision are demonstrative of single or co-authored research activity or creative work which signals likely productivity (e.g., an article in a peer-reviewed journal or book published by a university press or by commercial press or a peer-reviewed novel published by a reputable press). Following a successful Enhanced Performance Review during the third year, successful candidates for the fourth and fifth year

annual reviews will show sustained (or increased) research (or creative work) activity as well as research (or creative work) productivity, that includes the following: single or co-authored peer- reviewed articles, single or co-authored peer-reviewed book chapters, single or co-authored peer-reviewed creative works.

Similarly, successful candidates will evidence strong teaching effectiveness from the outset or demonstrate sustained improvement over time, ultimately comparable with or exceeding departmental averages in their teaching evaluations, receiving positive peer evaluations, preparing and implementing rigorous course materials, and making meaningful contributions to the department's teaching mission. Candidates in MA programs will also evidence involvement in graduate student theses and final projects through committee membership.

Finally, the scope and level of service engaged in by successful candidates will increase over the review period, expanding from solely department-level service to college or university service and contributions to their discipline at the regional or national level. During years 1 and 2 on the tenure track, candidates may only have department level service on department committees or equivalent (section committee, undergraduate advisor, club advisor, recruitment, outreach, etc.) but they should be seeking opportunities to contribute at the college or university levels, and to their discipline at the regional or national levels. By years 3, 4, and 5, successful candidates will have contributed meaningful service to their department, to the college or university, and to the discipline.

The **Enhanced Performance Review** (EPR) typically occurs during the fall semester of the candidate's third year on the tenure track. At this point, the candidate must demonstrate success in teaching, research or creative work, and service. Specifically, to demonstrate success in teaching, criteria include quantitative teaching evaluations that are consistently comparable with or exceed the department average (at the same course level), qualitative student responses that indicate effective instruction (and that do not raise significant red flags that could indicate the candidate is not meeting minimal standards in the classroom), and primarily positive peer evaluations. During the review period (years 1-3), research or creative success shall be indicated by research or creative *productivity* (e.g., single or co-authored peer-reviewed article, single or co-authored peer-reviewed book chapter, single or co-authored peer-reviewed creative work). Journal quality is an important factor and the department favors publications in top quality journals.

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. Grant activity (submission or receipt) is desirable but not necessary for a successful EPR as it is secondary to publication activity.

Other indicators of research activity or creative work of relevance include single or co-authored peer-reviewed conference papers at regional or national meetings and invited talks. During the review period (years 1-3) the successful candidate normally will have one or more published or in- press single or co-authored journal articles (or equivalent) and others in preparation for submission. Service on a department committee or equivalent (section committee, undergraduate advisor, club advisor, engagement in recruitment, outreach, etc.) during the review period is required.

The candidate is encouraged to pursue service at the university (or college) level and to participate in service to the discipline at the regional or national level (e.g., organize a session at a regional or national meeting, serve as a manuscript reviewer for journals, etc.).

Academic Unit Procedures for Creation and Submission of TTF APR Materials

Annual Performance Reviews shall require that the TTF members submit to the electronic records portal their activities, their personal *curriculum vitae* (CV), a recent peer review, a syllabus for a course taught during the review period, and research (published or in progress). For more on collation and quantitative and qualitative teaching scores, see below.

Enhanced Performance Reviews shall require that the TTF members compile a portfolio consisting of their *curriculum vitae* (CV) and the following additional supporting materials. With narratives candidates are to focus on their achievements during the review period but also may address longer term objectives, growth, and development.

- Teaching philosophy narrative (no more than three single-spaced pages) that describes the candidate's approach to teaching, accomplishments to date, and goals for the future.

- Complete quantitative and qualitative course evaluations for all courses taught in the past three years
- Peer teaching evaluations (minimum of three from at least three different faculty of higher rank than the candidate)
- Course materials, including syllabi and assignments for three courses that demonstrate commitment to instructional effectiveness. For online courses, provide additional materials such as discussion board content, audio lectures, or other elements that demonstrate teaching effectiveness.
- Service philosophy narrative (no more than two single-spaced pages) summarizing the candidate's service activities over the past three years, with documentation of service activities as appropriate, and goals for the future.
- Research or creative narrative (no more than three single-spaced pages) that describes the candidate's research contributions.
- Published scholarly single or co-authored work (peer-reviewed article, peer-reviewed book chapter, peer-reviewed creative work).

For both APRs and the EPR, the Chair shall provide candidates with a summary table of their quantitative evaluation scores and department averages at the comparable level. The department will collate the quantitative and qualitative student evaluations and the peer evaluations. Candidates must assemble a portfolio containing supporting materials (philosophy statements, course materials, evidence of teaching effectiveness and service activity; other materials that in the judgement of the TTF demonstrates the candidate's success). Candidates must upload their documents into the system for electronic review by the Voting Faculty and Chair.

<u>Unit Faculty Involvement in the TTF APR Process</u>

Annual Performance Reviews (APRs) are conducted by the Chair in accordance with the following.

1. The Chair conducts the APR in consultation with the voting faculty (see #2 below). The review evaluates the probationary tenure-track faculty member's progress in teaching, research or creative work, and service in accordance with this policy.
2. The Chair circulates among the tenured voting faculty the APR materials. The Executive Committee, in consultation with the voting faculty, recommends

whether the probationary faculty is making satisfactory progress towards tenure and offers written feedback to the Chair. The Chair writes to the Dean a memo summarizing their own views and that of the voting faculty.

<u>Academic Unit Criteria and Standards Used in TTF Tenure and Promotion Review</u>

Criteria for Promotion from Assistant Professor to Associate Professor

Promotion from Assistant Professor to Associate Professor with tenure is based on convincing evidence that the candidate has developed an independent research identity and is regularly publishing high quality single or co-authored research. The candidate must also provide documentation of effective teaching and active service during their probationary period at BGSU. Finally, they must show promise of sustained productivity in all three areas, especially the dedication to establish a national reputation for scholarship. Though contributions to doctoral education are not required, the unit recognizes these favorably. The criteria that follow are based upon a balance of assigned duties: 50% Teaching, 30% Research, and 20% Service. The department must consider a difference of percentages if a candidate has one approved by the Chair and the Dean.

Candidates must demonstrate a commitment to instructional excellence and to student success in achieving learning outcomes. This is typically evidenced by consistently positive quantitative teaching evaluations that are comparable with or exceed the department average of courses taught at the same course level and by receiving mostly positive peer evaluations completed by faculty at or of a higher rank with no more than two such evaluations from the same faculty member in any single evaluation period. Qualitative comments from students should not raise significant red flags that could indicate the candidate is not meeting minimal standards in the classroom. For faculty in MA programs successful teaching typically involves committee membership on at least two graduate student theses or final projects. Candidates must also demonstrate success in at least **three** other performance indicators of teaching effectiveness (see below).

Additional Performance Indicators of Teaching Effectiveness

Candidates must include a least three different indicators for promotion to Associate.

- Teaching awards or nominations;
- Evidence of new courses developed, existing courses substantially improved, or courses adapted for online delivery;

- Evidence of effective use of instructional technology or innovative pedagogical approaches that promote student learning;
- Evidence of improvement of learning outcomes assessment practices;
- Instructional grants;
- Evidence of collaborative teaching (e.g., team teaching, coordinating linked courses, guest lecturing);
- Evidence of experiential learning; evidence of service learning; evidence of community based learning;
- Evidence co-curricular engagement with themed or residential learning communities;
- Evidence of instructional improvement from reflective teaching portfolio;
- Evidence of other contributions to student learning that fall outside the standard curriculum (e.g., independent studies, Honors theses advised, supervising research or teaching internships, arranging panels for student participation, etc.);
- Significant Mentorship of graduate students in teaching and pedagogy, beyond the basic requirements of managing assigned Teaching/Research Assistants;
- Evidence of participation in or leadership of professional development activities - such as teaching workshops or learning communities, designed to improve teaching (e.g., teaching workshops or learning communities);
- Presentations at regional or national disciplinary conferences about teaching or pedagogy;
- Scholarly or creative activities that contribute to teaching expertise.

Other evidence that, in the judgment of the candidate, documents the candidate's commitment to instructional excellence and to student success in achieving learning outcomes.

Research *productivity* is essential for candidates to be promoted to Associate Professor. Candidates must be productive researchers as evidenced by single or co-authored peer-reviewed articles, single or co-authored peer- reviewed book chapters, single or co-authored peer-reviewed creative works, published or in press since the initial hire. Books published by a recognized scholarly press (or major commercial press) are most desirable and typically carry more weight than articles or book chapters depending on the quality, length, and originality (i.e., the extent to which the content does not overlap with other published works). Journal or press quality is a leading

indicator of the caliber of the scholarship produced by the candidate and consequently the department favors publications in top journals and academic presses.

Research *activity* signals eventual productivity and demonstrates an ongoing stream of scholarship. Manuscripts under review will be considered, and those that have received an invitation to revise and resubmit will be viewed much more favorably than those under review. External grant submission is another desirable indicator of research activity and is viewed positively, but is not necessary for promotion to Associate Professor. Faculty are expected to seek opportunities from appropriate sources given their research specialties. Other relevant indicators of research activity include peer-reviewed conference papers given at regional, national, or international meetings and invited talks which attest to the reputation of the candidate. External reviewers will evaluate the candidate's research record and their conclusions will be considered in the department's assessment of the candidate's research performance.

The assessment of a candidate's research record for tenure and promotion to Associate Professor involves consideration of both research productivity and activity. Successful candidates will display a body of scholarship, single or co-authored, at a level of quality and productivity commensurate with an emerging national or international reputation. Typically, successful candidates will have either a single or co-authored peer-reviewed book-length academic monograph (published or in press) or have at least four single or co-authored article-length peer-reviewed publications (peer-reviewed articles, peer-reviewed book chapters, peer-reviewed creative works). In all cases, the number of publications will be appraised within the context of the quality of each publication and its influence in the field. The candidate's research record will form a coherent whole, establishing the candidate as a recognized scholar in a specific topical area. The expected impact of the candidate's body of work on the field is also a relevant consideration. Candidates who include creative work in their APR or EPR materials must demonstrate the relevance of the creative work to the candidate's scholarly discipline.

Service is also important for promotion. Annual service on department committees or equivalent (section committee, undergraduate advisor, club advisor, recruitment, outreach etc.) during the review period is required. Also, the candidate shall have made meaningful service contributions in additional performance indicators used in the evaluation of service (see below).

Additional Performance Indicators of Effective Service

In addition to serving on departmental committees or equivalent each year during the review period, candidates must include a least two different indicators for promotion to Associate.

- **Membership on college or university committees or advisory boards:** Senate, Senate committees, standing committees, multicultural mentoring, Arts & Sciences Council, Interdisciplinary Studies Committees, Arts & Humanities Committee, World Languages Ed Committee, Curriculum Teaching and Learning Committee, other college service;
- **Department service, additional:** library representative, ad hoc committee, liaison to external offices, marketing, and communications, commencement.
- **Peer Mentoring,** teaching or research;
- **Advising and Directing**: TA coordinator, AYA on campus; undergraduate advisor; Director of AYA abroad; French House; La Comunidad; independent studies; College Credit Plus; student organizations (e.g., German, Japanese, Russian, or other club); student-life events, clubs, weekly conversation hours, student organizations, field trips, conferences;
- **Recruitment and outreach**: general recruitment; study abroad recruiting efforts, preview days, special events, President's day, Major Mondays, Major Matchup, Grad fair, Expanding Your Horizons, Global Engagement, high school outreach;
- **Discipline**: organize or comment on a session at a regional or national meeting; serve as a manuscript reviewer for academic journals or presses; publish a book review; serve on an award committee; participate in the business meeting of a regional or national organizations; external reviewer; bibliographic work; arranging for writer in residence; grant writing; consulting or serving as translator, interpreter, guest speaker;
- **BGSU Community**: examples may include representation in the BGSU-FA, interviews, service activities with students, membership in examination review boards, etc.;
- **Community**: Evidence of service within the community related to the candidate's scholarly discipline.

Other evidence that, in the judgment of the candidate, documents the candidate's commitment to instructional excellence and to student success in achieving learning outcomes.

Though not required, the candidate may also have provided service to the community

related to their discipline. These service activities set the stage for continued development at all levels within the university and the discipline.

Criteria for Promotion from Associate Professor to Full Professor

Promotion from Associate Professor to Professor is based on convincing evidence that the faculty member has achieved and can be expected to maintain a sustained record of excellence in teaching, research, and service. Successful candidates will have attained a national or international reputation in the field through outstanding single or co-authored scholarship and service to the discipline. Though contributions to doctoral education are not required, the unit recognizes these as examples of excellence. Candidates for Professor should show consistent achievement for several years before seeking promotion.

Demonstration of a commitment to instructional excellence and to student success in achieving learning outcomes is typically evidenced by consistently positive qualitative and quantitative teaching evaluations that are comparable with or exceed the department average of courses taught at the same course level and by receiving mostly positive peer evaluations completed by faculty at or of a higher rank with no more than two such evaluations from the same faculty member in any single evaluation period. Candidates must also demonstrate success in at least five indicators of teaching effectiveness (see section below) with two from teaching leadership.

Successful candidates will have maintained an accomplished research record while an associate professor. Sustained research productivity is the key element demonstrating research success, as indicated by single or co-authored peer-reviewed books, single or co-authored peer-reviewed articles, single or co-authored peer-reviewed book chapters, single or co-authored peer-reviewed creative work, single or co-authored peer-reviewed annotated critical translations, publication in top journals, symposium volumes, anthologies, extensive leadership in editing of a monograph or journal series. Other significant indicators of research excellence may include editing a special issue of a journal, a book or an encyclopedia; publishing work that receives awards; organizing a conference; or authoring a major review article. Typically, successful candidates will have either a single or co-authored book-length peer-reviewed monograph published or single or co-authored five article-length peer-reviewed publications since promotion to Associate. In all cases, the number of publications will be appraised within the

context of the quality of each publication and its influence in the field.

Candidates who include single or co-authored creative work in their APR or EPR materials must demonstrate the relevance of the creative work to the candidate's scholarly discipline. Research success for promotion to Professor is indicated not solely by publications, but also the broader impact of the faculty member's work on the field. External grant receipt as an associate professor is not required but definitely attests to quality of the candidate's research agenda. Candidates should make active efforts to seek external support from appropriate sources given their research specialties. External reviewers will assess the candidate's prominence in the field and the department will use these external assessments to gauge the candidate's scholarly impact.

Service to the department, university, and the profession is additionally required for promotion to Professor. Service activities should involve leadership roles, such as committee Chair on departmental committees or leadership within substantive area committees. Candidates should demonstrate mentoring of faculty colleagues within the department. At the college/university level the successful candidate must demonstrate active service such as membership in college/university-level committees, advising student organizations, or comparable activities. High quality service at the national or regional level is recommended and may be demonstrated by serving on editorial boards, participating on grant review panels, attending organizational business meetings, volunteering for committees, or being elected to committee membership. Engaged scholarship activities such as the dissemination or translation of research to larger audiences is another indicator of service at the national level.

Academic Unit Procedures for Creation and Submission of Tenure and Promotion Materials for TTF

Requests for Promotion shall require that the TTF members compile a portfolio consisting of their *curriculum vitae* (CV) and the following additional supporting materials. With narratives candidates are to focus on their achievements during the review period but also may address long-term objectives, growth, and development.

- Teaching philosophy narrative (no more than three single-spaced pages) that describes the candidate's approach to teaching.
- Complete quantitative and qualitative course evaluations for all courses

taught since appointment or promotion.

- Peer teaching evaluations: A minimum of three from at least three different faculty of higher rank than the candidate for tenure and promotion to Associate Professor; a minimum of three from at least three different faculty members of equal or higher rank for candidates for promotion to Full Professor.

- Service philosophy narrative (no more than two single-spaced pages) summarizing the candidate's service activities since appointment or promotion and goals for the future.

- Research or Creative narrative summarizing the candidate's research accomplishments since appointment or promotion and goals for the future.

- All single or co-authored publications from review period (books, book chapters, articles).

- The candidate may also submit evidence of additional performance indicators for teaching and service.

Performance Indicators of Teaching Leadership and Effectiveness
Candidates must include a least **five** different indicators for promotion to full professor with at least **two** from teaching leadership.

Teaching Leadership

- Teaching mentor for others (faculty, graduate students, and undergraduate students);
- Mentoring undergraduate and graduate students beyond routine management;
- Supervising or advising undergraduate and graduate students in their research;
- Supervising undergraduate students in Honors projects and CURS research projects;
- Directing contributions to significant curricular changes, including the creation of new courses;
- Leadership in university or national level teaching workshops;
- Awards or honors for teaching leadership;
- Other leadership roles in teaching.

Teaching Effectiveness

- Teaching awards or nominations;
- Evidence of new courses developed, existing courses substantially improved, or courses adapted for online delivery;
- Evidence of effective use of instructional technology or innovative

pedagogical approaches that promote student learning;

- Evidence of improvement of learning outcomes assessment practices;
- Instructional grants;
- Evidence of collaborative teaching (e.g., team teaching, coordinating linked courses, guest lecturing);
- Evidence of experiential learning; Evidence of service learning; Evidence of community based learning;
- Evidence co-curricular engagement with themed or residential learning communities;
- Evidence of instructional improvement from reflective teaching portfolio;
- Evidence of other contributions to student learning that fall outside the standard curriculum (e.g., independent studies, Honors theses advised, supervising research or teaching internships, arranging panels for student participation, etc.);
- Evidence of participation in or leadership of professional development activities - such as teaching workshops or learning communities, designed to improve teaching (e.g., teaching workshops or learning communities);
- Scholarly or creative activities that contribute to teaching expertise;
- Presentations at regional or national disciplinary conferences about teaching or pedagogy.

Other evidence that, in the judgment of the candidate, documents the candidate's commitment to instructional excellence and to student success in achieving learning outcomes.

Additional Performance Indicators of Effective Service
In addition to serving on departmental committees or equivalent each year during the review period, candidates must include at least three different indicators for promotion to Full.

- **Membership on college or university committees or advisory boards:**
  Senate, Senate committees, standing committees, multicultural mentoring, Arts & Sciences Council, Interdisciplinary Studies Committees, Arts & Humanities Committee, World Languages Ed Committee, Curriculum Teaching and Learning Committee, other college service;
- **Department service, additional:** library representative, ad hoc committee, liaison to external offices, marketing, and communications, commencement.
- **Peer Mentoring**, teaching or research;
- **Advising and Directing:** TA coordinator, AYA on campus; undergraduate advisor;

Director of AYA abroad; French House; La Comunidad; independent studies; College Credit Plus; student organizations (e.g., German, Japanese, Russian, or other club); student-life events, clubs, weekly conversation hours, student organizations, field trips, conferences;

- **Recruitment and outreach**: general recruitment; study abroad recruiting efforts, preview days, special events, President's day, Major Mondays, Major Matchup, Grad fair, Expanding Your Horizons, Global Engagement, High school outreach;
- **Discipline:** organize or comment on a session at a regional or national meeting; serve as a manuscript reviewer for academic journals or presses; publish a book review; serve on an award committee; external reviewer; bibliographic work; arranging for writer in residence; grant writing; consulting or serving as translator, interpreter, guest speaker;
- **BGSU Community**: Examples may include representation in the BGSU-FA, interviews, service activities with students, etc.
- **Community:** evidence of service within the community related to the candidate's scholarly discipline.

Other evidence that, in the judgment of the candidate, documents the candidate's commitment to instructional excellence and to student success in achieving learning outcomes.

Though not required, the candidate may also have provided service to the community related to their discipline.

The Chair shall provide candidates with a summary table of their quantitative evaluation scores and department averages at the comparable level. The department will collate the quantitative and qualitative student evaluations and the peer evaluations. Candidates must assemble a portfolio containing supporting materials (philosophy statements, course materials, evidence of teaching effectiveness and service activity; other materials that in the judgement of the TTF demonstrates the candidate's success). Candidates must upload their documents into the system for electronic review by the Voting Faculty and Chair. The process for soliciting letters of external review will follow the guidelines stipulated by the Provost's Office.

Approved by faculty of World Languages and Culture.

Approved: *Philip Peek*
            Philip Peek (Mar 26, 2021 10:29 EDT)

            Philip S. Peek, Chair

Approved: _Dale Klopfer_
Dale Klopfer (Mar 29, 2021 22:42 EDT)

Dale Klopfer, Interim Dean, College of Arts and Sciences

Approved: _Joe B Whitehead Jr_
Joe Whitehead (Mar 31, 2021 10:03 EDT)

Joe B. Whitehead, Jr., Ph.D.

Provost and Senior Vice President for Academic and Student Affairs