

Reappointment, Tenure, and Promotion Policy

Part II: Academic Unit Criteria, Standards and Processes

Academic Unit: Psychology

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

The standards for a successful APR are:

- Satisfactory teaching – Quantitative student teaching evaluations that are comparable with or exceed appropriate benchmarks (i.e., statistical averages) formed from courses of similar size and level, and when possible, content area; qualitative comments that demonstrate effective engagement with students; peer evaluations that indicate that they engage and communicate effectively with students; and syllabi that reflect up-to-date pedagogical material and appropriate learning strategies;
- Satisfactory performance of service – indicated by documented, significant ongoing service activities commensurate with workload expectations. A typical NTTF member might serve on one active committee, serve on one committee and contribute regularly to others, or the equivalent (e.g., engagement in recruitment and outreach). For the PSC Director, satisfactory performance is further defined as an average rating by the clinical faculty of *meets expectations*: an overall score of at least 2 (on a 0 to 4 scale) on the PSC Director Evaluation Instrument and fewer than 30% negative evaluations by students supervised; the Director of Clinical Training is responsible for rating the qualitative evaluations from the students as either positive, negative, or mixed/neutral;

The standards for a successful EPR are

- Satisfactory teaching – Quantitative student teaching evaluations that are comparable or exceed established appropriate benchmarks (i.e., statistical averages) formed from courses of similar size and level, and when possible, content area; qualitative comments that demonstrate effective engagement with students; peer evaluations that indicate that they engage and communicate effectively with students; and syllabi that reflect up-to-date pedagogical material and appropriate learning strategies;
- Satisfactory performance of service – indicated by documented ongoing service activities during the review period, with the expectation of active service on one or more committees (depending on the demands of the committee) or the equivalent (e.g., engagement in recruitment and outreach)). For the PSC Director, satisfactory performance is defined as performance that *meets expectations*: an overall score of at least 2 (on a 0 to 4 scale) across the review period on the PSC Director Evaluation Instrument as evaluated by the clinical faculty), and fewer than 25% negative

evaluations from all students supervised over the review period, as determined by the Director of Clinical Training's ratings of qualitative evaluations from the students.

To evaluate teaching and instructional activities, the following will be considered:

- Comparison of quantitative student teaching evaluations with established appropriate benchmarks (i.e., statistical averages) formed from courses of similar size and level, and when possible, content area; in addition, qualitative comments will be reviewed for effective engagement with students;
- Written peer observations of teaching in courses for which the faculty member is the instructor of record. Peer observers should be NTTF faculty of higher rank or Assistant, Associate or Full Professors, and can be from other Departments when course content makes this appropriate. (At least one peer observation shall be conducted every year for all NTTF);
- Consideration of the context in which the evaluations and observations were obtained;
- Additional material the candidate believes will help explain his/her teaching performance.

Service activities

- If the position requires service as 30% or fewer of the assigned duties, the APR will also be based on a summary of annual accomplishments within the Service role.
- If the position requires significant service activities (> 30% of the assigned work), the APR will include an evaluation of the service activities by others who interact with the NTTF in that service role (e.g., For the Psychological Services [PSC] Director, the APR would include an evaluation by clinical psychology graduate students, fellow clinical psychology faculty members, and relevant staff members).

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.

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

For APRs, the Chair shall provide candidates with a summary table of their quantitative evaluation scores and department averages for comparable courses. Candidates must provide their CV as well as syllabi for courses taught. The Department Chair in conjunction with our SPAT committee arranges for a peer teaching evaluation to be conducted.

For EPRs, the Chair shall provide candidates with a summary table of their quantitative evaluation scores and department averages for comparable courses. The NTTF undergoing an EPR will put together a portfolio that includes their vitae as well as the indicators outlined below. Candidates will upload their documents into the system for electronic review by the voting faculty and Chair.

Required teaching performance indicators include the following:

- A narrative explaining teaching philosophy and pedagogy (no longer than three pages, single-spaced);
- A list of all courses taught in the past three years, with number of students in each section;
- At least three sets of syllabi and other course materials demonstrating the nature of instruction and the range of courses taught;
- Comparison of quantitative student teaching evaluations with established appropriate benchmarks formed from courses of similar size and level;
- Examination of qualitative comments for effective engagement;
- At least three complete sets of student comments from courses taught within the period of review, representing the types of courses taught;
- Written peer evaluations of teaching from at least three colleagues who have observed the candidate's teaching within the preceding three years. Peer observers should be NTTF faculty of higher rank or Assistant, Associate or Full Professors, and can be from other departments when course content makes this appropriate. Observations should span the three-year period (i.e., not be all from the same semester).

Secondary teaching performance indicators, included at the discretion of the candidate, may include the following:

- Evidence of new courses developed or existing courses improved;
- Evidence of effective use of instructional technology and other resources to promote student learning;
- Evidence of other contributions to student learning that fall outside the standard curriculum (e.g., independent studies, Honors' theses advised, membership on graduate committees);
- Teaching awards;
- Scholarly or creative activities that contribute to one's own teaching expertise;
- Documentation of work with student organizations;
- Evidence of participation in professional development activities designed to improve teaching;
- Other evidence that, in the judgment of the candidate, documents the quality of his/her teaching.

If an NTTF's position requires typical amounts of service (30% or fewer of the assigned duties), the candidate for review will also submit evidence of effectiveness in these roles. This evidence may include any or all of the following:

- Narratives of service involvement and accomplishment that document the significance and scope of the activities (no longer than three pages, single spaced);

- Leadership positions held (e.g., chair of a department committee, member of elected committee);
- Testimonials from colleagues, committee chairs, or other involved parties as to the scope and quality of the candidate's contributions;
- Community or university awards or other recognitions.

For the PSC Director, a position calling for significant amounts of service (e.g., 75% of the assigned activities), the evaluation of service activities must include:

- Narrative of service involvement and accomplishment that documents the significance and scope of the activities (no longer than three pages, single spaced);
- Regular evaluations of performance of service activities by faculty peers, staff, and/or students.

Unit Faculty Involvement in the NTTF APR Process

The APR is conducted by the Department Chair, who provides an annual evaluation of the performance of each NTTF. The Department Chair will base this APR on an updated vitae and materials from teaching and service activities. The Chair will circulate the draft APR evaluation to eligible faculty for review and feedback. Faculty feedback will be integrated into the final version of the letter.

Academic Unit Criteria and Standards used in NTTF Promotion Review

The criteria for promotion of NTTF will be differ somewhat according to assigned duties.

Criteria for Promotion from Instructor to Lecturer

Promotion from Instructor to Lecturer will be judged based on evidence of effective teaching and service. For candidates whose position is focused on teaching (i.e., 30% or fewer of assigned duties in service), the primary criterion is high quality teaching, but providing increased levels of service is also necessary.

High quality teaching is demonstrated by

- Quantitative student teaching evaluations that generally exceed established appropriate benchmarks (i.e., statistical averages) formed from courses of similar size and level, and when possible, content area; qualitative comments that demonstrate effective engagement with students;
- Consensus among at least four peers who evaluated the candidate's teaching within the review period that indicate that they engage and communicate effectively with students. Evaluations should show improvement or be consistently positive;
- Any two secondary teaching performance indicators.

An appropriate level of service for promotion requires:

- Serving on at least one department committee for every year during the review period or equivalent, and
- At least one year of service engagement at the college and/or university level, through committee or governance body membership or equivalent.

For the PSC Director, whose position is focused primarily on service, and some formal teaching, the criteria for promotion are high quality service and teaching.

High quality service for the PSC Director is defined as

- Serving on at least one department committee for every year during the review period, or equivalent;
- At least one year of service engagement at the college and/or university level, through committee or governance body membership or equivalent;
- Performance that *exceeds expectations*: an overall score of at least 2.5 (on a 0 to 4 scale) across the review period on the PSC Director Evaluation Instrument as evaluated by the clinical faculty, and less than 20% negative of all students supervised over the review period, as determined by the Director of Clinical Training's ratings of qualitative evaluations from the students, or equivalent.

High quality teaching for the PSC Director is defined as

- Quantitative teaching evaluations that generally exceed the benchmarks for similar courses throughout the performance period; qualitative comments that demonstrate effective engagement with students;
- Consensus among at least four peers who evaluated the candidate's teaching within the review period that indicate that they engage and communicate effectively with students. Evaluations should show improvement or be consistently positive;
- Any two secondary teaching performance indicators.

Criteria for Promotion from Lecturer to Senior Lecturer

Promotion to Senior Lecturer in the Department of Psychology requires at least six years of full-time service at the rank of Lecturer or its equivalent; and evidence of effective teaching and service. The criteria for Promotion to Senior Lecturer will depend on the nature of the Lecturer position.

For candidates whose position is focused on teaching (i.e., 30% or fewer of assigned duties in service and no research expectations), the primary criterion is very high quality teaching, but providing appropriate levels of service is also necessary.

Very high quality teaching is demonstrated by:

- Quantitative student teaching evaluations, across the review period, that exceed established appropriate benchmarks (i.e., statistical averages) formed from courses of similar size and level, and when possible, content

area; qualitative comments that demonstrate effective engagement with students;

- Consensus among at least four peers who evaluated the candidate's teaching within the review period that indicate that they engage and communicate effectively with students. Evaluations should show improvement or be consistently positive;
- Demonstrate teaching leadership through the following possible means: serving as a teaching mentor for faculty and/or graduate students in the department; working with graduate students during teaching assignments; contributing to significant curricular changes; teaching courses that are difficult to staff; organizing or leading university or national-level teaching workshops; publishing in pedagogical journals; receiving teaching awards or honors.
- Any three secondary teaching performance indicators;

An appropriate level of service for promotion requires:

- Serving on at least one department committee for every year during the review period, or equivalent and
- Serving for at least two years during the review period on a college or university committee or on Faculty Senate (not necessarily the same committee each year), or equivalent.
- Service activities should involve some leadership roles, such as serving as committee chair on committees or equivalent.

For the PSC Director, whose position is focused primarily on service and some formal teaching, the criteria for promotion to Senior Lecturer are very high quality service and teaching.

Very high quality service for the PSC Director is defined as:

- Serving on at least one department committee for every year during the review period, or equivalent;
- At least three years of service engagement at the college and/or university level, through committee or governance body membership or equivalent;
- Performance that *exceeds expectations*: an overall score of at least 3 (on a 0 to 4 scale) across the review period on the PSC Director Evaluation Instrument as evaluated by the clinical faculty, and negative evaluations from less than 15% of all students supervised over the review period, as determined by the Director of Clinical Training's ratings of qualitative evaluations from the students, or equivalent.

Very high quality teaching for the PSC Director is defined as:

- Quantitative student teaching evaluations, across the review period, that exceed established appropriate benchmarks (i.e., statistical averages) formed from courses of similar size and level, and when possible, content

area; qualitative comments that demonstrate effective engagement with students;

- Consensus among at least three peers who evaluated the candidate's teaching within the review period that the quality of teaching is excellent or superlative;
- Any three secondary teaching performance indicators.

Academic Unit Procedures for Creation and Submission of NTTF Promotion Materials

The Chair will upload a document comparing the candidate's quantitative evaluations to relevant benchmarks. Candidates will upload their documents, as dictated by the College guidelines, into the system for electronic review by the voting faculty and Chair.

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

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

The standards for a successful APR are:

- Satisfactory teaching – Quantitative student teaching evaluations that are comparable to or exceed established appropriate benchmarks (i.e., statistical averages) formed from courses of similar size and level, and when possible, content area; qualitative comments that demonstrate effective engagement with students; peer and doctoral student mentoring evaluations indicating satisfactory teaching performance; syllabi that reflect up-to-date pedagogical material and appropriate learning strategies. As they progress on the tenure-track, candidates will show improvement in teaching ratings relative to the benchmark over the six-year period or maintain strong performance. Candidates will also evidence some involvement in graduate student theses and dissertations through committee membership.
- Satisfactory levels of contributions to research. Initially, candidates are launching their research careers and thus during the first and second year APRs, manuscripts under review or revision are demonstrative of research activity which signals likely research productivity. Following a successful EPR during the third year, successful candidates for the fourth and fifth year annual reviews will show sustained or increased research activity as well as research productivity, including the publication of peer-reviewed journal articles.
- Satisfactory performance of service – indicated by documented ongoing service activities. Service at the department level (committee membership or equivalent) is required. Service activities should reflect a growth in quality and quantity over the six-year period.

The standards for a successful EPR are

- Satisfactory teaching – Quantitative student teaching evaluations, across the review period, that are comparable to or exceed established appropriate benchmarks (i.e., statistical averages) formed from courses of similar size and level, and when possible, content area; qualitative comments that demonstrate effective engagement with students; peer and doctoral student mentoring evaluations indicating effective instruction and guidance; syllabi that reflect up-to-date pedagogical material and appropriate learning strategies ; membership on graduate student thesis and/or dissertation committees; evaluation of undergraduate advising if appropriate.
- Satisfactory levels of contributions to research -- Publication is expected, with peer-reviewed research published or in press since the initial hire. A typical candidate would have at least two peer-reviewed articles published or in press. Journal quality is an important factor and the department favors publications in top-tier journals. Books and book chapters are also desirable. Refereed publications are given greater weight than non-refereed publications. 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 (proposal submitted or funded) is desirable but not necessary for a successful EPR, as it is secondary to publication activity.
- Satisfactory performance of service – indicated by documented ongoing service activities. Department-level service each year (e.g., committee membership or equivalent) is required. Service at the College or University-level is desirable, as is service to the discipline (e.g., serving on a professional society committee);

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

For APRs, the Chair shall provide candidates with a summary table of their quantitative evaluation scores and department averages for comparable courses. Candidates must provide their CV as well as syllabi for courses taught and evidence of research accomplishment and ongoing activity. The Department Chair in conjunction with our SPAT committee arranges for a peer teaching evaluation to be conducted.

For EPRs, the Chair shall provide candidates with a summary table of their quantitative evaluation scores and department averages for comparable courses. Candidates must provide their CV as well as other evidence as listed below. Candidates will upload their documents into the system for electronic review by the voting faculty and Chair.

To evaluate teaching and instructional activities, the following will be considered:

- Comparison of quantitative student teaching evaluations with established appropriate benchmarks, as well as investigating student qualitative comments; qualitative comments that demonstrate effective engagement with students;
- Written peer observations of teaching in courses for which the faculty member is the instructor of record. Peer observers should be faculty of higher rank and can be from other departments when course content makes this appropriate. (At least one peer observation shall be conducted every year for all probationary TTF);

- Graduate student evaluations. To evaluate mentoring skills, each probationary TTF will choose five graduate students to complete the department's Form A. In addition, all graduate students will be solicited to complete the Form B evaluation. All submitted evaluations will be considered;
- Consideration of the context in which the evaluations and observations were obtained;
- A teaching narrative

To evaluate research, candidates compose a research narrative statement as well as provide relevant information showing contributions to the research mission of the department. These items may include any or all of the following:

- Peer-reviewed publications;
- Book chapters in edited volumes;
- Abstracts from conference presentations;
- Funded grant proposal or grant proposal submitted to external agency to support research (grant proposals submitted to or funded by a source internal to the University are also valued);
- Evidence of ongoing research collaborations with faculty and/or students.

To evaluate service, the EPR will be based on a summary of annual accomplishments within the service role as submitted with the department's annual performance update. In addition, a service narrative should be presented.

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.

Unit Faculty Involvement in the TTF APR Process

The APR is conducted by the Department Chair, who provides an annual evaluation of the performance of each TTF. The Department Chair will base this APR on an updated vitae and materials from teaching, service, and research activities, as appropriate. The Chair will circulate the draft APR evaluation letter to eligible faculty for review and feedback. Faculty feedback will be integrated into the final version of the letter.

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

Criteria for Tenure and 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 a research identity that is independent from previous mentors and is regularly publishing high-quality 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 the goal of establishing a national reputation for scholarship.

Specifically, effective teaching is evidenced by quantitative teaching evaluations that are comparable with or exceed the department benchmark levels (for comparable courses), qualitative comments that demonstrate effective engagement with students, syllabi that reflect up-to-date pedagogical material and appropriate learning strategies, primarily positive peer evaluations that indicate that they engage effectively and communicate well with students, and primarily positive doctoral-student-mentor evaluations. Successful teaching also normally involves committee membership on multiple graduate student theses, preliminary examinations, and/or dissertation committees, as well as successfully chairing through completion at least one student through the thesis, dissertation, or preliminary examination process. Though not required, other indicators of teaching effectiveness may include: new courses developed, documentation of substantial improvements to existing courses, evidence of effective integration of new technology or pedagogical approaches, teaching awards, mentorship of undergraduate research, undergraduate advising (when appropriate), documented informal mentorship of undergraduate and graduate students, publication of scholarship in teaching, and/or evidence of other contributions to student learning that fall outside the standard curriculum.

Research productivity is essential for candidates to be promoted to Associate Professor. Candidates must be productive researchers as evidenced by refereed articles published or in press since the initial hire. Books published by a recognized scholarly press are also desirable and may carry more weight than articles depending on the quality, length, and originality (i.e., the extent to which the content does not overlap with other published works). Journal quality is a leading indicator of the caliber of the scholarship produced by the candidate and consequently the department favors publication in top journals. Refereed publications are given greater weight than non-refereed publications. Book chapters are also desirable, but do not carry the same weight as peer-reviewed journal articles. External grant receipt indicates a high level of productivity and is viewed quite favorably, but is not required for promotion to Associate Professor. Submission of internal or external grants is viewed favorably. In addition, independence from previous mentors is an important marker of scholarly achievement that indicates a candidate has established a distinct research identity. Thus, first-authorship publications (or PI status on grants) are particularly advantageous, because they demonstrate research leadership and independence from previous mentors.

Research activity signals eventual productivity and demonstrates an ongoing stream of scholarship. Thus, candidates for promotion to Associate Professor should have established a pipeline of manuscripts. Manuscripts under review and those that have received an invitation to revise and resubmit will be considered favorably. Other relevant indicators of research activity include presentations at regional and national meetings and invited talks which attest to the reputation of the candidate. Further, participation in national meetings (as a paper presenter or discussant) is an important way of establishing visibility and a reputation in the field. External reviewers of the candidate's dossier will be solicited, and these evaluations of the candidate's research record and conclusions will serve as an important gauge of the impact of the candidate's work on the field.

The department highly values publishing with students. Therefore, when evaluating research productivity, student authors of manuscripts are not counted for order of authorship (e.g., an

article that has a student first author and the candidate as second author will be treated equivalent to a first-author publication).

The assessment of a candidate's research record for tenure and promotion to Associate Professor involves consideration of both research productivity and activity. Typically, successful candidates will have averaged at least one refereed publication per year (or equivalent), but the number of publications will be appraised within the context of the quality of the publication outlets and the order of authorship. The expected impact of the candidate's body of work on the field is also a relevant consideration. In addition to other publications, the exceptional candidate will have published several articles as first author in leading journals, and if appropriate, demonstrate some level of external grant activity (e.g., grant application submission).

Service is also important for promotion from Assistant to Associate Professor. Consistent, active service on department committees or equivalent each year is required. Also, the candidate shall have engaged in service at the college and/or university level, through committee or governance body membership or equivalent. At the national level, the candidate is expected to have participated in some service to the discipline (e.g., have organized a session at a national meeting, served as a regular manuscript reviewer for journals, served on an award committee). Relevant community service is also valued. Service activities directed toward the recruitment and retention of undergraduates and graduate students, especially those from under-represented minority groups, is highly valued. These service activities set the stage for continued development and leadership at all levels, including the national level.

Criteria for Promotion from Associate Professor to 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 reputation in the field through outstanding scholarship and service to the discipline. Candidates for Professor should show consistent achievement for several years before seeking promotion.

Excellence in teaching is evidenced through receiving generally above-average teaching evaluations for comparable courses, qualitative comments that demonstrate effective engagement with students, receiving primarily positive peer evaluations that indicate that they communicated well and engaged effectively with the students and graduate student mentoring evaluations, syllabi that reflect up-to-date pedagogical material, receiving positive evaluations of undergraduate advising, if relevant, and showing teaching leadership through the following possible means: serving as a mentor for faculty and/or graduate students in the department, working with graduate students during teaching assignments, contributing to significant curricular changes, teaching courses that are difficult to staff, organizing or leading university or national-level teaching workshops, publishing in pedagogical journals, receiving teaching awards or honors. Successful candidates should also demonstrate the

sustained ability to mentor graduate students successfully through to completion of dissertation.

Successful candidates will have maintained an extensive research record while an associate professor. Sustained research productivity is indicated by publications in high-quality, peer-reviewed journals and/or books published by a recognized scholarly press. Research independence from previous mentors and leadership as evidenced by first-authored publications is particularly desirable, as is publishing scholarly articles with graduate and/or undergraduate students. Indicators of research leadership may include editing a special issue of a journal or book; publishing work that receives awards, or being invited to give a keynote address to an appropriate scholarly audience. In addition, research success for promotion to Professor is indicated by the broader impact of the faculty member's work on the field. Measures of research impact may include citations counts and impact factors of journals. External grant receipt as an Associate Professor is not required for promotion to Professor; however it definitely attests to quality of the candidate's research agenda. Candidates should make active efforts to seek extramural support from appropriate sources if appropriate for their research specialties. External reviewers of the candidate's dossier will be solicited, and these evaluations of the candidate's research record and conclusions will serve as an important gauge of the impact of the candidate's work on the field.

Common to the various pathways to successful promotion to Professor is high research productivity and a national reputation in the field. Research activities would include high-quality scholarship as evidenced in publications in refereed journals, presentations at national conferences, collaboration with graduate students on research, and the achievement of stature in the field. Sustained research productivity is expected with an average of more than one publication, or equivalent, per year for a sustained period of time since promotion. As the Department rewards risk-taking and creativity, gaps in research productivity may be present in the record, but a successful candidate should have a sustained period of research productivity before promotion to Full Professor. Grant activity and external grants awarded, if appropriate would be considered.

Substantial service to the department, university, and the profession is additionally required for promotion to Professor. Relevant community service is also valued. Service activities directed toward the recruitment and retention of undergraduates and graduate students, especially those from under-represented minority groups, is highly valued. Service activities should involve leadership roles, such as serving as committee chair on departmental committees or demonstrating leadership within substantive area committees. At the college and university level, the successful candidate must demonstrate active involvement in committees. High-quality service at the national or regional level is required and may be demonstrated by two or more of the following activities: serving on editorial boards, participating on grant review panels, attending section business meetings in an officer role or comparable role, volunteering for committees, or being elected to committee membership, or equivalent level of service. 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

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

Approved by the Department of Psychology at the _____10/9/2018_____ Faculty Meeting.



Michael Zickar, Chair

12/21/18
Date

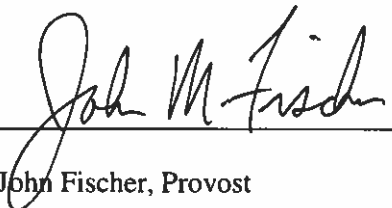
Approved:



Raymond Craig, Dean

1/6/19
Date

Approved:



John Fischer, Provost

1/2/19
Date

The Chair shall provide candidates with a summary table of their quantitative evaluation scores and the department averages at the comparable level of courses. The department will collate the quantitative and qualitative student evaluations and the peer evaluations.

Candidates must provide their own CV as well as all the following material:

To evaluate teaching and instructional activities, the following will be considered:

- Comparison of quantitative student teaching evaluations with established appropriate benchmarks, as well as investigating student qualitative comments for evidence of effective engagement with students;
- Written peer observations of teaching in courses for which the faculty member is the instructor of record. Peer observers should be faculty of higher rank and can be from other departments when course content makes this appropriate. (At least one peer observation shall be conducted every year for all probationary TTF);
- Graduate student evaluations. To evaluate mentoring skills, annually each faculty member will choose five graduate students to complete the department's Form A. In addition, all graduate students will be solicited to complete the Form B evaluation. All submitted evaluations will be considered;
- Consideration of the context in which the evaluations and observations were obtained;
- A teaching narrative.

To evaluate research, candidates compose a research narrative statement as well as provide relevant information showing contributions to the research mission of the department. These items may include any or all of the following:

- Peer-reviewed publications;
- Books;
- Book chapters in edited volumes;
- Abstracts from conference presentations;
- Funded grant proposal or grant proposal submitted to external agency to support research (grant proposals submitted to or funded by a source internal to the University are also valued);
- Evidence of ongoing research collaborations with faculty and/or students.

To evaluate service, a summary of annual accomplishments within the service role as submitted with the department's annual performance updates. In addition, a service narrative should be presented.

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.

The unit will follow the university-wide guidelines for selecting external reviewers.