



## **GUIDELINES FOR CONTINUANCE AND TENURE & PROMOTION**

The English Department supports, encourages, and recognizes a range of faculty activity that contributes to the professional development of individual faculty members and to the advancement of the department and the university. This document provides guidance regarding the English Department's criteria for determining the applicability and importance of professional activities in the tenure and promotion review process and for assembling promotion materials. The criteria are arranged according to the conventional three primary areas of faculty responsibility: teaching, research/creative activity, and service. Although the English Department's tenure and promotion guidelines may differ in organization and in specific detail, they are consistent with the tenure and promotion criteria and policies established by Potter College and Western Kentucky University. The department follows the procedures for continuance, tenure, and promotion described in the Faculty Handbook. Candidates should consult the pertinent sections of the Faculty Handbook, available at <http://www.wku.edu/academicaffairs> as well as the Potter College Promotion and Tenure Guidelines available at [http://www.wku.edu/pcal/faculty/pcal\\_faculty.php](http://www.wku.edu/pcal/faculty/pcal_faculty.php).

Decisions regarding continuance as well as tenure and promotion will take into consideration both the quantity and quality of activities in each area and, when relevant, the administrative tasks candidates are assigned. The standards for promotion to full professor should be more rigorous than those for promotion to associate professor. Faculty receiving any promotion will have demonstrated professionalism in their teaching, scholarship, and service; a commitment to working in a mutually respectful and productive fashion with colleagues and students; and active support of the mission and goals of the Department, College, and University. The English Department acknowledges that professional specialization may change over time.

Following guidelines established by the University and Potter College of Arts and Letters, the English Department also appoints faculty members on a pedagogical track. Faculty holding these full-time, tenure-eligible positions are engaged primarily in instructional activities and service. Pedagogical faculty have higher teaching and service expectations than faculty who are expected to also do creative and scholarly work.

The department will rely on qualitative and quantitative data when judging whether to approve tenure or promotion. Candidates must provide documentation that illustrates their achievements in teaching, research, and service, including SITE evaluations. In addition to the information provided by candidates, the Department will collect data on the candidates' achievements. For candidates for tenure, this data collection will include teaching evaluations performed by the candidates' colleagues in the Department's mentoring program.

## **CRITERIA FOR TENURE AND PROMOTION**

### **TEACHING AND ACADEMIC ADVISING**

The English Department of Western Kentucky University holds teaching as central to its mission and vital to the evaluation of faculty applying for tenure and promotion. Teaching invites a wide variety of approaches and demands flexibility to different teaching occasions. Regardless of the approach, the Department expects care and attention to teaching at all levels, from required general education classes to graduate seminars.

We recognize that many activities and elements that fall under the heading of teaching expand beyond the traditional classroom, including (but not limited to) availability to students outside the classroom, formal and informal mentoring of students on academic matters, and organizing or participating in student engagement activities such as field trips, conferences, and student clubs/organizations. We further recognize that many activities that may fall under the heading of service or research/creative activity have a direct bearing on teaching.

We also recognize that new technologies have created opportunities inside and outside the classroom to improve student learning. The department values innovative and successful teaching in both traditional and technologically enhanced classes.

To evaluate teaching effectiveness, the Department will rely on evaluations of teaching by colleagues in the Department, student feedback, and data submitted by the candidate.

Note for pedagogical faculty: Instructional activity for pedagogical faculty will be the primary area of consideration for tenure and promotion. The same general categories of evaluation applied to faculty who engage in scholarly/creative activity will apply to pedagogical faculty; however, for both tenure/promotion to associate and promotion to full professor, pedagogical faculty will be expected to make extraordinary contributions to teaching or learning as described above (see G).

#### **Evidence relevant (but not exclusive) to Teaching and Advising include:**

- Classroom performance as demonstrated by formal student evaluations, peer review, video recordings, and/or teaching materials (syllabi, assignments, etc.)
- Awards, recognitions, and honors for outstanding teaching
- Course development and revision
- Planning and teaching study abroad and Honors courses
- Leadership of and participation in pedagogical seminars or workshops
- Student engagement activities relevant to student learning
- Direct supervision of student work of special merit (e.g. student work accepted for conferences or publication)
- Supervision of theses, independent studies, and directed writings
- Guest lectures, team-teaching, or other collaborative pedagogical efforts
- Innovative or outstanding contribution to the assessment of teaching
- Innovative or outstanding use of technology in teaching

- Integration of current developments in the scholarship of teaching or in the instructor's field of expertise into the classroom
- Presentations at campus or community events that are relevant to teaching and/or involve instruction
- Working with students to present papers, revise for publication, and in general to prepare for professional responsibilities
- Dependable student advising on curricular and professional matters

The Department will evaluate teaching effectiveness according to the following criteria:

A. Effective course design and structure. Faculty members must create course syllabi that include assignments and required readings, dates of examinations, office hours, and a formula for assigning grades. Courses must be designed to deliver content effectively; to foster critical thinking, careful reading, and effective writing; and to encourage student learning in general.

B. Effective delivery of content. Faculty members must demonstrate that they have a command of the subject matter they teach, are effective communicators in the classroom, and are responsive to their students' needs and feedback. The Department encourages the use of educational technologies to improve teaching and learning.

C. Rigor and consistency in grading. Faculty members must assign grades in ways that maintain high standards of academic excellence and encourage student learning. Grade distributions should approximate departmental averages in similar courses (i.e., linguistics, professional writing) at similar levels (i.e., 100, 200, 300). Candidates are encouraged to articulate a grading philosophy and comment on how their grade distributions reflect challenging coursework that encourages student learning.

D. Generally positive student feedback. Generally positive student feedback is an important indication of effective teaching and learning. Student feedback will be taken from the standardized SITE evaluations administered at the end of each semester. Faculty may choose to provide supplemental student feedback using their own instruments. Faculty members should demonstrate responsiveness to student feedback as they revise and improve their courses over time. SITE evaluation data will be considered in the context of other materials submitted by the candidate and the teaching evaluations/observations performed by Department colleagues.

E. Student Research. Faculty members are encouraged to provide our students with opportunities in collaborative research/scholarship. These activities may include guiding a student's research in order to present a paper at a conference, helping a student develop a project that will fulfill the university's expectations for public service, or allowing a student an opportunity to participate in a faculty research project.

F. Helping students succeed through effective mentoring. While the department has chosen to delegate the majority of advising to several faculty members, all English faculty are expected to be generally familiar with University, College, and Departmental requirements and be able to provide accurate and helpful advice to our students or direct students to appropriate advisors

when necessary. In addition, faculty members are expected to provide the necessary mentoring and professional advice that will help our students to identify and achieve appropriate goals.

G. Extraordinary contributions to teaching or learning. Special consideration will be given by the Department to any extraordinary contributions to improving the quality of teaching/learning or course/program offerings in the Department or the University, including organizing teaching colloquia, creating and implementing innovative courses or programs of study, serving as teaching mentors, participating in pedagogy groups, or other special contributions to enhancing the culture and structures of teaching and learning. Candidates for promotion from associate to full are expected to make extraordinary contributions to teaching and learning in the department.

## **SERVICE**

Although often performed behind the scenes, service is an essential part of a faculty member's contribution to the well being of the Department, College and University. Such service also provides faculty with the opportunity to help govern the institution. Faculty will be recognized for conscientious service to the department, the college, the university, our students, and the profession/discipline. For promotion to the ranks of associate professor and full professor, the department expects to find work of appropriate quantity and of appropriate quality between the levels one and two (see below). Candidates may make a case for considering specific activities at a higher level if they believe the contributions have particular merit.

Note for pedagogical faculty: Pedagogical faculty will be expected to make significant contributions to the department and campus where they are headquartered. The faculty member and Department Head (in consultation with the Executive Committee) will work together to develop a meaningful service agenda with a combination of level 1 and level 2 activities that will be part of their annual continuance folder.

### Level One

- Securing and administering internal or external grant proposals for service projects that benefit the English Department, University, or community
- Organizing of and participating in the development of programs and activities which enhance the reputation of the Department, College, or University
- Holding office in national or international professional organizations
- Serving on national or international committees
- Chairing a University- or College-level committee
- Chairing a search committee

### Level Two

- Writing and submitting of internal or external grant proposals for service projects that benefit the English Department, University, or community
- Service to departmental clubs and organizations
- Serving on elected and appointed College and University committees, councils, taskforces; service to College and University clubs and organizations

- Participating in local, state, regional, national and international professional organizations, associations, councils, or clubs
- Reviewing manuscripts, grant proposals, professional credentials for external agencies
- Chairing a panel at a conference which requires the chair to perform tasks such as writing a proposal, assembling panelists, reviewing panelists' papers, and introducing panelists
- Serving on the steering committee of a conference or professional organization
- Serving as reader for a journal or academic publisher
- Service to local boards, non-profit organizations, or community-enrichment projects
- Serving on a search committee

#### Other

- Contributing to the stated goals and mission of the Department and University in areas such as unofficial advising, committee work, recruitment, and administration
- Participating in activities that contribute to increased public awareness and understanding of the complexity and value of the discipline
- Sharing professional expertise; organizing and participating in meaningful educational activities that will benefit the community
- Judging contests in the discipline
- Evaluating professional programs
- Visiting classes or presenting workshops for students
- Bringing guest speakers to campus
- Participating in college fairs and/or other recruiting events
- Completing radio and TV interviews of a professional nature
- Publishing book reviews in local media

Candidates' service contributions will be judged on how well they fit with the meaningful service agenda they define and how well they advance the goals of the Department, the College, the University, student organizations, the profession, disciplinary organizations, and, to a lesser extent, the community. Normally, candidates for promotion to associate professor will concentrate their service for the department and at least one other constituency. In order to attain the rank of full professor, service to one's discipline is expected. Candidates for promotion to full professor will also take on leadership roles in the Department and make substantive contributions to the College and University.

### **SCHOLARLY/CREATIVE/PROFESSIONAL ACTIVITY**

Note: The fact that research/creative/professional activity is described in greater detail than the other two categories is meant to distinguish the merit levels of the many activities that fall within this category. It in no way indicates that teaching and service are of relatively less importance. For promotion to the ranks of associate professor and full professor, the Department expects to find work of appropriate quantity and of appropriate quality among the top two levels. The Department gives the highest weight to original research and creative work that has undergone

peer review scrutiny before publication. In all categories, online publications will be considered of equal value to printed ones as long as the selection process is equally rigorous.

There are two normal categories of professional activity that the department considers. Level 1 is comprised of professional activity requiring more sustained attention, is of greater length, and/or has a larger scope. Items from Level 2 are generally of shorter length and smaller scope. Other types of professional activity may not easily fit into one of the levels, and the Department will give weight to them, but candidates will need to articulate the worth and significance of the work.

### Level One

- Book based on original research
- Translation of a major book for publication, including fiction and poetry
- Published anthology or edited collection
- Co-authored book based on original research
- Textbook which breaks new ground and successfully advances concepts, ideas, or approaches
- Novel or collection of poetry, short fiction, or creative nonfiction

### Level Two

- Article published in a peer-reviewed journal in the discipline
- Chapter or article based on original research published in a book
- Revised edition of a book incorporating substantial new research
- Editorship or co-editorship of a journal, scholarly encyclopedia, or press in the discipline
- National publication of a book-length bibliography or index
- A full-length (2000+ word) short story or creative nonfiction essay published in a respected literary journal or anthology
- Five poems, flash fiction stories, or flash nonfiction pieces in respected literary journals or anthologies

### Other Scholarly/Creative/Professional Activity to Consider

- Editing of a special issue of a journal in the discipline
- Translation of article or short creative work for publication
- Significant funded research resulting from national competition
- Significant media production which has won wide academic acclaim in the discipline and is the result of original research
- Conducting of seminars and workshops for professionals at a national or international level
- Media production which requires original research and serves a clientele outside the Department
- Reading of original work or performance at a national or international level
- Section editing of a major journal in the discipline (e.g. book review editor)
- Note in a major refereed journal in the discipline

- Paper presented at refereed meeting in the discipline
- Short story, creative nonfiction essay, or poem published in a minor journal in the discipline
- Book review essay in a scholarly journal
- Participation on a panel, symposium or forum at a meeting in the discipline--international and national more important than regional and local
- Entry in encyclopedia, dictionary, or bibliography
- Performance or reading of original work at a regional level
- Reprint of an article in a collection
- Reprint of a book in paperback

The general expectation is that candidates for promotion from assistant to associate professor will have three items from level two, or one item from level one, or other scholarly/creative/professional activity the Department deems adequate to merit promotion. The general expectation is that candidates for promotion from associate to full professor will have four items from level two showing continuing development, or one item from level one, or other scholarly/creative/professional activity the Committee deems adequate to merit promotion.

#### IV. Chart of Guidelines for Tenure and Promotion

<b>Promotion to Associate Professor</b>		
<u>Teaching</u> <ul style="list-style-type: none"> <li>• Demonstrated effective course design and structure</li> <li>• Demonstrated effective delivery of content</li> <li>• Demonstrated rigor and consistency in grading</li> <li>• Generally positive student and colleague feedback</li> </ul>	<u>Scholarly/creative/professional activity</u> <ul style="list-style-type: none"> <li>• Three items from level 2 ; or</li> <li>• One item from level 1; or</li> <li>• Additional scholarly/creative/professional activity that the Committee deems to be adequate to merit promotion and tenure.</li> </ul>	<u>Service</u> <ul style="list-style-type: none"> <li>• Contributions fit candidates' meaningful service agenda</li> <li>• Contributions advance the goals of the Department and at least one other constituency (College, University, student organizations, the profession/disciplinary organizations)</li> </ul>
<b>Promotion to Full Professor</b>		
<u>Teaching</u> <ul style="list-style-type: none"> <li>• Demonstrated effective course design and structure</li> <li>• Demonstrated effective delivery of content</li> <li>• Demonstrated rigor and consistency in grading</li> <li>• Generally positive student and colleague feedback</li> <li>• Extraordinary contributions to teaching or learning</li> </ul>	<u>Scholarly/creative/professional activity</u> <ul style="list-style-type: none"> <li>• Four items from level two showing continuing development since promotion; or</li> <li>• One item from level 1 since promotion; or</li> <li>• Additional scholarly/creative/professional activity that the Committee deems to be adequate to merit promotion</li> </ul>	<u>Service</u> <ul style="list-style-type: none"> <li>• Contributions fit candidates' meaningful service agenda</li> <li>• Candidates perform service to their discipline</li> <li>• Candidates expand and take on leadership roles in the Department</li> <li>• Candidates expand their service to other constituencies (College, University, student organizations)</li> </ul>



## Appendix on Promotion of Instructors

Full-time instructors in the English Department are eligible for promotion following guidelines set forth in *The Faculty Handbook*. All tenured faculty and instructors one rank above those under review will serve as the promotion committee. Teaching will be the primary area of evaluation, and service will be a secondary consideration. Teaching effectiveness will be measured by criteria described in “Teaching and Advising” with the exception of “Criterion E-Student research” and “Criterion F-Helping students succeed through effective mentoring,” which are more appropriate for tenure-track faculty. (Candidates may supplement portfolios with evidence of student research and/or mentoring if they wish.) Service will be evaluated based on a meaningful service agenda created by individual instructors and a number of contributions advancing the goals of the Department, College, University, student, and professional constituencies as described in “Service.” Because instructors have heavy teaching loads, service contributions will be much less than those of tenure-track faculty.

<b>Promotion to Instructor II</b>		
<u>Requirements</u>	<u>Teaching</u>	<u>Service</u>
<ul style="list-style-type: none"> <li>• M.A. Degree</li> <li>• 6 years at Instructor I (see <i>Faculty Handbook</i> for transitional exceptions)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrated effective course design and structure</li> <li>• Demonstrated effective delivery of content</li> <li>• Demonstrated rigor and consistency in grading</li> <li>• Generally positive student and colleague feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates will create a meaningful service agenda and make at least 8 total contributions to advance the goals of the Department and at least one other constituency (College, University, student organizations, the profession/ disciplinary organizations) since appointment to Instructor I</li> </ul>
<b>Promotion to Senior Instructor</b>		
<u>Requirements</u>	<u>Teaching</u>	<u>Service</u>
<ul style="list-style-type: none"> <li>• M.A. Degree</li> <li>• 8 years at Instructor II OR terminal degree and 6 years service</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrated effective course design and structure</li> <li>• Demonstrated effective delivery of content</li> <li>• Demonstrated rigor and consistency in grading</li> <li>• Generally positive student and colleague feedback</li> <li>• Extraordinary contributions to teaching or learning</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates will create a meaningful service agenda and make at least 12 total contributions to advance the goals of the Department and at least one other constituency (College, University, student organizations, the profession/ disciplinary organizations) since appointment to Instructor II</li> </ul>