Faculty Responsibilities (Tenured and Tenure-Track Faculty)

Faculty Workload Policy
Department of English and Philosophy
University of West Georgia
Approved 02/07/01
Revised 10/21/03

Preface

The department of English employs a 3/3 annual workload as one conducive to the balance of teaching, scholarly or creative activity, and service that is required for excellent performance at the university. This 3/3 load requires faculty to engage in the full range of "work" implied in the term "workload" (as opposed to a "teaching" load) and calls for annual assessment by the chair of any faculty member's productivity. It allows faculty the clarity and opportunity with which to plan, research, and complete scholarly or creative projects, especially in conjunction with their existing 2-, 3-, or 5-year plan.

All faculty who accept a 3/3 workload agree to be active, engaged in their fields, and participating in a 2-, 3- or 5-year plan.

Faculty not engaged in work outside of teaching responsibilities will be assigned a 4/4 teaching load. In the absence of professional-growth activities, annual evaluations and merit pay considerations will be based upon excellence in teaching, as demonstrated by a thoughtful teaching portfolio which highlights achievements in teaching, such as participation in conferences on teaching, substantive revision and enhancement of courses, enhanced technology skills, etc. The decision not to engage in scholarly or creative work, and thus to maintain a 4/4 teaching load is obviously not a viable choice for any faculty member working toward third-year review, tenure, or promotion since these evaluations clearly mandate professional productivity.
In adopting the 3/3 workload, the department renews its commitment to the healthy integration of teaching and scholarship/creative activity, an integration that enhances teaching and invigorates scholarly and creative activity in a mutual way, and to a vision of the department as an engaged, dynamic, productive faculty who exemplify the university’s mission of excellent teaching and fostering high achievement in undergraduate and graduate work.

This policy includes the following:

- Definition of the nature of the work in our discipline
- Promotion and tenure criteria (and supporting Appendix A, B and C)
- 2-, 3-, and 5-year plans for faculty work (outline of agendas for research, teaching, and service and practical methods for achieving specific goals and maintaining professional identity)

Definition of the nature of work in English and Philosophy

Like all professors at the University of West Georgia, our work involves the integration of teaching, scholarship/creative activity, and service. The discipline of English requires one to be familiar with multiple critical/theoretical trends, along with current scholarship in one's field, and to maintain expertise not only in the history of one's field, but also of individual texts within that period/field of expertise. Such expertise is developed and maintained in part by keeping current one's reading of the premier journals in one's field(s), but also by regular scholarly/creative activity in research, writing, conference participation and presentation, and publication. The fruits of these activities inevitably constitute the deep background for one's class presentations. Further, many professors direct undergraduate and graduate research that develops from course work: supervision of Big Night projects, theses, colloquia and conference presentations are all examples of teaching that provides a focused model of scholarship/creative activity and professionalism for our students and provides authentic experience in such professional activities.
Specific to the discipline of English are the range of primary subject matter and the teaching of required secondary skills. In addition to scholarly expertise, the English professor must be intimately familiar with quite literally the hundreds of primary texts--e.g., novels, plays, poems, essays (literary and rhetorical), and a variety of non-fictional works--that constitute her field of expertise. Significantly, unlike professors in any other college discipline, English professors are also responsible for teaching--both as a primary subject in English 1101-1102 and as a secondary subject in every other English course, from the 2000-6000 level--critical reading and analytical writing skills. Teaching and refining these discipline-specific skills in a focused manner takes several forms: reading and responding to informal writing (journals, in-class writing), reading, responding, and marking evaluations of essay exams, prospecti, drafts and final versions of short analytical papers and longer (10-18 pages) research projects with attention to content as well as the form. In English 1101-1102--in which an average of five 3-4 page papers are required (20 pages per student x 24 students per class=480 pages), an instructor may read at least one draft version as well as the final version as students hone their writing skills (960 pages). The writing requirements--and thus the professorial commitment--are similar in sophomore through graduate levels: writing and rewriting requires reading and rereading until a satisfactory product combining fresh textual analysis and convincing and correct form can be developed. This is particularly true in the Senior Seminar in which students are required to write multiple versions of their final project in order to prepare it for publication in the seminar anthology.

Additionally, our responsibilities have increased recently to include providing instruction in writing and presentation technologies, from computer-assisted freshman composition to graduate-level research skills. These skills, which have become significant to our discipline, are both time-consuming and technically demanding, both for class preparation and ongoing faculty development. Particularly in view of the increasing importance of technological communication, our discipline must continue to prepare students to write in academic and workplace settings by devoting time to technological developments as they relate to our discipline.
Faculty in the English department are also committed to introducing students to the profession itself, both through teaching and service and activities which blend those roles. The Senior Seminar, for example, functions as a professional model of focused and sustained research activity: students take up a literary "problem"--much as a professional scholar does when she begins a research project, define and explore a particular aspect of that problem, develop and document an argument, write and rewrite that argument, and polish it for publication. Further, Senior Seminar students (which is to say all English majors) make the sorts of decisions that professional editors and publishers must make as they decide upon production values to produce their anthology. Clearly, the Senior Seminar is a course that provides students with a sustained experience of what a research project entails.

While this general discussion offers a description of the nature of our work, specific activities which constitute the workload of active faculty within our department are given in the following list, categorized as Scholarship, Teaching, and Service (although many activities demonstrate a healthy integration of these):

**Scholarship/Creative Activity (see also Appendix A, B, and C)**

- Publications (books, edited books, chapters, articles, review articles, reviews, bibliographies, encyclopedia articles, creative publications);
- Presentations (reading conference papers [national, regional, local] or serving as session respondent [national, regional, local]) or creative performances;
- Grants (external grants, grant-supported seminars and institutes [national, regional, local]);
- Editing scholarly/creative journals;
- Service in professional organizations (e.g. serving as officer within an organization);
- Chairing a session at a conference;
- Serving as referee in a professional context
Teaching

High standards in teaching at all levels:

- Freshman teaching required of all faculty, courses informed by both critical rigor and student-centered processes of writing which utilize new technology;
- Sophomore literature teaching which introduces students to various fields of literature and analytical writing;
- Upper-division teaching which is informed by ongoing and consistent scholarly engagement within one's primary field of expertise or secondary area;
- Graduate teaching within one's field of primary expertise informed by ongoing and consistent scholarly engagement and the direction of critically-informed student research

Mentoring activities, such as

- Fostering undergraduate research characterized by discipline-specific critical facility, use of pertinent computer technologies, and up-to-date MLA style;
- Supervising and participating in undergraduate and graduate presentation of research through the Department of English Colloquium Series;
- Directing/organizing undergraduate presentation of research at the university's Big Night Celebration;
- Organizing/supervising student panels at professional conferences;
- Directing/Serving as a reader on M. A. theses;
- Directing/Serving as member of M. A. committees

Service

- Leadership (chairing) of committees [university, college, department levels];
- Membership on committees [university, college, department];
- Serving as Faculty Mentor to new colleagues;
- Classroom observation/evaluation of new faculty;
• Advising;
• Sponsorship of student organizations [university, college, department];
• Presentations/other service to university, college, department and regional communities;
• Participation in department activities

Promotion and Tenure Criteria (with supporting Appendix)

The following are the departmental promotion and tenure criteria as passed on 02/07/01. These criteria apply to 1) all tenure-track faculty members hired after 02/07/01; 2) all tenured faculty members up for promotion to Full Professor who have worked under the 3/3 load their entire time as Associate Professor.

Tenure-track faculty hired before 02/07/01 will be evaluated for their immediate next review (whether it be Third-Year Review or tenure and promotion to Associate Professor) based upon the earlier departmental promotion and tenure criteria (published on the English department web page under Promotion and Tenure Criteria Prior to 02/07/01. Once faculty members have completed that stage of review, they will then be evaluated according to the current promotion and tenure criteria for their next level of review (tenure or promotion to Full Professor).

Appendices A, B, and C provide supplemental information about the promotion and tenure process in the department and the university.

Click here for Criteria for Tenure, Assistant Professor Rank
Click here for Criteria for Promotion to Associate Professor
Click here for Criteria for Promotion to Full Professor
Click here for Appendices A, B, and C: Professional Growth

http://www.westga.edu/english/index_245.php

8/29/2011
Department Criteria for Tenure (Assistant Professor)

Tenure in the University System of Georgia is based upon performance in the four areas outlined below. Quotations from the current Faculty Handbook pertinent to each area are given with page numbers, along with excerpts from departmental standards adopted on 9 November 1993. You are urged to consult the Handbook for further information and definitions of key terms.

According to the Handbook, "Retention throughout a probationary period of service, regardless of faculty rank held, is by itself insufficient to guarantee the success of a candidate for tenure. A candidate for tenure must not only meet the designated minimum criteria and period of service, but must also show a history of evaluations that merits the award of tenure. Tenure is awarded to individual faculty members upon evidence of the capacity and likelihood for continued intellectual, scholarly, and professional vitality; upon evidence of the ability and willingness to perform assigned duties; upon evidence of a sense of responsibility and dedication to make the continuing exemplary performance of duties a reasonable expectation; and upon evidence of maintenance of proper professional ethics" (16).

AREA I: TEACHING

Handbook: "Demonstration of superior teaching as revealed by the evidence assembled in support of the application for tenure. Evidence must include evaluations by students (See Section 103.06) and may include, but is not limited to, evaluations by colleagues and letters from former students and others in a position to evaluate teaching effectiveness" (17-18).

Department: "Demonstrated strength in teaching introductory composition and literature surveys as documented by a candidate's portfolio and by a combination of student, peer, and chair evaluations. In addition, there should be evidence of proficiency in teaching an upper-division course within the candidate's principal area of scholarly expertise."
AREA II: SERVICE TO THE INSTITUTION

Handbook: "Same as criteria for promotion to current professorial rank" (18). "Demonstration of potential for effectiveness as shown by successful, collegial service on departmental, school-wide, institutional or system-wide committees and with evidence from at least two additional sources listed in section 103.0302 [],D, 2" (13).

Department: "Responsible participation on at least one departmental committee and in departmental meetings, along with evidence of the effective mentoring of students in advisement and other academic activities. Involvement in school or [University]-wide committees as well as service to the academic guild at large are regarded as desirable but not necessary complements in this area."

AREA III: ACADEMIC ACHIEVEMENT

Handbook: "Same as criteria for promotion to current faculty rank" (18). "Terminal degree in discipline" (14).

AREA IV: PROFESSIONAL GROWTH

Handbook: "Same as criteria for promotion to current faculty rank" (18). "Demonstration of potential for effectiveness in the candidate's discipline with evidence from at least two of the sources listed in section 103.0302,D,3" (14).

Department: "Research related to some facet of teaching responsibilities and resulting in publication since time of initial appointment, active membership in a professional organization, and annual participation in conferences or workshops. Also indicative of professional growth are such activities as reviewing books, serving on scholarly panels, and collaborating with colleagues in writing grant proposals."
Department Criteria for Promotion to Associate Professor

Revised 02/07/01

Promotion in the University System of Georgia is based upon performance in the four areas outlined below. Quotations from the Faculty Handbook (revised Autumn 1995) pertinent to each area are given with page numbers, along with excerpts from departmental standards adopted on 7 February 2001. You are urged to consult the Handbook for further information and definitions of key terms.

"According to Regents' Policies," states the Handbook, "noteworthy achievement should be expected in at least two areas. For employment or promotion to Associate Professor or Professor, one must have demonstrated some achievement in all four areas." The Handbook goes on to say: "Personnel holding faculty rank should be aware that 'some' achievement is a relative term and is judged in relation to the achievement of those placing themselves in consideration for promotion. Considerable, even noteworthy, achievement in teaching, service to the institution, and professional growth and development may thus be necessary to be successful in being approved for promotion" (13).

AREA I: TEACHING

Handbook: "Demonstration of significant contributions as a teacher and a strong likelihood of continuing effectiveness in teaching with evidence from student evaluations (See Section 103.06) and from at least three additional sources listed in section 103.0302,D,1" (14).

Department: "Evidence of excellence in teaching upper-division courses within one's field of primary expertise, coupled with proof of broadening interests at the graduate or interdisciplinary level, stimulating student interest in the discipline, and maintaining high-quality instruction in introductory courses. Candidates at
this level [rank of Associate Professor] should also evince the potential for serving as exemplary models to junior colleagues."

**AREA II: SERVICE TO INSTITUTION**

Handbook: "Demonstration of significant contributions in such service and a strong likelihood of continuing effectiveness as shown by successful, collegial service on departmental, school-wide, institutional or system-wide committees and with evidence from at least three additional sources listed in section 103.0302,D,2" (14).

Department: "Effective leadership of a departmental committee, evidenced in part by the promoting of collegial interaction, and commensurate involvement in school or [University]-wide bodies as well as in academic forums beyond the campus. Service to the larger community, particularly in representing scholarly pursuits to lay audiences, is also deemed significant achievement deserving of recognition under this heading."

**AREA III: ACADEMIC ACHIEVEMENT**

Handbook: "Terminal degree in discipline" (14).

**AREA IV: PROFESSIONAL GROWTH AND DEVELOPMENT**

Handbook: "Demonstration of significant contributions to the candidate's discipline and a strong likelihood of continuing effectiveness with evidence from at least three of the sources listed in section 103.0302,D,3" (14).

Department: "Documentation of a focused agenda for research, again bearing on one's teaching, which includes three significant scholarly achievements in one's field[s] of expertise, at least two of which must be the publication of articles in..."
refereed journals or equivalent achievement, participation in professional
organizations, and regular contribution to scholarly colloquia. Also indicative of
professional growth are election to national office in professional societies,
to editorships of journals, and successful completion of grant proposals."
Department Criteria for Promotion to Full Professor

Criteria for Promotion to Full Professor
Revised 11/11/07

Promotion in the University System of Georgia is based upon performance in the four areas outlined below. Quotations from the Faculty Handbook (revised Autumn 1995) pertinent to each area are given with page numbers, along with excerpts from departmental standards adopted on 07 February 2001. You are urged to consult the Handbook for further information and definitions of key terms.

"According to Regents' Policies," states the Handbook, "noteworthy achievement should be expected in at least two areas. For employment or promotion to Associate Professor or Professor, one must have demonstrated some achievement in all four areas." The Handbook goes on to say: "Personnel holding faculty rank should be aware that 'some' achievement is a relative term and is judged in relation to the achievement of those placing themselves in consideration for promotion. Considerable, even noteworthy, achievement in teaching, service to the institution, and professional growth and development may thus be necessary to be successful in being approved for promotion" (13).

AREA I: TEACHING

Handbook: "Demonstration of a clear and convincing record of a high level of sustained effectiveness with evidence from student evaluations (See Section
and from at least four additional sources listed in section 103.0302,D,1" (14).

Department: "A clear and sustained record of excellence at all levels, as reflected in the candidate's ability to make research in his or her scholarly field an integral part of the classroom experience. Subsuming all those expectations mentioned above, the highest level of teaching is generally demonstrated by innovation in instructional techniques and course design which enhances the department as a whole."

AREA II: SERVICE TO INSTITUTION

Handbook: "Demonstration of a clear and convincing record of a high level of sustained effectiveness as shown by successful, collegial service on departmental, school-wide, institutional or system-wide committees and with evidence from at least four additional sources listed in section 103.0302,D,2" (14).

Department: "Successful leadership of both departmental and campus-wide committees, among which are committees charged with shaping academic and curricular policies. It is also assumed at this level that candidates have proven themselves effective mentors to younger colleagues and that they have been responsible for strengthening the department's educational mission on several fronts."

AREA III: ACADEMIC ACHIEVEMENT

Handbook: "Terminal degree in discipline" (14).
AREA IV: PROFESSIONAL GROWTH AND DEVELOPMENT

Handbook: "Demonstration of a clear and convincing record of emerging stature as regional, national, or international authority within the candidate's discipline, and/or a clear and convincing record of a high level of sustained effectiveness in the candidate's discipline with evidence from at least four of the sources listed in section 103.0302,D,3" (14).

Department: "Outstanding engagement in the world of scholarship, attested by at least three significant scholarly achievements in one's field[s] of expertise since promotion to Associate Professor, at least two of which must be articles in refereed journals or equivalent achievement such as publication of a book, leadership in professional societies, or establishment of a lecture series. One's record of professional contribution here should be supported by testimony from peers at other institutions who are qualified to assess the candidate's accomplishment."
2-, 3-, and 5-Year Plans for Faculty Members

Department of English and Philosophy
University of West Georgia

A 2-, 3-, or 5-year plan is a statement of goals to be completed during that phase of his/her career, which is offered as part of a project of review that helps faculty articulate how they are balancing the demands of teaching, service, and scholarship/creative activity in various and different moments of their career: for first-year faculty, at third-year review, at time of tenure/promotion to associate and full professor, and at post-tenure review. These goal-oriented plans will be adopted as part of the written annual evaluation process beginning in Spring 2003.

For new first-year faculty, a 3-year plan with the clear end of meeting third-year review expectations (which include teaching, scholarship, and service)

At the point of third-year review, a 2-3 year plan with the clear end of meeting expectations for tenure and promotion to associate professor and addressing any weaknesses outlined by the Faculty Status committee in the third-year review

At the point of tenure/promotion to associate, a 5-year plan with the clear end of meeting expectations for promotion to full professor or post-tenure review (whichever the faculty member is ready to pursue)

After the promotion to full professor or the first post-tenure review, a series of 3-year plans which may include extensive, more time-consuming projects than were feasible in the earlier phases of one's career, completion or consummation of earlier projects, other professional goals (Fulbrights, etc.)
Department Criteria for Third Year Advisory Review

Third-Year Advisory Review
Department of English and Philosophy
University of West Georgia

Third-year advisory review of tenure-eligible faculty gauges whether an individual is making satisfactory progress toward fulfillment of tenure criteria. The documents to be filed for purposes of third-year review are a curriculum vitae and portfolio reflecting achievements in teaching, service, and professional growth.

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Third-Year Advisory Review

Department of English and Philosophy

University of West Georgia

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Department: "Research related to some facet of teaching responsibilities and resulting in publication since time of initial appointment, active membership in a professional organization, and annual participation in conferences or workshops. Also indicative of professional growth are such activities as reviewing books, serving on scholarly panels, and collaborating with colleagues in writing grant proposals."
DRAFT: Tenure and Promotion Guidelines for Faculty in English Education
Department of English and Philosophy
University of West Georgia

Faculty achievements in English Education should be aligned as closely as possible with the “three significant achievements” model (two of which must be publications in peer-reviewed journals) that the department has approved for tenure-eligible English faculty at the University of West Georgia. See Appendices A, B, and C: Professional Growth (http://www.westga.edu/~engdept/fr/hbk/rpd/abc_prof_growth.htm). However, such achievements should also be contextualized with some acknowledgement of the differences among academic disciplines. The definitions, examples, and illustrative evidence below offer a model for assessing these differences.

I. The Scholarship of Teaching and Learning
The Scholarship of Teaching and Learning is the “systematic examination of issues about student learning and instructional conditions which promote the learning (i.e., building on previous scholarship and shared concerns), which is subjected to blind review by peers who represent the judgment of the profession.”

Evidence of the Scholarship of Teaching and Learning:
- Evidence that the faculty member’s scholarship related to the schools or to the classroom is public, peer-reviewed and critiqued.
- Evidence that the faculty member’s scholarship is exchanged with other members of professional communities through presentations to the department, college, or university, presentations at professional conferences, and/or written up and published.
- Evidence that the scholarship builds upon previous scholarship and shared concerns.
- Evidence that the scholarship contributes new questions and knowledge about teaching and learning.
- Evidence that the scholarship leads to new approaches to teaching that are adopted in particular educational settings.

II. The Scholarship of Engagement
The scholarship of engagement in schools is characterized by the following: 1) it is to be conducted as an academic engagement with the public schools; 2) it is to involve the responsible application of knowledge, theory, and/or pedagogical models to consequential problems; 3) it should test a research question or hypothesis; 4) one must be able to use the results to improve practice and inform further questions, and 5) the resulting work should be disseminated for peer review of results.

Evidence of the Scholarship of Engagement:
- Evidence that the faculty member designs and implements a research agenda in at least one area of need recognized by the public schools.
- Evidence that the faculty member applies relevant knowledge toward resolution of the identified need.
• Evidence that the faculty member works toward a critical assessment of the impact of the engagement.
• Evidence that the work is peer-reviewed, either by professional education colleagues who are responsible for assessing the merits of the research project, through grant applications, or in high quality publications in the field.

III. The Scholarship of Discovery
The Scholarship of Discovery is basic research in the disciplines, including the creative work of faculty in the literary, visual, and performing arts. It is grounded in the knowledge of the academic disciplines but extends that knowledge in new ways that have educational or pedagogical significance.

Evidence of the Scholarship of Discovery:
• Evidence that the faculty member’s research is innovative (as opposed to routine) as judged by peers at the institution and elsewhere.
• Evidence that the faculty member’s research represents quality, rather than mere quantity.
• Evidence of the faculty member’s publications in high quality refereed journals and the quality and quantity of citations and reprints of her/his research publications.
• Evidence of invited seminars, presentations, lectures, and abstracts.

Sources


Appendices A, B, and C: Professional Growth

Appendices A, B, and C: Professional Growth
Department of English and Philosophy
University of West Georgia

Appendix A: Qualitative Assessment of Professional Growth
Because achievement in professional growth is both quantitative (the minimum number of publications, for example) and qualitative, the department endorses the following guidelines:

Faculty members are urged to make wise decisions regarding the placement of articles, reviews, or creative material and are encouraged to seek publication in significant, recognized journals in their fields (faculty are thus encouraged to stay familiar with publications in their field and know the relative strengths/merits of the sites in which they publish).

Faculty members should evaluate the credentials of on-line journals in exactly the same way, giving evidence of both their status as refereed journals and a sense of the significance and recognition of that journal in one's field of expertise.

Faculty members should assume responsibility to contextualize their achievement in professional growth by articulating as part of their dossier how, where, and why they have published; that is, rather than having the department agree on a list of certain journals into which one must publish, we allow the faculty members to present their professional growth as a consistent process into which they put careful and thoughtful reflection and to demonstrate knowledge of the significance of their various publications (prioritizing from most competitive and selective [books, refereed articles in tier-one journals, and their creative equivalents] to least [encyclopedia articles or proceedings]; see Appendix B and C for a department-approved qualitative scale and creative equivalents to scholarly work.
Faculty members understand that the listed criteria are, as stated, minimum criteria, and as the Faculty Handbook of the University states, more than the absolute minimum may be necessary, dependant on the quality of the work and the fact that achievement is, as the handbook states, "judged in relation to the achievement of those placing themselves in consideration for promotion."

In the case of new hires, prior to offering a candidate the position for which s/he has applied, the Department Chair, in consultation with the faculty status committee and others as necessary, should determine which imminent publications, if any, the candidate may count towards the requirements for tenure and promotion. The candidate should be notified of this determination in writing before accepting the position.

Further, the department offers the following clarifications of issues pertinent solely to our department.

The conference hosted by West Georgia each year in the fall in Atlanta is not considered for our faculty an international achievement in presentation, but a local one.

Articles or creative works in journals edited by faculty in our department have, historically, not been counted as one of the three minimum publications by higher administrative levels (the Dean of the College of Arts and Sciences and the Vice-President of Academic Affairs); while they do count as publications beyond the minimum, the purpose of the three minimum articles is to show evidence of recognition in a selective, blind review process.

Teaching, service, and scholarly/creative achievement assessed for the purposes of tenure and promotion will typically consist of a faculty member's activity since the last university-wide review.

Appendix B: Qualitative Scale for Professional Growth Activities
Subject to individual contextualization by the faculty member under review.

I. Publishing
A. Monograph
B. Edited Book (critical essays)
C. Edited Scholarly or Creative Journal
D. Edited Book (primary texts)
E. Textbook
F. Translated Book
G. Tier-One Journal Article or Creative Equivalent
H. Tier-Two Journal Article or Creative Equivalent
I. Chapter in a book / essay, fiction piece, or poem in anthology
J. Guest-Edited Scholarly or Creative Journal
K. Critical bibliography
L. Review Article, Tier-One Journal
M. Review Article, Tier-Two Journal
N. Interview
O. Translation of article/fiction/essay/poem(s) in a Journal
P. Book Review, Tier-One Journal
Q. Book Review, Tier-Two Journal
R. Encyclopedia Entry/Article

II. Presentations
A. Paper or Creative Presentation, National or International Association
B. Paper or Creative Presentation, Regional Association
C. Paper or Creative Presentation, State Association
D. Commentator, National or International Association
E. Commentator, Regional Association
F. Commentator, State Association
G. Panel Chair, National or International Association
H. Panel Chair, Regional Association
I. Panel Chair, State Association

III. Professional Recognition/Awards
A. Grant-supported Seminar or Institute
B. Coordinator, Grant-Supported Seminar or Institute
C. Officer of Professional Organization
D. Service to Professional Organization
E. Garnering of Substantive Scholarly or Creative Award/Fellowship

F. Invited Reader at a Substantive Venue

IV. Service as a Referee
A. Referee, Book manuscript
B. Referee, Journal manuscript

C. Judge for Substantive Scholarly or Creative Award

Appendix C: Creative Equivalencies to Scholarly Achievements
The following alignment of creative-writing achievements with scholarly achievements remains faithful to the "three significant achievements" model.

- One creative book publication by a reputable press correlates to one scholarly monograph
- One piece of fiction/creative non-fiction or three poems correlates to one scholarly article in equivalent tier publication
Department Criteria for Promotion to Lecturer

Criteria for Promotion to Lecturer

Promotion to Lecturer:

Lecturer positions are one-year, annually renewable appointments based on annual performance evaluations by the department chair. Unlike Instructorships and Visiting Assistant Professorships, the position of Lecturer carries no term limits. In addition, Lecturers are eligible for promotion to the rank of Senior Lecturer during their six year of satisfactory performance in the rank of Lecturer. The primary responsibility of Lecturers will be to teach first-year writing courses. Other teaching opportunities may be offered at the discretion of the department chair and are contingent on scheduling needs and program requirements. Some, but not all, Lecturers may be asked to fulfill administrative responsibilities as determined by the department chair. Faculty who are promoted to the rank of Lecturer will be expected to fulfill professional development responsibilities commensurate with their teaching responsibilities in consultation with the department chair. Service within the department or to the university is also expected for renewal at the rank of Lecturer (e.g., evaluation of Instructors, Writing Across the Curriculum, participation on relevant committees). The department’s Faculty Status Committee will make recommendations to the chair regarding promotion to the rank of Lecturer.

Along with tenure-track faculty, Lecturers are expected to attend department meetings, serve on department committees, and vote on matters pertaining to the organization and administration of the department, excluding personnel decisions on tenure and promotion for those at higher ranks.
Eligibility for Promotion to Lecturer:

1. A minimum of two years of full-time teaching experience in the First-Year Writing Program at West Georgia.

2. Minimum of a master’s degree (candidates with a doctorate may apply).

3. Record of excellence in teaching in the First-Year Writing Program at West Georgia as determined by the criteria for teaching excellence set forth in the Faculty Handbook. This includes, but is not limited to, student evaluations, annual reports by an administrative supervisor, and a teaching portfolio related to teaching in the FYW Program.

4. Evidence of a commitment to the First-Year Writing Program and its guiding principles.

Required Materials:

1. A letter that articulates the candidate’s interest in teaching first-year writing courses and participating in the First-Year Writing Program.

2. Curriculum Vitae.

3. Annual Evaluations.

4. Teaching Portfolio (including teaching observation reports, student evaluations, sample 1101 and 1102 syllabi, teaching philosophy, and a sample assignment sequence).
Department Criteria for Post-Tenure Review

Beyond annual administrative review, Board of Regents policy requires that each institution establish procedures to formally evaluate tenured faculty each five years; to provide recommendations recognizing and supporting effective performance; and to provide development strategies for areas of inadequate performance. Board of Regents policy further states: The purpose of post-tenure review "will be to examine, recognize and enhance the performance of tenured faculty members . . . focus on identifying opportunities for faculty that will enable them to reach their full potential in service to their institution . . . and to ensure that their performance meets the expectations and needs of the institution . . ." (104.0201).

The purpose of post-tenure review at the University of West Georgia is to review faculty every five years after the award of tenure and to yield accurate and useful information that will support high achievement among faculty and promote their continued professional development. Directed toward career development, this review is designed to provide a longer term perspective than is usually provided by the annual review. Post-tenure review provides both retrospective and prospective reviews of performance, taking into account that a faculty member probably will have different emphases at different points in his or her career. It is to be directed toward career development and to provide the perspective of multiple years of accomplishments and plans for development (104.0202).

The English department affirms that post-tenure review should encourage and support active, collegial engagement with the department and the university and a continuing high level of achievement commensurate with the faculty member's current rank.
Criteria for Post-Tenure Review

Criteria to be utilized in conducting post-tenure review shall be fair and reasonable expectations consistent with the criteria and standards used in other reviews of faculty related to teaching, professional growth and development, and service to the institution. The weights or percentages given to different areas may differ according to the faculty member's professional role, rank and established goals, and any applicable college or university-wide policies. The criteria must be sufficiently flexible to accommodate faculty with differing responsibilities, to recognize that faculty members may contribute in different ways to the institution's mission over time, and to consider the cumulative impact of the faculty member's career as well as his or her performance during the previous five years. Criteria governing post-tenure review must not infringe on the accepted standards of academic freedom of faculty (104.0204).

Teaching

Evidence of excellence and active engagement in teaching at all levels as indicated by the sources listed in section 103.0302, D, 1 of the Faculty Handbook. These include such things as
1. Teaching effectiveness as shown by student and peer evaluations.
2. Successful direction of individual student work (independent projects, theses, etc.).
3. Making research in his or her scholarly field an integral part of the classroom experience.
4. Learning about or developing effective curricula and/or instructional methods.
5. Scholarship related to teaching.
Service to the Institution

Evidence of excellence and active engagement in service to the department and university as indicated by the sources listed in section 103.0302, D, 2 of the Faculty Handbook. These include such things as
1. Active participation and successful collegial service on both departmental and campus-wide committees.
2. Productive mentoring of younger colleagues in the department.
3. Effective advisement of students and/or student organizations

Professional Growth

Evidence of excellence and active engagement in professional development as indicated by the sources listed in section 103.0302, D, 3 of the Faculty Handbook. These include such things as
1. Recent publications of books, creative works, or scholarly articles.
2. Leadership in professional societies.
3. Active participation in scholarly conferences through presenting papers or moderating panels.
4. Editing journals or other scholarly works.
Receipt of competitively awarded grants or fellowships, or admission to seminars related to one's discipline, scholarship, and/or creative activities.
5. Exhibitions, readings, or other scholarly presentations.

Documentation

Faculty undergoing post-tenure review must submit the following documentation to the Post-Tenure Review Advisory Committee:
1. Current curriculum vitae (in UWG format) with accomplishments of the years under consideration highlighted.
2. Copies of annual performance reviews of the faculty member by his or her
Faculty members who receive ratings of "meets expectations" or "exceeds expectations" in ALL sections of ALL their annual reviews for the time under review (past five years) will be permitted to produce the Basic Portfolio.

The Basic Portfolio includes:

1. a cover letter containing a statement by the faculty member detailing his or her accomplishments for the review period and goals for the next;
2. a current CV;
3. copies of the annual performance reviews of the faculty member by the chair;
4. student evals from the past two years.

If a faculty member has NOT met or exceeded expectations in any area (Service, Teaching, Scholarship) during the review period, that faculty member would be required to submit additional materials for the problematic area in their portfolio. For example, sub-standard teaching would require a teaching portfolio (the format for which needs to be linked online), while a negative report on scholarship would require the additional compilation of materials from the annual performance reviews during the time period under scrutiny. Updated: Monday, August 10, 2015