

## **Faculty Performance Expectations ENGLISH**

Professional faculty members will be measured against the expectations listed under teaching and service (see section 5.224 and 5.226). Professorial faculty members will be measured against the expectations listed under teaching, scholarship and service (see sections 5.224-5.226).

All faculty members should be making progress toward performing at the preferred level in each of the areas applicable to their appointment. The preferred level describes the average or typical performance level for a faculty member making good progress toward final promotion. The exceptional level would characterize and recognize faculty who demonstrated significant achievements, well beyond the preferred level. The acceptable level describes the minimum performance expected for continued employment. Note: unacceptable performance is defined as below an acceptable level and may require a plan for correction (see 5.370).

The bylaws sections 5.224-5.226 describe the university expectations in each area. In addition, tables list characteristics in each area for acceptable, preferred, and exceptional performance. Departments articulate their expectations for faculty in their discipline(s) by additions or clarifications to the University characteristics in the tables for teaching and service. Departments articulate their expectations for scholarship in a discipline-specific scholarship table. See section 5.227 for more information.

## Teaching Performance Levels

Acceptable	Preferred	Exceptional
<b>Student evaluations</b>  (see section 5.260)		
<b>Classroom Instruction</b> Evidence of a commitment to improve instruction, such as <ul style="list-style-type: none"><li>○ Professional development activities that impact instruction</li><li>○ Work with colleagues that impact instruction</li></ul> Evidence of effective practices, such as <ul style="list-style-type: none"><li>○ Reflection and self-improvement</li><li>○ Engaging teaching methods</li><li>○ Providing meaningful classroom experiences</li></ul>		
<b>Curricular Development</b> Integrates courses into departmental programs, such as <ul style="list-style-type: none"><li>○ Effectively prepares students for subsequent courses</li><li>○ Effectively builds on students prior</li></ul>		

10 Tf1 0 Tf110( on7] TETQ74.275 29.



**Scholarship Performance Levels  
Promotion to Associate Professor in English**

Acceptable	Preferred	Exceptional
<p><b>Originality</b> Each publication/presentation includes original content by faculty member</p>	<p><b>Originality</b> Each publication/presentation includes original content by faculty member</p>	<p><b>Originality</b> Each publication/presentation includes original content by faculty member</p>
<p><b>Meaningfulness</b> Publication of one article in journal or book Two external presentations such as conference papers, lectures, etc. (additional publications may be substituted)</p> <p>Other activity for consideration: Award of external grants Editorial Work Reviews and review essays</p>	<p><b>Meaningfulness</b> Publication of two articles in journals or books Three presentations (additional publications may be substituted)</p> <p>Other activity for consideration: Award of external grants Editorial work Reviews and review essays</p>	<p><b>Meaningfulness</b> Publication of a book <b>or</b> Publication of three or more articles Four or more presentations (additional presentations may be substituted)</p> <p>Other activity for consideration: National/global award Award of external grants</p>
<p><b>Review</b> Restrictive external peer review for publications</p>	<p><b>Review</b> Restrictive peer review for publications</p>	<p><b>Review</b> Restrictive peer review for publications</p>
<p><b>Dissemination</b> Regional, national, and/or international</p>	<p><b>Dissemination</b> National and/or international</p>	<p><b>Dissemination</b> National and/or international</p>

