**GUIDELINES FOR TENURE & PROMOTION, RTS & STS**

**DEPARTMENT OF MODERN & CLASSICAL**

**LANGUAGES, LITERATURES & CULTURES**

***11 February 2013***

***Approved by the Dean, College of Arts and Sciences, 18 February 2013***

*These guidelines are specific to the Department of Modern and Classical Languages, Literatures and Cultures. For those of the College of Arts & Sciences and the university in general, see:* [*http://www.as.uky.edu/regular-title-series*](http://www.as.uky.edu/regular-title-series)*. Nothing in the guidelines below shall be taken to contravene or supersede the general requirements and guidelines of the college or university.*

**PURPOSES & PRINCIPLES**

1. DIVERSITY & COMMONALITY - The faculty members of the Department of Modern and Classical Languages, Literatures and Cultures (MCLLC) represent a variety of fields of study all of which constitute separate disciplines in the academy, each with their own distinct - sometimes disparate - history, culture, methods, and mindsets. The department must, perforce, take this disciplinary diversity into account when considering cases for tenure and promotion, while at the same time assuring that the same standards of excellence are applied and met for every member of the department faculty, regardless of discipline. This recognition of professional diversity within a common standard of excellence lies at the heart of the tenure and promotion policies of this department.

In addition to the variety of language-demarcated disciplines (French, German, Classics, etc.), members of the department also represent disciplines such as theoretical and applied linguistics, literary criticism, and language pedagogy, as well as a variety of methods and approaches, such as digital scholarship and social theory, as well as areas of study such as the 18th century, visuality, and post-colonialism. The diversity of these fields must also be recognized, as well as their character of cutting across traditional disciplinary and language-demarcated lines. In some respects, therefore, a linguist working in a different language may, for example, be a better judge of a faculty member’s scholarship than a social theorist working in the same language. The various forms of diversity and the various bonds of commonality in the department must both be recognized in the department’s own evaluation of candidates for tenure and promotion and clearly communicated to the higher levels of review within and beyond the university.

2. MODES & MEDIA OF SCHOLARLY PRODUCTION - Within the past 20 years, the means and process of scholarly production have changed dramatically, and will continue to do so into the foreseeable future. The most notable change is the rise of digital technology, and the changes it has brought not only to the mode of scholarly production, but more significantly to the very nature of its products. The printed book and Facebook now both vie for scholarly attention. Scholarship now comes in different sizes (Twitter) and shapes (blogs and wikis) and venues (“self-published,” “collaborative collectives,” etc.). These other forms of scholarly production, conversation, and collaboration need to be accounted for alongside digital versions of traditional printed journals and monographs. At the same time, the nature of traditional print publication has also changed, with academic presses operating under different demands, increased financial pressures, and often much slower timetables. The traditional dominance and normality of the monograph as the centerpiece of the scholarly portfolio is being questioned, as is that of print publication generally. Just as digital media are usually seen as secondary to print, it is also true that oral scholarly communication and production, i.e., the paper, lecture, panel, and conference, have often been relegated to a required but unnoticed place in the dossier, and additional forms of scholarly production, e.g., competitive grant and fellowship proposals, have been all but ignored in the assessment of scholarly portfolios in the disciplines that make up the department.

In view of this, the Department of Modern and Classical Languages, Literatures and Cultures enunciates as a matter of principle that any and all modes and media of scholarly production possess equal validity, whether they be print or electronic, and are appropriate evidence of achievement for the purposes of tenure and promotion, provided that the given piece of work has been validated by a process of substantive and rigorous peer review or, in exceptional cases, commissioned or invited by a person or institution of eminence. If oral scholarly communication has been validated by a process of peer review or, in exceptional cases, commissioned or invited by a person or institution of eminence, the text(s) thereof will be included in the dossier and assessed by external reviewers to evaluate their contribution to the discipline. Successful grant and fellowship proposals, which have also been peer-reviewed by a panel of experts, will also be included in the dossier and assessed as evidence of scholarship.

Appropriate scholarly production may also take forms very different from the traditional notion of “publication.” Digital projects in particular which apply new technological tools, create scholarly databases or repositories of sources, information, and resources, or create new modes, methods, and opportunities for scholarly interaction and collaboration are to be valued on a par with traditional scholarly publication. In such cases, where the usual sort of peer-review does not apply, nationally or internationally reputed figures with experience in this area will be solicited as external reviewers to attest to the quality and contributions of the project to the scholarly community, and explain its value in terms accessible to the uninitiated.

This department firmly believes that our research is what keeps this institution a research university and a flagship, and that maintaining an insistence upon research and its dissemination is vital to the credibility of the department, college, and university as a whole. As a further matter of principle, however, the department chooses to use the term “scholarly production” rather than “research” in connection with tenure and promotion. In a department in which pedagogy and teaching to teach have always been an exceptionally strong focus, and in a time in which the modes and media of scholarly production are continuously evolving and changing, we believe the word “research” is too restrictive in describing the breadth of scholarship this faculty engages in, a breadth that will only continue to expand throughout the academy in future.

3. SCHOLARSHIP IN THE LANGUAGE OF EXPERTISE - One proof of scholarly excellence in our fields is production in the language of expertise, especially when such scholarly production involves electronic resources, print media, or conferences sponsored by international institutions. Both as a demonstration of such excellence, and as a means of advancing the internationalization and the global reputation of the university, the department places value on scholarly communication in languages appropriate to the international nature and scope of the scholarship and will consider these materials to be of equal importance in assessing the candidate’s research record as those in English.

4. COLLABORATIVE SCHOLARSHIP - Collaborative research and scholarship has become commonplace in several disciplines represented in MCLLC (e.g., theoretical linguistics, applied linguistics, language pedagogy) and it has also become the norm for certain research methods and scholarly approaches regardless of discipline (e.g., digital scholarship). Indeed, certain types of work currently being performed in the humanities and social sciences would not be possible without collaborative efforts. The department, therefore, values collaborative work and the scholarly production that results from it and will give such multi-author scholarship equal consideration within the context of established disciplinary standards.

5. A CASE TO BE MADE RATHER THAN A HURDLE TO BE JUMPED - A recurring issue throughout the academy is the anguished and problematic question: “What do I have to do to get tenure?” Giving a precise answer to that question is notoriously difficult, all the more so in a department as diverse as Modern and Classical Languages, Literatures and Cultures. The department believes, as a matter of principle, that this situation can be ameliorated by a change of focus, i.e., looking at tenure and promotion not as a hurdle to be jumped over but as a case to be made cogently. Thus, these guidelines apply to all faculty in the department, regardless of title series (Regular or Special), and evaluations of the dossier are based on DOE distribution for the position. Insofar as possible, the dossiers in this department should be framed as an articulated demonstration that the record and achievements of the candidate in scholarly production, teaching, and service merit the award he or she is seeking, rather than as a “to-do list” to be appropriately checked off. This sort of articulation will go far in assuring that the diversity of career paths and accomplishments of our faculty are properly recognized and rewarded.

6. PRELIMINARY REVIEW - In order to assure a complete and fair compilation and review of the dossier, a faculty member seeking to go up for tenure should submit to the department chair, as part of the 4th-year review, a notification of intent to bring the dossier forward, which will include an updated CV with a specific statement of publications, projects, and undertakings in progress and likely to be completed in time for inclusion in the dossier. The candidate should also submit a summary list of qualifying achievements in scholarly production, teaching, and service for tenure and (if applicable) promotion to associate professor. The chair, with the assistance of 2 or 3 appropriate faculty members, which can be within or outside the specific division of the candidate, will examine the most recent review dossier and the newly submitted material, with a specific eye to attending to any areas in which reviewers up the line might raise questions. The purpose of this preliminary review is more to assure that the best possible case is made, rather than to judge worthiness.

Candidates for promotion to full professor will also, a year before they intend to bring their dossier forward, submit an updated CV, and a list of accomplishments since the last promotion that qualify the candidate for promotion to full. The chair reviews the material with 2-3 other faculty, as above, for the same primary purpose of strengthening the case made for promotion.

7. QUESTIONS OF MEANING AND INTERPRETATION - Since each department in the College of Arts & Sciences is asked to draw up its own written guidelines for tenure and promotion, it is clear that the long-established principle of the academy, that faculty set the standard for the tenure and promotion of their colleagues, is respected. As such, it seems clear that when questions may arise concerning the interpretation of these guidelines, such questions should be referred to the faculty who authored them. It is inappropriate for any other person or body to interpret their meaning and intent.

**TENURE & PROMOTION TO ASSOCIATE PROFESSOR**

1. SCHOLARLY PRODUCTION - Candidates for tenure and promotion to associate professor must show a record of excellent scholarly production and its dissemination in appropriate peer-reviewed venues, which constitutes a substantial and cohesive body of work, with one or more identifiable intellectual trajectories and an impact on the field(s) of the candidate showing that the candidate has helped to move his/her profession forward.

The primary evidence of this production includes any and all forms of written, electronic, and oral scholarly production (including textbooks, translations, edited volumes, and critical editions) that is either peer-reviewed or, in specific cases, invited or commissioned by a scholar or institution of eminence. Such invited or commissioned work must not, however, constitute the bulk of the individual’s production. Given the diversity of its faculty and the current variety of venues for dissemination of scholarly production, the department does not believe that a prestige-ranking of venues of publication or dissemination is advisable or even possible. However, we expect that scholarship should appear in venues appropriate for the standards of the discipline and meet the department expectations for demonstrating impact on the specific field. At the same time, however, the current state of academic publication allows for contrived dissemination in any number of modes and media. Scholarly products appropriate for the dossier must be free of any such suspicions. Reviews of the candidate’s work (monographs, textbooks, translations, edited volumes and critical editions), citations, communications, and other direct evidence of the quality and impact on the field(s) of the candidate’s work must also be included, if available.

The volume and frequency of scholarly production must be such as to evidence an ongoing commitment to scholarship, rigorous intellectual activity, and engagement with the broader scholarly community on the national or international level. In evaluating such production, attention must be paid to quality as well as quantity, since production appropriately varies not only from person to person but from discipline to discipline, and thus quantity alone cannot be the definitive measure of a successful dossier. A dossier containing fewer contributions that exhibit higher quality could well present a more cogent case than a dossier containing many, lower-quality scholarly contributions. Both the periodic reviews before the dossier is brought forward and the letters of outside evaluators should specifically address the question of appropriate quantity of production within the context of the specific discipline(s) professed by the candidate and should invariably comment on the quality of the work presented. The department welcomes, encourages, and, in some areas of expertise, anticipates collaborative work and considers such work to be as valuable a contribution to scholarship as a single-authored piece.

In cases where the merits of specific projects or publications might not be immediately clear, nationally or internationally reputed figures with experience in this area will be solicited as external reviewers to provide explanation of the nature and value of the project or publication.

Other forms of high-level professional engagement are also appropriate as additional evidence of accomplishment for tenure and promotion. These include, but are not limited to: refereeing scholarly publications and competitive grant/fellowship proposals, editorial work on scholarly publications, and initiating or participating in collaborative scholarly efforts--considered in its own right apart from the scholarly production that may result from such collaboration. These contributions amplify a candidate’s dossier, but they do not substitute for scholarly production.

In view of the above, the research statement of the dossier must describe and demonstrate that the candidate has an excellent record of scholarly production, disseminated in appropriate peer-reviewed venues, constituting a substantial and cohesive body of work, with one or more intellectual trajectories, which has had an impact on and furthers the candidate’s field(s) of study. The statement can also discuss the reception of the candidate’s work in the broader scholarly community. In any aspect in which the nature or value of work might not be readily apparent to any non-specialist reader of the dossier, explanation and/or testimonia solicited by the department should be provided to assure that proper credit is given for the individual’s accomplishments.

2. TEACHING - The Department of Modern and Classical Languages, Literatures and Cultures values teaching on a par with scholarship for the awarding of tenure and promotion. Candidates for tenure and promotion to associate professor, though still relatively young in their teaching careers, must demonstrate a commitment to teaching as an essential part of their profession, a desire to achieve excellence in teaching, and solid effectiveness in their teaching careers up to that point.

While bare global evaluation numbers are used on the FMER and other faculty review processes, a tenure and promotion dossier must be more inclusive of different types of evidence of teaching effectiveness. At the same time, the department recognizes that good teaching comes in a variety of methods, styles, techniques, and modes of delivery. The accomplished teacher does not excel at only one method or practice, but should have a repertoire of techniques and approaches available to implement as appropriate, depending on the nature of the subject, level, and particular class of students. The teaching section of the dossier, therefore, must present evidence of commitment and effectiveness. Commitment may be demonstrated by reference to the rigor, innovation, or utility of course topics and materials; the structure of the syllabus and nature of assignments; and/or a description of how experience and receptiveness to student needs and profiles informs the candidate’s teaching. Since Teaching and Course Evaluation scores are a required part of the dossier, an initial measure of teaching effectiveness is that the average of the candidate’s global question scores meet or exceed the college mean on the global question scores, but other evidence must also be provided. This can include feedback from students and faculty colleagues, reception of teaching awards and commendations, the reports of class visits by faculty colleagues (the faculty mentor shall not be asked for such a report, in order to preserve confidence in the mentoring relationship), and objectively documented improvement in student performance.

In addition to classroom activities and performance, other evidence of accomplishment in teaching includes, but is not limited to: creation of new courses or revision of existing ones and formal participation in broader curriculum review and revision; participating in workshops and serving on committees, both on and off campus, concerning teaching; engaging in outreach activities to schools (depending on the nature of the outreach, some activities may be more appropriately classified as service and will be assessed as such); and sponsoring or participating in events outside the classroom that enhance student learning. Academic advising and/or serving as DUS--which in MCLLC carries with it advising duties--and DGS can also be appropriately categorized under teaching for purposes of tenure and promotion (some activities of these positions may be more appropriately classified as service and administration and will be assessed as such). Guiding and mentoring students through their academic programs as a whole, overseeing their formation in the discipline, and being fundamentally involved in both students’ success and timely progress toward the degree are more closely related to a faculty member’s teaching responsibilities than to service work. The members of this department have a tradition of seeing advising as integral to their duties as dedicated and concerned teachers, and the numerous advising awards won by the MCLLC faculty are testimony to this. Since internationalization and global awareness is a primary goal of the college, university, and most especially of this department, involvement in education abroad and developing courses for UK Core will be recognized accordingly.

In general, assistant professors are not asked to serve as DUS, DGS, Language Coordinator, or TA Director, positions that are currently classified under teaching in the DOE and FMER. In the event that necessity has required that a candidate for tenure and promotion to associate professor serve in such positions, the record of service in the position will also be included in the dossier. A statement from the department will also be included articulating how the time and effort devoted to this duty may have affected the candidate’s achievements in other areas.

Similar to the research statement in the dossier, the statement of teaching philosophy should argue a cogent case, and should take the form more of a statement of approaches and accomplishments in teaching and less an abstract discussion of principles.

3. SERVICE - As stated immediately above, the service expectations for assistant professors are to be kept at a minimum, to allow for the necessary focus on developing scholarship and teaching. The expectation is that the candidate will have diligently attended division and department meetings, and other meetings of academic units she or he may be involved in. It is also expected that the candidate will have served on committees when asked, and in general be actively and thoroughly engaged as a colleague in the life and work of the department. While assistant professors are generally not expected to perform College or University service or professional service at the regional or national levels, in rare cases when such service does occur, these duties will be evaluated as a core part of the service dossier.

**PROMOTION TO FULL PROFESSOR**

1. SCHOLARLY PRODUCTION - Candidates for promotion to full professor are expected to realize the promise implicit in the award of tenure and must be recognized by leading scholars in their field(s) as having had both a significant impact on their field(s) and as having gained a position of national distinction and even international prominence. With a view to the diversity of the department’s faculty and their work, the candidate’s ongoing research program may involve the significant amplification of a topic or area that has been the focus of research throughout her/his career, with an effort commensurate to that put forth for the candidate’s award of tenure, new research and departures in new topics and fields, or a combination of the two. The type of work produced in each of these cases and the timetable for that work can be quite different, and the precise nature of the candidate’s ongoing scholarly production must be articulated in the dossier.

The standards for work appropriate as evidence for promotion to full professor parallel those for tenure and promotion to associate: the primary evidence will be a record of scholarly production and its dissemination in appropriate peer-reviewed venues, which constitutes a further substantial and cohesive body of work, with one or more identifiable intellectual trajectories, and a further impact on the field(s) of the candidate demonstrating that the candidate has achieved a notable reputation and prominence in his/her profession on at least a national and preferably international scale. (There will be certain cases in which the nature of the discipline or of the candidate’s production is such that does not readily lend itself to an international scope.)

Evidence of this production includes any and all forms of written, electronic, and oral scholarly production (including textbooks, translations, edited volumes, or critical editions) that is either peer-reviewed or, in specific cases, invited or commissioned by a scholar or institution of eminence. Normally invited or commissioned work will not, however, constitute the bulk of the individual’s production. Scholarly production appropriate for the dossier must be free of any suspicion of contrivance. Reviews of the candidate’s work (monographs, textbooks, translations, edited volumes and critical editions), citations, communications, and other direct evidence of the quality and impact on the field(s) of the candidate’s work must also be included, if available.

The volume and frequency of scholarly production must be such as to evidence a lifelong career of committed scholarship, rigorous intellectual activity, and high-level engagement with the broader scholarly community on at least a national and preferably international level. As in the case of tenure and promotion to associate professor, attention must be paid to quality as well as quantity; a dossier containing fewer contributions that exhibit higher quality could well present a more cogent case than a dossier containing many, lower-quality scholarly contributions. The department welcomes, encourages, and, in some areas of expertise, anticipates collaborative work and considers such work to be as valuable a contribution to scholarship as a single-authored piece.

In cases where the merits of specific projects or publications might not be immediately clear, nationally or internationally reputed figures with experience in this area will be solicited as external reviewers to provide explanation of the nature and value of the project or publication.

Other forms of professional engagement on a level appropriate to a senior scholar are also appropriate as evidence of accomplishment for promotion. These include, but are not limited to: serving as editor of journals or major scholarly publications, and initiating collaborative scholarly efforts--considered in its own right apart from the scholarly production that may result from such collaboration. These contributions amplify a candidate’s dossier, but they do not substitute for scholarly production.

In view of the above, the research statement of the dossier must demonstrate that the candidate has a record of scholarly production, disseminated in appropriate peer-reviewed venues, of a quality, volume, prominence appropriate to a senior scholar in the field. The statement can also discuss the reception of the candidate’s work in the broader scholarly community. In any aspect in which the nature or value of work might not be readily apparent to a non-specialist reader of the dossier, nationally or internationally reputed figures with experience in this area will be solicited as external reviewers to assure that proper credit is given for the individual’s accomplishments.

2. TEACHING - The candidate must demonstrate sustained teaching excellence in a wide range of courses; no longer a neophyte to the profession, the candidate must show evidence of pedagogical expertise, of teaching at a variety of levels in the course of his/her career up to that point, and of active, ongoing interest in further developing teaching skills. Evidence of this ongoing development includes, but is not limited to: participating in continuing education in the art of teaching, application of new technologies and methods, and curricular and classroom experimentation and innovation. Where appropriate, candidates must also demonstrate involvement in the graduate program by teaching graduate courses, advising and mentoring graduate students and chairing and/or serving on graduate committees. The candidate is also expected to have maintained scores on the global question of the Teaching and Course Evaluations at or above the college average.

In addition to classroom activities and performance, other evidence of accomplishment in teaching includes, but is not limited to: creation of new courses or revision of existing ones and formal participation in broader curriculum review and revision; participating in workshops and serving on committees, both on and off campus, concerning teaching; engaging in outreach activities to schools (depending on the nature of the outreach, some activities may be more appropriately classified as service and will be assessed as such); academic advising; and sponsoring or participating in events outside the classroom that enhance students learning. Since internationalization and global awareness is a primary goal of the college, university, and most especially of this department, involvement in education abroad and developing courses for UK Core will be recognized accordingly.

Tenured associate professors are also expected to undertake the duties of DUS, DGS, or TA Director in the course of their time in that rank, unless the preponderance of their duties lies outside typical degree-granting programs (some activities of these positions may be more appropriately classified as service and administration and will be assessed as such). The relatively small number of faculty in any given degree program simply requires that all take their proper turn in such duties once they have been tenured. The record of service in this regard will also be included in the dossier, in the teaching section, along with any accomplishments of distinction made serving in these positions.

As with candidates for tenure and promotion to associate, candidates for promotion to full professor will include in the dossier a statement of teaching philosophy that should argue a cogent case, and take the form more of a statement of approaches and accomplishments in teaching and less an abstract discussion of principles.

3. SERVICE & ADMINISTRATION - Once tenured and promoted to associate professor, faculty are expected to expand their service by serving on committees in the department, college, and university. Continued diligence in attending division and department meetings and active engagement in the professional life of the department are also expected. Service to the profession at large by holding positions in and doing work for learned and professional organizations is also recognized and rewarded by the department under service, but is not required for promotion to full professor, since such service can be a function more of the politics of a given organization than a distinction based on merit.

Candidates who have been hired specifically to set up, manage, and grow new programs, or who have significant outreach and administration duties, such as management of programs or centers (e.g., MATWL, Technology, TESL, the Asia Center), collaboration with external agencies (e.g., the Kentucky World Language Association), and/or management of service grants (e.g., Startalk), must, upon bringing their dossiers forward, present concrete evidence of their record in program management and success of their programs. In these cases, at least two of the external evaluators must specifically address the quality and success of the program the candidate manages, and her/his effectiveness as program manager.

Also as a result of limited numbers of faculty in individual degree programs, it has been the case that associate professors serve in administrative positions for extended periods of time. The department recognizes that the responsibilities of these positions intrude drastically on the time and energy these faculty have to fulfill the expectations and qualifications for promotion to full professor, leading to extended time in the associate rank. After consultation with the dean and with a clear statement of the circumstances in which these faculty find themselves, their dossiers may be brought forward so that their promotion may be accommodated to their important duties rather than be delayed because of them. Administration and service in these capacities will be fully taken into account in the consideration of the dossier for promotion to full.

**CONCLUSION**

The faculty in MCLLC asserts, as a matter of principle, tenure and promotion should not be viewed as a hurdle to be jumped but as a case to be made. The dossiers presented for tenure and promotion should articulate and demonstrate a distinguished record and significant achievements in scholarship, teaching and service/administration as defined above. The merit of the demonstrated and documented effort in these areas will be evaluated in light of the award the candidate is seeking. This approach will recognize and reward the diversity of career paths and accomplishments of our faculty, who are members of a complex department, within the contemporary model of scholarship, teaching and service in the 21st-century academic climate.

**GUIDELINES FOR LECTURERS AND SENIOR LECTURERS (NONTENURABLE APPOINTMENTS)**

**DEPARTMENT OF MODERN & CLASSICAL LANGUAGES,**

**LITERATURES & CULTURES**

***Approved by the faculty and the dean, 2008***

**APPOINTMENT AS LECTURER**

Initial appointment at the rank of Lecturer will normally require a PhD in a field of study appropriate to the individual teaching assignment, the promise of excellence in teaching based on previous teaching experience documented in a teaching portfolio and letters of reference, and a demonstration of classroom teaching at UK. In exceptional instances, evidence of the appropriate professional experience or credentials may substitute for the PhD with the approval of the Provost. Lecturers will undergo annual performance reviews specific to their individual assignments on the basis of materials gathered from appropriate sources as part of the FMER process. Categories of performance to be evaluated in keeping with individual assignments and corresponding sources of evidence, including self-reported information on the FMER, are listed below. Lecturers are expected to maintain a record of excellence in the performance of their teaching assignments as well as all other areas of assignment in order to be considered for renewal of appointment. Failure to do so will result in nonrenewal of appointment.

**APPOINTMENT AS OR PROMOTION TO SENIOR LECTURER**

Senior Lecturers may be appointed initially from the outside or promoted from within. Promotion to the rank of Senior Lecturer will require five years of continuous and full-time appointment as a Lecturer in the department with a record of excellence in teaching and all other areas of individual assignment. Senior lecturers appointed from the outside must have a comparable record of achievement. Once appointed or promoted, Senior Lecturers will undergo performance reviews biennially barring a composite rating of unsatisfactory performance. The same categories of performance and sources of evidence according to which Lecturers are evaluated also apply to Senior Lecturers as appropriate to their individual assignments. Senior Lecturers are expected to maintain a record of excellence in their performance in all areas of their individual assignment in order to be considered for renewal of appointment. Failure to do so will result in nonrenewal of appointment.

**Lecturer Evidences**

(1) Teaching, advising, and, where appropriate, supervision and training of graduate teaching assistants:

• Quantitative ratings and qualitative responses provided by students on the standard TCE form and departmental evaluation forms;

• Solicited or unsolicited written comments from students, graduate teaching assistants, and faculty peers who have observed the candidate's teaching, supervision and training of graduate teaching assistants, advising, and impact on student performance, engagement, or attitude;

• Other evidence of teaching excellence such as curricular or pedagogical

innovation.

(2) Service:

• Active participation in departmental or college-level committees;

• Efforts in organizing departmental or interdepartmental events;

• Proposals that enhance the mission of the department.

(3) Research/Professional Development:

• Publication or presentation of research in the candidate's field, including the scholarship of teaching;

• Active participation in conferences and other public venues pertinent to the candidate's chosen area of scholarship;

• Active participation in professional organizations and in workshops that enhance professional development.

(4) Administration:

• Evidence of effective management and leadership as appropriate.

**Appointment at the Rank of Lecturer**

The appointee will have received a PhD and show promise of being an excellent teacher as evidenced by previous teaching experience, UK classroom presentations, or any teaching statement submitted as part of the application process.

**Appointment at the Rank of Senior Lecturer**

The appointee will have received a PhD at least five years prior to appointment and be demonstrably an excellent teacher. In addition, the lecturer will have a record of excellence in the performance of any assigned nonteaching responsibilities.

**Reappointment**

The lecturer or senior lecturer will have shown evidence of living up to his or her promise of excellence at teaching as evidenced by the teaching materials gathered as part of the FMER process and any additional information available to the Department such as information gained through classroom observation. The lecturer will also have a record of excellence in the performance of responsibilities.

**Nonrenewal of Appointment**

The lecturer or senior lecturer will have failed to perform well as a teacher (or in his or her nonteaching responsibilities) as evidenced by the materials gathered as part of the FMER process and any additional information available to the Department such as information gained through classroom observation.

**Terminal Reappointment**

The lecturer or senior lecturer will have persistently failed to perform well as a teacher (or in his or her nonteaching responsibilities) as evidenced by the materials gathered as part of the FMER process and any additional information available to the Department such as information gained through classroom observation.