

Reappointment, Tenure, and Promotion Policy – Final: 18 April 2018

Part II: Academic Unit Criteria, Standards and Processes

Academic Unit: Department of Mathematics and Statistics

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

For APRs and EPRs, a non-tenure-track faculty member in years one-six is evaluated for teaching and service performance.

1. Evaluation of Teaching Performance:

A broad range of activities falls under the umbrella of teaching. Some performance indicators are included in the following two lists, in terms of their significance.

a. Teaching Performance Indicators:

Primary performance indicators included in all APRs and EPRs:

- Generally positive peer teaching reviews arranged by the department and conducted by faculty members of higher rank. Peer evaluations that indicate the NTTF member is engaging students in the classroom and is effectively teaching the appropriate curriculum will be deemed positive.
- Active cooperation to teach a variety of courses at all appropriate levels that are commensurate with the faculty member's expertise and the department's needs
- Quality teaching as indicated by the quantitative component of student evaluations that are around or above the average for courses of the same level within a particular subfield; and,
- Quality teaching as indicated by the qualitative component of student evaluations that shall not raise significant red flags that could indicate the instructor is not meeting minimal standards in the classroom.

Additional primary performance indicators include but are not limited to:

- Receipt of honors or awards for exemplary teaching
- Effective and active course coordination (include number of sections coordinated)
- Effective and active direction of undergraduate research

Secondary performance indicators include (but are not limited to) effective and active:

- Use of innovative teaching methods
- Use of technology in the classroom

- Experiments in course content
- Publication of textbooks or textual materials
- Teaching-related professional development
- Curriculum design and development
- Teaching in emporium setting
- Volunteering in the tutoring center
- Direction of reading students and independent study students
- Work with student groups on teaching related activities
- Writing and grading of comprehensive exams
- Memberships on master's thesis reading committees
- Classroom guest lectures

b. **Criteria and standards for teaching performance in APR and EPR:**
 For either APR or EPR, the following criteria and standards are applied in the evaluation of teaching performance of the NTTF member:

- Peer teaching reviews arranged by the department: The NTTF member shall receive generally positive reviews
- Courses taught: The NTTF member shall teach a variety of courses at all appropriate levels that are commensurate with the NTTF member's expertise and the department's needs
- Student evaluations: The NTTF member shall earn generally positive evaluations from students on both quantitative and qualitative student evaluations as compared to an appropriately comprised department cohort. It is expected that the NTTF shall have quantitative student evaluation scores that are around or above the average for courses of the same level within a particular subfield. Qualitative responses shall not raise significant red flags that could indicate the instructor is not meeting minimal standards in the classroom.
- For those NTTF with more than two years of employment, the NTTF member will typically have a record of one such activity outlined in Part (a) per annual review period beyond normal classroom teaching.

2. Evaluation of Service Performance:

A broad range of activities fall under the umbrella of service, including service to the department, college, university, community, and profession. Some performance indicators are included in the following two lists, in terms of their significance.

a. **Service Performance Indicators:**

Faculty are expected to perform service, either by assignment, election, or self-nomination, in a quantity consistent with their assigned allocation of effort.

Primary performance indicators include (but are not limited to) effective and active:

- Chairmanship of department, college and university committees
- Memberships on department, college and university committees
- Management of department homepage
- Contribution to departmental public relations and promotion such as Alumni Newsletter
- Community outreach or engagement of a professional nature
- Recruitment of graduate and undergraduate students
- Advising of graduate and undergraduate students
- Working with student groups
- Coaching of mathematics or statistics team
- Organizing and running departmental and interdepartmental seminars
- Academic consulting, such as refereeing and editing academic article
- Serving on professional committees
- Engagement in leading professional development

Secondary performance indicators include (but are not limited to) effective and active:

- Mentoring of graduate teaching assistants
 - Mentoring of graduate and undergraduate students
 - Mentoring faculty members
 - Running departmental computer systems and labs
 - Engagement in University and College especial activities, e.g. Preview day, STEM Day, commencement etc.
 - Writing peer teaching evaluations
 - Writing recommendation letters
- b. Criteria and standards for service performance in APR and EPR:
- The NTTF member shall effectively serve on at least one committee per semester, including department, college, university, and professional committees, or its equivalent level of service. Effective service entails being a thoughtful and helpful member of the committee by supporting the agenda and tasks assigned to and by the committee.

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

1. Annual Performance Review (A.P.R.):

The APR shall be conducted by the department Chair. The NTTF member under review shall provide the Chair with a current Curriculum Vitae (CV); see recommended BGSU format and Sections A.1.a and A.2.a above for performance indicators, and a statement of accomplishments during the review period. The department Chair shall appoint a faculty member of rank higher than the NTTF member to observe and write a peer teaching review for at least one of the classes taught by the NTTF member. The Chair shall write a

report that includes a recommendation regarding reappointment, based on the NTTF member's CV, at least one peer teaching review per year, and student evaluations for classes all classes taught by the NTTF during the review period.

The Chair and the NTTF member shall comply with the timelines and submission instructions set by the University.

2. Enhanced Performance Review (E.P.R.):

a. Creation of materials:

For an NTTF member under EPR, the department's Promotion and Tenure Committee shall request a faculty member of rank higher than the NTTF member to observe and write a peer teaching review for at least one of the classes taught by the NTTF member each year. The reviews are included in the teaching portfolio of the NTTF member's dossier.

The NTTF member under review is required to compile a dossier consisting of:

- i. Curriculum Vitae (see recommended BGSU format and Sections A.1.a and A.2.a above for performance indicators).
- ii. Teaching Portfolio of Philosophy and Accomplishments
 - A narrative statement describing the NTTF member's philosophy.
 - Peer teaching reviews: All teaching reviews conducted for the review period once per year.
 - Student evaluations: All written comments and all numerical ratings for teaching effectiveness for every class taught in the review period. Materials are collated by the Chair.
 - At least one additional piece of evidence of accomplishments in teaching (the NTTF member may use the two lists of additional primary or secondary teaching performance indicators in Section A.1.a as a reference).
- iii. Service Portfolio of Philosophy and Accomplishments
 - A narrative statement describing the NTTF member's philosophy.
 - Evidence of accomplishments in service (the NTTF member may use the two lists of service performance indicators in Section A.2.a as a reference).
- iv. Prior APRs and EPRs, Dean's annual reviews, Provost's reviews.

b. Submission Timelines:

The Chair, the department's Promotion and Tenure Committee, and the candidate shall comply with the timelines and submission instructions set by the University.

C. Unit Faculty Involvement in the NTTF APR Process

The Department Chair conducts the annual performance review in accordance with this policy.

D. Academic Unit Criteria and Standards used in NTTF Promotion Review

1. Criteria for Promotion from Instructor to Lecturer:

For promotion from Instructor to Lecturer, the NTTF candidate must satisfy all criteria in the following list.

- a. A master's or a doctoral degree in a content area appropriate for the department.
- b. Teaching Accomplishments:
 - The NTTF candidate must have a demonstrated ability as an effective teacher.
 - Four or more peer teaching reviews arranged by the department: The NTTF candidate shall receive generally positive reviews that indicate the NTTF candidate is engaging students in the classroom and is effectively teaching the appropriate curriculum.
 - Courses taught: The NTTF candidate shall teach a variety of courses at all appropriate levels that are commensurate with the candidate's expertise and the department's needs.
 - Student evaluations: The NTTF candidate shall earn generally positive evaluations from students on both quantitative and qualitative student evaluations as compared to an appropriately comprised department cohort. It is expected that the NTTF candidate shall have quantitative student evaluation scores that are around or above the average for courses of the same level within a particular subfield. Qualitative responses shall not raise significant red flags that could indicate the instructor is not meeting minimal standards in the classroom.
 - Outside classroom activities: The NTTF candidate shall engage in at least two of the additional primary and/or secondary performance indicators (or equivalent) listed in A.1.a.
- c. Service Accomplishments: Dedications and commitments for an average of effectively and actively serving on one committee per semester at the minimum, including department, college, university, and professional committees, or its equivalent level of service.
- d. The successful candidate has been responsive to any concerns raised in previous reviews.

2. Criteria for Promotion from Lecturer to Senior Lecturer:

For promotion from Lecturer to Senior Lecturer, the NTTF candidate must satisfy all criteria in the following list.

- a. A master's or a doctoral degree in a content area appropriate for the department.

- b. **Teaching Accomplishments:**
- The NTTF member shall have an established record of excellence in teaching, including evidence of teaching leadership (e.g., curricular development, mentoring junior faculty, or other activities that demonstrate leadership in teaching)
 - Four or more peer teaching reviews arranged by the department: The NTTF candidate shall receive generally positive reviews that indicate the NTTF candidate is engaging students in the classroom and is effectively teaching the appropriate curriculum.
 - Courses taught: The NTTF candidate shall teach a variety of courses at all appropriate levels that are commensurate with the candidate's expertise and the department's needs.
 - Student evaluations: The NTTF candidate shall earn consistently positive evaluations from students on both quantitative and qualitative student evaluations. It is expected that the NTTF candidate shall have quantitative student evaluation scores that are around or above the average for courses of the same level within a particular subfield. Qualitative responses shall not raise significant red flags that could indicate the instructor is not meeting minimal standards in the classroom.
 - A good record of course coordination for at least three years, or its equivalent level of accomplishment, as evidenced by a range of teaching performance indicators.
- c. **Service Accomplishments:** Dedications and commitments for an average of two committees per semester at the minimum, including department, college, university, and professional committees, or its equivalent level of accomplishment as outlined on the two lists of service performance indicators in Section A.2.a above. The NTTF candidate shall have demonstrated leadership and significant contributions in service. Leadership in service is defined to mean that the individual has provided significant guidance to the goals and objectives of the department and has guided other individuals, teams, or entire organizations with whom they are affiliated.

E. Academic Unit Procedures for Creation and Submission of NTTF Promotion Materials

1. Creation of Materials:

The promotion procedure of the NTTF candidate is initiated at the request of the NTTF candidate. This request must be made to the Chair six weeks prior to the end of the Spring Semester, before the candidate starts compiling the dossier in the spring and summer semesters.

For promotion to lecturer, the candidate shall be reviewed for accomplishments since becoming an instructor at BGSU. For promotion to senior lecturer, the candidate shall be reviewed for accomplishments since promotion to lecturer with an emphasis on the last six years.

The NTTF candidate shall compile a dossier consisting of:

- a. Curriculum Vitae (see recommended BGSU format and Sections A.1.a and A.2.a above for performance indicators)
- b. Teaching Portfolio of Philosophy and Accomplishments
 - A narrative statement describing the NTTF member's philosophy.
 - Peer teaching reviews.
 - Student evaluations: All written comments and all numerical ratings for teaching effectiveness for every class taught in the review period.
 - Evidence of accomplishments in teaching (the candidate may use the two lists of teaching performance indicators in Section A.1.a above as a reference).
- c. Service Portfolio of Philosophy and Accomplishments
 - A narrative statement describing candidate philosophy.
 - Evidence of accomplishments in service (the candidate may use the two lists of service performance indicators in Section A.2.a above as a reference).
- d. Prior Reviews
 - For promotion to Lecturer: Former APRs and EPRs, Dean's annual reviews, Provost's reviews.
 - For promotion to Senior Lecturer: Last EPR and the previous promotion recommendations.

2. Submission Timelines:

The Chair, the department's Promotion and Tenure Committee, and the candidate shall comply with the timelines and submission instructions set by the University.

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

Probationary tenure-track faculty members shall be reviewed annually in the form of either an annual performance review (APR) or for reappointment in an enhanced performance review (EPR), in accordance with the CBA. The purpose of the said performance evaluations is to measure progress toward tenure and promotion to associate professor as well as to help the candidate establish a trajectory and a solid foundation for subsequent review for promotion to professor. As a result, we view the APRs and EPRs to be instructive and helpful in preparing credentials for promotion and continued growth in scholarship, teaching, and service beyond the initial promotion.

1. Evaluation of Teaching Performance:

A broad range of activities fall under the umbrella of teaching. Some performance indicators are included in the following two lists, in terms of their significance.

a. Teaching Performance Indicators.

Primary performance indicators included in all APRs and EPRs:

- Generally positive peer teaching reviews arranged by the department and conducted by faculty members of higher rank. Peer evaluations that indicate the TTF member is engaging students in the classroom and is effectively teaching the appropriate curriculum will be deemed positive.
- Active cooperation to teach a variety of courses at all appropriate levels that are commensurate with the faculty member's expertise and the department's needs
- Quality teaching as indicated by the quantitative component of student evaluations that are around or above the average for courses of the same level within a particular subfield; and,
- Quality teaching as indicated by the qualitative component of student evaluations that shall not raise significant red flags that could indicate the instructor is not meeting minimal standards in the classroom.

Additional primary performance indicators include but are not limited to:

- Receipt of honors or awards for exemplary teaching
- Effective and active course coordination (include number of sections coordinated)
- Effective and active direction of undergraduate research

Secondary performance indicators include (but are not limited to) effective and active:

- Use of innovative teaching methods
- Use of technology in the classroom
- Experiments in course content
- Publication of textbooks or textual materials
- Teaching-related professional development
- Curriculum design and development
- Teaching in emporium setting
- Volunteering in the tutoring center
- Direction of reading students and independent study students
- Work with student groups on teaching related activities
- Writing and grading of comprehensive exams and qualifying/preliminary exams
- Memberships on master's thesis reading committees
- Classroom guest lectures

b. Criteria and standards for teaching performance in APR and EPR:

For either APR or EPR, the following criteria and standards are applied in the evaluation of teaching performance of the TTF member.

- Peer teaching reviews arranged by the department: The TTF member shall receive generally positive reviews.

- **Courses taught:** The TTF member shall teach a variety of courses at all appropriate levels that are commensurate with the TTF member's expertise and the department's needs.
- **Student evaluations:** The TTF member shall earn generally positive evaluations from students on both quantitative and qualitative student evaluations as compared to an appropriately comprised department cohort.
- **Outside classroom activities:** The TTF member with at least two years employment shall engage in relevant activities beyond normal classroom teaching. Some examples of such activities are provided on the list in Part (a) above.

2. Evaluation of Research Performance:

The candidate shall have demonstrated ability to do scholarly work as indicated by publications, significant research, or presentation of refereed papers at regional or national meetings. Specifically, the candidate should build an independent and coherent research agenda that makes a substantial contribution to the discipline. Research accomplishments in the early stages of probation should demonstrate promise of such a contribution.

A broad range of activities fall under the umbrella of research. Some performance indicators are included in the following two lists, in terms of their significance.

a. Research Performance Indicators:

Primary performance indicators include (but are not limited to):

- Refereed articles submitted, accepted, in press, and published
- Funded grant and research proposals
- Doctoral students who completed degree requirements

Secondary performance indicators include (but are not limited to)

- Grant and research proposals submitted
- Refereed conference papers
- Publications including problems, problem solutions, abstracts, research reports and announcements
- Invited addresses
- Contributed papers
- Seminars and colloquia presented at BGSU or elsewhere
- International, national and regional conferences attended
- Participation in seminars
- Research work in progress

b. Criteria and standards for research performance in APR and EPR:

For either APR or EPR, the following criteria and standards are applied in the evaluation of research performance of the TTF member:

- **Quality and quantity of research:** Two or more articles accepted or published in good standing refereed journals for the EPR, and/or its equivalent level of accomplishment

in research activities. Consequently, we anticipate that for each APR, candidates will show progress toward achieving two or more accepted/published articles or the equivalent by the time of the EPR and eventually five or more articles by tenure review. The department values that the TTF research demonstrates research independence, although collaboration is also valued, as well as that it appears in leading venues.

3. Evaluation of Service Performance:

A broad range of activities fall under the umbrella of service, including service to the department, college, university, community, and profession. It is expected that over the course of the probationary period, candidates shall pursue a balance of activities that include effective and active engagement in unit, college, and/or university. Service to the profession and/or community is also valued. Some performance indicators are included in the following two lists, in terms of their significance.

a. Service Performance Indicators:

Faculty are expected to perform service, either by assignment, election, or self-nomination, in a quantity consistent with their assigned allocation of effort.

Primary performance indicators include (but are not limited to) effective and active:

- Chairmanship of department, college and university committees
- Memberships on department, college and university committees
- Management of department homepage
- Service as the department mediator
- Contribution to departmental public relations and promotion such as Alumni Newsletter
- Community outreach or engagement of a professional nature
- Recruitment of graduate and undergraduate students
- Advising of graduate and undergraduate students
- Working with student groups
- Coaching of mathematics or statistics team
- Organizing and running departmental and interdepartmental seminars
- Reviewing of published articles
- Refereeing activity for journals, books, grant proposals etc.
- Editorial activity
- Leadership in professional organization
- Service on professional committees
- Service to professional societies such as KME, MAA, NCTM etc.
- Engagement in leading professional development

Secondary performance indicators include (but are not limited to) effective and active:

- Mentoring of graduate teaching assistants
- Mentoring of graduate and undergraduate students
- Mentoring faculty members

- Running departmental computer systems and labs
 - Engagement in University and College especial activities, e.g. Preview day, STEM Day, commencement, Major Mania, Undergraduate Research Fairs, Career Expos etc.
 - Writing peer teaching evaluations
 - Writing recommendation letters
- b. Criteria and standards for service performance in APR and EPR:
- The TTF member shall effectively serve on at least one committee per semester, including department, college, university, and professional committees, or its equivalent level of service. Effective service entails being a thoughtful and helpful member of the committee by supporting the agenda and tasks assigned to and by the committee. At the time of an EPR, it is expected that the TTF member has effectively and actively served on multiple committees or the same committee for a protracted basis based upon the department's needs.

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

1. Annual Performance Review (A.P.R.):

The TTF member under review shall provide the Chair with a current Curriculum Vitae (see recommended BGSU format and Sections F.1.a, F.2.a, and F.3.a in the above for performance indicators) and a statement of accomplishments during the review period.

The Chair and the TTF member shall comply with the timelines and submission instructions set by the University.

2. Enhanced Performance Review (E.P.R.):

a. Creation of Materials:

The department's Promotion and Tenure Committee shall request a tenured BUFM to observe and write a peer teaching review for at least one of the classes taught by the TTF member. The reviews are included in the teaching portfolio of the TTF member's dossier.

The TTF member is required to compile a dossier consisting of:

- i. Curriculum Vitae (see recommended BGSU format and Sections F.1.a, F.2.a, and F.3.a in the above for performance indicators).
- ii. Teaching Portfolio of Philosophy and Accomplishments
 - A narrative statement describing the TTF member's philosophy
 - Two or more peer teaching reviews.
 - Student evaluations: All written comments and all numerical ratings for teaching effectiveness for every class taught in the review period.

- At least one additional piece of evidence of accomplishments in teaching (the TTF member may use the two lists of additional primary or secondary teaching performance indicators in Section F.1.a as a reference).
- iii. Research Portfolio of Philosophy and Accomplishments
 - A narrative statement describing the TTF member's trajectory.
 - Evidence of accomplishments in research (the TTF may use the two lists of research performance indicators in Section F.2.a above as a reference). This evidence must include all substantive publications produced during the review period.
 - iv. Service Portfolio of Philosophy and Accomplishments
 - A narrative statement describing the TTF member's philosophy.
 - Evidence of accomplishments in service (the TTF may use the two lists of service performance indicators in Section F.3.a above as a reference).
 - v. Prior APRs and EPRs, Dean's annual reviews, Provost's reviews.
- b. Submission Timelines:
The Chair, the department's Promotion and Tenure Committee, and the candidate shall comply with the timelines and submission instructions set by the University.

H. Unit Faculty Involvement in the TTF APR Process

The Chair shall write a draft report that includes a statement about whether the candidate is making satisfactory progress towards tenure. Afterwards, the Chair will circulate among the faculty of higher rank the APR materials and draft of his/her report and recommendation. The faculty of higher rank will then be solicited for their opinions on the progress of the probationary faculty. In the report to the Dean and Provost/VPAA, the Chair will include his/her recommendation as well as the summary of the feedback from the faculty of higher rank.

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

1. Criteria and Standards for Tenure and Promotion from Assistant Professor to Associate Professor

For tenure and promotion from Assistant Professor to Associate Professor, the candidate must satisfy all of the criteria in the following list.

- a. A PhD degree or an equivalent terminal degree in a content area appropriate for the department.
- b. Teaching Accomplishments (depending on assigned duties):

- Five or more peer teaching reviews arranged by the department: The TTF candidate shall receive generally positive reviews.
 - Courses taught: The TTF candidate shall teach a variety of courses at all appropriate undergraduate and graduate levels that are commensurate with the candidate's expertise and the department's needs.
 - Student evaluations: The TTF candidate shall earn generally positive evaluations from students on both quantitative and qualitative student evaluations as compared to an appropriately comprised department cohort.
 - Graduate Programs: Contributions to graduate programs beyond normal classroom teaching, such as mentoring and advising graduate students, writing and grading master's comprehensive examinations and doctoral qualifying examinations, participating in doctoral preliminary examinations, running reading courses for graduate students, and/or a trajectory leading toward active involvement in supervision of a master's thesis or a doctoral dissertation which is an ongoing expectation of every TTF member.
- c. **Research Accomplishments**
- Quality and quantity of research: Typically, the successful candidate shall have one or more publications per year on average or equivalent during the review period. Achievement of only the minimum does not ensure satisfactory quality. The quality of the research work will be assessed within the department by eligible voters and within the discipline by the external reviewers, who evaluate the significance and impact of the candidate's body of work on the larger academic community. Also, the department values that the TTF member's research demonstrates research independence, although collaboration is also valued, as well as that the research work appears in leading venues.
 - External research reviews: Generally positive comments on the candidate's body of work, in terms of quality, quantity, significance and impact of research and research agenda.
- d. **Service Accomplishments:** Faculty members are expected to perform service, either by assignment, election, or self-nomination, in a quantity consistent with their assigned allocation of effort and the department's needs. Over the course of the probationary period, candidates should seek a balance of activities that include sufficient engagement in unit, college, and/or university governance. It is generally expected that, at a minimum, the TTF candidate has active and effective departmental service in addition to one or more service experiences at the college or university level. In addition, service to the profession and/or community is valued by the department. Specifically, the department expects, on average, effective and active service on one committee per semester at the minimum, including department, college, university, and professional committees, or its equivalent level of service.
- e. **Positive APRs and EPRs:** Satisfactory progress toward tenure and promotion.

2. Criteria for Promotion from Associate Professor to Professor

For promotion from Associate Professor to Professor, the candidate must satisfy all of the criteria in the following list.

- a. A PhD degree or an equivalent terminal degree in a content area appropriate for the department.
- b. Teaching Accomplishments:
 - Peer teaching reviews arranged by the department: The TTF candidate shall receive generally positive reviews.
 - Courses taught: The TTF candidate shall teach a variety of courses at all appropriate levels that are commensurate with the candidate's expertise and the department's needs.
 - Teaching Leadership: The TTF candidate should provide teaching leadership for at least a particular course or set of courses within the candidate's discipline.
 - Student evaluations: The TTF candidate shall earn generally positive evaluations from students on both quantitative and qualitative student evaluations as compared to an appropriately comprised department cohort.
 - Graduate programs: Directed a PhD dissertation, or two master's theses, and/or an equivalent level of accomplishments and leadership in teaching activities at the graduate level.
- c. Research Accomplishments
 - Quality and quantity of research: The candidate shall have demonstrated an international reputation as a researcher in the candidate's discipline with the body of work demonstrating excellence and quality. It is expected that the candidate has amassed at least six articles accepted or published, with several appearing in leading venues, during the review period (or last six years if the review period exceeds six years). Achievement of only the minimum does not ensure satisfactory quality. The quality of the research work will be assessed within the department by eligible voters and within the discipline by the external reviewers, who evaluate the significance and impact of the candidate's body of work on the larger academic community.
 - External research reviews: Generally positive comments on the candidate's body of work, in terms of quality, quantity, significance of research, and continuing record of excellence.
 - Further indicators of an international reputation may include invited research presentations outside BGSU, serving as a referee or editor for reputed journals, citations, external research grant.
- d. Service Accomplishments:
 - Faculty, no matter what rank, are expected to perform service, either by assignment, election, or self-nomination, in a quantity consistent with their assigned allocation of effort. Specifically, the department expects, on average, effective and active service on average of two committees per semester at the minimum, including department, college, university, and professional committees, or its equivalent level of service.
 - Demonstrated leadership and significant contributions in service. Leadership in service is defined to mean that the individual has provided significant guidance to the

goals and objectives of the department and has guided other individuals, teams, or entire organizations with whom they are affiliated.

- Demonstrated significant service to the candidate's discipline or to the community, or both.

J. Academic Unit Procedures for Creation and Submission of Tenure and Promotion Materials

1. Creation of Materials:

The promotion procedures of the TTF candidate is initiated at request of the TTF candidate. This request must be made to the Chair six weeks prior to the end of the Spring Semester, before the candidate starts compiling the dossier in the spring and summer semesters.

The department's Promotion and Tenure Committee shall request a tenured BUFM to observe and write a peer teaching review for at least one of the classes taught by the TTF candidate. The reviews are included in the candidate's dossier. For promotion from Associate Professor to Professor, the Chair should work with the Promotion and Tenure Committee to conduct at least three peer teaching reviews during the time when the candidate is an associate professor.

The TTF candidate and the unit will follow the University guidelines on external review policies and procedure as defined on the Provost's website.

The TTF candidate shall compile a dossier consisting of:

- a. Curriculum Vitae (see recommended BGSU format and Sections F.1.a, F.2.a and F.3.a in the above for performance indicators).
- b. Teaching Portfolio of Philosophy and Accomplishments
 - A narrative statement describing the TTF's philosophy.
 - At least five peer teaching reviews for promotion to associate professor and at least three peer teaching reviews for promotion to full professor.
 - Student evaluations: All written comments and all numerical ratings for teaching effectiveness for every class taught in the review period.
 - Evidence of accomplishments in teaching (the TTF member may use the two lists of teaching performance indicators in Section F.1.a above as a reference).
- c. Research Portfolio of Philosophy and Accomplishments
 - A narrative statement describing the TTF's trajectory.
 - External research reviews (put together by department's Promotion and Tenure Committee).

- Evidence of accomplishments in research (the TTF member may use the two lists of teaching performance indicators in Section F.2.a above as a reference) including all substantive publications.
- d. Service Portfolio of Philosophy and Accomplishments
- A narrative statement describing candidate philosophy.
 - Evidence of accomplishments in service (the TTF member may use the two lists of service performance indicators in Section F.3.a above as a reference).
- e. Prior Reviews (only for promotion from Assistant Professor to Associate Professor with Tenure): Former APRs and EPRs, Dean's annual reviews, Provost's reviews.

2. Submission Timelines:

The Chair, the department's Promotion and Tenure Committee, and the candidate shall comply with the timelines and submission instructions set by the University.

Approved by the Department of Mathematics and Statistics on January 24th, 2018 after discussion at the January 16th Faculty Meeting. Minor adjustments approved by Advisory Committee on April 18th, 2018.

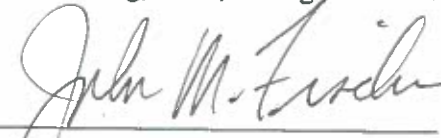


_____ Date 4/19/2018

Hanfeng Chen, Chair

Approved:  _____ Date 4/19/2018

Raymond A. Craig, Dean, College of Arts & Sciences

Approved:  _____ Date 4/23/2018

John M. Fischer, Provost and Senior VP for Academic, Interim