

Reappointment, Tenure, and Promotion Policy

Part II: Academic Unit Criteria, Standards and Processes

Academic Unit: Department of Humanities/Firelands College

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

Teaching effectiveness by faculty is vital to the development and enhancement of the intellectual quality and academic integrity of the University. Achievement in this area is of critical importance to the Department's evaluation of Non-tenure Track Faculty. Domains used in the evaluation of teaching include: undergraduate teaching, instructional development, and other contributions to student learning that, for example, might be expressed through course activities and pedagogies such as service learning, cooperative learning experiences, internships, simulations, and other kinds of engagement activities related to teaching.

1. Undergraduate Teaching

Given the Department's involvement in undergraduate degree programs, high quality undergraduate instruction is considered to be a principal component of a faculty member's record of teaching. Performance indicators for APRs and EPRs that are used in the evaluation of teaching are:

- a. Statements of teaching philosophy and pedagogy. The faculty member is to summarize his or her approach to the teaching task—philosophy of education, teaching methodologies, and/or self-assessment of what the individual thinks he or she does best. This statement sets the context by which evaluators assess all other information regarding the teaching of the faculty member.
- b. Peer teaching observations. Over the course of the review period, faculty are to have colleagues from within the Department into the classroom to observe teaching using the Humanities Department peer evaluation form. Including evaluations from peers outside the Department, for example, other Firelands faculty or main campus faculty members from one's discipline, is also acceptable (these evaluators will also use the Humanities Department peer evaluation form). The faculty member shall receive a written evaluation of his or her performance. Peer evaluations should be in the range of "adequate" or higher for reappointment. In special cases, allowances can be made for factors that might lower the peer evaluation rating, however, such factors and their relevance must be addressed and justified by the faculty member in his or her Teaching Narrative. In these cases, Department and College reviewers are expected to take into consideration the information offered in the Teaching Narrative in their evaluation processes. All evaluations and replies are to be kept on file by the Department and by the faculty. Faculty should receive at least one evaluation per academic year.

- c. Results of student evaluations of courses taught. The department-approved student evaluation tool is to be used by all NTTF. In addition to this instrument, other student assessment instruments (qualitative or quantitative) may also be included.

Data gathered from these instruments should be summarized and contextualized with a focus on reflective practice, professional development, and improving student learning, and with the goal of maintaining “above average” scores overall. Student evaluation numbers are part of a larger picture about teaching and just one indicator of teaching effectiveness. Faculty members are required to include student evaluations from all sections of courses taught although student evaluations for courses in which fewer than five students, or 15% of students in the course, submitted evaluations, will be flagged to indicate they are unlikely to be either reliable or valid.

- d. Syllabi and other instructional materials. Syllabi or other handouts are expected to include the following: a) goals/objectives for the course; b) statement of student learning outcomes; c) course requirements, including an explanation of expectations and procedures for term papers or projects; d) policies, procedures, criteria, and/or schedule of grading; e) policy on plagiarism or cheating; f) other University policies (e.g. accessibility services information). Instructional materials should also be included and assessed to ensure a) handouts reflect an appropriate level of scholarship and/or intellectual challenge for a particular course, b) assignments appear to be stimulating and challenging learning experiences, c) the materials are current and legible, and d) A diversity of instructional activities are employed (computer assisted, small group work, etc.).
- e. Copies of evaluation instruments for assessing student learning. Copies of tests, samples of writing assignments or projects, and other evaluative instruments of exercises should be submitted. These materials should be assessed for appropriateness of academic level and for consistency with stated goals and learning outcomes (e.g. recognition and recall vs. analysis and synthesis skills). Descriptions of evaluation processes may be substituted in the case of clinicals.
- f. Indicators of continued growth and vitality as an instructor. Indicators of continued growth and vitality might include the introduction of innovative teaching methodologies such as demonstrated in service learning activities; evidence of analysis of previous teaching experiments or techniques; indicators of creative and effective evaluation procedures; major reconceptualization and reorganization of courses; updating of courses to keep them current with new developments in the field; offering of courses not previously taught by the instructor; introduction of new courses into the curriculum; technology and resources to promote active student learning; attendance at conferences and workshops on teaching, courses taken, and other professional development activities to enhance teaching skills.
- g. Other evidence of effective teaching. Faculty member may include other material which he or she believes serves as evidence of good teaching (e.g., teaching

awards; letters of commendations from Departments or Colleges at Bowling Green; student enrollment and retention data; written statements from colleagues and others concerning preparedness and effectiveness in teaching including feedback and assessment from external community partners; assessment outcome strategies and/or data; and unsolicited letters from students).

2. Professional Development/Research/Creative Work

It is understood that the Non-Tenure Track Faculty workload places an emphasis on classroom instruction. Therefore, professional development activities that enhance NTTF teaching performance are especially encouraged (e.g. attendance at conferences and workshops; enrollment in advanced courses; participation in learning communities).

a. Additional Types of scholarly activity may include:

- i. Authoring or editing scholarly publications--books (including anthologies, proceedings, and textbooks), monographs, articles, columns, plays, novels, short stories, poems, translations, indices, bibliographies, and compositions. Articles and other refereed publications on teaching shall be recognized as scholarly activity.
- ii. Authoring reviews of books, films, plays, records, etc. published in scholarly journals.
- iii. Presenting or responding to scholarly papers at professional conferences (invited, refereed, and non-refereed), musical compositions/arrangements, theatrical productions, or visual art works at state, regional, national, or international meetings. Presentations on teaching shall be recognized as scholarly activity.
- iv. Appropriate participation in professional development activities such as classes, training, conferences, professional meetings, seminars, workshops, professional reading and other such activities.
- v. Producing and distributing non-print media to a state, regional, national, or international market (video and audio programs, computer software, CD and CD-ROM packages, Internet websites, etc.)
- vi. Directing, designing, administering, writing, composing, or creating concerts/recitals, recordings, artistic creations, exhibits, and dramatic productions/presentations.
- vii. Designing research projects; patenting or licensing discoveries or creations; or publishing reports (technical, management reports, ERIC publications, and publications resulting from customized training).
- viii. Producing educational materials or delivery systems which are reviewed externally.

- ix. Sponsored Program Extramural Support for Research or Creative Work. Performance indicators include: number of grant applications submitted; agency reviewers' evaluations of the proposal; significance and scope of the project; research funds awarded; and performance of duties as principal investigator for funded projects.
- x. Producing scholarly work as outlined and defined by Ernest L. Boyer in "The Scholarship of Engagement" (1996), a standard reference at institutions such as BGSU Firelands for reappointment, tenure, and promotion.
- xi. Thesis and dissertation for degrees shall not be considered.

When considering the quantity and quality of scholarship/professional development required for reappointment for NTTF, the following guidelines apply. Non-tenure-track faculty should have demonstrated engagement in their discipline by providing evidence of planned (or scheduled) attendance at one regional or national workshop or conference. Presentations or publications may substitute for attendance at a conference during the review period. In the performing arts, benchmarks may also focus upon, or may be connected with (but are not limited to) directing, acting, designing (scenic, costume, light, sound, etc.), stage managing, and playwriting productions at the regional, national or international level. In the visual arts, benchmarks focus upon or may be connected with (but are not limited to) participation in juried or invited group and solo exhibitions at the regional and national levels. The scholarship/professional development equivalent to the guidelines listed above will be considered if adequate explanation of the equivalency is provided in the Research Narrative.

3. Service Effectiveness

Service contributions by faculty at the Department, College, University, and professional levels are critical to the overall mission of the University. Faculty shall provide a record which documents continuous and active involvement in service.

The Humanities Department defines service as performance of Departmental, collegiate, University, professional activities, and activities involving external private and public communities, most notably those within the BGSU Firelands service area. Such activities may fall within the following domains: involvement in internal affairs and institutional governance; professional expertise shared with public and private organizations external to the University; and contributions to a faculty member's profession. In presenting their records of service, faculty members should include documentation which provides evidence of their activities and contributions and which address the performance indicators used for evaluation.

Regarding service as a requirement for reappointment, non-tenure-track faculty should engage in meaningful service. Meaningful service includes service to a community or process or endeavor that is important to the mission, operations, or growth of the Humanities Department, Firelands College, Bowling Green State University, the faculty member's academic profession, or the community. Faculty should discuss in the service section of their dossier the respects in which their service is meaningful and

also their degree of involvement (i.e. their role in the committee, the amount of time spent on the service endeavor, etc.). Faculty should engage in at least two meaningful service committees or processes or endeavors per year.

The schedule and deadlines necessary for completing the performance reviews under this section shall comply with the timelines required by the Office of the Provost/VPAA.

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

Beginning in the first year of a teaching appointment, faculty must create and maintain an up-to-date teaching portfolio that contains written records pertaining to their teaching.

Enhanced Performance Reviews shall require that the NTTF member compile a dossier consisting of his/her curriculum vitae (CV) and the following additional supporting materials: unit RTP document, teaching narrative (philosophy statement), peer evaluations of teaching, quantitative teaching scores, qualitative teaching scores (optional), other indicators of teaching effectiveness, service narrative, relevant supporting service materials, research narrative (philosophy statement for professional development), examples of scholarly/creative work, annual performance evaluations, previous reappointment letters.

Unit Faculty Involvement in the NTTF APR Process

- a. The Department chair shall convene an NTTF review committee and appoint a chair of that committee.
- b. The review shall evaluate the faculty member's progress in teaching, research or creative work, and service.
- c. Dates for the review process are established by the Office of the Provost, the Office of the Dean and the Department Chair. The Office of Instructional Services will prepare the ballots for the Department.
- d. The review committee members will meet to discuss the dossier prior to completing the individual Department APR evaluation form.
- e. The Chair of the NTTF review committee will compile ballots/evaluation forms, write the committee's review memo and forward those to the Department chair.
- f. Department Chair writes a memo to the Dean appraising the candidate's performance and summarizing the vote and discussion from the faculty.

Academic Unit Criteria and Standards used in NTTF Promotion Review

Criteria for Promotion from Instructor to Lecturer:

- a. Shall have a minimum of a master's degree in a content area appropriate for the academic unit of appointment

- b. Shall have a minimum of six years' experience as an Instructor (however, based upon exceptional performance or achievement, a Bargaining Unit Faculty Member, at the discretion of the Dean, may have the opportunity to apply for promotion prior to six (6) years),
- c. shall demonstrate teaching effectiveness as described under "Academic Unit Criteria and Standards Used in APRs and EPRs of NTTF in Years One-Six";
- d. shall show active participation in professional development/scholarship opportunities;
- e. and shall give evidence of active involvement in service to the Department, College, University, and/or profession.

1. Undergraduate Teaching

See "Undergraduate Teaching" 1.a. — 1.g. under previous section, "Academic Unit Criteria and Standards Used in APRs and EPRs of NTTF in Years One-Six."

2. Professional Development/Research/Creative Work

See "Professional Development/Research/Creative Work" 2.a under previous section, "Academic Unit Criteria and Standards Used in APRs and EPRs of NTTF in Years One-Six."

When considering the quantity and quality of scholarship/professional development required for promotion for NTTF, the following guidelines apply. Non-tenure-track faculty should have demonstrated engagement in their discipline by providing evidence of attendance at one national conference or three regional conferences over the six year period. Presentations or publications may substitute for attendance at a conference during the review period for promotion. In the performing arts, benchmarks focus upon, or are connected with (but are not limited to) directing, acting, designing (scenic, costume, light, sound, etc.), stage managing, and playwriting productions at the regional, national or international level. In the visual arts, benchmarks focus upon or are connected with (but are not limited to) participation in juried or invited group and solo exhibitions at the regional and national levels. The scholarship/professional development equivalent to the guidelines listed above will be considered if adequate explanation of the equivalency is provided in the Research Narrative.

3. Service Effectiveness

See "Service Effectiveness" 3 under previous section, "Academic Unit Criteria and Standards Used in APRs and EPRs of NTTF in Years One-Six."

Criteria for Promotion from Lecturer to Senior Lecturer

Effective teaching can be demonstrated in part by generally high student evaluations (e.g., above average per the rating system) for each course section taught in the academic year, including summer and through a demonstration of leadership and/or innovation in teaching. In addition, a minimum of at least one largely positive peer evaluation from full-time BGSU Firelands faculty is required each year. (Peer evaluations should regularly be conducted by Humanities faculty members, though not all observations need to come from Humanities faculty members. The candidate has the option of inviting non-departmental members to observe his or her classroom as well).

a. Undergraduate Teaching

Given the Department's involvement in undergraduate degree programs, high quality undergraduate instruction is considered to be a principal component of a faculty member's record of teaching. Performance indicators that are used in the evaluation of teaching are:

- i. Statements of teaching philosophy and pedagogy. The faculty member is to summarize his or her approach to the teaching task— philosophy of education, teaching methodologies, and/or self-assessment of what the individual thinks he or she does best. This statement sets the context by which evaluators assess all other information regarding the teaching of the faculty member.
- ii. Peer teaching observations. Over the course of the review period, faculty are to have colleagues from within the Department into the classroom to observe teaching using the Humanities Department peer evaluation form. Including evaluations from peers outside the Department, for example, other Firelands faculty or main campus faculty members from one's discipline, who will use the Humanities Department form, is also acceptable. The faculty shall receive a written evaluation of his or her performance. All evaluations and replies are to be kept on file by the Department and by the faculty and are included in the peer evaluation section of the dossier. Faculty should receive at least one evaluation per academic year. Peer evaluations should be in the range of "adequate" or higher for promotion. In special cases, allowances can be made for factors that might lower the peer evaluation rating, however, such factors and their relevance must be addressed and justified by the faculty member in his or her Teaching Narrative. In these cases, Department and College reviewers are expected to take into consideration the information offered in the Teaching Narrative in their evaluation processes.
- iii. Results of student evaluations of courses taught. The department-approved student evaluation tool is to be used by all NTTF. In addition to this instrument, other student assessment instruments (qualitative or quantitative) may also be included.

Data gathered from these instruments should be summarized and contextualized with a focus on reflective practice, professional development, and improving student learning, and with the goal of maintaining “above average” scores overall. Student evaluation numbers are part of a larger picture about teaching and just one indicator of teaching effectiveness. Faculty members are required to include student evaluations from all sections of courses taught although student evaluations for courses in which fewer than five students, or 15% of students in the course, submitted evaluations, will be flagged to indicate they are unlikely to be either reliable or valid.

- iv. Syllabi and other instructional materials. Syllabi or other handouts are expected to include the following: a) goals/objectives for the course; b) statement of student learning outcomes; c) course requirements, including an explanation of expectations and procedures for term papers or projects; d) policies, procedures, criteria, and/or schedule of grading; e) policy on plagiarism or cheating; f) other University policies (e.g. accessibility services information). Instructional materials should also be included and assessed to ensure: a) handouts reflect an appropriate level of scholarship and/or intellectual challenge for a particular course. b) assignments appear to be stimulating and challenging learning experiences. c) the materials are current and legible. and d) A diversity of instructional activities are employed (computer assisted, small group work, etc.)?
- v. Copies of evaluation instruments for assessing student learning. Copies of tests, samples of writing assignments or projects, and other evaluative instruments of exercises should be submitted. These materials should be assessed for appropriateness of academic level and for consistency with stated goals and learning outcomes (e.g. recognition and recall vs. analysis and synthesis skills). Descriptions of evaluation processes may be substituted in the case of clinicals.
- vi. Indicators of continued growth and vitality as an instructor. Indicators of continued growth and vitality might include the introduction of innovative teaching methodologies such as demonstrated in service learning activities; evidence of analysis of previous teaching experiments or techniques; indicators of creative and effective evaluation procedures; major reconceptualization and reorganization of courses; updating of courses to keep them current with new developments in the field; offering of courses not previously taught by the instructor; introduction of new courses into the curriculum; technology and resources to promote active student learning; attendance at conferences and workshops on teaching, courses taken, and other professional development activities to enhance teaching skills.
- vii. The faculty member shall demonstrate teaching leadership by, for example, mentoring colleagues, developing or implementing curricular changes, implementing innovative pedagogy, or similar measures.

viii. Other evidence of effective teaching. Faculty member may include other material which he or she believes serves as evidence of good teaching (e.g., teaching awards; letters of commendations from Departments or Colleges at Bowling Green; student enrollment and retention data; written statements from colleagues and others concerning preparedness and effectiveness in teaching including feedback and assessment from external community partners; assessment outcome strategies and/or data; and unsolicited letters from students).

b. Shall have two intensive internal peer evaluations. An intensive internal peer evaluator will observe classroom instruction (online or face-to-face) and will review the following support items: syllabus, a formal assignment prompt, and a set of graded student responses to the prompt that represent a range of grades (preferably A-F).\

Successful candidates for promotion to Senior Lecturer will have demonstrated success in at least four of the following performance indicators in the most recent six years as Lecturer.

- i. Evidence of new courses developed or existing courses improved;
- ii. Evidence of effective use of instructional technology and other resources to promote student learning;
- iii. Evidence of other contributions to student learning that fall outside the standard curriculum (e.g., independent studies, Honors' theses advisor, etc.); • Teaching awards;
- iv. Scholarly or creative activities that contribute to teaching expertise;
- v. Documentation of work with student organizations;
- vi. Mentorship in teaching and pedagogy;
- vii. Evidence of participation in or leadership of professional development activities designed to improve teaching;
- viii. Service work (e.g., committee membership) for regional or national disciplinary organizations (i.e., professional academic societies)

c. Professional Development/Research/Creative Work

As a means of facilitating the evaluation, faculty members should maintain a record of their research/creative work which addresses the performance indicators used for evaluation.

It is understood that the Non-Tenure Track Faculty workload places an emphasis on classroom instruction. Therefore, professional development activities that enhance the NTTF teaching are especially encouraged (e.g. attendance at conferences and workshops; enrollment in advanced courses; participation in learning communities).

- i. Additional Types of scholarly activity may include:
 1. Authoring or editing scholarly publications--books (including anthologies, proceedings, and textbooks), monographs, articles, columns, plays, novels, short stories, poems, translations, indices, bibliographies, and compositions. Articles and other refereed publications on teaching shall be recognized as scholarly activity.
 2. Authoring reviews of books, films, plays, records, etc. published in scholarly journals.
 3. Presenting or responding to scholarly papers at professional conferences (invited, refereed, and non-refereed), musical compositions/arrangements, theatrical productions, or visual art works at state, regional, national, or international meetings. Presentations on teaching shall be recognized as scholarly activity.
 4. Appropriate participation in professional development activities such as classes, training, conferences, professional meetings, seminars, workshops, professional reading and other such activities.
 5. Producing and distributing non-print media to a state, regional, national, or international market (video and audio programs, computer software, CD and CD- ROM packages, Internet websites, etc.)
 6. Directing, designing, administering, writing, composing, or creating concerts/recitals, recordings, artistic creations, exhibits, and dramatic productions/presentations.
 7. Designing research projects; patenting or licensing discoveries or creations; or publishing reports (technical, management reports, ERIC publications, and publications resulting from customized training).
 8. Producing educational materials or delivery systems which are reviewed externally.

9. Sponsored Program, Extramural Support for Research or Creative Work. Performance indicators include: number of grant applications submitted; agency reviewers' evaluations of the proposal; significance and scope of the project; research funds awarded; and performance of duties as principal investigator for funded projects.
10. Thesis and dissertation for degrees shall not be considered.

When considering the quantity and quality of scholarship/professional development required for promotion for NTTF, the following guidelines apply. In addition to two examples every year of continuous professional development, non-tenure-track faculty should have demonstrated engagement in their discipline by providing evidence of attendance at one national conference or three regional conferences over the six-year period.

Presentations or publications may substitute for attendance at a conference during the review period for promotion. In the performing arts, benchmarks focus upon, or are connected with (but are not limited to) directing, acting, designing (scenic, costume, light, sound, etc.), stage managing, and playwriting productions at the regional, national or international level. In the visual arts, benchmarks focus upon or are connected with (but are not limited to) participation in juried or invited group and solo exhibitions at the regional and national levels. The scholarship/professional development equivalent to the guidelines listed above will be considered if adequate explanation of the equivalency is provided in the Research Narrative.

d. Service Effectiveness

Service contributions by faculty at the Department, College, University, and professional levels are critical to the overall mission of the University. Faculty shall provide a record which documents continuous and active involvement in service.

The Humanities Department defines service as performance of Departmental, collegiate, University, professional activities, and activities involving external private and public communities, most notably those within the BGSU Firelands service area. Such activities may fall within the following domains: involvement in internal affairs and institutional governance; professional expertise shared with public and private communities external to the University; and contributions to a faculty member's profession. In presenting their records of service, faculty members should include documentation which provides evidence of their activities and contributions and which address the performance indicators used for evaluation.

Regarding service, as a requirement for reappointment, non-tenure-track faculty should engage in meaningful service. Meaningful service includes service to a community or process or endeavor that is important to the

mission, operations, or growth of the Humanities Department, Firelands College, Bowling Green State University, the faculty member's academic profession, or the community. Faculty should discuss in the service section of their dossier the respects in which their service is meaningful and also their degree of involvement (i.e. their role in the committee, the amount of time spent on the service endeavor, etc.). Faculty should engage in at least two meaningful service committees or processes or endeavors per year. If opportunities are available, the faculty member shall demonstrate leadership in service activities, such as serving as a committee chair.

Academic Unit Procedures for Creation and Submission of NTTF Promotion Materials

The faculty member shall prepare an up-to-date and documented dossier that includes material since the last promotion, with an emphasis on performance during the last six years. The dossier will include an up to date curriculum vitae (CV) and current course syllabi of courses taught over the past (5) five years. The dossier shall also provide evidence of teaching effectiveness, professional development, and service.

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

Teaching effectiveness by faculty is vital to the development and enhancement of the intellectual quality and academic integrity of the University. Achievement in this area is of critical importance to the Department's evaluation of Tenure Track Faculty. Domains used in the evaluation of teaching include: undergraduate teaching; instructional development; and other contributions to student learning that for example might be expressed through many course activities and pedagogies such as service learning, cooperative learning experiences, internships, simulations and other kinds of engagement activities related to teaching.

Undergraduate Teaching

Given the Department's involvement in undergraduate degree programs, high quality undergraduate instruction is considered to be a principal component of a faculty member's record of teaching. Performance indicators that are used in the evaluation of teaching are:

- a. Statements of teaching philosophy and pedagogy. The faculty member is to summarize his or her approach to the teaching task— philosophy of education, teaching methodologies, and/or self-assessment of what the individual thinks he or she does best.

This statement sets the context by which evaluators assess all other information regarding the teaching of the faculty member.

- b. Peer teaching observations. Over the course of the review period, faculty are to have colleagues from within the Department into the classroom to observe teaching using the Humanities Department peer evaluation form with priority

given first to evaluations from tenured faculty. Including evaluations from peers outside the Department, for example, other Firelands faculty or main campus faculty members from one's discipline, is also acceptable (these evaluators will also use the Humanities Department peer evaluation form). The faculty member should receive at least one written evaluation per academic year. Peer evaluations should be in the range of "adequate" or higher. In special cases, allowances can be made for factors that might lower the peer evaluation rating, however, such factors and their relevance must be addressed and justified by the faculty member in his or her Teaching Narrative. In these cases, Department and College reviewers are expected to take into consideration the information offered in the Teaching Narrative in their evaluation processes. All evaluations and replies are to be kept on file by the Department and by the faculty and are included in the peer evaluation section of the dossier.

- c. Results of student evaluations of courses taught. The department-approved student evaluation tool is to be used by all TTF. In addition to this instrument, other student assessment instruments (qualitative or quantitative) may also be included.

Data gathered from these instruments should be summarized and contextualized with a focus on reflective practice, professional development, and improving student learning, and with the goal of maintaining "above average" scores overall. Student evaluation numbers are part of a larger picture about teaching and just one indicator of teaching effectiveness. Faculty members are required to include student evaluations from all sections of courses taught although student evaluations for courses in which fewer than five students, or 15% of students in the course, submitted evaluations, will be flagged to indicate they are unlikely to be either reliable or valid.

- d. Syllabi and other instructional materials. Syllabi or other handouts are expected to include the following: a) goals/objectives for the course; b) statement of student learning outcomes; c) course requirements, including an explanation of expectations and procedures for term papers or projects; d) policies, procedures, criteria, and/or schedule of grading; e) policy on plagiarism or cheating; f) other University policies (e.g. accessibility services information). Instructional materials should also be included and assessed to ensure a) handouts reflect an appropriate level of scholarship and/or intellectual challenge for a particular course, b) assignments appear to be stimulating and challenging learning experiences, c) the materials are current and legible, and d) A diversity of instructional activities are employed (computer assisted, small group work, etc.).
- e. Copies of evaluation instruments for assessing student learning. Copies of tests, samples of writing assignments or projects, and other evaluative instruments of exercises should be submitted. These materials should be assessed for appropriateness of academic level and for consistency with stated goals and

learning outcomes (e.g. recognition and recall vs. analysis and synthesis skills). Descriptions of evaluation processes may be substituted in the case of clinicals.

- f. Indicators of continued growth and vitality as an instructor. Indicators of continued growth and vitality might include the introduction of innovative teaching methodologies such as demonstrated in service learning activities; evidence of analysis of previous teaching experiments or techniques; indicators of creative and effective evaluation procedures; major reconceptualization and reorganization of courses; updating of courses to keep them current with new developments in the field; offering of courses not previously taught by faculty member; introduction of new courses into the curriculum; technology and resources to promote active student learning; attendance at conferences and workshops on teaching, courses taken, and other professional development activities to enhance teaching skills.
- g. Other evidence of effective teaching. Faculty member may include other material which he or she believes serves as evidence of good teaching (e.g., teaching awards; letters of commendations from Departments or Colleges at Bowling Green; student enrollment and retention data; written statements from colleagues and others concerning preparedness and effectiveness in teaching including feedback and assessment from external community partners; assessment outcome strategies and/or data; and unsolicited letters from students).

2. Professional Development/Research/Creative Work

Making significant contributions to the knowledge base or the creative practice of one's discipline is a central responsibility of all faculty members. Such contributions are important both in their own right, and because they are an essential qualification for instructing others at a University. Thus, achievement in this area is vital to the Department's evaluation of faculty members. As a means of facilitating the evaluation, faculty members should maintain a record of their research/creative work which addresses the performance indicators used for evaluation.

- a. Types of scholarly activity include:
 - i. Authoring or editing scholarly publications--books (including anthologies, proceedings, and textbooks), monographs, articles, columns, plays, novels, short stories, poems, translations, indices, bibliographies, and compositions. Articles and other refereed publications on teaching shall be recognized as scholarly activity.
 - ii. Authoring reviews of books, films, plays, records, etc. published in scholarly journals.
 - iii. Presenting or responding to scholarly papers at professional conferences (invited, refereed, and non-refereed), musical compositions/arrangements, theatrical productions, or visual art works at state, regional, national, or

- international meetings. Presentations on teaching shall be recognized as scholarly activity.
- iv. Producing and distributing non-print media to a state, regional, national, or international market (video and audio programs, computer software, CD and CDROM packages, Internet websites, etc.). Directing, designing, administering, writing, composing, or creating concerts/recitals, recordings, artistic creations, exhibits, and dramatic productions/presentations.
 - v. Designing research projects; patenting or licensing discoveries or creations; or publishing reports (technical, management reports, ERIC publications, and publications resulting from customized training).
 - vi. Producing educational materials or delivery systems which are reviewed externally. Sponsored Program, Extramural Support for Research or Creative Work. Performance indicators include: number of grant applications submitted; agency reviewers' evaluations of the proposal; significance and scope of the project; research funds awarded; and performance of duties as principal investigator for funded projects.
 - vii. Thesis and dissertation for degrees shall not be considered.
- b. When considering the quantity and quality of scholarship required for annual and reappointment review, the following guidelines apply. Probationary tenure-track faculty should show continued engagement in scholarship by publishing or showing evidence of non-conditional acceptance for publication of peer reviewed articles (single or coauthored) in academic journals (or equivalent publication, including peer-reviewed book chapter or monograph) during their probationary period. Additional evidence might include presenting peer-reviewed papers at professional academic conferences during the probationary period. For annual performance reviews, successful candidates should at a minimum discuss how they are building toward engagement in scholarship as described above. For enhanced performance reviews, successful candidates should provide documented evidence of engagement in scholarship as described above, for example evidence of acceptance or progress towards acceptance (e.g., substantially improving a manuscript as a result of the peer-review process) of a peer-reviewed article or conference paper.
 - c. With respect to academic publications and invited conference presentations, the faculty member should provide some evidence and/or discussion of the conference's/press' s scholarly rigor in his or her Research Narrative. At the time of EPR, probationary faculty members typically have research under review for publication and/or have presented research findings at national/regional/or state conferences. In the performing arts, benchmarks focus upon, or are connected with (but are not limited to) directing, acting, designing (scenic, costume, light, sound, etc.), stage managing, and playwriting productions at the regional, national or international level. Each of the following are examples that meet expectations for promotion and tenure, provided some evidence of successful reception (such as external reviews from newspapers or critics) is also presented: having authored or co-authored a play at any

level; directed five or more plays at any level; designed the set or costumes for five or more plays at any level; provided the lighting and sound or having managed the stage for five or more plays at any level. In the visual arts, benchmarks focus upon or are connected with (but are not limited to) participation in juried or invited group and solo exhibitions at the regional and national levels. Scholarship equivalent to the guidelines listed above will be considered if adequate explanation of the equivalency is provided in the Research Narrative.

3. Service Effectiveness

Service contributions by faculty at the Department, College, University, and professional levels are critical to the overall mission of the University. Faculty shall provide a record which documents continuous and active involvement in service.

The Humanities Department defines service as performance of Departmental, collegiate, University, professional activities, and activities involving external private and public communities, most notably those within the BGSU Firelands service area. Such activities may fall within the following domains: involvement in internal affairs and institutional governance; professional expertise shared with public and private communities external to the University; and contributions to a faculty member's profession. In presenting their records of service, faculty members should include documentation which provides evidence of their activities and contributions and which address the performance indicators used for evaluation.

Regarding service, as a requirement for reappointment, non-tenure-track faculty should engage in meaningful service. Meaningful service includes service to a community or process or endeavor that is important to the mission, operations, or growth of the Humanities Department, Firelands College, Bowling Green State University, the faculty member's academic profession, or the community. Faculty should discuss in the service section of their dossier the respects in which their service is meaningful and also their degree of involvement (i.e. their role in the committee, the amount of time spent on the service endeavor, etc.). Faculty should engage in at least two meaningful service committees or processes or endeavors per year.

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

The faculty member shall prepare an up-to-date and documented dossier in support of his or her promotion request, which may include material from the summer of the hire year through the date of the application. The dossier will include an up-to-date curriculum vitae (CV). The dossier shall also provide evidence of teaching, research, and service. The due dates for each stage of the process will be set by the Provost's Office, Dean's Office and Department Chair. The ballots shall be prepared by staff in the Instructional Services Office.

Unit Faculty Involvement in the TTF APR Process

Annual Performance Reviews (APRs) shall be conducted by the Department Chair, in accordance with this reappointment policy. The review shall evaluate the probationary tenure-track faculty member's progress in teaching, research or creative work, and service. In all cases, student evaluations of teaching shall not be the sole criterion for evaluation of faculty teaching performance.

. Tenured faculty will meet to discuss the dossier prior to completing the written ballot. One tenured faculty shall collect the ballots and write a memo summarizing the results of the voting. The memo and ballots will be forwarded to the Department Chair.

Academic Unit Criteria and Standards Used in TTF Tenure and Promotion to Associate Professor

The probationary tenure-track faculty candidate for tenure who has adhered to professional standards of ethics, the Ohio Code of Ethics Law, and appropriate professional codes of ethics, shall be granted or denied tenure solely on the basis of the following criteria: attainment of the terminal degree or its professional equivalent, teaching effectiveness, scholarly or creative work, and service to the University community or profession, as these criteria are defined below.

1. Undergraduate Teaching

Teaching effectiveness by faculty is vital to the development and enhancement of the intellectual quality and academic integrity of the University. Achievement in this area is of critical importance to the Department's evaluation of Tenure Track Faculty. Domains used in the evaluation of teaching include: undergraduate teaching; instructional development; and other contributions to student learning that for example might be expressed through many course activities and pedagogies such as service learning, cooperative learning experiences, internships, simulations and other kinds of engagement activities related to teaching.

Beginning in the first year of a teaching appointment, faculty must create and maintain an up-to-date teaching portfolio that contains written records pertaining to their teaching. The portfolio will be used by reviewers as the primary source of information for the evaluation of teaching.

Given the Department's involvement in undergraduate degree programs, high quality undergraduate instruction is considered to be a principal component of a faculty member's record of teaching. Performance indicators that are used in the evaluation of teaching are:

- a. Statements of teaching philosophy and pedagogy. The faculty member is to summarize his or her approach to the teaching task—philosophy of education, teaching methodologies, and/or self-assessment of what the individual thinks he or

she does best. This statement sets the context by which evaluators assess all other information regarding the teaching of the faculty member.

- b. Peer teaching observations. Over the course of the review period, faculty are to have colleagues from within the Department into the classroom to observe teaching using the Humanities Department peer evaluation form with priority given first to evaluations from tenured faculty. Including evaluations from peers outside the Department, for example, other Firelands faculty or main campus faculty members from one's discipline, is also acceptable (these evaluators will also use the Humanities Department peer evaluation form). The faculty shall receive a written evaluation of his or her performance and shall have the right to reply in writing to each peer evaluation. Peer evaluations should indicate successful teaching and effective presentation of content. In special cases, allowances can be made for factors that might lower the peer evaluation rating, however, such factors and their relevance must be addressed and justified by the faculty member in his or her Teaching Narrative. In these cases, Department and College reviewers are expected to take into consideration the information offered in the Teaching Narrative in their evaluation processes. All evaluations and replies are to be kept on file by the Department and by the faculty.

Regarding peer evaluations, as a requirement for tenure and promotion, probationary tenure-track faculty should receive at least one evaluation per academic year. Further, the faculty member/candidate should receive evaluations from the majority of tenured faculty members in the Department by the time the candidate applies for promotion/tenure.

- c. Results of student evaluations of courses taught. The department-approved student evaluation tool is to be used by all TTF. In addition to this instrument, other student assessment instruments (qualitative or quantitative) may also be included.

Data gathered from these instruments should be summarized and contextualized with a focus on reflective practice, professional development, and improving student learning, and with the goal of maintaining “above average” scores overall. Student evaluation numbers are part of a larger picture about teaching and just one indicator of teaching effectiveness. Faculty members are required to include student evaluations from all sections of courses taught although student evaluations for courses in which fewer than five students, or 15% of students in the course, submitted evaluations, will be flagged to indicate they are unlikely to be either reliable or valid.

- d. Syllabi and other instructional materials. Syllabi or other handouts are expected to include the following: a) goals/objectives for the course; b) statement of student

learning outcomes; c) course requirements, including an explanation of expectations and procedures for term papers or projects; d) policies, procedures, criteria, and/or schedule of grading; e) policy on plagiarism or cheating; f) other University policies (e.g. accessibility services information). Instructional materials should also be included and assessed to ensure a) handouts reflect an appropriate level of scholarship and/or intellectual challenge for a particular course, b) assignments appear to be stimulating and challenging learning experiences, c) the materials are current and legible, and d) A diversity of instructional activities are employed (computer assisted, small group work, etc.).

- e. Copies of evaluation instruments for assessing student learning. Copies of tests, samples of writing assignments or projects, and other evaluative instruments of exercises should be submitted. These materials should be assessed for appropriateness of academic level and for consistency with stated goals and learning outcomes (e.g. recognition and recall vs. analysis and synthesis skills). Descriptions of evaluation processes may be substituted in the case of clinicals.
- f. Indicators of continued growth and vitality as an instructor. Indicators of continued growth and vitality might include the introduction of innovative teaching methodologies such as demonstrated in service learning activities; evidence of analysis of previous teaching experiments or techniques; indicators of creative and effective evaluation procedures; major reconceptualization and reorganization of courses; updating of courses to keep them current with new developments in the field; offering of courses not previously taught by faculty member; introduction of new courses into the curriculum; technology and resources to promote active student learning; attendance at conferences and workshops on teaching, courses taken, and other professional development activities to enhance teaching skills.
- g. Other evidence of effective teaching. Faculty member may include other material which he or she believes serves as evidence of good teaching (e.g., teaching awards; letters of commendations from Departments or Colleges at Bowling Green; student enrollment and retention data; written statements from colleagues and others concerning preparedness and effectiveness in teaching including feedback and assessment from external community partners; assessment outcome strategies and/or data; and unsolicited letters from students.

2. Professional Development/Research/Creative Work

Making significant contributions to the knowledge base or the creative practice of one's discipline is a central responsibility of all faculty members. Such contributions are important both in their own right, and because they are an essential qualification for instructing others at a University. Thus, achievement in this area is vital to the Department's evaluation of faculty members. As a means of facilitating the evaluation, faculty members should maintain a record of their research/creative work which addresses the performance indicators used for evaluation. For the evaluation period performance indicators must include at least

two items from category 1 and at least an additional two items from category 2 below:

a. Category 1:

- i. Authoring or editing refereed publications--books (including anthologies, proceedings, and textbooks), monographs, articles, columns, plays, novels, short stories, poems, translations, indices, bibliographies, and compositions. Articles and other refereed publications on teaching shall be recognized as refereed publication.

b. Category 2:

- i. Authoring reviews of books, films, plays, records, etc. published in scholarly journals.
- ii. Presenting or responding to scholarly papers at professional conferences (invited, refereed, and non-refereed), musical compositions/arrangements, theatrical productions, or visual art works at state, regional, national, or international meetings. Presentations on teaching shall be recognized as scholarly activity.
- iii. Producing and distributing non-print media to a state, regional, national, or international market (video and audio programs, computer software, CD and CD-ROM packages, Internet websites, etc.)
- iv. Directing, designing, administering, writing, composing, or creating concerts/recitals, recordings, artistic creations, exhibits, and dramatic productions/presentations.
- v. Designing research projects; patenting or licensing discoveries or creations; or publishing reports (technical, management reports, ERIC publications, and publications resulting from customized training).
- vi. Producing educational materials or delivery systems which are reviewed externally.
- vii. Sponsored Program Extramural Support for Research or Creative Work. Performance indicators include: number of grant applications submitted; agency reviewers' evaluations of the proposal; significance and scope of the project; research funds awarded; and performance of duties as principal investigator for funded projects.
- viii. Thesis and dissertation for degrees shall not be considered.

In certain cases the invited presentation of a faculty member's original research at a professional academic conference can substitute for the conference presentation of a peer-reviewed paper. With respect to research from both Category 1 and Category 2,

the faculty member should provide some evidence and/or discussion of the conference's/press's scholarly rigor in his or her Research Narrative.

3. Service Effectiveness

Service contributions by faculty at the Department, College, University, and professional levels are critical to the overall mission of the University. Faculty shall provide a record which documents continuous and active involvement in service.

The Humanities Department defines service as performance of Departmental, collegiate, University, professional activities, and activities involving external private and public communities, most notably those within the BGSU Firelands service area. Such activities may fall within the following domains: involvement in internal affairs and institutional governance; professional expertise shared with public and private communities external to the University; and contributions to a faculty member's profession. In presenting their records of service, faculty members should include documentation which provides evidence of their activities and contributions and which address the performance indicators used for evaluation.

Regarding service, as a requirement for tenure, probationary tenure-track faculty should engage in meaningful service. Meaningful service includes service to a community or process or endeavor that is important to the mission, operations, or growth of the Humanities Department, Firelands College, Bowling Green State University, the faculty member's academic profession, or the community. Faculty should discuss in the service section of their dossier the respects in which their service is meaningful and also their degree of involvement (i.e. their role in the committee, the amount of time spent on the service endeavor, etc.). Faculty should engage in at least two meaningful service committees or processes or endeavors per year.

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

The faculty member shall prepare an up-to-date and documented dossier in support of his or her promotion request, which may include material from the summer of the hire year through the date of the application. The dossier will include an up-to-date curriculum vitae (CV). The dossier shall also provide evidence of teaching, research, and service.

Academic Unit Criteria and Standards Used in Promotion to Professor

1. Undergraduate Teaching

Given the Department's involvement in undergraduate degree programs, high quality undergraduate instruction is considered to be a principal component of a faculty member's record of teaching. Performance indicators that are used in the evaluation of teaching are:

- a. Statements of teaching philosophy and pedagogy. The faculty member is to summarize his or her approach to the teaching task—philosophy of education, teaching methodologies, and/or self-assessment of what the individual thinks he or she does best. This statement sets the context by which evaluators assess all other information regarding the teaching of the faculty member.
- b. Peer teaching observations. Over the course of the review period, faculty are to have colleagues from within the Department into the classroom to observe teaching using the Humanities Department peer evaluation form. Including evaluations from peers outside the Department, for example, other Firelands faculty or main campus faculty members from one's discipline, is also acceptable (these evaluators will also use the Humanities Department peer evaluation form). The faculty shall receive a written evaluation of his or her performance and shall have the right to reply in writing to each peer evaluation. Peer evaluations should indicate successful teaching and effective presentation of content. In special cases, allowances can be made for factors that might lower the peer evaluation rating, however, such factors and their relevance must be addressed and justified by the faculty member in his or her Teaching Narrative. In these cases, Department and College reviewers are expected to take into consideration the information offered in the Teaching Narrative in their evaluation processes. All evaluations and replies are to be kept on file by the Department and by the faculty.

Regarding peer evaluations, as a requirement for promotion to full professor, faculty should receive at least one evaluation per academic year.

- c. Results of student evaluations of courses taught. The department-approved student evaluation tool is to be used by all TTF. In addition to this instrument, other student assessment instruments (qualitative or quantitative) may also be included.

Data gathered from these instruments should be summarized and contextualized with a focus on reflective practice, professional development, and improving student learning, and with the goal of maintaining “above average” scores overall. Student evaluation numbers are part of a larger picture about teaching and just one indicator of teaching effectiveness. Faculty members are required to include student evaluations from all sections of courses taught although student evaluations for courses in which fewer than

five students, or 15% of students in the course, submitted evaluations, will be flagged to indicate they are unlikely to be either reliable or valid.

- d. **Syllabi and other instructional materials.** Syllabi or other handouts are expected to include the following: a) goals/objectives for the course; b) statement of student learning outcomes; c) course requirements, including an explanation of expectations and procedures for term papers or projects; d) policies, procedures, criteria, and/or schedule of grading; e) policy on plagiarism or cheating; f) other University policies (e.g. accessibility services information). Instructional materials should also be included and assessed to ensure a) handouts reflect an appropriate level of scholarship and/or intellectual challenge for a particular course, b) assignments appear to be stimulating and challenging learning experiences, c) the materials are current and legible, and d) A diversity of instructional activities are employed (computer assisted, small group work, etc.).
- e. **Copies of evaluation instruments for assessing student learning.** Copies of tests, samples of writing assignments or projects, and other evaluative instruments of exercises should be submitted. These materials should be assessed for appropriateness of academic level and for consistency with stated goals and learning outcomes (e.g. recognition and recall vs. analysis and synthesis skills). Descriptions of evaluation processes may be substituted in the case of clinicals.
- f. **Indicators of continued growth and vitality as an instructor.** Indicators of continued growth and vitality might include the introduction of innovative teaching methodologies such as demonstrated in service learning activities; evidence of analysis of previous teaching experiments or techniques; indicators of creative and effective evaluation procedures; major reconceptualization and reorganization of courses; updating of courses to keep them current with new developments in the field; offering of courses not previously taught by faculty member; introduction of new courses into the curriculum; technology and resources to promote active student learning; attendance at conferences and workshops on teaching, courses taken, and other professional development activities to enhance teaching skills.
- g. **Other evidence of effective teaching.** Faculty member may include other material which he or she believes serves as evidence of good teaching (e.g., teaching awards; letters of commendations from Departments or Colleges at Bowling Green; student enrollment and retention data; written statements from colleagues and others concerning preparedness and effectiveness in teaching including feedback and assessment from external community partners; assessment outcome strategies and/or data; and unsolicited letters from students.

2. Professional Development/Research/Creative Work

Making significant contributions to the knowledge base or the creative practice of one's discipline is a central responsibility of all faculty members. Such contributions are important both in their own right, and because they are an essential qualification for instructing others at a University. Thus, achievement in this area is vital to the Department's evaluation of faculty members. As a means of facilitating the evaluation, faculty members should maintain a record of their research/creative work which addresses the performance indicators used for evaluation.

- a. Types of scholarly activity include:
 - i. Authoring or editing scholarly publications--books (including anthologies, proceedings, and textbooks), monographs, articles, columns, plays, novels, short stories, poems, translations, indices, bibliographies, and compositions. Articles and other refereed publications on teaching shall be recognized as scholarly activity.
 - ii. Authoring reviews of books, films, plays, records, etc. published in scholarly journals.
 - iii. Presenting or responding to scholarly papers at professional conferences (invited, refereed, and non-refereed), musical compositions/arrangements, theatrical productions, or visual art works at state, regional, national, or international meetings.
 - iv. Producing and distributing non-print media to a state, regional, national, or international market (video and audio programs, computer software, CD and CD-ROM packages, Internet websites, etc.)
 - v. Directing, designing, administering, writing, composing, or creating concerts/recitals, recordings, artistic creations, exhibits, and dramatic productions/presentations.
 - vi. Designing research projects; patenting or licensing discoveries or creations; or publishing reports (technical, management reports, ERIC publications, and publications resulting from customized training).
 - vii. Producing educational materials or delivery systems which are reviewed externally.
 - viii. Sponsored Program Extramural Support for Research or Creative Work. Performance indicators include: number of grant applications submitted; agency reviewers' evaluations of the proposal; significance

and scope of the project; research funds awarded; and performance of duties as principal investigator for funded projects.

- ix. Thesis and dissertation for degrees shall not be considered.

When considering the quantity and quality of scholarship required for promotion to Professor, the candidate shall have an established reputation within the discipline or profession as evidenced by a record of productive scholarship, significant research, or the equivalent in the creative or performing arts. Faculty can establish a scholarly professional reputation through peer-reviewed publication, presentation, equivalent creative performances, and/or scholarship of application, integration, or teaching that would be judged by the candidate's professional academic peers as scholarly contributions.

The expectations of reviewers at all levels (including external reviewers as well as College and University level reviewers) for the degree of professional reputation that is sufficient for promotion to professor should be calibrated on the basis of the academic community's general expectations for scholarship at regional campuses (expectations that differ from those that apply, for example, to faculty at research universities and small liberal art Colleges). Thus, in determining whether a candidate has an established reputation within the discipline, reviewers should not simply ask "has the candidate established a professional scholarly reputation?" Rather, reviewers should ask "has the candidate established a professional scholarly reputation that is appropriate in the context of the heavy teaching demands that characterize faculty employment at a regional College?" This method for determining "reputation" is further standardized below.

Reviewers at all levels should consider a faculty member who meets the following four conditions (or, in the case of creative performances or the "scholarship of application, integration, or teaching," four conditions that are equivalent in terms of prestige, rigor, and influence) to have an "established reputation within the discipline or profession" and thus to have produced both a quantity and quality of scholarship that merits promotion to Professor:

- I. While Associate Professor, the faculty member has published three peer-reviewed articles (or book chapters) in respectable journals/edited volumes or one monograph at a respectable press. A respectable journal or press need not be "top-tier." However, the journal or press should be recognized as legitimate in the candidate's discipline and it should be the case that at least some of the journal's articles or the press' books have had impact on the field, in the discipline or, in the case of specialized journals /edited volumes, subfield as evidenced by external reviewers.
- II. A candidate who was Associate Professor for six years would be considered to meet expectations for promotion to Professor if that candidate met the criteria stated above in (I) (three articles or one monograph). In general terms, the candidate should have demonstrated

over the past 5-6 years a pattern of strong productivity that can be expected to continue beyond promotion to Professor.

- III. Some aspect of the faculty member's scholarship or research program, regardless of when it was produced, currently exerts some degree of expert influence. For example, some aspect of the faculty member's scholarship has received several citations, or is occasionally included in encyclopedia entries or literature reviews, or is occasionally included in reading groups, or College syllabi, or has been discussed in academic blogs, or has had a demonstrable effect on other scholarly work, or exerts an equivalent influence through some other means (in all cases excluding the candidate's own syllabi, self-citations, etc.).
- IV. As an Associate Professor, the faculty member has participated at three professional conferences or colloquiums by giving presentations, providing comments, or playing a leadership role. See above section (III) regarding adjusted expectations for time spent as an Associate Professor.

3. Service Effectiveness

Service contributions by faculty at the Department, College, University, and professional levels are critical to the overall mission of the University. Faculty shall provide a record which documents continuous and active involvement in service, which normally consists of involvement in two activities per academic year, examples of which are listed below.

The Humanities Department defines service as performance of Departmental, collegiate, University, professional activities, and activities involving external private and public communities, most notably those within the BGSU Firelands service area. Such activities may fall within the following domains: involvement in internal affairs and institutional governance; professional expertise shared with public and private communities external to the University; and contributions to a faculty member's profession. In presenting their records of service, faculty members should include documentation which provides evidence of their activities and contributions and which address the performance indicators used for evaluation.

Regarding service, as a requirement for promotion to professor, faculty should engage in significant service to at least two of the following: Department, College, University, community, or profession. Significant service is service that is important to the functionality and growth of the institution being served. Examples of committees and service endeavors that confer significant service include, but are not limited to, the following: Humanities Merit Committee, Humanities Chair Evaluation Committee, Firelands Academic Affairs Committee, Firelands Budget Committee, Faculty Search Committees, BGSU University committees, serving as Faculty Chair, serving as a scholarly peer-reviewer, serving a professional academic society, and producing scholarship that has community and/or society

impact. The faculty member should provide evidence of leadership, or ingenuity, or expertise when presenting his or her record of service. The faculty member should provide evidence of leadership, or ingenuity, or expertise when presenting her record of service.

The schedule and deadlines necessary for completing the performance reviews under this section shall comply with the timelines required by the Office of the Provost/VPAA.

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

1. The faculty member shall prepare an up-to-date and documented dossier in support of his or her promotion request, which may include material from the summer of the hire year through the date of the application. The dossier will include an up-to-date curriculum vitae (CV). The dossier shall also provide evidence of teaching, research, and service.

Approved by the Humanities Department via an electronic vote by 12-13-18
after final discussion at our 11-28-18 department meeting:

Jolene Buehler
Chair, Humanities Department

1-14-19
Date

Andrew J. Hunt
Dean, BGSU Firelands

1-15-2019
Date

John M. Fischer
Provost and Senior VPAA, BGSU

1/15/19
Date