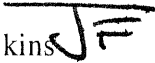


November 7, 2006

MEMORANDUM

TO: Julie Burke
Interpersonal Communication

FROM: John W. Folkins 
Provost and Vice President for Academic Affairs

RE: Updates to Promotion and Tenure Document

Your recent revision to your unit's promotion and tenure document has been reviewed and approved at all levels. This represents a significant step forward for the University, as it creates an unambiguous standard for the recognition of engaged activities. Although all agree that engagement with community partners is not necessary for successful fulfillment of faculty duties in teaching, research, and service, the revision of the promotion and tenure documents opens the door to allow, recognize, and encourage faculty to engage with community partners in all their scholarly undertakings.

C: D. Nieman
O. Boyd-Barrett
D. Madigan

Preamble: The purposes of this document are:

- a) to guide and assist faculty and their academic units in the development of contract renewal, promotion and tenure policies;
- b) to promote, protect, and ensure that the policies and processes so delineated reflect the autonomy and unique characteristics of the academic units;
- c) to assure that faculty personnel processes are reflective of the current BGSU vision statement;
- d) to assure that internal faculty peer review and judgment which lie at the core of our values are maintained in reappointment, promotion and tenure decisions;
- e) to ensure that all faculty experience fair, equitable and consistent processes in the evaluations that take place at their career mileposts, and
- f) to ensure that the relevant sections of the Academic Charter are followed.

DEPARTMENTAL POLICIES FOR ANNUAL REVIEW, CONTRACT RENEWAL, PROMOTION, AND TENURE OF TENURED AND PROBATIONARY FACULTYⁱ

Department of Interpersonal Communication
College of Arts and Sciences
Bowling Green State University
2006

I. Department Policy

The Department of Interpersonal Communication explains by means of this policy statement the procedures, criteria, and standards that it will use in the annual evaluation of tenured and probationary faculty for promotion, tenure, and contract renewal. This statement complies with the policies of the Board of Trustees of Bowling Green State University, the Academic Charter, and the College of Arts and Sciences. This statement is provided to all faculty in the department upon request and a copy is maintained in the school office. It has been approved by the faculty of the department in accord with department policies.

A. Vision Statement

The department recognizes that in matters relating to contract renewal, promotion, and tenure of faculty, Bowling Green State University supports performance consistent with the University's aspiration to be the premier learning community in Ohio and one of the best in the nation. As defined by the Academic Charter (Article II.A, Section A), "The persons who create and maintain the University constitute the University Community. There are five groups within this Community: students, faculty, administrators, administrative staff and classified staff." To achieve its objectives, the University expects faculty participation in the interdependent areas of teaching, research/creative work, and service that is of the highest quality, grounded in intellectual discovery, and guided by rational discourse and civility. The essence of this department's evaluation process is to improve faculty members' performance through appropriate evaluation and timely feedback. Careful and consistent application of the criteria and standards in evaluating faculty performance in teaching, research/creative work, and service are of fundamental importance in achieving the department's mission and in protecting the rights of the individual faculty member. Department review processes are to be conducted clearly, openly, responsibly and fairly.

In the spirit of open and responsible review, it should be recognized that some faculty make essential contributions to the University community through their participation in the University's interdisciplinary programs. Joint and dual appointments as defined in the Academic Charter

(section B.I.A.2 and B.I.A.3) have been developed to provide structures for those faculty appointments wherein a faculty member may distribute his/her teaching, research/creative, and service activities across colleges, departments, and/or programs. Thus the evaluation for tenure and promotion, of faculty members with joint and dual appointments (Academic Charter section B.I.D.3) should include representation from all of the colleges, departments, and/or programs in which the faculty member serves. The chairs and directors of the departments and interdisciplinary programs in which a probationary faculty member participates should co-author a retention plan that clearly expresses the expectations of each unit and sets clear standards for tenure and promotion.

B. The Academic Charter

The University Policy on Faculty Appointment and Tenure (section B-I.C) and the statement on Evaluation of Faculty Personnel (section B-I.D), as contained in the Academic Charter, identify the three relevant evaluation criteria as teaching, research/creative work, and service and define the basic requirements for contract renewal, tenure, and promotion. As stated in the Academic Charter (section B-I.D.2a), for promotion policies “Academic units may develop more specific or more rigorous criteria in teaching, service, or scholarly activity, provided that such criteria are equitable and appropriate and provided that they do not conflict with the criteria below and, in a department/school, with the criteria of the majority of the faculty members of the academic unit.” As stated in the Academic Charter for tenure policies, section B-I.D.2 b, “Either academic units or colleges may develop more precise statements of what is expected under each criterion, but may not add other criteria. All such statements shall be approved by the appropriate academic unit or college tenured faculties. . .” These criteria and standards allow for differentiation among faculty members with regard to their roles and contributions within the department in fulfillment of the department, college and University mission.

1. Faculty Appointments

The University defines three types of faculty appointments (temporary, lecturer, and regular) and distinguishes between two types of regular appointment (probationary and tenured). Temporary and lecturer appointments are discussed in section B-I.C.2 (a) and (b) of the Academic Charter. Probationary appointments and policies associated with such appointments are described in section B-I.C.2(c) of the Academic Charter, which includes statements on the probationary period, the review process, and termination. Tenured appointments and the policies associated with such appointments are described in section B-I.C.3 of the Academic Charter, which includes statements on the meaning, obligations, and termination of tenure.

2. Annual Review for Reappointment

The Academic Charter mandates a comprehensive annual review of all temporary faculty members at section B-I.D.4, lecturers at B-I.C.2.b.3, and probationary faculty members at B-I.C.2.c.1.d. for purpose of contract renewal and assigns the primary responsibility for that review to the department. If negative, the annual review of a temporary, lecturer, or probationary faculty member may result in the rejection of that faculty member for contract renewal. For probationary faculty members, the overriding question to be

considered by the department and the dean during the annual review is whether the candidate is making satisfactory progress toward tenure.

3. Review for Tenure

The department has the primary responsibility for evaluating probationary faculty for tenure. In addition to annual reviews, the Academic Charter at B-I D.2.b. mandates that a probationary faculty member be evaluated no later than the next-to-last year of the probationary appointment. Probationary faculty members may seek tenure at any time during the probationary period. Because department and college review committees apply tenure standards without discounted expectations based on a shorter probationary period, faculty members are discouraged from seeking early tenure decisions unless there are compelling reasons for doing so.

4. Review for Promotion

The department also has the primary responsibility for the comprehensive review of all faculty members nominated for promotion. The qualifications for assistant professor, associate professor and professor are described in B-I.D.2.a.1.(b), (c), and (d) of the Academic Charter. The department may stipulate criteria and standards for promotion that differentiate among the ranks with regard to their expected contributions to the department's performance as long as those criteria and standards do not conflict with the provisions of the Academic Charter and of the College.

II. Allocation of Effort

Each faculty member needs to allocate time and effort to a wide range of teaching, research, and service obligations that promote the mission and goals of the University, college, school, and department. All faculty members have a right to know what allocations of effort are expected of them and to understand how departmental expectations, evaluative criteria, performance indicators, and weightings will be used in assessing their performance.

A. Departmental Norms

The department expects its faculty to maintain a standard allocation of effort that approximates 40% teaching, 40% research, and 20% service.ⁱⁱ These weights will apply to most faculty who are carrying full teaching loads as defined by department policy. Modification of the allocation of effort for a faculty member who receives released time from teaching duties for administrative responsibilities, research, service, differential faculty workload policies, or reduced workloads or leaves granted by the academic charter or special projects needs to be specified and agreed upon at the time of assignment and at any rate no later than the beginning of the academic year. Probationary faculty will be evaluated for tenure based upon the department's standard allocation of effort.

B. Individual Variations

The department's standard allocation of effort applies to all faculty in the department unless specific, formal agreements are made to the contrary. All individual variations must be in accord with the school's differential faculty workload policies, or reduced workloads, or leaves granted by the Academic Charter made in writing, signed by both the faculty member and the department chair, and endorsed in writing by the dean of the college. Faculty on leave shall have the right to determine with the department chair the appropriate variation in the standard departmental

allocation of effort in accordance with the purpose of the leave. Although all percentage allocations are approximations and not exact time measurements, reasonable attempts must be made to insure that a faculty member's allocation of effort is consistent with his/her actual distribution of workload for instruction, research/creative work, and service responsibilities. Unless otherwise specified in writing, a faculty member's allocation of effort will be considered to apply as an average over the period of any given academic year or contract period.

III. Evaluation of Teaching Effectiveness

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 faculty members who are under review for reappointment, promotion, or tenure. Domains used in the evaluation of teaching include: undergraduate; graduate teaching; instructional development; and other contributions to student learning. 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 department may obtain additional information from other sources to the extent that the information contained in a teaching portfolio is incomplete with respect to any of the domains or performance indicators applied.

A. Undergraduate Teaching

Given the department's involvement in undergraduate degree programs, it considers high quality undergraduate instruction to be a principal component of a faculty member's record of teaching. Performance indicators are examined in light of the following factors: required/elective nature of the course, class size, and class type (lecture, recitation, seminar). Performance indicators that are used in the evaluation of undergraduate teaching must include: results of student evaluations of courses taught, including independent studies and internships; peer teaching observations and evaluations; and syllabi, examinations, and grade distributions. Additional performance indicators may include: statement of teaching philosophy and pedagogy, self-evaluation of teaching effectiveness, documentation of student learning outcomes (such as results of standardized assessment measures, and graduate follow-up studies); appropriate contributions to the recruitment retention, and advising of students; teaching awards and distinctions; and other relevant written statements from colleagues, students, and others concerning preparedness and effectiveness in teaching, and, for those engaged in the scholarship of engagement, potential contributions to student learning through service learning and student participation in faculty research and/or service or other ways in which this scholarship overlaps or informs teaching.

B. Graduate Teaching

Given the department's involvement in graduate degree programs at the master's and doctoral levels, it expects that all faculty also will contribute to the learning of graduate students. Based upon one's area of research expertise and its relationship to the focus of the graduate program, faculty should provide formal graduate instruction through regular courses and seminars and make appropriate contributions to the recruitment, retention, advising, and placement of graduate students. Faculty with appropriate areas of expertise are expected to participate in the direction of dissertations and to serve on committees of students being directed by other faculty. In addition to the indicators of teaching effectiveness required above (that is, results of student evaluations of courses taught, peer teaching observations and evaluations, and syllabi, examinations, and grade distributions), faculty members must maintain, as part of their teaching portfolio, at least the following performance indicators: a list of dissertations directed, numbers of graduate committees served on, both inside and outside the department, and record of extramural support secured for graduate students. Those engaged in the scholarship of engagement may provide information

about the ways in which this scholarship overlaps or informs teaching or contributes to student learning through student participation in faculty research and/or service.

C. Instructional Development

Departmental faculty are expected to devote professional development efforts to continuously improve the curriculum as well as their own teaching methods and effectiveness. Performance indicators that are used in the evaluation of instructional development include: course outlines, syllabi, and other items that demonstrate the nature of instruction and range of courses taught; the development of new courses or the improvement of existing courses; conferences and workshops attended, courses taken, or other professional development activities to enhance teaching skills; authored and edited textbooks; and innovations in the effective use of instructional technology and resources to promote active student learning.

1.) Contributions to Student Learning

Faculty members make other contributions to student learning and development that fall outside the traditional domains of curriculum and instruction. Performance indicators that are used to evaluate such contributions include: academic advising services provided to students, supervision of internships or cooperative work experiences; involvement in formal or informal mentoring of students; integration of service learning into classes; inclusion of students in community engagement projects; involvement in clubs, organizations, and activities promoting faculty-student interaction; participation in University, college, school, or departmental projects to assess the effectiveness of teaching and learning; and other pedagogical activities that contribute to effective teaching.

In addition to the foregoing, a candidate may submit and request that the department consider other evidence of achievement in teaching that is appropriate to his/her specific case. The question to be considered by the department in its evaluation of teaching is this: Is the faculty member's demonstrated performance in teaching consistent with the general standards for reappointment, promotion, or tenure as described in the University's governance documents and supportive of the instructional mission of the department, school, college, and University?

IV. Evaluation of Research

Making a significant contribution 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 who are under review for reappointment, promotion, or tenure. Domains used in the evaluation of research work include: publications/presentations; sponsored program extramural support; institutional outreach and scholarship of engagement; and reputation within the discipline. 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. Publications/Presentations

Publications are the primary products of any research work and, thus, central to its evaluation. Publications should show evidence of originality and importance. This is demonstrated by the prestige of the setting and the impact on the work of others in the field, or, in the case of applied or engaged scholarship, on the community. Research and publication on pedagogy is the norm for some faculty and should be considered in the evaluation of research rather than teaching. The department values single-authored and co-authored publications. The value assigned to a faculty member's co-authored work will be determined by examining evidence that indicates the faculty member's contribution in relation to the contributions of the other author or authors. We expect a

faculty member under consideration for promotion and tenure to have some work published where she or he is the sole or primary author.

Publication in peer-reviewed journals, scholarly books, or symposium volumes are especially significant. An important facet of research for any faculty member is research published in refereed journals in communication. Because communication is an evolving and growing field of investigation, encompassing multiple venues and sites of study, the department also recognizes and values publication in interdisciplinary national and international journals relevant to the candidate's specialization. Faculty members are expected to have journal publications. Although invited articles, refereed and invited book chapters, and book reviews are valued, the publication of competitive, refereed research in peer-reviewed journals is required for a recommendation for promotion and tenure.

The publication of books and monographs is valued and encouraged by the department, though not required for promotion or tenure. The department recognizes two major kinds of books that warrant credit toward promotion and tenure: (a) scholarly/research books authored or co-authored, or (b) scholarly/research books edited or co-edited. Textbooks published by national or international publishing companies may be considered within the range of research rather than teaching, if the book reflects considerable study and documentation by the author(s). The greatest value is assigned to scholarly books, but we recognize that a textbook, especially one widely used within the field of communication (or related fields) reflects well on both the author and the author's institution.

B. Sponsored Program Extramural Support for Research or Creative Work

In addition to supporting research, securing extramural support is an important external validation of the quality of research and creative activity. Extramural research support is not necessary or sufficient for promotion or tenure, but activity in this area is valued and should be rewarded. 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.

C. Institutional Outreach

Given the University's commitment to public service and community engagement, faculty members may direct their scholarship/creative work to applied and engaged scholarship as well as basic research or creative activity. As in the case of basic research or creative activity, applied or engaged scholarship should be evaluated according to its quality, significance, and impact on the field and the community. In assessing the impact of applied or engaged scholarship, evaluations by community partners as well as academic and professional experts shall be considered probative. The department recognizes that scholarship of engagement may be disseminated in non-traditional venues. The department will use the following seven characteristics (established by BGSU's Standards Committee on the Scholarship of Engagement) for evaluating scholarship of engagement: (1) It asks *questions* that are of significance for the community *as well as* the discipline or interdisciplinary area. (2) The work is placed in the *context* of existing scholarship and community practice. (3) The *methodology* is clearly defined and appropriate. (4) The *results* are significant and have an impact on the discipline (or interdisciplinary area) *as well as* the community. (5) The results are *communicated and disseminated* to appropriate academic and public audiences. (6) The work is *reviewed* by scholarly peers as well as community partners who assess its rigor, integrity, originality, and contribution. (7) The partners engage in reflection on the collaborative process. Although the department values activities that fall under the University's definition of Scholarship of Engagement with its local emphasis, the department also

values activities that engage with wider communities, including state, regional, national, and international.

D. Reputation within the discipline

One indicator of the quality of a faculty member's research is his/her reputation within the discipline and among community partners in the case of faculty members who have pursued the scholarship of engagement. In the case of tenure and promotion, this quality may be demonstrated by the evidence of reputation gathered by the department from authoritative reviewers external to the University. Reviewers need not be from doctoral granting institutions, but they should have a national reputation and play a large role in the area of the field appropriate to evaluate the candidate's qualifications for promotion and tenure. Reviewers should also be of rank equal or higher to the rank the candidate is seeking. The reviewers will include individuals from a list provided by the candidate for evaluation as well as individuals who are selected independently by the department chair in consultation with the tenured faculty. At least one reviewer must be selected from each list, with three to six letters included in the file. Overemphasis on external review may lead to a distortion of the standard department allocation of effort since external reviewers cannot effectively evaluate service and teaching contributions at BGSU.

In addition to the foregoing, a candidate may submit and request that the department consider other evidence of achievement in research that is appropriate to his/her specific case, including statements by community partners in the case of faculty members who pursue the scholarship of engagement. The question to be considered by the department in its evaluation of research is this: Is the faculty member's performance in research consistent with the general standards for contract renewal, promotion, or tenure as described in University governance documents and specified by the department?

V. Evaluation of Service Effectiveness

Service contributions by faculty to the department, school, college, University, and professional are critical to the overall mission of the University. Faculty seeking contract renewal, tenure, or promotion shall provide evidence of appropriate service to the University community or to the profession. For faculty seeking tenure and/or promotion to associate professor, a record which documents continuous and active involvement in one or more areas of service is required. For faculty seeking promotion to a professor, a record which documents significant service to the University or profession is required.

The department defines service as performance of departmental, school, collegiate, University, and professional activities which fall into three domains: involvement in internal affairs and institutional governance; professional expertise shared with the external community; 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.

A. Internal University Service

These activities include participation in departmental, school, college, or University committees including governing bodies, councils, special task forces, review teams, and the like. University service also includes performance of any assigned administrative service responsibilities including those duties handled by faculty serving as center directors, program directors, department chairs, associate deans, and the like. Performance indicators used to evaluate internal service include: records of membership and attendance at committee and organizational meetings; amount of time devoted to activities; significance and scope of activities; degree of active

involvement; documentation of significant contributions; leadership positions held; professionalism and dependability in performing assignment; collegiality in working with others and sharing responsibilities; testimonials from colleagues, committee chairs, and others. Performance indicators used to evaluate administrative service include: significance and scope of assignment; amount of time devoted to assignment; evidence of collegiality in working with others; documentation of specific contributions and accomplishments; evaluations by constituents, publics served, and others.

B. External Community Service

Faculty members are encouraged to lend their professional expertise to collaborations with external entities that contribute to the well-being of the larger community. To be considered as community service appropriate for contract renewal, tenure, or promotion considerations, such as external activities must draw upon a faculty member's expertise and must be recognized by the department, school, college, or University as qualifying. All faculty members are encouraged to participate fully in civic and community life as citizens, but they need to recognize that not all such activities will be viewed as directly related to their professional expertise. Performance indicators used to evaluate community service include: records of relevant activities and professional contributions; degree of active involvement; significance and scope of involvement in each activity; evidence of contributions and achievements; leadership positions held; professionalism and dependability demonstrated in performing activities; community awards and other recognitions; written statements or testimonials. Professional experience shared with an external community that is conducted for the primary purpose of personal compensation will not be considered service.

C. Professional Service

These activities include a faculty member's membership and active involvement with professional organizations connected to his/her discipline at the local, state, national, or international levels. Performance indicators used to evaluate professional service include: records of affiliations with appropriate professional associations; records of service to private or extramural funding agencies; attendance at professional meetings and conferences; leadership positions held in professional associations; time spent on fulfilling professional service obligations; professionalism and dependability demonstrated in performing activities; professional recognitions; organization of professional conferences, symposia, and the like; conference papers presented or sessions moderated that contribute to the profession.

In addition to the foregoing, a candidate may submit and request that the department consider any other evidence of achievement in service that is appropriate to his/her specific case. The question to be considered by the department in evaluating service is this: Is the faculty member's performance in service consistent with the general standards for contract renewal, promotion, or tenure as described in University governance documents and as specified by the department?

VI. Application

For faculty appointments commencing on or after September 12, 2006, these policies shall apply. For faculty appointments commencing before that date, these policies shall not apply to the tenure decision or to the next promotion decision, unless the faculty member consents to their application, but will apply to any subsequent promotion decision regardless of the consent of the faculty member.

ⁱ This document was approved by the Faculty Senate on April 15, 1997. The Department of Interpersonal Communication further revised it in August and September 2006 incorporating additional revisions by the Faculty Senate.

ⁱⁱ Allocations established by the departments are subject to review and concurrence by the dean of the college and by the Provost and vice President for Academic Affairs.

Approved by the Department of Interpersonal Communication Chair

Spive A. Burke Date 12 Sept 2006

Reviewed by the Director J. Boyd-Burns Date 13 Sept 2006

concur do not concur for the following reason(s) _____

Reviewed by the Dean Donald J. [Signature] Date 9-22-06

concur do not concur for the following reason(s): _____

Reviewed by the Provost/VPAA Joh [Signature] Date 11-6-6

concur do not concur for the following reason(s): _____