

**THE DEPARTMENT OF THE ENVIRONMENT AND SUSTAINABILITY
FACULTY PROMOTION, REAPPOINTMENT, AND TENURE POLICIES
Adopted December 2009**

Preamble: The purposes of this document are:

- a) to delineate the Department of the Environment and Sustainability policies regarding faculty merit, 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 Department of the Environment and Sustainability;
- 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, tenure, and merit 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.

Approved by the Faculty of
The Department of the Environment and Sustainability
December 2009

THE DEPARTMENT OF THE ENVIRONMENT AND SUSTAINABILITY FACULTY PROMOTION, REAPPOINTMENT, AND TENURE POLICIES

Department of the Environment and Sustainability
School of Earth, Environment and Sustainability
College of Arts and Sciences
Bowling Green State University

I. Department of the Environment and Sustainability Policy

The Department of the Environment and Sustainability explains by means of this policy statement the procedures, criteria, and standards that it will use in the annual evaluation of faculty for salary changes, promotion, tenure, and reappointment. 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 available to all faculty in the Department of the Environment and Sustainability and a copy is maintained in the Department of the Environment and Sustainability office. It has been approved by the faculty of the Department of the Environment and Sustainability in accord with Department of the Environment and Sustainability policies.

A. Vision Statement

The Department of the Environment and Sustainability recognizes that in matters relating to annual review, 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 the Department of the Environment and Sustainability's evaluation process is to enable faculty members to achieve and maintain the highest levels of 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 of the Environment and Sustainability's mission and in protecting the rights of the individual faculty member. The Department of the Environment and Sustainability review processes are to be conducted clearly, openly, responsibly, and fairly.

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 merit, 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 of the Environment and Sustainability in fulfillment of the Department of the Environment and Sustainability, College and University mission. In addition, in response to the Board of Trustees resolution of 6/24/05 to support the integration of scholarship of engagement into faculty recognition and reward structures the Department of the Environment and Sustainability recognizes the integral role of scholarship of engagement for Department of the Environment and Sustainability faculty.

C. Portfolios

Information regarding criteria used for tenure and for promotion is described below. For each category (service, teaching and research), it is the responsibility of the faculty member to maintain an up-to-date portfolio that contains written records pertaining to her/his performance. The portfolio will be used by reviewers as a primary source of information for evaluation. The Department of the Environment and Sustainability may obtain additional information from other sources to the extent that the information contained in a portfolio is incomplete with respect to any of the domains or performance indicators applied, or if additional information would be useful to the evaluation process.

1. Faculty Appointments

The Academic Charter defines Appointments to the faculty of the University as either non-tenure track or tenure track and distinguishes between two types of tenure track appointments (probationary and tenured). Fixed term and continuing non-tenure track 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 Fixed term or continuing non-tenure track 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 of the Environment and Sustainability, the School Director and the Dean during the annual review is whether or not the candidate is making satisfactory progress toward tenure.

3. Review for Tenure

The Department of the Environment and Sustainability has the primary responsibility for evaluating probationary faculty for tenure. In accordance with the Academic Charter, Part B-I D.2b, a probationer in the next-to-last year of probationary appointment shall be evaluated by the tenured faculty of the academic unit and a recommendation for or against tenure shall be made. This evaluation process will be facilitated through the formation of a Department of the Environment and Sustainability review committee composed of at least three members elected by the Department. This committee will hold responsibility to review materials submitted by each probationer, obtain additional materials as detailed elsewhere in this policy, and provide a written report to the Department faculty and Chair detailing the finding of its evaluation and its recommendations. Tenured department faculty are eligible to participate as members of this committee. Following procedures described in section B-I.D.2 of the Academic Charter, an affirmative vote of at least two-thirds of all tenured department faculty shall be required to recommend that tenure be granted.

Probationary faculty appointments are normally for three-year terms. Review for reappointment to a second three-year term will normally be based on a comprehensive review in the third year. The comprehensive review will follow the same process as the review for tenure, including decisions by the college Dean and the Provost, but will not include the external letters of evaluation which are required for tenure decisions.

Probationary faculty members may seek tenure at any time during the probationary period. Because the Department of the Environment and Sustainability 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

a. The Department of the Environment and Sustainability 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. In accordance with the Academic Charter, B-I D.2a, the faculty of the academic unit and its chair shall review the credentials of the candidate for promotion and articulate a recommendation.

This evaluation process will be facilitated through the formation of a Department of the Environment and Sustainability review committee composed of at least three members elected by the Department. Following procedures described in B_I.D.2 of the Academic Charter, the Dean may work with the Department to augment this committee with additional members. This committee will hold responsibility to review materials submitted by each nominee, obtain additional materials as detailed below, and provide a written report to the Department faculty and Chair detailing the finding of its evaluation and its recommendations. Tenured department faculty are eligible to participate as members of this committee. An affirmative vote of at least two-thirds of all tenured department faculty shall be required to recommend that promotion be granted.

b. The university minimum qualifications for instructor, lecturer, and senior lecturer are described in B-I.D.4 (b). In accordance with the Academic Charter, B-I D.(b), the review and recommendation shall be carried out by the faculty of the academic unit and its chair. This evaluation process will be facilitated through the formation of a Department of the Environment and Sustainability review committee composed of at least three members selected by the Chair. This committee will hold responsibility to review materials submitted by each nominee, obtain additional materials as detailed below, and provide a written report to the Department faculty and Chair detailing the finding of its evaluation and its recommendations. Tenured program faculty are eligible to participate as members of this committee. An affirmative vote of at least two-thirds of all tenured department faculty shall be required to recommend that promotion be granted.

Additional qualifications have been established by the Department of the Environment and Sustainability for promotion from the rank of Instructor to the rank of Lecturer. For a candidate to be promoted to Lecturer, she/he must:

- Have a terminal degree
- Have an established record of at least four years experience as an effective instructor or equivalent professional experience.
- Have an established record for contributing meaningful service to the department and other communities.
- Have an established record of active participation in professional development activities

Additional qualifications have been established by the Department of the Environment and Sustainability for promotion from the rank of Lecturer to the rank of Senior Lecturer. For a candidate to be promoted to Senior Lecturer, she/he must:

- Have a terminal degree
- Have an established record of at least 4 years of effectiveness at the rank of Lecturer or equivalent professional experience.
- Have an established record for contributing substantial and creative service to the department and other communities.
- Have an established record of active participation in professional development activities

II. Allocation of Effort

Faculty members need to allocate time and effort to a wide range of teaching, research/creative, and service obligations that promote the mission and goals of the University, college, and Department of the Environment and Sustainability. All faculty members have a right to know what allocations of effort are expected of them and to understand how Department of the Environment and Sustainability expectations, evaluative criteria, performance indicators, and weightings will be used in assessing their performance. It is expected that many activities will contain components overlapping among teaching, research and service and will need to be considered as part of multiple categories for allocation of effort and evaluation of performance.

A. The Department of the Environment and Sustainability

The Department of the Environment and Sustainability expects its tenured and tenure track faculty to maintain a standard allocation of effort that approximates 50% teaching, 30% research/creative work, and 20% service. These weights will apply to most faculty who are carrying full teaching loads. Modification of the allocation of effort for a faculty member who receives release 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. Similarly, additional teaching responsibilities need to be specified and agreed upon at the time of assignment with respect to reduction in administrative, research and service responsibilities. Probationary faculty will be evaluated for tenure based upon the Department of the Environment and Sustainability standard allocation of effort unless exception is made and agreed to by the faculty member and the Chair.

Non-tenure-track faculty are expected to maintain a standard allocation of effort that approximates 90% teaching and 10% service. Modification of the allocation of effort for a faculty member who receives release 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 by the faculty member and the Chair.

B. Individual Variations

The Department of the Environment and Sustainability standard allocation of effort applies to all faculty in the Department of the Environment and Sustainability unless specific, formal agreements are made to the contrary. All individual variations must be in accord with the Department of the Environment and Sustainability'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 of the Environment and Sustainability Chair. Faculty on leave shall have the right to determine with the Department of the Environment and Sustainability the appropriate variation in the standard Department of the Environment and Sustainability Program 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 her/his 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 of the Environment and Sustainability's evaluation of faculty members who are under review for merit, reappointment, promotion, or tenure. Domains used in the evaluation of teaching may include but are not limited to any of the following: undergraduate

teaching; graduate teaching; instructional development; and other contributions to student learning. It is expected that many activities will contain components overlapping among teaching, research and service and will need to be evaluated as contributions to multiple categories.

A. Undergraduate Teaching

Given the Department of the Environment and Sustainability'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 that will be used in the evaluation of undergraduate teaching include: statements of teaching philosophy and pedagogy; self-evaluations of teaching effectiveness; peer teaching observations and evaluations; and results of student evaluations of courses taught. Other performance indicators that may be considered in the evaluation of undergraduate teaching include, but are not limited to: contributions to developing assessments of student learning, teaching awards and distinctions; and written statements from Department alumni, colleagues, students and others concerning preparedness and effectiveness in teaching.

Candidates for tenure and promotion will have further assessment of the quality of their teaching demonstrated by formal evaluation from their former students. Candidates will provide a list of no more than three graduates who have successfully completed no fewer than two courses with the candidate. The reviewers will solicit letters of evaluation from at least one person from this list, as well as from at least one former student and graduate who is selected independently by the Department of the Environment and Sustainability review committee and who has successfully completed no fewer than two courses with the candidate. If the candidate and the review committee agree that too few students have graduated having taken at least two courses from the candidate to produce an adequate pool of graduates from which to obtain an evaluation, then graduates who have taken only one course from the candidate may be added to this pool.

B. Graduate Teaching

Department of the Environment and Sustainability faculty may contribute to the learning of graduate students as part of their instructional responsibility. Faculty with appropriate areas of expertise may participate in the direction of theses and/or dissertations and serve on committees of students being directed by other faculty. In addition to the indicators of teaching effectiveness identified above that are applicable to graduate instruction, faculty members may maintain, as part of their teaching portfolio, performance indicators indicative of success associated by these students and/or success in acquiring funds to support graduate student teaching.

C. Instructional Development

The Department of the Environment and Sustainability faculty are expected to devote 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; independent studies offered to students; 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; and innovations in the effective use of instructional technology and resources to promote active student learning.

D. Other Contributions to Student Learning

Faculty members make 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; guidance of students in clinical settings, internships, or co-operative work experiences; involvement in clubs, organizations, and activities promoting faculty-student interaction; participation in University initiatives to create a campus wide learning community; involvement in activities to promote the Department of the Environment and Sustainability programs and services to prospective students; participation in University, College, School or Department projects to assess the effectiveness of teaching and learning; and other pedagogical activities that contribute to effective teaching.

E. Engagement with Community

Faculty members in the Department of the Environment and Sustainability may provide important contributions helping to meet teaching and learning needs of communities other than current BGSU students. Evidence of important contributions in these areas may provide an important supplement to (but not substitute for) traditional instructional contributions.

In addition to the foregoing, a candidate may submit and request that the Department of the Environment and Sustainability consider other evidence of achievement in teaching that is appropriate to her/his specific case. The question to be considered by the Department of the Environment and Sustainability in its evaluation of teaching is this: Is the faculty member's demonstrated performance in teaching consistent with the general standards for merit, 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/Creative Work

Making significant contributions to the knowledge base or the creative practice of one's discipline is a central responsibility of all tenured and tenure-track faculty members.

Achievement in this area is vital to the Department of the Environment and Sustainability's evaluation of tenured and tenure-track faculty members who are under review for merit, reappointment, promotion, or tenure. Domains used in the evaluation of research/creative work include: publications, presentations, extramural support, institutional outreach, engaged scholarship, and reputation within the discipline. As a means of facilitating the evaluation, faculty members should maintain a record of their research which addresses the performance indicators used for evaluation. It is expected that many activities will contain components overlapping among teaching, research and service and will need to be evaluated as contributions to multiple categories. Demonstration of research/creative performance can be done through independent work and through collaborative work. When work is done collaboratively, it is the obligation of the faculty member to clearly demonstrate her/his contribution to the work to allow evaluation of that faculty members contribution with respect to charter standards for promotion.

A. Publications and Presentations

Publications, presentations and performances are the primary products of many research works and thus central to its evaluation. Publications in peer-reviewed journals or symposium volumes in peer-reviewed settings are especially significant. So, too, are the publication of books, monographs, and other publications, presentations, and performances resulting from applied research and consulting. Research/ creative work 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 discipline.

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. While no specific quantity of extramural research support is required for merit, reappointment, promotion, or tenure, Department of the Environment and Sustainability expectations are based upon norms appropriate to the discipline. Performance indicators include: number of grant applications submitted; agency reviewers' evaluations of the proposal; significance and scope of the projects; research funds awarded; and performance of duties as principal investigator for funded projects. Within the discipline encompassed by the Department of the Environment and Sustainability, major external grants to academic institutions normally are granted exclusively to large research universities housing multiple comprehensive well-equipped laboratories and offering the Ph.D. degree. Community based grants and smaller agency grants typify awards made to departments similar to the Department of the Environment and Sustainability at BGSU.

C. Institutional Outreach

Participation in institutionally-initiated outreach activities through centers, institutes or alliances/partnerships and in applied research may be a significant component of a faculty member's outreach. Performance indicators include: significance and scope of the activity; role of the faculty member in the activity; documentation of specific scholarly contributions and accomplishments.

D. Engaged Scholarship

As an applied research discipline, engagement in research designed to meet needs of various communities is appropriate for Department of the Environment and Sustainability faculty involvement. Indicators of achievement with engaged research may fall outside those indicators (e.g. professional publications) used traditionally for evaluating non-applied research. Indicators of success in engaged scholarship include acquisition of funding, cooperative working agreements, and adoption of programs based on project outcomes. Evaluation of engaged scholarship may require consideration of protracted delays between work initiation and outcomes.

E. Reputation within the discipline

One indicator of the quality of a faculty member's research/creative work is her/his reputation within the discipline. In the case of tenure and promotion, this quality may be demonstrated by the evidence of reputation gathered by the Department of the Environment and Sustainability from authoritative reviewers external to the University. 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 of the Environment and Sustainability review committee in consultation with the Chair. At least one reviewer must be selected from each list, with three to six letters included in the file. The candidate may without prejudice or explanation veto the inclusion of any one individual identified on the list provided by the review committee. No individual will be eligible to serve as a reviewer who has co-authored a publication with the candidate, or has another pre-existing close personal or professional relationship with the candidate. Eligible reviewers will have professional backgrounds from institutions comparable to BGSU. Overemphasis on external review may lead to a distortion of the standard Department of the Environment and Sustainability 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 of the Environment and Sustainability consider other evidence of achievement in research/creative work that is appropriate to his/her specific case. The question to be considered by the Department of the Environment and Sustainability in its evaluation of research/creative work is this: Is the faculty member's performance in research/creative work consistent with the general standards for merit, contract renewal promotion, or tenure as described in University governance documents and supportive of the research/creative work mission of the Department, School, College, and University?

V. Evaluation of Service Effectiveness

Service contributions by faculty at the Department, School, College, University and professional levels are critical to the overall mission of the University. Faculty seeking merit, tenure, contract renewal, 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 service is required. For faculty seeking promotion to professor, a record which documents significant service to the University or profession is required. It is expected that many activities will contain components overlapping among teaching, research and service and will need to be evaluated as contributions to multiple categories.

The Department of the Environment and Sustainability defines service as performance of Department, School, College, University, and professional activities which fall into three domains: involvement in internal affairs and institutional governance; professional expertise shared with the external community; 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 Department of the Environment and Sustainability, 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 assignments; 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. The Department of the Environment and Sustainability requires that each faculty member provides service in a meaningful way to forward the mission of the department, and service that serves as a model of behavior expected of an environmental professional.

B. External Community Service

Faculty members are encouraged to lend their professional expertise to support community organizations, projects, and programs. To be considered as community service appropriate for merit, contract renewal, tenure, or promotion considerations, such external activities must draw upon a faculty member's expertise and must be recognized by the Department, School, College, or University as qualifying. Community service that also provides new information or applications also contributes toward engaged scholarship. All faculty members are encouraged to participate fully in civic and community life as citizens, but 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.

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 but are not limited to: records of affiliations with appropriate professional associations; records of service to private or extramural funding agencies; 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; professional sessions moderated that contribute to the profession; review of professional articles and research proposals.

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

as described in University governance documents and supportive of the service mission of the Department, School, College, and University?

VI. Application

For faculty appointments commencing on or after January 1, 2010 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.

APPROVALS

Approved by vote of the Department of the Environment and Sustainability December 1, 2009

Department Chair

Date

School Director

Date

Dean

Date

Provost

Date