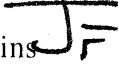


November 7, 2006

MEMORANDUM

TO: John Laird
Physics and Astronomy

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
D. Madigan

**Department of Physics and Astronomy
Bowling Green State University**

**Policies for
Annual Review, Merit, Contract Renewal, Promotion, and Tenure of
Tenured and Probationary Faculty
2006**

Preamble: The purposes of this document are:

- a) to guide and assist faculty and their academic units in the development of 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 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, 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.

I. Department Policy

The Department of Physics and Astronomy 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 salary changes (merit), 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 or annually, and a copy is maintained in the Department 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 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, 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 or her teaching, research/creative, and service activities across colleges, departments, and/or programs. Thus the evaluation for tenure, promotion and merit, 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, promotion and merit.

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 "An academic unit may develop a promotion policy with 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. More specific or more rigorous criteria shall be ratified by 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, "An academic unit may develop . . . more precise statements of what is expected under teaching effectiveness, scholarly or creative activity, or service, but may not add other criteria. All such statements shall be approved by the tenured faculty of the appropriate academic unit. . ." 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 Academic Charter (B-I.C.2) defines two types of faculty appointments (tenure track and non-tenure track) and distinguishes between two types of tenure track appointment (probationary and tenured). Non-tenure track appointments are discussed in Section B-I.C.2.a of the Academic Charter. Probationary appointments and the policies associated with them are described in Section B-I.C.2.b of the Academic Charter. 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 non-tenure track continuing faculty members in Section B-I.D.4 (Instructor) or Section B-I.D.5 (Lecturer), and of probationary tenure track faculty members in B-I.D.2.b. For probationary faculty members, the overriding question to be considered by the Department and the dean during the annual review is whether or not the candidate is making satisfactory progress toward tenure. Probationary faculty members who are awarded two or three-year contracts shall be reviewed during the last year of the contract to determine whether the candidate is making satisfactory progress toward tenure and whether the contract shall be renewed.

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.(2) 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.

5. Review for Merit

Finally, the Department has the primary responsibility for making all recommendations of salary changes (merit) for faculty (Section B-I.D.1 of the Academic Charter). Although the Academic Charter does not require that this be done annually, University practice has been to encourage such reviews on an annual basis to provide feedback on performance to the faculty member regardless of whether or not a merit salary allocation is made in a particular year.

II. Allocation of Effort

Each faculty member needs 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. 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 usually expects its faculty to maintain a standard allocation of effort that approximates 40% teaching, 40% research/creative work, and 20% service. 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 Department'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 or 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 merit, reappointment, promotion, or tenure. Domains used in the evaluation of teaching include: undergraduate teaching; 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 portfolio will be used by reviewers as the primary source of information for the evaluation of 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 concise summary of the performance criteria in this area is presented in Appendix B.

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 that are used in the evaluation of undergraduate teaching include: results of student evaluations of courses taught; peer evaluations and teaching observations when requested; course and curriculum development; articles in education-oriented journals; teaching collaborations; advising students in non-formal settings such as clubs and organizations; student curricular advising; statements of teaching philosophy and pedagogy and self-evaluations of teaching effectiveness; teaching awards and distinctions; and, documentation of student learning outcomes; student enrollment and retention data; and written statements from colleagues, students, and others concerning preparedness and effectiveness in teaching.

B. Graduate Teaching

Given the Department's involvement in graduate degree programs at the masters and doctoral levels, it encourages all faculty to contribute to the learning of graduate students. Based upon one's area of research/creative 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. In addition, faculty with appropriate areas of expertise are expected to participate in the direction of theses and dissertations and to 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 should maintain, as part of their teaching portfolio, at least the following performance indicators: number of thesis students advised; dates of admission and graduation of students whom they have advised in thesis research; and record of extramural support secured for graduate students.

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; independent studies offered to students; the development of new courses/laboratories or the improvement of existing

courses/laboratories; 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. 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; guidance of students in internships, or co-operative work experiences; direction of independent research by students; integration of service learning activities into classes; inclusion of students in community engagement projects; 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 Departmental programs and services to prospective students; participation in University, College, or Department 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 or 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 merit, reappointment, promotion, or tenure as described in the University's governance documents and supportive of the instructional mission of the Department of Physics and Astronomy, the College of Arts and Sciences, and the 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 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 merit, reappointment, promotion, or tenure. Domains used in the evaluation of research/creative work include: papers published in refereed and non-refereed journals; papers delivered at professional meetings; invited talks on research; proposals submitted for external research or instructional grants; proposal development; published articles and monographs; research/creative collaborations-institutional outreach; books published; public science presentations; planetarium programs produced; undergraduate and graduate student research supervision; consulting; research awards 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 concise summary of the performance criteria in this area is presented in

Appendix B.

A. Publications/Presentations

Publications and presentations are the primary products of any research/creative work and thus central to its evaluation. Publications in peer-reviewed journals or symposium volumes or exhibitions in peer-reviewed settings are especially significant. So, too, are the publication of books, monographs, and other publications and presentations resulting from applied research, community engagement, and consulting. Research/creative work should show evidence of originality and importance. This is demonstrated by the prestige of the setting and the impact of the work on others in the discipline or, in the case of applied or engaged scholarship, on the community. Research and publication on the pedagogy of Physics and Astronomy is also included in this category.

B. Sponsored External 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 expectations are based upon appropriate norms. Performance indicators include: number of grant applications submitted; agency reviewers' evaluations of proposals; significance and scope of the project; research funds or other support 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, participation in institutionally-initiated outreach activities through centers, institutes or partnerships, and in applied or engaged research and private consulting may be a significant component of a faculty member's research activities. Any type of research should be evaluated according to its quality, its scope, its significance to and impact on the discipline or the community, its dissemination, and the role of the faculty member. 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 characteristics by which applied and engaged scholarship is to be evaluated are included in the Report of the Standards Committee on the Scholarship of Engagement dated August 1, 2005.

D. Reputation within the discipline

One indicator of the quality of a faculty member's research/creative work is his or her reputation within the discipline, and among community partners in the case of faculty members who have pursued engaged scholarship. 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. The reviewers will include individuals from a list provided by the candidate for evaluation as well as individuals who are selected independently by the Tenure and Promotion Selection (TAPS) Committee. At least one reviewer must be selected from each list, with

three to six letters included in the file.

In addition to the foregoing, a candidate may submit and request that the Department consider other evidence of achievement in research/creative work that is appropriate to his or her specific case. The question to be considered by the Department 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 specified by the Department of Physics and Astronomy?

V. Evaluation of Service Effectiveness

Service contributions by faculty at the Department, College, and University 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 that documents continuous and active involvement in service is required. For faculty seeking promotion to professor, a record that documents significant service to the University or profession is required. In addition, for meritorious performance, all faculty are expected to contribute to student recruitment and retention activities, and public relations in behalf of the Department. A concise summary of the performance criteria in this area is presented in Appendix B.

The Department defines service as performance of Departmental, collegiate, University, and professional activities that fall into three domains: involvement in internal affairs and institutional governance; professional expertise shared with the external community; contributions to the faculty member's profession. In presenting their records of service, faculty members should include documentation that 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, 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, and associate deans. 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 merit, contract renewal, tenure, or promotion considerations, such external activities must draw upon a faculty member's professional expertise and must be recognized by the Department, 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.

C. Professional Service

These activities include a faculty member's membership and active involvement with professional organizations connected to his or 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 or 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 merit, contract renewal, promotion, or tenure as described in University governance documents and as specified by the Department of Physics and Astronomy?

VI. Application

For faculty appointments commencing on or after August 9, 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.

Approved by the Department of Physics & Astronomy

Chair *John D. Sevier* Date 9/26/06

Reviewed by the Dean *[Signature]* Date 9-28-06

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

John Tolin

Reviewed by the Provost/VPAA

Date 11-7-6

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

Revised May 2006

Appendix A

Review Process for Reappointment, Tenure and Promotion

Timetable for Reappointment, Promotion, and Tenure

Faculty who are hired on probationary contracts (normally as assistant professors) will be reviewed annually for reappointment prior to a mandatory tenure decision. Typically, these reviews will be cumulative and will include a major review during the third year (including prior service) and culminate in a comprehensive evaluation in the next-to-the-last year of the probationary appointment.

Tenure is required by the beginning of the seventh year. Probationary faculty members are typically evaluated for tenure in the sixth year; the six-year probationary period may include up to three years of credit for prior service as specified in writing at the time of hiring. In unusual cases, tenure can be awarded early. However, it is inadvisable for faculty members to seek an early tenure decision unless there are compelling reasons to do so, because it is customary for review committees to apply standards strictly and without discounted expectations based on a shorter probationary period.

Typically, promotion to associate professor is considered simultaneously with the consideration of tenure, although formally the two processes are separate decisions. Under unusual circumstances, faculty members may be hired as associate professors without tenure (mainly because the University is reluctant to hire faculty without a probationary period prior to tenure), and in these cases, the issue of tenure is separated fully from the issue of promotion to associate professor.

University policy does not establish a mandatory point of decision for promotion to full professor. A customary waiting period is approximately equal to the interval between the ranks of assistant professor and associate professor, because significant incremental achievement is expected between ranks. In unusual cases, a faculty member may be considered for promotion to full professor after only a few years in rank, but this is not advisable on a routine basis because review committees can be expected to apply criteria strictly and without discount for shorter time in rank.

A faculty member may ask to be considered for tenure or promotion at any time, and the Department will consider the request, unless such action violates University policy. If any individual believes that there is a compelling reason for early consideration of tenure or promotion, he/she should consult with the Chair on the advisability of initiating the Department's review process.

The Department Review Process

As a general rule, promotion and tenure review begin at the departmental level. Departmental judgments which involve the application of standards for recommending

tenure or promotion are based on peer review. The recommendation of the department is ultimately determined by a vote of the appropriate faculty following discussion of the evidence that was collected for the review. As stipulated in the Academic Charter (B-I.D), "appropriate faculty" in the case of tenure refers to all tenured faculty in the Department and recommendations for tenure require at least a two-thirds affirmative vote of the tenured faculty in the Department. "Appropriate faculty" in the case of promotion recommendations is all associate professors for consideration of a candidate for promotion to associate professor, and all full professors for consideration of a candidate for promotion to full professor.

The process of department review is coordinated by the Department Tenure and Promotion Selection (TAPS) Committee. The departmental review performs three functions. The first is to assist the candidate in assembling the review materials and to collect confidential information that the candidate cannot collect independently. The candidate is responsible for assembling the bulk of the personnel file, but may seek the help or advice of the TAPS committee. It is the candidate's responsibility to see that the file is complete, well-ordered, and has places for the TAPS committee's insertion of external letters of evaluation or other information that the candidate cannot collect independently.

The second function of the review is to advise the candidate of its estimate of the likely outcome of his or her tenure or promotion application and to recommend withholding the application until more time has elapsed if there is substantial doubt of a favorable outcome. This advice could be offered when a probationary faculty is seeking an early tenure decision or when any faculty member is seeking promotion. It could not be offered in the case of a mandatory tenure decision. The TAPS committee may give such advice either initially, or after accumulating information that indicates the case needs to be strengthened in order to be successful. The candidate is not bound to accept the advice and can proceed despite it.

The third function of the review is to establish the recommendation of the appropriate departmental faculty. In preparation, the Chair of the Department receives the file and reviews it for completeness. The Department Chair then prepares a summary of the case with recommendation and distributes it to appropriate faculty prior to its presentation at a meeting of those faculty. With regard to tenure decisions, only tenured faculty are eligible to receive the summary, review the file, and attend the meeting at which the case shall be presented. When the applicant is seeking promotion, the file shall be reviewed by appropriate faculty in accordance with departmental policies. The Chair will make the entire tenure or promotion file available on a confidential basis to the appropriate faculty at least one week prior to the consideration of the case.

The meeting of the appropriate faculty to consider the case is announced by the Department Chair and, at that meeting, the summary of the case is presented. Immediately following the presentation, the case is discussed by the appropriate faculty. When the Department Chair determines that discussion is complete, he/she so

informs all eligible faculty and initiates the voting process. Voting for tenure or promotion is accomplished by anonymous written ballot. All eligible faculty participate in the balloting process, and an abstention or failure to vote in tenure decisions has the same effect as a negative vote.

Following the Department meeting, the Chair of the Department drafts a detailed report to the Dean, recording the Department's vote and summarizing the faculty discussion. Prior to its submission to the Dean, the Department Chair shall circulate a draft report to the members of the appropriate faculty committee to assure that it reflects the majority view of the faculty. The Department Chair also submits a statement of his or her agreement or disagreement with the eligible faculty's recommendation. If the recommendation of the Chair differs, he/she states the reasons for the difference.

Review above the Level of the Department

The review of candidates at all levels is based upon the department's approved criteria. Following the department vote, the candidate's file (which includes the approved departmental criteria) is sent to the Dean

The Dean refers the case to the appropriate college committee which carefully reviews the candidate's file and provides its input to the Dean. The Dean then reviews the candidate's file and prepares a recommendation for the Provost and Vice President for Academic Affairs, which contains the Dean's personal evaluation of the case, and, if appropriate, cites opinions of the college committee. The Dean is not bound to agree with the college committee, with the department vote, or with the Chair.

The Dean then sends the recommendation and the candidate's file to the Provost and Vice President for Academic Affairs who reviews each case and prepares a recommendation which is forwarded to the President and then to the Board of Trustees. The Provost and Vice President for Academic Affairs is not bound to agree with the Dean, the collegiate review committee, the department vote, or the Chair.

A recommendation at any level of review can be different from that at the previous level. When a recommendation is different, the case is returned to the previous level with advice from the upper level and a request for clarification, reconsideration, or additional information. The case is then reconsidered by the lower level and forwarded again to the upper level for final review. Mandatory cases (i.e. tenure recommendations in the last year of the probationary period) are reviewed at all levels. Negative recommendations for non-mandatory cases (i.e. promotion and early tenure recommendations) are not reviewed at higher levels. The rights of appeal for rejected candidates are outlined in B-11.e of the Academic Charter.

Review at all levels is based entirely upon the candidate's file. Return of cases from an upper level to a lower level cannot always be taken as a sign of weakness in a particular case. Sometimes, the collegiate review committee, the Dean, or Provost and Vice President for Academic Affairs find critical pieces of information missing from an

individual's file and ask for additional information, even though they fully expect to approve the case. Individuals under review should not be unduly concerned by a request for additional information, unless the request is accompanied by a negative recommendation.

The candidate is directly made privy to the Chair of the Department's recommendation at the time that it is forwarded to the Dean. In the event that the Chair's recommendation differs from that of the department, the candidate is advised of this as well. The Dean informs the candidate through the Chair of the recommendations at the collegiate and higher levels. In addition, the candidate receives a copy of the Dean's recommendation to the Provost and Vice President for Academic Affairs and is informed of the reasons for any negative recommendation or concern about the degree of documentation at all levels of the process.

Promotion and tenure case are considered according to the schedule established and distributed by the Provost and Vice President for Academic Affairs.

Appendix B

Review Criteria for Tenure, Promotion, and Merit

A. Teaching:

Items 1, 3, 8, 9, and 13 are important

1. student evaluation input
2. peer evaluation/SEC interview
3. course/curriculum/laboratory development
4. physics & astronomy textbook authoring
5. articles in education-oriented journal
6. teaching/instructional collaborations
7. advising student clubs and organizations
8. graduate and undergraduate student advising
9. statement of teaching philosophy and self-evaluation
10. teaching awards
11. curricular advising-undergraduate and graduate
12. thesis advising
13. student outcomes

B. Research/Creative Activity:

Items 1/8, 2, 3, 4, and 5 are important

1. papers published in refereed journals
2. papers published in non-refereed journals
3. papers delivered at professional meetings
4. invited talks on research
5. success in obtaining external research/instructional grants, with credit given for proposal submissions that were not awarded
6. published articles or monographs (hard-bound)
7. probationary performance reviews
8. planetarium programs produced
9. research/creative collaborations--institutional outreach
10. books published
11. undergraduate and graduate student research supervision, particularly when the research leads to publication or professional presentation
12. consulting
13. research awards
14. community impact

C. Service:

Items 1, 2, 4, 5 and 7 are important

1. departmental committees/service
2. public relations - recruitment
3. equipment/systems maintenance
4. college committees
5. university committees/service
6. community service - professionally related
7. professional service/refereeing, professional organizations
8. thesis/dissertation committees
9. public school programs
10. public science presentations

D. External Letters – Review of Research/Creative Accomplishments

It is Department policy that a candidate for tenure or promotion must provide names of at least three external reviewers to the Chair. The reviewers must be established professionals with competence to evaluate the candidate's contribution. In addition, the TAPS Committee will determine the name of at least one other external referee whose opinion will be solicited.