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Arts &amp; Science

November 15, 2006

## MEMORANDUM

TO: Angela Nelson  
Popular Culture

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

**DEPARTMENTAL POLICIES FOR ANNUAL REVIEW, MERIT, CONTRACT  
RENEWAL, PROMOTION, AND TENURE OF TENURED AND PROBATIONARY  
FACULTY<sup>1</sup>**

Department of Popular Culture  
College of Arts and Sciences  
Bowling Green State University  
2006

PREAMBLE:

The purposes of this document are:

1. to guide and assist faculty and their academic units in the development of merit, contract renewal, promotion and tenure policies;
2. to promote, protect, and ensure that the policies and processes so delineated reflect the autonomy and unique characteristics of the academic units;
3. to assure that faculty personnel processes are reflective of the current BGSU vision statement;
4. 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;
5. to ensure that all faculty experience fair, equitable and consistent processes in the evaluations that take place at their career mileposts, and
6. to ensure that the relevant sections of the Academic Charter are followed.

I. Department Policy

The Department of Popular Culture 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, merit, 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

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<sup>1</sup> This document was approved by the Faculty Senate on April 15, 1997. The procedural portions of this document (found in I-B of the Academic Charter) may be amended by the Faculty Senate when the document entitled "Review Process for Contract Renewal, Tenure and Promotion of Tenured and Probationary Faculty" prepared by the Task Force on Tenure Promotion and Merit and the Faculty Welfare Committee is debated at future meetings of the Faculty Senate.

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.

#### 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 expects its faculty to maintain a standard allocation of effort that approximates 50% teaching, 40% research/creative work, and 10% 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. Therefore assignment of instructional and service responsibilities as well as expectations of quantity of work to be accomplished in each category will be based on an assumption of the allocation of effort outlined above. A high quality of performance is expected in all three of the categories.

#### 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/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.

The Department of Popular Culture recognizes the great diversity of training and scholarly interests inherent in an interdisciplinary unit such as our own. Therefore, the criteria for making promotion and /or tenure decisions within our Department must of necessity permit a diversity of specific materials to be placed under consideration as the faculty evaluate the credentials of their peers. Nevertheless, the Department of Popular Culture adheres to a single overall imperative: any individual presenting credentials for promotion and/or tenure is expected to demonstrate effective contributions to each of the three areas of "Service," "Scholarship," and "Teaching."

#### III. Evaluation of Teaching Effectiveness

Teaching effectiveness by faculty is vital to the department 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. Because the Mission of the Department of Popular Culture centers on contributions to the instructional mission of the University as a whole, the Department values teaching effectiveness as a primary criterion for promotion and tenure. Individuals who do not offer an acceptable record of instructional effectiveness will not be recommended for promotion and /or tenure. The overall consideration of the Department of Popular Culture is to discover a pattern of teaching which suggests that the instructor cares about her/his teaching, constantly strives to improve it, responds to student and peer criticism in an appropriate manner, and adheres to a strong code of professional teaching ethics. Successful candidates for promotion

and tenure will demonstrate an *ongoing* and *continuous* and *consistent* pattern of responsible and professional behavior in meeting the instructional missions of the Department of Popular Culture. Domains used in the evaluation of teaching include: undergraduate teaching; graduate teaching; instructional development; and other contributions to student learning. It is expected that candidates for promotion and tenure present a strong instructional portfolio which clearly documents (1) effectiveness in the classroom and (2) contributions to the various components of our instructional program *as appropriate to each faculty member's background and training*. The evaluation of instructional effectiveness consists of two parts: (1) classroom instruction and (2) out-of-class instructional support and development. It is assumed that a strong teaching portfolio will offer clear evidence of contributions to both areas. Beginning in the first year of a teaching appointment, faculty are encouraged to 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. Undergraduate Teaching

Given the department's involvement in undergraduate degree programs (including contributions to general education as well as the Popular Culture major/minor and Folklore minor), it considers high quality undergraduate instruction to be a principal component of a faculty member's record of teaching. All candidates for promotion and/or tenure must document the results of student evaluations of courses taught.<sup>2</sup> Teaching portfolios must include at least two of the following performance indicators, in addition to student evaluations of teaching: peer teaching observations and evaluations;<sup>3</sup> sample syllabi or assignments; statements of teaching philosophy and pedagogy; self-evaluations of teaching effectiveness and innovations; videotapes of teaching performances; evidence of teaching activities that support the department's student learning outcomes; demonstrated willingness to work with students outside the classroom, including but not limited to availability for adequate and regularly scheduled office hours; teaching awards and nominations; and written statements from colleagues, students, and others concerning preparedness and effectiveness in teaching.

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<sup>2</sup> Student evaluations charted from earliest through latest courses taught (using the standard Department instrument and administered according to the Department of Popular Culture's prescribed procedures) for all courses taught during the period since the last review for tenure or promotion are required of all candidates for promotion and /or tenure. (NOTE: There is no "minimal score" to be achieved. Rather, the Department seeks evidence that students perceive the instructor to be reasonably effective in communicating the goals, objectives, and material of the course; that the instructor provides frequent and useful feedback to student work; that there is no continuing pattern of neglect of teaching responsibilities; that the instructor perceives of teaching as an important responsibility; that the instructor adheres to generally accepted standards of ethical and professional behavior.) It is clear that student evaluations are only one type of evidence reflective of quality classroom performance. It is also clear that student evaluations frequently offer false impressions and are sometimes used in an inappropriate manner by students. Therefore, the Department resolves that only overall patterns, either negative or positive, over a long period of time (normally three to five years) will be monitored to aid in evaluating teaching effectiveness.

<sup>3</sup> Written peer observation reports offer an excellent opportunity to assess quality classroom performance and are considered carefully and seriously in deliberations for tenure and promotion. Each candidate for promotion and/or tenure is encouraged to have several peer observations spread over an extended time period. It is recommended that several different individuals be invited and that the observers include members of the faculty from units other than the Department of Popular Culture. While not absolutely required, peer observations generally strengthen the teaching credentials of candidates for promotion and especially for tenure.

## B. Graduate Teaching

The Department of Popular Culture offers a Master's Degree in Popular Culture. Therefore, high quality graduate instruction is an important component of a faculty member's record of teaching. It is assumed that efforts in the graduate program will be especially strong in candidates for promotion to the rank of professor. Faculty presenting themselves for tenure and/or promotion to associate professor should be able to demonstrate their ongoing willingness and enthusiasm to serve the M.A. program in Popular Culture when appropriate to their expertise. 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/or placement of graduate students. In addition, faculty with appropriate areas of expertise are expected to participate in the direction of theses and non-thesis-option M.A. exams, to serve on committees of students being directed by other faculty and to participate in the administration and evaluation of the Comprehensive M.A. exam. Faculty are also encouraged to chair or serve on Preliminary Exam and dissertation committees for doctoral students in other units who are working in the faculty member's areas of expertise.

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, records of participation on thesis, dissertation, and exam committees as well as activities that contribute to the recruitment, retention, advising, and/or placement of graduate students (such as serving as Graduate Advisor; communicating with prospective students; counseling students on career and professional development matters; arranging or supervising internships, mentoring students experiencing academic difficulties; assisting students in the development of skills needed for comprehensive exams, thesis, etc.; arranging professional development colloquia for students; guiding students in preparing grant or conference paper proposals, conference papers or articles to be submitted for publication; participating in academic conferences organized by students or facilitating student participation in other academic conferences; assisting students in the selection of and application to doctoral or professional programs; writing letters of recommendation; maintaining a climate supportive of graduate student success). Because the department's M.A. students are not assigned to individual faculty and responsibility for their performance is assumed collectively by the department faculty, records of graduate student graduation, placement and extramural support generally are not applicable to the evaluation of individual faculty members. However, when such information is available, it may be included in the teaching portfolio.

## 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 can be used in the evaluation of instructional development include: participation in the training of graduate teaching assistants; development, review or modification of departmental curriculum; service on a college or university committee to monitor, review or modify curriculum (such as general

education, cultural diversity or college requirements); participation in interdisciplinary or interdepartmental instructional activities (such as Honors, Women's Studies, etc.); participation in joint instructional activities with another university or organization; reviewing publications on pedagogy; publications of articles, syllabi, assignments, or other materials related to teaching; sharing teaching strategies with the academic community in other ways; writing grants for the purpose of improving instructional effectiveness; serving as an effective "teaching mentor" to graduate assistants; serving as peer observer of other faculty; adding new units to strengthen existing courses; sharing syllabi, teaching strategies, and specific assignments with colleagues (both in the Department of Popular Culture and elsewhere); 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 such as the effective use of service learning and 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; guidance of students in internships, or co-operative work experiences; integration of service learning activities into courses; 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 departmental projects to assess the effectiveness of teaching and learning; and other pedagogical activities that contribute to effective teaching (such as serving as departmental student ombudsman; recruiting and mentoring visiting faculty, teaching Fulbright fellows, etc.; enhancing the instructional capabilities of other faculty members by service on faculty development committees and other programs; participation in activities designed to assist students in adjusting to college or successfully completing their degrees).

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 questions to be considered by the department in its evaluation of teaching are these: 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, college, and University? Does the faculty member consistently and conscientiously carry out assigned teaching responsibilities in accordance with departmental and university policies? Is there a discernible continuing pattern of efforts to improve



instructional capabilities? Is there evidence of active efforts on a long-term basis toward achieving a high level of teaching effectiveness? Is this faculty member making contributions to the various components of the Department's instructional program as appropriate to that individual's expertise and training?

#### IV. Evaluation of Research/Creative Work

Making significant contributions to the knowledge base or the creative practices of one's discipline or, in the case, of applied or engaged scholarship, to the community, is a central responsibility of faculty members on tenure or promotion track. 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: publications/presentations/performances; sponsored program extramural support; institutional outreach and scholarship of engagement; evaluations of quality of scholarship. The primary evidence of scholarly productivity will usually be in the form of publications of a scholarly nature in the area of Popular Culture or closely related areas. Creative approaches to the presentation of scholarly work to the academic/scholarly community is accepted and encouraged, especially in the current environment of rapidly advancing means for the dissemination of knowledge. The quality of the publications as well as the number of publications is of importance. Since the Popular Culture Department includes faculty trained in and active in a variety of different academic disciplines, with different expectations as to dissemination of research, the relative weighting of forms of publications is difficult to establish across the board. 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/Performances

It is assumed that a faculty member applying for promotion and/or tenure would show evidence of at least one of the following two forms of publication:

1. Scholarly articles representing original research or conceptualization published in scholarly refereed journals or in academic books edited by another scholar and published under the conditions described in 2.
2. Scholarly books representing original research or conceptualization published by recognized university presses or trade publications and directed to an audience of scholarly peers (although the audience need not be limited to this group)—evidence could be provided by the peer-review process involved in the selection of manuscripts by the publisher, reviews of the book in scholarly journals, or citations of the book by scholars, although it is recognized that the latter two may not be available until some time after the book's publication.

Along with the above forms of publication, a faculty member could also demonstrate active scholarship through the following:

- a. editing of scholarly books or special issues of journals composed

- primarily of articles written by other scholars;
- b. publication of scholarly articles in scholarly books or journals edited by the candidate;
- c. dissemination of research through the creation of documentary films, videotapes, computer software, CD-ROM, electronic journals, museum exhibitions, or other non-print media;
- d. writing or editing of textbooks;
- e. dissemination of research in magazine articles, books, etc. aimed at a general audience;
- f. dissemination of research through presentations at scholarly conferences;
- g. presentation of invited addresses at scholarly conferences, colloquia, etc.;
- h. organization of thematically-focused conferences for the dissemination of research within the scholarly community; and
- i. editing of scholarly journal;
- j. publishing the results of scholarship of engagement in appropriate venues.

#### 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. Recognizing that external support for research in the field of Popular Culture is severely limited, the department encourages faculty to seek such support as is available and appropriate to the faculty member's area of expertise. Unfunded but competitive grant proposals will be viewed favorably as efforts to obtain external funding. Performance indicators include: evidence of a search for applicable funding sources; 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. The departmental also recognizes the value of enhancing the level of extramural funding at the university by activities such as serving on committees that encourage external support, or participating (as consultant, etc.) in grant proposals or funded projects directed by other faculty members.

#### 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 discipline and 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 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. Evaluation of Scholarship

Since Popular Culture research is not located within a single discipline, the interdisciplinary nature of research should be taken into account in assessing the reputation of a faculty member's work. While some faculty may establish a reputation within a specific discipline and among community partners in the case of faculty members who have pursued the scholarship of engagement, others may work in areas outside or across disciplinary boundaries. The research of each candidate for tenure and/or promotion will be evaluated by the eligible faculty of the department using the following guidelines and taking into account the quality of the individual scholarly works and the appropriateness of the activities to the career development of the individual candidate. Therefore, candidates for promotion and/or tenure are expected to present evidence of the quality of their scholarly activities.

The scholarly work of all candidates for promotion and/or tenure will be evaluated by at least three authoritative reviewers external to the university. These outside reviews by leading scholars will be solicited by the department chair in consultation with both the rest of the faculty and the candidate. The reviewers will include individuals from a list provided by the candidate for evaluation as well as individuals who are selected independently by the departmental review committee. At least one reviewer will 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.

Additional ways of documenting quality of scholarly work could include: published reviews of the candidate's scholarly work; inclusion of reprints of articles or portions of books in anthologies or similar publications; selection of papers for presentation at academic conferences or manuscripts for publication (including non-traditional forms of publication such as electronic journals) through a process of peer or expert referee review; awarding of grants to support scholarly activities; citation of scholarship by researchers in their publications; selection as a member of a board or panel responsible for the review of the scholarship of others (press board, journal board, grant review board, etc.); selection as keynote or featured speaker at academic conference[s], etc.; receipt of awards or prizes offered by scholarly associations for outstanding publications or research.

E. 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/creative work is this: is the faculty member's performance in research consistent with the general standards for merit, 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 at the department, college, and University professional levels are critical to the overall mission of the University. A faculty member's willingness to serve the Department, the institution, and the profession reflect the degree of commitment to building a collegial atmosphere, an atmosphere wherein each individual participates and bears her/his own fair share of the work necessary to build a strong institution. 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. Early in their careers it is likely that faculty will have more opportunities to provide service to the Department, while contributions to the university and profession would be expected to emerge gradually over time. Accordingly, the Department of Popular Culture expects an increased commitment and increased activity in the field of service as an individual's career progresses. Promotion to the rank of Professor requires evidence of ongoing service involving each of the three categories, and should include a continuous record of involvement at the Department level, active and frequent contributions at the Collegiate and University levels, as well as contributions to the community and the profession at large.

The department defines service as performance of departmental, collegiate, 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. In developing credentials for tenure and promotion consideration, candidates (with the assistance of the Chair) should attempt not only to substantiate the fact that service has been accomplished but also to assemble a record which reflects upon and explains the quality of the service.

### A. Internal University Service

These activities may include participation in departmental, college, or University committees including governing bodies, councils, special task forces, review teams, and the like. They may also include responsibility for facilitating departmental operations such as serving as library liaison, grade appeals officer, computer consultant, departmental newsletter editor, alumni liaison, department web site coordinator, or search committee member, as well as by participating in activities such as data collection or fund-raising. 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 that can be 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 that can be 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

When appropriate given their areas of expertise, faculty members are encouraged to lend their professional expertise to collaborations with external entities that contribute to the well-being of the larger community. Faculty also are encouraged to share their professional expertise with the public through participation in interviews and consultations with news media. 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. Performance indicators used to evaluate community service include: records of relevant activities and professional contributions, including assessments by community partners; 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: records of affiliations with appropriate professional associations; records of service to private or extramural funding agencies (such as reviewing grant proposals); attendance at professional meetings and conferences; leadership positions held in professional associations; time spent on fulfilling professional service obligations (such as editing association newsletters or serving as book review editor for a journal); 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 merit, 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 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 Popular Culture

Chair *Angela M. Helms*

Date *9/5/2006*

Reviewed by the Dean *[Signature]*

Date *9-22-06*

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

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Reviewed by the Provost/VPAA

*[Signature]*

Date *11-15-06*

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

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*This document was approved by the Faculty Senate on April 15, 1997.*