

Reappointment, Tenure, and Promotion Policy

Part II: Academic Unit Criteria, Standards and Processes

Academic Unit: Natural and Social Sciences

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

1. For APRs the dossier will include documentation for the previous year. For EPRs the dossier will include documentation for the previous three years.
 - a. Effective teaching can be demonstrated in part by generally high student evaluations (e.g., average of the median scores of the rating system) for each course section taught in the academic year, including summer. In addition, a minimum of 2 largely positive peer observations per year from full-time BGSU Firelands faculty are required (one of whom must be from an NSS faculty member; the candidate has the option of inviting a non-departmental member to observe his or her classroom). Teaching effectiveness may be demonstrated by including additional artifacts such as, but not limited to:
 - i. Effective demonstration of teaching technology;
 - ii. Positive external peer review of instructional activities in a clinical or related laboratory setting (In this context, external evaluators are individuals who are not employed by Bowling Green State University);
 - iii. Effective demonstration of innovative instructional and assessment activities;
 - iv. Effective demonstration of student success as indicated by such things as students awards, graduation rates, and employment and/or
 - v. Unsolicited letters of support/praise from employers, community leaders, etc.
 - b. Effective research/professional development can be demonstrated by engagement in activities relevant to teaching and/or one's discipline within the parameters of one's allocation of effort. Such activities include but are not limited to:
 - i. Participating in webinars, learning communities, and other training opportunities;
 - ii. Attendance at local, state, regional, and national conferences and workshops;

- iii. Presenting or responding to scholarly papers (invited, refereed at state, regional, national, or international meetings);
 - iv. Taking courses for graduate credit;
 - v. Producing and distributing non-print media to state, regional, national, or international markets and/or
 - vi. Authoring refereed journal publications.
2. The Natural and Social Sciences Department defines service as performance of departmental, collegiate, university, and professional activities, and activities involving external private and public communities. Engagement with communities within the BGSU Firelands service area is encouraged. Such activities, as available and/or appropriate, may fall within the following domains; involvement in internal affairs and institutional governance; professional expertise shared with public and private communities external to the university; and contributions to a faculty member's profession. In presenting their records of service, faculty members should include documentation to provide evidence of their activities and contributions and, if appropriate, also addresses the performance indicators used for evaluation. In addition to the above-mentioned requirements, Enhanced Performance Reviews (EPR's) shall also require that the NTTF member include the following in his or her dossier:
- a. A curriculum vitae (CV)
 - b. The following additional supporting materials for evidence of teaching:
 - i. Statement of one's teaching philosophy;
 - ii. Four peer observations from full-time faculty for the first EPR (2 evaluations per year; 2 must be from NSS faculty); Six peer observations from full-time faculty for subsequent EPR (2 evaluations per year; 3 evaluations must be from NSS faculty);
 - iii. Student evaluation results for each course taught, using the current college quantitative instrument, and where applicable, the Department's qualitative student evaluation form;
 - iv. Up-to-date syllabi for all courses taught during the review period.
 - c. The following additional supporting materials for evidence of effective service:

Statement of Service Philosophy

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

1. Annual Performance Reviews (APR) and Enhanced Performance Reviews (EPR) shall require that the NTTF member compile a dossier consisting of his or her curriculum vitae (CV), together with evidence of teaching effectiveness, research/professional development, and service reflecting the appropriate allocation of effort.
2. The dossier shall be submitted using the University's approved system.

Unit Faculty Involvement in the NTTF APR and EPR Process

1. Upon receipt of the dossier, the Department chair shall convene a committee (hereafter, the "NTTF Review Committee") of all tenured and probationary faculty of the Department and NTTF who are above the rank of the faculty member being reviewed.
2. The Department Chair shall appoint the NTTF Review Committee chairperson in an equitable manner based on member eligibility for service on the committee.
3. All meetings of the NTTF Review Committee shall be confidential. Voting on the effective annual performance shall be by secret ballot. A positive recommendation requires a majority vote.
4. In addition, for the EPR, the chair of the NTTF Review Committee will write the committee's recommendation of the faculty member and forward it to the Department Chair.

Academic Unit Criteria and Standards used in NTTF Promotion Review

1. Criteria for Promotion from Instructor to Lecturer
 - a. Effective teaching can be demonstrated in part by generally high student evaluations (e.g., average of the median scores of the rating system) for each course section taught in the academic year, including summer. In addition, a minimum of 2 largely positive peer observations per year from full-time BGSU Firelands faculty are required (one of whom must be from an NSS faculty member; the candidate has the option of inviting a non-departmental member to observe his or her classroom).

Teaching effectiveness may be demonstrated by including additional artifacts such as, but not limited to:

- i. Effective demonstration of teaching technology;
- ii. Effective demonstration of innovative instructional and assessment activities;

- iii. Effective demonstration of student success, as indicated by such things as students awards, graduation rates, and employment and/or
 - iv. Unsolicited letters of support/praise from employers, community leaders, and/or students.
- b. For an Instructor to satisfy the scholarship/professional development component for promotion to Lecturer, he or she should accumulate a total of three (3) points based on the values below.

Five (5) Point Activities

- Publication of a scholarly peer reviewed monograph.

Four (4) Point Activities

- Publication of an article in a refereed journal.

Three (3) Point Activities

- Invited, major speaker at a national or regional professional conference or special body, such as a National Science Foundation symposium.
- A grant that is accompanied by:
 - significant funds,
 - recognition to the individual or to the college's scholarly reputation, or
 - an increased enrollment at the college.

Two (2) Point Activities

- Publication of a scholarly piece for publication in an edited work, such as an entry in a professional volume or a chapter in a book.
- A paper presented at a national or regional academic conference.

One (1) Point Activities

- A book review in a scholarly or professional journal.
- Attendance at a national/regional/state conference.
- Participation in a Learning Community.
- Continued education, including but not limited to, CEUs for licensure, workshops, graduate coursework, and webinars.

It is also possible to substitute a unique scholarly or professional development achievement not specified above. Such activity is best done in consultation with the Department chair as it will be incumbent on the candidate to demonstrate the merit of this work in his or her dossier.

- c. The Natural and Social Sciences Department defines service as performance of departmental, collegiate, university, and professional activities, and activities involving external private and public communities. Engagement with communities

within the BGSU Firelands service area is encouraged. Such activities, as available and/or appropriate, may fall within the following domains: involvement in internal affairs and institutional governance; professional expertise shared with public and private communities external to the university; and contributions to a faculty member's profession. In presenting their records of service, faculty members should include documentation to provide evidence of their activities and contributions and, if appropriate, also addresses the performance indicators used for evaluation.

2. Criteria for Promotion from Lecturer to Senior Lecturer

- a. Effective teaching can be demonstrated in part by generally high student evaluations (e.g., average of the median scores of the rating system) for each course section taught in the academic year, including summer and through a demonstration of leadership and/or innovation in teaching. In addition, a minimum of 2 largely positive peer observations per year from full-time BGSU Firelands faculty are required (one of whom must be from an NSS faculty member; the candidate has the option of inviting a non-departmental member to observe his or her classroom).

Teaching effectiveness may be demonstrated by including additional artifacts such as, but not limited to:

- i. Effective demonstration of teaching technology;
 - ii. Positive external peer review of instructional activities in a clinical or laboratory setting (In this context, external evaluators are individuals who are not employed by Bowling Green State University);
 - iii. Effective demonstration of innovative instructional and assessment activities;
 - iv. Effective demonstration of student success, as indicated by such things as students awards, graduation rates, and employment
 - v. Unsolicited letters of support/praise from employers, community leaders, students and/or
 - vi. Effective demonstration of leadership role in teaching activities and/or innovation in teaching (mentoring junior colleagues, innovative curriculum development, implementing study abroad and/or community/service based learning, and/or facilitating a learning community).
- b. For a Lecturer to satisfy the scholarship/professional development component for promotion to Senior Lecturer, he or she should accumulate a total of five (5) points based on the values below.

Five (5) Point Activities

- Publication of a scholarly peer reviewed monograph.

Four (4) Point Activities

- Publication of an article in a peer-reviewed journal.

Three (3) Point Activities

- Invited, major speaker at a national or regional professional conference or special body, such as a National Science Foundation symposium.
- A grant that is accompanied by significant funds, recognition to the individual or to the college's scholarly reputation, and/or increased enrollment at the college.

Two (2) Point Activities

- Publication of a scholarly piece for publication in an edited work, such as an entry in a professional volume or a chapter in a book.
- A paper presented at a national or regional academic conference.

One (1) Point Activities

- A book review in a scholarly or professional journal.
- Attendance at a national/regional/state conference.
- Participation in a Learning Community.
- Continued education, including but not limited to CEUs for licensure, workshops, graduate coursework, and webinars.

It is also possible to substitute a unique scholarly or professional development achievement not specified above. Such activity is best done in consultation with the Department chair as it will be incumbent on the candidate to demonstrate the merit of this work in his or her dossier.

- c. The Natural and Social Sciences Department defines service as performance of departmental, collegiate, university, and professional activities, and activities involving external private and public communities. Engagement with communities within the BGSU Firelands service area is encouraged. Such activities, as available and/or appropriate, may fall within the following domains: involvement in internal affairs and institutional governance; professional expertise shared with public and private communities external to the university; and contributions to a faculty member's profession. In presenting their records of service, faculty members should include documentation to provide evidence of their plentiful and varied activities and contributions and, if appropriate, also addresses the performance indicators used for evaluation.

Academic Unit Procedures for Creation and Submission of NTTF Promotion Materials

1. The faculty member shall prepare an up-to-date and documented dossier in support of his or her promotion request, which shall provide evidence of teaching effectiveness, professional development, and service per the respective criteria. The dossier shall be submitted to the Department chair via approved online format.

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

1. For APRs the dossier will include documentation for the previous year. For EPRs the dossier will include documentation for the previous three years.

- a. 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 undergoing annual or enhanced performance review. Domains considered in the evaluation of teaching include: undergraduate teaching; graduate teaching; instructional development; and other contributions to student learning that for example might be expressed through many traditional course activities, such as lectures and labs and other pedagogies such as service learning, cooperative learning experiences, internships, simulations and other kinds of engagement activities related to teaching. Beginning in the first year of a teaching appointment, faculty must create and maintain an up-to-date *teaching portfolio* that contains written records pertaining to their teaching. The portfolio will be used by reviewers as the primary source of information for the evaluation of teaching.

Performance indicators that are used in the evaluation of teaching must include:

- i. Statements of teaching philosophy and pedagogy—The faculty member is to summarize his or her approach to the teaching task—philosophy of education, teaching methodologies, and/or self-assessment of what the individual thinks he or she does best. This statement is important for evaluators to assess all other information regarding the teaching of the faculty member.
 - ii. Peer teaching observations—A minimum of two peer observations per year from full-time BGSU Firelands faculty are required. Thus, each APR should include two peer observations, and the EPR should include four peer observations. Additionally, probationers may invite peers from outside of the department or main campus faculty members from one's discipline, as appropriate. All evaluations and replies are to be kept on file by the Department and by the candidate.

- iii. Results of student course evaluations—The standard questionnaire adopted by College Council is to be used by all probationary faculty members. In addition to this instrument, other student assessment instruments (qualitative or quantitative as approved by the department chair) may also be included. Effective teaching can be demonstrated in part by generally high evaluations (e.g. average of the median scores of the rating system).
- iv. Syllabi and other instructional materials—Syllabi or other handouts are expected to include the following: a) goals/objectives for the course; b) statement of student learning outcomes; c) course requirements, including an explanation of expectations and procedures for term papers or projects; d) policies, procedures, criteria, and/or schedule of grading; e) policy on plagiarism or cheating; f) other university policies (e.g. disability services information). Instructional materials should also be included and assessed: a) handouts reflect an appropriate level of scholarship and/or intellectual challenge for a course; b) Assignments appear to be stimulating and challenging learning experiences; c) The materials are current and legible; d) A diverse selection of instructional activities are employed (computer assisted, small group work, etc.)
- v. Copies of evaluation instruments for assessing student learning—Copies of tests for each course, samples of student written assignments or projects, and other evaluative instruments of exercises should be submitted. These materials must be assessed for appropriateness of academic level and for consistency with stated goals and learning outcomes (e.g. recognition and recall vs. analysis and synthesis skills). Descriptions of evaluation processes may be substituted in the case of clinicals.

Further, candidates may include the following materials at their discretion:

- i. Indicators of continued growth and vitality as an instructor—Indicators of continued growth and vitality might include the introduction of innovative teaching methodologies such as demonstrated in service learning activities; evidence of analysis of previous teaching experiments or techniques; indicators of creative and effective evaluation procedures; major reconceptualization and reorganization of courses; updating of courses to keep them current with new developments in the field; offering of courses not previously taught; introduction of new courses into the curriculum; technology and resources to promote active student learning; attendance at conferences and workshops on teaching, discipline relevant courses taken, and other professional development activities to enhance teaching skills.
- ii. Other evidence of effective teaching—Candidates may include other material which they believe serves as evidence of good teaching (e.g., teaching awards;

letters of commendations from departments or colleges at Bowling Green; student enrollment and retention data; written statements from colleagues, students, and others concerning preparedness and effectiveness in teaching including feedback and assessment from external community partners. (In this context, external evaluators are individuals who are not employed by Bowling Green State University.)

- iii. Assessment of Student Learning Outcomes—Candidates may include documentation of student learning outcomes over the course of the probationary period (results of standardized assessment measures, licensure or professional examinations, and graduate follow-up studies) in the teaching portfolio.

b. Research and/or Creative Work

Making significant contributions to the knowledge base or the practice of their discipline is a responsibility of probationary tenure-track 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 undergoing annual or enhanced performance review. As a means of facilitating the evaluation, probationers should maintain a record of their research and/or creative work which addresses the performance indicators used for evaluation of scholarly activities.

At the time of EPR, probationary faculty members typically have research under review for publication and/or have presented research findings at national/regional/or state conferences.

Types of scholarly activity include:

- i. Authoring refereed publications--books (including anthologies, proceedings, and textbooks), monographs, and articles, including refereed electronic material). Articles and other refereed publications on teaching shall be recognized as scholarly activity;
- ii. Reviews of books published in scholarly journals;
- iii. Presenting or responding to scholarly papers at professional conferences (invited or refereed), and at state, regional, national, or international meetings. Presentations on teaching shall be recognized as scholarly activity;

- iv. Producing and distributing non-print media to a state, regional, national, or international market (video and audio programs, computer software, CD and CD-ROM packages, Internet websites, etc.);
- v. Designing research projects; patenting or licensing discoveries or creations; or publishing reports (technical, management reports, ERIC publications, and publications resulting from customized training);
- vi. Producing educational materials or delivery systems that are reviewed externally (In this context, external evaluators are individuals who are not employed by Bowling Green State University);
- vii. Sponsored Program Extramural Support for Research. Performance indicators include: number of grant applications submitted; agency reviewers' evaluations of the proposal; significance and scope of the project; research funds awarded; and performance of duties as principal investigator for funded projects;
- viii. Thesis and dissertation for degrees shall not be considered.

c. Service

The Natural and Social Sciences Department defines service as performance of departmental, collegiate, university, and professional activities, and activities involving external private and public communities. Engagement with communities within the BGSU Firelands service area is encouraged. Such activities, as available and/or appropriate, may fall within the following domains: involvement in internal affairs and institutional governance; professional expertise shared with public and private communities external to the university; and contributions to a faculty member's profession. In presenting their records of service, faculty members should include documentation to provide evidence of their activities and contributions and, if appropriate, also addresses the performance indicators used for evaluation.

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

1. The probationary tenure-track faculty member shall prepare an up-to-date and documented dossier in support of his or her Annual Performance Review (one previous academic year) or Enhanced Performance Review (years one and two of the probationary term). The dossier will include an up to date curriculum vitae (CV), current syllabi of courses taught in the past year (for APR) or years one and two of the probationary term (for EPR), evidence of teaching effectiveness, research and/or creative work, and service. The dossier shall be submitted to the Department chair through the approved online format, who will then present it to the Department review committee.

Unit Faculty Involvement in the TTF APR and EPR Process

1. The Department chair shall convene a committee (hereafter, the “TTF Review Committee”) of all tenured faculty in the Department.
2. The Department Chair shall appoint the TTF Review Committee chairperson in an equitable manner based on member eligibility for service on the committee.
3. All meetings of the TTF Review Committee shall be confidential, and voting shall be by secret ballot. A positive recommendation requires a majority vote.
4. In addition, for the EPR, the chair of the TTF Review Committee will write the committee’s recommendation of the faculty member and forward it to the Department Chair.

Academic Unit Criteria and Standards Used in TTF Tenure and Promotion Review

A. Standards for Tenure

1. Dossiers for tenure shall include evidence of: attainment of the terminal degree or its professional equivalent, teaching, research, and service to the University community or and profession.

a. 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 undergoing tenure review. Domains used in the evaluation of teaching include: undergraduate teaching; graduate teaching; instructional development; and other contributions to student learning that for example might be expressed through many traditional course activities, such as lectures and labs and other pedagogies such as service learning, cooperative learning experiences, internships, simulations and other kinds of engagement activities related to teaching. Beginning in the first year of a teaching appointment, faculty must create and maintain an up-to-date *teaching portfolio* that contains written records pertaining to their teaching. The portfolio will be used by reviewers as the primary source of information for the evaluation of teaching.

Performance indicators that are used in the evaluation of teaching must include:

- i. Statements of teaching philosophy and pedagogy—The faculty member is to summarize his or her approach to the teaching task—philosophy of education,

teaching methodologies, and/or self-assessment of what the individual thinks he or she does best. This statement is important for evaluators to assess all other information regarding the teaching of the faculty member.

- ii. Peer teaching observations—Over the course of the probationary period, tenure-track faculty members are to invite each of the department's tenured faculty members into the classroom for observation. Additionally, probationers may invite peers from outside of the department or main campus faculty members from one's discipline, as appropriate. The probationer shall receive a written evaluation of his or her performance and shall have the right to reply in writing to each peer observation. Effective teaching can be demonstrated in part by a record of largely positive peer evaluations. All evaluations and replies are to be kept on file by the Department and by the candidate.
- iii. Results of student course evaluations—The standard questionnaire adopted by College Council is to be used by all probationary faculty members. In addition to this instrument, other student assessment instruments (qualitative or quantitative as approved by the department chair) may also be included. Effective teaching can be demonstrated in part by generally high evaluations (e.g., average of the median scores of the rating system)
- iv. Syllabi and other instructional materials—Syllabi or other handouts are expected to include the following: a) goals/objectives for the course; b) statement of student learning outcomes; c) course requirements, including an explanation of expectations and procedures for term papers or projects; d) policies, procedures, criteria, and/or schedule of grading; e) policy on plagiarism or cheating; f) other university policies (e.g. disability services information). Instructional materials should also be included and assessed: a) handouts should reflect an appropriate level of scholarship and/or intellectual challenge for a particular course; b) assignments should appear to be stimulating and challenging learning experiences; c) the materials should be current and legible; d) a diversity of instructional activities should be employed (computer assisted, small group work, etc.).
- v. Copies of evaluation instruments for assessing student learning—Copies of tests for each course, samples of student written assignments or projects, and other evaluative instruments of exercises should be submitted. These materials must be assessed for appropriateness of academic level and for consistency with stated goals and learning outcomes (e.g. recognition and recall vs. analysis and synthesis skills). Descriptions of evaluation processes may be substituted in the case of clinicals.

Further, candidates are invited to include the following materials at their discretion:

- i. Indicators of continued growth and vitality as an instructor—Indicators of continued growth and vitality might include the introduction of innovative teaching methodologies such as demonstrated in service learning activities; evidence of analysis of previous teaching experiments or techniques; indicators of creative and effective evaluation procedures; major reconceptualization and reorganization of courses; updating of courses to keep them current with new developments in the field; offering of courses not previously taught; introduction of new courses into the curriculum; technology and resources to promote active student learning; attendance at conferences and workshops on teaching, discipline relevant courses taken, and other professional development activities to enhance teaching skills.
- ii. Other evidence of teaching—Candidates may include other material which they believe serves as evidence of good teaching (e.g., teaching awards; letters of commendations from departments or colleges at Bowling Green; student enrollment and retention data; written statements from colleagues, students, and others concerning preparedness and in teaching including feedback and assessment from external community partners. (In this context, external evaluators are individuals who are not employed by Bowling Green State University.)
- iii. Assessment of Student Learning Outcomes—Candidates may include documentation of student learning outcomes over the course of the probationary period (results of standardized assessment measures, licensure or professional examinations, and graduate follow-up studies) in the teaching portfolio.

b. Research and/or Creative Work

Making significant contributions to the knowledge base or the practice of one's discipline is a responsibility of all probationary tenure-track 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 undergoing tenure review. As a means of facilitating the evaluation, probationers should maintain a record of their research and/or creative work.

- i. In order for a probationary faculty member to satisfy the research and/or creative work expectation for tenure, he or she should accumulate a total of seven (7) points based on the following values:

Five (5) Point Activities

- Publication of a scholarly peer-reviewed monograph or book.

Four (4) Point Activities

- Publication of an article in a refereed journal.

Three (3) Point Activities

- Invited, major speaker at a national or regional professional conference or special body, such as a National Science Foundation symposium.
- A grant that is accompanied by significant funds, recognition to the individual or to the college's scholarly reputation, and/or increased enrollment at the college.

Two (2) Point Activities

- Publication of a scholarly piece for publication in edited work, such as an entry in a professional volume or a chapter in a book, will count for two (2) points each up to a maximum of four (4) points total.
 - Scholarly papers presented at national or regional academic conferences will count for two (2) points each up to a maximum of four (4) points total.
 - Book reviews in scholarly or professional journals will count for one (1) point each up to a maximum of two (2) points total.
 - A minimum of four (4) of these points to satisfy the research expectation for tenure and promotion must come from publication of a scholarly article in a referred journal, monograph, or book during the review period.
 - It is also possible to substitute a unique scholarly achievement not specified above up to up to three (3) points. Such activities are best done in consultation with the chair as it will be incumbent on the candidate to demonstrate the scholarly merit of this work in his or her dossier.
- ii. An additional indicator of the quality of a faculty member's research and/or creative work is his or her reputation within the discipline. A good reputation can be established by such things as publication volume, relevance, and citation rates. In the case of tenure and promotion, the chair shall obtain a minimum of three external reviews of faculty member's academic contributions to his or her discipline. In this context, external evaluators are individuals who are not employed by Bowling Green State University. Positive indicators of success include, but are not limited to, verification that the candidate has met departmental expectations as stated above, and such

things as volume of work, relevance to the discipline and/or pedagogy, and the degree to which the work is cited in the field.

Types of scholarly activity which may be submitted for external review include:

- a) Authoring refereed publications--books (including anthologies, proceedings, and textbooks), monographs, and articles, including refereed electronic material). Articles and other refereed publications on teaching shall be recognized as scholarly activity.
- b) Reviews of books published in scholarly journals.
- c) Presenting or responding to scholarly papers at professional conferences (invited or refereed), and at state, regional, national, or international meetings. Presentations on teaching shall be recognized as scholarly activity.
- d) Producing and distributing non-print media to a state, regional, national, or international market (video and audio programs, computer software, CD and CD-ROM packages, Internet websites, etc.)
- e) Designing research projects; patenting or licensing discoveries or creations; or publishing reports (technical, management reports, ERIC publications, and publications resulting from customized training).
- f) Producing educational materials or delivery systems that are reviewed externally. In this context, external evaluators are individuals who are not employed by Bowling Green State University.
- g) Sponsored Program Extramural Support for Research. Performance indicators include: number of grant applications submitted; agency reviewers' evaluations of the proposal; significance and scope of the project; research funds awarded; and performance of duties as principal investigator for funded projects.
- h) Thesis and dissertation for degrees shall not be considered.

c. Service

The Natural and Social Sciences Department defines service as performance of departmental, collegiate, university, and professional activities, and activities involving external private and public communities. Engagement with communities within the BGSU Firelands service area is encouraged. Such activities, as available and/or appropriate, may fall within the following domains: involvement in internal affairs and institutional governance; professional expertise shared with public and

private communities external to the university; and contributions to a faculty member's profession. In presenting their records of service, faculty members should include documentation to provide evidence of their activities and contributions and, if appropriate, also addresses the performance indicators used for evaluation.

B. Standards for Promotion

1. Criteria and Standards for Promotion from Assistant Professor to Associate Professor

Please see Tenure and Promotion Policy Part II: TTF, Part A, Criteria Used for Tenure Review, as they are the same criteria and standards.

2. Criteria and Standards for Promotion from Associate Professor to Professor

- a. To be considered for promotion from Associate Professor to Professor, a faculty member shall hold the appropriate doctoral degree or its equivalent from an accredited college or university. The faculty member's reputation for effective teaching and his or her reputation within the discipline as evidenced by a record of productive scholarship and/or significant research must be evaluated based on the established allocation of effort.

i. Teaching Effectiveness

Effective teaching 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 undergoing promotion review. Domains considered in the evaluation of teaching include: undergraduate teaching; graduate teaching; instructional development; and other contributions to student learning that for example might be expressed through many traditional course activities, such as lectures and labs and other pedagogies such as service learning, cooperative learning experiences, internships, simulations and other kinds of engagement activities related to teaching. Faculty must 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.

Performance indicators that are used in the evaluation of teaching must include:

- a) Statements of teaching philosophy and pedagogy—The faculty member is to summarize his or her approach to the teaching task—philosophy of education, teaching methodologies, and/or self-assessment of what the individual thinks he or she does best. This statement is important for evaluators to assess all other information regarding the teaching of the faculty member.

- b) Peer teaching observations—Over the course of the review period (i.e. the time since the last date of promotion), faculty members are to invite each of the department's tenured faculty members into the classroom for observation. Additionally, faculty may invite peers from outside of the department or main campus faculty members from one's discipline, as appropriate. The faculty member shall receive a written evaluation of his or her performance and shall have the right to reply in writing to each peer observation. All evaluations and replies are to be kept on file by the Department and by the candidate.

- c) Results of student course evaluations—The standard questionnaire adopted by College Council is to be used by all probationary faculty members. In addition to this instrument, other student assessment instruments (qualitative or quantitative as approved by the department chair) may also be included. Effective teaching can be demonstrated by generally high evaluations (e.g., average of the median scores of the rating system).

- d) Syllabi and other instructional materials—Syllabi or other handouts are expected to include the following: a) goals/objectives for the course; b) statement of student learning outcomes; c) course requirements, including an explanation of expectations and procedures for term papers or projects; d) policies, procedures, criteria, and/or schedule of grading; e) policy on plagiarism or cheating; f) other university policies (e.g. disability services information). Instructional materials should also be included and assessed: a) handouts should reflect an appropriate level of scholarship and/or intellectual challenge for a particular course; b) assignments should appear to be stimulating and challenging learning experiences; c) the materials should be current and legible; d) diverse instructional activities should be employed (computer assisted, small group work, etc.).

- e) Copies of evaluation instruments for assessing student learning—Copies of tests for each course, samples of student written assignments or projects, and other evaluative instruments of exercises should be submitted. These materials must be assessed for appropriateness of academic level and for consistency with stated goals and learning outcomes (e.g. recognition and recall vs. analysis and synthesis skills). Descriptions of evaluation processes may be substituted in the case of clinicals.

- f) Demonstration of Teaching Leadership or Innovation – Effective demonstration of leadership role in teaching activities and/or innovation in teaching (mentoring junior colleagues, innovative curriculum development,

implementing study abroad and/or community/service based learning, and/or facilitating a learning community)

Further, candidates are invited to include the following materials at their discretion:

- a) Other evidence of teaching—Candidates may include other material which they believe serves as evidence of good teaching (e.g., teaching awards; letters of commendations from departments or colleges at Bowling Green; student enrollment and retention data; written statements from colleagues, students, and others concerning preparedness and effectiveness in teaching including feedback and assessment from external community partners. In this context, external evaluators are individuals who are not employed by Bowling Green State University.
- b) Indicators of continued growth and vitality as an instructor—Indicators of continued growth and vitality might include the introduction of innovative teaching methodologies such as demonstrated in service learning activities; evidence of analysis of previous teaching experiments or techniques; indicators of creative and effective evaluation procedures; major reconceptualization and reorganization of courses; updating of courses to keep them current with new developments in the field; offering of courses not previously taught; introduction of new courses into the curriculum; technology and resources to promote active student learning; attendance at conferences and workshops on teaching, discipline relevant courses taken, and other professional development activities to enhance teaching skills.
- c) Assessment of Student Learning Outcomes—Candidates may include documentation of student learning outcomes over the course of the probationary period (results of standardized assessment measures, licensure or professional examinations, and graduate follow-up studies) in the teaching portfolio.

ii. Research and/or Creative Work

Making significant contributions to the knowledge base or the practice of one's discipline is a 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 undergoing promotion review. As a means of facilitating the evaluation, faculty members should maintain a record of their research and/or creative work.

In order for a faculty member to satisfy the research and/or creative work expectation for promotion from Associate Professor to Professor, he or she could demonstrate one of the following options:

a) Option 1

- 1) Publish six (6) articles in peer-reviewed journals, and
- 2) Present four (4) papers at international/national/regional professional meetings or conferences.

b) Option 2

1. Publish two (2) scholarly books,
2. Publish two (2) book chapters, and
3. Present four (4) papers at international/national/regional professional meetings or conferences.

c) Option 3 (hybrid track)

1. Publish one (1) scholarly book,
2. Publish two (2) articles in peer-reviewed journals and
3. Present four (4) papers at international/national/regional professional meetings or conferences.

For both Options 1 and 2, it is possible to substitute one article publication with a different scholarly achievement. For Option 2, it is possible to substitute a book chapter publication with a different scholarly achievement.

Acceptable substitutions include: one (1) invited plenary speaking engagement at an international/national/regional professional meeting or conference or a grant of \$5,000 or more awarded by a source external to the University. In the event that a candidate wishes to substitute one article publication with an alternative achievement, and neither of the alternatives presented herein are appropriate, it is possible to substitute with another scholarly achievement that is not identified above. It is incumbent on the candidate to demonstrate the scholarly merit of this work in his or her dossier.

For a faculty member to satisfy the research and/or creative work expectation for promotion from Associate Professor to Professor, he or she should also have an established reputation within the discipline or profession as evidenced by a record of productive scholarship and/or significant research and/or creative work. The chair shall obtain and minimum of three external reviews of faculty member's academic contributions to his or her discipline. In this context, external evaluators

are individuals who are not employed by Bowling Green State University. Positive indicators of success include such things as volume of work, relevance to the discipline and/or pedagogy, degree to which the work is cited in the field, the presence of national recognition and/or international in the field.

Evidence of achieving an “established reputation” in the discipline include, but are not limited to:

- a) An active program of research and/or creative work that is recognized as significant by peers upon internal and external review;
- b) The publication of books, monographs, and articles that are recognized as establishing a significant reputation in the field by peers upon internal and external review and/or
- c) Grants, creative projects, special awards, special appointments, and special invitations that are recognized as establishing a significant reputation in the field by peers upon internal and external review.

iii. Service

The Natural and Social Sciences Department defines service as performance of departmental, collegiate, university, and professional activities, and activities involving external private and public communities. Demonstrated service leadership and/or engagement with communities within the BGSU Firelands service area is encouraged. Such activities, as available and/or appropriate, may fall within the following domains; involvement in internal affairs and institutional governance; professional expertise shared with public and private communities external to the university; and contributions to a faculty member's profession. In presenting their records of service, faculty members should include documentation to provide evidence of their activities and contributions and, if appropriate, also addresses the performance indicators.

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

The faculty member shall prepare an up-to-date and documented dossier in support of his or her tenure and/or promotion request, which may include material from the summer of the hire year through the date of the application. The dossier will include an up to date curriculum vitae (CV) and the syllabi of all courses taught during the period of review. The dossier shall also provide evidence of teaching, professional development, and service, per the respective criteria listed and reflecting the appropriate allocation of effort. The portfolio/dossier shall be submitted using the University's system.

Approved by the Natural and Social Sciences Department via an electronic vote by November 3, 2017 after discussion at our October 25, 2017 department meeting:

Christine Genovese Date 11/9/17
Christine Genovese, Chair, Natural and Social Sciences

Approved: Andrew J. Kurtz Date 11/13/2017
Andrew Kurtz, Dean of BGSU Firelands

Approved: Rodney Rogers Date 11-15-17
Rodney Rogers, Provost/ Senior VP