INTRODUCTION AND SUGGESTIONS
FOR VITA PREPARATION
COLLEGE OF SCIENCES AND HUMANITIES

The following suggestions are included to assure that all candidates have the same understanding of what is required in material submitted to the Department and College Promotion and Tenure Committees. Questions should be directed to the Chair of the Department Promotion and Tenure Committee or the Chair of the College Promotion and Tenure Committee.

You should complete each appropriate category using the most current approved vita form. In each category arrange entries in chronological order, most recent first, supplying dates for each entry wherever possible and continuing to the first achievements in your professional career. Work accomplished since hiring or since last promotion should be clearly indicated and listed separately. If an entry was included in the evidence for initial hiring or a previous promotion, explain how it was listed on the vita at that time. Clearly indicate any work to be considered from years granted toward tenure if appropriate. Include a copy of the vita for an earlier promotion in the supplementary materials. Avoid duplication of information. Brevity is encouraged.

In Part I. F, you are asked to describe briefly your primary role in the department and the university. In Part II. A, B, and C, you are asked to define more clearly your activities in the areas of teaching; research, publication, creative endeavors, or other scholarly productivity; and service in a professional capacity. Please note that the limit for each of these descriptions is one page. Relevant portions of University policy for “Evaluation of Teaching,” “Evaluation of Scholarship, Publication, Creative Endeavors, or Other Scholarly Productivity,” and “Evaluation of Service” can be found in the College Promotion and Tenure Document.

In Part II. A, you are asked to present an overview of your role as a teacher. For example, is your main responsibility that of coordinating several courses, teaching large core curriculum classes or major’s classes, counseling, or supervising graduate work? How does the evidence you presented support your excellence in teaching?

In Part II. B, you are asked to present an overview of your creative, scholarly activities. These activities can be independent or collaborative. Such activities can include the scholarship of discovery, integration, application, and teaching. Generally this takes the form of appropriate peer reviewed publications, presentations or exhibits, performances, other creative endeavors, and grant proposals. In this statement you can indicate the aspects of your work which should be evaluated as scholarly or creative productivity or creative endeavors and how results were disseminated and evaluated. Dissemination through refereed publications, presentations, exhibitions, and other recognized professional formats should be described. Create separate categories for refereed materials: journal articles, books, chapters in edited books, book reviews, etc. Non-refereed materials are to be listed under #7 (“Non-refereed Publications”) or #11 (“Other”) on the vita form.

In Part II. C, you are asked to present an overview of your activities which provide service in your professional capacity to the university, professional organizations, and the state, national and international communities. The significance of exceptional activities should be communicated.

In each of the sections, several categories or examples are listed. They will be evaluated differently depending on the department, discipline and the individual’s function in the department.
OTHER SUGGESTIONS:

Teaching:
You must submit documentation of teaching excellence and outstanding accomplishments. These materials should be uploaded to the appropriate digital folder. (See Appendix A of the Procedures for the College of Sciences and Humanities Pertaining to Tenure and Promotion for instructions.)

Include means and/or medians (dependent on department preferences) for each question from student ratings for each evaluated course for each year within the vita. Use tables to present this information (See attached model table). Extensive narrative explanations should be placed in supplemental materials and referenced in the vita. Student comments should only be placed in supplemental materials.

You should provide one peer or chair evaluation of teaching per year during tenure track for promotion to Associate Professor and Granting of Tenure and a minimum of one peer or chair evaluation of teaching per three years following granting of tenure when applying for promotion to Professor.

Scholarship:
Funded grants (and contracts) should be included in the appropriate category (Teaching, Scholarship or Service) and cross-referenced in other categories when needed. Be sure to include the title of the grant, funding source, other contributors to proposal writing or completion of the work outlined in the grant, date of application, date awarded, amount requested, amount funded by the agency, and term of the grant. External versus internal and funded versus not funded grants should be clearly indicated and listed separately.

Collaborative activities must be clarified. Concisely explain your precise role in co-authored/partnership endeavors such as, course and program development, publications, presentations, grants, service and other activities which were the result of collaboration with colleagues or students.

Where feasible and appropriate include contextual information, e.g., hours invested, preparation, substantive contributions in major projects, % contribution to a multi-author publication or grant. Indicate assigned time specifically designated for the project.

Any scholarly activity which should appear in more than one section of the vita should be elaborated upon in the most appropriate section and cross-referenced to other sections. Avoid the overuse of clarifying categories that interrupt the demonstration of continued scholarly productivity.

If a work has not yet appeared in print but has been accepted for publication, include a copy with the supporting materials, with other publications, and also include a letter from the editor or appropriate individual of a press, journal, or electronic medium documenting its acceptance for publication. Scholarly work listed in this section should be completed and accepted for publication. That is, work should be in the production stage (e.g., only copyediting or minor revisions remain). Work under review or in progress should be listed under “Other.”
Wherever appropriate, include the quality and acceptance rates of journals in which works are published. Use limited and appropriate metrics to demonstrate journal and scholarship quality. If the work is not published in a standard outlet, for example a publication in a proceedings, briefly explain the rigor and process for review.

**Service:**
In Section C5 and 6, clearly distinguish between service to professional organizations and professional service to the general community.

**Overall:**
For candidates for promotion to professor, departments should attempt to garner at least one external reviewer who has not worked with the candidate. Reviewers should preferably be full professors at similar ranking institutions.

Respect the privacy of students, collaborators and colleagues whose work you review when placing materials in the supplemental file. Do not include names, ID numbers or other identifying information.

**A final note:**

Please keep in mind that your vita and supporting materials will be read by members of the College Promotion and Tenure Committee who may be reading two dozen other sets as well. They are looking particularly for evidence of good teaching, evidence of scholarship reviewed by peers external to Ball State, and evidence of service in a professional capacity that contributes to the work of the university or to one's profession and community. Remember, though, that service or any other category will not by itself qualify a faculty member for tenure or promotion. The most effective vitae have been concise and have focused on relevant material representing the three areas in which we are all active. Vitae that contain large quantities of minor information and voluminous documentation of minor activities often do not make a positive impression.
Teaching evaluation data should be summarized in table form. Summaries should include each university core question for each course or section reported to the department in each semester (departmental questions may also be included). The data should be reported as means and/or medians (dependent on department preferences). Summaries should include the number of respondents and number of enrollees for each course reported. Please refer to the sample table below for guidance.

The sample below demonstrates the three possibilities (dependent on department preferences). A key to the university and department questions should be included before the presentation of tables. Keep column spacing neat, but close enough together to allow multiple semesters per table.

<table>
<thead>
<tr>
<th>Course Prefix, Course No., Short title</th>
<th>Spring 2012 (e = 20; r = 14)</th>
<th>Spring 2014 (e = 20; r= 15)</th>
<th>Spring 2015 (e = 20; r= 15)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Mean)</td>
<td>(Median)</td>
<td>(Mean/Median)</td>
</tr>
<tr>
<td>UQ1</td>
<td>4.38</td>
<td>4.82</td>
<td>4.31/4.43</td>
</tr>
<tr>
<td>UQ2</td>
<td>4.63</td>
<td>4.82</td>
<td>4.17/4.32</td>
</tr>
<tr>
<td>UQ3</td>
<td>4.86</td>
<td>4.75</td>
<td>4.19/4.40</td>
</tr>
<tr>
<td>UQ4</td>
<td>4.80</td>
<td>4.75</td>
<td>4.56/4.68</td>
</tr>
<tr>
<td>UQ5</td>
<td>4.72</td>
<td>4.82</td>
<td>4.17/4.36</td>
</tr>
<tr>
<td>UQ6</td>
<td>4.72</td>
<td>4.82</td>
<td>4.47/4.55</td>
</tr>
<tr>
<td>DQ1</td>
<td>4.72</td>
<td>4.86</td>
<td>4.23/4.32</td>
</tr>
<tr>
<td>DQ2</td>
<td>4.72</td>
<td>4.75</td>
<td>4.14/4.25</td>
</tr>
<tr>
<td>DQ3</td>
<td>4.80</td>
<td>4.88</td>
<td>4.31/4.41</td>
</tr>
<tr>
<td>DQ4</td>
<td>4.72</td>
<td>4.88</td>
<td>4.00/4.15</td>
</tr>
<tr>
<td>DQ5</td>
<td>4.80</td>
<td>4.88</td>
<td>4.31/4.40</td>
</tr>
</tbody>
</table>

The sample below demonstrates how a department might choose to represent their courses based on one of the three options above.

Geography 331/531: Global Climatology*

<table>
<thead>
<tr>
<th>Questions</th>
<th>Spring 2011 (e = 25; r = 17)</th>
<th>Spring 2013 (e = 23; r = 17)</th>
<th>Spring 2015 (e = 15; r = 11)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Mean)</td>
<td>(Mean)</td>
<td>(Mean)</td>
</tr>
<tr>
<td>UQ1</td>
<td>4.33</td>
<td>4.85</td>
<td>4.58</td>
</tr>
<tr>
<td>UQ2</td>
<td>4.07</td>
<td>4.65</td>
<td>4.58</td>
</tr>
<tr>
<td>UQ3</td>
<td>4.25</td>
<td>4.79</td>
<td>4.64</td>
</tr>
<tr>
<td>UQ4</td>
<td>4.73</td>
<td>4.89</td>
<td>4.64</td>
</tr>
<tr>
<td>UQ5</td>
<td>4.61</td>
<td>4.73</td>
<td>4.58</td>
</tr>
<tr>
<td>UQ6</td>
<td>4.56</td>
<td>4.79</td>
<td>4.88</td>
</tr>
<tr>
<td>DQ1</td>
<td>4.15</td>
<td>4.65</td>
<td>4.71</td>
</tr>
<tr>
<td>DQ2</td>
<td>4.00</td>
<td>4.65</td>
<td>4.71</td>
</tr>
<tr>
<td>DQ3</td>
<td>4.35</td>
<td>4.97</td>
<td>4.81</td>
</tr>
<tr>
<td>DQ4</td>
<td>4.41</td>
<td>4.56</td>
<td>4.81</td>
</tr>
<tr>
<td>DQ5</td>
<td>4.72</td>
<td>4.85</td>
<td>4.71</td>
</tr>
</tbody>
</table>

*Graduate section scores not included (n < 3 usually)

KEY: e = number of students enrolled; r = number of respondents

Approved by 2020-21 College P&T Committee, March 26, 2021
PART I. PERSONAL DATA

Name
Department

Current Rank

A. EDUCATION

Degree Date University Major Minor

B. PROFESSIONAL EMPLOYMENT PRIOR TO ARRIVAL AT BALL STATE

C. INITIAL EMPLOYMENT AT BALL STATE

Date
Rank

D. PROMOTIONS AT BALL STATE

Effective Date From (rank) To (rank)

E. FIELD(S) OF PROFESSIONAL SPECIALIZATION

F. RESPONDENT'S CONCEPT OF HIS/HER PRIMARY ROLE AS A FACULTY MEMBER AT BALL STATE. As an introduction to more specific discussions of teaching, research, and service below, please provide a general statement of your view of your faculty role and how your choices and performance in teaching, research and service combine to achieve the elements of your concept. LIMIT: ONE PAGE.
PART II. ACCOMPLISHMENTS

A. EVIDENCE OF OUTSTANDING TEACHING

Write a brief introductory statement describing your teaching philosophy and illustrating how elements of this philosophy have guided your pedagogical choices and accomplishments. Please include a statement of how these activities were evaluated and how they contribute to departmental goals and emphases. **LIMIT: ONE PAGE.**

1. Classroom Instruction:
   a. Student ratings as required by the department in summarized form. Summaries should include each university core question for each course or section reported to the department in each semester. Summaries should also include number of respondents and number of enrollees.
   b. Provide evidence of at least one of the following means of evaluating teaching
      i. Peer review of teaching, such as:
         Classroom visitation
         Evaluation of syllabi, examinations, and other classroom materials
         Evaluation of student achievement
      ii. Chairperson review of teaching, such as:
          Classroom visitation
          Evaluation of syllabi, examinations, or other classroom materials
      iii. Peer and/or chairperson review of the teaching portfolio
   c. Other evidence in support of outstanding classroom instruction, such as:
      Pre-test/post-test results
      Number of majors and non-majors in each course
      Grade distribution for each class (student names and identifying information should not be included).
2. Other instructional activity
   a. Implementor of instructional innovation
   b. Initiator of new programs/courses
   c. Thesis/dissertation committee member or chairperson
   d. Research paper/creative project adviser
   e. Special assignments, e.g., independent studies, coordination of courses
   f. Creative teaching grants
   g. Other

3. Advanced Study, Additional Accomplishments, and Professional Improvement

B. EVIDENCE OF SCHOLARSHIP

Please indicate how these accomplishments connect with one another to form a coherent body of work, how they contribute to fulfilling the research component of your faculty role, and how they contribute to achieving the goals and emphases of your department. Write a brief introductory statement giving an overview of your creative activities. Communicate clearly the appropriateness of the means of disseminating your work and how it was evaluated or reviewed. LIMIT: ONE PAGE.

1. Refereed publications (excluding abstracts), published or accepted for publication

2. Contract, Grants, and Funding for Research/Creative Endeavors
   a. External
   b. Internal

3. Papers presented at professional meetings (invited or refereed)

4. Professional/creative endeavor presentations (invited/sponsored)

5. Development of exceptional curricular and course materials, such as textbooks, interactive systems and videos.

6. Audio, video, film, software, etc.

7. Non-refereed publications
8. Published abstracts (excluding those included in papers in B1 above)

9. Sponsorship of student grants

10. Advanced Study, Additional Accomplishments, and Professional Improvement

11. Other (including work submitted but not yet accepted for publication and work in progress)

C. EVIDENCE OF PROFESSIONAL SERVICE

Write a brief introductory statement giving an overview of your service activities. Please indicate how these accomplishments contribute to fulfilling the service component of your faculty role and how they contribute to achieving the goals and emphases of your department. LIMIT: ONE PAGE.

1. Service to the academic community
   a. Committee work: Department, College, University
   b. Special lectures, interdepartmental contributions
   c. Administrative and counseling/advising duties

2. Service related grants funded

3. Editorships, review panels

4. Offices held in local, regional, state, national, and international professional organizations

5. Other service to the profession/professional organizations

6. Service to the local, state, regional, national, and international communities

7. Advanced Study, Additional Accomplishments, and Professional Improvement

8. Other
D. ADDITIONAL ACCOMPLISHMENTS

1. Recognitions
2. Awards

PART III. INDEX TO SUPPORTING MATERIALS

Supporting materials should be uploaded to the appropriate digital folder. A brief index of supporting materials must be appended to the vita.

Approved by the 2020-2021 College P&T Committee – March 26, 2021