

## Reappointment, Tenure, and Promotion Policy

### Part II: Academic Unit Criteria, Standards and Processes

Academic Unit: School of Applied Human Development

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#### **A. Academic Unit Criteria and Standards Used in Annual Performance Reviews and Enhanced Performance Review of Qualified-Rank Faculty in Years One-Six**

1. Criteria used for Annual Performance Reviews and Enhanced Performance Reviews of Qualified-Rank Faculty evaluate teaching and service. The typical workload allocation for QRF is 80% teaching and 20% service. Alternative allocations may be approved by the director and dean. The workload allocation for each year under review must be documented in dossiers submitted for APRs and EPRs. Documented adjustments to workload allocations must be taken into consideration during the review process. Evidence of productivity in the assigned areas must be included in the portfolio.
2. Consistent high-quality performance and/or significant improvement in performance in the major evaluation domains of teaching and service are fundamental criteria for all QRF evaluations.
3. Dossiers for APRs (reviewed at the school level) should be submitted in years one, two, four, and five, while dossiers for EPRs (reviewed at the school, college, and university levels) should be submitted in years three and six.
4. If participation in a graduate program is a component of the appointment, maintenance of the appropriate level of graduate faculty status is required and must be noted on the CV.
5. Teaching
  - a. High-quality instruction is a principal component of a faculty member's record of teaching. A compelling narrative that demonstrates successful progress in teaching (up to five (5) double-spaced pages) consisting of the following elements is required:
    - (1) A teaching philosophy statement.

- (2) An explanation of the performance indicators (i.e., artifacts) in the dossier and how they illustrate teaching effectiveness and meet stated standards and criteria. The context of each artifact should be addressed and referenced within the narrative.
  - (3) If any concerns were expressed in previous reviews, they should be addressed and a demonstrated pattern of improvement over the year(s) under review should be discussed in the narrative. This may include improvement and/or innovation in teaching.
- b. A maximum of five (5) artifacts (and minimum of four (4) artifacts) must be included in the dossier. Artifacts #1 and #2 are required and described below. Additional teaching performance indicators are specified in Appendix A. Two (2) to three (3) additional indicators (i.e., artifacts) may be selected from the list in Appendix A and must be included in the dossier as Artifacts #3-4 or #3-5.
- (1) Artifact #1: Table of student course evaluation scores from all semesters under review, in format displayed in Section B. An overall quantitative mean score of at least 3.5 on a 5-point scale is one indicator of teaching effectiveness.
  - (2) Artifact #2: In the first two years, two (2) peer observations per academic year for the period under review are required. In years 3-6, at least one (1) peer evaluation of teaching is required each year. Reviews should be assigned by the director or designee. An improving trend and/or an average rating of *satisfactory* is one indicator of teaching effectiveness.
6. Service
- a. Substantive service contributions by faculty are critical to the overall mission of the university. The school defines service as performance of program, school, college, university, and professional activities that fall into three domains: involvement in internal affairs and institutional governance; professional expertise shared with the external community; and contributions to a faculty member's profession. In presenting their records of service, faculty members should include documentation that provides evidence of their leadership, activities, and outcomes, which addresses how they perform these duties in an effective, thorough, and timely manner. The faculty member is expected to demonstrate active involvement and contributions in all service endeavors and will serve on at least two (2) committees per year. Supporting documentation and discussion in the narrative should demonstrate involvement and contributions. A compelling narrative that demonstrates successful progress in service (up to five (5) double-spaced pages) consisting of the following elements is required:
- (1) A service philosophy statement or statement of approach to service activities.
  - (2) An explanation of the performance indicators (i.e., artifacts) in the dossier and how they illustrate service effectiveness and meet stated standards and criteria. The context of each artifact should be addressed and referenced within the narrative.
  - (3) If any concerns were expressed in previous reviews, they should be addressed and a demonstrated pattern of improvement over the year(s) under review should be discussed in the narrative. This may include improvement and/or expansion of service activities.

- b. As stated above, faculty members will serve on at least two (2) committees per year. Service performance indicators are specified in Appendix B. At least two (2) and no more than five (5) indicators (i.e., artifacts) selected from the provided list must be included in the dossier. Service as undergraduate or graduate program coordinator (Indicator 1) fulfills all service obligations for that year, superseding other service requirements.

**B. Academic Unit Procedures for Creation and Submission of QRF APR and EPR Materials**

All required APR and EPR materials must be submitted by published deadlines into the designated submission system. All submitted materials shall be of professional quality and error-free. The dossier shall include all required materials for teaching and service detailed in *Section A. Academic Unit Criteria and Standards Used in APRs and EPRs of QRF in Years One-Six*. In all cases, faculty shall include the following items:

1. Clarification on applicable criteria for review, including:
  - a. Delineation of workload allocations for the period under review.
  - b. Approved unit reappointment, tenure, and promotion document by which candidate is to be evaluated.
2. A current CV in the BGSU format (use provided template) with activities for the period under review highlighted in yellow.
3. Prior annual review and enhanced performance review letters from the school director and dean.
4. Narratives and Artifacts as described in Section A for the following categories:
  - a. Teaching (see Section A.5)
  - b. Service (see Section A.6)
5. The table of quantitative student teaching evaluation results for the period under review. Results should be provided in the following format and submitted as Teaching Artifact #1:

**Required Template for Quantitative Student Evaluation Scores**

Semester and Year	Course Prefix & Number	# Students Enrolled	# Respondents	Course Mean	Course SD	School Mean	School SD
Average mean for all courses					--		--
If appropriate, describe any extenuating circumstances that may have influenced an overall course mean:							

**C. Unit Faculty Involvement in the QRF APR Process**

1. The Personnel Review Committee meets and invites comments/input from all who are eligible to review the dossier. Eligible unit faculty members will have the option to meet to review each APR or they can choose to provide written feedback instead. In a letter uploaded to the current submission platform by the personnel chair or other designated BUFM (Bargaining Unit Faculty Member), faculty shall provide detailed feedback on the candidate's progress toward meeting the criteria and standards for the next review.
2. No vote is taken or recorded for the APR.

#### **D. Academic Unit Criteria and Standards used in QRF Promotion Review**

1. Criteria used for promotion from QRF-assistant professor to QRF-associate professor and from QRF-associate professor to QRF-professor evaluate teaching and service. The typical workload allocation for QRF is 80% teaching and 20% service. Alternative allocations may be approved by the director and dean. The workload allocation for each year under review must be documented in dossiers submitted for promotion. Documented adjustments to workload allocations must be taken into consideration during the review process. The primary focus of evaluation shall be on the period since the most recent appointment, with emphasis on the prior six-year period. Evidence of productivity in the assigned areas must be included in the portfolio.
2. Consistent high-quality performance and/or significant improvement in performance in the major evaluation domains of teaching and service are fundamental criteria for all QRF evaluations.
3. Appointment as or promotion to QRF-associate professor or to QRF-professor requires consistent achievement in teaching and service and notable improvement in any areas of concern noted in prior reviews. A pattern of improvement or consistently strong student evaluation scores over the six-year period, with evidence that previous concerns expressed in the reviews have been addressed, should be demonstrated in the portfolio.
4. If participation in a graduate program is a component of the appointment, maintenance of the appropriate level of graduate faculty status is required and must be noted on the CV.
5. A cumulative record of sustained teaching effectiveness and sustained service contributions are required for promotion, as stated in the CBA (Collective Bargaining Agreement) and below:
  - a. Appointment as or promotion to QRF-associate professor requires that the candidate:
    - (1) Shall have demonstrated ability as an effective teacher.
    - (2) Shall give evidence of active involvement in service.
  - b. Appointment as or promotion to QRF-professor requires that the candidate:
    - (1) Shall show evidence of teaching effectiveness.
    - (2) Shall give evidence of significant service.
    - (3) Shall provide evidence of leadership in teaching and service.
6. Teaching
  - a. High-quality instruction is a principal component of a faculty member's record of teaching. A compelling narrative that provides evidence of teaching effectiveness (up to five (5) double-spaced pages) consisting of the following elements is required:
    - (1) A teaching philosophy statement.
    - (2) An explanation of the performance indicators (i.e., artifacts) in the dossier and how they illustrate teaching effectiveness and meet stated standards and criteria. The context of each artifact should be addressed and referenced within the narrative.

- (3) If any concerns were expressed in previous reviews, they should be addressed and a demonstrated pattern of improvement over the year(s) under review should be discussed in the narrative. This may include improvement and/or innovation in teaching.
- b. A maximum of five (5) artifacts (and minimum of four (4) artifacts) must be included in the dossier. Artifacts #1 and #2 are required and described below. Additional teaching performance indicators are specified in Appendix A. Two (2) to three (3) additional indicators (i.e., artifacts) may be selected from the list in Appendix A and must be included in the dossier as Artifacts #3-4 or #3-5. For promotion to QRF-professor, evidence of leadership in the school (such as Indicators #11-15 listed in Appendix A) in teaching should be documented and addressed in the narrative.
- (1) Artifact #1: Table of student course evaluation scores from all semesters under review, in format displayed in Section E. For promotion from QRF-assistant professor to QRF-associate professor an overall quantitative mean score of at least 3.5 on a 5-point scale is one indicator of teaching effectiveness. For promotion from QRF-associate professor to QRF-professor an overall quantitative mean score of at least 3.75 on a 5-point scale is one indicator of teaching effectiveness.
- (2) Artifact #2: For promotion from QRF-assistant professor to QRF-associate professor, at least seven (7) peer observations of teaching during the review period must be included in the dossier. For promotion from QRF-associate professor to QRF-professor, at least three (3) peer observations of teaching during the prior six-year period must be included in the dossier. Reviews should be assigned by the director or designee. An improving trend and/or an average rating of *satisfactory* is one indicator of teaching effectiveness.

## 7. Service

- a. Substantive service contributions by faculty are critical to the overall mission of the university. The school defines service as performance of program, school, college, university, and professional activities that fall into three domains: involvement in internal affairs and institutional governance; professional expertise shared with the external community; and contributions to a faculty member's profession. In presenting their records of service, faculty members should include documentation which provides evidence of their leadership (required for promotion to QRF-professor), activities, and outcomes, which addresses how they perform these duties in an effective, thorough, and timely manner. The faculty member is expected to demonstrate active involvement and contributions in all service endeavors and typically will serve on two (2) committees per year. Supporting documentation and discussion in the narrative should demonstrate involvement and contributions. A compelling narrative that demonstrates achievement in service (up to five (5) double-spaced pages) consisting of the following elements is required:
- (1) A service philosophy statement or statement of approach to service activities,
- (2) An explanation of the performance indicators (i.e., artifacts) in the dossier and how they illustrate service effectiveness and meet stated standards and criteria. The context of each artifact should be addressed and referenced within the narrative.
- (3) If any concerns were expressed in previous reviews, they should be addressed and a demonstrated pattern of improvement over the year(s) under review should be

discussed in the narrative. This may include improvement and/or expansion of service activities.

- b. As stated above, faculty members will serve on at least two (2) committees per year. Service performance indicators are specified in Appendix B. At least two (2) and no more than five (5) indicators (i.e., artifacts) selected from the provided list must be included in the dossier. Service as undergraduate or graduate program coordinator (Indicator 1) fulfills all service obligations for that year, superseding other service requirements. Candidates for promotion to QRF-professor are expected to demonstrate active involvement and leadership contributions, such as chair positions at the school level and college/university level. Additional examples of indicators of leadership contributions are listed in Appendix B (#1, #12-16).



### E. Academic Unit Procedures for Creation and Submission of QRF Promotion Materials

All required QRF promotion materials must be submitted by published deadlines into the designated submission system. All submitted materials shall be of professional quality and error-free. The dossier shall include all required materials for teaching and service detailed in *Section D. Academic Unit Criteria and Standards used in QRF Promotion Review*. In all cases, faculty shall include the following items:

1. Clarification on applicable criteria for review, including:
  - a. Delineation of workload allocations for the period under review.
  - b. Approved unit reappointment, tenure, and promotion document by which candidate is to be evaluated.
2. A current CV in the BGSU format (use provided template) with activities for the period under review highlighted in yellow.
3. Prior annual review and enhanced performance review letters from the school director and dean. For promotion to QRF-professor, include only the dean and provost letter recommending promotion to QRF-associate professor.
4. Narratives and Artifacts as described in Section D for the following categories:
  - a. Teaching (see Section D.6)
  - b. Service (see Section D.7)
5. The table of quantitative student teaching evaluation results for the period under review. Results should be provided in the following format and submitted as Teaching Artifact #1:

#### Required Template for Quantitative Student Evaluation Scores

Semester and Year	Course Prefix & Number	# Students Enrolled	# Respondents	Course Mean	Course SD	School Mean	School SD
Average mean for all courses					--		--
If appropriate, describe any extenuating circumstances that may have influenced an overall course mean:							

## F. Academic Unit Criteria and Standards Used in APRs and EPRs of Tenure Track Faculty (TTF)

1. Criteria used for Annual Performance Reviews (APR) and Enhanced Performance Reviews (EPR) of TTF (Tenure-Track Faculty) evaluate teaching, scholarly/creative activity, and service. The typical workload allocation for TTF members is 50% teaching, 30% scholarly/creative activity, and 20% service. Alternative allocations may be approved by the director and dean. The workload allocation for each year under review must be documented in dossiers submitted for APRs and EPRs. Documented adjustments to workload allocations must be taken into consideration during the review process. Evidence of productivity in the assigned areas must be included in the portfolio.
2. Consistent high-quality performance and/or significant improvement in performance in the major evaluation domains of teaching, scholarly/creative activity, and service are fundamental criteria for all TTF evaluations.
3. If participation in a graduate program is a component of the appointment, maintenance of the appropriate level of graduate faculty status is required and must be noted on the CV.
4. Teaching
  - a. High-quality instruction is a principal component of a faculty member's record of teaching. A compelling narrative that demonstrates successful progress in teaching (up to five (5) double-spaced pages) consisting of the following elements is required.
    - (1) A teaching philosophy statement.
    - (2) An explanation of the performance indicators (i.e., artifacts) in the dossier and how they illustrate teaching effectiveness and meet stated standards and criteria. The context of each artifact should be addressed and referenced within the narrative.
    - (3) If any concerns were expressed in previous reviews, they should be addressed and a demonstrated pattern of improvement over the year(s) under review should be discussed in the narrative. This may include improvement and/or innovation in teaching.
  - b. A maximum of five (5) artifacts (and minimum of four (4) artifacts) must be included in the dossier. Artifacts #1 and #2 are required and described below. Additional teaching performance indicators are specified in Appendix A. Two (2) to three (3) additional indicators (i.e., artifacts) may be selected from the list in Appendix A and must be included in the dossier as Artifacts #3-4 or #3-5.
    - (1) Artifact #1: Table of student course evaluation scores from all semesters under review, in format displayed in Section G. An overall quantitative mean score of at least 3.5 on a 5-point scale is one indicator of teaching effectiveness.
    - (2) Artifact #2: In the first two years, two (2) peer observations per academic year for the period under review are required. In years 3-6, at least one (1) peer evaluation of teaching is required each year. Reviews should be assigned by the director or designee. An improving trend and/or an average rating of *satisfactory* is one indicator of teaching effectiveness.

## 5. Scholarly/Creative Activity

- a. Scholarly/creative activity contributions are important because they are essential qualifications to inform teaching and critical to the academic integrity of the University. Thus, achievement in this area is vital to the school's evaluation of tenure-track faculty members who are undergoing review. Faculty evaluations are based performance and focus on consistency, quality, and quantity of output by the faculty member. Reviews shall focus not just on the quantity of scholarly/creative activity but also on the quality of the scholarly/creative activity.
- b. Scholarly/creative activity shall show evidence of originality and importance. This is demonstrated by the documentation of the prestige of the setting and the impact of the work on others in the discipline. In the CV and/or the narrative, faculty members should provide evidence of quality and context of publications (e.g., acceptance rate, impact factor, citations count, publisher, intended audience of publication). Faculty under review shall demonstrate the impact of their scholarly/creative activity on profession, discipline, industry and/or public interest. The type of evidence to support such impact shall not be limited but must identify at least one (1) coherent line of research.
- c. Co-authored publications are equivalent to single author publications, but faculty members must clearly delineate their role in the inception, design, implementation, and authorship of the publication.
- d. In press publications are considered published, but faculty members must clearly document submission and acceptance of the final manuscript.
- e. For APR and EPR, a compelling narrative that demonstrates successful progress in scholarly/creative activity (up to five (5) double-spaced pages) consisting of the following elements is required:
  - (1) A description of a clearly defined research agenda and a timeline for publications, including those in progress.
  - (2) An explanation of the performance indicators (i.e., artifacts) in the dossier, including description of the faculty member's specific contributions to co-authored publications, presentations, and/or grants and how the indicators illustrate scholarly/creative activity effectiveness. The context of each artifact should be addressed and referenced within the narrative.
  - (3) If any concerns were expressed in previous reviews, they should be addressed and a demonstrated pattern of improvement over the year(s) under review should be discussed in the narrative. This may include improvement and/or innovation in scholarly/creative activity.
- f. Faculty must have at least five (5) peer-reviewed scholarly publications (published or in-press)/creative activities and five (5) peer-reviewed scholarly/creative presentations to achieve tenure and promotion. Steady progress toward meeting expectations for tenure and promotion are expected each year. Guidelines are listed below:
  - (1) APR Year 1: Faculty members must include the scholarly/creative activity narrative with a specific agenda for making progress toward achieving research indicators.

- (2) APR Year 2: Faculty members must include the scholarly/creative activity narrative and demonstrate progress toward the EPR. A minimum of three (3) scholarly/creative activity (indicators demonstrate progress toward the EPR, including one peer reviewed publication in press or under review.
  - (3) EPR Year 3: Faculty members must include the scholarly/creative activity narrative and a minimum of four (4) indicators of scholarly/creative activity. At least two (2) of these indicators should be published or in press peer-reviewed scholarly/creative activity publications as a demonstration of progress toward tenure and promotion.
  - (4) APR Year 4: Faculty members must include the scholarly/creative activity narrative, demonstrate progress on the research agenda, and outline plans to achieve expectations for tenure and promotion. For tenure and promotion, faculty shall have an annual average of at least one (1) peer-reviewed scholarly/creative activity publication for a total of five (5) and an annual average of at least one (1) peer-reviewed presentation at a professional conference each year for a total of five (5).
  - (5) APR Year 5: Faculty members must include the scholarly/creative activity narrative, demonstrate progress on the research agenda, and outline plans to achieve expectations for tenure and promotion. For tenure and promotion, faculty shall have an annual average of at least one (1) peer-reviewed scholarly/creative activity publication for a total of five (5) and an annual average of at least one (1) peer-reviewed scholarly/creative activity presentation at a professional conference each year for a total of five (5).
- g. Scholarly/creative activity performance indicators are specified in Appendix C.
6. Service
- a. Substantive service contributions by faculty are critical to the overall mission of the university. The school defines service as performance of program, school, college, university, and professional activities that fall into three domains: involvement in internal affairs and institutional governance; professional expertise shared with the external community; and contributions to a faculty member's profession. In presenting their records of service, faculty members should include documentation which provides evidence of their leadership, activities, and outcomes, which addresses how they perform these duties in an effective, thorough, and timely manner. The faculty member is expected to demonstrate active involvement and contributions in all service endeavors and will serve on at least two (2) committees per year. Supporting documentation and discussion in the narrative should demonstrate involvement and contributions. A compelling narrative that demonstrates successful progress in service (up to five (5) double-spaced pages) consisting of the following elements is required:
    - (1) A service philosophy statement or statement of approach to service activities.
    - (2) An explanation of the performance indicators (i.e., artifacts) in the dossier and how they illustrate service effectiveness and meet stated standards and criteria. The context of each artifact should be addressed and referenced within the narrative.
    - (3) If any concerns were expressed in previous reviews, they should be addressed and a demonstrated pattern of improvement over the year(s) under review should be

discussed in the narrative. This may include improvement and/or expansion of service activities.

- b. As stated above, faculty members will serve on at least two (2) committees per year. Service performance indicators are specified in Appendix B. At least two (2) and no more than five (5) indicators (i.e., artifacts) selected from the provided list must be included in the dossier. Service as undergraduate or graduate program coordinator (Indicator 1) fulfills all service obligations for that year, superseding other service requirements.

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

All required APR and EPR materials must be submitted by published deadlines into the designated submission system. All submitted materials shall be of professional quality and error-free. The dossier shall include all required materials for teaching, scholarly/creative activity, and service detailed in *Section F. Academic Unit Criteria and Standards Used in APRs and EPRs of TTF*. In all cases, faculty shall include the following items:

1. Clarification on applicable criteria for review, including:
  - a. Delineation of workload allocations for the period under review.
  - b. Approved unit reappointment, tenure, and promotion document by which candidate is to be evaluated.
2. A current CV in the BGSU format (use provided template) with activities for the period under review highlighted in yellow.
3. Prior annual review and enhanced performance review letters from the school director and dean
4. Narratives and Artifacts as described in Section A for the following categories:
  - a. Teaching (see Section F.4)
  - b. Scholarly/creative activity (see Section F.5)
  - c. Service (see Section F.6)
5. The table of quantitative student teaching evaluation results for the period under review. Results should be provided in the following format and submitted as Teaching Artifact #1:

#### Required Template for Quantitative Student Evaluation Scores

Semester and Year	Course Prefix & Number	# Students Enrolled	# Respondents	Course Mean	Course SD	School Mean	School SD
Average mean for all courses					--		--
If appropriate, describe any extenuating circumstances that may have influenced an overall course mean:							

**H. Unit Faculty Involvement in the TTF APR Process**

1. The Personnel Review Committee meets and invites comments/input from all who are eligible to review the dossier. Eligible unit faculty members will have the option to meet to review each APR or they can choose to provide written feedback instead. In a letter uploaded to the current submission platform by the personnel chair or other designated BUFM (Bargaining Unit Faculty Member), faculty shall provide detailed feedback on the candidate's progress toward meeting the criteria and standards for the next review.
2. No vote is taken or recorded for the APR.

## **I. Academic Unit Criteria and Standards Used in TTF Tenure and Promotion Review**

1. Criteria used for tenure and/or promotion of TTF (Tenure-Track Faculty) evaluate teaching, scholarly/creative activity, and service. The typical workload allocation for TTF members is 50% teaching, 30% scholarly/creative activity, and 20% service. Alternative allocations may be approved by the director and dean. The workload allocation for each year under review must be documented in dossiers submitted for tenure and/or promotion reviews. Documented adjustments to workload allocations must be taken into consideration during the review process. The primary focus of evaluation shall be on the period since the most recent appointment, plus any time credited at the time of appointment (if applicable), with emphasis on the prior six-year period. Evidence of productivity in the assigned areas must be included in the portfolio.
2. Consistent high-quality performance and/or significant improvement in performance in the major evaluation domains of teaching, scholarly/creative activity, and service are fundamental criteria for all TTF evaluations.
3. Appointment as or promotion to associate professor or professor requires consistent achievement in teaching, scholarly/creative activity, and service and notable improvement in areas of concern noted in prior reviews. A pattern of improvement or consistently strong student evaluation scores over the six-year period, with evidence that previous concerns expressed in the reviews have been addressed, should be demonstrated in the portfolio.
4. If participation in a graduate program is a component of the appointment, maintenance of the appropriate level of graduate faculty status is required and must be noted on the CV.
5. A cumulative record of sustained teaching effectiveness, significant contributions to the knowledge base or the creative practice of one's discipline, and sustained service contributions are required for promotion, as stated in the CBA (Collective Bargaining Agreement) and below:
  - a. Appointment as or promotion to associate professor requires that the candidate:
    - (1) Shall have demonstrated ability as an effective teacher.
    - (2) Shall have demonstrated ability to do scholarly/creative activity.
    - (3) Shall give evidence of active involvement in service.
  - b. Appointment as or promotion to professor requires that the candidate:
    - (1) Shall show evidence of teaching effectiveness.
    - (2) Shall have an established reputation within the discipline or profession as evidenced by a record of productive scholarly/creative activity.
    - (3) Shall give evidence of significant service.
    - (4) Shall provide evidence of leadership in teaching and service.



## 6. Teaching

- a. High-quality instruction is a principal component of a faculty member's record of teaching. A compelling narrative that provides evidence of teaching effectiveness (up to five (5) double-spaced pages) consisting of the following elements is required:
  - (1) A teaching philosophy statement.
  - (2) An explanation of the performance indicators (i.e., artifacts) in the dossier and how they illustrate teaching effectiveness and meet stated standards and criteria. The context of each artifact should be addressed and referenced within the narrative.
  - (3) If any concerns were expressed in previous reviews, they should be addressed and a demonstrated pattern of improvement over the year(s) under review should be discussed in the narrative. This may include improvement and/or innovation in teaching.
- b. A maximum of five (5) artifacts (and minimum of four (4) artifacts) must be included in the dossier. Artifacts #1 and #2 are required and described below. Additional performance indicators and standards of teaching effectiveness are specified in Appendix A. Two (2) to three (3) additional indicators (i.e., artifacts) may be selected from the list in Appendix A and must be included in the dossier as Artifacts #3-4 or #3-5. For tenure and/or promotion, evidence of leadership in the school (such as indicators 11-15 listed in Appendix A) in teaching should be documented and addressed in the narrative.
  - (1) Artifact #1: Table of student course evaluation scores from all semesters under review, in format displayed in Section J. For promotion from assistant professor to associate professor an overall quantitative mean score of at least 3.5 on a 5-point scale is one indicator of teaching effectiveness. For promotion from associate professor to professor an overall quantitative mean score of at least 3.75 on a 5-point scale is one indicator of teaching effectiveness.
  - (2) Artifact #2: For promotion from assistant professor to associate professor, at least seven (7) peer observations of teaching during the review period must be included in the dossier. For promotion from associate professor to professor, at least three (3) peer observations of teaching during the prior six-year period must be included in the dossier. Reviews should be assigned by the director or designee. An improving trend and/or an average rating of *satisfactory* is one indicator of teaching effectiveness.

## 7. Scholarly/Creative Activity

- a. Standard allocation of scholarly/creative activity effort is 30% within the school. (If a candidate has a different allocation of effort, it should be documented in the portfolio as noted in Section I.1). Making significant contributions to the knowledge base or the creative practice of one's discipline is a responsibility of tenured faculty members. Thus, achievement in this area is vital to the school's evaluation of faculty members who are under review for reappointment, promotion, or tenure.
- b. Criteria for Tenure and Promotion from Assistant Professor to Associate Professor
  - (1) Tenure and promotion to associate professor requires a record of effective teaching, a line of scholarly/creative activity productivity, and effective service contributions within

and external to BGSU. A faculty member may request a promotion review in accordance with established deadlines set by the provost's office.

- (2) To be considered for tenure and promotion to associate professor, faculty members must provide at a minimum, the items listed below.
  - (a) A research narrative (of not more than five (5) double-spaced pages) that articulates at least one (1) line of inquiry that can be supported by additional artifacts as well as an explanation of how those artifacts demonstrate how the faculty member has met the standard for research productivity.
  - (b) Candidates for tenure and promotion shall have at least five (5) peer-reviewed articles or creative activities (e.g., juried artifacts in design). Evaluation of quality shall be done by faculty review and validated by external reviewers.
  - (c) A minimum of five (5) peer-reviewed and/or invited scholarly/creative activity conference presentations. The candidate must be the 'presenting author' on at least two (2) of the presentations.
  - (d) External reviews will follow the process outlined by the Provost's Office.

c. Criteria for Promotion from Associate Professor to Professor

- (1) Promotion in rank for tenured faculty members is based upon performance. Any faculty member may perform satisfactorily at the Associate level without necessarily warranting promotion to professor. a faculty member may request a promotion review in accordance with established deadlines set by the provost's office.
- (2) Scholarly/Creative Activity Productivity: Making contributions that establish one's reputation as a productive scholar relative to the knowledge base of a discipline is critical to the development and enhancement of intellectual quality and academic integrity of the University. Such contributions are important because they are an essential qualification for instructing others at a university. Thus, dissemination of peer-reviewed scholarly/creative activity is vital to the evaluation of faculty members who are undergoing review for promotion to professor and serves as an indicator of sustained scholarly productivity. For promotion to professor, evaluation of the quality of scholarly/creative activity shall be done by faculty review and validated by external reviewers.
- (3) The candidate will provide evidence that they are experts and leaders in their fields. Scholarly/creative activity activities should show sustained evidence of independence, originality and importance demonstrated by the prestige of the setting and the impact on others in the discipline.
- (4) Shall have an established reputation within their discipline or profession as evidenced by a record or productive scholarly/creative activity and significant research.
- (5) Performance indicators and standards used in the evaluation of scholarly/creative activity for promotion must include:
  - (a) A research narrative (of not more than five (5) double-spaced pages) that articulates at least one (1) line of inquiry that can be supported by artifact(s) as

well as an explanation of how the artifacts demonstrate a sustained level of significant impact and sustained productivity.

- (b) An average of one (1) peer-reviewed scholarly/creative activity publication per year, published or in-press, within six years prior to applying for promotion, since submission of last tenure and promotion review.
- (c) A minimum of five (5) peer-reviewed and/or invited scholarly/creative activity conference presentations. The candidate must be the 'presenting author' for at least three (3) of the presentations.
- (d) Reputation within the discipline as articulated by external reviewers. (The external review process follows the procedures provided by the Provost's Office).

## 8. Service

- a. Substantive service contributions by faculty are critical to the overall mission of the university. The school defines service as performance of program, school, college, university, and professional activities that fall into three domains: involvement in internal affairs and institutional governance; professional expertise shared with the external community; and contributions to a faculty member's profession. In presenting their records of service, faculty members should include documentation which provides evidence of their leadership, activities, and outcomes, which addresses how they perform these duties in an effective, thorough, and timely manner. The faculty member is expected to demonstrate active involvement and contributions in all service endeavors and typically will serve on two (2) committees per year. Supporting documentation and discussion in the narrative should demonstrate involvement and contributions. A compelling narrative that demonstrates achievement in service (up to five (5) double-spaced pages) consisting of the following elements is required:
  - (1) A service philosophy statement or statement of approach to service activities,
  - (2) An explanation of the performance indicators (i.e., artifacts) in the dossier and how they illustrate service effectiveness and meet stated standards and criteria. The context of each artifact should be addressed and referenced within the narrative.
  - (3) If any concerns were expressed in previous reviews, they should be addressed and a demonstrated pattern of improvement over the year(s) under review should be discussed in the narrative. This may include improvement and/or expansion of service activities.
- b. As stated above, faculty members will serve on at least two (2) committees per year. Service performance indicators are specified in Appendix B. At least two (2) and no more than five (5) indicators (i.e., artifacts) selected from the provided list must be included in the dossier. Service as undergraduate or graduate program coordinator (Indicator 1) fulfills all service obligations for that year, superseding other service requirements. Candidates for promotion to professor are expected to demonstrate active involvement and leadership contributions, such as committee chair positions at the school level and college/university level. Additional examples of indicators of leadership contributions are listed in Appendix B (#1, #12-16).

**J. Academic Unit Procedures for Creation and Submission of Tenure and Promotion Materials**

All required TTF tenure and promotion materials must be submitted by published deadlines into the designated submission system. All submitted materials shall be of professional quality and error-free. The dossier shall include all required materials for teaching, scholarly/creative activity, and service detailed in *Section I. Academic Unit Criteria and Standards Used in TTF Tenure and Promotion Review*. In all cases, faculty shall include the following items:

1. Clarification on applicable criteria for review, including:
  - a. Delineation of workload allocations for the period under review.
  - b. Approved unit reappointment, tenure, and promotion document by which candidate is to be evaluated.
2. A current CV in the BGSU format (use provided template) with activities for the period under review highlighted in yellow.
3. Prior annual review and enhanced performance review letters from the school director and dean. For promotion to professor, include only the dean and provost letter recommending promotion to associate professor.
4. Narratives and Artifacts as described in Section A for the following categories:
  - a. Teaching (see Section I.6)
  - b. scholarly/creative activity (see Section I.7)
  - c. Service (see Section I.8)
5. The table of quantitative student teaching evaluation results for the period under review. Results should be provided in the following format and submitted as Teaching Artifact #1:

**Required Template for Quantitative Student Evaluation Scores**

Semester and Year	Course Prefix & Number	# Students Enrolled	# Respondents	Course Mean	Course SD	School Mean	School SD
Average mean for all courses					--		--
If appropriate, describe any extenuating circumstances that may have influenced an overall course mean:							

## **Appendix A: Teaching Performance Indicators**

These indicators may be used for Artifacts #3-4 or #3-5:

1. A syllabus for one course (taught during the year under review) that demonstrates a clear statement on course expectations, the schedule and methods of assessment, indicators of support for student success (e.g., office hours, identification of support services such as the Learning Commons), and pedagogical efforts that engage students in the learning process.
2. Sample student assignments, assessments, and other materials that demonstrate clearly communicated expectations and quality feedback that align with the teaching narrative. The assignment instructions/rubrics that were originally provided to the student, along with the sample of the student's submitted work, should be included. Context of the assignment should be clearly indicated in the narrative.
3. Self-evaluations of teaching effectiveness that provide evidence of measures used (i.e., midterm evaluations) and changes made based on feedback.
4. Student course evaluation qualitative comments from all sections of at least one course taught during the review period with a reflective analysis of those student comments (unless previously mentioned in the narrative).
5. Description and evidence of course revisions to better address issues of inclusion and diversity (e.g., diverse identities of authors of assigned readings; specific modules, assignments, or class activities with focus on inclusion, diversity, equity, and antiracism; use of culturally responsive pedagogy).
6. Documentation of significant supervision of independent studies and other uncompensated teaching (e.g., directed readings/research) offered to students (at least 6 student credit hours).
7. Description and documentation of quality undergraduate/graduate academic advising services provided to students.
8. Conferences and workshops attended, courses taken, or other professional development activities to enhance teaching skills with a description of how those activities were applied to enhance teaching effectiveness.
9. Teaching awards and distinctions from within the university and/or professional associations outside of the university.
10. Published or unpublished pedagogical materials such as articles, proceedings, and/or presentations pertaining to teaching.
11. \*Description and evidence of development of leadership in teaching (e.g., conducting peer evaluation of teaching for a colleague, providing on-going mentorship and support to a colleague, leading workshops and/or demonstrations within the college or in affiliation with the Center for Faculty Excellence).
12. \*Service as chair or committee member on completed thesis, dissertation, preliminary/comprehensive exam, and/or honors project committees. Committee members shall provide timely feedback to students to aid in students' progress toward degree completion. Faculty members shall provide a chart listing the student committees on which they served, the dates at which students passed program milestones (e.g., proposal and final defense), and a description of their contributions to these committees.

13. \*Full approval (i.e., “blue/green sheet”) of a new course, substantial course modification, new program, or substantial program modification
14. \*Leadership of a learning community with an explicit focus on teaching for faculty within the College or across the University.
15. \*Publication and/or dissemination (i.e., beyond the faculty member's assigned course) of instructional materials for use by other instructors at the university level.
16. Evidence of teaching effectiveness that contributes to student success and/or institutional innovation (provide supporting evidence and explain in the teaching narrative).

\*Indicates leadership in teaching

### **Appendix B: Service Performance Indicators**

1. \*Undergraduate or graduate program coordinator (including appointment to the EDHD Faculty Leadership Council) or clinical supervisor.
2. Active participation in program-level service/committees that support the academic and student affairs of the program. Faculty should ensure that all program-level services/committee responsibilities are addressed before participating in School-, College-, or University-level service.
3. Active member of program, school, college, university committees (standing or ad hoc), advisory boards, Graduate Council, Faculty Senate, or task forces.
4. Advisor for a student organization.
5. Involvement in activities to promote school programs and services to prospective students.
6. Service awards or citations from within the university and/or professional associations outside of the university.
7. Speaker at workshops and/or engagements (e.g., keynote) related to the profession provided to constituents within or outside the university without remuneration.
8. Active member or leader of professional association committee. This may include program reviewer service (without remuneration) for accreditation purposes.
9. Editorial board member or manuscript reviewer (i.e., editing and/or reviewing the work of others) for professional books, journals, newsletters, conferences, or grants.
10. Any assigned administrative service responsibilities, including duties handled by faculty serving as center directors or leadership positions held that are related to professional discipline or training.
11. External community service (e.g., to support community organizations, projects, and programs) relevant to a faculty member's teaching.
12. \*Preparer/author/coordinator of accreditation reports (e.g., SPA) for the faculty member's program. This is considered school-level service.
13. \*Chair of school, college, university committees (standing or ad hoc), advisory boards, Graduate Council, Faculty Senate, or task forces.
14. \*Service to program (i.e., leading substantial curriculum revisions, or mentoring other faculty members).
15. \*Leading a significant project at the program, school, college, or university level (e.g., chairing a task force, coordinating program anniversary events for students and alumni).
16. \*Serving on a committee or holding an elected office in a local, state, or professional association within the faculty member's area of expertise.
17. Evidence of contributions to the public good through service related to one's discipline (provide supporting evidence and explain in the service narrative).


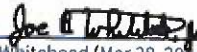
Note: Remunerated service shall be indicated as such and shall not constitute more than 20% of the overall service contributions.

\*Indicates leadership in service

**Appendix C: Scholarly/Creative Activity Performance Indicators**

1. Peer-reviewed journal article.
2. Scholarly publication, book or book chapter, or creative product (self-published work unacceptable).
3. External grant funding (grant submission considered for APR and EPR reviews).
4. Internal grant funding (excludes travel funding; grant submission considered for APR and EPR reviews).
5. Peer reviewed presentation, workshop, conference proceeding at an academic conference.
6. Editor, associate editor, guest editor of peer reviewed journal.
7. Invited presentation at academic conference or professional event (include documentation of invitation).
8. Keynote at regional, state, national, international at academic or professional event (include documentation).
9. Participation in scholarship of engagement through centers, institutes, and/or community partnerships using applied and participatory research.
10. Evidence of contributions to public good through scholarly/creative activities (provide supporting evidence and explain in the scholarly/creative activity narrative).

Approved by:

<i>Deborah J. Wooldridge</i>	03/28/2024
Director, School of Applied Human Development	Date
	03/28/2024
<small>Dawn Shinew (Mar 28, 2024 13:18 EDT)</small> Dean, College of Education and Human Development	Date
	03/28/2024
<small>Joe Whitehead (Mar 28, 2024 16:48 EDT)</small> Provost and Senior Vice President	Date