

## Reappointment, Tenure, and Promotion Policy

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

Academic Unit: Department of Human Services

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

Annual Performance Reviews and Enhanced Performance Reviews for NTTF shall typically reflect the two areas of 1) teaching and 2) service that are expected of all NTTF in the unit. Any expectations for research and scholarship will be established between the faculty member and the Department Chair, with input from the Program Coordinator. Eligibility for reappointment requires meeting the basic standard in all of the areas.

Faculty members who have been assigned administrative responsibilities and/or other responsibilities as defined and agreed upon by the department chair and with the Dean's concurrence at the time of assignment also will have their performance evaluated with respect to fulfilling those responsibilities.

#### I. Evaluation of Teaching Effectiveness

Teaching effectiveness by NTTF is vital to the development and enhancement of the intellectual quality and academic integrity of the Department, the College and the University. Achievement in this area is of critical importance to the Department's evaluation of NTTF members who are under review for merit, reappointment or promotion. Domains used in the evaluation of teaching include: undergraduate teaching; graduate teaching; instructional development; and other contributions to student learning. Beginning in the first year of a NTTF teaching appointment, faculty must create and maintain an up-to-date teaching portfolio (see guidelines in Appendix A) that contains written records pertaining to their teaching. The portfolio will be used by reviewers as the primary source of information for the evaluation of teaching. The Department may obtain additional information from other sources so that the evidence contained in a teaching portfolio fully and accurately reflects the domains or performance indicators applied.

##### a. Undergraduate Teaching

Given the Department's involvement in undergraduate degree programs, it considers high quality undergraduate instruction to be a principal component of a NTTF member's record of teaching. Evaluation of undergraduate teaching includes: statements of teaching philosophy and pedagogy; self-evaluations of teaching effectiveness; results of student evaluations of courses taught; peer teaching observations and evaluations; teaching awards and distinctions; and written statements from colleagues, students, and others concerning preparedness and effectiveness in teaching.

b. Graduate Teaching

Graduate teaching requires membership on the Graduate Faculty. This is determined by meeting the requirements for Graduate Faculty as set forth by the Graduate College and the Department. For those NTTF granted Graduate Faculty status and involved in graduate degree programs at the masters/specialist/doctoral level(s) or offering graduate level instruction for students in another department or college, the Department expects that the NTTF member will contribute to the learning of graduate students. Based upon one's area of research/creative expertise and its relationship to the focus of the graduate program, NTTF may be asked to provide formal graduate instruction through regular courses and seminars and to serve on thesis and/or dissertation committees. All graduate teaching commitments to other units must be approved in writing by the Department chair at the start of each academic year. Evaluation of graduate teaching uses the same elements listed for Undergraduate Teaching above.

c. Instructional Development

Department NTTF are expected to devote professional development efforts to continuously improve the curriculum as well as their own teaching methods and effectiveness. Performance indicators that are used in the evaluation of instructional development include: independent studies offered to students; the development of new courses or the improvement of existing courses; conferences and workshops attended, courses taken, or professional development activities to enhance teaching skills; and innovations in the effective use of instructional technology and resources to promote active student learning.

d. Contributions to Student Learning

NTTF members make other contributions to student learning and development that fall outside the traditional domains of curriculum and instruction. Performance indicators that are used to evaluate such contributions include: academic advising services provided to students; guidance of students in clinical settings, internships, or co-operative work experiences; service learning activities; participation in University, College, or Department projects to assess the effectiveness of teaching and learning; and other pedagogical activities that contribute to effective teaching.

In addition to the foregoing, a NTTF candidate may submit and request that the Department consider other evidence of achievement in teaching that is appropriate to his/her specific case.

To meet the minimum expectations, faculty are expected to 1) achieve a grand mean of 3 or above (on the 5 point scale) across all student course evaluations (based on the mean score for all items in each individual course) and generally positive written comments from student course evaluations ; 2) show how they have adjusted their teaching to address valid

concerns raised in course evaluations and other assessments; 3) demonstrate the appropriateness of their course materials (e.g. syllabi and assignments) for the topic and level of the course (see directions in Appendix A, Guidelines for Teaching Portfolio for guidance); and 4) demonstrate participation in curricular improvement (such as those listed in c. and d. above).

Meeting the minimum standards of student evaluations does not constitute the totality of this category. Faculty members will be assessed as failing to meet minimum standards if they demonstrate a pattern of unacceptable practices in the classroom (e.g. being consistently late for class; being dismissive of student concerns) or in other areas related to instruction, particularly if those practices continue after meetings with supervisors that document the actions that need to be changed or improved, or are revived after a period of compliance with directions to change.

## II. Evaluation of Service Effectiveness

Service contributions by NTTF at the Department, College, and University professional levels are critical to the overall mission of the University. NTTF seeking reappointment shall provide evidence of appropriate service to the University community or to the profession.

In all activities, the Department of Human Services recognizes the importance of academic freedom and the right of the faculty to discuss, debate, and disagree on issues. This right, however, is not without limit or responsibility. While there will be disagreements on issues and topics, faculty members are expected to contribute to a positive environment in which everyone (faculty, staff, administration, and students) is treated with respect, civility, and dignity. The Department expects that all faculty will conduct themselves professionally and work collaboratively toward common departmental goals and toward resolution of issues and concerns that arise in the academic setting.

The Department defines service as performance of Department, collegiate, University, and professional activities that fall into three domains: involvement in internal affairs and institutional governance; professional expertise shared with the external community; contributions to a faculty member's profession. In presenting their records of service, NTTF members should include documentation that provides evidence of their activities and contributions and that address the performance indicators used for evaluation.

### a. Internal University Service

These activities include participation in Department, College, or University committees including governing bodies, councils, special task forces, review teams, and the like. University service also includes involvement in student clubs, organizations, and activities; participation in University initiatives to create a campus wide learning community; involvement in activities to promote Program offerings and services to prospective students; performance of any assigned

administrative service or role including those duties handled by faculty serving as field coordinators, program coordinators, and the like.

b. External Community Service

NTTF members are encouraged to lend their professional expertise to support community organizations, projects, and programs. To be considered as community service appropriate for reappointment considerations, such external activities must draw upon a NTTF member's expertise and must be recognized by the Department, College, or University as qualifying. All NTTF members are encouraged to participate fully in civic and community life as citizens, but they need to recognize that not all such activities will be viewed as directly related to their professional expertise.

c. Professional Service

These activities include a NTTF member's membership and active involvement with professional organizations connected to his/her discipline at the local, state, national, or international levels. Involvement in professional service includes:

- 1) leadership positions held in professional associations
- 2) organization of professional conferences, symposia, and the like
- 3) records of service to private or extramural funding agencies
- 4) peer reviewing for academic journals
- 5) peer review of academic credentials for other institutions
- 6) sessions moderated and roundtables organized that contribute to the profession

In addition to the foregoing, a NTTF candidate may submit and request that the Department consider any other evidence of achievement in service that is appropriate to his/her specific case.

To meet minimum service expectations within the first 6 years of appointment, in both APR and EPR reviews, NTTF are expected annually to 1) participate in department faculty meetings, 2) serve on at least one Department/University committee (if elected or appointed), 3) participate in recruitment days/activities each year and 4) attend at least 1 commencement ceremony per year. After 6 years of appointment, NTTF are expected to meet the minimum expectations above as well as participate in at least 1 community or professional service activity per year. While there will be disagreements on issues and topics, faculty members are expected to contribute to a positive environment in which everyone (faculty, staff, administration, and students) is treated with respect, civility, and dignity. The Department expects that all faculty will conduct themselves professionally and work collaboratively toward common departmental goals and toward resolution of issues and concerns that arise in the academic setting.

### III. Evaluation of Research/Creative Work

Research and scholarly activity is only evaluated in cases where the NTTF member and the Chair have agreed to add this component to the individual's expectations. Making contributions to the knowledge base or the creative practice of one's discipline is an important component of a NTTF member's activity. Such contributions are important both in their own right, and because they are an essential for enhancing the instructional mission of the Department. At the same time, continuing NTTF typically are expected to emphasize teaching and service and may not be expected to undertake research and scholarship. The level of expectations for research and scholarship will be established in consultation with the Department Chair and the Program Director. The expectations will be written into the Annual Success Plans and signed and mutually agreed on by the faculty member and the Chair. Meeting the expectations in the Success Plan is indicative of meeting minimal expectations. Specific domains used in the evaluation of research/creative work for continuing NTTF include: publications/presentations and institutional outreach/Scholarship of Engagement. Scholarship that leads to patents, licensing of materials and/or commercialization activities is equally noteworthy and of value in the Department. As a means of facilitating the evaluation, NTTF members must maintain a record of their research/creative work that addresses the performance indicators used for evaluation.

a. Publications/Presentations/Performances

Publications/presentations are normally the primary products of any research/creative work and thus central to its evaluation. Publications in peer-reviewed journals or symposium volumes are especially significant. So, too, are the publication of books, monographs, and other publications/presentations resulting from applied research and consulting. Research/scholarship work should show evidence of originality and importance. This is demonstrated by the prestige of the setting and the impact on the work of others in the discipline. (Research and publication on pedagogy is the norm for some faculty especially those whose discipline focuses on pedagogy.)

b. Institutional Outreach/Scholarship of Engagement

Participation in applied research that has direct impact on the policies, procedures or activities of human services agencies and/or the populations they serve is a common component of research and scholarship conducted by the disciplines included in the Department of Human Services. NTTF participation in institutionally-initiated outreach activities through centers, institutes or alliances/partnerships and in applied research and private consulting with human service agencies may be a significant component of a NTTF member's scholarly activity. Performance indicators include: significance and scope of the activity; role of the NTTF member in the activity; documentation of the scholarly contributions of the work over and above the service component to the agencies; and documentation of the specific contributions and accomplishments.

Continuing NTTF who have assigned research expectations should note the following:

1. The expected level of research productivity will reflect the assignment for such activities as listed in the Annual Success Plan;

2. Cooperative participation and involvement with other faculty both inside and outside the department are to be treated with equal value to independent projects.
3. In the case of an individual with responsibility for field coordination, research and scholarship may reflect and incorporate work with agencies and external constituencies.
4. There is no expectation for independent extramural funding support.

The review shall cover the previous calendar year for APR and will cover the most recent three-year period for EPR.

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

NTTF undergoing an APR are required to submit an up-to-date CV, a Teaching Portfolio (see Appendix A) and an annual update in the format determined by the College for that year. These materials are submitted in a 3-ring binder.

NTTF undergoing an EPR are required to submit materials following the university approved, electronic submittal guidelines. Guidelines for the Teaching Portfolio appear in Appendix A. The materials must also contain copies of the annual updates for the current and prior two (2) years in the format determined by the College for those years. Note that in some cases the NTTF member may not have assignments that include research and, thus, are not required to include that material in the submitted materials.

The schedule and deadlines necessary for completing the performance reviews under this section shall comply with the timelines required by the Office of the Provost/VPAA.

### Unit Faculty Involvement in the NTTF APR Process

Annual Performance Reviews (APRs) shall be conducted by the Department Chair, in accordance with this reappointment policy. In cases where the NTTF has been assigned a faculty mentor as part of the Success Plan, the Chair may consult with that mentor for input to the APR.

### Academic Unit Criteria and Standards used in NTTF Promotion Review

#### 1. Criteria for Promotion from Instructor to Lecturer

For promotion from instructor to lecturer, the NTTF candidate must be in the sixth year or later of full-time employment as Instructor. In addition to the criteria for teaching, service and scholarship listed under Section B of the NTTF Reappointment Policy above, the candidate is expected to meet the following (since the time of his/her appointment):

#### I Teaching

a. must have a grand mean of 3.5 or above (on the 5 point scale) across all student course evaluations (based on the mean score for all items in each individual course)b. must have successfully completed one (1) of the following over the time period since appointment as Instructor:

1. created or developed a new course (e.g. service learning or online)
2. served on a graduate committee
3. supervised undergraduate student research

## II Service

- a. must have served on 2 or more Department/College/University committees over the time period since appointment as Instructor
- b. must have served on 2 or more external professionally related committees/activities over the time period since appointment as Instructor
- c. lack of professionalism in interactions may be considered in evaluations of service

## III Scholarship (for those with a research/scholarship assignment)

- a. must have a clearly stated research agenda with a record of progress on fulfilling that research agenda
- b. must have 2+ peer reviewed publications

## 2. Criteria for Promotion from Lecturer to Senior Lecturer

For promotion from lecturer to senior lecturer, the NTTF candidate must be in the sixth year or later of full-time employment as Lecturer. In addition to the criteria for teaching, service and scholarship listed under Section B of the NTTF Reappointment Policy (above) and Section C.1 of this Promotion Policy, the candidate is expected to meet the following since last promotion:

### I Teaching

- a. must have a grand mean of 3.5 or above (on the 5 point scale) across all student course evaluations (based on the mean score for all items in each individual course)b. must have successfully completed two (2) of the following since promotion to Lecturer:
  1. created or developed a new course (e.g. service learning or online)
  2. served on a graduate committee
  3. supervised undergraduate student research

### II Service

- a. must have served on 3 or more Department/College/University committees since promotion to Lecturer
- b. must have served on 3 or more external professionally related committees/activities since promotion to Lecturer

- c. lack of professionalism in interactions may be considered in evaluations of service

### III Scholarship (for those with a research/scholarship assignment)

- a. must have a clearly stated research agenda with a record of progress on fulfilling that research agenda
- b. must have 3+ peer reviewed publications since promotion to Lecturer

### Academic Unit Procedures for Creation and Submission of NTTF Promotion Materials

The NTTF requesting promotion are required to notify the Department by July 1 of their intent to submit materials in support of the promotion application. The due date for the promotional materials will be determined according to the timelines required by the Office of the Provost and will be transmitted to the NTTF member in sufficient time to complete the materials. NTTF are required to submit materials following the university approved, electronic submittal guidelines. Guidelines for the Teaching Portfolio appear in Appendix A. The binders must also contain copies of the annual updates for the current and prior two (2) years in the format determined by the College for those years. Note that in some cases the NTTF member may not have assignments that include research and, thus, are not required to include that material in the submitted materials.

The schedule and deadlines necessary for completing the evaluations under this section shall comply with the timelines required by the Office of the Provost/VPAA.

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

Annual Performance Reviews and Enhanced Performance Reviews for probationary TTF shall be based upon the three areas of performance expected of all tenured and tenure-track faculty in the Department: 1) teaching, 2) research/creative activity, and 3) service. Eligibility for reappointment requires a minimum of "adequate performance" ratings in all three areas, as defined in the following sections.

TTF members who have been assigned administrative responsibilities and/or other responsibilities as defined and agreed upon by the department chair and with the Dean's concurrence at the time of assignment will also have their performance evaluated with respect to fulfilling those responsibilities.

#### I. Evaluation of Teaching Effectiveness

Teaching effectiveness by TTF is vital to the development and enhancement of the intellectual quality and academic integrity of the Department, the College and the University. Achievement in this area is of critical importance to the Department's evaluation of TTF members who are undergoing an APR or EPR. Domains used in the evaluation of teaching include: undergraduate teaching; graduate teaching; instructional



development; and other contributions to student learning. Beginning in the first year of a teaching appointment, TTF must create and maintain an up-to-date teaching portfolio (see guidelines in Appendix A) that contains written records pertaining to their teaching. The portfolio will be used by internal reviewers as the primary source of information for the evaluation of teaching. The Department may obtain additional information from other sources so that the evidence contained in a teaching portfolio fully and accurately reflects the domains or performance indicators applied.

a. Undergraduate Teaching

Given the Department's involvement in undergraduate degree programs, it considers high quality undergraduate instruction to be a principal component of a TTF member's record of teaching. Evaluation of undergraduate teaching includes: statements of teaching philosophy and pedagogy; self-evaluations of teaching effectiveness; results of student evaluations of courses taught; peer teaching observations and evaluations; teaching awards and distinctions; and written statements from colleagues, students, and others concerning preparedness and effectiveness in teaching.

b. Graduate Teaching

Graduate teaching requires membership on the Graduate Faculty. This is determined by meeting the requirements for Graduate Faculty as set forth by the Graduate College and the Department. For those TTF involved in graduate degree programs or offering graduate level instruction for students in another department or college, the Department expects that the TTF member will contribute to the learning of graduate students. Based upon one's appointment, area of research/creative expertise, and its relationship to the focus of the graduate program, TTF will be expected to provide formal graduate instruction through regular courses and seminars and make appropriate contributions to the recruitment, retention, and advising. In addition, TTF with appropriate areas of expertise are expected to participate in the direction of theses and/or dissertations, comprehensive examinations, and to serve on committees of students being directed by other faculty. In addition to the indicators of teaching effectiveness identified above that are applicable to graduate instruction, TTF members may include, as part of their teaching portfolio, the following performance indicators: dates of admission and graduation of directed students; placement (and other success indicators) of directed students; and record of extramural support secured for graduate students. All graduate teaching commitments to other units must be approved in writing by the Department chair at the start of each academic year.

c. Instructional Development

Department TTF are expected to devote professional development efforts to continuously improve the curriculum as well as their own teaching methods and effectiveness. Evaluation of instructional development includes: course outlines, syllabi, and other items that demonstrate the nature of instruction and range of

courses taught; independent studies offered to students; the development of new courses or the improvement of existing courses; conferences and workshops attended, courses taken, or professional development activities to enhance teaching skills; and innovations in the effective use of instructional technology and resources to promote active student learning.

d. Contributions to Student Learning

TTF members make other contributions to student learning and development that fall outside the traditional domains of curriculum and instruction. Performance indicators that are used to evaluate such contributions include: academic advising services provided to students; guidance of students in clinical settings, internships, or co-operative work experiences; service learning activities; participation in University, College, or Department projects to assess the effectiveness of teaching and learning; and other pedagogical activities that contribute to effective teaching.

In addition to the foregoing, a TTF candidate may submit and request that the Department consider other evidence of achievement in teaching that is appropriate to his/her specific case.

To meet the minimum expectations, faculty are expected to 1) achieve a grand mean of 3 or above (on the 5 point scale) across all student course evaluations (based on the mean score for all items in each individual course) and generally positive written comments from student course evaluations; 2) show how they have adjusted their teaching to address valid concerns raised in course evaluations and other assessments; 3) demonstrate the appropriateness of their course materials (e.g. syllabi and assignments) for the topic and level of the course (see directions in Appendix A, Guidelines for Teaching Portfolio for guidance); and 4) demonstrate participation in curricular improvement (such as those listed in c. and d. above).

Meeting the minimum standards of student evaluations does not constitute the totality of this category. Faculty members will be assessed as failing to meet minimum standards if they demonstrate a pattern of unacceptable practices in the classroom (e.g. being consistently late for class; being dismissive of student concerns) or in other areas related to instruction, particularly if those practices continue after meetings with supervisors that document the actions that need to be changed or improved, or are revived after a period of compliance with directions to change.

## II. Evaluation of Research/Creative Work

Making significant contributions to the knowledge base or the creative practice of one's discipline is a central responsibility of all TTF 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 TTF members who are undergoing APR or EPR. Scholarship that has a direct impact on the policies, procedures or activities of human services agencies and/or the populations

they serve (i.e. scholarship of engagement, particularly when it is accomplished in conjunction with a targeted agency) is especially relevant to the documentation of research in the department. Research on pedagogy is considered equivalent to research contributing to the knowledge base of the discipline. Scholarship that leads to patents, licensing of materials and/or commercialization activities is equally noteworthy and of value in the Department. Collaborative efforts concerning interdisciplinary and intradisciplinary research is also encouraged and recognized as important. Domains used in the evaluation of research/creative work include: publications/presentations/performances; sponsored program extramural support; institutional outreach/Scholarship of Engagement. The level of research/scholarship expected of TTF is two (2) units of research productivity per year (work in progress is considered in this assessment for both APR and the year 3 EPR). TTF members are responsible for maintaining a record of their research/creative work which addresses the performance indicators used for evaluation.

a. Publications/Presentations/Creative Work

Publications/presentations are the primary products of any research/creative work and thus central to its evaluation. Publications in peer-reviewed journals or symposium volumes in peer-reviewed settings are especially significant. The following list indicates the unit equivalent for items considered in this realm:

- 1) peer reviewed article = 1 unit
- 2) book = 1 unit
- 3) edited book = ½ unit
- 4) chapter in an edited volume = 1/2 unit
- 5) publication of monographs/final reports from applied research and consulting = 1/2 unit
- 6) juried academic meeting presentation = 1/2 unit (the candidate must present evidence that the meeting was juried and that papers are routinely denied for presentation).
- 7) receiving a book award from an academic professional society = 1 unit
- 8) outstanding paper award from a national/international academic meeting = 1 unit
- 9) publications in editor reviewed practitioner forums = 1/3 unit

NOTES: a) materials that are produced in pay to publish venues are not considered in any computations. Candidates can submit proof of blind peer reviews in publications that require payment which would allow the material to be counted.

b) chapters in edited volumes, when it can be demonstrated that the chapters have undergone blind peer review, should be counted as the equivalent to a peer reviewed journal article and scored as 1 unit.

c) candidates must demonstrate sole or lead authorship on at least 1 peer reviewed article (when applying for tenure and another when applying for promotion to Professor).

b. Sponsored Program Extramural Support for Research or Creative Work

In addition to supporting research, securing extramural support is an important external validation of the quality of research and creative activity. While no specific quantity of extramural research support is required for reappointment, promotion or tenure, activity in this area is valuable. The following list indicates the unit equivalent for items considered in this realm:

- a. external research funds awarded for \$50K or more= 1 unit
- b. external research funds awarded between \$10K-\$50K = ½ unit
- c. external research funds awarded below \$10K = ¼ unit
- 4) patent or licensed material = 1 unit
- 5) unsuccessful external formal grant applications = ¼ unit

The receipt of any research funds counts in the year it is awarded.

In addition to the foregoing, a candidate may submit and request that the Department consider other evidence of achievement in research/creative work that is appropriate to his/her specific case.

To be considered for a positive review and for reappointment in this area, TTF faculty are expected to produce 2 units of scholarship per academic year. Faculty in their first and second year of any tenure track appointment are expected to show progress toward meeting this goal. Faculty who have joined BGSU from another tenured or tenure track appointment at another institution are expected to meet the 2 unit expectation per year. In addition, faculty are expected to show a distribution of work across the years being reviewed (i.e. not all items in one or two years). The review committees and chair may consider numbers outside of presumption of 2 units per year where the candidate can present evidence and make a case (such as when a project reasonably elongates the publication time lines). Other factors that may be considered in addition to the number of scholarly products include, but are not limited to a) the quality of the publication outlets, b) leadership roles on projects that produced scholarly publications, and c) the impact of specific research designs on publication time lines the projects.

### III. Evaluation of Service Effectiveness

Service contributions by TTF at the Department, College, and University professional levels are critical to the overall mission of the University. TTF seeking reappointment shall provide evidence of appropriate service to the University community or to the profession. For TTF undergoing APR or EPR, a record that documents continuous and active involvement in service is required.

In all activities, the Department of Human Services recognizes the importance of academic freedom and the right of the faculty to discuss, debate, and disagree on issues. This right, however, is not without limit or responsibility. While there will be disagreements on issues and topics, faculty members are expected to contribute to a positive environment in which everyone (faculty, staff, administration, and students) is treated with respect, civility, and dignity. The Department expects that all faculty will conduct themselves professionally

and work collaboratively toward common departmental goals and toward resolution of issues and concerns that arise in the academic setting.

The Department defines service as performance of Department, College, University, and professional activities that fall into three domains: involvement in internal affairs and institutional governance; professional expertise shared with the external community; contributions to a TTF member's profession. In presenting their records of service, TTF members should include documentation which provides evidence of their activities and contributions and which address the performance indicators used for evaluation.

a. Internal University Service

These activities include participation in Department, College, or University committees including governing bodies, councils, special task forces, review teams, and the like. University service also includes involvement in student clubs, organizations, and activities; participation in University initiatives to create a campus wide learning community; involvement in activities to promote Program offerings and services to prospective students; performance of any assigned administrative service or role including those duties handled by TTF serving as center directors, program coordinators, department chairs, associate deans, and the like.

b. External Community Service

TTF members are encouraged to lend their professional expertise to support community organizations, projects, and programs. To be considered as community service appropriate for tenure or promotion considerations, such external activities must draw upon a TTF member's disciplinary expertise and must be recognized by the Department, College, or University as qualifying. All TTF members are encouraged to participate fully in civic and community life as citizens, but they need to recognize that not all such activities will be viewed as directly related to their professional expertise.

c. Professional Service

These activities include a TTF member's membership and active involvement with professional organizations connected to his/her discipline at the local, state, national, or international levels. Involvement in professional service includes:

- 1) leadership positions held in professional associations
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- 3) records of service to private or extramural funding agencies
- 4) peer reviewing for academic journals
- 5) peer review of academic credentials for other institutions
- 6) sessions moderated and roundtables organized that contribute to the profession.

In addition to the foregoing, a candidate may submit and request that the Department consider any other evidence of achievement in service that is appropriate to his/her specific case.

To meet minimum service expectations prior to achieving tenure, for both APR and EPR reviews, TTF are annually expected to 1) participate in regular Department/Program faculty meetings, 2) serve on at least one Department/College/University committee (if elected or appointed) (e.g. ad hoc, search, or standing committees), 3) participate in recruitment days/activities and 4) attend at least 1 commencement ceremony per year.

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

All probationary TTF undergoing an APR are required to submit an up-to-date CV, a Teaching Portfolio (see Appendix A) and an annual update in the format determined by the College for that year. These materials are submitted in a 3-ring binder.

All probationary TTF undergoing an EPR are required to submit materials following the university approved, electronic submittal guidelines. Guidelines for the Teaching Portfolio appear in Appendix A. The materials must also contain copies of the annual updates for the current and prior two (2) years in the format determined by the College for those years. Note that in some cases the NTTTF member may not have assignments that include research and, thus, are not required to include that material in the submitted materials.

The schedule and deadlines necessary for completing the performance reviews under this section shall comply with the timelines required by the Office of the Provost/VPAA.

### Unit Faculty Involvement in the TTF APR Process

Annual Performance Reviews (APRs) shall be conducted by the Department Chair, in accordance with this reappointment policy. In cases where the TTF has been assigned a faculty mentor as part of the Success Plan, the Chair may consult with that mentor for input to the APR.

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

#### A. Standards for Tenure

Besides teaching, research and service, TTF members who have been assigned administrative responsibilities and/or other responsibilities as defined and agreed upon by the department chair and with the Dean's concurrence at the time of assignment will also have their performance evaluated with respect to fulfilling those responsibilities.

#### I. Evaluation of Teaching Effectiveness

Teaching effectiveness by TTF is vital to the development and enhancement of the intellectual quality and academic integrity of the Department, the College and the University. Achievement in this area is of critical importance to the Department's evaluation of TTF members who are under review for promotion, or tenure. Domains used in the evaluation of teaching include: undergraduate teaching; graduate teaching; instructional development; and other contributions to student learning. Beginning in the first year of a teaching appointment, TTF must create and maintain an up-to-date teaching portfolio (see guidelines in Appendix A) that contains written records pertaining to their teaching. The portfolio will be used by internal reviewers as the primary source of information for the evaluation of teaching. The Department may obtain additional information from other sources so that the evidence contained in a teaching portfolio fully and accurately reflects the domains or performance indicators applied.

a. Undergraduate Teaching

Given the Department's involvement in undergraduate degree programs, it considers high quality undergraduate instruction to be a principal component of a TTF member's record of teaching. Evaluation of undergraduate teaching includes: statements of teaching philosophy and pedagogy; self-evaluations of teaching effectiveness; results of student evaluations of courses taught; peer teaching observations and evaluations; teaching awards and distinctions; and written statements from colleagues, students, and others concerning preparedness and effectiveness in teaching.

b. Graduate Teaching

Graduate teaching requires membership on the Graduate Faculty. This is determined by meeting the requirements for Graduate Faculty as set forth by the Graduate College and the Department. For those TTF involved in graduate degree programs or offering graduate level instruction for students in another department or college, the Department expects that the TTF member will contribute to the learning of graduate students. Based upon one's appointment, area of research/creative expertise, and its relationship to the focus of the graduate program, TTF will be expected to provide formal graduate instruction through regular courses and seminars and make appropriate contributions to the recruitment, retention, advising. In addition, TTF with appropriate areas of expertise are expected to participate in the direction of theses and/or dissertations, comprehensive examinations, and to serve on committees of students being directed by other faculty. In addition to the indicators of teaching effectiveness identified above that are applicable to graduate instruction, TTF members may include, as part of their teaching portfolio, the following performance indicators: dates of admission and graduation of directed students; placement (and other success indicators) of directed students; and record of extramural support secured for graduate students. All graduate teaching commitments to other units must be approved in writing by the Department chair at the start of each academic year.

c. Instructional Development

Department TTF are expected to devote professional development efforts to continuously improve the curriculum as well as their own teaching methods and effectiveness. Evaluation of instructional development includes: course outlines, syllabi, and other items that demonstrate the nature of instruction and range of courses taught; independent studies offered to students; the development of new courses or the improvement of existing courses; conferences and workshops attended, courses taken, or professional development activities to enhance teaching skills; and innovations in the effective use of instructional technology and resources to promote active student learning.

d. Contributions to Student Learning

TTF members make other contributions to student learning and development that fall outside the traditional domains of curriculum and instruction. Performance indicators that are used to evaluate such contributions include: academic advising services provided to students; guidance of students in clinical settings, internships, or co-operative work experiences; service learning activities; participation in University, College, or Department projects to assess the effectiveness of teaching and learning; and other pedagogical activities that contribute to effective teaching.

In addition to the foregoing, a TTF candidate may submit and request that the Department consider other evidence of achievement in teaching that is appropriate to his/her specific case.

To meet the minimum expectations, faculty are expected to 1) achieve a grand mean of 3.5 or above (on the 5 point scale) across all student course evaluations (based on the mean score for all items in each individual course) and generally positive written comments from student course evaluations ; 2) show how they have adjusted their teaching to address valid concerns raised in course evaluations and other assessments; 3) demonstrate the appropriateness of their course materials (e.g. syllabi and assignments) for the topic and level of the course (see directions in Appendix A, Guidelines for Teaching Portfolio for guidance); and 4) demonstrate participation in curricular improvement (such as those listed in c. and d. above).

Meeting the minimum standards of student evaluations does not constitute the totality of this category. Faculty members will be assessed as failing to meet minimum standards if they demonstrate a pattern of unacceptable practices in the classroom (e.g. being consistently late for class; being dismissive of student concerns) or in other areas related to instruction, particularly if those practices continue after meetings with supervisors that document the actions that need to be changed or improved, or are revived after a period of compliance with directions to change.

II. Evaluation of Research/Creative Work



Making significant contributions to the knowledge base or the creative practice of one's discipline is a central responsibility of all TTF 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 TTF members who are under review for promotion or tenure. Scholarship that has a direct impact on the policies, procedures or activities of human services agencies and/or the populations they serve (i.e. scholarship of engagement, particularly when it is accomplished in conjunction with a targeted agency) is especially relevant to the documentation of research in the department. Research on pedagogy is considered equivalent to research contributing to the knowledge-base of the discipline. Scholarship that leads to patents, licensing of materials and/or commercialization activities is equally noteworthy and of value in the Department. Collaborative efforts concerning interdisciplinary and intradisciplinary research is also encouraged and recognized as important. Domains used in the evaluation of research/creative work include: publications/presentations/performances; sponsored program extramural support; institutional outreach/Scholarship of Engagement. The level of research/scholarship expected of TTF is two (2) units of research productivity per year. TTF members are responsible for maintaining a record of their research/creative work that addresses the performance indicators used for evaluation.

a. Publications/Presentations/Creative Work

Publications/presentations are the primary products of any research/creative work and thus central to its evaluation. Publications in peer-reviewed journals or symposium volumes in peer-reviewed settings are especially significant. The following list indicates the unit equivalent for items considered in this realm:

- 1) peer reviewed article = 1 unit
- 2) book = 1 unit
- 3) edited book = ½ unit
- 4) chapter in an edited volume = 1/2 unit
- 5) publication of monographs/final reports from applied research and consulting = 1/2 unit
- 6) juried academic meeting presentation = 1/2 unit (the candidate must present evidence that the meeting was juried and that papers are routinely denied for presentation).
- 7) receiving a book award from an academic professional society = 1 unit
- 8) outstanding paper award from a national/international academic meeting = 1 unit
- 9) publications in editor reviewed practitioner forums = 1/3 unit

NOTES: a) materials that are produced in pay to publish venues are not considered in any computations. Candidates can submit proof of blind peer reviews in publications that require payment which would allow the material to be counted.

b) chapters in edited volumes, when it can be demonstrated that the chapters have undergone blind peer review, should be counted as the equivalent to a peer reviewed journal article and scored as 1 unit.

c) candidates must demonstrate sole or lead authorship on at least 1 peer reviewed article (when applying for tenure and another when applying for promotion to Professor).

b. Sponsored Program Extramural Support for Research or Creative Work

In addition to supporting research, securing extramural support is an important external validation of the quality of research and creative activity. While no specific quantity of extramural research support is required for reappointment, promotion or tenure, activity in this area is valuable. The following list indicates the unit equivalent for items considered in this realm:

- 1) external research funds awarded for \$50K or more = 1 unit per award
- 2) external research funds awarded between \$10K-\$50K = ½ unit per award
- 3) external research funds awarded below \$10K = ¼ unit per award
- 4) patent or licensed material = 1 unit per patent/license
- 5) unsuccessful external formal grant applications = ¼ unit

The receipt of any research funds counts in the year it is awarded.

c. Reputation within the Discipline

One indicator of the quality of a TTF member's research/creative work is his/her reputation within the discipline. In the case of tenure, this quality may be demonstrated by the evidence of reputation gathered by the Department from authoritative reviewers external to the University. The reviewers will be selected in accordance with the guidelines in Appendix C.

In addition to the foregoing, a candidate may submit and request that the Department consider other evidence of achievement in research/creative work that is appropriate to his/her specific case.

To be considered for a positive review for tenure in this area, TTF faculty (even those applying for early tenure) are expected to produce 2 units of scholarship per academic year. This means that the faculty are expected to have a minimum of 10 units of scholarship, 7 of which must be peer reviewed articles (candidates must demonstrate sole or lead authorship on at least 1 peer reviewed article). In addition, faculty are expected to show a distribution of work across the years being reviewed (i.e. not all items in one or two years). The review committees and chair may consider numbers outside of presumption of 2 units per year where the candidate can present evidence and make a case (such as when a project reasonably elongates the publication time lines). Other factors that may be considered in addition to the number of scholarly products include, but are not limited to a) the quality of the publication outlets, b) leadership roles on projects that produced scholarly publications, and c) the impact of specific research designs on publication time lines.

### III. Evaluation of Service Effectiveness

Service contributions by TTF at the Department, College, and University professional levels are critical to the overall mission of the University. TTF seeking tenure or promotion shall provide evidence of appropriate service to the University community or to the profession. For TTF seeking tenure and promotion to associate professor, a record that documents continuous and active involvement in service is required. For TTF seeking promotion to professor, a record that documents significant service to the University or profession is required.

In all activities, the Department of Human Services recognizes the importance of academic freedom and the right of the faculty to discuss, debate, and disagree on issues. This right, however, is not without limit or responsibility. While there will be disagreements on issues and topics, faculty members are expected to contribute to a positive environment in which everyone (faculty, staff, administration, and students) are treated with respect, civility, and dignity. The Department expects that all faculty will conduct themselves professionally and work collaboratively toward common departmental goals and toward resolution of issues and concerns that arise in the academic setting.

The Department defines service as performance of Department, collegiate, University, and professional activities that fall into three domains: involvement in internal affairs and institutional governance; professional expertise shared with the external community; contributions to a TTF member's profession. In presenting their records of service, TTF members should include documentation that provides evidence of their activities and contributions and that address the performance indicators used for evaluation.

a. Internal University Service

These activities include participation in Department, college, or University committees including governing bodies, councils, special task forces, review teams, and the like. University service also includes involvement in student clubs, organizations, and activities; participation in University initiatives to create a campus wide learning community; involvement in activities to promote Program offerings and services to prospective students; performance of any assigned administrative service or role including those duties handled by TTF serving as center directors, program directors, department chairs, associate deans, and the like.

b. External Community Service

TTF members are encouraged to lend their professional expertise to support community organizations, projects, and programs. To be considered as community service appropriate for tenure or promotion considerations, such external activities must draw upon a TTF member's disciplinary expertise and must be recognized by the Department, College, or University as qualifying. All TTF members are encouraged to participate fully in civic and community life as citizens, but they need to recognize that not all such activities will be viewed as directly related to their professional expertise.

c. Professional Service

These activities include a TTF member's membership and active involvement with professional organizations connected to his/her discipline at the local, state, national, or international levels. Involvement in professional service includes:

- 1) leadership positions held in professional associations
- 2) organization of professional conferences, symposia, and the like
- 3) records of service to private or extramural funding agencies
- 4) peer reviewing for academic journals
- 5) peer review of academic credentials for other institutions
- 6) sessions moderated and roundtables organized that contribute to the profession

In addition to the foregoing, a candidate may submit and request that the Department consider any other evidence of achievement in service that is appropriate to his/her specific case.

To meet minimum service expectations for tenure, since appointment to the full-time faculty, TTF are expected to 1) participate in regular Department/Program faculty meetings, 2) serve on 2 or more Department/College/University committee (if elected or appointed) (e.g. ad hoc, search, or standing committees), 3) participate in recruitment days/activities and 4) attend at least 1 commencement ceremony per year, and 5) serve on 2 or more external professionally related committees.

B. Standards for Promotion

1. Criteria for Promotion from Assistant Professor to Associate Professor

The assessment of Teaching, Research/Scholarship and Service follows the same basic approach as found above under Standards for Tenure with the following minimum expectations:

a. Teaching Effectiveness:

Faculty are expected to 1) achieve a grand mean of 3.5 or above (on the 5 point scale) across all student course evaluations (based on the mean score for all items in each individual course) and generally positive written comments from student course evaluations ; 2) show how they have adjusted their teaching to address valid concerns raised in course evaluations and other assessments; 3) demonstrate the appropriateness of their course materials (e.g. syllabi and assignments) for the topic and level of the course (see directions in Appendix A, Guidelines for Teaching Portfolio for guidance); and 4) demonstrate participation in curricular improvement (such as those listed in c. and d. above).

Meeting the minimum standards of student evaluations does not constitute the totality of this category. Faculty members will be assessed as failing to meet

minimum standards if they demonstrate a pattern of unacceptable practices in the classroom (e.g. being consistently late for class; being dismissive of student concerns) or in other areas related to instruction, particularly if those practices continue after meetings with supervisors that document the actions that need to be changed or improved, or are revived after a period of compliance with directions to change.

b. Research/Scholarly Effectiveness:

Faculty are expected to produce 2 units of scholarship per academic year. This means that the faculty are expected to have 10 units of scholarship, 7 of which must be peer reviewed articles (candidates must demonstrate sole or lead authorship on at least 1 peer reviewed article). In addition, faculty are expected to show a distribution of work across the years being reviewed (i.e. not all items in one or two years). The review committees and chair may consider numbers outside of presumption of 2 units per year where the candidate can present evidence and make a case (such as when a project reasonably elongates the publication time lines).

In the event that a faculty member is a tenured Assistant Professor and is seeking promotion to the rank of Associate, that individual must demonstrate comparable and sustained production over the period of employment between the granting of tenure and his or her application for promotion to Associate rank. At least 50% of post-tenure publications submitted for this review must be peer-reviewed articles; the remainder may be other work units as defined in Section A.II. above.

c. Service Effectiveness:

Faculty TTF are expected to 1) participate in regular Department/Program faculty meetings, 2) serve on 2 or more Department/College/University committees (if elected or appointed) (e.g. ad hoc, search, or standing committees), 3) participate in recruitment days/activities, 4) attend at least 1 commencement ceremony per year and 5) serve on 2 or more external professionally related committees.

## 2. Criteria for Promotion from Associate Professor to Professor

. These criteria are to be demonstrated during the time between promotion to Associate and promotion to Professor. TTF members who have been assigned administrative responsibilities and/or other responsibilities as defined and agreed upon by the department chair and with the Dean's concurrence at the time of assignment will also have their performance evaluated with respect to fulfilling those responsibilities. The assessment of Teaching, Research/Scholarship and Service follows the same basic approach as found above under the "Tenure and Promotion Policy: TTF sections A.I, A.II and A.III" above with the following minimum expectations:

a. Teaching Effectiveness

To meet the minimum expectations, faculty are expected to 1) achieve a grand mean of 3.5 or above (on the 5 point scale) across all student course evaluations (based on the mean score for all items in each individual course) and generally positive written comments from student course evaluations ; 2) show how they have adjusted their teaching to address concerns raised in course evaluations and other assessments; 3) demonstrate the appropriateness of their course materials (e.g. syllabi and assignments) for the topic and level of the course (see directions in Appendix A, Guidelines for Teaching Portfolio for guidance); and 4) demonstrate participation in curricular improvement (such as those listed in the Standards listed under Section A.I. of the Promotion and Tenure Policy above).

Meeting the minimum standards of student evaluations does not constitute the totality of this category. Faculty members will be assessed as failing to meet minimum standards if they demonstrate a pattern of unacceptable practices in the classroom (e.g. being consistently late for class; being dismissive of student concerns) or in other areas related to instruction, particularly if those practices continue after meetings with supervisors that document the actions that need to be changed or improved, or are revived after a period of compliance with directions to change.

#### b. Research/Scholarly Effectiveness

To be considered for a positive review for promotion to Professor in this area, faculty are expected to produce an average of 1.25 units of scholarship per year after attaining the rank of Associate Professor and applying for promotion to Professor, with at least 70% of those units appearing as either peer-reviewed articles or external grants of \$50,000 or more. The applicant must have a minimum of ten (10) units of scholarship in the position of Associate Professor, of which at least seven (7) of which must be peer-reviewed articles or external grants of \$50 thousand or more. (The Department acknowledges the different, potentially extended timetables associated with some forms of research (such as qualitative/field research or projects requiring extensive/long term data collection). To not disadvantage faculty working on such projects, the Department will give weight to evidence of in-process work during any two-year period without publications. It is incumbent on the individual faculty member to provide substantive proof of effort to the respective review committees in these cases.) This record of productive scholarship will demonstrate an established reputation within the discipline or profession consistent with the rank of Professor. "Reputation within the discipline or profession" shall be defined functionally as recognition by senior+ scholars (reviewers external to the University) that the overall impact of the faculty member's scholarship has made a meaningful contribution to the field. The reviewers will be selected in accordance with the guidelines in Appendix C, and mixed reviews may be considered by the Committee in its deliberations: unanimity of external reviews is preferred, but not mandatory for positive consideration. External reviews cannot be used as the primary basis for denial or approval of promotion where the applicant has produced the required level of scholarship defined above.

#### c. Service Effectiveness

To meet minimum service expectations for promotion to Professor, since promotion to Associate, TTF are expected to 1) participate in regular Department/Program faculty

meetings, 2) serve on at least 1 Department/College/University committees per AY (if elected or appointed) (e.g. ad hoc, search, or standing committees), 3) participate in recruitment days/activities, 4) attend at least 1 commencement ceremony per year and 5) serve on 3 or more external professionally related committees/activities.

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

The TTF requesting tenure and/or promotion are required to notify the Department by July 1 of their intent to submit materials in support of their application. The due date for the promotional materials will be determined according to the timelines required by the Office of the Provost and will be transmitted to the TTF member in sufficient time to complete the materials. TTF are required to submit materials following the university approved, electronic submittal guidelines. Guidelines for the Teaching Portfolio appear in Appendix A. The binders must also contain copies of the annual updates for the current and prior two (2) years in the format determined by the College for those years. Guidelines for selection of External Reviewers appear in Appendix C.

The schedule and deadlines necessary for completing the evaluations under this section shall comply with the timelines required by the Office of the Provost/VPAA.

## Appendix A

### Guidelines for Teaching Portfolio Department of Human Services

You should update this teaching portfolio yearly and submit it with the Faculty Record and Performance Evaluation due to the Department chair in January of each year. Please note the REQUIRED materials that must be included and follow the order in which they are presented. Note that there is some flexibility in the OPTIONAL materials section. You are not required to utilize the maximum page length in the document. Page limitations listed are recommended.

#### Required Materials

1. Table of Contents (1 page)
2. Statement of Teaching Philosophy (1-3 pages)  
(include comments on: how you have adjusted your teaching to address concerns and issues in evaluations, curricular improvements, the appropriateness of course materials and teaching approach, and similar items)
3. Course Taught (1 page)
  - List and description of courses taught

- Methods utilized in teaching
4. Representative syllabus or elements from syllabus one of the courses taught (7 pages)
  5. Teaching evaluation instrument (1 page)
  6. Teaching evaluation data-all course evaluations
  7. All narrative comments from student evaluations

### **Optional Materials**

- |  |            |
|--|------------|
| Representative assignments from course (exams, writing assignments, quizzes, etc.) | (10 pages) |
| Unsolicited letters from students  | (3 pages)  |
| Statements from peers and senior faculty   | (3 pages)  |
| Other forms of evaluation of teaching effectiveness                                | (2 pages)  |

## **Appendix B**

### **Rebuttal Letter Guidelines**

NTTF and TTF have a right to rebut recommendations made in Reappointment, Promotion and/or Tenure processes that are made by department committees, the Chair, college committees, and the Dean, using the following procedures:

- 1) The candidate will be informed of and provided a written copy of the recommendation made by each of the committees/individuals listed above as the recommendations are completed.
- 2) Upon notification and receipt of the recommendation, the candidate can submit a rebuttal letter to the committee/individual indicating his/her objections to the recommendation and concerns with the comments in the recommendation. Candidates are required to inform the committee/individual of their intent to provide a rebuttal letter.
- 3) Responses to the rebuttal letters are not permitted.
- 4) Any rebuttal letter will be included with the initial recommendation in the candidate's application materials/file and forwarded to the next committee/individual in the review process.
- 5) Failure to submit a rebuttal letter within the days specified by the Provost's Office is evidence that the candidate waives his/her right to do so.



- 6) The failure to submit a rebuttal letter at any level does not negate the candidate's right to submit a letter at another level in the review process.

## Appendix C

### External Review Guidelines Department of Human Services

The Department of Human Services requires that external reviews of scholarship be conducted whenever an individual is being considered for promotion or tenure. The following criteria are to be followed in soliciting those reviews;

1. A minimum of three (3) external reviewers are to be included in applications for promotion and/or tenure.
2. The individuals selected to provide reviews cannot include any of the following:
  - A coauthor
  - A former graduate faculty member or mentor
  - A current or former co-worker
3. External reviewers should include individuals with the following qualifications:
  - A tenured faculty member at his or her home institution
  - Hold at least the rank above that of the person seeking promotion
  - Have expertise in the candidate's substantive area
4. The choice of external reviewers is to be determined in consultation with the candidate. Both the candidate and the appropriate committee from the Bargaining Unit Faculty or the Department Chair will compile lists of at least three (3) potential external reviewers. The candidate and the committee/Chair have the right to veto any member suggested on either list. If either list contains less than three (3) names after this process, new names can be added to either list, providing both sides agree. The final lists do not have to contain different sets of potential reviewers. The committee or Department Chair must then solicit letters from at least three (3) individuals from the lists, with at least one (1) name coming from each list.
5. The external reviewers will be asked to assess the candidate's scholarship in accord with the Department's criteria for promotion and tenure and the applicable guidelines from the university.

Approved by the Department of Human Services at the December 1, 2016 Faculty Meeting




Date 12-1-16

Name, Chair/Director

Approved: Mami Duff

Date 2/7/17

Name, Dean of College Name

Approved: 

Date 2/14/17

Rodney Rogers, Provost/ Senior VP