Reappointment, Tenure, and Promotion Policy

Part II: Academic Unit Criteria, Standards and Processes

Academic Unit: Computer Science

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

A.1 Criteria and Standards for APR and EPR

The faculty member needs to expend effort on a wide range of teaching and service obligations that promote the mission and goals of the University, College, and the Department. APR and EPR measure progress over time and it is expected that the record shows improvement over time.

1. Teaching Effectiveness

Assessment of teaching effectiveness involves a variety of factors: qualitative and quantitative student teaching evaluations, peer evaluations, self-reflections on teaching effectiveness, contributions to student learning inside and outside the classroom, professional development through participation at teaching oriented workshops and integration of these concepts in engaging the students and/or improving student learning. It is important that the faculty member stays current with the discipline. Ultimately, the candidate must demonstrate a commitment to instructional excellence and student success.

The department recognizes that it takes time to improve teaching effectiveness. Improvement may be demonstrated in one or more ways: for example, successive APRs demonstrate improving mean scores; even if one has high teaching evaluation scores from the outset, improvement may be shown via development of innovative instruction, better assessment, etc.

Artifacts (such as syllabi, student projects, assessment instruments, other course materials) should help demonstrate that teaching is student-centered, course outcomes are being met, course materials are updated as needed, and appropriate technologies are deployed to enhance student learning.

It is expected that the mean scores from quantitative student evaluations is average or better (3 or better on a 5-point Likert scale rating 1 through 5: Superior; Above Average; Average; Below Average; Poor). Similarly, qualitative student comments should generally be positive and not raise red flags that could indicate the instructor is not meeting minimal standards in the classroom. Peer evaluations that indicate that the faculty member is engaging students in the classroom and is effectively teaching the

appropriate curriculum will be deemed positive. Additionally, the EPR should provide evidence that any concerns in previous reviews have been addressed and that there are no long-term issues that hinder teaching effectiveness.

2. Service Effectiveness

Service contributions within the department are expected; service activities outside of the unit (college and BGSU) can also help strengthen the service portfolio. Both the breadth and depth of service initiatives impact service effectiveness. Service roles such as department committee membership, participation in other department or university activities, academic advising or advisor to student organizations count toward service, Service effectiveness can be measured through confirmation of service letters and/or member's contribution toward the expected outcomes of such service assignments and/or other service indicators. It is expected that the candidate has effective service contributions in typically two committees or equivalent per year.

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

B.1 Procedure for Creation and Submission of APR Materials

1. Teaching Effectiveness Indicators:

The NTTF candidate shall submit these indicators of teaching effectiveness for the APR evaluation:
- Quantitative student teaching evaluations for all courses taught in the evaluation period from the online evaluation tool
- For each course taught during the evaluation period, quantitative benchmark data (e.g., mean, standard deviation and number of students for the instructor and others who taught the course) from student evaluations of teaching on department defined key attributes as prepared by the Chair
- Qualitative student teaching evaluations (open-ended responses) for all courses taught in the evaluation period from the online evaluation tool
- An evaluation from a TTF or NTTF of higher rank who has observed the candidate's teaching (that includes at least a classroom visit) during the evaluation period

The NTTF candidate may also submit one or more of these indicators:
- Reflection on one or more courses that describes the nature of instruction
- Description of new courses taught or improvements to existing courses
- Evidence of effective use of instructional technology and other resources to promote student learning
- Evidence of effective use of assessment tools and assessment-driven reporting to promote student learning

- Statements of other contributions to student learning and development that fall outside the traditional domains of curriculum and instruction
- Teaching awards and distinctions
- Scholarly and creative activities that contribute to teaching expertise
- Attendance at conferences focused on Computer Science education and reflection on the usefulness of ideas and materials obtained from such conferences

In addition to these indicators, a candidate may submit for consideration any other evidence of achievement in teaching that is appropriate to his/her specific case.

2. Service Effectiveness Indicators:

The NTTF candidate shall submit documentation of service effectiveness during the evaluation period, including the significance and scope of the service activities and any leadership positions held.

B.2 Procedure for Creation and Submission of EPR Materials

The dossier for EPR requires the curriculum vitae (CV) and the supporting materials noted below. The dossier is submitted via BGSU's electronic system. The required supporting materials are listed in order of the two criteria (Section B.1) above.

1. Teaching Effectiveness Indicators:

The NTTF candidate shall submit these indicators of teaching effectiveness for the EPR evaluation:

- Quantitative student teaching evaluations for all courses taught over the evaluation period from online evaluation tool
- For each course taught during the evaluation period, quantitative benchmark data (e.g., mean, standard deviation and number of students for the instructor and others who taught the course) from student evaluations of teaching on department defined key attributes as prepared by the Chair
- Qualitative student teaching evaluations (open-ended responses) for all courses taught over the evaluation period from online evaluation tool
- One written peer evaluation based on at least a classroom observation from each of the years over the evaluation period, from a TTF or NTTF of higher rank who has observed the candidate's teaching
- A teaching narrative reflecting on her/his teaching effectiveness over the evaluation period

Two or more of these indicators:
- Reflection on one or more courses that describes the nature of instruction
- Documentation of new courses taught or improvements to existing courses
- Evidence of effective use of instructional technology and other resources to promote student learning

- Evidence of effective use of assessment tools and assessment-driven reporting to promote student learning
- Statements of other contributions to student learning and development that fall outside the traditional domains of curriculum and instruction
- Teaching awards and distinctions
- Scholarly and creative activities that contribute to teaching expertise
- Attendance at conferences focused on Computer Science education and reflection on the usefulness of ideas and materials obtained from such conferences
- Other evidence of instructional development that in the judgment of the candidate is appropriate to his/her specific case.

2. Service Effectiveness Indicators:

The NTTF candidate shall submit these indicators of service effectiveness for the EPR evaluation:

- A service narrative reflecting service effectiveness over the evaluation period, including the significance and scope of the service activities and any leadership positions held over the evaluation period.

- Optional items that may be included in the portfolio include appropriate documentation of service roles, for example: an email thanking the candidate for service on a committee

B.3 Process for Evaluation of EPR Materials

Eligible voters discuss the candidate's EPR credentials at a formal meeting. The departmental procedures for the meeting and voting are noted in the department handbook. The eligible voters select one or more of its members to oversee the meeting, ballot tally, and write the eligible voters' recommendation letter.

Section C: Unit Faculty Involvement in the NTTF APR Process

The Chair will solicit input from voting eligible faculty members via email and will incorporate their feedback into the memo to the Dean.

Section D: Academic Unit Criteria and Standards used in NTTF Promotion Review

D.1 Criteria and standards used for Promotion Review

The primary responsibility of a non-tenure track faculty member is teaching. Demonstration of teaching effectiveness is of vital importance to the advancement of the continuing non-tenure track faculty. Additionally, the member should have had sustained service contributions to the department as measured by confirmation of service letters through member's contribution toward the expected outcomes of such service assignments and/or other indicators.

NTTF are evaluated according to the domains specified in their assigned workload, usually teaching and service. Contributions in areas other than the assigned workload are not required, but can be included if the candidate feels that they better define his/her total contribution in teaching and service.

1. Criteria and Standards for Promotion from Instructor to Lecturer

    a. Eligible for promotion from Instructor to Lecturer as defined by CBA
    b. A Master's degree or equivalent in Computer Science or a related area from an accredited college or university

C. Evidence of excellence in teaching and learning, and evidence of professional service since the previous EPR (i.e., effective service contributions in typically two committees or equivalent per year).

   Excellence may be demonstrated by:
   - Quantitative student evaluations is average or better (3 or better on a 5-point Likert scale rating 1 through 5: Superior; Above Average; Average; Below Average; Poor);
   - Generally positive qualitative student comments and peer reviews, and no red flags that could indicate the instructor is not meeting minimal standards in the classroom;
   - Peer evaluations that indicate that the faculty member is engaging students in the classroom and is effectively teaching the appropriate curriculum;
   - quality and impact of artifacts such as course material development and/or its use by other instructors;
   - instructional delivery and use of instructional technologies to promote active learning;
   - attendance at teaching-centered workshops and its impact on improvements in teaching;

    d. The candidate for promotion shall submit at least three sources of evidence of teaching effectiveness. While the evaluation period is longer than APR/EPR, teaching effectiveness performance metrics for promotion are identical to the requirements noted in A.2.1 'Criteria for APR and EPR' for teaching effectiveness.
    e. A demonstrated record of professional development (e.g., participation at CS education-centered conferences; attendance at BGSU CFE workshops)
    f. An established record of service to the department. While Service requirements are identical to the ones noted in A.1.2 'Criteria and Standards for APR and EPR' for service effectiveness, it is also expected that the candidate has an established record of service for the period since the last EPR (i.e., effective service contributions in typically two committees per year).

2. Criteria and Standards for Promotion from Lecturer to Senior Lecturer

   All requirements for promotion to Lecturer shall continue to apply. Additional requirements for promotion from Lecturer to Senior Lecturer include:
    a. Eligible for promotion from Lecturer to Senior Lecturer as defined by CBA

b. Successful candidates need to demonstrate excellence in teaching and service, including leadership in these two domains

Excellence may be demonstrated by:
- Quantitative student evaluations is above average or better (3 or better on a 5-point Likert scale rating 1 through 5: Superior; Above Average; Average; Below Average; Poor);
- Generally positive qualitative student evaluations and peer reviews, and no red flags that could indicate the instructor is not meeting minimal standards in the classroom;
- Peer evaluations that indicate that the faculty member is engaging students in the classroom and is effectively teaching the appropriate curriculum;
- quality and impact of artifacts such as course material development and/or its use by other instructors;
- instructional delivery and use of instructional technologies to promote active learning;
- participation in curriculum initiatives on improving student learning and/or course learning outcomes;
- favorable peer evaluations that reflect improvement beyond that demonstrated in the promotion to Lecturer;
- attendance at teaching-centered workshops and its impact on improvements in teaching;
- contributions to curriculum initiatives such as innovative course modules and/or assessment-centered instructional strategies

c. An established record of service to the department and outside of the department during the review period. Some service roles should be either committee chair or other leadership positions. Breadth of service is also expected. Contributions beyond the unit (e.g., A&S CTLC, A&S PTRC, university governance, Computer science related service to the discipline) are also expected.

The required materials for promotion are the same as those noted for EPR (See B.2 above)

Section E: Academic Unit Procedures for Creation and Submission of NTTF Promotion Materials

E.1. Process for Creation and Submission of Promotion Materials

The dossier includes among other items, CV, teaching narrative, qualitative and quantitative student teaching evaluation's data, five peer evaluations with each evaluation from a different year, evidence on the development and/or updating of course content along with its delivery, reflection on one or more courses that demonstrates the nature of instruction and range of courses taught; evidence on the use of assessment tools and/or assessment-driven reporting; evidence of effective use of instructional technology

and other resources to promote active student learning; evidence of professional development activities and their application to advancing students' classroom experiences.

Other items that are optional but may help strengthen the candidate's case, for example: scholarly and creative activities that contribute to teaching expertise; teaching awards and distinctions.

Other evidence of contributions to student learning and development that fall outside the traditional domains of curriculum and instructional development that in the judgment of the candidate are appropriate to his/her specific case.

The dossier also includes a service narrative, service accomplishments detailing scope, responsibility, contributions and leadership positions held. Optional items include documentation of service roles, for example, an email thanking the candidate for service on committees.

E.2. Evaluation of Promotion Materials

Eligible voters discuss the candidate's credentials at a formal meeting. The departmental procedures for the meeting and voting are noted in the department handbook. The eligible voters select one or more of its members to oversee the meeting, ballot tally, and write the eligible voters' recommendation letter.

Section F: Academic Unit Criteria and Standards Used in APRs and EPRs of TTF

F.1 Criteria and Standards for APR and EPR

The probationary faculty member needs to contribute to a wide range of teaching, research or creative work, and service obligations that promote the mission and goals of the University, College, and the Department. The impact of teaching and research or creative endeavors on both undergraduate and graduate students is vital to the success of the probationary faculty member.

The Annual and Enhanced Performance Reviews (APR and EPR) are the primary means to ensure that the probationary faculty member is making satisfactory progress toward tenure and promotion. These instruments measure progress over time and ideally progress is consistent and steady throughout the probationary period. At the same time, the department recognizes that scholarly work often accumulates at an irregular interval during the probationary period. Specifically, it is important to ensure that the progress aligns with the criteria for tenure and promotion outlined in Section I: Academic Unit Criteria and Standards Used in TTF Tenure and Promotion Review.

1. Teaching Effectiveness

A variety of factors are used to assess teaching effectiveness: qualitative and quantitative student evaluations, peer evaluations, self-reflections on teaching effectiveness, contributions to student learning inside and outside the classroom, contributions toward curriculum development, participation at teaching oriented workshops and integration of these concepts in improving student learning. It is important to resolve any recurring problems in a timely fashion so that there are no long-term issues that hinder teaching effectiveness. Ultimately, the candidate must demonstrate a commitment to instructional excellence and student success.

The department recognizes that it takes time to improve teaching effectiveness. Improvement may be demonstrated in one or more ways: for example, successive APR's demonstrate improving mean evaluation scores; even if one has high teaching evaluation scores from the outset, improvement may be shown via development of innovative instruction, better assessment, etc.

Candidates are expected to demonstrate success in teaching, for example: quantitative scores of average or better (3 or better on a 5 point Likert scale) are desirable; no recurring issues with qualitative comments; and positive peer evaluations. Similarly, qualitative student comments should generally be positive and not raise red flags that could indicate the instructor is not meeting minimal standards in the classroom. Peer evaluations that indicate that the faculty member is engaging students in the classroom and is effectively teaching the appropriate curriculum will be deemed positive. Additionally, the EPR should provide evidence that any concerns in previous reviews have been addressed and that there are no long-term issues that hinder teaching effectiveness.

2. Research Productivity

The probationary faculty member has the responsibility to make sustained contributions to the knowledge base or the creative practice of the member's discipline. Such contributions are important not only in their own right, but because they are essential qualifications for instructing others. Effectiveness of research is measured through quality and quantity of publications, breadth and depth of the research endeavors, external grant submissions and funding. The department recognizes that funding in computer science is less available to faculty in master's level programs, and external grant funding is not a strict prerequisite.

Successful researchers typically show steady progress over time. Generally, research productivity is roughly consistent with where the faculty is in her/his probationary period. At the same time, the department recognizes that scholarly work often accumulates at an irregular interval during the probationary period (e.g. research productivity in years 1 and 2 is likely to be more modest and then accelerate in years 4 and 5), and publications can be at various stages of the pipeline (for example, review, under revision). While there is no set number of publications per year, it is expected that the research productivity is two publications for a successful EPR or four quality scholarly peer reviewed publications or the equivalent by the sixth year. In some instances, a lower publication rate may also be

acceptable, for example: publications in selective venues; development of state-of-the art software for use in research endeavors.

Contributions to state-of-the-art software and/or hardware systems for research purposes that are used by other researchers can also be used as a measure of research productivity but generally not to the exclusion of research articles.

A successful candidate's portfolio is likely to include: a research agenda that sufficiently extends the dissertation topic area and/or explores new areas; external grant proposal submission with either favorable review or funding; publications that are CS-centered, but may span other related disciplines; research productivity is ideally consistent during the probationary period and/or ramps up in years 4 and 5.

3. Service Effectiveness

The department recognizes that service contributions may not be much early in the probationary period, but tend to increase over time. The service portfolio should document this upward trajectory, for example: committee membership in early years to committee chair; leadership role in curriculum or other initiatives in years 3 and beyond; increase in the breadth of service roles over time. It is expected that the candidate has effective service contributions in typically two committees or equivalent per year.

Service contributions within the department are expected; service activities outside of the unit (college and BGSU) can also help strengthen the service portfolio. Additionally, it is expected that the member provides service to the profession through review and other activities in the member's domain of expertise. Both the breadth and depth of service initiatives can impact service effectiveness.

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

G.1 Materials for APR Evaluation

The probationary faculty member shall compile a portfolio consisting of the Curriculum Vitae (CV) and additional materials in support of these criteria as explained below.

For each criterion below, the probationary faculty will submit a 'Criterion Locator' document (for example, 'Teaching Criterion' Locator) that lists whether each of the required or optional items in the respective criterion is addressed (yes/no) and where the relevant information is located in the portfolio.

Criterion 1 Teaching

- Required indicators of teaching effectiveness:

- Quantitative student teaching evaluations for all courses taught in the evaluation period from the online evaluation tool
- For each course taught during the evaluation period, quantitative benchmark data (e.g., mean, standard deviation and number of students for the instructor and either for the department or others who taught the course) from student evaluations of teaching on department defined key attributes as prepared by the Chair
- Qualitative student teaching evaluations (open-ended responses) for all courses taught during the evaluation period from the online evaluation tool
- At least one written evaluation, from a TTF of higher rank who has observed the candidate's teaching during the evaluation period

In addition to these indicators, a candidate may submit for consideration any other evidence of accomplishments in instructional activities.

Criterion 2 Scholarship/Research Productivity

The probationary faculty member has the responsibility to make contributions to the knowledge base or the creative practice of the member's discipline. Such contributions are important not only in their own right, but because they are essential qualifications for instructing others.

- Required indicators of scholarship effectiveness:
  - Copy of all publications during the evaluation period. However, this item is waived for a probationary faculty member who has completed just one semester at BGSU, since the probationer may not be able to meet this requirement. If there is no publication during the evaluation period, explain the rationale and provide evidence, if any, of papers that are in the pipeline

- One or more of the following indicators:
  - Information on external grant submissions–pending, funded, unfunded
  - Description of state-of-the-art software and/or hardware systems developed by the faculty member and/or the member's graduate students
  - Evidence of article reviewing and/or other professional activities (e.g., session chair or moderator, program committee member, workshop organizer).

In addition to these indicators, the probationary faculty member may submit for consideration any other evidence of relevant professional development or other items that are indicative of scholarship effectiveness.

Criterion 3 Service

The probationary faculty member shall submit documentation of service effectiveness during the evaluation period, including the significance and scope of the service activities and any leadership positions held. Evidence of service contributions may include, but are not limited to:

- Department, College & University: Records of membership, records of attendance, degree of involvement, documentation of contributions, leadership positions held, recruiting of students, offering workshops, consulting with University faculty/staff on computing topics, providing computer-related services to other units, and other relevant contributions.
- Profession: record of service, leadership positions held, time spent, dependability, recognition, organization of conferences/symposia, and other relevant contributions.
- Community: Any community service that has a relationship to the applicant's computer science expertise.

G.2 Materials for EPR Evaluation

The probationary faculty member shall compile a dossier consisting of his/her curriculum vitae (CV), and additional materials in support of these criteria as explained below.

For each criterion below, the probationary faculty will submit a 'Criterion Locator' document (for example, 'Teaching Criterion' locator) to indicate whether each of the required or optional items in the respective criterion is addressed (yes/no) and how to locate the relevant information in the dossier.

Criterion 1 Teaching

The probationary faculty member shall submit the following indicators of teaching effectiveness and indicators as evidence of instructional development for the EPR evaluation:

- Required indicators of sustained teaching effectiveness:
  - Narrative statement describing candidate philosophy and evidence of accomplishments
  - Quantitative student teaching evaluations for all courses taught in the evaluation period from the online evaluation tool
  - For each course taught during the evaluation period, quantitative benchmark data (e.g., mean, standard deviation and number of students for the instructor and either for the department or others who taught the course) from student evaluations of teaching on department defined key attributes as prepared by the Chair
  - Qualitative student teaching evaluations (open-ended responses) for all courses taught in the evaluation period from the online evaluation tool
  - The teaching narrative also includes self-reflection on quantitative student evaluation from at least two courses (e.g., graduate/undergraduate; large/small) taught during evaluation period
  - The teaching narrative also includes self-reflection on qualitative student evaluation from at least two courses (e.g., graduate/undergraduate; large/small) taught during evaluation period
  - At least one written evaluation (based on at least a class room visit), per year from a TTF of higher rank who has observed the candidate's teaching during the evaluation period

- Two or more of the following indicators:
  - o Reflection on sets of syllabi and other materials from at least two courses that demonstrate the nature of instructional engagement
  - o Descriptions of new courses taught or improvements to existing courses
  - o Teaching contributions directing the work of master's or undergraduate students through projects and evidence of the impact of such activities in enhancing student learning
  - o Evidence of effective use of instructional technology and other resources to promote active student learning or evidence that students achieved course learning outcomes
  - o Reflection on the use of assessment tools and assessment-driven reporting
  - o Evidence of other contributions to student learning and development that fall outside the traditional domains of curriculum and instruction
  - o Teaching awards and distinctions
  - o Scholarly and creative activities that contribute to teaching expertise
  - o Attendance at conferences focused on Computer Science education and reflection on the usefulness of ideas and materials obtained from such conferences
- In addition to these indicators, a candidate may submit for consideration any other evidence of accomplishments in instructional activities.

Criterion 2 Scholarship

- Required indicators of sustained effectiveness of scholarship:
  - o A narrative reflecting sustained research contributions over the evaluation period; the narrative should articulate the quality and potential scientific impact of the research to date and the ongoing agenda of research likely to eventuate in publication over the next couple of years
  - o Copies of all refereed publications over the evaluation period
  - o Documentation on the quality of the publications through use of metrics such as citation count, acceptance rate or other attributes.
- Two or more of the following indicators:
  - o Research collaboration with CS student co-authors or investigators that results in publications in scholarly venues
  - o Research collaboration with student co-authors (MS or Ph.D. students in Computer Science-related areas of other units within or outside of BGSU) that results in publications in scholarly venues
  - o Information on external grant submissions–pending, funded, unfunded; if no funded grants, information on the agency reviewers' evaluation of at least one of the unfunded grants
  - o Description of state-of-the-art software and/or hardware systems for research endeavors developed by the faculty member and/or the member's graduate students. Reflection on the importance of such systems, for example:: use by others, refereed publications and/or technical reports

- o Information on developing research expertise in new areas as evidenced by attendance at relevant meetings and/or workshops, and its impact on member's research agenda
- o Evidence of article reviewing and/or other professional activities (e.g., session chair or moderator, program committee member, workshop organizer)
- o Interdisciplinary research activities as evidenced by refereed publications with faculty from other units within BGSU or outside of BGSU

- In addition to these indicators, a candidate may submit for consideration any other evidence of relevant professional development or achievement in advancing the faculty member's research agenda.

Criterion 3 Service:

A service narrative documenting sustained service effectiveness over the evaluation period, including the significance and scope of the service activities and any leadership positions held over the evaluation period.

Required service indicator:

- Department or College or University: Records of membership, records of attendance, degree of involvement, documentation of contributions, leadership positions held, recruiting of students, offering workshops, consulting with University faculty/staff on computing topics, providing computer-related services to other units, and other relevant contributions.

Evidence of other service contributions includes at least one of the following categories:

- Profession: records of service, leadership positions held, time spent, dependability, recognition, organization of conferences/symposia, and other relevant contributions.
- Community: Any community service that has a relationship to the applicant's computer science expertise.

In addition, the probationary faculty member shall submit appropriate documentation of service roles, for example: an email thanking the candidate for service on a committee

G.3 Process for Evaluation of EPR Materials

It is the collective responsibility of the tenured faculty members (eligible voters) in the department to make recommendations regarding reappointment (EPR) of the probationary faculty member.

Eligible voters discuss the candidate's EPR credentials at a formal meeting. The departmental procedures for the meeting and voting are noted in the department handbook. The eligible voters select one or more of its members to oversee the meeting, ballot tally, and write the eligible voters' recommendation letter.

Section H: Unit Faculty Involvement in the TTF APR Process

For APR, the chair makes the dossier available to eligible voters. The chair announces the meeting date and time for unit review to the candidate and eligible voters. The meeting to discuss the candidate is attended by eligible voters. Toward the end of the meeting the eligible voters answer yes or no to the question: "Is the candidate making sufficient progress toward tenure and promotion?" The eligible voters select one or more of its members to oversee the meeting, ballot tally, and write the eligible voters' recommendation letter. The letter reflects the meeting logistics, faculty sentiments expressed at the meeting and the vote tally.

Section I: Academic Unit Criteria and Standards Used in TTF Tenure and Promotion Review

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

    a. The successful candidate will demonstrate ability as an effective teacher, a candidate for promotion should maintain an effective and quality teaching program in all levels of teaching, and demonstrate a commitment to instructional excellence and student success.

    Specific standards of evidence of teaching effectiveness include the following:
    - Quantitative student evaluation scores of average or better (3 or better on a 5 point Likert scale)
    - Generally positive qualitative student evaluations and peer reviews, and no red flags that could indicate the instructor is not meeting minimal standards in the classroom
    - Peer evaluations that indicate that the faculty member is engaging students in the classroom and is effectively teaching the appropriate curriculum
    - Nature and impact of artifacts such as course material development and/or its use by other instructors
    - Instructional delivery and use of instructional technologies to promote active learning; curriculum development initiatives on improving student learning and/or course learning outcomes
    - Favorable peer evaluations that reflect improvement over the probationary period
    - Sustained supervision of graduate student projects/thesis and/or undergraduate projects;
    - Attendance at teaching-centered workshops and its impact on improvements in teaching
    - Contributions to curriculum initiatives such as new course proposals

    b. The successful candidate has demonstrated ability to do scholarly work. A candidate for promotion to Associate Professor shall have research contributions that demonstrate the candidate has an emerging reputation in the field as evidenced by refereed publications, scholarly research, or presentations of refereed papers at national, and/or international conferences.

Specific standards of evidence of research effectiveness include the following:

- While there is no set number of research publications, it is expected that the research results in four scholarly peer reviewed publications during the evaluation period. Evaluation of quality will be done by faculty review validated by external reviewer's comments. In the case of publications in highly selective journals or proceedings of prestigious conferences, a lower publication rate is acceptable. A lower publication rate (three publications during the evaluation period) may also be acceptable if major contributions are made in the design and deployment of state-of-the-art software and/or hardware systems used by the research community at large.
- The department recognizes that funding in Computer Science is less available to faculty in master level programs, and external grant funding is not a strict prerequisite for tenure or promotion. Additionally, it is expected that there have been external grant submissions with some favorable reviews.

Researchers are often drawn to the computer science discipline because of the interest and the excitement caused by the continual development and progress of the field. Computer science is a rapidly developing field and the department recognizes the value of quality conference publications for dissemination of research findings since such publications have good turnaround times, novelty, visibility and impact.

While other research related accomplishments such as research awards, presentations at professional meetings, commercialization of research-related endeavors help strengthen the research portfolio, they do not replace the need for publications and/or grant activities noted above.

c. Evidence of active involvement in service to the department, college, university, community, and/or profession.

Specific criteria of evidence of service effectiveness include the following:

- Effective service contribution in typically two committees or equivalent per year as evidenced by conformation of service from peers, and demonstrated increase in the quality of service contributions over time.
- Sustained contributions to professional organizations within the probationer's professional domain (Computer Science) expertise at the local, state, and/or national level as evidenced by roles such as reviewer, session or program chair; occasional contributions to community or other groups based on probationer's professional domain (Computer Science) expertise.

While service roles at the college and/or university levels strengthen the service record, they are not absolutely required.

2. Criteria for Promotion from Associate Professor to Professor

Promotion requires a cumulative sustained record of excellence in teaching, research, and service within and outside of the university during the evaluation period.

a. A successful candidate for promotion to Professor should have established reputation as an effective teacher. In addition, the department looks for evidence of significant commitment to teaching through instructional and/or curricular development.

Specific standards of evidence of teaching effectiveness include the following:
- Sustained quantitative student evaluation scores of above average or better (4 or better on a 5 point Likert scale)
- Consistently positive qualitative student evaluations with no red flags on any type of instructional issues
- Documentation of the development/use of assessment instruments and their effectiveness
- Peer evaluations that reflect sustained teaching excellence with no red flags on any type of instructional issues - at least three peer evaluations during the review period and performed by a faculty member of higher rank that include undergraduate and graduate-only courses, each from a different year
- Peer evaluations that indicate that the faculty member is actively engaging students in the classroom and is effectively teaching the appropriate curriculum
- Sustained involvement outside the classroom through supervision of graduate student projects/thesis and/or undergraduate projects;
- Documentation that course outcomes are being met for a couple of courses – for example, through artifacts such as course materials or assessment data or confirmation from peers
- Use of instructional technologies to promote active learning;
- Significant contributions, some with leadership roles, for example: major curriculum initiatives; initiatives on outcomes and assessments; mentoring junior faculty
- Ongoing efforts at attendance at teaching-centered workshops and reflection on its impact on maintaining and/or improving effectiveness in teaching

b. The successful candidate shall have an established reputation within the discipline, a candidate for promotion to Professor shall have evidence of productive scholarship and significant research contributions as indicated by publications, significant research as evidenced by publication of refereed papers at national, international meetings and journal venues.

Specific standards of evidence of research effectiveness include the following:
- Successful candidate is expected to be a recognized expert in her/his field
- Research efforts result in eight scholarly peer reviewed publications during the evaluation period. Evaluation of quality will be done by faculty review validated by external reviewer's comments. In the case of publications in very selective journals or prestigious conferences, a lower publication rate is acceptable. A lower publication rate (six publications during the evaluation period) may also be acceptable if significant contributions are made in the design and deployment of

state-of-the-art software and/or hardware systems and documented evidence on the use of such systems by the research community at large. The quality of the publication can be demonstrated through metrics such as citation count, acceptance rate, external ranking of the publication venues, or other attribute
- While the department recognizes the difficult external funding environment for master's only programs, external funding is highly desirable; at the very least, some external grant submissions with positive reviews are required

Other research related accomplishments such as research awards, other professional outreach activities, commercialization of research-related endeavors help strengthen the research portfolio but they do not replace the need for publications and/or grant activities noted above.

c. The candidate for promotion to Professor shall give evidence of significant service, some of which include leadership roles, to the department, college, university, community, and/or profession.

Specific standards of evidence of service excellence should include all of the following during the review period:
- Routine service contributions to a variety of endeavors at the department, and college/BGSU level; significant and sustained contribution to one or more departmental committees as evidenced by confirmation of service from peers, and demonstrated increase in the quality of service contributions over time
- Leadership roles in some service activities either at department, college or university level, as evidenced by confirmation of service letters
- Significant contribution to some college or university-wide committees as evidenced by confirmation of service letters, and demonstrated high-quality of service contributions over time
- Sustained and significant contributions to professional organizations within the probationer's professional domain (Computer Science) expertise at the regional and/or national level as evidenced by roles such as reviewer, session or program chair; routine contributions to community or other groups based on probationer's professional domain (Computer Science) expertise

Section J: Academic Unit Procedures for Creation and Submission of Tenure and Promotion Materials

J.1 Materials for Tenure/Promotion to Associate Professor

The candidate shall compile a dossier consisting of his/her curriculum vitae (CV), and additional materials in support of these criteria as explained below.

Criterion 1 Teaching

The candidate shall submit the following indicators as evidence of teaching effectiveness and instructional development:

- Required indicators of teaching effectiveness:
  - Narrative statement describing candidate philosophy and evidence of accomplishments
  - Quantitative student teaching evaluations for all courses taught in the evaluation period from the online evaluation tool
  - Quantitative student teaching evaluations for all courses taught in the evaluation period, as prepared by the Chair: for all courses taught during the evaluation period, quantitative benchmark data (e.g., mean, standard deviation and number of students) for the instructor and either for the department or others who taught these course), as prepared by the Chair
  - Qualitative student teaching evaluations (open-ended responses) for all courses taught in the evaluation period from the online evaluation tool
  - Numerical summaries of all classes taught over evaluation period
  - The teaching narrative also includes self-reflection on quantitative student evaluation from at least three courses (e.g., graduate/undergraduate; large/small) taught during evaluation period
  - The teaching narrative also includes self-reflection on qualitative student evaluation from at least three courses (e.g., graduate/undergraduate; large/small) taught during evaluation period, including lessons learned and strategies for improvement
  - At least one evaluation per year from a TTF of higher rank who has observed the candidate's teaching during the evaluation period

- Three or more of the following indicators:
  - Reflection on sets of syllabi and other materials from a set of courses that demonstrate the nature of instructional engagement
  - Descriptions of new courses taught or improvements to existing courses
  - Evidence of effective use of instructional technology and other resources to promote student learning or evidence that students achieved course learning outcomes
  - Reflection on the use of assessment tools and assessment-driven reporting
  - Evidence of other contributions to student learning and development that fall outside the traditional domains of curriculum and instruction
  - Teaching awards and distinctions
  - Scholarly and creative activities that contribute to teaching expertise
  - Attendance at conferences focused on Computer Science education and reflection on the usefulness of ideas and materials obtained from such conferences

- In addition to these indicators, a candidate may submit for consideration any other evidence of accomplishments in instructional activities

Criterion 2 Scholarship

The candidate has the responsibility to make sustained contributions to the knowledge base or the creative practice of the candidate's discipline. Such contributions are

important not only in their own right, but because they are essential qualifications for instructing others.

- Required indicators of demonstrated ability to do scholarly work:
  - o A narrative reflecting sustained research contributions over the evaluation period
  - o Copies of all refereed publications over the evaluation period

- Three or more of following indicators:
  - o Research collaboration with CS student co-authors or investigators that results in publications in scholarly venues
  - o Research collaboration with student co-authors (MS or Ph.D. students in Computer Science-related areas of other units within or outside of BGSU) that results in publications in scholarly venues
  - o Information on external grant submissions--pending, funded, unfunded; if unfunded, information on the agency reviewers' evaluation of the proposal.
  - o Description of state-of-the-art software and/or hardware systems developed by the faculty member and/or the member's graduate students. Reflection on the importance of such systems as evidenced by one or more of the following: use by others, refereed publications and/or technical reports
  - o Information on developing research expertise in new areas as evidenced by attendance at relevant meetings and/or workshops, and reflection on the expertise by way of publications
  - o Reflection on reputation within the discipline as evidenced by reviewing and/or other professional activities (editor, conference chair, etc)
  - o Interdisciplinary research activities as evidenced by refereed publications with faculty from other units within BGSU or outside of BGSU

Criterion 3 Service

The candidate is expected to have consistent service contributions throughout the probationary period; part of the service contributions extend beyond the Department to other BGSU entities: for example College, University, Community, or Profession. The candidate shall submit documentation of service effectiveness over the evaluation period, including the significance and scope of the service activities.

- A service narrative reflecting service effectiveness over the evaluation period, including the significance and scope of the service activities and any leadership positions held over the evaluation period.
- Required indicator of active service involvement:
  - o Department, College & University: Records of membership, records of attendance, degree of involvement, documentation of contributions, recruiting students, offering workshops.

- At least one of the following indicators:
  - o College or University: Records of membership, records of attendance, degree of involvement, documentation of contributions, leadership positions held, recruiting of students, offering workshops, consulting with University faculty/staff on

computing topics, providing computer-related services to other units, and other relevant contributions
- o Service roles in a leadership capacity; it is expected that such roles be at least six-month to a year in duration
- o Profession: records of service, leadership positions held, time spent, dependability, recognition, organization of conferences/symposia, and other relevant contributions
- o Community: Any community service that has a relationship to the applicant's computer science expertise
- o Appropriate documentation of service activities

- • In addition to these indicators, the candidate may include details of other service activities as appropriate.

J.2 Materials for Promotion to Professor

The candidate shall compile a dossier consisting of his/her curriculum vitae (CV), and additional materials in support of these criteria as explained below.

<u>Criterion 1 Teaching</u>

The candidate shall demonstrate established reputation as an effective teacher. In addition to strong teaching credentials the candidate is expected to have significant contributions to instructional/curriculum development.

- • Required indicators of sustained teaching effectiveness:
  - o Narrative statement describing candidate's teaching philosophy/pedagogy and evidence of accomplishments
  - o Quantitative student teaching evaluations for all courses taught in the evaluation period from the online evaluation tool
  - o For all courses taught during the evaluation period, quantitative benchmark data (e.g., mean, standard deviation and number of students) for the instructor and either for the department or others who taught these course), as prepared by the Chair
  - O Qualitative student teaching evaluations (open-ended responses) for all courses taught in the evaluation period from the online evaluation tool
  - o Numerical summaries of all classes taught over evaluation period
  - o The teaching narrative also includes self-reflection on quantitative student evaluation from at least three courses (e.g., graduate/undergraduate; large/small; CS majors/non-CS majors) taught during evaluation period
  - o The teaching narrative also includes self-reflection on qualitative student evaluation from at least three courses (e.g., graduate/undergraduate; large/small; traditional/nontraditional students; CS major/non-CS majors) taught during evaluation period, including lessons learned and strategies for improvement
  - o At least one peer teaching evaluation per year for 3 years during the evaluation period. The evaluation is from a TTF of higher rank

- Four or more of the following indicators as evidence of instructional development:
  - Reflection on sets of syllabi and other materials from at least three courses that demonstrate the nature of instructional engagement
  - Depth and breadth of courses taught throughout the curriculum
  - Descriptions of new courses taught or improvements to existing courses
  - Evidence of effective use of instructional technology and other resources to promote student learning or evidence that students achieved course learning outcomes
  - Reflection on the use of assessment tools and assessment-driven reporting
  - Evidence of other contributions to student learning and development that fall outside the traditional domains of curriculum and instruction
  - Teaching awards and distinctions
  - Scholarly and creative activities that contribute to teaching expertise
  - Attendance at conferences devoted to teaching excellence and evidence on the effective use of such materials in improving student learning

- In addition to these indicators, a candidate may submit for consideration relevant professional development or achievement that helps enhance the candidate's reputation as an effective teacher

Criterion 2 Scholarship

The faculty member has the responsibility to make contributions to the knowledge base or the creative practice of the member's discipline. Such contributions are important not only in their own right, but because they are essential qualifications for instructing others.

While the department recognizes that funding in computer science is less available to faculty in master level programs, external funding is a strong indication of established reputation as a researcher within Computer Science.

- Required indicators of established reputation as a scholar
  - A narrative reflecting evidence of sustained productive scholarship and significant research contributions during the evaluation period that evidence a national or international scholarly reputation
  - Copies of all refereed publications over the evaluation period

- Four or more of the following indicators:
  - Research collaboration with CS student co-authors or investigators that results in publications in scholarly venues
  - Research collaboration with student co-authors (MS or Ph.D. students in Computer Science-related areas of other units within or outside of BGSU) that results in publications in scholarly venues
  - Information on external grant submissions–pending, funded, unfunded; if unfunded, information on the agency reviewers' evaluation of the proposal.
  - Description of state-of-the-art software and/or hardware systems developed by the faculty member and/or the member's graduate students. Reflection on the

importance of such systems and evidence that such systems are used by the research community at large

- o Information on developing research expertise in new areas as evidenced by attendance at relevant meetings and/or workshops, and research publications in these areas
- o Reflection on reputation within the discipline as evidenced by reviews and/or other professional activities (editor, conference chair, etc) for quality publication venues
- o Interdisciplinary research activities as evidenced by refereed publications or grant collaborations with faculty from other units within or outside of BGSU.

Criterion 3 Service

The candidate is expected to have significant service in at least three levels (e.g.: Department, College, University, Profession, and Community). The candidate shall submit documentation of sustained service effectiveness over the evaluation period, highlighting the significance and scope of the service activities and any leadership positions held over the evaluation period. The candidate shall also document leadership roles at least in some service activities during the evaluation period.

- A service narrative reflecting service effectiveness over the evaluation period, including the significance and scope of the service activities and leadership positions held over the evaluation period.
- Required indicators of significant service involvement:
  - o Narrative reflecting evidence of significant service contributions, some of which in leadership capacities, over the evaluation period
  - o Documentation of leadership roles in some major service activities and confirmation of service letters; it is expected that such roles are at least one to two years in duration
  - o Department: Records of membership, records of attendance, degree of involvement, documentation of contributions, leadership positions held, recruiting of students, offering workshops

- Two of the following indicators of significant service involvement:
  - o College: Records of membership, records of attendance, degree of involvement, documentation of contributions, leadership positions held, recruiting of students, offering workshops, consulting with University faculty/staff on computing topics, providing computer-related services to other units, and other relevant contributions
  - o University: Records of membership, records of attendance, degree of involvement, documentation of contributions, leadership positions held, recruiting of students, offering workshops, consulting with University faculty/staff on computing topics, providing computer-related services to other units, and other relevant contributions
  - o Profession: records of service, leadership positions held, time spent, dependability, recognition, organization of conferences/symposia, and other relevant contributions

- o Community: Any community service that has a relationship to the applicant's computer science expertise

- At least three confirmation of service contributions, from different years; each confirmation is from a different entity (Department, College, University, Profession, Community). Examples include:
  - o Testimonials from committee chairs or committee members outside of department
  - o Written statements, testimonials or evaluations by constituents or members of the entity served
  - o Community awards or other recognitions

J.3 Process for Evaluation of Promotion Materials for Tenure and/or Promotion

Eligible voters discuss the candidate's credentials at a formal meeting. The departmental procedures for the meeting and voting are noted in the department handbook. The eligible voters select one or more of its members to oversee the meeting, ballot tally, and write the eligible voters' recommendation letter.
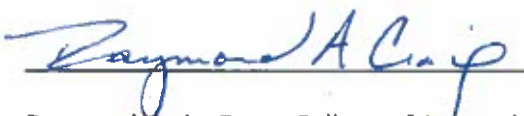
Approved by the Department of Computer Science   Date: March 13, 2018

Date 3/14/2018

Joseph T. Chao, Chair
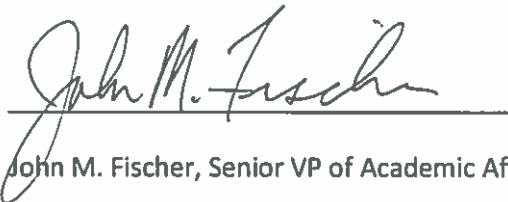
Approved: Date 3/16/2018

Raymond Craig, Dean, College of Arts and Sciences

Approved: Date 3/22/2018

John M. Fischer, Senior VP of Academic Affairs and Provost, Acting