

## **Reappointment, Tenure, and Promotion Policy**

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

#### **Academic Unit: School of Physical Therapy (SoPT)**

##### **Academic Unit Criteria and Standards Used in APRs and EPRs of QRF in Years One through Six**

Criteria used for Annual Performance Reviews (APR) and Enhanced Performance Reviews (EPR) of Qualified Rank Faculty (QRF) evaluate teaching scholarly/creative activity and service. QRF will be reviewed based on their assigned workload. Customarily, QRF are assigned 60% teaching, 20% scholarly/creative activity, and 20% service, however, a QRF may be assigned a different allocation of effort based on needs of the program. QRF may be given administrative responsibilities, such as coordinator of a program, of which the allocation of effort may be reduced. Allocation of effort of QRF applies to all faculty members within the SoPT, unless specific, formal agreements are made to the contrary. All individual variations must be made in writing, signed by both the faculty member and the SoPT Director, and endorsed by the Dean of the College of Health and Human Services (CHHS). Candidates for reappointment and promotion must meet required performance indicators and supply other artifacts that document their effectiveness. Performance indicators and artifacts must be accompanied with written narratives that clearly identify and describe the extent to which they have demonstrated effectiveness in their assigned workload. All QRF members are required to have a bachelor's, master's, or doctorate degree in physical therapy from an accredited school. If the QRF member has a bachelor's or master's degree in physical therapy, or are not a physical therapist, they must have a terminal academic degree (e.g. PhD, EdD, DSc, ScD, DHSc, etc.) in the area of physical therapy, rehabilitation, or education. All QRF faculty who are physical therapists are required to have an active, valid, and unencumbered license as a Physical Therapist in the state of Ohio.

Teaching Effectiveness: Teaching Effectiveness by faculty is vital to the development and enhancement of the intellectual quality and academic integrity of the University. Achievement in this area is of critical importance to the SoPT evaluation of QRF who are under review for reappointment.

Beginning the first year of a teaching appointment, QRF must create and maintain an up-to-date electronic teaching portfolio that contains written records pertaining to their teaching, including a detailed teaching narrative that includes a discussion of the candidate's teaching philosophy and pedagogy. The teaching narrative (no more than five pages) explains how the candidate has met the standard for teaching effectiveness, as well as describes how each submitted piece of evidence have informed the candidate's teaching practice and philosophy. For each APR, QRF must submit a portfolio that provides evidence of performance for the previous year. A portfolio, providing documentation for an entire three-year period, will be reviewed as the primary source of information for the EPR. Candidates shall include at least four pieces of evidence of teaching effectiveness for both APR and EPR.

- a. (Required) Results of University Wide Evaluations of Teaching and Learning Effectiveness for all courses taught and evaluated, such that the quantitative average is 3.0 or greater on the 5.0 scale. Qualitative comments should be positive and demonstrate teaching effectiveness (see table 1);
- b. Results of one peer evaluation of teaching effectiveness, such that the quantitative average is 3.0 or greater on the 5.0 scale. Qualitative comments should be positive and demonstrate teaching effectiveness;
- c. At least two samples of student assignments, assessments, and other materials that demonstrate clearly communicated expectations and quality feedback that align with the teaching narrative;
- d. One or more course syllabi that demonstrate a clear statement on course expectations, the schedule and methods of assessment, indicators of support for student success (i.e. office hours, support services, or technology support), and pedagogical efforts that engage students in the learning process;
- e. Description and evidence of development of new courses, course revisions, innovative course materials, or program revisions;
- f. Description and evidence of development of leadership in teaching;
- g. Evidence of commitment to improving teaching as demonstrated by professional development activities;
- h. Teaching nominations, awards, and distinctions; and
- i. Evidence of student advising.

*Table 1: Course Evaluation Table*

Semester and Year	Course #	Number of students	Number of responses	Course Mean	Course SD	CHHS Mean	CHHS SD
Average of all Course Scores							

**Scholarship Effectiveness:** Scholarly/creative activity is central to the mission of the school. Making significant contributions to the knowledge base or the creative practice of one's discipline is a responsibility of all QRF members in the SoPT. The primary evidence for scholarship effectiveness is high quality scholarly, peer-reviewed publications, grants, and creative products. Other indicators include but are not limited to: publications that are not peer-reviewed, peer-reviewed and invited presentations, research awards or honors, poster presentations, contributor to book chapters, book/chapter reviewer, and consulting. QRF are expected to develop a compelling scholarship narrative (no more than five pages) that articulates at least one line of inquiry/research/creative work that can be supported by

additional artifacts included in the portfolio, as well as explains how successful performance on the artifacts demonstrates that the faculty member has met the standard for scholarly/creative activity. There are differing levels of importance, academic depth, and prestige associated with the various types of scholarship that are recognized by the School of Physical Therapy. QRF submitting materials for APR/EPR shall submit at least two pieces of evidence of scholarship effectiveness. Scholarly/creative works are categorized into two tiers as follows:

#### Tier 1

1. Peer-reviewed publications (published, in-press) in journals or symposia. Accepted articles must be in-press by the EPR.
2. Publication of books, book chapters, monographs, or review articles
3. Peer-reviewed or Refereed Conference Educations Session at a national or international professional conference
4. Successful procurement of an external grant
5. Significant contribution (at least 40 items) to the National Physical Therapy Licensure Examination (NPTE), or a significant contribution (at least 20 items) to one of the American Board of Physical Therapy Specialties (ABPTS) examinations
6. Commercialization outcome, such as a patent or licensing of intellectual property

#### Tier 2

1. Poster or Platform Presentations at national or international meetings sponsored by professional societies or organizations recognized for leadership in the discipline
2. Peer-reviewed abstracts published in journals and proceedings of leading societies in the discipline
3. Successful procurement of an internal grant
4. Presentations at state or regional meetings sponsored by professional societies or organizations recognized for leadership in the discipline
5. Professional development activities provided on- or off-campus related to physical therapy
6. Local presentations for the benefit of the profession, university, or community related to physical therapy
7. Community outreach with evaluation component

Service Effectiveness: Service contributions by faculty at the School, College, University, and professional levels are critical to the overall mission of the University. The School defines service as internal (i.e., Program, School, College, University) or external (i.e., community or professional service).

QRF seeking reappointment shall provide evidence of appropriate service that falls into two or more of the following levels; internal and external. In presenting their records of service, QRF members must include documentation that provides evidence of their activities and

contributions and address the performance indicators, in addition to other artifacts, used for evaluation. Candidates will do this by including a narrative that describes their service involvement via required performance indicators and other artifacts. This service narrative (no more than three pages) explains how the candidate has met the standard for service effectiveness. It must include descriptions of each submitted piece of evidence. Finally, the service narrative should document successful performance of service activities. Candidates shall include at least four total pieces of evidence of service effectiveness. QRF shall note when course releases and/or stipends were included as compensation for service work.

- a. (Required) One SoPT Committee;
- b. (Required) Involvement in one professional organization related to the QRF members expertise;
- c. Active participation on one or more additional SoPT, CHHS, or University committees;
- d. Involvement in state or national professional organizations that goes beyond membership and attending conferences;
- e. Advisor for student organizations;
- f. Supervision of guided research;
- g. Coordination of comprehensive examinations;
- h. Participation in Program, College, School, or University projects to assess the effectiveness of teaching and learning;
- i. Significant contribution to SoPT, admissions, curriculum, student affairs, clinical education, scholarly/creative activities, or faculty development;
- j. Significant contribution to University-related events (beyond attendance);
- k. Community service pertaining to the QRF members area of expertise; and
- l. Evidence of mentoring new faculty members.

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

QRF members shall electronically submit all required documents according to the timeline required by the Office of the Provost/VPAA and the Collective Bargaining Agreement (CBA). Both APR and EPR shall require that the QRF compile a portfolio consisting of the candidate's curriculum vita (CV) and supporting materials separated into the areas of teaching and service. All portfolios should be presented at "collegiate quality" and be error free.

Evidence considered in the APR for QRF will include, but not limited to:

- a. Current CV in BGSU format;
- b. Teaching, Scholarship and Service narratives;
- c. Evidence of teaching effectiveness;
- d. Evidence of scholarship effectiveness, and
- e. Evidence of service effectiveness.

Evidence considered in the EPR for QRF will include, but not limited to:

- a. Current CV in BGSU format;
- b. Teaching and Service narratives;

- c. Evidence of teaching effectiveness;
- d. Evidence of scholarship effectiveness;
- e. Evidence of service effectiveness; and
- f. Copies of annual performance reviews from previous three years, inclusive of the current academic year.

#### Unit Faculty Involvement in the QRF APR and EPR Process

APR shall be conducted by the Director of the SoPT. EPR will be reviewed by the CHHS committee for RPT. Eligible voters of the academic unit according to the Collective Bargaining Agreement process shall vote on EPR. The eligible voters shall provide a written recommendation to the SoPT Director. The Director will then submit a recommendation letter to the Dean of CHHS who will submit an independent recommendation to the Provost. Faculty members have an opportunity to submit a rebuttal letter within three business days after a recommendation is forwarded to the Dean and/or after a recommendation is forwarded to the Provost.

#### **Academic Unit Criteria and Standards used in QRF Promotion Review; QRF-Assistant Professor to QRF-Associate Professor**

Teaching Effectiveness: Teaching Effectiveness by faculty is vital to the development and enhancement of the intellectual quality and academic integrity of the University. Achievement in this area is of critical importance to the SoPT evaluation of QRF who are under review for promotion.

QRF must maintain an up-to-date electronic teaching portfolio that contains written records pertaining to their teaching, including a detailed teaching narrative that includes a discussion of the candidate's teaching philosophy and pedagogy. The teaching narrative (no more than five pages) explains how the candidate has met the standard for teaching effectiveness, as well as describes how each submitted piece of evidence have informed the candidate's teaching practice and philosophy. The QRF member must submit a portfolio that provides evidence of performance for the previous six-year period. Candidates shall include at least five pieces of evidence of teaching effectiveness.

- a. (Required) Results of University Wide Evaluations of Teaching and Learning Effectiveness for all courses taught and evaluated, such that the quantitative average is 3.5 or greater on the 5.0 scale (see table 1). Qualitative comments should be positive and demonstrate teaching effectiveness;
- b. Results of one peer evaluation of teaching effectiveness, such that the quantitative average is 3.5 or greater on the 5.0 scale. Qualitative comments should be positive and demonstrate teaching effectiveness;
- c. At least three samples of student assignments, assessments, and other materials that demonstrate clearly communicated expectations and quality feedback that align with the teaching narrative;

- d. One or more course syllabi that demonstrate a clear statement on course expectations, the schedule and methods of assessment, indicators of support for student success (i.e. office hours, support services, or technology support), and pedagogical efforts that engage students in the learning process;
- e. Description and evidence of development of new courses, course revisions, innovative course materials, or program revisions;
- f. Description and evidence of development of leadership in teaching;
- g. Evidence of commitment to improving teaching as demonstrated by professional development activities;
- h. Teaching nominations, awards, and distinctions; and
- i. Evidence of student advising.

*Table 1: Course Evaluation Table*

Semester and Year	Course #	Number of students	Number of responses	Course Mean	Course SD	CHHS Mean	CHHS SD
Average of all Course Scores							

**Scholarly/Creative Activity Effectiveness:** Scholarly/creative activity is central to the mission of the school. Making significant contributions to the knowledge base or the creative practice of one's discipline is a responsibility of all QRF members in SoPT. The primary evidence for scholarship effectiveness is high quality scholarly, peer-reviewed publications, grants, and creative products. Other indicators include but are not limited to: publications that are not peer-reviewed, peer-reviewed and invited presentations, research awards or honors, poster presentations, contributor to book chapters, book/chapter reviewer, and consulting. QRF are expected to develop a compelling scholarship narrative (no more than five pages) that articulates at least one line of inquiry/research/creative work that can be supported by additional artifacts included in the portfolio, as well as explains how successful performance on the artifacts demonstrates that the faculty member has met the standard for scholarship effectiveness. A portfolio, providing documentation for the EPR period, will be reviewed as the primary source of information. There are differing levels of importance, academic depth, and prestige associated with the various types of scholarship that are recognized by the School of Physical Therapy.

In order to meet the scholarly/creative activity standards for promotion, candidates are expected to have:

1. One (1) peer-reviewed publication (Tier 1, #1 or #2) and two (2) additional Tier 1 activities

## 2. Five (5) or more Tier 2 activities

\*Additional Tier 1 activities and fewer Tier 2 activities are encouraged. The review will take into account both the quantity and overall quality of publications. Quality indicators include rigor of peer-reviewed outlets as measured by such standards as percent acceptance and/or reputation in the discipline; impact of articles, as measured by citation indices or other evidence of impact; and other evidence, such as editor's awards.

Service Effectiveness: Service contributions by faculty at the School, College, University, and professional levels are critical to the overall mission of the University. The School defines service as internal (i.e., Program, School, College, University) or external (i.e., community or professional service).

QRF seeking promotion shall provide evidence of appropriate service that falls into two of the following levels; internal and external. In presenting their records of service, QRF members must include documentation that provides evidence of their activities and contributions and address the performance indicators, in addition to other artifacts, used for evaluation. Candidates will do this by including a narrative that describes their service involvement via required performance indicators and other artifacts. This service narrative (no more than three pages) explains how the candidate has met the standard for service effectiveness. It must include descriptions of each submitted piece of evidence. Finally, the service narrative should document successful performance of service activities. Candidates shall include at least five total pieces of evidence of service effectiveness. QRF shall note when course releases and/or stipends were included as compensation for service work. The QRF member must submit a portfolio that provides evidence of performance for the previous six-year period.

- a. (Required) One SoPT Committee;
- b. (Required) Involvement in one professional organization related to the QRF members expertise;
- c. Active participation on one or more additional SoPT, CHHS, or University committees;
- d. Involvement in state or national professional organizations that goes beyond membership and attending conferences;
- e. Advisor for student organizations;
- f. Supervision of guided research;
- g. Coordination of comprehensive examinations;
- h. Participation in Program, College, School, or University projects to assess the effectiveness of teaching and learning;
- i. Significant contribution to SoPT, admissions, curriculum, student affairs, clinical education, scholarly/creative activities, or faculty development;
- j. Significant contribution to University-related events (beyond attendance);
- k. Community service pertaining to the QRF members area of expertise; and
- l. Evidence of mentoring new faculty members.

Academic Unit Procedures for Creation and Submission of QRF Promotion Materials:

QRF members shall electronically submit all required documents according to the timeline required by the Office of the Provost/VPAA and the Collective Bargaining Agreement (CBA). Promotion shall require that the QRF compile a portfolio consisting of the candidate's curriculum vita (CV) and supporting materials separated into the areas of teaching and service. All portfolios should be presented at "collegiate quality" and be error free.

Evidence considered in promotion for QRF will include, but not limited to:

- a. Current CV in BGSU format;
- b. Teaching, Scholarship, and Service narratives;
- c. Evidence of teaching effectiveness;
- d. Evidence of scholarship effectiveness;
- e. Evidence of service effectiveness; and
- f. Copies of merit reviews from previous three years, inclusive of the current academic year.

Unit Faculty Involvement in the QRF promotion process:

A request by a QRF for promotion shall be evaluated by the eligible voters of the academic unit according to the Collective Bargaining Agreement process. The eligible voters shall provide a written recommendation to the SoPT Director. The Director will then submit a recommendation letter to the Dean of CHHS who will submit an independent recommendation to the Provost. Faculty members have an opportunity to submit a rebuttal letter within three business days after a recommendation is forwarded to the Dean and/or after a recommendation is forwarded to the Provost. The Provost will provide a recommendation to the President and Board of Trustees.

**Academic Unit Criteria and Standards used in QRF Promotion Review; QRF-Associate Professor to QRF-Professor:**

Teaching Effectiveness: Teaching Effectiveness by faculty is vital to the development and enhancement of the intellectual quality and academic integrity of the University. Achievement in this area is of critical importance to the SON evaluation of QRF who are under review for promotion.

QRF must maintain an up-to-date electronic teaching portfolio that contains written records pertaining to their teaching, including a detailed teaching narrative that includes a discussion of the candidate's teaching philosophy and pedagogy. The teaching narrative (no more than five pages) explains how the candidate has met the standard for teaching effectiveness, as well as describes how each submitted piece of evidence have informed the candidate's teaching practice and philosophy. The QRF member must submit a portfolio that provides evidence of



performance for the previous six-year period. Candidates shall include at least six pieces of evidence of teaching effectiveness.

- a. (Required) Results of University Wide Evaluations of Teaching and Learning Effectiveness for all courses taught and evaluated, such that the quantitative average is 3.8 or greater on the 5.0 scale (see table 1). Qualitative comments should be positive and demonstrate teaching effectiveness;
- b. Results of one peer evaluation of teaching effectiveness, such that the quantitative average is 3.8 or greater on the 5.0 scale. Qualitative comments should be positive and demonstrate teaching effectiveness;
- c. At least three samples of student assignments, assessments, and other materials that demonstrate clearly communicated expectations and quality feedback that align with the teaching narrative;
- d. Two or more course syllabi that demonstrate a clear statement on course expectations, the schedule and methods of assessment, indicators of support for student success (i.e. office hours, support services, or technology support), and pedagogical efforts that engage students in the learning process;
- e. Description and evidence of development of new courses, course revisions, innovative course materials, or program revisions;
- f. Description and evidence of development of leadership in teaching;
- g. Evidence of commitment to improving teaching as demonstrated by professional development activities;
- h. Teaching nominations, awards, and distinctions; and
- i. Evidence of student advising.

*Table 1: Course Evaluation Table*

Semester and Year	Course #	Number of students	Number of responses	Course Mean	Course SD	CHHS Mean	CHHS SD
Average of all Course Scores							

**Scholarly/Creative Activity Effectiveness:** Scholarly/creative activity is central to the mission of the school. Making significant contributions to the knowledge base or the creative practice of one's discipline is a responsibility of all QRF members in SoPT. The primary evidence for scholarship effectiveness is high quality scholarly, peer-reviewed publications, grants, and creative products. Other indicators include but are not limited to: publications that are not peer-reviewed, peer-reviewed and invited presentations, research awards or honors, poster presentations, contributor to book chapters, book/chapter reviewer, and

consulting. QRF are expected to develop a compelling scholarship narrative (no more than five pages) that articulates at least one line of inquiry/research/creative work that can be supported by additional artifacts included in the portfolio, as well as explains how successful performance on the artifacts demonstrates that the faculty member has met the standard for scholarship effectiveness. A portfolio, providing documentation for the EPR period, will be reviewed as the primary source of information. There are differing levels of importance, academic depth, and prestige associated with the various types of scholarship that are recognized by the School of Physical Therapy.

In order to meet the scholarly/creative activity standards for promotion to Clinical Professor, candidates are expected to have:

1. Two (2) peer-reviewed publications (Tier 1, #1 or #2 and two (2) additional Tier 1 activities
2. Seven (7) Tier 2 activities

\*Additional Tier 1 activities and fewer Tier 2 activities are encouraged. The review will take into account both the quantity and overall quality of publications. Quality indicators include rigor of peer-reviewed outlets as measured by such standards as percent acceptance and/or reputation in the discipline; impact of articles, as measured by citation indices or other evidence of impact; and other evidence, such as editor's awards.

Service Effectiveness: Service contributions by faculty at the School, College, University, and professional levels are critical to the overall mission of the University. The School defines service as internal (i.e., Program, School, College, University) or external (i.e., community or professional service).

QRF seeking promotion shall provide evidence of appropriate service that falls into two of the following levels; internal and external. In presenting their records of service, QRF members must include documentation that provides evidence of their activities and contributions and address the performance indicators, in addition to other artifacts, used for evaluation. Candidates will do this by including a narrative that describes their service involvement via required performance indicators and other artifacts. This service narrative (no more than three pages) explains how the candidate has met the standard for service effectiveness. It must include descriptions of each submitted piece of evidence. Finally, the service narrative should document successful performance of service activities. Candidates shall include at least six total pieces of evidence of service effectiveness. QRF shall note when course releases and/or stipends were included as compensation for service work. The QRF member must submit a portfolio that provides evidence of performance for the previous six-year period.

- a. (Required) One SoPT Committee;
- b. (Required) Involvement in one professional organization related to the QRF members expertise;
- c. Active participation on one or more additional SoPT, CHHS, or University committees;

- d. Involvement in state or national professional organizations that goes beyond membership and attending conferences;
- e. Advisor for student organizations;
- f. Supervision of guided research;
- g. Coordination of comprehensive examinations;
- h. Participation in Program, College, School, or University projects to assess the effectiveness of teaching and learning;
- i. Significant contribution to SoPT, admissions, curriculum, student affairs, clinical education, scholarly/creative activities, or faculty development;
- j. Significant contribution to University-related events (beyond attendance);
- k. Community service pertaining to the QRF members area of expertise; and
- l. Evidence of mentoring new faculty members.

Academic Unit Procedures for Creation and Submission of QRF Promotion Materials:

QRF members shall electronically submit all required documents according to the timeline required by the Office of the Provost/VPAA and the Collective Bargaining Agreement (CBA). Promotion shall require that the QRF compile a portfolio consisting of the candidate's curriculum vita (CV) and supporting materials separated into the areas of teaching and service. All portfolios should be presented at "collegiate quality" and be error free.

Evidence considered in promotion for QRF will include, but not limited to:

- a. Current CV in BGSU format;
- b. Teaching, Scholarship, and Service narratives;
- c. Evidence of teaching effectiveness;
- d. Evidence of scholarship effectiveness;
- e. Evidence of service effectiveness; and
- f. Copies of merit reviews from previous three years, inclusive of the current academic year.

Unit Faculty Involvement in the QRF promotion process:

A request by a QRF for promotion shall be evaluated by the eligible voters of the academic unit according to the Collective Bargaining Agreement process. The eligible voters shall provide a written recommendation to the SoPT Director. The Director will then submit a recommendation letter to the Dean of CHHS who will submit an independent recommendation to the Provost. Faculty members have an opportunity to submit a rebuttal letter within three business days after a recommendation is forwarded to the Dean and/or after a recommendation is forwarded to the Provost. The Provost will provide a recommendation to the President and Board of Trustees.

## **Academic Unit Criteria and Standards Used in APRs and EPRs of Tenured Track Faculty (TTF)**

Criteria used for APR and EPR of TTF evaluate teaching, scholarship, and service. TTF will be reviewed based on their assigned workload. Customarily, TTF are assigned 50% teaching, 30% scholarly/creative activity, and 10% service, however, a TTF may be assigned a different allocation of effort based on needs of the program. Allocation of effort of TTF applies to all faculty members within the SoPT, unless specific, formal agreements are made to the contrary. All individual variations must be made in writing, signed by both the faculty member and the SoPT Director, and endorsed by the Dean of the College of Health and Human Services (CHHS). Candidates for reappointment must meet required performance indicators and supply other artifacts that document their effectiveness. Performance indicators and artifacts must be accompanied with written narratives that clearly identify and describe the extent to which they have demonstrated effectiveness in their assigned workload. All QRF members are required to have a bachelor's, master's, or doctorate degree in physical therapy from an accredited school. If the QRF member has a bachelor's or master's degree in physical therapy, or are not a physical therapist, they must have a terminal academic degree (e.g. PhD, EdD, DSc, ScD, DHSc, etc.) in the area of physical therapy, rehabilitation, or education. All QRF faculty who are physical therapists are required to have an active, valid, and unencumbered license as a Physical Therapist in the state of Ohio.

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

Teaching Effectiveness: Teaching Effectiveness by faculty is vital to the development and enhancement of the intellectual quality and academic integrity of the University. Achievement in this area is of critical importance to the SoPT evaluation of TTF who are under review for reappointment.

Beginning the first year of a teaching appointment, TTF must create and maintain an up-to-date electronic teaching portfolio that contains written records pertaining to their teaching, including a detailed teaching narrative that includes a discussion of the candidate's teaching philosophy and pedagogy. The teaching narrative (no more than five pages) explains how the candidate has met the standard for teaching effectiveness, as well as describes how each submitted piece of evidence have informed the candidate's teaching practice and philosophy. For each APR, TTF must submit a portfolio that provides evidence of performance for the previous year. A portfolio, providing documentation for an entire three-year period, will be reviewed as the primary source of information for the EPR. Candidates shall include at least four pieces of evidence of teaching effectiveness for both APR and EPR.

- a. (Required) Results of University Wide Evaluations of Teaching and Learning Effectiveness for all courses taught and evaluated, such that the quantitative average is 3.0 or greater on the 5.0 scale. Qualitative comments should be positive and demonstrate teaching effectiveness (see table 1);

- b. Results of one peer evaluation of teaching effectiveness, such that the quantitative average is 3.0 or greater on the 5.0 scale. Qualitative comments should be positive and demonstrate teaching effectiveness;
- c. At least two samples of student assignments, assessments, and other materials that demonstrate clearly communicated expectations and quality feedback that align with the teaching narrative;
- d. One or more course syllabi that demonstrate a clear statement on course expectations, the schedule and methods of assessment, indicators of support for student success (i.e. office hours, support services, or technology support), and pedagogical efforts that engage students in the learning process;
- e. Description and evidence of development of new courses, course revisions, innovative course materials, or program revisions;
- f. Description and evidence of development of leadership in teaching;
- g. Evidence of commitment to improving teaching as demonstrated by professional development activities;
- h. Teaching nominations, awards, and distinctions; and
- i. Evidence of student advising.

*Table 1: Course Evaluation Table*

Semester and Year	Course #	Number of students	Number of responses	Course Mean	Course SD	CHHS Mean	CHHS SD
Average of all Course Scores							

**Scholarship Effectiveness:** Scholarly/creative activity is central to the mission of the school. Making significant contributions to the knowledge base or the creative practice of one's discipline is a responsibility of all QRF members in the SoPT. The primary evidence for scholarship effectiveness is high quality scholarly, peer-reviewed publications, grants, and creative products. Other indicators include but are not limited to: publications that are not peer-reviewed, peer-reviewed and invited presentations, research awards or honors, poster presentations, contributor to book chapters, book/chapter reviewer, and consulting. QRF are expected to develop a compelling scholarship narrative (no more than five pages) that articulates at least one line of inquiry/research/creative work that can be supported by additional artifacts included in the portfolio, as well as explains how successful performance on the artifacts demonstrates that the faculty member has met the standard for scholarly/creative activity. There are differing levels of importance, academic depth, and prestige associated with the various types of scholarship that are recognized by the School of

Physical Therapy. QRF submitting materials for APR/EPR shall submit at least two pieces of evidence of scholarship effectiveness. Scholarly/creative works are categorized into two tiers as follows:

Tier 1

1. Peer-reviewed publications in journals or symposia
2. Publication of books, book chapters, monographs, or review articles
3. Peer-reviewed or Refereed Conference Educations Session at a national or international professional conference
4. Successful procurement of an external grant
5. Significant contribution (at least 40 items) to the National Physical Therapy Licensure Examination (NPTE), or a significant contribution (at least 20 items) to one of the American Board of Physical Therapy Specialties (ABPTS) examinations
6. Commercialization outcome, such as a patent or licensing of intellectual property

Tier 2

1. Poster or Platform Presentations at national or international meetings sponsored by professional societies or organizations recognized for leadership in the discipline
2. Peer-reviewed abstracts published in journals and proceedings of leading societies in the discipline
3. Successful procurement of an internal grant
4. Presentations at state or regional meetings sponsored by professional societies or organizations recognized for leadership in the discipline
5. Professional development activities provided on- or off-campus related to physical therapy
6. Local presentations for the benefit of the profession, university, or community related to physical therapy
7. Community outreach with evaluation component

Service Effectiveness: Service contributions by faculty at the School, College, University, and professional levels are critical to the overall mission of the University. The School defines service as internal (i.e., Program, School, College, University) or external (i.e., community or professional service).

TTF seeking reappointment shall provide evidence of appropriate service that falls into two or more of the following levels; internal and external. In presenting their records of service, TTF members must include documentation that provides evidence of their activities and contributions and address the performance indicators, in addition to other artifacts, used for evaluation. Candidates will do this by including a narrative that describes their service involvement via required performance indicators and other artifacts. This service narrative (no more than three pages) explains how the candidate has met the standard for service effectiveness. It must include descriptions of each submitted piece of evidence. Finally, the

service narrative should document successful performance of service activities. Candidates shall include at least four total pieces of evidence of service effectiveness. TTF shall note when course releases and/or stipends were included as compensation for service work.

- a. (Required) One SoPT Committee;
- b. (Required) Involvement in one professional organization related to the QRF members expertise;
- c. Active participation on one or more additional SoPT, CHHS, or University committees;
- d. Involvement in state or national professional organizations that goes beyond membership and attending conferences;
- e. Advisor for student organizations;
- f. Supervision of guided research;
- g. Coordination of comprehensive examinations;
- h. Participation in Program, College, School, or University projects to assess the effectiveness of teaching and learning;
- i. Significant contribution to SoPT, admissions, curriculum, student affairs, clinical education, scholarly/creative activities, or faculty development;
- j. Significant contribution to University-related events (beyond attendance);
- k. Community service pertaining to the QRF members area of expertise; and
- l. Evidence of mentoring new faculty members.

#### Unit Faculty Involvement in the TTF APR and EPR Process

APR shall be conducted by the Director of the SoPT. EPR will be reviewed by the CHHS committee for RPT. Eligible voters of the academic unit according to the Collective Bargaining Agreement process shall vote on EPR. The eligible voters shall provide a written recommendation to the SoPT Director. The Director will then submit a recommendation letter to the Dean of CHHS who will submit an independent recommendation to the Provost. Faculty members have an opportunity to submit a rebuttal letter within three business days after a recommendation is forwarded to the Dean and/or after a recommendation is forwarded to the Provost.

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

Faculty members shall electronically submit all required documents according to the timeline required by the Office of the Provost/VPAA and the Collective Bargaining Agreement (CBA). Promotion shall require that the faculty member compile a portfolio consisting of the candidate's curriculum vita (CV) and supporting materials separated into the areas of teaching, scholarship, and service. All portfolios should be presented at "collegiate quality" and be error free.

Evidence considered in promotion will include, but not limited to:

- a. Current CV in BGSU format;
- b. Teaching, scholarship, and service narratives;

- c. Evidence of teaching effectiveness;
- d. Evidence of scholarship effectiveness; and
- e. Evidence of service effectiveness.

### **Academic Unit Criteria and Standards Used in TTF Tenure and Promotion Review; Assistant Professor to Associate Professor with Tenure**

Teaching Effectiveness: Teaching Effectiveness by faculty is vital to the development and enhancement of the intellectual quality and academic integrity of the University. Achievement in this area is of critical importance to the SoPT evaluation of TTF who are under review for promotion.

TTF must maintain an up-to-date electronic teaching portfolio that contains written records pertaining to their teaching, including a detailed teaching narrative that includes a discussion of the candidate's teaching philosophy and pedagogy. The teaching narrative (no more than five pages) explains how the candidate has met the standard for teaching effectiveness, as well as describes how each submitted piece of evidence have informed the candidate's teaching practice and philosophy. The TTF member must submit a portfolio that provides evidence of performance for the previous six-year period. Candidates shall include at least five pieces of evidence of teaching effectiveness.

- a. (Required) Results of University Wide Evaluations of Teaching and Learning Effectiveness for all courses taught and evaluated, such that the quantitative average is 3.5 or greater on the 5.0 scale (see table 1). Qualitative comments should be positive and demonstrate teaching effectiveness;
- b. Results of one peer evaluation of teaching effectiveness, such that the quantitative average is 3.5 or greater on the 5.0 scale. Qualitative comments should be positive and demonstrate teaching effectiveness;
- c. At least three samples of student assignments, assessments, and other materials that demonstrate clearly communicated expectations and quality feedback that align with the teaching narrative;
- d. One or more course syllabi that demonstrate a clear statement on course expectations, the schedule and methods of assessment, indicators of support for student success (i.e. office hours, support services, or technology support), and pedagogical efforts that engage students in the learning process;
- e. Description and evidence of development of new courses, course revisions, innovative course materials, or program revisions;
- f. Description and evidence of development of leadership in teaching;
- g. Evidence of commitment to improving teaching as demonstrated by professional development activities;
- h. Teaching nominations, awards, and distinctions; and
- i. Evidence of student advising.



Table 1: Course Evaluation Table

Semester and Year	Course #	Number of students	Number of responses	Course Mean	Course SD	CHHS Mean	CHHS SD
Average of all Course Scores							

Scholarly/Creative Activity Effectiveness: Scholarly/creative activity is central to the mission of the school. Making significant contributions to the knowledge base or the creative practice of one's discipline is a responsibility of all TTF members. The primary evidence for scholarship effectiveness is high quality scholarly, peer-reviewed publications, grants, and creative products. Other indicators include but are not limited to: publications that are not peer-reviewed, peer-reviewed and invited presentations, research awards or honors, poster presentations, contributor to book chapters, book/chapter reviewer, and consulting. TTF are expected to develop a compelling scholarship narrative (no more than five pages) that articulates at least one line of inquiry/research/creative work that can be supported by additional artifacts included in the portfolio, as well as explains how successful performance on the artifacts demonstrates that the faculty member has met the standard for scholarship effectiveness. A portfolio, providing documentation for the EPR period, will be reviewed as the primary source of information. There are differing levels of importance, academic depth, and prestige associated with the various types of scholarship that are recognized by the School of Physical Therapy.

In order to meet the scholarly/creative activity standards for tenure, candidates are expected to have:

1. Three (3) peer-reviewed publications (Tier 1, #1 or #2) and one (1) additional Tier 1 activity
2. Six (6) Tier 2 activities

\*Additional Tier 1 activities and fewer Tier 2 activities are encouraged. The review will take into account both the quantity and overall quality of publications. Quality indicators include rigor of peer-reviewed outlets as measured by such standards as percent acceptance and/or reputation in the discipline; impact of articles, as measured by citation indices or other evidence of impact; and other evidence, such as editor's awards.

Service Effectiveness: Service contributions by faculty at the School, College, University, and professional levels are critical to the overall mission of the University. The School defines service as internal (i.e., Program, School, College, University) or external (i.e., community or professional service).

TTF seeking promotion shall provide evidence of appropriate service that falls into two or more of the following levels; internal and external. In presenting their records of service, TTF members must include documentation that provides evidence of their activities and contributions and address the performance indicators, in addition to other artifacts, used for evaluation. Candidates will do this by including a narrative that describes their service involvement via required performance indicators and other artifacts. This service narrative (no more than three pages) explains how the candidate has met the standard for service effectiveness. It must include descriptions of each submitted piece of evidence. Finally, the service narrative should document successful performance of service activities. Candidates shall include at least five total pieces of evidence of service effectiveness. TTF shall note when course releases and/or stipends were included as compensation for service work. A portfolio, providing documentation for the EPR period, will be reviewed as the primary source of information.

- a. (Required) One SoPT Committee;
- b. (Required) Involvement in one professional organization related to the QRF members expertise;
- c. Active participation on one or more additional SoPT, CHHS, or University committees;
- d. Involvement in state or national professional organizations that goes beyond membership and attending conferences;
- e. Advisor for student organizations;
- f. Supervision of guided research;
- g. Coordination of comprehensive examinations;
- h. Participation in Program, College, School, or University projects to assess the effectiveness of teaching and learning;
- i. Significant contribution to SoPT, admissions, curriculum, student affairs, clinical education, scholarly/creative activities, or faculty development;
- j. Significant contribution to University-related events (beyond attendance);
- k. Community service pertaining to the QRF members area of expertise; and
- l. Evidence of mentoring new faculty members.

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

TTF members shall electronically submit all required documents according to the timeline required by the Office of the Provost/VPAA and the Collective Bargaining Agreement (CBA). Promotion shall require that the TTF compile a portfolio consisting of the candidate's curriculum vita (CV) and supporting materials separated into the areas of teaching, scholarship, and service. All portfolios should be presented at "collegiate quality" and be error free. TTF

promotion materials must include a dossier consisting of the candidates' current CV in BGSU format and the following supportive documentation:

- a. Copies of previous three APRs (including current academic year);
- b. Teaching, scholarship, and service narratives
- c. Teaching effectiveness
- d. Scholarship effectiveness
- e. Service effectiveness

#### Unit Faculty Involvement in the Tenure and Promotion Process

A request by a faculty member for promotion shall be evaluated by the eligible voters of the academic unit according to the Collective Bargaining Agreement process. The eligible voters shall provide a written recommendation to the SoPT Director. The Director will then submit a recommendation letter to the Dean of CHHS who will submit an independent recommendation to the Provost. Faculty members have an opportunity to submit a rebuttal letter within three business days after a recommendation is forwarded to the Dean and/or after a recommendation is forwarded to the Provost. The Provost will provide a recommendation to the President and Board of Trustees.

#### **Academic Unit Criteria and Standards Used in Promotion Review; Associate Professor to Professor**

Teaching Effectiveness: Teaching Effectiveness by faculty is vital to the development and enhancement of the intellectual quality and academic integrity of the University. Achievement in this area is of critical importance to the SoPT evaluation of faculty who are under review for promotion.

Candidates shall maintain an up-to-date electronic teaching portfolio that contains written records pertaining to their teaching, including a detailed teaching narrative that includes a discussion of the candidate's teaching philosophy and pedagogy. The teaching narrative (no more than five pages) explains how the candidate has met the standard for teaching effectiveness, as well as describes how each submitted piece of evidence have informed the candidate's teaching practice and philosophy. A portfolio, providing documentation for the immediate six-year period, will be reviewed as the primary source of information. Candidates shall include at least five pieces of evidence of teaching effectiveness.

- a. (Required) Results of University Wide Evaluations of Teaching and Learning Effectiveness for all courses taught and evaluated, such that the quantitative average is 3.8 or greater on the 5.0 scale (see table 1). Qualitative comments should be positive and demonstrate teaching effectiveness;
- b. Results of one peer evaluation of teaching effectiveness, such that the quantitative average is 3.8 or greater on the 5.0 scale. Qualitative comments should be positive and demonstrate teaching effectiveness;

- c. At least three samples of student assignments, assessments, and other materials that demonstrate clearly communicated expectations and quality feedback that align with the teaching narrative;
- d. One or more course syllabi that demonstrate a clear statement on course expectations, the schedule and methods of assessment, indicators of support for student success (i.e. office hours, support services, or technology support), and pedagogical efforts that engage students in the learning process;
- e. Description and evidence of development of new courses, course revisions, innovative course materials, or program revisions;
- f. Description and evidence of development of leadership in teaching;
- g. Evidence of commitment to improving teaching as demonstrated by professional development activities;
- h. Teaching nominations, awards, and distinctions; and
- i. Evidence of student advising.

*Table 1: Course Evaluation Table*

Semester and Year	Course #	Number of students	Number of responses	Course Mean	Course SD	CHHS Mean	CHHS SD
Average of all Course Scores							

**Scholarly/Creative Activity Effectiveness:** Scholarly/creative activity is central to the mission of the school. Making significant contributions to the knowledge base or the creative practice of one's discipline is a responsibility of all TTF members. The primary evidence for scholarship effectiveness is high quality scholarly, peer-reviewed publications, grants, and creative products. Other indicators include but are not limited to: publications that are not peer-reviewed, peer-reviewed and invited presentations, research awards or honors, poster presentations, contributor to book chapters, book/chapter reviewer, and consulting. TTF are expected to develop a compelling scholarship narrative (no more than five pages) that articulates at least one line of inquiry/research/creative work that can be supported by additional artifacts included in the portfolio, as well as explains how successful performance on the artifacts demonstrates that the faculty member has met the standard for scholarship effectiveness. A portfolio, providing documentation for the EPR period, will be reviewed as the primary source of information. There are differing levels of importance, academic depth, and prestige associated with the various types of scholarship that are recognized by the School of Physical Therapy.

In order to meet scholarly/creative activity standards for promotion to Professor, candidates

are expected to have:

1. Three (3) peer-reviewed publications (Tier 1, #1 or #2) and two (2) additional Tier 1 activities
2. Eight (8) Tier 2 activities.

\*Additional Tier 1 activities and fewer Tier 2 activities are encouraged. The review will take into account both the quantity and overall quality of publications. Quality indicators include rigor of peer-reviewed outlets as measured by such standards as percent acceptance and/or reputation in the discipline; impact of articles, as measured by citation indices or other evidence of impact; and other evidence, such as editor's awards.

Service Effectiveness: Service contributions by faculty at the School, College, University, and professional levels are critical to the overall mission of the University. The School defines service as internal (i.e., Program, School, College, University) or external (i.e., community or professional service).

TTF seeking promotion shall provide evidence of appropriate service that falls into two or more of the following levels; internal and external. In presenting their records of service, TTF members must include documentation that provides evidence of their activities and contributions and address the performance indicators, in addition to other artifacts, used for evaluation. Candidates will do this by including a narrative that describes their service involvement via required performance indicators and other artifacts. This service narrative (no more than three pages) explains how the candidate has met the standard for service effectiveness. It must include descriptions of each submitted piece of evidence. Finally, the service narrative should document successful performance of service activities. Candidates shall include at least five total pieces of evidence of service effectiveness. TTF shall note when course releases and/or stipends were included as compensation for service work. A portfolio, providing documentation for the EPR period, will be reviewed as the primary source of information.

- a. (Required) One SoPT Committee;
- b. (Required) Involvement in one professional organization related to the QRF members expertise;
- c. Active participation on one or more additional SoPT, CHHS, or University committees;
- d. Involvement in state or national professional organizations that goes beyond membership and attending conferences;
- e. Advisor for student organizations;
- f. Supervision of guided research;
- g. Coordination of comprehensive examinations;
- h. Participation in Program, College, School, or University projects to assess the effectiveness of teaching and learning;

- i. Significant contribution to SoPT, admissions, curriculum, student affairs, clinical education, scholarly/creative activities, or faculty development;
- j. Significant contribution to University-related events (beyond attendance);
- k. Community service pertaining to the QRF members area of expertise; and
- l. Evidence of mentoring new faculty members.

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

Tenured faculty members shall electronically submit all required documents according to the timeline required by the Office of the Provost/VPAA and the Collective Bargaining Agreement (CBA). Promotion shall require that the faculty member compile a portfolio consisting of the candidate's curriculum vita (CV) and supporting materials separated into the areas of teaching, scholarship, and service. All portfolios should be presented at "collegiate quality" and be error free.


Evidence considered in promotion will include, but not limited to:


- a. Current CV in BGSU format;
- b. Teaching, scholarship, and service narratives;
- c. Evidence of teaching effectiveness;
- d. Evidence of scholarship effectiveness; and
- e. Evidence of service effectiveness.


### Unit Faculty Involvement in the Promotion Process:

A request by a faculty member for promotion shall be evaluated by the eligible voters of the academic unit according to the Collective Bargaining Agreement process. The eligible voters shall provide a written recommendation to the SoPT Director. The Director will then submit a recommendation letter to the Dean of CHHS who will submit an independent recommendation to the Provost. Faculty members have an opportunity to submit a rebuttal letter within three business days after a recommendation is forwarded to the Dean and/or after a recommendation is forwarded to the Provost. The Provost will provide a recommendation to the President and Board of Trustees.

Approved by the faculty of the School of Physical Therapy on July 30, 2021

Approved:  Stephanie Thurmond (Aug 30, 2021 09:42 CDT) Date \_\_\_\_\_  
 Dr. Stephanie Thurmond, Director School of Physical Therapy

Approved:  James Ciesla (Aug 30, 2021 10:53 EDT) Date \_\_\_\_\_  
 Dr. Jim Ciesla, Dean of The College of Health and Human Services

Approved:  Joe Whitehead (Sep 1, 2021 18:29 EDT) Date \_\_\_\_\_  
 Dr. Joe Whitehead, Provost/ Senior VP