Reappointment, Tenure, and Promotion Policy

Part II: Academic Unit Criteria, Standards and Processes

Academic Unit: **School of Teaching and Learning**

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

Criteria used for Annual Performance Reviews and Enhanced Performance Reviews of NTTF evaluate teaching and service. NTTF will be reviewed based on their assigned workload, as specified in the School's Faculty Workload Policy and the Workload Expectation Agreement. Though 80% teaching and 20% service are the customary expectations for NTTF positions, an NTTF member may be assigned a different workload allocation. Modification of the allocation of effort for a faculty member who receives assigned time for administrative responsibilities, service, or special projects needs to be specified and agreed upon at the time of assignment. The School's standard allocation of effort applies to all faculty members in the School 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 School Director, and endorsed in writing by the Dean of the college. 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.

1. 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 School of Teaching and Learning's evaluation of NTTF who are under review for reappointment.

   Beginning the first year of a teaching appointment, NTTF faculty 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, NTTF faculty 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 may include no more than five pieces of evidence of teaching effectiveness for both APR and EPR. Two performance indicators are required (a and b), which count toward the five pieces of evidence.

   a. **(Required)** Results of student evaluations of all courses taught and evaluated, such that the average is 3.0 or greater on the 5.0 scale used by the College of EDHD (must use Table 1 provided below); and

b. **(Required)** Results of 1 peer teaching evaluation (to be assigned by the Personnel Committee and School Director in consultation with the NTTF to be reviewed) per year such that the average is 3.0 or greater on the 5.0 scale used by the School of Teaching and Learning.

c. In addition, candidates may provide no more than three (3) artifacts that serve as pieces of evidence of teaching effectiveness. Examples of acceptable artifacts include, but are not limited to the following:

    i. 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;

    ii. Copy of all student narrative comments for all sections of one (1) course taught during the period under review, as well as a reflective analysis of student comments;

    iii. Self-evaluations of teaching effectiveness that provide evidence of measures used (i.e., midterm evaluations) and changes made based on feedback;

    iv. 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 (e.g., office hours, identification of support services such as the Learning Commons), and pedagogical efforts that engage students in the learning process;

    v. Published or unpublished pedagogical materials;

    vi. Refereed articles, proceedings, and/or presentations pertaining to teaching;

    vii. Description and evidence of development of new courses, course revisions, or program revision;

    viii. Description and evidence of development of leadership in teaching;

    ix. Evidence of commitment to improving teaching as demonstrated by professional development activities; and

    x. Teaching awards and distinctions.

Table 1. *Course evaluation table*

Semester and Year (e.g., Fall 2017)	Course #	Number of Students	Number of Respondents	Course Mean	Course SD	STL Mean	STL SD

Student evaluations average of all course scores:		--		--

2. <u>Service Effectiveness</u>: Service contributions by faculty at the School, College, University, and professional levels are critical to the overall mission of the University. NTTF seeking reappointment shall provide evidence of appropriate service that falls into two or more of the following levels: program, school, college, university, and profession. In presenting their records of service, NTTF members must include documentation that provides evidence of their activities and contributions and addresses 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 may include no more than five (5) total pieces of evidence of service effectiveness. Of those five pieces of evidence, two are required artifacts with no more than three additional artifacts that serve as pieces of evidence of service effectiveness. (NTTF must note when course releases and/or stipends were included as compensation for service work). Two performance indicators are required. Documentation of participation on:

   a. **(Required)** One STL Program Committee (e.g., IEC, MCE, AYA, Reading, WLED, Classroom Technology, C&T, Teacher Education, and Workforce Education and Development);
   b. **(Required)** One STL Standing Committee (e.g., Personnel Committee, Curriculum Committee, Undergraduate Recruitment, Graduate Affairs, Faculty Recruitment and Retention, Policies and Procedures, and Student Retention); and
   c. In addition, candidates may include no more than three other artifacts to provide evidence of their service effectiveness, which may include, but are not limited to:
      i. Active participation on one or more additional STL, College, or University Standing or Ad Hoc committees, or Professional Organization committees;
      ii. Evidence of individual and/or group advising (screen shots from myAdvisees in MYBGSU);
      iii. Involvement in state or national professional organizations that goes beyond membership and attending conferences;
      iv. Advisor for student organizations;
      v. Significant work with professional development and/or partner schools;
      vi. Significant contribution to University-related events (beyond attendance).
      vii. Evidence of serving as a committee member on two or more graduate theses/projects/dissertations and/or scoring of comprehensive examinations (students' names and program areas);
      viii. Evidence of serving as a committee chair on one or more graduate thesis/project/dissertation committees;
      ix. Evidence of serving as an ACTION or Honors Project advisor.

<u>B. Academic Unit Procedures for Creation and Submission of NTTF APR and EPR Materials</u>

Procedures for Creation and Submission of APR Materials

Preparation Arrangements and Deadlines

Faculty will submit materials electronically to the STL Director following the timelines required by the Office of the Provost/VPAA and the Collective Bargaining Agreement. The candidate is encouraged to seek assistance in preparing the APR materials from their mentor and other faculty prior to submission of the credentials to the Director for the unit-level review.

Both APR and EPR shall require that the NTTF member compiles a portfolio consisting of the candidate's CV and supporting materials separated into the areas of Teaching and Service. All portfolios should be presented at "collegiate quality" and be error free.

1. Evidence considered in the APRs for NTTF will include, but not be limited to:

    a. Current curriculum vita (CV) in BGSU format;
    b. Teaching and Service Narratives (no more than five pages for teaching narrative, no more than three pages for service narrative)
    c. Evidence of Teaching Effectiveness:
        i. (Required) Student evaluations for all courses taught and evaluated in the previous year, including summer (if applicable), using Table 1;
        ii. (Required) Peer teaching observation and evaluation to be conducted each fall, unless otherwise requested, by another faculty member (to be assigned by the Personnel committee and School Director, in consultation with the NTTF to be reviewed);
        iii. No more than three other pieces of evidence of teaching effectiveness.
    d. Evidence of Service Effectiveness:
        i. (Required) Documentation of participation on one STL Standing Committee (Personnel Committee, Curriculum Committee, Undergraduate Recruitment, Graduate Affairs, Faculty Recruitment and Retention, Policies and Procedures, and Student Retention);
        ii. (Required) Documentation of participation on one STL Program Committee (IEC, MCE, AYA, WLED, Reading, C&T, Classroom Technology, Teacher Education, and Workforce Education and Development);
        iii. No more than three other pieces of evidence of service effectiveness.

2. Evidence considered in the EPRs for NTTF will include, but not be limited to:

    a. Current curriculum vita (CV) in BGSU format;
    b. Teaching and Service Narratives (no more than five pages for teaching narrative, no more than three pages for service narrative)
    c. Evidence of Teaching Effectiveness
        i. (Required) Complete table (use Table 1) that summarizes student evaluations for all courses taught and evaluated (including summer) during the three years under review;

      ii. (Required) Documentation of annual formal classroom observation, conducted by other faculty members (to be assigned by the Personnel committee and School Director, in consultation with the NTTF to be reviewed);

      iii. No more than three additional artifacts that provide evidence of effective teaching (e.g., complete set of student feedback/comments from course evaluations, sample assignments, examples of innovations, course syllabi with role in developing syllabi and/or course included, etc.).

d. Evidence of Service Effectiveness

      i. (Required) Documentation of participation on one STL Standing Committee (e.g., Personnel Committee, Curriculum Committee, Undergraduate Recruitment, Graduate Affairs, Faculty Recruitment and Retention, Policies and Procedures, and Student Retention);

      ii. (Required) Documentation of participation on one STL Program Committee (e.g., IEC, MCE, AYA, WLED, Reading, C&T, Classroom Technology, Teacher Education, and Workforce Education and Development);

      iii. (Required) No more than three additional pieces of evidence of service effectiveness from the review period that provide evidence of contributions to program, school, college, university, and/or professional levels.

e. Copies of annual performance reviews from previous three years, inclusive of the current academic year.

C. Unit Faculty Involvement in the NTTF APR Process

Annual Performance Reviews (APRs) shall be conducted by the School Director under the advisement of Personnel Committee, in accordance with this policy. Each NTTF's materials will be reviewed by at least two members of the Personnel Committee, comprised of School's program coordinators. The results of these reviews will be advisory to the School Director's evaluation and summarized in the final written review.

D. Academic Unit Criteria and Standards used in NTTF Promotion Review

1. Minimum Criteria for Promotion from Instructor to Lecturer
   a. Shall have a minimum of a master's degree in a content area appropriate for the academic unit of the appointment;
   b. Typically shall have a minimum of six years' experience as an Instructor and/or relevant college teaching and/or professional experience;
   c. Shall demonstrate ability as an effective teacher (depending on assigned duties) that includes consistently high evaluations from students on both quantitative end-of-term (i.e., average score ≥ 3.0 on a five-point scale) and, if submitted, qualitative end-of-term student evaluations that do not raise significant red flags, consistently positive peer evaluations of teaching; demonstrated success in other

pieces of teaching effectiveness relevant to the evaluation of instruction in the most recent six years as instructor; and;

   d. Shall give evidence of active involvement and/or leadership in service by serving on two committees per year (e.g., STL Standing and STL Program) and demonstrated success in additional areas of service in the most recent six years as instructor.

2. Minimum Criteria for Promotion from Lecturer to Senior Lecturer
   a. Shall have a minimum of a master's degree in a content area appropriate for the academic unit of the appointment;
   b. Typically shall have a minimum of six years' experience as a Lecturer and/or relevant college teaching and/or professional experience;
   c. Shall have an established reputation as an effective teacher, (depending on assigned duties) that includes having earned consistently high evaluations from students on both quantitative end-of-term (i.e., average score ≥ 3.5 on a five-point scale) and, if submitted, qualitative end-of-term student evaluations that do not raise significant red flags, consistently positive peer evaluations of teaching, demonstrated success in other pieces of evidence of service effectiveness relevant to the evaluation of instruction in the most recent six years as instructor; and
   d. Shall give evidence of active involvement and/or leadership in service by serving on two committees per year (e.g., STL Standing and STL Program), co-chairing at least one committee, and demonstrated success in additional areas of service in the most recent six years as lecturer.

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

Process for Creation and Submission of Promotion Materials

1. NTTF Promotion Materials will be submitted to the School Director on or before the established deadline. Promotion Materials must include a dossier consisting of the candidates' curriculum vita (CV) and the following additional supporting materials:
   a. Copies of previous annual performance review letters for those pursuing promotion to Lecturer (not required for promotion to Senior Lecturer)
   b. Teaching
      i. **(Required)** Teaching Narrative (no more than five pages);
      ii. **(Required)** Complete Table 1 that summarizes student evaluations for all courses taught and evaluated (including summer) during the years under review;
      iii. **(Required)** Peer teaching evaluations (to be assigned by the Personnel Committee and School Director in consultation with the NTTF to be reviewed);
      iv. No more than three additional artifacts that provide evidence of effective teaching (e.g., complete set of student feedback/comments from course evaluations, sample assignments, examples of innovations, course syllabi with role in developing syllabi and/or course included, etc.).
      Service

v. **(Required)** Service Narrative (no more than three pages);
vi. **(Required)** Documentation of annual participation on one STL Standing Committee (e.g., Personnel, Curriculum, Undergraduate Recruitment, Graduate Affairs, Faculty Recruitment and Retention, Policies and Procedures, and/or Student Retention);
vii. **(Required)** Documentation of annual participation on one STL Program Committee (e.g., IEC, MCE, AYA, WLED, Reading, Classroom Technology, C&T, Teacher Education, and Workforce Education and Development);
viii. No more than three additional artifacts may be included that provide evidence of contributions to the faculty member's profession (involvement and/or leadership in professional associations beyond membership and attendance at conferences, serving on editorial boards, reviewing for journals or conferences, etc.)

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

Criteria used for Annual Performance Reviews and Enhanced Performance Reviews of TTF

Criteria used for Annual Performance Reviews and Enhanced Performance Reviews of NTTF evaluate teaching and service. TTF will be reviewed based on their assigned workload, as specified in the School's Faculty Workload Policy and the Workload Expectation Agreement, which includes teaching, scholarship, and service. Though 50% teaching, 30% scholarship, and 20% service are the customary expectations for TTF positions, a TTF member may be assigned a different workload allocation that is approved in writing by the Dean. 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 narrative that clearly identifies and describes the extent to which they have demonstrated effectiveness in their assigned workload.

1. 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 STL's evaluation of TTF who are under review for reappointment, promotion, and tenure. Beginning in the first year of an appointment, TTF faculty must create and maintain an up-to-date electronic teaching portfolio that contains written records pertaining to their teaching, including a detailed teaching narrative of teaching philosophy and pedagogy. The teaching narrative (no more than five pages) explains how the candidate has met the standards for teaching effectiveness, as well as describes how each piece of evidence has informed the candidate's teaching practice and philosophy. For each APR, TTF faculty must submit a portfolio that provides evidence of performance for the previous year. A portfolio documenting an entire three-year period will be reviewed as the primary source of information for the EPR. Candidates may include no more than five pieces of evidence of teaching effectiveness for both APR and EPR. Two performance indicates are required (a and b), which count toward the five pieces of evidence.

a. **(Required)** Results of student evaluations of all courses taught and evaluated using Table 1, such that the average is 3.0 or greater on the 5.0 scale used by the College of EDHD; and

b. **(Required)** Peer teaching evaluations (to be assigned by the School Director and Personnel Committee in consultation with the TTF to be reviewed) such that the average is 3.0 or greater on the 5.0 scale used by the School of Teaching & Learning.

c. In addition to the two required performance indicators identified above, candidates may provide no more than three (3) artifacts that serve as pieces of evidence of teaching effectiveness. Examples of acceptable artifacts include, but are not limited to the following:

   i. At least two samples of student assignments, assessments, and other materials that demonstrate clearly communicated expectations and quality feedback that align with teaching narrative;

   ii. Copy of all student narrative comments for one course as well as a reflective analysis of student comments;

   iii. Self-evaluations of teaching effectiveness that provide evidence of measures used (i.e., midterm evaluations) and changes made based on feedback;

   iv. One or more course syllabi that demonstrate effective organization, alignment with course and pedagogical philosophy as stated in the teaching narrative;

   v. Published or unpublished pedagogical materials;

   vi. Refereed articles, proceedings, and/or presentations on teaching;

   vii. Description and evidence of development of new courses, course revisions, or program revision;

   viii. Description and evidence of development of leadership in teaching;

   ix. Evidence of professional interest in teaching as previously demonstrated by professional development activities; and

   x. Teaching awards and distinctions.

2. Scholarship. Scholarship 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 TT faculty 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, and institutional outreach. 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. TTF submitting materials for APR/EPR may submit up to five (5) pieces of evidence of scholarship effectiveness. Specific criteria for evidence of scholarship effectiveness include:

   a. Publications – A goal of the APR/EPR process is to provide faculty with feedback on their scholarship progress towards tenure and promotion. Thus, scholarship submissions for years one and two should convey considerable peer-

reviewed scholarship activity that has potential for publication. At EPR, candidates should provide at least one published, in-press peer-reviewed publication, or equivalent during the review period. Following EPR, candidates are expected to maintain a productive scholarship trajectory with more peer-reviewed publications. Five (5) peer-reviewed research and/or practitioner-oriented publications, such as peer-reviewed journal articles, books, book chapters, or monographs appropriate for the field, are expected by the time of submitting materials for tenure and promotion. Solo- and co-authored publications count equally. Accepted manuscripts or in-press manuscripts are acceptable. Faculty members must clearly delineate their role in the inception, design, implementation, and authorship of co-authored publications.

b. External funding – Submission of proposals for external funding is not a requirement. It is to be encouraged when it benefits the faculty member's research program and reputation in the field. An externally-funded proposal resulting in an award to BGSU equal to or greater than $15,000 (per year if multi-year grant) may be substituted for a publication up to a maximum of one time during years when the grant is funded.

c. Editorship – Serving as editor of a book, or journal, or set of conference proceedings counts as evidence of scholarship effectiveness because it can be an indicator of a successful scholarship agenda. Thus, faculty members may submit an edited book or evidence of serving as an editor (invited, special issue, or appointed) of a journal or published set of conference proceedings. Evidence of editorship may be substituted for a publication up to a maximum of one time.

d. Peer-reviewed Creative Products – Generating a creative product, which has been peer-reviewed by a reputable group (e.g., committee or organization) for validation as a form of scholarship to one or more scholarly areas, is evidence of faculty scholarship. Examples include commercialization of research-derived products and services as well as technology applications that extend scholarship in one or more areas. Evidence of a peer-reviewed creative product may be substituted for a publication up to a maximum of one time.

e. Other indicators – Faculty are expected to be active scholars and visible in their fields. Evidence of this may include but is not limited to: peer-reviewed and/or invited presentations at professional meetings, professional outreach, copy of a book contract, receiving research awards from internal funding agencies, and conference proceedings. These other indicators do not replace publications and/or grants and/or editorship artifacts; however, they may be discussed in the scholarship narrative to strengthen the record of scholarship.

3. Service Effectiveness. Service contributions by faculty at the school, college, university, and professional levels are critical to the overall mission of the University. TTF seeking reappointment shall provide evidence of appropriate service that falls into two or more of the following levels: program, school, college, university, and profession. In presenting their records of service, TTF members must include documentation that provides evidence of their activities and contributions and addresses 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 includes descriptions of individual artifacts, which document successful performance of service activities. Candidates may include no more than five (5) total pieces of evidence of service effectiveness. Those five pieces of evidence include two required performance indicators and no more than three additional artifacts that serve as pieces of evidence of service effectiveness. (TTF must note when course releases and/or stipends were included as compensation for service work). Two performance indicators are required. Documentation of participation on:

a. **(Required)** One STL Program Committee per year (e.g., IEC, MCE, AYA, WLED, Reading, C&T, Classroom Technology, Teacher Education, and Workforce Education and Development);

b. **(Required)** One STL Standing Committee per year (e.g., Personnel Committee, Curriculum Committee, Undergraduate Recruitment, Graduate Affairs, Faculty Recruitment and Retention, Policies and Procedures, and Student Retention); and

c. In addition, candidates may include no more than there other artifacts to provide evidence of their service effectiveness, which may include, but are not limited to:

    i. Active participation on one or more additional STL committees, College or University Standing or Ad Hoc committees, or Professional Organization committees;

    ii. Evidence of individual and/or group advising (screen shots from myAdvisees in MYBGSU);

    iii. Involvement in state or national professional organizations that goes beyond membership and attending conferences;

    iv. Role as a peer mentor for promotion;

    v. Advisor for student organizations'

    vi. Significant work with professional development and/or partner schools;

    vii. Significant contribution to University related events;

    viii. Evidence of serving as a committee member on two or more masters' theses/projects (students' names and program areas);

    ix. Evidence of serving as a committee chair on one or more graduate thesis/project/dissertation committees;

    x. Evidence of serving as an ACTION or Honors Project advisor.

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

Procedures for Creation and Submission of APR Materials

Preparation Arrangements and Deadlines
Faculty will submit materials electronically to the STL Director following the timelines required by the Office of the Provost/VPAA and the Collective Bargaining Agreement. The candidate is encouraged to seek assistance in preparing the APR materials from their mentor and other faculty prior to submission of the credentials to the Director for the unit-level review. The STL Director will review each set of credentials.

Both APR and EPR shall require that the TTF member compile a portfolio consisting of the candidate's 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.

1. Evidence considered in the APRs for TTF will include:
   a. Current curriculum vita (CV) in BGSU format;
   b. Teaching, Scholarship, and Service Narratives (no more than five pages for teaching narrative, no more than five pages for scholarship narrative, and no more than three pages for service narrative)
   c. Evidence of Teaching Effectiveness:
      i. **(Required)** Results of student evaluations of all courses taught and evaluated, such that the average is 3.0 or greater on the 5.0 scale used by the College of EDHD (must use Table 1); and
      ii. **(Required)** Results of one (1) peer teaching evaluations (to be assigned by the Personnel Committee and School Director in consultation with the TTF to be reviewed) such that the average is 3.0 or greater on the 5.0 scale used by the School of Teaching & Learning;
      iii. No more than three additional artifacts that provide evidence of effective teaching (e.g., complete set of student feedback/comments from course evaluations, sample assignments, examples of innovations, course syllabi with role in developing syllabi and/or course included, etc.).
   d. Evidence of Scholarship Effectiveness:
      i. **(Required)** For APR in years 1 and 2, a candidate should show evidence of burgeoning research. For APR in years 4 and 5, a candidate should submit more than one published, in-press peer-reviewed publication, or equivalent. A maximum of five (5) artifacts serving as evidence of scholarship effectiveness should be submitted as evidence of scholarship. Examples of artifacts may include (but not limited to): (1) publications in peer-reviewed journals, books, or monographs appropriate for the field. Accepted with or without revisions or in-press manuscripts may be submitted for consideration; however, manuscripts still under review should not be submitted; (2) evidence of internally and externally funded projects of any amount; (3) evidence of editorship of a journal, conference proceeding, or book; (4) peer-reviewed and/or invited presentations at professional meetings; (5) professional outreach; (6) copy of a book contract; (7) receiving research awards from internal or external funding agencies or other groups; (8) peer-reviewed conference proceedings; (9) commercialization of research-derived products and services.
   e. Evidence of Service Effectiveness:
      i. **(Required)** Documentation of participation on one STL Standing Committee (e.g., Personnel Committee, Curriculum Committee, Undergraduate Recruitment, Graduate Affairs, Faculty Recruitment and Retention, Policies and Procedures, and Student Retention);
      ii. **(Required)** Documentation of participation in one STL program (e.g., IEC, MCE, AYA, WLED, Reading, C&T, Classroom Technology, Teacher Education, and Workforce Education and Development);

      iii.   No more than three additional pieces of evidence of service effectiveness from the review period that provide evidence of contributions to program, school, college, university, and/or professional levels.

2. Evidence considered in the EPRs for TTF will include:
   a. Current curriculum vita (CV) in BGSU format;
   b. Teaching, Scholarship, and Service Narratives (no more than five pages for teaching narrative, no more than five pages for scholarship narrative, no more than three pages for service narrative)
   c. Evidence of Teaching Effectiveness:
      i. **(Required)** Results of student evaluations of all courses taught and evaluated, such that the average is 3.0 or greater on the 5.0 scale used by the College of EDHD (must use Table 1); and
      ii. **(Required)** Results of one (1) annual peer teaching evaluation (to be assigned by the Personnel Committee and School Director in consultation with the TTF to be reviewed) for all years under review such that the average is 3.0 or greater on the 5.0 scale used by the School of Teaching & Learning;
      iii. No more than three additional artifacts that provide evidence of effective teaching (e.g., complete set of student feedback/comments from course evaluations, sample assignments, examples of innovations, course syllabi with role in developing syllabi and/or course included, etc.).
   d. Evidence of Scholarship Effectiveness:
      i. **(Required)** At EPR, a candidate should provide at least one published, in-press peer-reviewed publication, or equivalent. By the time of submitting materials for tenure and promotion, a total of at least five (5) peer-reviewed publications is expected. An EPR candidate may submit up to five (5) artifacts, such as peer-reviewed journal articles, books, book chapters, or monographs appropriate for the field. It is expected that the faculty member show progress toward this goal by including relevant publication artifacts for EPR. Examples of artifacts may include: (1) publications in peer-reviewed journals, books, or monographs appropriate for the field. Accepted with or without revisions or in-press manuscripts may be submitted for consideration; however, manuscripts still under review should not be submitted; (2) evidence of internally and externally funded projects of any amount; (3) evidence of editorship of a journal, conference proceeding, or book; (4) peer-reviewed and/or invited presentations at professional meetings; (5) professional outreach; (6) copy of a book contract; (7) receiving research awards from internal or external funding agencies or other groups; (8) peer-reviewed conference proceedings; (9) commercialization of research-derived products and services.
   e. Evidence of Service Effectiveness:
      i. **(Required)** Documentation of participation on one STL Standing Committee per year (e.g., Personnel Committee, Curriculum Committee, Undergraduate Recruitment, Graduate Affairs, Faculty Recruitment and Retention, Policies and Procedures, and Student Retention);

    ii.   **(Required)** Documentation of participation in one STL program per year (e.g., IEC, MCE, AYA, WLED, Reading, C&T, Classroom Technology, Teacher Education, and Workforce Education and Development);

    iii.   No more than three additional pieces of evidence of service effectiveness from the review period that provide evidence of contributions to program, school/college, and university/professional levels.

H. Unit Faculty Involvement in the TTF APR Process

For the APR, the Personnel Committee will facilitate the election of an APR/EPR chairperson for academic year tenure, promotion and annual review. The TRPC chairperson organizes a meeting of tenured faculty, leads a thorough review of the candidate's materials, and develops the written recommendation to the School Director. All eligible faculty members will be responsible for reviewing each candidate's dossier.

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

Because promotion from Assistant Professor to Associate Professor normally occurs concurrently with the granting of tenure, the criteria for both are the same and are described previously. TTF will be reviewed based on their assigned workload, as specified in the School's Faculty Workload Policy and the Workload Expectation Agreement, which includes teaching, scholarship, and service. Though 50% teaching, 30% scholarship, and 20% service are the customary expectations for TTF positions, a TTF member may be assigned a different workload allocation that is approved in writing by the Dean.

One required indicator of the quality of a faculty member's scholarship is their reputation within the discipline. In the case of tenure and promotion, this quality may be demonstrated by the evidence of reputation gathered by the school from authoritative reviewers external to the University. Three external reviews are required for candidates. The external review selection process will follow the procedures set forth by the Provost's Office and College of Education and Human Development. The following are criteria and standards for tenure and promotion to Associate Professor.

1. Shall have a doctoral degree (or equivalent) in a content area appropriate for the academic unit of the appointment;
2. Typically shall have a minimum of five years' experience as an Assistant Professor and/or relevant college teaching and/or professional experience;
3. Shall demonstrate ability as an effective teacher (depending on assigned duties) that includes consistently high evaluations from students on quantitative end-of-term student evaluations (i.e., average score $\geq$ 3.0), consistently positive peer evaluations of teaching (i.e., average score $\geq$ 3.0); demonstrated success in other pieces of teaching effectiveness relevant to the evaluation of instruction in the most recent six years as assistant professor; and;
4. Shall demonstrate scholarly work during their probationary period evidenced through peer-reviewed manuscripts and/or externally funded grants, and/or editorship(s).
5. Shall give evidence of active involvement in service to the University, community, and/or profession, including clear evidence that s/he has regularly, promptly, and

cooperatively fulfilled their expectations to service effectiveness during the six most recent years, including a minimum of two departmental committees, two College and/or University and/or professional committees, and demonstrated success in an additional area of service. TTF seeking promotion should demonstrate a continuous and active record of involvement in service.

6. Teaching
   a. **(Required)** Teaching Narrative (no more than five pages);
   b. **(Required)** Completed Table 1 that summarizes student evaluations for all courses taught and evaluated (including summer) during the years under review;
   c. **(Required)** Documentation of annual formal classroom observations, conducted by other faculty members (to be assigned by the School Director and Personnel committee, in consultation with the TTF to be reviewed);
   d. No more than three additional artifacts that provide evidence of effective teaching (e.g., complete set of student feedback/comments from course evaluations, sample assignments, examples of innovations, course syllabi with role in developing syllabi and/or course included, etc.).

7. Scholarship
   a. **(Required)** Scholarship Narrative (no more than five pages)
   b. **(Required)** Publications – Five (5) peer-reviewed publications, such as peer-reviewed journal articles, books, book chapters, or monographs appropriate for the field, are expected by the time of submitting materials for tenure and promotion. A candidate may submit no more than five for consideration. For tenure and promotion review, faculty shall be single or first author on at least one (1) article, and no lower than second author on one (1) additional article. Otherwise, solo- and co-authored publications count equally. Scholarship should demonstrate evidence of originality and importance, which may be seen in the prestige of the publication outlet and/or the impact of the scholarship on others' work. Factors that may be taken into account when considering the publication quality include but are not limited to: level of publication outlet (e.g., international, national, regional, and state), impact (e.g., number of citations), journal acceptance rate, as well as recognition and prestige of publication (e.g., impact factor). Candidates are also expected to publish in a variety of journals and outlets. Accepted with or without revisions (conditional acceptance) or in-press manuscripts may be submitted for consideration; however, manuscripts still under review should not be submitted. It is up to the faculty member to clearly establish their role in the inception, design, and implementation of the scholarship such that it is clear that their research program is self-directed. Faculty will evaluate quality, taking into consideration comments from external reviewers. In the case of exceptional quality and impact in the discipline, as judged by external reviewers, a fewer number of publications will be considered in evaluating this criterion.
   c. External funding – Submission of proposals for external funding is not a requirement. It is to be encouraged when it benefits the faculty member's research program and reputation in the field. An externally funded proposal resulting in an award to BGSU equal to or greater than $15,000 (per year if multi-year grant)

may be substituted for a publication up to a maximum of one time for tenure and promotion to Associate Professor.

d. Editorship – Serving as editor of a book or journal may count as evidence of scholarship effectiveness because it can be an indicator of a successful scholarship agenda. Thus, faculty members may submit an edited book or evidence of serving as an editor (invited, special issue, or appointed) of a journal or published set of conference proceedings. Evidence of editorship may be substituted for a publication up to a maximum of one time.

e. Peer-reviewed Creative Products – Generating a creative product, which has been peer-reviewed by a reputable group (e.g., committee or organization) for validation as a form of scholarship to one or more scholarly areas, may be a signal of faculty scholarship. Examples include commercialization of research-derived products and services as well as technology applications that extend scholarship in one or more areas. Evidence of a peer-reviewed creative product may be substituted for a publication up to a maximum of one time.

f. Other indicators – Faculty are expected to be active scholars and visible in their fields. Evidence of this includes presentations at professional meetings, professional outreach, and receiving research awards. The other indicators do not replace publications and/or grants; however, they may be discussed in the scholarship narrative to strengthen the record of scholarship.

8. Service
    a. **(Required)** Service Narrative (no more than three pages);
    b. **(Required)** Documentation of annual participation on one STL Standing Committee (e.g., Personnel, Curriculum, Undergraduate Recruitment, Graduate Affairs, Faculty Recruitment and Retention, Policies and Procedures, Student Retention);
    c. **(Required)** Documentation of annual participation on one STL Program Committee (e.g., IEC, MCE, AYA, WLED, Reading, Classroom Technology, C&T, Teacher Education, and Workforce Education and Development);
    d. No more than three additional pieces of evidence of service effectiveness from the review period that provide evidence of contributions to program, school/college, and university/professional levels. Artifacts may include contributions to the faculty member's profession (involvement and/or leadership in professional associations beyond membership and conference attendance, serving on editorial boards, reviewing for journals or conferences, etc.)

Criteria for Promotion from Associate Professor to Professor

Promotion to Professor requires a cumulative record of sustained teaching effectiveness, sustained scholarly productivity, and substantial service contributions within and/or external to the University. While the faculty member's role in the School may emphasize one domain over another, in no case, can achievement in one substitute for its lack in another.

1. Teaching. 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 STL's evaluation of TTF who are under review for promotion. Ultimately, the record of teaching must suggest a clear theme of strong teaching during the review period, which is a maximum of the most recent consecutive six years.

    a. **(Required)** Teaching Narrative (no more than five pages);

    b. **(Required)** Completed Table 1 that summarizes student evaluations for all courses taught and evaluated (including summer) during the years under review. Shall demonstrate ability as an effective teacher (depending on assigned duties) that includes consistently high evaluations from students on quantitative end-of-term student evaluations (i.e., average score $\geq$ 3.5), consistently positive peer evaluations of teaching (i.e., average score $\geq$ 3.5); demonstrated success in other pieces of teaching effectiveness relevant to the evaluation of instruction in the most recent six years as associate professor.

    c. **(Required)** Documentation of at least three formal peer teaching observations (to be assigned by the Personnel Committee and School Director in consultation with the TTF to be reviewed) such that the average is 3.5 or greater on the 5.0 scale used by the School of Teaching and Learning;

    d. No more than three additional artifacts that provide evidence of effective teaching and/or leadership in teaching (e.g., complete set of student feedback/comments from course evaluations, sample assignments, examples of innovations, course syllabi with role in developing syllabi and/or course included, etc.).

2. Scholarship. Scholarship 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 faculty members. The candidate's scholarship evidence must clearly indicate their expertise in a particular field. The primary evidence for scholarship effectiveness is high quality scholarly, peer-reviewed publications and/or grants. TTF are expected to have a strong record of scholarship, which may be evidenced through numerous peer-review publications. Albeit, no more than six artifacts that span up to a six-year period in addition to the narrative may be submitted. Other indicators include, but are not limited to: publications that are not peer-reviewed, peer-reviewed and invited presentations, research awards or honors, and institutional outreach.

There are various research pathways to successful promotion to Full Professor. Uniting these pathways is the common thread of high research productivity and a national reputation in the field. A candidate might follow the traditional pathway of high scholarly output during the years following tenure and promotion to Associate, coupled with achievement of stature in the field. Another candidate's pathway may be more circuituous but would still be marked by productivity over the review period and recognition as a leader in the field. Both candidates would still be marked by sustained productivity over the past five or more years and recognized as a leader in the field.

    (a) **(Required)** Scholarship Narrative (no more than five pages);

    (b) **(Required)** Publications – Six (6) peer-reviewed publications, such as peer-reviewed journal articles, books, book chapters, or monographs appropriate for the field, are expected by the time of submitting materials for tenure and promotion. A candidate may submit no more than six publications for consideration. For promotion review, faculty shall be single or first author on at least one (1) article, and no lower than second author on one (1) additional article. Otherwise, solo- and co-authored publications count equally. Scholarship should demonstrate evidence of originality

and importance, which may be seen in the prestige of the publication outlet and/or the impact of the scholarship on others' work. Factors that may be taken into account when considering the publication quality include but are not limited to: level of publication outlet (e.g., international, national, regional, and state), impact (e.g., number of citations), journal acceptance rate, as well as recognition and prestige of publication (e.g., impact factor). Candidates are also expected to publish in a variety of journals and outlets. Accepted with or without revisions (conditional acceptance) or in-press manuscripts may be submitted for consideration; however, manuscripts still under review should not be submitted. It is up to the faculty member to clearly establish their role in the inception, design, and implementation of the scholarship such that it is clear that their research program is self-directed. Faculty will evaluate quality, taking into consideration comments from external reviewers. In the case of exceptional quality and impact in the discipline, as judged by external reviewers, a fewer number of publications will be considered in evaluating this criterion.

(c) External funding – Submission of proposals for external funding is not a requirement. It is to be encouraged when it benefits the faculty member's research program and reputation in the field. An externally-funded proposal resulting in an award to BGSU equal to or greater than $25,000 (per year if multi-year grant) may be substituted for a publication up to a maximum of one time for promotion to Professor.

(d) Editorship – Serving as editor of a book or journal may count as evidence of scholarship effectiveness because it can be an indicator of a successful scholarship agenda. Thus, faculty members may submit an edited book or evidence of serving as an editor (invited, special issue, or appointed) of a journal or published set of conference proceedings. Evidence of editorship may be substituted for a publication up to a maximum of one time.

(e) Peer-reviewed Creative Products – Generating a creative product, which has been peer-reviewed by a reputable group (e.g., committee or organization) for validation as a form of scholarship to one or more scholarly areas, may be a signal of faculty scholarship. Examples include commercialization of research-derived products and services as well as technology applications that extend scholarship in one or more areas. Evidence of a peer-reviewed creative product may be substituted for a publication up to a maximum of one time.

(f) Other indicators – Faculty are expected to be active scholars and visible in their fields, which includes presentations at professional meetings, professional outreach, and receiving research awards. Participation in activities to boost research capacity, such as research-oriented learning communities, are also valued but not required. The other indicators do not replace publications and/or grants; however, they may be discussed in the scholarship narrative to strengthen the record of scholarship.

3. Service contributions by faculty at the school, college, university, and professional levels are critical to the overall mission of the University. For promotion to professor, faculty should show leadership in school, college, university, and/or professional levels.

(a) **(Required)** Service narrative (no more than three pages)

(b) **(Required)** Documentation of participation and leadership (chair or co-chair) on one STL Standing Committee (e.g., Personnel Committee, Curriculum Committee, Undergraduate Recruitment, Graduate Affairs, Faculty Recruitment and Retention, Policies and Procedures, and Student Retention);

(c) **(Required)** Documentation of participation on one STL Program Committee (e.g., IEC, MCE, AYA, **WLED**, Reading, C&T, Classroom Technology, Teacher Education, and Workforce Education and Development);

(d) No more than three additional pieces of evidence of service effectiveness from the review period that provide evidence of contributions and leadership to program, school/college, and university/professional levels. Leadership should provide evidence of broader impact on the university or profession. Artifacts may include contributions to the faculty member's profession (e.g., involvement and/or leadership in professional associations, serving on editorial boards, reviewing for journals or conferences, etc.).

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

Process for Creation and Submission of Tenure and Promotion Materials

1. TTF Promotion Materials will be submitted to the School Director on or before the established deadline. Promotion Materials must include a dossier consisting of the TTF's curriculum vita (CV) and the following additional supporting materials:
2. Copies of all previous annual performance reviews (APRs) and reappointment letters (EPR) must be submitted
3. Teaching:
   a. (Required) Teaching Narrative (no more than five pages);
   b. (Required) Completed Table 1 that summarizes student evaluations for all courses taught and evaluated (including summer) during the years under review;
   c. (Required) Documentation of annual formal classroom observations, conducted by other faculty members (to be assigned by the School Director and Personnel committee, in consultation with the TTF to be reviewed). For candidates pursuing Associate Professor, documentation of all annual formal classroom observations must be submitted. For candidates pursuing Full Professor, a total of two formal classroom observations conducted during the review period must be submitted.
   d. No more than three additional artifacts that provide evidence of effective teaching (e.g., complete set of student feedback/comments from course evaluations, sample assignments, examples of innovations, course syllabi with role in developing syllabi and/or course included, etc.).
4. Scholarship
   a. (Required) Scholarship Narrative (no more than five pages)
   b. (Required) Quality publications such as peer-reviewed journals, books, or monographs appropriate for the field. Candidates for Associate Professor may submit up to five artifacts whereas candidates for Professor may submit up to six artifacts. Solo- and co-authored publications count equally. Accepted with or without revisions or in-press manuscripts may be submitted for consideration; however, manuscripts still under review should not be

submitted. It is up to the faculty member to clearly establish their role in the inception, design, and implementation of the scholarship such that it is clear that their research program is self-directed. Evaluation of quality will be done by the faculty review validated by positive comments from external reviews. In the case of exceptional quality and impact in the discipline, as judged by external reviewers, a fewer number of publications will be considered in evaluating this criterion.

c. External funding – Submission of proposals for external funding is not a requirement. It is to be encouraged when it benefits the faculty member's research program and reputation in the field. An externally-funded proposal resulting in an award to BGSU equal to or greater than $15,000 may be substituted for a publication up to a maximum of one time for candidates pursuing Associate Professor. Candidates for professor may submit an externally-funded proposal resulting in an award to BGSU equal to or greater than $25,000.

d. Editorship – Serving as editor of a book or journal may count as evidence of scholarship effectiveness because it can be an indicator of a successful scholarship agenda. Thus, faculty members may submit an edited book or evidence of serving as an editor (invited, special issue, or appointed) of a journal or published set of conference proceedings. Evidence of editorship may be substituted for a publication up to a maximum of one time.

e. Peer-reviewed Creative Products – Generating a creative product, which has been peer-reviewed by a reputable group (e.g., committee or organization) for validation as a form of scholarship to one or more scholarly areas, may be a signal of faculty scholarship. Examples include commercialization of research-derived products and services as well as technology applications that extend scholarship in one or more areas. Evidence of a peer-reviewed creative product may be substituted for a publication up to a maximum of one time.

5. Service
   a. (Required) Service Narrative (no more than three pages);
   b. (Required) Documentation of annual participation on one STL Standing Committee (Personnel Committee, Curriculum Committee, Undergraduate Recruitment, Graduate Affairs, Faculty Recruitment and Retention, Policies and Procedures, and Student Retention);
   c. (Required) Documentation of annual participation on one STL Program Committee (IEC, MCE, AYA, WLED, Reading, C&T, Classroom Technology, Teacher Education, and Workforce Education and Development);
   d. No more than three additional pieces of evidence of service effectiveness from the review period that provide evidence of contributions to program, school, college, university, and/or professional levels. Artifacts may include contributions to the faculty member's profession (involvement beyond membership and attending conferences and/or leadership in professional associations, serving on editorial boards, reviewing for journals or conferences, etc.)
      i. Evidence of individual and/or group advising;

    ii.   Involvement in state or national professional organizations;

    iii. Role as a peer mentor for promotion;

    iv. Advisor for student organizations;

    v.   Significant work with professional development and/or partner schools; and/or

    vi. Significant contribution to University related events;

    vii. Evidence of serving as a committee member on two or more masters' theses/projects (students' names and program areas);

Approved by the faculty of the School of Teaching & Learning on **10 April 2018.**

School Director ___Mark allen deal___ Date **10 April 2018**

Reviewed by the Dean _____ Date 5/7/18

___✓___ Concur   _____ Do not concur for the following reason(s):

Reviewed by the SVPAA/Provost ___John M. Frisch___ Date 5/8/18

___X___ Concur   _____ Do not concur for the following reason(s):

R:\DeanBalzer\VPFASI\Successor Contract\Implementation of CBA 2\CBA Committees\Labor-Management\RTP Template Part II - FINAL - approved by BGSU-FA and Provost October 24, 2016.docx

Approved by STL Faculty on 10 April 2018.