

DEPARTMENT OF PUBLIC AND ALLIED HEALTH
REAPPOINTMENT, TENURE, AND PROMOTION POLICIES

General Comments about Evaluation of Faculty

Pursuant to Article 14 of the Collective Bargaining Agreement (CBA), bargaining unit faculty shall be advised by the Department Chair regarding specific assignment duties and the substantive standards and procedures used in decisions for reappointment (based upon annual performance reviews and enhanced performance reviews), promotion, and tenure. Any additional expectations used by the Department shall be brought to the attention of the faculty members, and written copies of these additional expectations shall be readily available upon request. (Art. 14, sec. 5.1.1, 6.1.1)

The Department of Public and Allied Health shall have a written success plan for the professional development of each NTTF and probationary TTF. The Department Chair shall communicate with the NTTF member to foster achievement and effectiveness in the areas of the NTTF member's assigned responsibilities. Similarly, the Department Chair shall communicate with the probationary tenure-track faculty member to foster achievement and effectiveness in all areas of teaching, service, and research. (Art. 14, sec. 5.1.2, 6.1.2)

The Department Chair shall provide reasonable advanced notification of upcoming unit, college, or university schedules or deadlines for reappointment, annual performance reviews, enhanced performance reviews, tenure, or promotion. (Art. 14, sec. 5.1.3, 6.1.3)

Reappointment Policy: NTTF

A. Policy Development

Non-tenure-track Bargaining Unit Faculty Members shall be reviewed annually for reappointment, in the form of either an annual performance review (APR) or an enhanced performance review (EPR), in accordance with this reappointment policy. The decision to positively/negatively recommend reappointment shall be based primarily on the content of current and previous annual performance reviews (APRs) and/or enhanced performance reviews (EPRs), with emphasis on continuity of favorable performance or a clear record of improved performance. (5.2.1)

The Department of Public and Allied Health shall have established written policies for annual reappointment of NTTF members regarding: (1) the criteria used for annual performance reviews (APRs) and enhanced performance reviews (EPRs), (2) the process for conducting and completing either of these types of reviews, (3) the schedule or deadlines for completing reviews, and (4) a process outlining the opportunity for Bargaining Unit Faculty Members to submit a rebuttal letter at any stage of the reappointment review. (5.2.2.1)

The responsibility for establishing criteria and procedures for evaluation and for conducting the reviews lies with the Bargaining Unit Faculty Members of the academic unit and the Chair, subject to endorsement of the Dean. (5.2.2.2)

B. Criteria used for Annual Performance Reviews and Enhanced Performance Reviews of NTTF

Annual Performance Reviews and Enhanced Performance Reviews for NTTF shall typically reflect the two areas of 1) teaching and 2) service that are expected of all NTTF in the unit. Any expectations for research and scholarship will be established between the faculty member and the Department Chair. Specific domains used in the evaluation of research/creative work for participating NTTF include: publications/presentations and institutional outreach/scholarship of engagement (See Appendix B for performance areas to be considered). Identification of “meeting these standards” will be based upon demonstration of accomplishment in these areas: teaching, service, and research (if assigned). Identification of failure to meet these standards will be based upon demonstration of a lack of meeting the basic standard in any one of these areas. Details about these standards are described in sections I, II, and III below.

Faculty members who have been assigned administrative responsibilities and/or other responsibilities as defined and agreed upon by the Department Chair and with the Dean’s concurrence at the time of assignment also will have their performance evaluated with respect to fulfilling those responsibilities. (See Appendix B)

I. Evaluation of Teaching Effectiveness

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

a. Undergraduate Teaching

Given the Department's involvement in undergraduate degree programs, it considers high quality undergraduate instruction to be a principal component of a NTTF member's record of teaching. When undergraduate research topics and or advising are assigned or approved as part of the faculty’s assignment, these will be included by the faculty member as part of the teaching portfolio. In order to meet the minimum standards for

reappointment, NTTF are expected to amass student ratings of teaching such that, when they are averaged from the preceding year (for APR) or preceding three years (for EPR), are equal to or exceed the middle rating of the scale or instrument being used (e.g. ≥ 2.5 on a 4 point scale instrument, with the exception for candidates in their first year of teaching who are expected to have a minimum of 2.0 on a 4-point scale). Positive qualitative comments from students are also expected. In addition, the candidate must show evidence of effective teaching through the submission of at least two supportive documents from the optional teaching materials as outlined in Appendix A.

b. Graduate Teaching

Graduate teaching requires membership on the Graduate Faculty. This is determined by meeting the requirements for Graduate Faculty as set forth by the Graduate College and the Department. If assigned by the chair, NTTF who have been granted Graduate Faculty status will provide formal graduate instruction through regular courses and seminars.

When graduate research topics and or advising are assigned or approved as part of the faculty's assignment, these will be included by the faculty member as part of the teaching portfolio. In order to meet the minimum standards for reappointment, NTTF are expected to amass student ratings of teaching such that, when they are averaged from the preceding year (for APR) or preceding three years (for EPR), are equal to or exceed the middle rating of the scale or instrument being used (e.g. ≥ 2 on a 4 point scale instrument). Positive qualitative comments from students are also expected. In addition, the candidate must show evidence of effective teaching through the submission of at least two supportive documents from the optional teaching materials as outlined in Appendix A.

c. Instructional Development

NTTF are expected to devote professional development efforts to continuously improve the curriculum as well as their own teaching methods and effectiveness. Performance indicators that are used in the evaluation of instructional development include assessment of representative syllabi (or important elements) from a minimum of three different courses (for APR), or at least one syllabus from each of the preceding three years for EPR. NTTF are expected to provide evidence of instructional development using at least one of the examples outlined in Appendix A.

d. Other Contributions to Student Learning

NTTF members make other contributions to student learning and development which may be assessed for success in teaching. These contributions fall outside the traditional domains of curriculum and instruction. Performance indicators that are used to evaluate such contributions include: academic advising services provided to students; guidance of students in clinical settings, internships, or co-operative work experiences; participation in University, College, or Department projects to assess the effectiveness of teaching and learning; and other pedagogical activities that contribute to effective teaching. The success in these activities will be evaluated based on the judgement of quality by peer reviewers and is based upon the information or descriptive statements submitted by the candidate.

In addition to the foregoing, candidate may submit and request that the Department consider other evidence of achievement in teaching that is appropriate to his/her specific case. The question to be considered by the Department in its evaluation of teaching is this: Is the candidate's demonstrated performance in teaching consistent with the standards for reappointment, as described in this document and supportive of the instructional mission of the Department, College, and University?

Failure to meet expectations in teaching will be demonstrated by lack of evidence provided to support teaching effectiveness. In addition, faculty members will be assessed as failing to meet minimum standards if they demonstrate a pattern of unacceptable practices in the classroom (e.g. being consistently late for class; being dismissive of student concerns) or in other areas related to instruction, particularly if those practices continue after meetings with supervisors that document the actions that need to be changed or improved, or are revived after a period of compliance with directions to change.

II. Evaluation of Service Effectiveness

Service contributions by faculty at the Department, College, University, and professional levels are critical to the overall mission of the University. NTTF are expected to serve at all levels as assigned by the terms of their appointment. A large amount of service in one area (for example, chair of a committee or other similar effort) will compensate for less or no service in other levels/areas. Faculty shall provide evidence of appropriate service to the College/University, community and/or to the profession.

The Department defines service as internal (e.g. department, collegiate, university), or external (e.g. community or professional service). Service may include involvement in internal affairs and institutional governance; professional expertise shared with the external community; or

contributions to a faculty member's profession. In presenting their records of service, NTTF members should include documentation which provides evidence of their activities and contributions and which address the performance indicators used for evaluation. Appendix B provides examples of artifacts to be considered in evaluation of service. The standards for internal and external service discussed below are those expected for annual performance review (APR). Standards expected for enhanced performance review (EPR) are proportional for the multi-year EPR.

a. Internal University Service

These activities include participation in department, college, or university committees including governing bodies, councils, special task forces, review teams, and the like. To meet the minimum standards for annual reappointment (APR), NTTF are typically expected to participate in a minimum of one annual internal university activity (e.g. commencement ceremony, preview day, literature in the park, etc.) and one additional internal activity each academic year. Other examples of internal university service that will positively impact peer evaluations of internal service include involvement in student clubs, organizations, and activities promoting faculty-student interaction; participation in University initiatives to create a campus wide learning community; involvement in activities to promote Program offerings and services to prospective students; performance of any assigned administrative service responsibilities including those duties handled by faculty serving as field coordinators and the like.

Performance indicators considered when evaluating the level of performance on internal service include: records of membership and consistent attendance at committee and organizational meetings; amount of time devoted to activities; significance and scope of activities; degree of active involvement; documentation of significant contributions; leadership positions held; professionalism and dependability in performing assignment; testimonials from colleagues, committee chairs, and others.

b. External Professional/Community Service

NTTF members are encouraged to lend their professional expertise to support community organizations, projects, and programs. To meet the minimum standards for reappointment (including EPR), active participation and regular attendance in a minimum of one annual external community or professional activities is expected (unless candidate is heavily involved in other areas as described above). All NTTF members are encouraged to participate fully in civic and community life as citizens, but they need to recognize that not all such activities will be viewed as directly related to their professional expertise. To be considered community service, such external activities must draw upon a NTTF member's expertise. Performance indicators used to evaluate community service include: records of relevant activities and professional

contributions; degree of active involvement; significance and scope of involvement in each activity; evidence of contributions and achievements; leadership positions held; professionalism and dependability demonstrated in performing activities; community awards and other recognitions; written statements or testimonials.

Professional activities include a NTTF member's active involvement with professional organizations connected to his/her discipline at the local, state, national, or international levels. Performance indicators considered when evaluating the level of performance of professional service may include: records of affiliations with appropriate professional associations; records of service to private or extramural funding agencies; leadership positions held in professional associations; time spent on fulfilling professional service obligations; professionalism and dependability demonstrated in performing activities; professional recognitions; organization of professional conferences, symposia, and the like; conference sessions moderated that contribute to the profession. The standards for success on these performance indicators include evidence of contribution to the profession.

In addition to the foregoing, a NTTF candidate may submit and request that the Department consider any other evidence of achievement in service that is appropriate to his/her specific case as related to NTTF discipline and work assignment. The question to be considered by the Department in evaluating service is this: Is the NTTF member's performance in service consistent with the standards as described in this document and supportive of the instructional mission of the Department, College, and University?

III. Evaluation of Research/Creative Work

Research contributions are important both in their own right, and because they are an essential for enhancing the instructional mission of the Department. Typically NTTF are not expected to undertake research and/or creative work. The level of expectations for research and scholarship will be established in consultation with the Department Chair and specified in the candidate's annual success plan. As a means of facilitating the evaluation, NTTF members who are allocated or assigned release time for research and creative work must provide evidence of their published/presented scholarly work.

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

1. The expected level of research productivity will reflect the assignment for such activities and delineated in the candidate's annual faculty success plan.

2. Focus will be placed on cooperative participation and involvement with other faculty both inside and outside the department.
3. In the case of an individual with responsibility for field coordination, research and scholarship is expected to reflect and incorporate work with agencies and external constituencies.
4. There is no expectation for independent extramural funding support.

The review shall cover the previous calendar year but should, where appropriate, take into account performance over the most recent three-years for an Enhanced Performance Review (EPR).

Specific domains used in the evaluation of research/creative work for continuing NTTF who choose to include this category as part of their evaluation include: publications/presentations and institutional outreach/Scholarship of Engagement in proportion to that portion of the workload allocated for research and creative work.

All NTTF are required to submit materials in support of the APR and EPR by the established deadlines. (the due date for the APR and EPR may be adjusted to meet timelines required by the Office of the Provost and will be transmitted to the NTTF member in sufficient time to complete the materials). For both APR and EPR, NTTF are required to submit an up-to-date CV, a Teaching Portfolio (see Appendix A) and copies of the Annual Update of Faculty Record (see Appendix C). For APR, candidates should submit their completed Annual Update of Faculty Record from the preceding year, while candidates for EPR should submit this completed record for the preceding three years. The Annual Update form will be provided electronically to all faculty.

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

C. Amendment and Retroactive Application

Department faculty may amend this reappointment policy at any time, with the concurrence of the Chair and Dean, to be applied to subsequent reappointment reviews. However, such changes may not be applied retroactively to NTTF members during existing multiple year terms of annually renewable contracts. (5.2.2.3).

D. Procedure for Annual Performance Review (APR) of NTTF (Art. 14, sec. 5.2.3)

1. Annual Performance Reviews (APRs) shall be conducted by the Department Chair, in accordance with this reappointment policy. In all cases, student evaluations of teaching shall not constitute the sole criterion for evaluation of faculty teaching performance.
2. In cases where the NTTF has been assigned a faculty mentor as part of the Success Plan, the Chair may consult with that mentor for input to the APR.
3. The written recommendation of the Chair shall be submitted to the Dean and the Provost/VPAA.
4. Prior to submitting the written recommendation to the Dean, the Department Chair shall meet with the NTTF member, provide him/her with a written copy of the recommendation, and discuss the content of the recommendation. In response, the NTTF member may submit a rebuttal letter within 2 business days of the meeting (see Appendix D for guidelines).
5. The unit's written recommendation regarding reappointment shall be submitted to the Dean. The decision regarding reappointment shall be in accordance with the provisions of Section 2.3 of the CBA.

E. Procedure for Enhanced Performance Review (EPR) of NTTF (Art. 14, sec. 5.2.4)

1. Non-tenure-track Bargaining Unit Faculty Members who have received appointments for three (3) consecutive years shall be subject to an Enhanced Performance Review (EPR) during the third year of appointment before an additional appointment can be authorized.
2. Enhanced Performance Reviews shall require that the NTTF member compile a dossier consisting of his/her curriculum vitae (CV) and the following additional supporting materials:

The NTTF are required to submit the materials that appear on the list found in Appendix E. Guidelines for the Teaching Portfolio appear in Appendix A. The materials must also contain copies of the Annual Update of Faculty Record (see Appendix C), for the current and prior two (2) years. Note that in the case that a NTTF member does not have research assignments, they are not required to submit these materials.

The NTTF are required to submit materials in support of the EPR by the required deadlines. (the due date for the EPR may be adjusted to meet timelines required by the Office of the Provost and will be transmitted to the NTTF member in sufficient time to complete the materials).

3. Initial responsibility for applying established criteria of the Department's reappointment policy and making recommendations regarding reappointment following an Enhanced Performance Review rests

with the tenured, probationary tenure-track, and non-tenure track Bargaining Unit Faculty Members in the Department who are above the rank of the faculty member being reviewed, who shall make a written recommendation to the Department Chair.

4. The Chair shall submit the written recommendations of the Department faculty to the Dean, accompanied by his/her own written statement agreeing or disagreeing with the Department faculty's recommendation. If the Chair disagrees with the recommendation of the Department faculty, then he/she shall state the reasons for his/her disagreement in writing.

5. Prior to submitting the Department's recommendation to the Dean, the Department Chair shall meet with the NTTF member, provide him/her with copies of the written recommendation from the unit faculty and the recommendation from the Chair, and discuss the content of the recommendations. In response, the NTTF member may submit a rebuttal letter within 2 business days. (see Appendix D for guidelines).

6. The Dean of the College shall make his/her own recommendation after reviewing the written recommendations of the faculty of the Department, the Chair's recommendation, and the recommendation from the college-level review committee. The Dean will then forward his/her recommendation, along with the written recommendations of the faculty of the Department, the Chair's recommendation, and the college-level review committee's recommendations to the Provost/VPAA. Prior to the Dean's submission of materials to the Provost, the NTTF member may submit a rebuttal letter within 2 business days (see Appendix D for guidelines).

7. The Provost/VPAA shall have the responsibility for recommending reappointment or nonrenewal to the President. All written recommendations with appropriate supporting material appended thereto and a record of actions taken shall become part of the permanent personnel files in the Office of the Provost/VPAA.

8. The decision to reappoint the faculty member, upon the completion of the Enhanced Performance Review, shall be in accordance with the provisions of Section 2.3 of the CBA.

9. If, after considering the progress recommendations from the academic unit, the Chair, the college-level review committee, and the Dean, the VPAA determines that a non-tenure track faculty member is not performing satisfactorily, the University shall give written notice of its intention to non-renew the employment of the affected Bargaining Unit Faculty Member and the reasons for the decision to non-renew shall be specified, with a copy sent to the BGSU-FA.

Promotion Policy: NTTF

A. Eligibility

Promotion in rank is based upon performance. A non-tenure-track faculty member may request an evaluation for promotion based upon: (1) the criteria for such rank (Article 14, section 3 of the CBA), (2) academic unit policies, and (3) the academic achievements of the NTTF member.

Instructors are eligible to be promoted to Lecturer after six years of experience as a full-time faculty member at BGSU (section 3.2.2.2) and two successful Enhanced Performance Reviews (section 5.2.4). However, based upon exceptional performance or achievement, a Bargaining Unit Faculty Member, at the discretion of the administration, may have the opportunity to apply for promotion prior to six (6) years.

Lecturers are eligible to be promoted to Senior Lecturer typically after six years of experience as a Lecturer at BGSU (section 3.2.3.2) and two successful Enhanced Performance Reviews as a Lecturer (section 5.2.4).

B. Policy Development

The Department of Public and Allied Health shall have established written policies for promotion of NTTF members regarding: (1) the criteria used for evaluation, (2) the process for conducting and completing the evaluation for promotion, (3) the schedule or deadlines necessary for completing the evaluation and, (4) a process outlining the opportunity for Bargaining Unit Faculty Members to submit a rebuttal letter at any stage of the promotion process. In all cases, student evaluations of teaching shall not be the sole criterion for evaluation of faculty teaching performance. (5.3.2.1)

The responsibility for establishing criteria and procedures for evaluation and for conducting the reviews lies with the Bargaining Unit faculty members of the academic unit and the Chair, subject to endorsement of the Dean. (5.3.2.2)

C. Criteria used for Promotion Reviews of NTTF

1. Criteria for Promotion from Instructor to Lecturer

For promotion from instructor to lecturer, the NTTF candidate would need to receive an overall yearly APR evaluation of "meets expectations" as defined in the Reappointment Policy for each of the prior three (3) years and the completion of two (2) successful Enhanced Performance Reviews as instructor. To meet minimum standards for promotion to lecturer the candidate should amass student ratings of teaching such that, when they are averaged for the past three years, are equal to or exceed the 2.5 score on a 4 point scale instrument. In addition

to the six required documents from the teaching portfolio, the candidate must submit at least two additional supportive documents showing evidence of effective teaching as outlined in Appendix A. Candidates must demonstrate evidence of regular and demonstrated successful contribution to service at both internal and external levels, as well as providing a minimum of two supporting letters from chairs of committees they served on who can attest to their service contributions and other evidence illustrating significant contribution in at least one area of service.

2. Criteria for Promotion from Lecturer to Senior Lecturer

For promotion from lecturer to senior lecturer, the NTTF candidate would need to receive an overall yearly APR evaluation of “meets expectations” as defined in the Reappointment Policy: NTTF for each of the prior three (3) years and the completion of two (2) successful Enhanced Performance Reviews as Lecturer. To meet minimum standards for promotion to senior lecturer the candidate should amass student ratings of teaching such that, when they are averaged for the past three years, are equal to or exceed the 3.0 score on a 4 point scale instrument. In addition to the six required documents from the teaching portfolio, the candidate must submit at least three additional supportive documents showing evidence of effective teaching as outlined in Appendix A. Candidates must demonstrate evidence of regular and demonstrated successful contribution to service at both internal and external levels, as well as providing a minimum of two supporting letters from colleagues or chairs of committees they served on who can attest to their service contributions, and other evidence illustrating contribution in at least one area of service.

D. Amendment and Retroactive Application

Department faculty may amend this promotion policy at any time, with the concurrence of the Chair and Dean, to be applied to subsequent reappointment reviews. However, changes in the criteria for promotion may not be applied retroactively to NTTF members during existing multiple year terms of annually renewable contracts. (5.3.2.3)

E. Process for Creation and Submission of Promotion Materials

NTTF requesting a promotion are required to notify the Department Chair by July 1 of their intent to submit materials in support of the promotion application. The due date for the promotional materials will be determined according to the timelines required by the Office of the Provost and will be communicated to the NTTF member in sufficient time to complete the materials. NTTF are required to submit the materials that appear on the list found in Appendix E. Guidelines for the Teaching Portfolio appear in Appendix A.

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

F. Process for Evaluation of NTTF Promotion Request (Art. 14, sec. 5.3.3)

1. A request by a NTTF member for promotion shall be evaluated by the eligible voters of the Department.
 - a. The Department's eligible voters for a non-tenure-track faculty member applying for promotion shall consist of all tenured Bargaining Unit Faculty Members in the Department and all non-tenure-track Bargaining Unit Faculty Members of higher rank in the Department.
 - b. If the Department has fewer than three eligible voters, the Dean of the college shall appoint BGSU Bargaining Unit Faculty Members holding rank higher than the applicant for promotion, from related disciplines outside the Department, with the consent of the Department's voting eligible faculty and the Chair. Such appointments will be made so as to maintain the integrity of the discipline.
2. Initial responsibility for applying the established criteria and making recommendations regarding promotion rests with the Department's eligible voters, who shall make a written recommendation to the Chair.
3. The Chair shall submit to the Dean the written recommendation of the academic unit's eligible voters accompanied by his/her own written statement agreeing or disagreeing with the unit faculty's recommendation. If the Chair disagrees with the unit's recommendation, then he/she shall state his/her reasons for the disagreement in writing.
4. Prior to submitting the Department's recommendation to the Dean, the Department Chair shall meet with the NTTF member, provide him/her with copies of the written recommendation from the Department faculty and the recommendation from the Chair, and discuss the content of the recommendations. In response, the NTTF member may submit a rebuttal letter within 2 business days (see Appendix D for guidelines).
5. The Dean of the College shall make his/her own recommendation after reviewing the written recommendations of the faculty of the Department, the Chair's recommendation, and the recommendation from the college-level review committee. The Dean will then forward his/her recommendation, along with the written recommendations of the faculty of the academic unit, the Chair's recommendation, and the college-level review committee's recommendations to the Provost/VPAA. Prior to the Dean's submission of materials to the Provost, the NTTF member may submit a rebuttal letter within 2 business days. (see Appendix D for guidelines).
6. The Provost/VPAA shall have the responsibility for recommending promotion to the President and the Board of Trustees. All written recommendations with appropriate supporting material

appended thereto and a record of actions taken shall become part of the permanent personnel files in the Office of the Provost/VPAA.

7. Before the recommendation is forwarded to the next level, the faculty member shall be informed in writing of the recommendation at each stage of the evaluation process. The faculty member has the right to withdraw from the evaluation process at any time by informing his or her Chair, Dean, and Provost/VPAA, as appropriate. In cases where the candidate has exercised his or her right to withdraw from the evaluation process, the recommendation shall not be forwarded to the next level and the evaluation process shall cease without prejudice regarding any future request for promotion.
8. An affirmative vote of a majority of the academic unit's eligible voters (as defined in 5.3.3.1.1 of the CBA) shall be required to recommend that promotion be granted. Bargaining Unit Faculty Members eligible to vote have the responsibility to vote in decisions on promotion. An abstention or failure to vote has the same effect as a negative vote. Eligible voters on Faculty Improvement Leaves or other approved leaves of absence have the right to participate and vote in these decisions on promotion; however, if they abstain or fail to vote, such abstention or failure to vote does not have the effect of a negative vote.

Reappointment Policy: TTF

A. Policy Development

Probationary tenure-track faculty members shall be reviewed annually in the form of either an annual performance review (APR) or for reappointment in an enhanced performance review (EPR), in accordance with the academic unit's reappointment policy. The decision to positively/negatively recommend reappointment shall be based primarily on the content of current and previous annual performance reviews (APRs) and/or enhanced performance reviews (EPRs), with emphasis on satisfactory progress toward tenure and/or promotion (if applicable). (6.2.1)

The Department of Public and Allied Health shall have established written policies for reappointment of probationary faculty members regarding: (1) the criteria used for annual performance reviews (APRs) and enhanced performance reviews (EPRs), (2) the process for conducting and completing either of these types of reviews, (3) the schedule or deadlines for completing reviews and, (4) a process outlining the opportunity for Bargaining Unit Faculty Members to submit a rebuttal letter at any stage of the reappointment review. (6.2.2.1)

The responsibility for establishing criteria and procedures for evaluation and for conducting the annual reviews of probationary tenure-track faculty members lies with the tenured and tenure-track Bargaining Unit Faculty Members of the academic unit and the Chair, subject to the endorsement of the Dean. (6.2.2.2)

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

Annual Performance Reviews and Enhanced Performance Reviews for TTF shall typically reflect the three areas of 1) teaching, 2) research/creative activity, and 3) service that are expected of all TTF in the unit. Meeting these standards will be based upon demonstration of accomplishments in these areas as described below. Failure to meet these standards will be based upon demonstration of a lack of meeting expectations in any one of these areas as described below.

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

I. Evaluation of Teaching Effectiveness

Teaching effectiveness by TTF is vital to the development and enhancement of the intellectual quality and academic integrity of the Department, the College and the University. Achievement in this area is of critical importance to the Department's evaluation of TTF members who are under review for merit, reappointment. Domains used in the evaluation of teaching include:

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

a. Undergraduate Teaching

Given the Department's involvement in undergraduate degree programs, it considers high quality undergraduate instruction to be a principal component of a TTF member's record of teaching. When undergraduate research topics and or advising are assigned or approved as part of the faculty's assignment, these will be included by the faculty member as part of the teaching portfolio. In order to meet the minimum standards for reappointment, TTF are expected to amass student ratings of teaching such that, when they are averaged from the preceding year (for APR) or preceding three years (for EPR), are equal to or exceed the middle rating of the scale or instrument being used (e.g. ≥ 2.5 on a 4 point scale instrument, with the exception of the candidate in their first year of teaching, who must receive a minimum of 2.0 on a 4.0 scale). Positive qualitative comments from students are also expected. In addition, the candidate must show evidence of effective teaching through the submission of at least two supportive documents from the optional teaching materials as outlined in Appendix A.

b. Graduate Teaching

Graduate teaching requires membership on the Graduate Faculty. This is determined by meeting the requirements for Graduate Faculty as set forth by the Graduate College and the Department. If assigned by the chair, TTF who have been granted Graduate Faculty status will provide formal graduate instruction through regular courses and seminars.

When graduate research topics and or advising are assigned or approved as part of the faculty's assignment, these will be included by the faculty member as part of the teaching portfolio. In order to meet the minimum standards for reappointment, TTF are expected to amass student ratings of teaching such that, when they are averaged from the preceding year (for APR) or preceding three years (for EPR), are equal to or exceed the middle rating of the scale or instrument being used (e.g. ≥ 2.5 on a 4 point scale instrument, with the exception of the candidate in their first year of teaching, who must receive a minimum of 2.0 on a 4.0 scale). Positive qualitative comments from students are also expected. In addition, the candidate must show evidence of effective teaching through the submission of at least two supportive documents from the optional teaching materials as outlined in Appendix A.

c. Instructional Development

TTF are expected to devote professional development efforts to continuously improve the curriculum as well as their own teaching methods and effectiveness. Performance indicators that are used in the evaluation of instructional development include assessment of representative syllabi (or important elements) from a minimum of three different courses (for APR), or at least one syllabus from each of the preceding three years for EPR. TTF are expected to provide evidence of instructional development using at least one of the examples outlined in Appendix A.

d. Other Contributions to Student Learning

TTF members make other contributions to student learning and development which may be assessed for success in teaching. These contributions fall outside the traditional domains of curriculum and instruction. Performance indicators that are used to evaluate such contributions include: academic advising services provided to students; guidance of students in clinical settings, internships, or co-operative work experiences; participation in University, College, or Department projects to assess the effectiveness of teaching and learning; and other pedagogical activities that contribute to effective teaching. The success in these activities will be evaluated based on the judgment of quality by peer reviewers and is based upon the information submitted by the candidate.

In addition to the foregoing, a TTF candidate may submit and request that the Department consider other evidence of achievement in teaching that is appropriate to his/her specific case. The question to be considered by the Department in its evaluation of teaching is this: Is the TTF member's demonstrated performance in teaching consistent with the standards for reappointment, as described in this document and supportive of the instructional mission of the Department, College, and University?

Failure to meet expectations in teaching will be demonstrated by lack of evidence provided to support teaching effectiveness. In addition, faculty members will be assessed as failing to meet minimum standards if they demonstrate a pattern of unacceptable practices in the classroom (e.g. being consistently late for class; being dismissive of student concerns) or in other areas related to instruction, particularly if those practices continue after meetings with supervisors that document the actions that need to be changed or improved, or are revived after a period of compliance with directions to change.

II. Evaluation of Service Effectiveness

Service contributions by faculty at the Department, College, University, and professional levels are critical to the overall mission of the University. TTF are expected to serve at all levels as assigned by the terms of their appointment. A large amount of service in one area (for example, chair of a committee or other similar effort) will compensate for less or no service in other levels/areas. Faculty shall provide evidence of appropriate service to the College/University, community and/or to the profession.

The Department defines service as internal (e.g. department, collegiate, university), or external (e.g. community or professional service). Service may include involvement in internal affairs and institutional governance; professional expertise shared with the external community; or contributions to a faculty member's profession. In presenting their records of service, TTF members should include documentation which provides evidence of their activities and contributions and which address the performance indicators used for evaluation. Appendix B provides examples of artifacts to be considered in evaluation of service. The standards for internal and external service discussed below are those expected for annual performance review (APR). Standards expected for enhanced performance review (EPR) are proportional for the multi-year EPR.

a. Internal University Service

These activities include participation in department, college, or university committees including governing bodies, councils, special task forces, review teams, and the like. To meet the minimum standards for reappointment, NTTTF are typically expected to participate in a minimum of one internal university activity (e.g. commencement ceremony, preview day, literature in the park, etc.) and one additional internal activity each academic year. Other examples of internal university service that will positively impact peer evaluations of internal service include involvement in student clubs, organizations, and activities promoting faculty-student interaction; participation in University initiatives to create a campus wide learning community; involvement in activities to promote Program offerings and services to prospective students; performance of any assigned administrative service responsibilities including those duties handled by faculty serving as field coordinators and the like.

Performance indicators considered when evaluating the level of performance on internal service may include: records of membership and consistent attendance at committee and organizational meetings; amount of time devoted to activities; significance and scope of activities; degree of active involvement; documentation of significant contributions; leadership positions held; professionalism and dependability in performing assignment; testimonials from colleagues, committee chairs, and others.

b. External Professional/Community Service

TTF members are encouraged to lend their professional expertise to support community organizations, projects, and programs. To meet the minimum standards for reappointment, active participation and regular attendance in at least one external community or professional activities or the equivalent is expected (unless candidate is heavily involved in other areas as described above) To be considered as community service, such external activities must draw upon a TTF member's expertise. All TTF members are encouraged to participate fully in civic and community life as citizens, but they need to recognize that not all such activities will be viewed as directly related to their professional expertise. Performance indicators used to evaluate community service may include: records of relevant activities and professional contributions; degree of active involvement; significance and scope of involvement in each activity; evidence of contributions and achievements; leadership positions held; professionalism and dependability demonstrated in performing activities; community awards and other recognitions; written statements or testimonials.

Professional activities include a TTF member's active involvement with professional organizations connected to his/her discipline at the local, state, national, or international levels. Performance indicators considered when evaluating the level of performance on professional service may include: records of affiliations with appropriate professional associations; records of service to private or extramural funding agencies; leadership positions held in professional associations; time spent on fulfilling professional service obligations; professionalism and dependability demonstrated in performing activities; professional recognitions; organization of professional conferences, symposia, and the like; conference sessions moderated that contribute to the profession. The standards for success on these performance indicators include evidence of contribution to the profession.

In addition to the foregoing, a TTF candidate may submit and request that the Department consider any other evidence of achievement in service that is appropriate to his/her specific case as related to candidate's discipline and work assignment. The question to be considered by the Department in evaluating service is this: Is the TTF member's performance in service consistent with the standards as described in this document and supportive of the instructional mission of the Department, College, and University?

III. Evaluation of Research/Creative Work

Making significant contributions to the knowledge base or the creative practice of one's discipline is a central responsibility of all TTF members. Such contributions are important both in their own right, and because they are an essential qualification for instructing others at a university. Thus, achievement in this area is vital to the Department's evaluation of TTF members who are under review for reappointment, promotion, or tenure. Domains used in the evaluation of research/creative work include: publications/presentations/performances;

sponsored program extramural support; institutional outreach/Scholarship of Engagement. Scholarship that leads to patents, licensing of materials and/or commercialization activities is equally noteworthy and of value in the Department. As a means of facilitating the evaluation, TTF members should maintain a record of their research/creative work which addresses the performance indicators used for evaluation.

a. Publications and Presentations

Publications and presentations are the primary products of any research/creative work and thus central to its evaluation. Publication in peer-reviewed journals or symposium volumes is especially significant. A faculty member must demonstrate the ability to conduct research in order to be tenured and promoted beyond the rank of assistant professor (Appendix B). Applied research (i.e., scholarship of engagement) is of equivalent value provided that it meets the standard of being a scholarly product (i.e., it is published in a peer-reviewed journal). In addition, it must be evident that the outcome contributes significantly to both the discipline(s) or profession(s) and community(s) to which it applies. In addition to research publications in peer-reviewed journals, other publications such as books, monographs, and symposia that advance the knowledge of the discipline or profession are counted. Typically TTF are expected to meet the presumptive average of submitting at least one peer reviewed article (or equivalent) a year. In the absence of peer reviewed annual submissions or publications, to meet minimum standards for reappointment, the candidate must show other equivalent evidence of annual scholarly work. (e.g. submitted abstract for presentation, submitted book chapter or manuscript, submitted grant, etc.). However there is an expectation that research manuscripts in peer-reviewed and other publications noted above will be available in the initial multi-year enhanced performance review with continued evidence of research outcomes across subsequent annual performance review.

b. Sponsored Program Extramural Support for Research or Creative Work

In addition to supporting research, securing extramural support is an important external validation of the quality of research and creative activity (Appendix B). Performance indicators include: number of grant applications submitted; agency reviewers' evaluations of the proposal; significance and scope of the project; research funds awarded; grants approved but not funded, and performance of duties as principal investigator or co-principal investigator for funded projects. No specific quantity of extramural research support is required for reappointment.

In addition to the foregoing, a candidate may submit and request that the Department consider other evidence of achievement in research/creative work that is appropriate to his/her specific case. The question to be considered by the Department in its evaluation of research/creative work is this: Is the faculty member's performance in research/creative work consistent with the standards for contract renewal as described in this document and supportive of the instructional mission of the Department, College, and University?

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

C. Amendment and Retroactive Application

Department faculty may amend the unit's reappointment policy at any time, with the concurrence of the Chair and Dean. However, such changes may not be applied retroactively to probationary tenure-track faculty during their probationary period. (6.2.2.3)

D. Procedure for Annual Performance Review (APR) of TTF (Art. 14, sec. 6.2.3)

1. Annual Performance Reviews (APRs) shall be conducted by the Department Chair, in accordance with this reappointment policy. The review shall evaluate the probationary tenure-track faculty member's progress in teaching, research or creative work, and service. In all cases, student evaluations of teaching shall not be the sole criterion for evaluation of faculty teaching performance.
2. In cases where the TTF has been assigned a faculty mentor as part of the Success Plan, the Chair may consult with that mentor for input to the APR.
3. The review shall be submitted in writing to the Dean and to the Provost/VPAA. Included in the review shall be a statement indicating whether sufficient progress is being made toward tenure and/or promotion.
4. Prior to submitting the unit's written recommendation to the Dean, the Department Chair shall meet with the probationary tenure-track faculty member, provide him/her with a written copy of the recommendation, and discuss the content of the unit's recommendation. In response, the probationary tenure track faculty member may submit a rebuttal letter within 2 business days (see Appendix D for guidelines).

E. Procedure for Enhanced Performance Review (EPR) of TTF (Art. 14, sec. 6.2.4)

1. Probationary tenure-track faculty members shall be given an enhanced performance review at the mid-point of their probationary period. The mid-probationary enhanced performance review shall normally occur during the third year of a probationary appointment. However, in cases where a faculty member has received prior service credit (see Art. 14, section 2.2.1.6 of the CBA), the review shall occur at a time agreed upon by the appointee and the Provost/VPAA.

2. Mid-probationary enhanced performance reviews shall be conducted by the tenured Bargaining Unit Faculty Members of the Department. The review shall evaluate the probationary tenure-track faculty member's progress in teaching, research or creative work, service, and librarian effectiveness (where applicable). In all cases, student evaluations of teaching shall not constitute the sole criterion for evaluation of faculty teaching performance. The Department faculty's recommendation shall be submitted in writing to the Department Chair.
3. The Department Chair shall submit the recommendation of the unit faculty to the Dean accompanied by a written statement agreeing or disagreeing with that recommendation. If the Chair disagrees with the unit faculty's recommendation, he/she should state the reasons for disagreement in writing.
4. Prior to submitting the Department's recommendation to the Dean, the Department Chair shall meet with the probationary tenure-track faculty member, provide him/her with copies of the written recommendation from the Department faculty and the recommendation from the Chair, and discuss the content of the recommendations. In response, the probationary tenure-track faculty member may submit a rebuttal letter within 2 business days (see Appendix D for guidelines).
5. The Dean of the College shall make his/her own recommendation after reviewing the written recommendations of the Department faculty, Chair, and the recommendation of the college-level review committee. The Dean shall then forward his/her recommendation, along with the written recommendations of the Department faculty, the Chair, and the college-level review committee, to the Provost/VPAA. Prior to the Dean's submission of materials to the Provost, the probationary tenure-track faculty member may submit a rebuttal letter within 2 business days (see Appendix D for guidelines).
6. The Provost/VPAA shall have the responsibility for recommending reappointment or non-renewal to the President. All written recommendations with appropriate supporting material appended thereto and a record of actions taken shall become part of the permanent personnel files in the Office of the Provost/VPAA.
7. If, after considering the progress recommendations from the Department faculty, the Chair, the college-level review committee, and the Dean, the Provost/VPAA determines that a probationary tenure-track faculty member is not making reasonable progress toward tenure, the University shall give written notice of its intention to non-renew the employment of the affected probationary tenure-track Bargaining Unit Faculty Member, and a copy of the notification is sent to the BGSU-FA.
8. A probationary tenure-track Bargaining Unit Faculty Member who fails to obtain a recommendation for reappointment at the end of the mid-probationary review shall receive a

one (1) year terminal appointment at the end of which time, the Bargaining Unit Faculty Member shall be terminated from employment at BGSU.

Tenure and Promotion Policy: TTF

A. Standards for Tenure (Art. 14, sec. 6.3)

1. The probationary tenure-track faculty candidate for tenure who has adhered to professional standards of ethics, the Ohio Code of Ethics Law, and appropriate professional codes of ethics, shall be granted or denied tenure solely on the basis of the following criteria: attainment of the terminal degree or its professional equivalent, teaching effectiveness, scholarly or creative work, and service to the University community or profession. (6.3.1)
2. More precise statements of criteria for teaching effectiveness, scholarly or creative activity, and service used for the granting or denial of tenure may be specified by the tenured Bargaining Unit Faculty Members in the Department. All such statements must be approved by the Dean and by the Provost/VPAA. (6.3.2)

The Department has established the following guidelines for assessing whether to recommend tenure. TTF members who have been assigned administrative responsibilities and/or other responsibilities as defined and agreed upon by the department chair and with the Dean's concurrence at the time of assignment will also have those aspects of their performance evaluated with respect to fulfilling those responsibilities.

Criteria for Tenure

A. Evaluation of Teaching Effectiveness

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

a. Undergraduate Teaching

Given the Department's involvement in undergraduate degree programs, it considers high quality undergraduate instruction to be a principal component of a TTF member's record of teaching. When undergraduate research topics and or advising are assigned or approved as part

of the faculty's assignment, these will be included by the faculty member as part of the teaching portfolio. To meet the minimum standard for tenure the candidate is expected to amass student ratings of teaching such that, when they are averaged for the preceding six years, are equal to or exceed a 2.5 score on a 4 point scale instrument. Positive qualitative comments from students are also expected. In addition to the six required documents outlined in the teaching portfolio, the candidate must submit at least three supportive documents from the optional teaching materials, showing evidence of effective teaching for the preceding six years as outlined in Appendix A.

b. Graduate Teaching

Graduate teaching requires membership on the Graduate Faculty. This is determined by meeting the requirements for Graduate Faculty as set forth by the Graduate College and the Department. If assigned by the chair, TTF who have been granted Graduate Faculty status will provide formal graduate instruction through regular courses and seminars.

When graduate research topics and or advising are assigned or approved as part of the faculty's assignment, these will be included by the faculty member as part of the teaching portfolio. To meet the minimum standard for tenure the candidate is expected to amass student ratings of teaching such that, when they are averaged for the preceding six years, are equal to or exceed a 2.5 score on a 4 point scale instrument. Positive qualitative comments from students are also expected. In addition to the six required documents outlined in the teaching portfolio, the candidate must submit at least three supportive documents from the optional teaching materials showing evidence of effective teaching for the preceding six years as outlined in Appendix A.

c. Instructional Development

TTF are expected to devote professional development efforts to continuously improve the curriculum as well as their own teaching methods and effectiveness. Performance indicators that are used in the evaluation of instructional development include assessment of representative syllabi (or important elements) from at least one syllabus from each of the preceding three years for EPR. TTF are expected to provide evidence of instructional development using at least one of the examples outlined in Appendix A.

d. Other Contributions to Student Learning

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

activities that contribute to effective teaching. The success in these activities will be evaluated based on the judgment of quality by peer reviewers and is based upon the information submitted by the candidate.

In addition to the foregoing, a TTF candidate may submit and request that the Department consider other evidence of achievement in teaching that is appropriate to his/her specific case. The question to be considered by the Department in its evaluation of teaching is this: Is the TTF member's demonstrated performance in teaching consistent with the standards for reappointment, as described in this document and supportive of the instructional mission of the Department, College, and University?

Failure to meet expectations in teaching will be demonstrated by lack of evidence provided to support teaching effectiveness. In addition, faculty members will be assessed as failing to meet minimum standards if they demonstrate a pattern of unacceptable practices in the classroom (e.g. being consistently late for class; being dismissive of student concerns) or in other areas related to instruction, particularly if those practices continue after meetings with supervisors that document the actions that need to be changed or improved, or are revived after a period of compliance with directions to change.

II. Evaluation of Service Effectiveness

Service contributions by faculty at the Department, College, University, and professional levels are critical to the overall mission of the University. TTF are expected to serve at all levels as assigned by the terms of their appointment. A large amount of service in one area (for example, chair of a committee or other similar effort) will compensate for less or no service in other levels/areas. Faculty shall provide evidence of appropriate service to the University, community and/or to the profession.

The Department defines service as internal (e.g. department, collegiate, university), or external (e.g. community or professional service). Service may include involvement in internal affairs and institutional governance; professional expertise shared with the external community; or contributions to a faculty member's profession. In presenting their records of service, TTF members should include documentation which provides evidence of their activities and contributions and which address the performance indicators used for evaluation. Appendix B provides examples of artifacts to be considered in evaluation of service.

a. Internal University Service

These activities include participation in department, college, or university committees including governing bodies, councils, special task forces, review teams, and the like. Active participation in a minimum of one annual internal university activity (e.g. commencement ceremony,

preview day, literature in the park, etc.) and one additional internal activity is expected each academic year. Other examples of internal university service that will positively impact peer evaluations of internal service might include involvement in student clubs, organizations, and activities promoting faculty-student interaction; participation in University initiatives to create a campus wide learning community; involvement in activities to promote Program offerings and services to prospective students; performance of any assigned administrative service responsibilities including those duties handled by faculty serving as field coordinators and the like. To meet the minimum standard for tenure the candidate is expected to have participated in at least six internal service activities in the preceding six years, in addition to regular attendance at internal university events (e.g. commencement ceremonies, preview days, etc.) each academic year.

Performance indicators considered when evaluating the level of performance on internal service may include: records of membership and regular attendance at committee and organizational meetings; amount of time devoted to activities; significance and scope of activities; degree of active involvement; documentation of significant contributions; leadership positions held; professionalism and dependability in performing assignment; testimonials from colleagues, committee chairs, and others. Performance indicators used to evaluate administrative service include: significance and scope of assignment; amount of time devoted to assignment; documentation of specific contributions and accomplishments; evaluations by constituents, publics served, and others.

b. External Professional/Community Service

TTF members are encouraged to lend their professional expertise to support community organizations, projects, and programs. To be considered as community service, such external activities must draw upon a TTF member's expertise and must be recognized by the Department, College, or University as qualifying. All TTF members are encouraged to participate fully in civic and community life as citizens, but they need to recognize that not all such activities will be viewed as directly related to their professional expertise. Performance indicators used to evaluate community service may include: records of relevant activities and professional contributions; degree of active involvement; significance and scope of involvement in each activity; evidence of contributions and achievements; leadership positions held; professionalism and dependability demonstrated in performing activities; community awards and other recognitions; written statements or testimonials.

Professional activities include a TTF member's active involvement with professional organizations connected to his/her discipline at the local, state, national, or international levels. Performance indicators considered when evaluating the level of performance on professional service may include: records of affiliations with appropriate professional associations; records of service to private or extramural funding agencies; leadership positions held in professional associations; time spent on fulfilling professional service obligations; professionalism and

dependability demonstrated in performing activities; professional recognitions; organization of professional conferences, symposia, and the like; conference sessions moderated that contribute to the profession. The minimum standards for these performance indicators include evidence of regular attendance and contribution to the community or professional work. The minimum requirement for a candidate to be eligible for tenure is participation in at least six external community or professional service activities in the preceding six years.

In addition to the foregoing, a TTF candidate may submit and request that the Department consider any other evidence of achievement in service that is appropriate to his/her specific case as related to candidate's discipline and work assignment. The question to be considered by the Department in evaluating service is this: Is the TTF member's performance in service consistent with the standards as described in this document and supportive of the instructional mission of the Department, College, and University?

III. Evaluation of Research/Creative Work

Making significant contributions to the knowledge base or the creative practice of one's discipline is a central responsibility of all TTF members. Such contributions are important both in their own right, and because they are an essential qualification for instructing others at a university. Thus, achievement in this area is vital to the Department's evaluation of TTF members who are under review for reappointment, promotion, or tenure. Domains used in the evaluation of research/creative work include: publications/presentations; sponsored program extramural support; institutional outreach/Scholarship of Engagement. Scholarship that leads to patents, licensing of materials and/or commercialization activities is equally noteworthy and of value in the Department. As a means of facilitating the evaluation, TTF members should maintain a record of their research/creative work which addresses the performance indicators used for evaluation.

a. Publications and Presentations

Publications and presentations performances are the primary products of any research/creative work and thus central to its evaluation. Publication in peer-reviewed journals or symposium volumes is especially significant. Applied research (i.e., scholarship of engagement) is of equivalent value provided that it meets the standard of being a scholarly product (i.e., it is published in a peer-reviewed journal). In addition, it must be evident that the outcome contributes significantly to both the discipline(s) or profession(s) and community(s) to which it applies. In addition to research publications in peer-reviewed journals, other publications such as books, monographs, and symposia that advance the knowledge of the discipline or profession are counted. In order to meet the minimum standard for tenure candidates are expected to (1) have a minimum of four publications in peer reviewed journals (or the equivalent) from the preceding six years, (2) submitted a minimum of one external grant applications or equivalent (e.g. contracts) and, (3) facilitated a minimum of six peer reviewed presentations at

professional conferences or equivalent; (e.g. Additional publications and fewer presentations may be acceptable). 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; other evidence, such as editor's awards.

In addition to the foregoing, a candidate may submit and request that the Department consider other evidence of achievement in research/creative work that is appropriate to his/her specific case. The question to be considered by the Department in its evaluation of research/creative work is this: Is the faculty member's performance in research/creative work consistent with the standards for contract renewal as described in this document and supportive of the instructional mission of the Department, College, and University?

b. Reputation within the Discipline

One indicator of the quality of a TTF member's research/ creative work is his/her reputation within the discipline. In the case of tenure, this quality may be demonstrated by the evidence of reputation gathered by the Department from authoritative reviewers external to the University. Guidelines for selection of External Reviewers appear in Appendix G. Positive tenure consideration would be reflected in generally consistent assessments by all reviewers.

B. Standards for Promotion (Art. 14, sec. 6.4)

1. Promotion in rank for tenure-track and tenured faculty members is based upon performance. Any faculty member may perform satisfactorily at a given academic rank without necessarily warranting promotion to a higher one. It also is recognized that a period of time will elapse after a promotion, during which time further promotion is not normally to be expected. A faculty member may request a promotion review in accordance with established deadlines set by the Provost/VPAA's office. In addition, faculty members whose performance merits consideration for promotion may be invited by the Chair to submit credentials for promotion review. (6.4.1)
2. The criteria for the ranks of assistant professor, associate professor, and professor are set forth in Article 14, Section 3. More precise statements of what is expected for promotion under teaching effectiveness, scholarly or creative activity, and service may be specified by the tenured Bargaining Unit Faculty Members in the Department. All such statements must be approved by the Dean and by the Provost/VPAA.

3. Criteria for Promotion from Assistant Professor to Associate Professor

Refer to above section for specific criteria. The criteria for tenure are stated in section above.

Consistent with the discipline, a Bargaining Unit Faculty Member with the rank of Associate Professor:

3.1 Shall hold the appropriate doctoral degree or terminal degree pertaining to the faculty member's discipline (see 3.1.1.1) from an accredited college or university;

3.2 Shall demonstrate ability as an effective teacher;

3.3 Shall have demonstrated ability to do scholarly or creative work as indicated by publications, significant research, or presentation of refereed papers at regional or national meetings, or their equivalent in the creative or performing arts;

3.4 If currently employed at BGSU, shall give evidence of active involvement in service to the University community and/or profession. If initially hired at this rank, shall give evidence of potential contributions to the University community and/or profession; and (when concurrent with an application for tenure) meet the Criteria used for Annual Performance Reviews and Enhanced Performance Reviews of TTF (see Reappointment Policy: TTF, B, above).

4. Criteria for Promotion from Associate to Full Professor

Consistent with the discipline, a Bargaining Unit Faculty Member with the rank of Professor:

4.1 Shall hold the appropriate doctoral degree or its equivalent (see 3.1.1.1) from an accredited college or university;

4.2 Shall have an established reputation as an effective teacher;

4.3 Shall have an established reputation within the discipline or profession as evidenced by a record of productive scholarship, significant research, or the equivalent in the creative or performing arts;

4.4 If currently employed at BGSU, shall give evidence of significant service to the University community and/or profession. If initially hired at this rank, shall give evidence of potential contributions to the University community and/or profession.

A. Evaluation of Teaching Effectiveness

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

a. Undergraduate Teaching

Given the Department's involvement in undergraduate degree programs, it considers high quality undergraduate instruction to be a principal component of a TTF member's record of teaching. When undergraduate research topics and or advising are assigned or approved as part of the faculty's assignment, these will be included by the faculty member as part of the teaching portfolio. To meet the minimum standard for promotion from Associate Professor to Full Professor the candidate is expected to amass student ratings of teaching such that, when they are averaged for the preceding six years, are equal to or exceed a 3.0 score on a 4 point scale instrument. Positive qualitative comments from students are also expected. In addition to the six required documents outlined in the teaching portfolio guidelines, the candidate must submit at least four supportive documents from the optional teaching materials showing evidence of effective teaching for the preceding six years as outlined in Appendix A.

b. Graduate Teaching

Graduate teaching requires membership on the Graduate Faculty. This is determined by meeting the requirements for Graduate Faculty as set forth by the Graduate College and the Department. If assigned by the chair, TTF who have been granted Graduate Faculty status will provide formal graduate instruction through regular courses and seminars.

When graduate research topics and or advising are assigned or approved as part of the faculty's assignment, these will be included by the faculty member as part of the teaching portfolio. To meet the minimum standard for promotion from Assistant to Associate Professor the candidate is expected to amass student ratings of teaching such that, when they are averaged for the preceding six years, are equal to or exceed a 3.0 score on a 4 point scale instrument. Positive qualitative comments from students are also expected. In addition to the six required documents outlined in the teaching portfolio guidelines, the candidate must submit at least four supportive

documents from the optional teaching materials showing evidence of effective teaching for the preceding six years as outlined in Appendix A.

c. Instructional Development

TTF are expected to devote professional development efforts to continuously improve the curriculum as well as their own teaching methods and effectiveness. Performance indicators that are used in the evaluation of instructional development include assessment of representative syllabi (or important elements) from at least one syllabus from each of the preceding three years for EPR. TTF are expected to provide evidence of instructional development using at least one of the examples outlined in Appendix A.

d. Other Contributions to Student Learning

TTF members make other contributions to student learning and development which may be assessed for success in teaching. These contributions fall outside the traditional domains of curriculum and instruction. Performance indicators that are used to evaluate such contributions include: academic advising services provided to students; guidance of students in clinical settings, internships, or co-operative work experiences; participation in University, College, or Department projects to assess the effectiveness of teaching and learning; and other pedagogical activities that contribute to effective teaching. The success in these activities will be evaluated based on the judgment of quality by peer reviewers and based upon the information submitted by the candidate.

In addition to the foregoing, a TTF candidate may submit and request that the Department consider other evidence of achievement in teaching that is appropriate to his/her specific case. The question to be considered by the Department in its evaluation of teaching is this: Is the TTF member's demonstrated performance in teaching consistent with the standards for reappointment, as described in this document and supportive of the instructional mission of the Department, College, and University?

Failure to meet expectations in teaching will be demonstrated by lack of evidence provided to support teaching effectiveness. In addition, faculty members will be assessed as failing to meet minimum standards if they demonstrate a pattern of unacceptable practices in the classroom (e.g. being consistently late for class; being dismissive of student concerns) or in other areas related to instruction, particularly if those practices continue after meetings with supervisors that document the actions that need to be changed or improved, or are revived after a period of compliance with directions to change.

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These activities include participation in department, college, or university committees including governing bodies, councils, special task forces, review teams, and the like. Active participation in a minimum of one annual internal university activity (e.g. commencement ceremony, preview days, literature in the park, etc.) and one additional internal activity is expected each academic year. Other examples of internal university service that will positively impact peer evaluations of internal service include involvement in student clubs, organizations, and activities promoting faculty-student interaction; participation in University initiatives to create a campus wide learning community; involvement in activities to promote Program offerings and services to prospective students; performance of any assigned administrative service responsibilities including those duties handled by faculty serving as field coordinators and the like. To meet the minimum standard for promotion from Associate to Full Professor participation in at least six internal service activities in the preceding six years, in addition to commencement and preview day participation, is expected. Full professors should also be able to delineate how they are serving as a "leader" within their service obligations at department/college or university levels. (e.g. Chair of committees, etc.)

Performance indicators considered when evaluating the level of performance on internal service may include: records of membership and consistent attendance at committee and organizational meetings; amount of time devoted to activities; significance and scope of activities; degree of active involvement; documentation of significant contributions; leadership positions held; professionalism and dependability in performing assignment; testimonials from colleagues, committee chairs, and others. Performance indicators used to evaluate administrative service include: significance and scope of assignment; amount of time devoted

to assignment; documentation of specific contributions and accomplishments; evaluations by constituents, publics served, and others.

b. External Professional/Community Service

TTF members are encouraged to lend their professional expertise to support community organizations, projects, and programs. To be considered as community service, such external activities must draw upon a TTF member's expertise and must be recognized by the Department, College, or University as qualifying. All TTF members are encouraged to participate fully in civic and community life as citizens, but they need to recognize that not all such activities will be viewed as directly related to their professional expertise. Performance indicators used to evaluate community service may include: records of relevant activities and professional contributions; degree of active involvement; significance and scope of involvement in each activity; evidence of contributions and achievements; leadership positions held; professionalism and dependability demonstrated in performing activities; community awards and other recognitions; written statements or testimonials.

Professional activities include a TTF member's active involvement with professional organizations connected to his/her discipline at the local, state, national, or international levels. Performance indicators considered when evaluating the level of performance on evaluate professional service may include: records of affiliations with appropriate professional associations; records of service to private or extramural funding agencies; leadership positions held in professional associations; time spent on fulfilling professional service obligations; professionalism and dependability demonstrated in performing activities; professional recognitions; organization of professional conferences, symposia, and the like; conference sessions moderated that contribute to the profession. The minimum standards for these performance indicators include evidence of regular attendance and contribution to the community or professional work. To meet the minimum standard for promotion from Associate to Full Professor the faculty member is expected to participate in at least six external community or professional service activities (or their equivalent) since their last promotion. National service or professional leadership is preferred. Full professors should also be able to delineate how they are serving as a "leader" within their service obligations at professional/community levels. (e.g. Chair of committees, etc.)

In addition to the foregoing, a TTF candidate may submit and request that the Department consider any other evidence of achievement in service that is appropriate to his/her specific case as related to candidate's discipline and work assignment. The question to be considered by the Department in evaluating service is this: Is the TTF member's performance in service consistent with the standards as described in this document and supportive of the instructional mission of the Department, College, and University?

III. Evaluation of Research/Creative Work

Making significant contributions to the knowledge base or the creative practice of one's discipline is a central responsibility of all TTF members. Such contributions are important both in their own right, and because they are an essential qualification for instructing others at a university. Thus, achievement in this area is vital to the Department's evaluation of TTF members who are under review for reappointment, promotion, or tenure. Domains used in the evaluation of research/creative work include: publications/presentations; sponsored program extramural support; institutional outreach/Scholarship of Engagement. Scholarship that leads to patents, licensing of materials and/or commercialization activities is equally noteworthy and of value in the Department. As a means of facilitating the evaluation, TTF members should maintain a record of their research/creative work which addresses the performance indicators used for evaluation.

a. Publications and Presentations

Publications and presentations performances are the primary products of any research/creative work and thus central to its evaluation. Publication in peer-reviewed journals or symposium volumes is especially significant. Applied research (i.e., scholarship of engagement) is of equivalent value provided that it meets the standard of being a scholarly product (i.e., it is published in a peer-reviewed journal). In addition, it must be evident that the outcome contributes significantly to both the discipline(s) or profession(s) and community(s) to which it applies. In addition to research publications in peer-reviewed journals, other publications such as books, monographs, and symposia that advance the knowledge of the discipline or profession are counted. In order to meet the minimum standard for promotion from Associate to Full Professor candidates are expected to (1) have a minimum of eight publications in peer reviewed journals since their last promotion, (2) submitted a minimum of two external grant applications or equivalent (e.g. contracts) since their last promotion, and, (3) facilitated a minimum of six peer reviewed presentations at professional conferences or equivalent (e.g. Additional publications or equivalent may be used in place of peer reviewed presentations) since their last promotion.

In addition to the foregoing, a candidate may submit and request that the Department consider other evidence of achievement in research/creative work that is appropriate to his/her specific case. The question to be considered by the Department in its evaluation of research/creative work is this: Is the faculty member's performance in research/creative work consistent with the standards for contract renewal as described in this document and supportive of the instructional mission of the Department, College, and University?

b. Reputation within the Discipline

One indicator of the quality of a TTF member's research/ creative work is his/her reputation within the discipline. In the case of promotion, this quality may be demonstrated by the evidence of reputation gathered by the Department from authoritative reviewers external to the University. Guidelines for selection of External Reviewers appear in Appendix G. Positive promotion consideration would be reflected in generally consistent assessment by all reviewers.

C. Policy Development

The Department of Public and Allied Health shall have written policies for tenure and promotion for TTF members, regarding: (1) the criteria used for tenure and promotion, (2) the process for conducting and completing tenure and promotion reviews, (3) the schedule or deadlines for completing tenure and promotion reviews, and (4) a process outlining the opportunity for Bargaining Unit Faculty Members to submit a rebuttal letter at any stage of the tenure and promotion process. In all cases, student evaluations of teaching shall not constitute the sole criterion for evaluation of faculty teaching performance. (6.5.1)

D. Process for Creation and Submission of Tenure and Promotion Materials

The TTF requesting tenure and/or promotion are required to notify the Department by July 1 of their intent to submit materials in support of their application. The due date for the promotional materials will be determined according to the timelines required by the Office of the Provost and will be transmitted to the TTF member in sufficient time to complete the materials. TTF are required to submit materials that appear on the list found in Appendix F. Guidelines for the Teaching Portfolio appear in Appendix A. The materials must also contain copies of the Annual Update of Faculty Record (see Appendix C), for the current and prior two (2) years. Guidelines for selection of External Reviewers appear in Appendix G.

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

E. Process for Making Tenure and Promotion Recommendations (Section 6.5)

1. Initial responsibility for applying the established criteria and making recommendations regarding tenure and promotion rests with the academic unit's eligible voters, who shall make a written recommendation to the Chair.

2. The Chair shall submit the recommendation of the tenured Bargaining Unit Faculty Members of the academic unit and his or her written statement agreeing or disagreeing with that recommendation to the Dean. If the recommendation of the Chair differs from that of the academic unit's tenured Bargaining Unit Faculty Members, this recommendation of the Chair shall state the reasons for the difference. The

faculty member being reviewed shall have an opportunity to see the recommendations before they are forwarded to the Dean. In response, the faculty member being reviewed may submit a rebuttal letter within 2 business days.

3. The Dean of the college shall make his/her own recommendation after reviewing the written recommendations of the academic unit, the Chair, and the recommendation from the college-level review committee. The Dean will then forward his/her recommendation, along with the written recommendations of the academic unit, the Chair, and the college-level review committee, to the Provost/VPAA. The faculty member being reviewed shall have an opportunity to see the recommendations before they are forwarded to the Provost/VPAA. Prior to the Dean's submission of materials to the Provost, the faculty member being reviewed may submit a rebuttal letter within 2 business days.

4. The Provost/VPAA shall have the responsibility for recommending approval or disapproval to the President and the Board of Trustees. All written recommendations with appropriate supporting material appended thereto and a record of actions taken shall become part of the permanent personnel files in the Office of the Provost/VPAA.

5. Before the recommendation is forwarded to the next level, the TTF member shall be informed in writing of the recommendation at each stage of the evaluation process. Except for the tenure and promotion to associate professor evaluation occurring during the last year of the probationary appointment, the candidate has the right to withdraw from the evaluation process at any time by informing his or her Chair, Dean and Provost/VPAA, as appropriate. In cases where the candidate has the right to withdraw from the evaluation process, the recommendation shall not be forwarded to the next level and the evaluation process shall cease without prejudice regarding any future request for tenure and/or promotion.

F. Evaluation for Tenure and Promotion to Associate Professor (Art. 14, section 6.6)

1. Evaluation for Tenure and Promotion to Associate Professor shall be in accordance with the process set forth in Section D above.
2. Probationary tenure-track and tenured faculty members shall be advised of the time when decisions affecting tenure and promotion are ordinarily made and shall be given the opportunity to submit material that they believe to be pertinent to a decision.
3. Probationary tenure-track faculty members may seek tenure at any time during the period of probationary service, and denial of an early request for tenure shall have no effect on subsequent applications for tenure within the probationary period.

4. A probationary tenure-track faculty member in the last year of probationary appointment, or who presents him/herself for tenure and promotion at an earlier date, shall be evaluated by the eligible voters of the academic unit (Section 6.6.5), and there shall be a single vote of recommendation for or against tenure and promotion to associate professor shall be made.
5. The academic unit's eligible voters shall consist of those Bargaining Unit Faculty Members who are tenured and are at or above the rank of associate professor. In academic units with fewer than three eligible voters, the Dean of the college shall appoint tenured BGSU Bargaining Unit Faculty Members from related disciplines outside the unit with the consent of the unit's tenured faculty and the Chair. Appointments shall be made so as to maintain integrity of the discipline.
6. An affirmative vote of at least two-thirds of all eligible voters shall be required to recommend that tenure and promotion to Associate Professor be granted. Promotion to the rank of associate professor during the probationary period requires a two-thirds affirmative vote of all eligible voters in the academic unit because such action constitutes immediate tenure. Tenured Bargaining Unit Faculty Members at or above the rank of associate professor have the responsibility to vote in decisions on tenure and promotion to associate professor. An abstention or failure to vote has the same effect as a negative vote. Eligible voters on Faculty Improvement Leaves or other approved leaves of absence have the right to participate and vote in these decisions on tenure and promotion to associate professor; however, if they abstain or fail to vote, such abstention or failure to vote does not have the effect of a negative vote.
7. In cases where the Bargaining Unit Faculty Member is a tenured assistant professor, the faculty member will apply for promotion to the rank of associate professor independently of an application for tenure. In such cases, an affirmative vote of a majority of all eligible voters shall be required to recommend that promotion be granted. An abstention or failure to vote has the same effect as a negative vote. Eligible voters on Faculty Improvement Leaves or other approved leaves of absence have the right to participate and vote in these decisions on promotion; however, if they abstain or fail to vote, such abstention or failure to vote does not have the effect of a negative vote.
8. In cases where the Bargaining Unit Faculty Member begins employment at BGSU as an associate professor without tenure, the faculty member may apply for tenure independently of an application for promotion. In such cases, an affirmative vote of at least two-thirds of all eligible voters shall be required to recommend that tenure be granted. An abstention or failure to vote has the same effect as a negative vote. Eligible voters on Faculty Improvement Leaves or other approved leaves of absence have the right to participate and vote in these decisions on tenure; however, if they abstain or fail to vote, such abstention or failure to vote does not have the effect of a negative vote.

G. Evaluation for Promotion to Professor (Art. 14, section 6.7)

1. Evaluation for Promotion to Professor shall be in accordance with the process set forth in Section D above.
2. A tenure-track or tenured Bargaining Unit Faculty Member who presents him/herself for promotion shall be evaluated by the eligible voters of the Department.
3. The academic unit's eligible voters for candidates applying for promotion to professor shall consist of tenured Bargaining Unit Faculty Members who are at the rank of professor. In academic units with fewer than three eligible voters, the Dean shall appoint tenured BGSU Bargaining Unit Faculty Members holding the rank of professor from related disciplines outside the unit with the consent of the unit's tenured faculty and the Chair. Appointments shall be made so as to maintain integrity of the discipline.
4. An affirmative vote of a majority of eligible voters shall be required to recommend that promotion be granted. Tenured Bargaining Unit Faculty Members at the rank of professor have the responsibility to vote in decisions on promotion to professor. An abstention or failure to vote has the same effect as a negative vote. Eligible voters on Faculty Improvement Leaves or other approved leaves of absence have the right to participate and vote in these decisions on promotion; however, if they abstain or fail to vote, such abstention or failure to vote does not have the effect of a negative vote.

Approved by the Department of Public and Allied Health on [April 26, 2016]

Chair M. Ahmed Chandley Date 4/26/16

Reviewed by the Dean Mani Huf Date 4/26/2016

concur do not concur for the following reason(s):

Reviewed by the SVPAA/Provost [Signature] Date 5/1/2016

concur do not concur for the following reason(s):

Appendix A

Guidelines for Teaching Portfolio Department of Public and Allied Health

Candidates should update this teaching portfolio yearly and submit it with the Faculty Record and Performance Evaluation due to the Department Chair in January of each year. Please note the REQUIRED materials that must be included and follow the order in which they are presented. Page limitations listed are recommendations only.

Required Materials (from past year for APR and three years for EPR)

1. Table of Contents. (1 page)
2. Statement of teaching philosophy to include: effective teaching strategies and approaches to meeting student learning needs; comment on your teaching strengths; comments on how you have adjusted your teaching to address concerns and issues in evaluations, if appropriate; description of any curricular improvements implemented; description of the appropriateness of course materials; and, similar items (1-3 pages)
3. Courses Taught. (1-3 pages)
 - a. List and description of courses taught
 - b. Number of times a course was taught
 - c. Class enrollment in each class
 - d. Quantitative scores from teaching evaluation from all courses
 - e. All student qualitative comments from
4. Representative syllabi from at least three courses or elements from syllabi from courses taught.
5. A copy of teaching evaluation instrument. (1 page)
6. Evidence of Instructional Development (e.g. the development of new courses or the improvement of existing courses; efforts undertaken to enhance teaching skills and/or to implement innovative teaching methods and/or instructional technology and resources to promote active student learning.) (1-2 pages)

Additional Required Materials (Candidate to choose from items listed below)

1. Representative assignments from courses illustrating teaching effectiveness (exams, writing assignments, quizzes, etc.). (3-4 pages)
2. Unsolicited letters from students.(3 pages)
3. Statements from peers, clinical preceptors or senior faculty, who can attest to the faculty teaching effectiveness. (3 pages)

4. Other forms of evaluation of teaching effectiveness, (e.g., midterm teaching evaluations with statements on how the candidate used the feedback to enhance their teaching.) (2 pages)
5. Student advising evaluations. (2 pages)
6. Evidence of candidate's work on curriculum development, (e.g., development of new courses). (2 pages)
7. Description of candidate's effective supervision of master's project, thesis, dissertations. (1 page)
8. List of teaching awards (1 page)
9. Evidence of applying innovative teaching techniques (1 page)
10. Peer review of teaching. (2 pages)

Appendix B

Performance Areas Considered

Teaching (see Appendix A)

Service

All faculty members are expected to contribute to the governance of the Department of Public and Allied Health, the College and the University. Service to the respective professions within the Department is expected to occur through participation in national, regional, state and local organizations is also another avenue for providing service.

A. "Internal Service activities" include, but not limited to:

1. Program coordinator, graduate coordinator
1. Chair of an internal committee
2. Member on departmental, college or university committees (such as faculty search, curriculum, promotion and tenure, merit review committee, graduate studies, and other committees)
3. Interdisciplinary service activities such provision of consultation with other departments and interdisciplinary programs

B. "External Service Activities" include: but are not limited to

1. Assisting in the production of national, regional and state conferences/workshops
2. Participation in the governance of national, regional and state professional organizations
3. Service as chair or other officer of a state and national professional organization, or committee for such organizations
4. Editing and reviewing scholarly journals or books
5. Consumer education (i.e. lectures, interviews, answering inquiries, conducting evaluations)
6. Service to community organizations dealing with substantive concerns in the faculty member's expertise

Research- TTF (NTTF if identified in work load)

The Department expects faculty members to be productively engaged in a variety of scholarly activities. In general, the domain of "research and scholarship" includes designing and implementing research and disseminating research findings. Examples of research and other creative endeavors include presentations, research articles, tutorial articles, books, book chapters, monographs, video tapes/other media, software programs, book reviews, professional resources/materials, other products and innovations, and editorial responsibilities. Research and scholarship which has direct impact on the policies, procedures or activities of public health or health related agencies and/or the populations they serve (i.e., Scholarship of Engagement) is

particularly appropriate for the disciplines which make up the Department of Public and Allied Health (research in this area must go beyond a simple service component to an agency and be assessed as “scholarship” by acceptable indicators). While progress toward completion of an endeavor is important, closure of an activity (e.g. publication, submission/award of a grant, presentation of research, etc.) is expected.

A. Designing and implementing research and other creative works:

1. Funding: Actively pursues support from private, local, state, federal, and university sources. Funding proposals include the preparation, submission and approval of the requests. Examples: research projects, training grants, equipment grants, external contracts.
2. Development/preparation of research and other creative works: Research may be implemented in a variety of settings, some of which may require preparation and assistance to agencies and programs. Faculty may need to act as non-paid consultants and/or supervise project assistants. Such activity is a critical part of many projects. Such activities represent a critical link between the research and services activities conducted in the program.
3. Development and maintenance of a research laboratory.
4. Collaborations with other faculty and staff from campus, as well as with academics and practitioners outside BGSU. Such collaboration may appear as co-authored publications/presentations, co-investigators on a funded project, or assisting colleagues with projects.

B. Dissemination of research and other creative works:

1. Submission and/or Publication of peer reviewed research articles
2. Presentation at professional meetings
3. Invited presentations
4. Service as an editor, editorial board member, or reviewer

C. Scholarship of Engagement activities may include but are not limited to:

1. Production of research reports for agencies (funded or not funded)
2. Completion of evaluations of programs
3. Development of policies and procedures at the request of agencies
4. Research undertaken in collaboration with an agency which subsequently results in a product that falls under B (above)

Appendix C

**Annual Update of Faculty Record
Department of Public and Allied Health**

Name _____ Department/Program _____

% of Allocation of Effort: _____ Teaching _____ Research _____ Service

Honors, Awards, Professional Activities (#1 will be included in the "Annual Report")

1. List all honors, awards or other forms of commendation received in the calendar year of 20XX only. Include some descriptions of the nature of the award and selection process, if appropriate. Distinguish between commendations from BGSU and from those external agencies, organization, groups, etc. Please type appropriate information for the "Annual Report."

BGSU Honors and Awards

<u>Name of Award</u>	<u>Date Conferred</u>	<u>Conferring Group</u>
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External Honors and Awards

<u>Name of Award</u>	<u>Date Conferred</u>	<u>Conferring Group</u>
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Research/Scholarly Activity (#'s 2, 3, & 4 will be included in the "Annual Report")

2. List all scholarly publications during the calendar year 20XX only. For each journal article, list order of author(s), title of manuscript, title of journal, volume #, page numbers, month, and year. For other types of publications, please list the relevant documentation. Please type appropriate information for the "Annual Report." Example: Doe, J. & Smith, A.B. "Older Adult Survivors." Journal of Adults. Vol. 3, pp. 26-30, July 20XX. Please mark any publications that reflect or represent "Scholarship of Engagement" with an asterisk (*) at the beginning of the citation.

<u>Author(s)</u>	<u>Title</u>	<u>Publication</u>	<u>Vol.</u>	<u>Pg.#(s)</u>	<u>Month/Year</u>
	<u>Refereed (Y/N)</u>				

3. List all presentations to professional/scholarly societies during calendar year 20XX only. For each presentation, list order of presenter(s), date of presentation, title of presentation, name of meeting, location of meeting. Please type appropriate information for the “Annual Report.” Example: Doe, J., June 20XX, “Needs Assessment,” Gerontological Society of America, San Francisco, CA. Please mark any presentations that reflect or represent “Scholarship of Engagement” with an asterisk (*) at the beginning of the citation.

4. List all grants, contracts, and other projects of funded support received during the calendar year 20XX only. External support refers to support from outside BGSU. BGSU support refers to speed, travel, research, etc. Please type appropriate information for the “Annual Report.” Please mark any grant projects that reflect or represent “Scholarship of Engagement” with an asterisk (*) at the beginning of the citation.

External Grants and Contracts Awarded

<u>Investigator(s)</u>	<u>Funding Agency</u>	<u>Project Title</u>	<u>Award Period</u>	<u>\$</u>
<u>Awarded</u>				

BGSU Grants and Contracts Awarded

<u>Investigator(s)</u>	<u>Funding Agency</u>	<u>Project Title</u>	<u>Award Period</u>	<u>\$</u>
<u>Awarded</u>				

5. List professional leadership roles assumed in professional organizations during the calendar year 20XX only. These entries should be limited to offices held, committees chaired, special appointments, etc. List committee membership (non-chair) in item 7. Please type appropriate information for the “Annual Report.”

<u>Organization</u>	<u>Position</u>	<u>Date Appointed/Elected</u>	<u>Term</u>
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6. Describe instructional responsibilities for Spring, Summer, and Fall 20XX. Include laboratories, independent studies, etc. Use an asterisk to designate all courses taught the first time. Attach summaries of student evaluations, if required by the department/program.

<u>Course</u> <u># of</u> <u>Number</u> <u>Students</u>	<u>Course</u> <u>Title</u>	<u>Credit</u> <u>Hours</u>	<u>Class</u> <u>Hrs/Wk</u>
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7. Describe participation on graduate student committees during the 20XX calendar year only including committee level (master's, doctorate), name and home department of student, title of thesis or dissertation, your role on the committee (chair, member).

8. Describe any other instructional activities.

9. List all scholarly work in progress or submitted. Include publications under review/in press. Also include submitted grant proposals and their status (ex: unfunded, rejected, action not yet taken).

10. List professional meetings attended during the 20XX calendar year only. Include workshops and other forms of professional development. It is not necessary to re-list those meetings from section 3 at which papers were presented.

Meeting

Location

Date(s)

11. List professional service activities in the 20XX calendar year only. Include active memberships, committee activities, etc. Limit this section to external organizations. List service activities at BGSU in item 12.

Organization

Status (member, committee member, etc.)

12. List department/program, college or university service activities during the 20XX calendar year only. If appropriate, describe the nature of your involvement (chair, coordinator, etc.)

Activity
applicable)

Level (dept., coll., univ.)

Term (if

13. List community service activities during the 20XX calendar year only, that were professionally related. Describe the nature of your involvement, if appropriate (chair, coordinator, etc.)

14. List any other contributions and accomplishments that have not been included in any of the previously mentioned categories, instructional, scholarly, or service.

Submit Electronically to the Department Chair no later than January 15, 20XX .

Appendix D

Rebuttal Letter Guidelines

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

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

Appendix E

Credential Files for EPR and NTTF Promotion

- **Application Cover Sheet for Enhanced Performance Review**
- **Academic Unit's EPR Policy**
- **Evaluation and Recommendation Letter from the Dean**
(faculty rebuttal letter, if provided)
- **Evaluation Report from the College Committee**
(faculty rebuttal letter, if provided)
- **Evaluation Letter from the Chair (faculty rebuttal letter, if provided)**
- **Evaluation Report from the Academic Unit Faculty (and faculty rebuttal letter, if provided)**
- **Reappointment Review Evaluation Letters and Reports from all levels**
- **Academic Unit Annual Reviews**
- **Curriculum Vitae of the Candidate**
- **Copies of the prior three (3) year Annual Updates of Faculty Record**
- **Teaching Portfolio or Philosophy and Accomplishments**
 - **Narrative statement describing candidate philosophy and evidence of accomplishments**
 - **At least three indicators of teaching effectiveness, one of which is student evaluations**
- **Research/Creative Work Portfolio of Philosophy and Accomplishments- if the NTTF faculty has research responsibilities**
 - **Narrative statement describing candidate philosophy and evidence of accomplishments**
 - **Samples of publications or scholarly/creative work**
- **Service Portfolio of Philosophy and Accomplishments**
 - **Narrative statement describing candidate philosophy and evidence of accomplishments**
 - **Relevant supporting materials**

Appendix F

Contents for Promotion & Tenure Credential Files (as applicable by the eRTP electronic workflow process)

- Application Cover Sheet for Promotion & Tenure Review
- Academic Unit's Promotion & Tenure Policy
- Evaluation and Recommendation Letter from the Dean
(and faculty rebuttal letter, if provided)
- Evaluation Report from the College Committee
(faculty rebuttal letter, if provided)
- Evaluation Letter from the Chair or Director
(faculty rebuttal letter, if provided)
- Evaluation Report from the Academic Unit Faculty
(faculty rebuttal letter, if provided)
- EPR Letters and Reports from all levels
(for probationary faculty only)
- Academic Unit Annual Reviews
- Curriculum Vitae of the Candidate
- Copies of the prior three (3) year Annual Updates of Faculty Record
- Teaching Portfolio or Philosophy and Accomplishments
 - Narrative statement describing candidate philosophy and evidence of accomplishments
 - At least three indicators of teaching effectiveness, one of which is student evaluations
- Research/Creative Work Portfolio of Philosophy and Accomplishments
 - Narrative statement describing candidate philosophy and evidence of accomplishments
 - External reviews
 - External reviewers' letters of evaluation
 - Reviewers' CVs, if available
 - Explanation of selection process
 - Letters sent to reviewers soliciting evaluations
 - At least 3 samples of publications or scholarly/creative work
- Service Portfolio of Philosophy and Accomplishments
 - Narrative statement describing candidate philosophy and evidence of accomplishments
 - Relevant supporting materials

Appendix G

External Review Guidelines Department of Public and Allied Health

The Department of Public and Allied Health requires that external reviews of scholarship be conducted whenever an individual is being considered for promotion and/or tenure. The primary purpose for external reviewers is to evaluate a candidate's scholarly work. The process of obtaining external evaluations should begin the April prior to the fall semester that the credentials are due. The following criteria are to be followed in soliciting those reviews;

1. A minimum of three (3) external reviewers are to be included in applications for promotion and/or tenure.
2. The individuals selected to provide reviews cannot include any of the following:
 - A coauthor
 - A former graduate faculty member or mentor
 - A current or former co-worker
3. External reviewers should include individuals with the following qualifications:
 - A tenured faculty member at his or her home institution
 - Hold at least the rank above that of the person seeking promotion
 - Have expertise in the candidate's substantive area
4. The choice of external reviewers is to be determined in consultation with the candidate. Both the candidate and the Department Chair will compile lists of at least three (3) potential external reviewers. The candidate and the Chair have the right to veto any member suggested on either list. If either list contains less than three (3) names after this process, new names can be added to either list, providing both sides agree. The final lists do not have to contain different sets of potential reviewers. The Department Chair must then solicit letters from at least three (3) individuals from the lists, with at least one (1) name coming from each list.
5. The Department Chair will contact potential reviewers to request participation in the assessment of the candidate's credentials. The conversation should follow a standard format to model neutrality. Follow up the contact with a confirmation letter clarifying the intent of the assessment.

6. Write a standard letter to the prospective reviewers asking for their assistance in measuring the candidate's abilities and professional impact. The letter should clarify that the intent of the review is to obtain an objective, in-depth assessment of the candidate's scholarship. It should also include a statement about the Department's faculty assignment policy.
7. Explain to the reviewer that the substance of the review should be in accord with the Department's criteria for promotion and tenure and the applicable guidelines from the university. The review should focus on:
 - a. quality and quantity of the scholarly work and relative importance of each in the reviewer's assessment;
 - b. comparison of accomplishments in relation to those of other scholars in the discipline;
 - c. impact of the work on the discipline;
 - d. candid, objective evaluation of the candidate's scholarly strengths and weaknesses;
 - e. an explanation of how the reviewer knows the candidate, if applicable, without making personal assessments, either positive or negative.
8. Inform the reviewers that they should NOT include a recommendation on the tenurability of the candidate.
9. Request that reviewers submit a copy of their vita to assist the tenured faculty in understanding their academic expertise and background.
10. Include a statement regarding Ohio's Public Records Act in the letters to potential reviewers. The Office of General Counsel suggests: "Letters of evaluation are not confidential and may be disclosed under the Ohio Public Records Act."
11. The materials sent to reviewers will include a letter from the Department Chair with a statement of candidate's workload, the candidate's vita, and three publications selected by the candidate.
12. Request return of the written evaluation letters by August 1st. Call the reviewers during the third week of July to remind them, if necessary, to send their reviews. If a reviewer cannot send a review, then contact other suggested reviewers from the earlier prepared list to ensure that three external letters of review will be included in the candidate's file.
13. Remind candidates to exclude themselves completely from the external review process outside of providing names of potential reviewers and providing materials for inclusion in the review packet.

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