

## Reappointment, Tenure, and Promotion Policy

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

#### Academic Unit: School of the Built Environment

The School of the Built Environment is composed of the two departments: Department of Architecture and Environmental Design and the Department of Construction Management. This policy aims at balancing the identity and independence of each department and the School of the Built Environment. Therefore, this policy applies to faculty members of both departments; however, the faculty of each department will be evaluated based on the characteristics and values of their discipline to the extent possible.

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

Non-Tenure Track Faculty (NTTF) in the School of the Built Environment are reviewed based on Annual Performance Reviews (APR) or Enhanced Performance Reviews (EPR). The APR assesses performance for annual reappointments. The EPR assesses a pattern of performance over a three-year period. NTTF's APR and EPR assess teaching effectiveness and service activities that are expected of all NTTF in the unit. Contributions in areas other than the assigned workload are not required, but can be included if the candidate feels that they better define his or her total contributions in teaching and service.

#### Teaching Effectiveness

All of the following evidence of effective teaching are required for APRs except for the enhanced course activities that are additional requirement for EPRs:

Course Standard (Syllabus)	<ol style="list-style-type: none"> <li>1) A clear statement of course student learning outcomes/student performance criteria as stated in the ACCE/NAAB conditions</li> <li>2) A schedule and methods of assessment</li> <li>3) Indicators of support for student success (e.g. office hours, identification of support services such as the Learning Commons)</li> <li>4) Pedagogical efforts that engage students in the learning process</li> </ol>
Course Management	<ol style="list-style-type: none"> <li>1) Faculty contact information</li> <li>2) Holding regular office hours (minimum two hours per week overall)</li> <li>3) Providing course syllabus and information regularly</li> <li>4) Communicating with students regularly about course changes, class cancellations, change of location, etc.</li> </ol>
Course Evaluations	<ol style="list-style-type: none"> <li>1) Obtaining student quantitative evaluations of 3.0 (Acceptable) or higher on a 5-point scale based on combined average of all courses during the evaluation period.</li> <li>2) Obtaining acceptable student qualitative evaluations of written comments across all courses during the evaluation period without major negative issues that could indicate the instructor is not meeting minimal standards in the classroom.</li> </ol>
Course Observations	Generally positive peer evaluations from reviewing faculty of equal or higher rank in the School. Peer quantitative evaluations of 3.0 or higher on a 5-point scale based on combined average of all courses during the evaluation period is typically considered positive.

Enhanced Course Activities that demonstrate successful engagement across the three-year period at least in 3 out of 6 areas	<ol style="list-style-type: none"> <li>1) Teaching awards and distinctions</li> <li>2) Letters of reference to assist student job placement, graduate applications or entry application for an award</li> <li>3) Continuing refinement of course syllabi</li> <li>4) Development of new course(s)</li> <li>5) Documented innovations in teaching</li> <li>6) Professional development related to teaching</li> </ol>
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#### Service Activities

All of the following evidence of effective service are required annually both for APRs and EPRs:

Institutional	<ol style="list-style-type: none"> <li>1) Records of service on Department, School, College, or University committees</li> <li>2) Support and coordination responsibilities for Department and School activities</li> <li>3) Departmental and School recruitment and retention efforts</li> </ol>
Community	Record of involvement in ARCH/CM and SBE outreach
Professional	Record of involvement in professional organizations and/or societies

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

##### Annual Performance Reviews (APRs)

The process for Annual Performance Reviews (APR) follows the procedures stated in Part I of this document. The faculty member submits a dossier incorporating the Annual Professional Vita of Faculty (A-PVF), and supporting documents for review by the School NTTF APR Committee.

##### Enhanced Performance Reviews (EPRs)

The candidate should approach the Director for the deadlines and should be aware of the School's RTP policy well before the review process begins. The faculty member documents the accomplishments for the review period by means of the Enhanced Professional Vita of Faculty (E-PVF). The faculty member submits a dossier incorporating the E-PVF that consists of the following items:

- a. BGSU formatted curriculum vitae
- b. Past APR evaluations
- c. Teaching portfolio with a narrative statement
- d. Student evaluations
- e. Peer teaching observations and evaluations
- f. Syllabi
- g. Other artifacts demonstrating teaching effectiveness
- h. Service portfolio containing a service narrative and supporting documentation of service effectiveness.

##### Unit Faculty Involvement in the NTTF APR Process

The dossier is reviewed by the School NTTF APR Committee which consists of at least three members of higher rank than the rank of the faculty applicant; one of those committee members should be a NTTF for a NTTF applicant. The Committee's comments will be compiled by the Committee Chair of the NTTF APR Committee and submitted to the Director. The Director prepares a written recommendation to the Dean, meets with the NTTF member, provides the member with a copy of the written recommendation, and discusses the content of the recommendation.

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

#### Criteria for Promotion from Instructor to Lecturer

For promotion from Instructor to Lecturer, the NTTF candidate generally should be in at least the sixth year of full-time employment as an Instructor. Only those who have earned both excellent student evaluations and consistently good peer evaluations in courses pertinent to the instructor's teaching assignment; and who have regularly, promptly, and cooperatively fulfilled their various responsibilities to the School, its Programs, its students, including all NAAB and/or ACCE accreditation efforts are eligible for promotion to lecturer.

Consistent with the candidate's discipline, architecture or construction management, a faculty member seeking the rank of Lecturer:

1. Shall have at least one of the following credentials in the respective discipline at the time of application:
  - Master of Construction Management or equivalent degree from an accredited program at an accredited University.
  - An earned doctorate in Construction Management or equivalent degree from an accredited University.
  - Master of Architecture or equivalent degree from an accredited program at an accredited University.
  - An earned doctorate in Architecture or equivalent degree from an accredited University.
2. Shall have a minimum of six years' experience as an Instructor in the School (or) equivalent college teaching experience at an accredited University. Or have at least two years of college teaching at an accredited University complemented by professional experience measured at two years per one year of college teaching, adding up to a six-year equivalence of Instructor experience.
3. Shall provide annual evidence of effective teaching through:
  - a. Acceptable student evaluations: combined average of all courses during the evaluation period of 3.30 or higher on a 5-point scale.
  - b. Peer teaching observations that fall within an acceptable range (preponderance of positive comments and the absence of significant concern). Peer quantitative evaluations of 3.0 or higher on a 5-point scale based on combined average of all courses during the evaluation period is typically considered positive.
  - c. Successful recruitment efforts and demonstration of enrollment and retention of talented students where applicable.
  - d. Instructional development through continued refinement of course syllabi and improvement of instruction.
  - e. Demonstrated record of professional development activities.
4. Shall demonstrate experience as an effective teacher if primary responsibility is in architectural design studio and must also have at least one of the following supporting areas of expertise:
  - a. History and theory
  - b. Cultural studies/humanities
  - c. Social sciences
  - d. Building sciences and technology
  - e. Architectural design
  - f. Community engagement
  - g. Allied design fields
5. Shall provide evidence of annual service activities through:

- a. Evidence of membership and active involvement in Department, School, College, or University committees or other University service projects.
- b. Demonstrated active participation in professional service activities.
- c. Departmental and School recruitment activities.
- d. Departmental and School outreach activities.

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

For promotion from Lecturer to Senior Lecturer, the NTTF candidate generally should be in at least the sixth year of full-time employment as a Lecturer. Only those who have earned both generally high student evaluations and consistently outstanding peer evaluations in courses pertinent to the candidate's teaching assignment; and who have regularly, promptly, and cooperatively fulfilled their various responsibilities to the School, its Programs, its students, including all NAAB and/or ACCE accreditation efforts are eligible for promotion to senior lecturer.

Consistent with the candidate's discipline, architecture or construction management, a faculty member with the rank of Senior Lecturer:

1. Shall have at least one of the following credentials in the respective discipline at the time of application:
  - Master of Construction Management or equivalent degree from an accredited program at an accredited University.
  - An earned doctorate in Construction Management or equivalent degree from an accredited University.
  - Master of Architecture or equivalent degree from an accredited program at an accredited University.
  - An earned doctorate in Architecture or equivalent degree from an accredited University.
2. Shall have a minimum of six years' experience as a Lecturer in the School or equivalent college teaching experience at an accredited University. Or have at least two years of college teaching at an accredited University complemented by professional experience measured at two years per one year of college teaching, adding up to a six-year equivalence of a Lecturer experience.
3. Shall provide evidence of effective teaching through:
  - a. Acceptable student evaluations: combined average of all courses during the evaluation period of 3.60 or higher on a 5-point scale.
  - b. Peer teaching observations that fall within an acceptable range (preponderance of positive comments and the absence of significant concern). Peer quantitative evaluations of 3.0 or higher on a 5-point scale based on combined average of all courses during the evaluation period is typically considered positive.
  - c. Successful recruitment efforts and demonstration of enrollment and retention of talented students where applicable.
  - d. Instructional development through continued refinement of course syllabi and improvement of instruction.
  - e. Demonstrated record of professional development activities.
4. Shall demonstrate experience as an effective teacher if primary responsibility is in architectural design studio and must also have at least one of the following supporting areas of expertise:
  - a. History and theory
  - b. Cultural studies/humanities
  - c. Social sciences
  - d. Building sciences and technology
  - e. Architectural design

- f. Community engagement
  - g. Allied design fields
5. Shall provide evidence of annual service activities, at least some of which involves a leadership role:
    - a. Evidence of membership and active involvement on Department, School, College, or University committees or other University service projects.
    - b. Demonstrated active participation in professional service activities.
    - c. Departmental and School recruitment activity.
    - d. Departmental and School outreach activities.
  6. Faculty members applying for promotion to Senior Lecturer are encouraged to include additional evidence of other professional activity that enhances their teaching or service performance.

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

The School of the Built Environment follows the procedures stated in Part I of this document. The faculty member submits a dossier incorporating the Promotional Professional Vita of Faculty (PVF), and supporting documents for review by the School NTTF Promotion Review Committee. The committee consist of faculty members who are above the rank of the faculty member being reviewed.

The dossier consists of the following items:

- a. BGSU formatted curriculum vitae
- b. Promotional Professional Vita of Faculty and supporting materials
- c. Past APR and EPR evaluations
- d. Teaching portfolio with a narrative statement
- e. Student evaluations
- f. Peer teaching observations and evaluations
- g. Syllabi
- h. Other artifacts demonstrating teaching effectiveness
- i. Service portfolio containing a service narrative and supporting documentation of service effectiveness

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

The review of the probationary tenure-track faculty members is based upon three areas of performance: teaching, research/scholarly activity, and service. In order to acknowledge the disciplines of CM/ARCH, the unit criteria take into account the variety of teaching methods used, the depth of scholarship, the amount of scholarly work produced, the quality of the research, and time devoted to service. For the TTF APRs and EPRs, the School applies the following criteria for teaching effectiveness, research/scholarly work, and service activities.

#### Standard for Annual Performance Reviews (APR) and Enhanced Performance Reviews (EPR) for TTFs

##### Teaching Effectiveness

All of the following evidence of effective teaching are required for APRs except for the enhanced course activities that are additional requirement for EPRs:

Course Standard (Syllabus)	<ol style="list-style-type: none"> <li>1) A clear statement of course student learning outcomes/student performance criteria as stated in the ACCE/NAAB conditions</li> <li>2) A schedule and methods of assessment</li> <li>3) Indicators of support for student success</li> </ol>
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	(e.g. office hours, identification of support services such as the Learning Commons) 4) Pedagogical efforts that engage students in the learning process
Course Management	1) Faculty contact information 2) Holding regular office hours (minimum two hours per week overall) 3) Providing of course syllabus and information regularly 4) Communicating with students regularly about course changes, class cancellations, change of location, etc.
Course Evaluations	1) Obtaining student quantitative evaluations of 3.0 or higher on a 5-point scale based on combined average of all courses during the evaluation period. 2) Obtaining acceptable student qualitative evaluations of written comments across all courses during the evaluation period without major negative issues that could indicate the instructor is not meeting minimal standards in the classroom.
Course Observations	Generally positive peer evaluations from reviewing faculty of equal or higher rank in the School. Peer quantitative evaluations of 3.0 or higher on a 5-point scale based on combined average of all courses during the evaluation period is typically considered positive.
Enhanced Course Activities demonstrate successful engagement across the three-year period at least in 4 out of 8 areas	1) Involvement in graduate instruction 2) Teaching awards and distinctions 3) Letters of reference to assist student job placement, graduate applications or entry application for an award 4) Continuing refinement of course syllabi 5) Development of new course(s) 6) Demonstrated innovations in teaching 7) Record of directed undergraduate and graduate research 8) Professional development related to teaching

#### Research/Scholarly Work

Evidence of work towards a balanced portfolio within the context of the academy and profession of CM/ARCH is required to build an emerging reputation in the field. Measuring against the School's four categories of performance (leading, major, standard, and modest), successful candidates for the EPR will generally have two leading, one major, and one standard pieces of evidence or the equivalent.

Leading	1) Publications in peer-reviewed journals or symposium volumes 2) Publication of books and monographs 3) Research grants awarded as principal investigator
Major	1) Peer-reviewed papers in published conference proceedings 2) Co-Investigator on funded research grant 3) Development and review of recognized policy and practice guidelines in the profession or the academy. 4) Exhibited or published architectural design work in peer-reviewed form.
Standard	1) Non-refereed professional journal articles. 2) Non-refereed professional papers in published conference proceedings. 3) Reviews of individual papers for journals and conferences (at least four for the period under consideration).

	<p>4) Rigorous attempts at obtaining grants (at least two in the review period).</p> <p>5) Architectural projects recognized by professional organization.</p>
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### Service Activities

All of the following evidence of effective services are required annually both for APRs and EPRs:

Institutional	<p>1) Continuous records of service on Department, School, College, or University committees.</p> <p>2) Support and coordination responsibilities for Department and School activities.</p> <p>3) Departmental and School recruitment and retention efforts.</p>
Community	<p>1) Record of involvement in ARCH/CM and SBE outreach.</p> <p>2) Organization of community events.</p>
Professional	<p>1) Record of involvement in professional organizations and/or societies.</p> <p>2) Attendance at professional meetings and conferences.</p>

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

The School of the Built Environment follows the procedures stated in Part I of this document. The School of the Built Environment TTF Review Committee uses both the Annual Professional Vita of Faculty (A-PVF) and the Enhanced Professional Vita of Faculty (E-PVF) for their evaluation. The School TTF Review Committee consist of faculty members who are above the rank of the faculty member being reviewed.

#### Annual Performance Reviews (APRs)

The Director facilitates the probationary faculty to be aware of the upcoming deadlines for submitting APRs and makes a reference to the School RTP policy. The faculty documents the accomplishments during the review period by means of the Annual Professional Vita of Faculty(A-PVF). The faculty member submits a dossier incorporating the A-PVF and curriculum vitae (CV).

#### Enhanced Performance Reviews (EPRs)

The candidate should approach the Director for the deadlines and should be aware of the RTP policy well before the review process begins. The faculty member documents the accomplishments for the review period by means of the Enhanced Professional Vita of Faculty (E-PVF). The faculty member submits a dossier incorporating the E-PVF that consists of the following items:

- a. BGSU formatted curriculum vitae
- b. Past APR evaluations
- c. Teaching portfolio with a narrative statement
- d. Student evaluations
- e. Peer teaching observations and evaluations
- f. Syllabi
- g. Other artifacts demonstrating teaching effectiveness
- h. Research/Scholarly Work portfolio containing a research/scholarly work narrative and supporting documentation of research/scholarly work effectiveness
- i. Service portfolio containing a service narrative and supporting documentation of service effectiveness

### Unit Faculty Involvement in the TTF APR Process



Tenured faculty members in the School have a major role in reviewing TTF APR submissions. The tenured members participate fully in the process of reviewing and providing feedback to the Director about whether the candidate is making satisfactory progress towards tenure. The candidate's dossier is reviewed by the tenured voting faculty from both departments. Voting faculty comments are shared with the Director, who composes a written recommendation to the Dean.

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

Tenure and promotion to Associate Professor is premised on effective teaching, research productivity and scholarly activity, and meaningful service in the context of the professional programs of CM/ARCH in the School. Successful candidates will have established themselves as effective educators and able researchers or creators and who have regularly, promptly, and cooperatively fulfilled their various responsibilities to the School, its Programs, its students, including all NAAB and/or ACCE accreditation efforts.

Consistent with the candidate's discipline, architecture or construction management, a faculty member seeking the rank of Associate Professor:

- A. Shall have at least one of the following credentials in the respective discipline at the time of application:
  - Master of Construction Management or equivalent degree from an accredited program at an accredited University plus hold professional licensure (PE) issued by National Society of Professional Engineers (NSPE).
  - An earned doctorate in Construction Management or equivalent degree from an accredited University.
  - Master of Architecture or equivalent degree from an accredited program at an accredited University plus hold professional registration in architecture issued by National Council of Architectural Registration Boards (NCARB).
  - An earned doctorate in Architecture or equivalent degree from an accredited University.
- B. Shall provide evidence of effective teaching as documented in the APR's and EPR's:
  - i. Student evaluations that fall solidly within the acceptable range - combined average of all courses during the evaluation period is typically 3.30 or higher on a 5-point scale
  - ii. Peer teaching observations that fall within an acceptable range (preponderance of positive comments and the absence of significant concern). Peer quantitative evaluations of 3.0 or higher on a 5-point scale based on combined average of all courses during the evaluation period is typically considered positive.
  - iii. Successful recruitment efforts and demonstration of enrollment and retention of talented students where applicable.
  - iv. Record and documentation of student achievements.
  - v. Instructional development through continued attention to refinement of course syllabi and improvement of instruction.
  - vi. Demonstrated record of professional development activities.
  - vii. Supervision of both undergraduate and graduate student research.
  - viii. Chairing a master thesis/project committee.
  - ix. Serving as a member of a master level thesis/project or Ph.D. dissertation committee.
- C. Shall demonstrate experience as an effective teacher if primary responsibility is in architectural design studio and must also have at least one of the following supporting areas of expertise:
  - i. History and theory
  - ii. Cultural studies/humanities



- iii. Social sciences
  - iv. Building sciences and technology
  - v. Architectural design
  - vi. Community engagement
  - vii. Allied design fields
- D. Shall have demonstrated the ability to do scholarly work through research and scholarly activities at a minimum production of: four (4) leading works, three (3) major works, and three (3) standard works. The following guidelines govern the promotion review process.
- The review will use the three classes of significance for the research and scholarly activities within the context of the academy and profession of ARCH/CM: a) leading, b) major, and c) standard.
  - The three classes of significance are broadly based on the contemplated rigor of the work vetting process, the standing of the venue of dissemination, and the anticipated impact.
  - The role of the faculty in completing collaborative works with others factors in the evaluation process.
  - A work item can be fulfilled by another work item of higher class, but not with a work item of lower class.
  - The information contained in the table below constitute the default framework for matching work items with classes of significance. However, work items presented by the faculty will go through further School vetting to assure their merits before the determination of a final significance class.
  - Any work item submitted by the faculty that is not plainly listed in the table may be considered at the discretion of the tenured voting faculty from both departments and the School Director.

(1)	Publications	
	Books authored	leading
	Books edited	leading
	Peer-reviewed journal articles	leading
	Chapter in books	leading
	Peer-reviewed papers in published conference proceedings	major
	Monograph	major
	Non-peer-reviewed professional journal articles	standard
	Non-refereed papers in published conference proceedings	standard
	Book reviews	standard
	Bulletins or reports (written reports to clients, published planning reports, etc.)	standard
	Conference papers presented without a published counterpart, including posters	standard
(2)	Grants received for research	
	\$20,000 or more (cumulative grants from internal and external sources)	leading
	\$10,000 – \$19,999 (cumulative grants from internal and external sources)	major

	\$9,999 or less (cumulative grants from internal and external sources)	standard
(3)	Recognitions and outstanding achievements	
	Awards of the Fulbright Specialist Program caliber	leading
	Recognition as Fellow in Professional Organizations	leading
	Receipt of Competitive Fellowships	leading
	Awards received for distinguished research/scholarly accomplishments in field, including book awards	leading
	Citations in publications by others (at least three for the period under consideration)	major
	Awards of the Fulbright U.S. Scholar Program caliber	major
	Awards from professional societies (for service & support)	standard
(4)	Editorship or editorial board membership	
	A journal editor	leading
	Editorial board member	major
	Reviews of individual books, manuals and reports	major
	Reviews of individual papers for journals and conferences (at least three for the period under consideration).	standard
(5)	Invited lectures & participation	
	Invited lectures external (at least three for the period under consideration).	major
	Invited lectures internal (at least three for the period under consideration).	standard
(6)	Creative contributions through publication, awards, exhibits, testimonies, etc.)	
	Design projects performed as individual architect equivalent to architectural projects recognized nationally or internationally	leading
	Site-specific design projects equivalent to architectural projects recognized regionally or at State level	major
	Development and review of policy and practice guidelines	major
	Speculative work of unbuilt projects	major
	Exhibited or published architectural design work	major
	Architectural projects recognized locally	standard
	Expert Testimony in court	standard
	Consultations and outside contracts	standard

E. Shall provide evidence of annual service activities:

- i. Evidence of continuous membership and active involvement on Department, School, College, or University committees or other University service projects.
- ii. Demonstrated active participation in professional service activities.

- iii. Demonstrated leadership in representation of the Department and/or School.
- iv. Departmental and School recruitment activities.
- v. Departmental and School outreach activities.
- vi. Organization of community events.
- vii. Attendance at professional meetings and conferences.

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

Promotion to Professor is premised on an established reputation in teaching, research, and scholarly activity, and meaningful service in the context of the professional programs of CM/ARCH in the School. Successful candidates will have established themselves as distinguished educators and reputed researchers who have regularly, promptly, and cooperatively fulfilled their various responsibilities to the School, its Programs, its students, including all NAAB and/or ACCE accreditation efforts.

Consistent with the candidate's discipline, architecture or construction management, a faculty member seeking the rank of Professor:

- A. Shall have at least one of the following credentials in the respective discipline at the time of application:
  - Master of Construction Management or equivalent degree from an accredited program at an accredited University plus hold professional licensure (PE) issued by National Society of Professional Engineers (NSPE).
  - An earned doctorate in Construction Management or equivalent degree from an accredited University.
  - Master of Architecture or equivalent degree from an accredited program at an accredited University plus hold professional registration in architecture issued by National Council of Architectural Registration Boards (NCARB).
  - An earned doctorate in Architecture or equivalent degree from an accredited University.
- B. Shall provide evidence of effective teaching:
  - i. Acceptable student evaluations - combined average of all courses during the evaluation period is typically 3.60 or higher on a 5-point scale.
  - ii. Acceptable peer teaching observations (preponderance of positive comments and the absence of significant concern). Peer quantitative evaluations of 3.0 or higher on a 5-point scale based on combined average of all courses during the evaluation period is typically considered positive.
  - iii. Successful recruitment efforts and demonstration of enrollment and retention of talented students where applicable.
  - iv. Sustained evidence of teaching leadership through mentoring of junior faculty; curriculum development; or other activities.
  - v. Sustained instructional development through continued attention to refinement of course syllabi and improvement of instruction.
  - vi. Demonstrated record of professional development activities.
  - vii. Supervision of both undergraduate and graduate student research.
  - viii. Chairing and serving as a member on thesis/major project committees.
  - ix. Chairing and serving as a member on PhD committees.
- C. Shall demonstrate experience as an effective teacher if primary responsibility is in architectural design studio and must also have at least one of the following supporting areas of expertise:
  - i. History and theory
  - ii. Cultural studies/humanities
  - iii. Social sciences

- iv. Building sciences and technology
  - v. Architectural design
  - vi. Community engagement
  - vii. Allied design fields
- D. Shall have demonstrated the ability to do scholarly work as demonstrated research and scholarly activities that is recognized at minimum production of five (5) leading works, four (4) major works, and four (4) standard works, since tenure and promotion to Associate Professor. The following guidelines govern the promotion review process.
- i. The review will use the three classes of significance for the research and scholarly activities within the context of the academy and profession of CM/ARCH: a) leading, b) major, and c) standard.
  - ii. The three classes of significance are broadly based on the contemplated rigor of the work vetting process, the standing of the venue of dissemination, and the anticipated impact.
  - iii. The role of the faculty in completing collaborative works with others factors in the evaluation process.
  - iv. A work item can be fulfilled by another work item of higher class, but not with a work item of lower class.
  - v. The information contained in the table below constitute the default framework for matching work items with classes of significance. However, work items presented by the faculty will go through further School vetting to assure their merits before the determination of a final significance class.
  - vi. Any work item submitted by the faculty that is not plainly listed in the table may be considered at the discretion of the tenured voting faculty from both departments and the School Director.

(1)	Publications	
	Books authored	leading
	Books edited	leading
	Peer-reviewed journal articles	leading
	Chapter in books	leading
	Peer-reviewed papers in published conference proceedings	major
	Monograph	major
	Non-peer-reviewed professional journal articles	standard
	Non-refereed papers in published conference proceedings	standard
	Book reviews	standard
	Bulletins or reports (written reports to clients, published planning reports, etc.)	standard
	Conference papers presented without a published counterpart, including posters	standard
(2)	Grants received for research	
	\$20,000 or more (cumulative grants from internal and external sources)	leading
	\$10,000 – \$19,999 (cumulative grants from internal and external sources)	major

	\$9,999 or less (cumulative grants from internal and external sources)	standard
(3)	Recognitions and outstanding achievements	
	Awards of the Fulbright Specialist Program caliber	leading
	Recognition as Fellow in Professional Organizations	leading
	Receipt of Competitive Fellowships	leading
	Awards received for distinguished research/scholarly accomplishments in field, including book awards	leading
	Citations in publications by others (at least three for the period under consideration)	major
	Awards of the Fulbright U.S. Scholar Program caliber	major
	Awards from professional societies (for service & support)	standard
(4)	Editorship or editorial board membership	
	A journal editor	leading
	Editorial board member	major
	Reviews of individual books, manuals and reports	major
	Reviews of individual papers for journals and conferences (at least three for the period under consideration)	standard
(5)	Invited lectures & participation	
	Invited lectures external (at least three for the period under consideration).	major
	Invited lectures internal (at least three for the period under consideration).	standard
(6)	Creative contributions through publication, awards, exhibits, testimonies, etc.)	
	Design projects performed as individual architect equivalent to architectural projects recognized nationally or internationally	leading
	Site-specific design projects equivalent to architectural projects recognized regionally or at State level	major
	Development and review of policy and practice guidelines	major
	Speculative work of unbuilt projects	major
	Exhibited or published architectural design work	major
	Architectural projects recognized locally	standard
	Expert Testimony in court	standard
	Consultations and outside contracts	standard

- E. Shall provide evidence of annual service activities:
- i. Sustained and distinguished record of membership and active involvement on Department, School, College, or University committees or other University service projects.
  - ii. Demonstrated active participation in professional service activities.

- iii. Demonstrated leadership in representation of the Department and/or School.
- iv. Departmental and School recruitment activity.
- v. Departmental and School outreach activities.
- vi. Organization of community events.
- vii. Attendance at professional meetings and conferences.

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

The granting of tenure and promotion to Associate Professor or promotion to Professor represents a prediction about the future contributions of a candidate and a commitment on the part of the Department, School and the University to their constituents for continued academic excellence. A compelling body of evidence for excellence in teaching, research and scholarly activity, and service presented in a coherent format is, therefore, indispensable. The School expects this evidence to be documented and submitted in a portfolio format. Candidates should submit a dossier incorporating a Tenure and Promotion Professional Vita of Faculty (TPVF); curriculum vitae; a portfolio (consisting of teaching, research and scholarly work, and service components); and at least three external review letters to be reviewed by the School Tenure and Promotion Review Committee and the Director. The dossier supports the application for combined tenure and promotion to Associate professor; or the application for promotion to Professor and will contain the following.

##### 1. Teaching Portfolio

The Teaching Portfolio must demonstrate a candidate's teaching qualifications and strengths in support of tenure and promotion applications. The breadth and depth of teaching portfolio materials shall be informed by Teaching Effectiveness expressed in terms of: Evaluation of Undergraduate Instruction; Evaluation of Graduate Instruction, Evaluation of Instructional Development and Pedagogical Innovation; and Evaluation of Other Contributions to Student Learning and Related Scholarship of Engagement. It is up to the discretion of the faculty who seeks tenure and promotion to organize and keep their teaching portfolio up to date.

##### 2. Research and Scholarly Work Portfolio

The Research and Scholarly Work Portfolio must demonstrate a candidate's research and scholarly work qualifications and strengths in support of tenure and promotion applications. The breadth and depth of research and scholarly work portfolio materials shall be informed by the Research and Scholarly Work expressed in terms of: Evaluation of Publications/Presentations; Evaluation of Sponsored Program Extramural Support for Research or Scholarly Work; and Evaluation of Scholarly Engagement, Professional Development, and Disciplinary Recognition. It is up to the discretion of the faculty who seeks tenure and promotion to organize and keep their research and scholarly work portfolio up to date.

##### 3. Service Portfolio

The Service Portfolio must demonstrate a candidate's service qualifications and strengths in support of tenure and promotion applications. The breadth and depth of service portfolio materials shall be informed by the Service Activities expressed in terms of: Evaluation of Institutional Service; Evaluation of Internal and External Community Service; and Evaluation of Professional Service. It is up to the discretion of the faculty who seeks tenure and promotion to organize and keep their service activities portfolio up to date.


##### 4. External Letters

External evaluations will be solicited according to the standard protocol outlined by the Provost's Office.

The School of the Built Environment employs the Tenure and Promotion Professional Vita of Faculty (TPVF). The candidate should approach the Director for the deadlines and should be aware of the RTP policy well before the procedure starts. The faculty member documents the accomplishments for the TPR period by means of the Tenure and Promotion Professional Vita of Faculty (TPVF). The faculty member submits a dossier incorporating the TPVF, and also consists of the following items:

- a. BGSU formatted curriculum vitae
- b. Past APR and EPR evaluations
- c. Teaching portfolio with a narrative statement
- d. Student evaluations
- e. Peer teaching observations and evaluations
- f. Syllabi
- g. Other artifacts demonstrating teaching effectiveness
- h. Research/Scholarly Work portfolio containing a research/scholarly work narrative and supporting documentation of research/scholarly work effectiveness
- i. Service portfolio containing a service narrative and supporting documentation of service effectiveness.

Approved by the Faculty of the School of the Built Environment (SBE) on May 09, 2018.

  
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 Arsenio Rodriguez, Director of SBE

Date 05/09/2018

Approved:   
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 Venu Dasigi, Interim Dean of College of TAAE

Date 5/11/2018

Approved:   
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 John Fischer, Provost and Senior Vice President for Academic Affairs, Interim

Date 5/22/2018



