Reappointment, Tenure, and Promotion Policy

Part II: Academic Unit Criteria, Standards and Processes

Academic Unit: **School of Family and Consumer Sciences**

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

Criteria used for annual performance reviews and enhanced performance reviews of qualified rank faculty (QRF) include teaching and service. Though 80% teaching and 20% service are the customary expectations for QRF positions, it is also possible that a QRF faculty member may be assigned a different workload allocation. If the assigned workload includes scholarship, program coordination, or other expectations, evidence of productivity in the assigned area must be included in the portfolio. Contributions in areas other than the assigned workload are not required but can be included if the candidate thinks that they better define their total contribution to teaching and service.

Undergraduate Teaching: High quality undergraduate instruction is a principal component of a faculty member's record of teaching. Performance indicators that are used in the evaluation of undergraduate teaching include: statements of teaching philosophy and pedagogy; self-evaluations of teaching effectiveness, which state how evaluations from self, students and peers have informed teaching; results of student evaluations of courses taught; generally positive peer teaching observations and evaluations; teaching awards and distinctions; and written statements from colleagues, students, and others concerning preparedness and effectiveness in teaching. Consistent student evaluation scores of 3.0 or higher on a 5-point scale are one piece of evidence of effective teaching. For EPRs, any concerns expressed in the previous reviews should be addressed and a pattern of improvement over the three-year period should be discussed in the narrative.

Service: The School defines service as performance of School, College, University, and professional activities that fall into three domains: involvement in internal affairs and institutional governance; professional expertise shared with the external community; and contributions to a faculty member's profession. In presenting their records of service, faculty members should include documentation which provides evidence of their activities and outcomes, which addresses how they perform these duties in an effective, thorough and timely manner. The faculty member is expected to demonstrate active involvement and contributions in all service endeavors. Supporting documentation and discussion in the narrative should demonstrate involvement and contributions.

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 and the Dean’s Office.

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

Annual Performance Reviews shall require that the QRF member compile a dossier in accordance with the university’s schedule on or before the date established by the School. The portfolio materials shall include:

- A current CV in BGSU format.

- Three- to five-page teaching and service narratives, which provide context for the teaching and service philosophy and demonstrate how the evidence provided supports the philosophy, quality teaching and relevant service. Narratives should be grounded in relevant professional literature that supports the case made in the narratives.
- Quantitative student evaluations in a table listing all courses taught with course and School means and standard deviations plus the full course evaluation report for each course taught including qualitative comments. NOTE: Faculty who teach courses that are not typically issued evaluations from the college (e.g., internships) should insert a statement stating this reason for lack of student evaluation reports.
- At least two peer observation/evaluation of teaching per academic year conducted during the review period by a faculty member of higher rank. All peer observations conducted must be included.
- Other materials the candidates believe are relevant to meeting the criteria stated above.

The portfolio may also include any of the following supporting materials of work completed during the year under review.

Teaching

- self-evaluations of teaching effectiveness
- teaching awards and distinctions
- unsolicited statements from colleagues, students, and others concerning preparedness and effectiveness in teaching
- course outlines, syllabi, and other items that demonstrate the nature of instruction and range of courses taught
- independent studies offered to students
- the development of new courses or the improvement of existing courses
- conferences and workshops attended, courses taken, or other professional development activities to enhance teaching skills
- effective use of instructional technology and resources to promote active student learning
- quality academic advising services provided to students
- successful guidance of students in clinical settings, internships, or co-operative work experiences

Service

- evidence of at least two committee or committee-comparable activities are required each year;
- involvement in University clubs, organizations, and activities promoting faculty-student interaction
- participation in University initiatives to create a campus wide learning community

- involvement in activities to promote School programs and services to prospective students
- participation in University, College, or School projects to assess the effectiveness of teaching and learning; and other pedagogical activities that contribute to effective teaching
- projects addressing critical community concerns
- participation in School, college, or University committees including governing bodies, councils, special task forces, review teams, and the like
- any assigned administrative service responsibilities including those duties handled by faculty serving as center Directors, program coordination leadership positions held related to professional discipline or training.

Enhanced performance reviews shall require that the QRF member to prepare a dossier in accordance with the university's schedule on or before the date established by the School. The portfolio materials shall include:

- A current CV in BGSU format.
- Three- to five-page teaching and service narratives, which provide context for the teaching and service philosophy and demonstrate how the evidence provided supports the philosophy, quality teaching and relevant service. Narratives should be grounded in relevant professional literature that supports the case made in the narratives.
- Quantitative student evaluations in a table listing all courses taught with course and School means and standard deviations plus the full course evaluation report for each course taught including qualitative comments. NOTE: Faculty who teach courses that are not typically issued evaluations from the college (e.g., internships) should insert a statement stating this reason for lack of student evaluation reports.
- At least two peer observation/evaluation of teaching per academic year conducted during the review period by a faculty member of higher rank. All peer observations conducted must be included.
- Other materials the candidates believe are relevant to meeting the criteria stated above.

The portfolio may also include any of the following supporting materials of work completed during the three years under review.

<u>Teaching</u>

- self-evaluations of teaching effectiveness
- teaching awards and distinctions
- unsolicited statements from colleagues, students, and others concerning preparedness and effectiveness in teaching
- course outlines, syllabi, and other items that demonstrate the nature of instruction and range of courses taught
- independent studies offered to students

- the development of new courses or the improvement of existing courses
- conferences and workshops attended, courses taken, or other professional development activities to enhance teaching skills
- effective use of instructional technology and resources to promote active student learning
- quality academic advising services provided to students
- successful guidance of students in clinical settings, internships, or co-operative work experiences

Service

- evidence of at least two committee or committee-comparable activities are required each year
- involvement in University clubs, organizations, and activities promoting faculty-student interaction
- participation in University initiatives to create a campus wide learning community
- involvement in activities to promote School programs and services to prospective students
- participation in University, college, or School projects to assess the effectiveness of teaching and learning; and other pedagogical activities that contribute to effective teaching
- projects addressing critical community concerns
- participation in School, college, or University committees including governing bodies, councils, special task forces, review teams, and the like
- any assigned administrative service responsibilities including those duties handled by faculty serving as center Directors, program coordination
- leadership positions held related to professional discipline or training.

Unit Faculty Involvement in the QRF APR Process

Annual Performance Reviews (APRs) are conducted by the School Director in consultation with eligible faculty members, in accordance with this reappointment policy. All eligible faculty members participate in the evaluation process by providing written feedback to the Director on the contents of the portfolio. The Director reviews the faculty's and director's feedback with the QRF member prior to submitting a written recommendation to the Dean.

Academic Unit Criteria and Standards used in QRF Promotion Review

Criteria for Promotion from QRF-Assistant Professor to QRF-Associate Professor

Undergraduate Teaching: High quality undergraduate instruction is a principal component of a faculty member's record of teaching. Performance indicators used in the evaluation of undergraduate teaching include: statements of teaching philosophy and pedagogy; self-

evaluations of teaching effectiveness, which state how evaluations from self, students and peers have informed teaching; results of student evaluations of courses taught; generally positive peer teaching

observations and evaluations; teaching awards and distinctions; and written statements from colleagues, students, and others concerning preparedness and effectiveness in teaching. Consistent student evaluation scores of 3.25 or higher on a 5-point scale are evidence of effective teaching. Student advising is also valued, and the advising should facilitate student success and progress toward the degree. For promotion, a pattern of improvement or consistently strong student evaluation scores over the six -year period is desirable, with evidence that previous concerns expressed in the reviews have been addressed in the narrative.

Service: The School defines service as performance of School, College, University, and professional activities that fall into three domains: involvement in internal affairs and institutional governance; professional expertise shared with the external community; and contributions to a faculty member's profession. In presenting their records of service, faculty members should include documentation which provides evidence of their leadership, activities and outcomes, which addresses how they perform these duties in an effective, thorough and timely manner. The faculty member is expected to demonstrate active involvement and contributions in all service endeavors and typically will serve on two committees per year or equivalent. Supporting documentation and discussion in the narrative should demonstrate involvement and contributions.

Criteria for Promotion from QRF-Associate Professor to QRF-Professor

Undergraduate Teaching: High quality undergraduate instruction is a principal component of a faculty member's record of teaching. Performance indicators that are used in the evaluation of undergraduate teaching include: statements of teaching philosophy and pedagogy; self-evaluations of teaching effectiveness, which state how evaluations from self, students and peers have informed teaching; results of student evaluations of courses taught; generally positive peer teaching observations and evaluations; teaching awards and distinctions; and written statements from colleagues, students, and others concerning preparedness and effectiveness in teaching. Consistent student evaluation scores of 3.5 or higher on a 5-point scale are evidence of effective teaching. Student advising is also valued, and the advising should facilitate student success and progress toward the degree. For promotion, a pattern of improvement or consistently strong student evaluation scores over the six -year period is desirable, with evidence that previous concerns expressed in the reviews have been addressed and evidence of leadership in the School in the area of teaching are documented addressed in the narrative.

Service: The School defines service as performance of School, College, University, and professional activities that fall into three domains: involvement in internal affairs and institutional governance; professional expertise shared with the external community; and contributions to a faculty member's profession. In presenting their records of service, faculty members should include documentation which provides evidence of their activities, leadership, and outcomes, which addresses how they perform these duties in an effective, thorough and timely manner. The faculty member is expected to demonstrate active involvement and leadership contributions such as chair positions at the school level and college/university levels. Supporting documentation and discussion in the narrative should demonstrate involvement and contributions.

Academic Unit Procedures for Creation and Submission of QRF Promotion Materials

The QRF faculty member shall prepare a dossier in accordance with the university's schedule on or before the date established by the School. The portfolio materials shall include:

- A current CV in BGSU format.
- Three- to five-page teaching and service narratives, which provide context for the teaching and service philosophy and demonstrate how the evidence provided supports the philosophy, quality teaching and relevant service. Narratives should be grounded in relevant professional literature that supports the case made in the narratives.
- Quantitative student evaluations in a table listing all courses taught with course and School means and standard deviations plus the full course evaluation report for each course taught including qualitative comments. NOTE: Faculty who teach courses that are not typically issued evaluations from the college (e.g., internships) should insert a statement stating this reason for lack of student evaluation reports.
- At least two peer observation/evaluation of teaching per academic year conducted during the review period by a faculty member of a higher rank. All peer observations conducted must be included.
- Other materials the candidates believe are relevant to meeting the criteria on pages 2 and 3 of this document.

Academic Unit Criteria and Standards Used in APRs and EPRs of TTF in Years One–Six

Criteria used for annual performance reviews and enhanced performance reviews of TTF include teaching, research/creative endeavors, and service. Though 60% teaching, 25% scholarship/creative activities, and 15% service are the customary expectations for TTF positions, it is also possible that a TTF faculty member may be assigned a different workload allocation. If the assigned workload includes program coordination or other expectations, evidence of productivity in the assigned area must be included in the portfolio.

All individual variations must be signed by the faculty, School Director, and endorsed in writing by the Dean of the college. Faculty members on leave shall propose to the School Director an appropriate variation in the standard school allocation of effort in accordance with the purpose of the leave, who will modify or approve in consultation with the Dean.

Undergraduate Teaching: High quality undergraduate instruction is a principal component of a faculty member's record of teaching. Performance indicators that are used in the evaluation of undergraduate teaching include: statements of teaching philosophy and pedagogy; self-evaluations of teaching effectiveness, which state how evaluations from self, students and peers have informed teaching; results of student evaluations of courses taught; generally positive peer teaching observations and evaluations that do no raise significant red flags that could indicate the faculty member is not meeting minimal standards in the classroom; teaching awards and distinctions; and written statements from colleagues, students, and others concerning preparedness and effectiveness in teaching. Consistent student evaluation scores of 3.0 or higher on a 5-point scale are expected and are one piece of evidence of effective teaching. For EPRs,

any concerns expressed in the previous reviews should be addressed and a pattern of improvement over the three-year period should be discussed in the narrative.

Scholarship/Creative Activities: Standard allocation of scholarship/research/creative activities effort is 25% within the School. Making significant contributions to the knowledge base or the creative practice of one's discipline is a responsibility of faculty members. Such contributions are important and an essential qualification for instructing others. Thus, achievement in this area is vital to the School's evaluation of faculty members who are under review for reappointment. Scholarship, research and creative activities should show evidence of originality, independence in scholarship, and importance demonstrated by the prestige of the setting and the impact on others in the discipline.

Service: The School defines service as performance of School, College, University, and professional activities that fall into three domains: involvement in internal affairs and institutional governance; professional expertise shared with the external community; and contributions to a faculty member's profession. In presenting their records of service, faculty members should include documentation which provides evidence of their activities and outcomes, which addresses how they perform these duties in an effective, thorough and timely manner. The faculty member is expected to demonstrate active involvement and contributions in all service endeavors. Supporting documentation and discussion in the narrative should demonstrate involvement and contributions.

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 and the Dean's Office

Teaching

Standard allocation of effort is 60% teaching and equates to a 3/3 academic year teaching load. Teaching effectiveness by faculty is vital to the development and enhancement of the intellectual quality and academic integrity of the University. Achievement in this area is of critical importance to the School's evaluation of faculty members who are under review for reappointment, promotion, or tenure. Performance indicators that are used in the evaluation of teaching include the teaching narrative, syllabi and other artifacts to illustrate statement of teaching philosophy and quantitative student evaluations. Consistent student evaluation scores of 3.0 or higher on a 5-point scale are expected and are one piece of evidence of effective teaching. For EPRs, any concerns expressed in the previous reviews should be addressed and a pattern of improvement over the three-year period should be discussed in the narrative.

Student course evaluations and peer evaluations of teaching shall indicate that the faculty member is an effective teacher lacking evidence of persistent problems. If problems were identified in prior evaluations, documentation of efforts to improve is required (e.g., participation in teaching workshops) and evidence that they have been addressed shall be provided. A record of improvement in course means is one indicator of problems being addressed. In all cases, student evaluations of teaching shall not constitute the sole criterion for evaluation of faculty teaching performance.

Faculty should also provide evidence of one or two of the following items in years one and two. For the EPR, one or two items for each year of the review period. For years four and five, faculty should provide evidence averaging three or more per year:

- Teaching award or award of distinction

- Development of new course or modification/improvement of existing course
- Mentorship of research projects (e.g., McNair, CURS, Honors)
- Organize student development activities (e.g., professional network events, seminars, exhibition)
- Supervision of independent studies, undergraduate research and teaching assistants
- Grant (internal/external) to support teaching activities
- Development/implementation of study abroad or immersion trips off campus
- Development/implementation of service learning curricular experiences
- Membership/Chair of thesis, comprehensive exam, dissertation committees
- Member learning community or group focusing on innovative teaching and high impact learning
- Participation in professional development related to teaching effectiveness
- Academic advising (quantity and quality indicators)
- Recruitment and retention activities
- Placement of students in internships, careers, and other post-secondary positions.
- Integration of technology (e.g., Canvas course shell)
- Development of new courses or improvement of existing courses
- Contributing to program licensure, approval or accreditation

Scholarship, Research and Creative Activities

Standard allocation of scholarship/research/creative activities effort is 25% within the School. Making significant contributions to the knowledge base or the creative practice of one's discipline is a responsibility of faculty members. Such contributions are important and an essential qualification for instructing others. Thus, achievement in this area is vital to the School's evaluation of faculty members who are under review for reappointment. Scholarship, research and creative activities should show evidence of originality, independence in scholarship, and importance demonstrated by the prestige of the setting and the impact on others in the discipline.

Performance indicators that are used in the evaluation of scholarship, research and creative activities must include a research narrative that includes a statement of research philosophy and research agenda. Candidates should work toward meeting the standards for tenure and promotion which are at least five peer-reviewed articles or creative scholarship projects (e.g., juried artifacts in design which count for up to half the peer reviewed articles) or the equivalent as appropriate to the candidate’s discipline from the primary indicators. Faculty members are strongly encouraged to give one peer-reviewed presentation per year. Finally, securing extramural funding is one method of supporting research/scholarship and can be one indicator of external validation of the quality of scholarship. Faculty are encouraged but not required to secure external funding for research/scholarship and $25,000 external funding can count as one of the

peer reviewed articles. For the EPR, successful candidates will typically have at least one peer-reviewed article published or in press, or the equivalent.

In addition to the items identified above, the research portfolio must include a combination of one or more of the items listed below for years one and two from the primary and secondary indicator list and three or more primary indicators across years four and five. For the EPR, candidates must have at least one primary indicator and one or more secondary indicators for the review period:

Primary Indicators

- Published refereed journal article
- Published refereed book chapter
- Funded external grants
- Juried artifacts in design

Secondary Indicators

- published book review in peer-reviewed journal
- refereed presentation, poster, workshop at professional conference
- conference proceedings based on peer review
- associate editor/guest editor of peer reviewed journal
- invited presentation at local, state, regional, national or international level
- published symposia
- book or encyclopedia chapter
- member of journal editorial board
- participation in institutional, individually, or externally initiated engagement activities through centers, institutes or alliances/partnerships and in applied research
- scholarly or creative awards

Service

Standard allocation of effort is 15% in service. The school defines service as performance of program, school, college, university, and professional activities that fall into three domains: involvement in internal affairs and institutional governance; professional expertise shared with the external community; contributions to a faculty member's profession. Faculty seeking reappointment shall provide evidence of service.

Performance indicators that are used in the evaluation of service must include a service narrative that includes a statement of service philosophy with link to teaching and scholarship expertise and artifacts to illustrate the implementation of the service philosophy

The portfolio should include a combination of one or more of the items listed in years one and two and three or more items listed in year four and five. For the EPR, the portfolio should include one or more of the items per year of the review period:

- Program area committee membership/participation

- School level committee membership/participation
- College/university level membership/participation
- Professional service involvement at state, regional, national, international level

In addition to the items identified above, the portfolio must include a combination of one or more of the items listed below for years one and two and three or more items listed across year four and five. For the EPR, the candidate shall have one or more of the items per year of the review period:

- Leadership role (e.g., officer, chair) in program, school, college, university, professional committees
- participation in school, college, or university committees including governing bodies, councils, special task forces, review teams
- performance of any assigned administrative responsibilities, such as duties handled by faculty serving as a center director, program coordinator, school director, and associate dean
- membership and active involvement with professional disciplinary organizations at the local, state, national, or international levels
- community awards and other recognitions
- written statements or testimonial from community and professional organization
- service and professional recognitions.

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

The faculty member shall prepare a dossier in accordance with the university's schedule on or before the date specified. The portfolio materials shall include:

- A current CV in BGSU University format and if faculty member has been credited with time toward the probationary period from another institution, activity during that time period shall also be included.
- Three- to five-page teaching and service narratives, which provide context for the teaching and service philosophy and demonstrate how the evidence provided supports the philosophy, quality teaching and relevant service. Narratives should be grounded in relevant professional literature that supports the case made in the narratives.
- Quantitative student evaluations in a table listing all courses taught with course and School means and standard deviations plus the full course evaluation report for each course taught including qualitative comments. NOTE: Faculty who teach courses that are not typically issued evaluations from the college (e.g., internships) should insert a statement stating this reason for lack of student evaluation reports.
- At least two peer observation/evaluation of teaching conducted per year by faculty members. All per reviews completed must be included in the dossier.

- Other materials the candidate believes are relevant to meeting the criteria stated on pages 7, 8 and 9.

Unit Faculty Involvement in the TTF APR Process

The Director shall make the portfolio available to the voting eligible bargaining unit faculty for APR review. The tenured faculty shall evaluate the probationary tenure track faculty member's progress in teaching, research/scholarship/creative activities, and service and include a statement indicating whether sufficient progress is being made toward tenure and/or promotion. The Director writes the APR evaluation letter stating their appraisal of the candidate's performance and summarizing the faculty views, too. The Director reviews the faculty's and Director's feedback with the TTF member prior to submitting a written recommendation to the Dean.

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

Tenure requires demonstrated achievement in teaching, research/scholarship/creative activities, and service. Although a faculty member's role may emphasize one domain over another, achievement in one domain shall not substitute for lack of achievement in another domain. The following criteria shall be used to evaluate achievement in teaching, research/scholarship, and service.

Standard allocation of effort is 60% teaching and equates to a 3/3 academic teaching load. Teaching effectiveness by faculty is vital to the development and enhancement of the intellectual quality and academic integrity of the university. Achievement in this area is of critical importance to the schools' evaluation of faculty members who are under review for tenure.

Faculty shall contribute positively to student learning and shall develop and maintain effective, high quality teaching in all courses.

Performance indicators that are used in the evaluation of teaching include:

- Three- to five-page teaching narrative that includes a statement of teaching philosophy including self-evaluation of effectiveness grounded in the professional literature.
- Syllabi and other artifacts to illustrate statement of teaching philosophy.
- Quantitative student evaluations equivalent to an average at or above 3.25 on a 5-point scale as presented in a table listing all courses taught with School means and standard deviations plus the full course evaluation report for each course taught including qualitative comments. NOTE: *Faculty who teach courses that are not typically issued evaluations from the college (e.g., internships) should insert a statement stating this reason for lack of student evaluation reports.*
- Annual peer teaching observation/evaluation of at least two per year and all peer observations/evaluations must be included.

Student course evaluations and peer evaluations of teaching shall indicate that the faculty member is an effective teacher and that no persistent problems are evident. If any problems were identified in prior evaluations, documentation of efforts to improve is required (e.g., participation in teaching workshops) and evidence that they have been addressed shall be provided. A record of improvement in course means is one indicator of problems being addressed. The mean for all

courses taught prior to the tenure application shall be at or above 3.25 on a 5-point scale. Tenure track faculty shall have at least two peer evaluations of teaching each year. In all cases, student evaluations of teaching shall not constitute the sole criterion for evaluation of faculty teaching performance.

And a selection of five or more following items over the past six years:

- Teaching award or distinction
- Development of new course or modification/improvement of existing course
- Mentorship of research projects (e.g., McNair, CURS, Honors)
- Organize student development activities (e.g., professional networking event)
- Supervision of independent studies, undergraduate research and teaching assistants
- Grant (internal/external) to support teaching activities
- Development/implementation of study abroad or immersion trips off campus
- Development/implementation of service learning
- Membership/Chair of thesis, comprehensive exam, dissertation committees
- Member of learning community focusing on innovative teaching
- Participation in professional development related to teaching effectiveness
- Academic advising (quantity and quality indicators)
- Recruitment and retention activities
- Placement of students in internships, careers, and other post-secondary positions.
- Integration of technology (e.g., Canvas course shell)
- Development of new courses or improvement of existing courses
- Contributing to program licensure, approval or accreditation

Standard allocation of scholarship/research/creative activities effort is 25% within the School. Making significant contributions to the knowledge base or the creative practice of one's discipline is a responsibility of tenured faculty members. Thus, achievement in this area is vital to the School's evaluation of faculty members who are under review for reappointment, promotion, or tenure. Scholarship, research and creative activities should show evidence of originality and importance demonstrated by the prestige of the setting and the impact on others in the discipline.

- Candidates for tenure and promotion shall have at least five peer-reviewed articles or creative scholarship projects (e.g., juried artifacts in design) or the equivalent. Evaluation of quality shall be done by faculty review and validated by external reviewers. In the case of exceptional quality and impact in the discipline, a fewer number of publications shall be considered successful on this criterion.
- Interdisciplinary and collaborative work is valued. Faculty must clearly state their role in the co-authorship publications.
- A combination of single-author, first-author, and co-author publications are valued.

- Documented in-press publications are considered published.
- Publications in peer reviewed books (whole book or chapter), or academic magazines appropriate to the discipline are valued.
- Faculty are strongly encouraged to give one peer-reviewed presentation per year.
- Securing extramural funding is one method of supporting research/scholarship and can be one indicator of external validation of the quality of scholarship. Faculty are encouraged but not required to secure external funding for research/scholarship and
- $25,000 external funding can count as one of the peer reviewed articles.
- Participation in institutionally-initiated outreach activities through centers, institutes, or alliances/partnerships and in applied scholarship and consulting may be included.

Standard allocation of effort is 15% in service. Service contributions by faculty to the school, college, university, and profession are critical to the overall mission of the University. In presenting their records of service, faculty members shall include documentation that provides evidence of productive activities and contributions that address the performance indicators used for evaluation.

- Faculty shall perform substantive service to the school, college or university, and profession. Service may be by assignment, election, or nomination. Faculty shall serve on at least two committees per year during the review period and document their contributions. Candidates must have served on a college or university committee as a tenure track faculty member.
- External community service (e.g., to support community organizations, projects, and programs) relevant to a faculty member's teaching and/or research/scholarship is valued but not required.

Criteria for Promotion from Associate Professor to Professor

Promotion to professor requires a cumulative record of sustained teaching effectiveness, sustained scholarly productivity, and sustained and substantial service contributions within and external to BGSU. Although a faculty member's role may emphasize one domain over another, achievement in one domain shall not substitute for inadequate achievement in another domain. The following criteria shall be used to evaluate achievement in teaching, research/scholarship/creative activities, and service. The candidate shall hold the appropriate doctoral degree or its equivalent from an accredited university.

Standard allocation of effort is 60% teaching and equates to a 3/3 academic teaching load.

Student course evaluations and peer evaluations of teaching shall indicate that the faculty member is an effective teacher and that no persistent problems are evident. If any problems were identified in prior evaluations, documentation that these problems have been resolved shall be provided. Faculty applying for promotion to professor shall have at least three positive peer evaluations of teaching conducted since the last promotion, including at least one that was conducted within the past two years. Faculty members shall have maintained an advising load of undergraduate students.

- Contributions to curriculum development are expected as necessitated by course demands and curricular changes.
- Teaching artifacts (e.g., course syllabi, student projects, and assessment data) shall demonstrate that learning outcomes are being met, courses are continually reviewed and updated as needed and effective teaching strategies are employed.

Performance indicators that are used in the evaluation of teaching include:

- Three to five-page teaching narrative that includes a statement of teaching philosophy including self-evaluation of effectiveness, which is grounded in the professional literature.
- Syllabi and other artifacts to illustrate statement of teaching philosophy.
- Quantitative student evaluations equivalent to an average at or above a 3.5 on a 5-point scale as presented in a table listing all courses taught since last promotion with course and School means and standard deviations plus the full course evaluation report for each course taught including qualitative comments. Faculty who teach courses that are not typically issued evaluations from the college (e.g., internships) should insert a statement stating this reason for lack of student evaluation reports.

And a selection of the following items:

- Teaching award or distinction
- Development of new course or modification/improvement of existing course
- Mentorship of research projects (e.g., McNair, CURS, Honors)
- Organize student development activities (e.g., professional networking events)
- Supervision of independent studies, undergraduate research and teaching assistants
- Grant (internal/external) to support teaching activities
- Development/implementation of study abroad or immersion trips off campus
- Development/implementation of service learning curricular experiences
- Membership/Chair of thesis, comprehensive exam, dissertation committees
- Member learning community or group focusing on innovative teaching & learning
- Participation in professional development related to teaching effectiveness
- Academic advising (quantity and quality indicators)
- Recruitment and retention activities
- Placement of students in internships, careers, and other post-secondary positions.
- Integration of technology
- Contributions to program licensure, approval or accreditation

Standard allocation of effort is 25% scholarship/research/creative activities with high undergraduate profile (e.g., lack of graduate programs at School level) per Carnegie classification**.** Making significant contributions to the knowledge base or the creative practice of

one's discipline is a responsibility of faculty members and is critical to the development and enhancement of the intellectual quality and academic integrity of the University. Publications, presentations and grants are the primary products of research/creative work and are central to its evaluation. Publications in peer-reviewed journals or grants in *peer-reviewed settings are especially significant in the evaluation of faculty performance. The* School of Family and Consumer Sciences faculty members place emphasis on peer-reviewed publications when reviewing scholarship. For promotion to Professor, evaluation of the quality of scholarship shall be done by faculty review and validated by external reviewers. Such contributions are important and an essential qualification for instructing others. Thus, achievement in this area is vital to the department's evaluation of associate professors who are under review for promotion. Candidate will provide evidence that they are experts and leaders in their fields. Scholarship, research and creative activities should show sustained evidence of independence, originality and importance demonstrated by the prestige of the setting and the impact on others in the discipline. Performance indicators and standards used in the evaluation of <u>scholarship</u> for promotion must include:

- Candidates for promotion to professor shall have an average of one article per year in peer reviewed journals within six years prior to applying for promotion and while in rank as a tenured associate professor
- Candidates for promotion shall provide evidence of the significant impact of their work in the profession (e.g., citation record, publication outlet in context of field)
- Securing extramural funding is one method of supporting research/scholarship and can be one indicator of external validation of the quality of scholarship and a $25,000 external funding can count as one of the peer reviewed articles
- Participation in institutionally-initiated outreach activities through centers, institutes, or alliances/partnerships and in applied scholarship and consulting may be a component of a faculty member's scholarship
- Evidence of a national or international reputation in the field
- Research Narrative that includes a statement of research philosophy and agenda
- Reputation within the discipline as articulated by external reviewers (the external review process follows the procedures provided by the Provost's Office)
- And a combination of the following items:
  - published book review in peer-reviewed journal
  - refereed presentation, poster, workshop at professional conference
  - conference proceedings based on peer review
  - associate editor/guest editor of peer reviewed journal
  - invited presentation at local, state, regional, national or international level
  - published symposia
  - book or encyclopedia chapter
  - internal or external grant submission and/or funding

- member of journal editorial board
- participation in engagement activities through centers, institutes or partnerships and in applied research
- scholarly or creative awards

Standard allocation of effort is 15% in service. The school defines service as performance of program, school, college, university, and professional activities that fall into three domains: involvement in internal affairs and institutional governance; professional expertise shared with the external community; contributions to a faculty member's profession. Reviewers will use the portfolio as the primary source of information for the evaluation of service.

Service contributions by faculty to the department, college, university, and profession are critical to the overall mission of the University. In presenting their records of service, faculty members shall include documentation that provides evidence of productive activities and contributions that address the performance indicators used for evaluation.

- Faculty shall perform substantive service to the school, college, university, and profession. Service may be by assignment, election, or nomination. Candidates for promotion shall have a documented record of contributions to the school, college, university, and profession. External candidates being considered for appointment as professor shall provide evidence of potential contributions to the department, college, and university and profession.
- External community service (e.g., to support community organizations, projects, and programs) relevant to a faculty member’s teaching and/or research/scholarship is valued but not required.

Performance indicators used in the evaluation of service for promotion to professor must include:

- Three- to five-page service narrative that includes statement of service philosophy with link to teaching and scholarship expertise and grounded in the professional literature
- Artifacts to illustrate the implementation of the service philosophy
- Artifact to illustrate leadership in the area of service. Leadership in service may be demonstrated by:
  - Chairing a committee at the College or University level.
  - Chairing a committee or holding an elected office in a local, regional, state, or national professional association within the faculty member’s field of expertise.
  - Evidence of significant leadership at the school level (e.g., chairing two or more major committees, leading curriculum revisions, mentoring others, etc.), and Other evidence of leadership in service as appropriate and explained in the narrative

And a combination of the following items may be used as additional performance indicators:

- program area committee membership/participation
- school level committee membership/participation
- college/university level membership/participation

- professional service involvement at state, regional, national, international level
- leadership role (e.g., officer, chair) in program, school, college, university, professional committees
- participation in school, college, or university committees including governing bodies, councils, special task forces, review teams
- performance of any assigned administrative responsibilities, such as duties handled by faculty serving as a center director, program coordinator, school director, and associate dean
- membership and active involvement with professional disciplinary organizations at the local, state, national, or international levels
- community awards and other recognitions
- written statements or testimonial from community and professional organization service and professional recognitions.

Appropriate equivalencies may be justified under extraordinary circumstances and used to substitute for expectations on the criteria listed above. The question to be considered by the School in evaluating teaching, scholarship, and service is this: Is the faculty member's performance consistent with the general standards for promotion described in this document.

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

The TTF faculty member shall prepare a dossier in accordance with the university's schedule on or before the date established by the School. The portfolio materials shall include:

- A current CV in BGSU format.
- Three- to five-page teaching and service narratives, which provide context for the teaching and service philosophy and demonstrate how the evidence provided supports the philosophy, quality teaching and relevant service. Narratives should be grounded in relevant professional literature that supports the case made in the narratives.
- Quantitative student evaluations in a table listing all courses taught with course and School means and standard deviations plus the full course evaluation report for each course taught including qualitative comments. NOTE: Faculty who teach courses that are not typically issued evaluations from the college (e.g., internships) should insert a statement stating this reason for lack of student evaluation reports.
- At least two peer observation/evaluation of teaching per academic year conducted during the review period by a faculty member of a higher rank. All peer observations conducted must be included.
- Other materials the candidates believe are relevant to meeting the criteria on pages 12, 13, 14, 15 and 16 of this document.

Procedures for creation and submission of tenure and promotion materials must be consistent with the process outlined in the CBA and must comply with the timelines required by the office of the provost.

Approved by the School of Family and Consumer Sciences February 28, 2020.

Chair/ Director Deborah J Wooldridge Date _____

Reviewed the Dean Dawn Shinew (Apr 22, 2021 17:47 EDT) Date _____

☑ Concur ☐ Do not concur for the following reason(s):

Reviewed by the SVPAA/Provost Joe Whitehead (Apr 27, 2021 08:20 EDT) Date _____

☑ Concur ☐ Do not concur for the following reason(s):