

Reappointment, Tenure, and Promotion Policy
Part II: Academic Unit Criteria, Standards and Processes

Academic Unit: Department of Public and Allied Health

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

Reappointment Policy: 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. 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.

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 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. Guidelines for completing the portfolio are contained in the Supplemental Materials included toward the end of this document.

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 the Guidelines for Teaching Portfolio included in the Supplemental Materials section of this document.

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 the Guidelines for Teaching Portfolio included in the Supplemental Materials section of this document.

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 the Guidelines for Teaching Portfolio included in the Supplemental Materials section of this document.

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. The Performance Areas section included in the Supplemental Materials of this document 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.

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

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 and copies of the Annual Update of Faculty Record. 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. Information about Teaching Portfolios and the Annual Update of Faculty Record are contained in the Supplemental Materials included toward the end of this document.

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.

Unit Faculty Involvement in the NTTF APR Process

Annual Performance Reviews (APRs) shall be conducted by the Department Chair, in accordance with this reappointment policy. 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.

Academic Unit Criteria and Standards used in NTTF Promotion Review

Promotion Policy: 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 the Guidelines for Teaching Portfolio included in the Supplemental Materials section of this document. 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 the Guidelines for Teaching Portfolio included in the Supplemental Materials section of this document. 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.

Academic Unit Procedures for Creation and Submission of NTTF 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 the Credential Files for EPR and NTTF Promotion section included in the Supplemental Materials section of this document. Guidelines for the Teaching Portfolio appear in the Supplemental Materials section of this document.

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.

Academic Unit Criteria and Standards Used in APRs and EPRs 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 for Teaching Portfolio included in Supplemental Materials) 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 the Guidelines for Teaching Portfolio included in the Supplemental Materials.

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 the Guidelines for Teaching Portfolio included in the Supplemental Materials.

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 the Guidelines for Teaching Portfolio included in the Supplemental Materials.

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. The Performance Areas section included in the Supplemental Materials 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, NTTF 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 (see the Performance Areas section included in the Supplemental Materials). 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 (see the Performance Areas section included in the Supplemental Materials). 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?

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

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.

Unit Faculty Involvement in the TTF APR Process

Annual Performance Reviews (APRs) shall be conducted by the Department Chair, in accordance with this reappointment policy. 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.

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

Tenure and Promotion Policy: TTF

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

I. Evaluation of Teaching Effectiveness

Teaching effectiveness by tenured faculty 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 for Teaching Portfolio included in the Supplemental Materials) 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 the Guidelines for Teaching Portfolio included in the Supplemental Materials section of this document.

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 the Guidelines for Teaching Portfolio included in the Supplemental Materials section of this document..

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 the Guidelines for Teaching Portfolio included in the Supplemental Materials section of this document.

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. The Performance Areas section included in the Supplemental Materials 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 the External Review Guidelines included in the Supplemental Materials section of this document. Positive tenure consideration would be reflected in generally consistent assessments by all reviewers.

Criteria for Promotion from Assistant to Associate Professor

The criteria for promotion from Assistant to Associate Professor are the same as the criteria for tenure. Please refer to the previous section titled Academic Unit Criteria and Standards Used in TTF Tenure and Promotion Review.

Criteria for Promotion from Associate to Full Professor

I. Evaluation of Teaching Effectiveness

Teaching effectiveness by full professors 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 the Guidelines for Teaching Portfolio included in the Supplemental Materials section of this document). 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 the Guidelines for Teaching Portfolio included in the Supplemental Materials section of this document.

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 the Guidelines for Teaching Portfolio included in the Supplemental Materials section of this document.

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 the Guidelines for Teaching Portfolio included in the Supplemental Materials section of this document.

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.

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. The Performance Areas section included in the Supplemental Materials 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 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. The External Review Guidelines are included in the Supplemental Materials section of this document. Positive promotion consideration would be reflected in generally consistent assessment by all reviewers.

Academic Unit Procedures 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 the Contents for Promotion & Tenure Credential Files section of the Supplementary Materials. Guidelines for the Teaching Portfolio also appear in the Supplementary Materials. The materials must also contain copies of the Annual Update of Faculty Record (see Annual Update of Faculty Record in the Supplementary Materials), for the current and prior two (2) years. External Review Guidelines can also be found in the Supplemental Materials section of this document.

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.

SUPPLEMENTAL MATERIALS

Guidelines for Teaching Portfolio

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)

Performance Areas

Teaching

Refer to the Guidelines for Teaching Portfolio included in the Supplemental Materials section of this document.

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)

Annual Update of Faculty Record

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

Name of Award

Date Conferred

Conferring Group

External Honors and AwardsName of AwardDate ConferredConferring Group**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.

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

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

Investigator(s) Funding Agency Project Title Award Period \$ Awarded

BGSU Grants and Contracts Awarded

Investigator(s) Funding Agency Project Title Award Period \$ Awarded

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."

OrganizationPositionDate Appointed/ElectedTerm

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 Number</u>	<u>Course Title</u>	<u>Credit Hours</u>	<u>Class Hrs/Wk</u>	<u># of Students</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.

<u>Meeting</u>	<u>Location</u>	<u>Date(s)</u>
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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.

<u>Organization</u>	<u>Status (member, committee member, etc.)</u>
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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.)

<u>Activity</u>	<u>Level (dept., coll., univ.)</u>	<u>Term (if applicable)</u>
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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.

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

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
(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

External Review Guidelines

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.

Approved by the Department of Public and Allied Health on [April, 2017]

Chair  Date 4-6-17

Reviewed by the Dean  Date 4-6-17

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

Reviewed by the SVPAA/Provost  Date 4/15/17

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