

**DEPARTMENT OF HUMAN SERVICES**  
**REAPPOINTMENT, TENURE, AND PROMOTION POLICIES**

**General Comments about Evaluation of Faculty**

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

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

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

## Reappointment Policy: NTTF

### A. Policy Development

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

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

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

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

Annual Performance Reviews and Enhanced Performance Reviews for NTTF shall typically reflect the two areas of 1) teaching and 2) service that are expected of all NTTF in the unit. Any expectations for research and scholarship will be established between the faculty member and the Department Chair, with input from the Program Coordinator. Eligibility for reappointment requires meeting the basic standard in all of the areas.

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 merit, reappointment or promotion. 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 NTTF teaching appointment, faculty must create and maintain an up-to-date teaching portfolio (see guidelines in Appendix A) that contains written records pertaining to their teaching. The portfolio will be used by reviewers as the primary source of information for the evaluation of teaching. 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 NTTF member's record of teaching. Evaluation of undergraduate teaching includes: statements of teaching philosophy and pedagogy; self-evaluations of teaching effectiveness; results of student evaluations of courses taught; peer teaching observations and evaluations; teaching awards and distinctions; and written statements from colleagues, students, and others concerning preparedness and effectiveness in teaching.

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. For those NTTF granted Graduate Faculty status and involved in graduate degree programs at the masters/specialist/doctoral level(s) or offering graduate level instruction for students in another department or college, the Department expects that the NTTF member will contribute to the learning of graduate students. Based upon one's area of research/creative expertise and its relationship to the focus of the graduate program, NTTF may be asked to provide formal graduate instruction through regular courses and seminars and to serve on thesis and/or dissertation committees. All graduate teaching commitments to other units must be approved in writing by the Department chair at the start of each academic year. Evaluation of graduate teaching uses the same elements listed for Undergraduate Teaching above.

c. Instructional Development

Department 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: independent studies offered to students; the development of new courses or the improvement of existing courses; conferences and workshops attended, courses taken, or professional development activities to enhance teaching skills; and innovations in the effective use of instructional technology and resources to promote active student learning.

d. Contributions to Student Learning

NTTF members make other contributions to student learning and development that 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; service learning activities; participation in University, College, or Department projects to assess the effectiveness of teaching and learning; and other pedagogical activities that contribute to effective teaching.

In addition to the foregoing, a NTTF candidate may submit and request that the Department consider other evidence of achievement in teaching that is appropriate to his/her specific case.

To meet the minimum expectations, faculty are expected to 1) achieve a grand mean of 3 or above (on the 5 point scale) across all student course evaluations (based on the mean score for all items in each individual course) and generally positive written comments from student course evaluations ; 2) show how they have adjusted their teaching to address valid concerns raised in course evaluations and other assessments; 3) demonstrate the appropriateness of their course materials (e.g. syllabi and assignments) for the topic and level of the course (see directions in Appendix A, Guidelines for Teaching Portfolio for guidance); and 4) demonstrate participation in curricular improvement (such as those listed in c. and d. above).

Meeting the minimum standards of student evaluations does not constitute the totality of this category. 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 NTTF at the Department, College, and University professional levels are critical to the overall mission of the University. NTTF seeking reappointment shall provide evidence of appropriate service to the University community or to the profession.

In all activities, the Department of Human Services recognizes the importance of academic freedom and the right of the faculty to discuss, debate, and disagree on issues. This right, however, is not without limit or responsibility. While there will be disagreements on issues and topics, faculty members are expected to contribute to a positive environment in which everyone (faculty, staff, administration, and students) is treated with respect, civility, and dignity. The Department expects that all faculty will conduct themselves professionally and work collaboratively toward common departmental goals and toward resolution of issues and concerns that arise in the academic setting.

The Department defines service as performance of Department, collegiate, 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. In presenting their records of service, NTTF members should include documentation that provides evidence of their activities and contributions and that address the performance indicators used for evaluation.

### 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. University service also includes involvement in student clubs, organizations, and activities; 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 or role including those duties handled by faculty serving as field coordinators, program coordinators, and the like.

b. External Community Service

NTTF members are encouraged to lend their professional expertise to support community organizations, projects, and programs. To be considered as community service appropriate for reappointment considerations, such external activities must draw upon a NTTF member's expertise and must be recognized by the Department, College, or University as qualifying. 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.

c. Professional Service

These activities include a NTTF member's membership and active involvement with professional organizations connected to his/her discipline at the local, state, national, or international levels. Involvement in professional service includes:

- 1) leadership positions held in professional associations
- 2) organization of professional conferences, symposia, and the like
- 3) records of service to private or extramural funding agencies
- 4) peer reviewing for academic journals
- 5) peer review of academic credentials for other institutions
- 6) sessions moderated and roundtables organized that contribute 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.

To meet minimum service expectations within the first 6 years of appointment, in both APR and EPR reviews, NTTF are expected annually to 1) participate in department faculty meetings, 2) serve on at least one Department/University committee (if elected or appointed), 3) participate in recruitment days/activities each year and 4) attend at least 1 commencement ceremony per year. After 6 years of appointment, NTTF are expected to meet the minimum expectations above as well as participate in at least 1 community or professional service activity per year. While there will be disagreements on issues and topics, faculty members are expected to contribute to a positive environment in which everyone (faculty, staff, administration, and students) is treated with respect, civility, and dignity. The Department expects that all faculty will conduct themselves professionally and work collaboratively toward common departmental goals and toward resolution of issues and concerns that arise in the academic setting.

### III. Evaluation of Research/Creative Work

Research and scholarly activity is only evaluated in cases where the NTTF member and the Chair have agreed to add this component to the individual's expectations. Making contributions to the knowledge base or the creative practice of one's discipline is an important component of a NTTF member's activity. Such contributions are important both in their own right, and because they are an essential for enhancing the instructional mission of the Department. At the same time, continuing NTTF typically are expected to emphasize teaching and service and may not be expected to undertake research and scholarship. The level of expectations for research and scholarship will be established in consultation with the Department Chair and the Program Director. The expectations will be written into the Annual Success Plans and signed and mutually agreed on by the faculty member and the Chair. Meeting the expectations in the Success Plan is indicative of meeting minimal expectations. Specific domains used in the evaluation of research/creative work for continuing NTTF include: publications/presentations and 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, NTTF members must maintain a record of their research/creative work that addresses the performance indicators used for evaluation.

#### a. Publications/Presentations/Performances

Publications/presentations are normally the primary products of any research/creative work and thus central to its evaluation. Publications in peer-reviewed journals or symposium volumes are especially significant. So, too, are the publication of books, monographs, and other publications/presentations resulting from applied research and consulting. Research/scholarship work should show evidence of originality and importance. This is demonstrated by the prestige of the setting and the impact on the work of others in the discipline. (Research and publication on pedagogy is the norm for some faculty especially those whose discipline focuses on pedagogy.)

#### b. Institutional Outreach/Scholarship of Engagement

Participation in applied research that has direct impact on the policies, procedures or activities of human services agencies and/or the populations they serve is a common component of research and scholarship conducted by the disciplines included in the Department of Human Services. NTTF participation in institutionally-initiated outreach activities through centers, institutes or alliances/partnerships and in applied research and private consulting with human service agencies may be a significant component of a NTTF member's scholarly activity. Performance indicators include: significance and scope of the activity; role of the NTTF member in the activity; documentation of the

scholarly contributions of the work over and above the service component to the agencies; and documentation of the specific contributions and accomplishments.

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 as listed in the Annual Success Plan;
2. Cooperative participation and involvement with other faculty both inside and outside the department are to be treated with equal value to independent projects.
3. In the case of an individual with responsibility for field coordination, research and scholarship may 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 for APR and will cover the most recent three-year period for EPR.

All NTTF are required to submit materials in support of the APR and EPR by the established deadlines. For both APR and EPR, NTTF are required to submit an up-to-date CV, a Teaching Portfolio (see Appendix A) and an annual update in the format determined by the College for that year.

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

#### C. Amendment and Retroactive Application

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

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

1. Annual Performance Reviews (APRs) shall be conducted by the Department Chair, in accordance with this reappointment policy. In all cases, student evaluations of teaching shall not constitute the sole criterion for evaluation of faculty teaching performance.
2. In cases where the NTTF has been assigned a faculty mentor as part of the Success Plan, the Chair may consult with that mentor for input to the APR.
3. The written recommendation of the Chair shall be submitted to the Dean and the Provost/VPAA.



4. Prior to submitting the written recommendation to the Dean, the Department Chair shall meet with the NTTF member, provide him/her with a written copy of the recommendation, and discuss the content of the recommendation. In response, the NTTF member may submit a rebuttal letter within 2 business days from notification of the recommendation (see Appendix B for guidelines).
5. The unit's written recommendation regarding reappointment shall be submitted to the Dean. The decision regarding reappointment shall be in accordance with the provisions of Section 2.3 of the CBA.

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

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

NTTF are required to submit materials following the university approved, electronic submittal guidelines. Guidelines for the Teaching Portfolio appear in Appendix A. The materials must also contain copies of the annual updates for the current and prior two (2) years in the format determined by the College for those years. Note that in some cases the NTTF member may not have assignments that include research and, thus, are not required to include that material in the submitted materials.

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

3. Initial responsibility for applying established criteria of the Department's reappointment policy and making recommendations regarding reappointment following an Enhanced Performance Review rests with the tenured, probationary tenure-track, and non-tenure track Bargaining Unit Faculty Members in the Department who are above the rank of the faculty member being reviewed, who shall make a written recommendation to the Department Chair.

4. The Chair shall submit the written recommendations of the Department faculty to the Dean, accompanied by his/her own written statement agreeing or disagreeing with the unit faculty's recommendation. If the Chair disagrees with the recommendation of the unit faculty, then he/she shall state the reasons for his/her disagreement in writing.
5. Prior to submitting the Department's recommendation to the Dean, the Department Chair shall meet with the NTTF member, provide him/her with copies of the written recommendation from the unit faculty and the recommendation from the Chair, and discuss the content of the recommendations. In response, the NTTF member may submit a rebuttal letter within 2 business days from notification of the recommendation (see Appendix B for guidelines).
6. The Dean of the college shall make his/her own recommendation after reviewing the written recommendations of the faculty of the Department, the Chair's recommendation, and the recommendation from the college-level review committee. The Dean will then forward his/her recommendation, along with the written recommendations of the faculty of the Department, the Chair's recommendation, and the college-level review committee's recommendations to the Provost/VPAA. Prior to the Dean's submission of materials to the Provost, the NTTF member may submit a rebuttal letter within 2 business days from notification of the recommendation (see Appendix B for guidelines).
7. The Provost/VPAA shall have the responsibility for recommending reappointment or nonrenewal to the President. All written recommendations with appropriate supporting material appended thereto and a record of actions taken shall become part of the permanent personnel files in the Office of the Provost/VPAA.
8. The decision to reappoint the faculty member, upon the completion of the Enhanced Performance Review, shall be in accordance with the provisions of Section 2.3 of the CBA.
9. If, after considering the progress recommendations from the academic unit, the Chair, the college-level review committee, and the Dean, the VPAA determines that a non-tenure track faculty member is not performing satisfactorily, the University shall give written notice of its intention to nonrenew the employment of the affected Bargaining Unit Faculty Member and the reasons for the decision to nonrenew shall be specified, with a copy sent to the BGSU-FA.

### **Promotion Policy: NTTF**

#### A. Eligibility

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

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

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

#### B. Policy Development

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

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

#### C. Criteria used for Promotion Reviews of NTTF

##### 1. Criteria for Promotion from Instructor to Lecturer

For promotion from instructor to lecturer, the NTTF candidate must be in the sixth year or later of full-time employment as Instructor. In addition to the criteria for teaching, service and scholarship listed under Section B of the NTTF Reappointment Policy above, the candidate is expected to meet the following (since the time of his/her appointment):

## I Teaching

- a. must have a grand mean of 3.5 or above (on the 5 point scale) across all student course evaluations (based on the mean score for all items in each individual course)b. must have successfully completed one (1) of the following over the time period since appointment as Instructor:
1. created or developed a new course (e.g. service learning or online)
  2. served on a graduate committee
  3. supervised undergraduate student research

## II Service

- a. must have served on 2 or more Department/College/University committees over the time period since appointment as Instructor
- b. must have served on 2 or more external professionally related committees/activities over the time period since appointment as Instructor
- c. lack of professionalism in interactions may be considered in evaluations of service

## III Scholarship (for those with a research/scholarship assignment)

- a. must have a clearly stated research agenda with a record of progress on fulfilling that research agenda
- b. must have 2+ peer reviewed publications

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

For promotion from lecturer to senior lecturer, the NTTF candidate must be in the sixth year or later of full-time employment as Lecturer. In addition to the criteria for teaching, service and scholarship listed under Section B of the NTTF Reappointment Policy (above) and Section C.1 of this Promotion Policy, the candidate is expected to meet the following since last promotion:

## I Teaching

- a. must have a grand mean of 3.5 or above (on the 5 point scale) across all student course evaluations (based on the mean score for all items in each individual course)b. must have successfully completed two (2) of the following since promotion to Lecturer:
1. created or developed a new course (e.g. service learning or online)
  2. served on a graduate committee
  3. supervised undergraduate student research

## II Service

- a. must have served on 3 or more Department/College/University committees since promotion to Lecturer
- b. must have served on 3 or more external professionally related committees/activities since promotion to Lecturer
- c. lack of professionalism in interactions may be considered in evaluations of service

## III Scholarship (for those with a research/scholarship assignment)

- a. must have a clearly stated research agenda with a record of progress on fulfilling that research agenda
- b. must have 3+ peer reviewed publications since promotion to Lecturer

## D. Amendment and Retroactive Application

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

## E. Process for Creation and Submission of Promotion Materials

The NTTF requesting promotion are required to notify the Department 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 transmitted to the NTTF member in sufficient time to complete the materials. NTTF are required to submit materials following the university approved, electronic submittal guidelines. Guidelines for the Teaching Portfolio appear in Appendix A. The binders must also contain copies of the annual updates for the current and prior two (2) years in the format determined by the College for those years. Note that in some cases the NTTF member may not have assignments that include research and, thus, are not required to include that material in the submitted materials.

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

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

1. A request by a NTTF member for promotion shall be evaluated by the eligible voters of the Department.

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

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

## Reappointment Policy: TTF

### A. Policy Development

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

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

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

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

Annual Performance Reviews and Enhanced Performance Reviews for probationary TTF shall be based upon the three areas of performance expected of all tenured and tenure-track faculty in the Department: 1) teaching, 2) research/creative activity, and 3) service. Eligibility for reappointment requires a minimum of "adequate performance" ratings in all three areas, as defined in the following sections.

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

a. Undergraduate Teaching

Given the Department's involvement in undergraduate degree programs, it considers high quality undergraduate instruction to be a principal component of a TTF member's record of teaching. Evaluation of undergraduate teaching includes: statements of teaching philosophy and pedagogy; self-evaluations of teaching effectiveness; results of student evaluations of courses taught; peer teaching observations and evaluations; teaching awards and distinctions; and written statements from colleagues, students, and others concerning preparedness and effectiveness in teaching.

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. For those TTF involved in graduate degree programs or offering graduate level instruction for students in another department or college, the Department expects that the TTF member will contribute to the learning of graduate students. Based upon one's appointment, area of research/creative expertise, and its relationship to the focus of the graduate program, TTF will be expected to provide formal graduate instruction through regular courses and seminars and make appropriate contributions to the recruitment, retention, and advising. In addition, TTF with appropriate areas of expertise are expected to participate in the direction of theses and/or dissertations, comprehensive examinations, and to serve on committees of students being directed by other faculty. In addition to the indicators of teaching effectiveness identified above that are applicable to graduate instruction, TTF members may include, as part of their teaching portfolio, the following performance indicators: dates of admission and graduation of directed students; placement (and other success indicators) of directed students; and record of extramural support secured for graduate students. All graduate teaching commitments to other units must be approved in writing by the Department chair at the start of each academic year.

c. Instructional Development

Department TTF are expected to devote professional development efforts to continuously improve the curriculum as well as their own teaching methods and effectiveness. Evaluation of instructional development includes: 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 professional development activities to enhance teaching skills; and innovations in the effective use of instructional technology and resources to promote active student learning.

d. Contributions to Student Learning

TTF members make other contributions to student learning and development that 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; service learning activities; participation in University, College, or Department projects to assess the effectiveness of teaching and learning; and other pedagogical activities that contribute to effective teaching.

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.

To meet the minimum expectations, faculty are expected to 1) achieve a grand mean of 3 or above (on the 5 point scale) across all student course evaluations (based on the mean score for all items in each individual course) and generally positive written comments from student course evaluations; 2) show how they have adjusted their teaching to address valid concerns raised in course evaluations and other assessments; 3) demonstrate the appropriateness of their course materials (e.g. syllabi and assignments) for the topic and level of the course (see directions in Appendix A, Guidelines for Teaching Portfolio for guidance); and 4) demonstrate participation in curricular improvement (such as those listed in c. and d. above).

Meeting the minimum standards of student evaluations does not constitute the totality of this category. 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 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 undergoing APR or EPR. Scholarship that has a direct impact on the policies, procedures or activities of human services agencies and/or the populations they serve (i.e. scholarship of engagement, particularly when it is accomplished in conjunction with a targeted agency) is especially relevant to the documentation of research in the department. Research on pedagogy is considered equivalent to research contributing to the knowledge base of the discipline. Scholarship that leads to patents, licensing of materials and/or commercialization activities is equally noteworthy and of value in the Department. Collaborative efforts concerning interdisciplinary and intradisciplinary research is also encouraged and recognized as important. Domains used in the evaluation of research/creative work include: publications/presentations/performances; sponsored program extramural support; institutional outreach/Scholarship of Engagement. The level of research/scholarship expected of TTF is two (2) units of research productivity per year (work in progress is considered in this assessment for both APR and the year 3 EPR). TTF members are responsible for maintaining a record of their research/creative work which addresses the performance indicators used for evaluation.

### a. Publications/Presentations/Creative Work

Publications/presentations are the primary products of any research/creative work and thus central to its evaluation. Publications in peer-reviewed journals or symposium volumes in peer-reviewed settings are especially significant. The following list indicates the unit equivalent for items considered in this realm:

- 1) peer reviewed article = 1 unit
- 2) book = 1 unit
- 3) edited book = ½ unit
- 4) chapter in an edited volume = 1/2 unit
- 5) publication of monographs/final reports from applied research and consulting = 1/2 unit
- 6) juried academic meeting presentation = 1/2 unit (the candidate must present evidence that the meeting was juried and that papers are routinely denied for presentation).
- 7) receiving a book award from an academic professional society = 1 unit

- 8) outstanding paper award from a national/international academic meeting = 1 unit
- 9) publications in editor reviewed practitioner forums = 1/3 unit

NOTES: a) materials that are produced in pay to publish venues are not considered in any computations. Candidates can submit proof of blind peer reviews in publications that require payment which would allow the material to be counted.

b) chapters in edited volumes, when it can be demonstrated that the chapters have undergone blind peer review, should be counted as the equivalent to a peer reviewed journal article and scored as 1 unit.

c) candidates must demonstrate sole or lead authorship on at least 1 peer reviewed article (when applying for tenure and another when applying for promotion to Professor).

**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. While no specific quantity of extramural research support is required for reappointment, promotion or tenure, activity in this area is valuable. The following list indicates the unit equivalent for items considered in this realm:

- 1) external research funds awarded for \$50K or more= 1 unit
- 2) external research funds awarded between \$10K-\$50K = ½ unit
- 3) external research funds awarded below \$10K = ¼ unit
- 4) patent or licensed material = 1 unit
- 5) unsuccessful external formal grant applications = ¼ unit

The receipt of any research funds counts in the year it is awarded.

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.

To be considered for a positive review and for reappointment in this area, TTF faculty are expected to produce 2 units of scholarship per academic year. Faculty in their first and second year of any tenure track appointment are expected to show progress toward meeting this goal. Faculty who have joined BGSU from another tenured or tenure track appointment at another institution are expected to meet the 2 unit expectation per year. In addition, faculty are expected to show a distribution of work across the years being reviewed (i.e. not all items in one or two years). The review committees and chair may consider numbers outside of presumption of 2 units per year where the candidate can present evidence and

make a case (such as when a project reasonably elongates the publication time lines). Other factors that may be considered in addition to the number of scholarly products include, but are not limited to a) the quality of the publication outlets, b) leadership roles on projects that produced scholarly publications, and c) the impact of specific research designs on publication time lines the projects.

### III. Evaluation of Service Effectiveness

Service contributions by TTF at the Department, College, and University professional levels are critical to the overall mission of the University. TTF seeking reappointment shall provide evidence of appropriate service to the University community or to the profession. For TTF undergoing APR or EPR, a record that documents continuous and active involvement in service is required.

In all activities, the Department of Human Services recognizes the importance of academic freedom and the right of the faculty to discuss, debate, and disagree on issues. This right, however, is not without limit or responsibility. While there will be disagreements on issues and topics, faculty members are expected to contribute to a positive environment in which everyone (faculty, staff, administration, and students) is treated with respect, civility, and dignity. The Department expects that all faculty will conduct themselves professionally and work collaboratively toward common departmental goals and toward resolution of issues and concerns that arise in the academic setting.

The Department defines service as performance of Department, 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 TTF 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.

#### 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. University service also includes involvement in student clubs, organizations, and activities; 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 or role including those duties handled by TTF serving as center directors, program coordinators, department chairs, associate deans, and the like.

b. External Community Service

TTF members are encouraged to lend their professional expertise to support community organizations, projects, and programs. To be considered as community service appropriate for tenure or promotion considerations, such external activities must draw upon a TTF member's disciplinary 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.

c. Professional Service

These activities include a TTF member's membership and active involvement with professional organizations connected to his/her discipline at the local, state, national, or international levels. Involvement in professional service includes:

- 1) leadership positions held in professional associations
- 2) organization of professional conferences, symposia, and the like
- 3) records of service to private or extramural funding agencies
- 4) peer reviewing for academic journals
- 5) peer review of academic credentials for other institutions
- 6) sessions moderated and roundtables organized that contribute to the profession.

In addition to the foregoing, a candidate may submit and request that the Department consider any other evidence of achievement in service that is appropriate to his/her specific case.

To meet minimum service expectations prior to achieving tenure, for both APR and EPR reviews, TTF are annually expected to 1) participate in regular Department/Program faculty meetings, 2) serve on at least one Department/College/University committee (if elected or appointed) (e.g. ad hoc, search, or standing committees), 3) participate in recruitment days/activities and 4) attend at least 1 commencement ceremony per year.

All probationary TTF are required to submit materials in support of the APR and EPR by the established deadlines. For the APR, TTF are required to submit an up-to-date CV, a Teaching Portfolio (see Appendix A) and an annual update in the format determined by the College for that year.

### C. Amendment and Retroactive Application

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

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

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

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

1. Probationary tenure-track faculty members shall be given an enhanced performance review at the mid-point of their probationary period. The mid-probationary enhanced performance review shall normally occur during the third year of a probationary appointment. However, in cases where a faculty member has received prior service credit (see Art. 14, section 2.2.1.6 of the CBA), the review shall occur at a time agreed upon by the appointee and the Provost/VPAA.
2. Mid-probationary enhanced performance reviews shall be conducted by the tenured Bargaining Unit Faculty Members of the Department. The review shall evaluate the probationary tenure-track faculty member's progress in teaching, research or creative work, service, and librarian effectiveness (where applicable). In all cases, student evaluations of teaching shall not constitute the sole criterion for evaluation of faculty

teaching performance. The Department faculty's recommendation shall be submitted in writing to the Department Chair.

3. The Department Chair shall submit the recommendation of the unit faculty to the Dean accompanied by a written statement agreeing or disagreeing with that recommendation. If the Chair disagrees with the unit faculty's recommendation, he/she should state the reasons for disagreement in writing.
4. Prior to submitting the Department's recommendation to the Dean, the Department Chair shall meet with the probationary tenure-track faculty member, provide him/her with copies of the written recommendation from the Department faculty and the recommendation from the Chair, and discuss the content of the recommendations. In response, the probationary tenure-track faculty member may submit a rebuttal letter within 2 business days from notification of the recommendation (see Appendix B for guidelines).
5. The Dean of the college shall make his/her own recommendation after reviewing the written recommendations of the Department faculty, Chair, and the recommendation of the college-level review committee. The Dean shall then forward his/her recommendation, along with the written recommendations of the Department faculty, the Chair, and the college-level review committee, to the Provost/VPAA. Prior to the Dean's submission of materials to the Provost, the probationary tenure-track faculty member may submit a rebuttal letter within 2 business days from notification of the recommendation (see Appendix B for guidelines).
6. The Provost/VPAA shall have the responsibility for recommending reappointment or non-renewal to the President. All written recommendations with appropriate supporting material appended thereto and a record of actions taken shall become part of the permanent personnel files in the Office of the Provost/VPAA.
7. If, after considering the progress recommendations from the Department faculty, the Chair, the college-level review committee, and the Dean, the Provost/VPAA determines that a probationary tenure-track faculty member is not making reasonable progress toward tenure, the University shall give written notice of its intention to non-renew the employment of the affected probationary tenure-track Bargaining Unit Faculty Member, and a copy of the notification is sent to the BGSU-FA.
8. A probationary tenure-track Bargaining Unit Faculty Member who fails to obtain a recommendation for reappointment at the end of the mid-probationary review shall receive a one (1) year terminal appointment at the end of which time, the Bargaining Unit Faculty Member shall be terminated from employment at BGSU.



### Tenure and Promotion Policy: TTF

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

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

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

##### a. Undergraduate Teaching

Given the Department's involvement in undergraduate degree programs, it considers high quality undergraduate instruction to be a principal component of a TTF member's record of teaching. Evaluation of undergraduate teaching

includes: statements of teaching philosophy and pedagogy; self-evaluations of teaching effectiveness; results of student evaluations of courses taught; peer teaching observations and evaluations; teaching awards and distinctions; and written statements from colleagues, students, and others concerning preparedness and effectiveness in teaching.

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. For those TTF involved in graduate degree programs or offering graduate level instruction for students in another department or college, the Department expects that the TTF member will contribute to the learning of graduate students. Based upon one's appointment, area of research/creative expertise, and its relationship to the focus of the graduate program, TTF will be expected to provide formal graduate instruction through regular courses and seminars and make appropriate contributions to the recruitment, retention, advising. In addition, TTF with appropriate areas of expertise are expected to participate in the direction of theses and/or dissertations, comprehensive examinations, and to serve on committees of students being directed by other faculty. In addition to the indicators of teaching effectiveness identified above that are applicable to graduate instruction, TTF members may include, as part of their teaching portfolio, the following performance indicators: dates of admission and graduation of directed students; placement (and other success indicators) of directed students; and record of extramural support secured for graduate students. All graduate teaching commitments to other units must be approved in writing by the Department chair at the start of each-academic year.

c. Instructional Development

Department TTF are expected to devote professional development efforts to continuously improve the curriculum as well as their own teaching methods and effectiveness. Evaluation of instructional development includes: 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 professional development activities to enhance teaching skills; and innovations in the effective use of instructional technology and resources to promote active student learning.

d. Contributions to Student Learning

TTF members make other contributions to student learning and development that 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; service learning activities; participation in University, College, or Department projects to assess the effectiveness of teaching and learning; and other pedagogical activities that contribute to effective teaching.

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.

To meet the minimum expectations, faculty are expected to 1) achieve a grand mean of 3.5 or above (on the 5 point scale) across all student course evaluations (based on the mean score for all items in each individual course) and generally positive written comments from student course evaluations ; 2) show how they have adjusted their teaching to address valid concerns raised in course evaluations and other assessments; 3) demonstrate the appropriateness of their course materials (e.g. syllabi and assignments) for the topic and level of the course (see directions in Appendix A, Guidelines for Teaching Portfolio for guidance); and 4) demonstrate participation in curricular improvement (such as those listed in c. and d. above).

Meeting the minimum standards of student evaluations does not constitute the totality of this category. 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 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 promotion or tenure. Scholarship that has a direct impact on the policies, procedures or activities of human services agencies and/or the populations they serve (i.e. scholarship of engagement, particularly when it is accomplished in conjunction with a targeted agency) is especially

relevant to the documentation of research in the department. Research on pedagogy is considered equivalent to research contributing to the knowledge-base of the discipline. Scholarship that leads to patents, licensing of materials and/or commercialization activities is equally noteworthy and of value in the Department. Collaborative efforts concerning interdisciplinary and intradisciplinary research is also encouraged and recognized as important. Domains used in the evaluation of research/creative work include: publications/presentations/performances; sponsored program extramural support; institutional outreach/Scholarship of Engagement. The level of research/scholarship expected of TTF is two (2) units of research productivity per year. TTF members are responsible for maintaining a record of their research/creative work that addresses the performance indicators used for evaluation.

a. Publications/Presentations/Creative Work

Publications/presentations are the primary products of any research/creative work and thus central to its evaluation. Publications in peer-reviewed journals or symposium volumes in peer-reviewed settings are especially significant. The following list indicates the unit equivalent for items considered in this realm:

- 1) peer reviewed article = 1 unit
- 2) book = 1 unit
- 3) edited book = ½ unit
- 4) chapter in an edited volume = 1/2 unit
- 5) publication of monographs/final reports from applied research and consulting = 1/2 unit
- 6) juried academic meeting presentation = 1/2 unit (the candidate must present evidence that the meeting was juried and that papers are routinely denied for presentation).
- 7) receiving a book award from an academic professional society = 1 unit
- 8) outstanding paper award from a national/international academic meeting = 1 unit
- 9) publications in editor reviewed practitioner forums = 1/3 unit

NOTES: a) materials that are produced in pay to publish venues are not considered in any computations. Candidates can submit proof of blind peer reviews in publications that require payment which would allow the material to be counted.

b) chapters in edited volumes, when it can be demonstrated that the chapters have undergone blind peer review, should be counted as the equivalent to a peer reviewed journal article and scored as 1 unit.

c) candidates must demonstrate sole or lead authorship on at least 1 peer reviewed article (when applying for tenure and another when applying for promotion to Professor).

**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. While no specific quantity of extramural research support is required for reappointment, promotion or tenure, activity in this area is valuable. The following list indicates the unit equivalent for items considered in this realm:

- 1) external research funds awarded for \$50K or more= 1 unit per award
- 2) external research funds awarded between \$10K-\$50K = ½ unit per award
- 3) external research funds awarded below \$10K = ¼ unit per award
- 4) patent or licensed material = 1 unit per patent/license
- 5) unsuccessful external formal grant applications = ¼ unit

The receipt of any research funds counts in the year it is awarded.

**c. 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. The reviewers will be selected in accordance with the guidelines in Appendix C.

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.

To be considered for a positive review for tenure in this area, TTF faculty (even those applying for early tenure) are expected to produce 2 units of scholarship per academic year. This means that the faculty are expected to have a minimum of 10 units of scholarship, 7 of which must be peer reviewed articles (candidates must demonstrate sole or lead authorship on at least 1 peer reviewed article). In addition, faculty are expected to show a distribution of work across the years being reviewed (i.e. not all items in one or two years). The review committees and chair may consider numbers outside of presumption of 2 units per year where the candidate can present evidence and make a case (such as when a project reasonably elongates the publication time lines). Other factors that may be considered in addition to the number of scholarly products include, but are not limited to a) the quality of the publication outlets, b) leadership roles on projects that produced scholarly publications, and c) the impact of specific research designs on publication time lines.

### III. Evaluation of Service Effectiveness

Service contributions by TTF at the Department, College, and University professional levels are critical to the overall mission of the University. TTF seeking tenure or promotion shall provide evidence of appropriate service to the University community or to the profession. For TTF seeking tenure and promotion to associate professor, a record that documents continuous and active involvement in service is required. For TTF seeking promotion to professor, a record that documents significant service to the University or profession is required.

In all activities, the Department of Human Services recognizes the importance of academic freedom and the right of the faculty to discuss, debate, and disagree on issues. This right, however, is not without limit or responsibility. While there will be disagreements on issues and topics, faculty members are expected to contribute to a positive environment in which everyone (faculty, staff, administration, and students) are treated with respect, civility, and dignity. The Department expects that all faculty will conduct themselves professionally and work collaboratively toward common departmental goals and toward resolution of issues and concerns that arise in the academic setting.

The Department defines service as performance of Department, collegiate, 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 TTF member's profession. In presenting their records of service, TTF members should include documentation that provides evidence of their activities and contributions and that address the performance indicators used for evaluation.

#### 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. University service also includes involvement in student clubs, organizations, and activities; 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 or role including those duties handled by TTF serving as center directors, program directors, department chairs, associate deans, and the like.

b. External Community Service

TTF members are encouraged to lend their professional expertise to support community organizations, projects, and programs. To be considered as community service appropriate for tenure or promotion considerations, such external activities must draw upon a TTF member's disciplinary 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.

c. Professional Service

These activities include a TTF member's membership and active involvement with professional organizations connected to his/her discipline at the local, state, national, or international levels. Involvement in professional service includes:

- 1) leadership positions held in professional associations
- 2) organization of professional conferences, symposia, and the like
- 3) records of service to private or extramural funding agencies
- 4) peer reviewing for academic journals
- 5) peer review of academic credentials for other institutions
- 6) sessions moderated and roundtables organized that contribute to the profession

In addition to the foregoing, a candidate may submit and request that the Department consider any other evidence of achievement in service that is appropriate to his/her specific case.

To meet minimum service expectations for tenure, since appointment to the full-time faculty, TTF are expected to 1) participate in regular Department/Program faculty meetings, 2) serve on 2 or more Department/College/University committee (if elected or appointed) (e.g. ad hoc, search, or standing committees), 3) participate in recruitment days/activities and 4) attend at least 1 commencement ceremony per year, and 5) serve on 2 or more external professionally related committees.

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

1. Promotion in rank for tenure-track and tenured faculty members is based upon performance. Any faculty member may perform satisfactorily at a given academic rank without necessarily warranting promotion to a higher one. It also is recognized that a period of time will elapse after a promotion, during which time further promotion is not normally to be expected. A faculty member may request a promotion review in

accordance with established deadlines set by the Provost/VPAA's office. In addition, faculty members whose performance merits consideration for promotion may be invited by the Chair to submit credentials for promotion review. (6.4.1)

2. The criteria for the ranks of assistant professor, associate professor, and professor are set forth in Article 14, Section 3. More precise statements of what is expected for promotion under teaching effectiveness, scholarly or creative activity, service, or librarian effectiveness (where applicable), may be specified by the tenured Bargaining Unit Faculty Members in the Department. All such statements must be approved by the Dean and by the Provost/VPAA.

### 3. Criteria for Promotion from Assistant Professor to Associate Professor

The assessment of Teaching, Research/Scholarship and Service follows the same basic approach as found above under the "Tenure and Promotion Policy: TTF sections A.I, A.II and A.III" above with the following minimum expectations:

#### a. Teaching Effectiveness:

Faculty are expected to 1) achieve a grand mean of 3.5 or above (on the 5 point scale) across all student course evaluations (based on the mean score for all items in each individual course) and generally positive written comments from student course evaluations ; 2) show how they have adjusted their teaching to address valid concerns raised in course evaluations and other assessments; 3) demonstrate the appropriateness of their course materials (e.g. syllabi and assignments) for the topic and level of the course (see directions in Appendix A, Guidelines for Teaching Portfolio for guidance); and 4) demonstrate participation in curricular improvement (such as those listed in c. and d. above).

Meeting the minimum standards of student evaluations does not constitute the totality of this category. 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.



b. Research/Scholarly Effectiveness:

Faculty are expected to produce 2 units of scholarship per academic year. This means that the faculty are expected to have 10 units of scholarship, 7 of which must be peer reviewed articles (candidates must demonstrate sole or lead authorship on at least 1 peer reviewed article). In addition, faculty are expected to show a distribution of work across the years being reviewed (i.e. not all items in one or two years). The review committees and chair may consider numbers outside of presumption of 2 units per year where the candidate can present evidence and make a case (such as when a project reasonably elongates the publication time lines).

In the event that a faculty member is a tenured Assistant Professor and is seeking promotion to the rank of Associate, that individual must demonstrate comparable and sustained production over the period of employment between the granting of tenure and his or her application for promotion to Associate rank. At least 50% of post-tenure publications submitted for this review must be peer-reviewed articles; the remainder may be other work units as defined in Section A.II. above.

c. Service Effectiveness:

Faculty TTF are expected to 1) participate in regular Department/Program faculty meetings, 2) serve on 2 or more Department/College/University committees (if elected or appointed) (e.g. ad hoc, search, or standing committees), 3) participate in recruitment days/activities, 4) attend at least 1 commencement ceremony per year and 5) serve on 2 or more external professionally related committees.

4. Criteria for Promotion from Associate Professor to Professor

. These criteria are to be demonstrated during the time between promotion to Associate and promotion to Professor. 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 their performance evaluated with respect to fulfilling those responsibilities. The assessment of Teaching, Research/Scholarship and Service follows the same basic approach as found above under the "Tenure and Promotion Policy: TTF sections A.I, A.II and A.III" above with the following minimum expectations:

a. Teaching Effectiveness

To meet the minimum expectations, faculty are expected to 1) achieve a grand mean of 3.5 or above (on the 5 point scale) across all student course evaluations (based on the

mean score for all items in each individual course) and generally positive written comments from student course evaluations ; 2) show how they have adjusted their teaching to address concerns raised in course evaluations and other assessments; 3) demonstrate the appropriateness of their course materials (e.g. syllabi and assignments) for the topic and level of the course (see directions in Appendix A, Guidelines for Teaching Portfolio for guidance); and 4) demonstrate participation in curricular improvement (such as those listed in the Standards listed under Section A.I. of the Promotion and Tenure Policy above).

Meeting the minimum standards of student evaluations does not constitute the totality of this category. 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.

b. Research/Scholarly Effectiveness

To be considered for a positive review for promotion to Professor in this area, faculty are expected to produce an average of 1.25 units of scholarship per year after attaining the rank of Associate Professor and applying for promotion to Professor, with at least 70% of those units appearing as either peer-reviewed articles or external grants of \$50,000 or more. The applicant must have a minimum of ten (10) units of scholarship in the position of Associate Professor, of which at least seven (7) of which must be peer-reviewed articles or external grants of \$50 thousand or more. (The Department acknowledges the different, potentially extended timetables associated with some forms of research (such as qualitative/field research or projects requiring extensive/long term data collection). To not disadvantage faculty working on such projects, the Department will give weight to evidence of in-process work during any two-year period without publications. It is incumbent on the individual faculty member to provide substantive proof of effort to the respective review committees in these cases.) This record of productive scholarship will demonstrate an established reputation within the discipline or profession consistent with the rank of Professor. "Reputation within the discipline or profession" shall be defined functionally as recognition by senior+ scholars (reviewers external to the University) that the overall impact of the faculty member's scholarship has made a meaningful contribution to the field. The reviewers will be selected in accordance with the guidelines in Appendix C, and mixed reviews may be considered by the Committee in its deliberations: unanimity of external reviews is preferred, but not mandatory for positive consideration. External reviews cannot be used as the primary basis for denial or approval of promotion where the applicant has produced the required level of scholarship defined above.

c. Service Effectiveness

To meet minimum service expectations for promotion to Professor, since promotion to Associate, TTF are expected to 1) participate in regular Department/Program faculty meetings, 2) serve on at least 1 Department/College/University committees per AY (if elected or appointed) (e.g. ad hoc, search, or standing committees), 3) participate in recruitment days/activities, 4) attend at least 1 commencement ceremony per year and 5) serve on 3 or more external professionally related committees/activities.

C. Policy Development

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

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

The TTF requesting tenure and/or promotion are required to notify the Department by July 1 of their intent to submit materials in support of their application. The due date for the promotional materials will be determined according to the timelines required by the Office of the Provost and will be transmitted to the TTF member in sufficient time to complete the materials. TTF are required to submit materials following the university approved, electronic submittal guidelines. Guidelines for the Teaching Portfolio appear in Appendix A. The binders must also contain copies of the annual updates for the current and prior two (2) years in the format determined by the College for those years. Guidelines for selection of External Reviewers appear in Appendix C.

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

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

1. Initial responsibility for applying the established criteria and making recommendations regarding tenure and promotion rests with the academic unit's eligible voters, who shall make a written recommendation to the Chair.
2. The Chair shall submit the recommendation of the tenured Bargaining Unit Faculty Members of the academic unit and his or her written statement agreeing or disagreeing

with that recommendation to the Dean. If the recommendation of the Chair differs from that of the academic unit's tenured Bargaining Unit Faculty Members, this recommendation of the Chair shall state the reasons for the difference. The faculty member being reviewed shall have an opportunity to see the recommendations before they are forwarded to the Dean. In response, the faculty member being reviewed may submit a rebuttal letter within 2 business days from notification of the recommendation (see Appendix B for guidelines).

3. The Dean of the college shall make his/her own recommendation after reviewing the written recommendations of the academic unit, the Chair, and the recommendation from the college-level review committee. The Dean will then forward his/her recommendation, along with and the written recommendations of the academic unit, the Chair, and the college-level review committee, to the Provost/VPAA. The faculty member being reviewed shall have an opportunity to see the recommendations before they are forwarded to the Provost/VPAA. Prior to the Dean's submission of materials to the Provost, the faculty member being reviewed may submit a rebuttal letter within 2 business days from notification of the recommendation. (see Appendix B for guidelines).
4. The Provost/VPAA shall have the responsibility for recommending approval or disapproval to the President and the Board of Trustees. All written recommendations with appropriate supporting material appended thereto and a record of actions taken shall become part of the permanent personnel files in the Office of the Provost/VPAA.
5. Before the recommendation is forwarded to the next level, the TTF member shall be informed in writing of the recommendation at each stage of the evaluation process. Except for the tenure and promotion to associate professor evaluation occurring during the last year of the probationary appointment, the candidate has the right to withdraw from the evaluation process at any time by informing his or her Chair, Dean and Provost/VPAA, as appropriate. In cases where the candidate has the right to withdraw from the evaluation process, the recommendation shall not be forwarded to the next level and the evaluation process shall cease without prejudice regarding any future request for tenure and/or promotion.

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

1. Evaluation for Tenure and Promotion to Associate Professor shall be in accordance with the process set forth in Section D above.
2. Probationary tenure-track and tenured faculty members shall be advised of the time when decisions affecting tenure and promotion are ordinarily made and shall be given the opportunity to submit material that they believe to be pertinent to a decision.

3. Probationary tenure-track faculty members may seek tenure at any time during the period of probationary service, and denial of an early request for tenure shall have no effect on subsequent applications for tenure within the probationary period.
4. A probationary tenure-track faculty member in the last year of probationary appointment, or who presents him/herself for tenure and promotion at an earlier date, shall be evaluated by the eligible voters of the academic unit (Section 6.6.5), and there shall be a single vote of recommendation for or against tenure and promotion to associate professor shall be made.
5. The academic unit's eligible voters shall consist of those Bargaining Unit Faculty Members who are tenured and are at or above the rank of associate professor. In academic units with fewer than three eligible voters, the Dean of the college shall appoint tenured BGSU Bargaining Unit Faculty Members from related disciplines outside the unit with the consent of the unit's tenured faculty and the Chair. Appointments shall be made so as to maintain integrity of the discipline.
6. An affirmative vote of at least two-thirds of all eligible voters shall be required to recommend that tenure and promotion to associate professor be granted. Promotion to the rank of associate professor during the probationary period requires a two-thirds affirmative vote of all eligible voters in the academic unit because such action constitutes immediate tenure. Tenured Bargaining Unit Faculty Members at or above the rank of associate professor have the responsibility to vote in decisions on tenure and promotion to associate professor. An abstention or failure to vote has the same effect as a negative vote. Eligible voters on Faculty Improvement Leaves or other approved leaves of absence have the right to participate and vote in these decisions on tenure and promotion to associate professor; however, if they abstain or fail to vote, such abstention or failure to vote does not have the effect of a negative vote.
7. In cases where the Bargaining Unit Faculty Member is a tenured assistant professor, the faculty member will apply for promotion to the rank of associate professor independently of an application for tenure. In such cases, an affirmative vote of a majority of all eligible voters shall be required to recommend that promotion be granted. An abstention or failure to vote has the same effect as a negative vote. Eligible voters on Faculty Improvement Leaves or other approved leaves of absence have the right to participate and vote in these decisions on promotion; however, if they abstain or fail to vote, such abstention or failure to vote does not have the effect of a negative vote.
8. In cases where the Bargaining Unit Faculty Member begins employment at BGSU as an associate professor without tenure, the faculty member may apply for tenure independently of an application for promotion. In such cases, an affirmative vote of at least two-thirds of all eligible voters shall be required to recommend that tenure be

granted. An abstention or failure to vote has the same effect as a negative vote. Eligible voters on Faculty Improvement Leaves or other approved leaves of absence have the right to participate and vote in these decisions on tenure; however, if they abstain or fail to vote, such abstention or failure to vote does not have the effect of a negative vote.

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

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

## Appendix A

### Guidelines for Teaching Portfolio Department of Human Services

You 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. Note that there is some flexibility in the **OPTIONAL** materials section.

You are not required to utilize the maximum page length in the document. Page limitations listed are recommended.

#### Required Materials

1. Table of Contents (1 page)
2. Statement of Teaching Philosophy (1-3 pages)  
(include comments on: how you have adjusted your teaching to address concerns and issues in evaluations, curricular improvements, the appropriateness of course materials and teaching approach, and similar items)
3. Course Taught (1 page)
  - List and description of courses taught
  - Methods utilized in teaching
4. Representative syllabus or elements from syllabus one of the courses taught (7 pages)
5. Teaching evaluation instrument (1 page)
6. Teaching evaluation data-all course evaluations
7. All narrative comments from student evaluations

#### Optional Materials

- |   |            |
|---|------------|
| Representative assignments from course<br>(exams, writing assignments, quizzes, etc.) | (10 pages) |
| Unsolicited letters from students   | (3 pages)  |
| Statements from peers and senior faculty  | (3 pages)  |
| Other forms of evaluation of teaching effectiveness                                   | (2 pages)  |

## Appendix B

### Rebuttal Letter Guidelines

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

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



## Appendix C

### External Review Guidelines Department of Human Services

The Department of Human Services requires that external reviews of scholarship be conducted whenever an individual is being considered for promotion or tenure. 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 appropriate committee from the Bargaining Unit Faculty or the Department Chair will compile lists of at least three (3) potential external reviewers. The candidate and the committee/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 committee or 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 external reviewers will be asked to assess the candidate's scholarship in accord with the Department's criteria for promotion and tenure and the applicable guidelines from the university.



---

Each section of this document was approved by the appropriate faculty of the Department of Human Services

Chair/Director  Date 5-2-16

Reviewed by the Dean Mona Huff Date 5/2/2016

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

---

Reviewed by the SVPAA/Provost  Date 5/4/16

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

---