

Reappointment, Tenure, and Promotion Policy

Part II: Academic Unit Criteria, Standards and Processes

Academic Unit: Department of Biological Sciences

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TTF

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

NTTF are evaluated according to their specific workload assignments in relation to Teaching and Service. The weight given to each domain should reflect the proportion of that domain in the workload. Although contributions in areas other than the assigned workload are not required, they can be included in the NTTF evaluation if the candidate feels that they would better define total contribution in areas of teaching and service. Specific criteria for the assessment of teaching and service of NTTF are listed below.

Teaching: Domains used in the evaluation of teaching of NTTF include undergraduate/graduate teaching; instructional development, and other contributions to student learning (e. g., undergraduate research training). Performance indicators that are used in the evaluation of teaching effectiveness include, but are not limited to, peer evaluations of teaching, quantitative and qualitative teaching scores based on student evaluations, evidence for the development and/or updating of course content along with its delivery, and other indicators of teaching effectiveness such as teaching awards and evidence of student success.

A successful review of the candidate's dossier will typically include quantitative student evaluations that compare favorably with comparable cohort averages, qualitative comments on student and peer evaluations that are generally positive and do not raise significant concerns that

indicate the NTTF is not meeting minimal standards in the classroom, and course materials (e. g., syllabi, assignments, student work) or documentation of teaching-related activity that show ongoing instructional development, curricular development, and/or provide evidence of student success.

Service: Service of NTTF is evaluated by the degree to which assigned responsibilities are performed in an effective, thorough, and timely manner. Faculty members are expected to perform service in a quantity/quality that is consistent with their assigned workload, or a balance of assigned duties, with a general expectation of at least one committee annually or equivalent. Academic advising of students as Undergraduate Advisor, if applicable, should facilitate student retention, student success, and progress towards degree completion. Evidence of service may include reports on undergraduate advising activities and participation in departmental, college, or University committees including governing bodies, councils, special task forces, review teams, or involvement in recruitment and retention activities. Evidence of external professional service is not required for NTTF, but can be included in the NTTF evaluation if the candidate feels that it would better define his/her total contribution.

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

A. Dossier Preparation for Annual Performance Review (APR) of NTTF

The candidate shall prepare and submit an electronic dossier that includes a current CV. The dossier will also include primary and secondary indicators of accomplishments in the areas of teaching and service. Evidence of teaching accomplishments shall include, but are not limited to a summary of student course evaluations (quantitative and qualitative) for all courses taught in the review period. The candidate may submit any other materials that they feel to be relevant. The dossier shall include peer teaching evaluation(s) for the review period. Peer teaching evaluations will be coordinated by the Chair in consultation with the faculty member. The departmental office will provide student evaluation data. Evidence of service shall include, but is not limited to committee participation and academic advising. For a detailed description of the dossier materials and guidance on compilation, the faculty should consult the College.

B. Dossier Preparation for Enhanced Performance Review (EPR) of NTTF.

The candidate shall prepare and submit a dossier that includes a current CV and separate portfolios for teaching and service. Each portfolio shall contain a narrative, which describes the candidate's philosophy and an overview of accomplishments in that area. Each will also include primary and secondary indicators of accomplishments (guidelines are listed on the College of Arts & Sciences web pages). Evidence of teaching accomplishments shall include, but it is not limited to, the development and/or updating of course content along with its delivery, a summary of student course evaluations for all courses taught during the review period, a verbatim compilation of written student comments for at least one course per semester for each year of the review period, at least one peer teaching evaluation for each year of the review period, and any other materials the candidate feels are relevant to meeting the criteria stated above. Student

evaluation data will be provided by the departmental office. Peer teaching evaluations will be coordinated by the Chair in consultation with the faculty member. Evidence of service shall include, but is not limited to committee membership and academic advising. For a detailed description of the dossier materials and guidance on compiling it, the faculty should consult the College.

Unit Faculty Involvement in the NTTF APR Process

The Chair will draft an evaluative letter, circulate the letter to the eligible voting faculty for input, the Chair will revise the letter to incorporate faculty comments (if necessary), and send the letter to the College Dean.

The scheduling and completion of the process in this section shall comply with the timelines required by the Office of the Provost.

Academic Unit Criteria and Standards used in NTTF Promotion Review

NTTF are evaluated according to their specific workload assignments in relation to Teaching and Service. The weight given to each domain should reflect the proportion of that domain in the workload. Although contributions in areas other than the assigned workload are not required, they can be included in the NTTF evaluation if the candidate feels that they would better define his/her total contribution in the areas of teaching and service.

A. Criteria and Standards for Promotion from Instructor to Lecturer

The candidate shall typically have a minimum of six years of experience as a full-time Instructor at BGSU and/or relevant college teaching and/or professional experience and have undergone two successful EPRs as an Instructor. Specific criteria for the assessment of teaching and service are listed below.

Teaching: Aggregate scores from student course evaluations, written comments from students, and peer evaluations should be generally positive, and should not raise any significant concerns. The successful candidate will have quantitative student evaluations that compare favorably with cohort averages. Artifacts, such as syllabi, student projects, examples of research mentorship, presentations or assessment data, should demonstrate that the learning outcomes are being met and that the candidate uses effective modalities in the classroom. A trend of improvement in the metrics over the years is desirable, as is a plan for professional development.

Service: Service to the Department, the University, and the discipline are valued. Active membership in at least one committee (including membership in College and/or University committees) or equivalent per year is expected. Additional contributions to service could include, but are not limited to academic advising of students, community outreach, and recruiting.

B. Criteria for Promotion from Lecturer to Senior Lecturer

The candidate shall typically have a minimum of six years' experience as a full-time Lecturer at BGSU and/or relevant college teaching and/or professional experience.

Teaching: Aggregate scores from student course evaluations, written comments from students, and peer evaluations should be generally positive, and should not raise any significant concerns. The successful candidate will have quantitative student evaluations that compare favorably with cohort averages. Artifacts, such as syllabi, student projects, presentations or assessment data, should demonstrate that the learning outcomes are being met and that the candidate uses effective modalities in the classroom. A trend of improvement in the metrics since the last promotion is desirable, as is a plan for continued professional development. In all cases, student evaluations of teaching must not constitute the sole criterion for evaluation of faculty teaching performance. Leadership in teaching (major curricular or pedagogical innovation, significant teaching mentoring, improvement of outcomes assessment practices, major teaching awards, exemplary engagement in community-based or other kinds of experiential learning, undergraduate research mentorship, etc.) is expected for promotion to senior lecturer.

Service: Service to the Department, the University, and the discipline are valued. Active membership in at least one committee (including membership in College and/or University committees) or equivalent per year is expected. Additional contributions to service could include, but are not limited to academic advising of students, community outreach, and recruiting. Leadership in service (e.g., substantial role in major college or university governance body, exemplary engagement in outreach) is an important distinguishing criterion when assessing applications for promotion to senior lecturer.

Academic Unit Procedures for Creation and Submission of NTTF Promotion Materials

The candidate shall prepare and submit a dossier consisting of a CV and supporting materials, and separate portfolios for teaching and service. Each shall contain a narrative, which describes the candidate's philosophy and an overview of accomplishments in that area. Each will also include primary and secondary indicators of accomplishments (guidelines are listed on the College of Arts & Sciences web pages). Evidence of teaching accomplishments shall include the development and/or updating of course content along with its delivery, student course evaluations for all courses taught in the review period, a verbatim compilation of written student comments for at least one course per semester for each of the previous three years, one peer teaching evaluation for each of the previous three years, and any other materials the candidate feels are relevant to meeting the criteria stated above. Peer teaching evaluations will be coordinated by the Chair in consultation with the candidate. The departmental office will provide student evaluation data. For a detailed description of the dossier materials and guidance on compiling it, the faculty should consult the College website and attend the workshops on the dossier preparation given by the College every year.

The faculty member shall submit the dossier electronically through the appropriate system established by the College. After submission of all materials for review, eligible voters will receive notice that the documents are available to them for review.

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

Academic Criteria and Standards Used in APRs of TTF

Successful APR candidates will demonstrate sufficient annual progress towards meeting the criteria and standards for tenure and promotion to associate professor as described later in this document. Specific criteria for each of the three areas of teaching, research, and service are listed below.

Teaching: Domains used in the evaluation of teaching include: undergraduate teaching, graduate teaching, instructional development, and other contributions to student learning. Performance indicators that are used in the evaluation of teaching include peer evaluations of teaching, quantitative and qualitative teaching scores based on student evaluations, and other indicators of teaching effectiveness such as evidence of student success, undergraduate research mentoring, participation in students' dissertations and theses, student participation in conference presentations, publications, and other pertinent activities.

A successful review candidacy will include quantitative student evaluations that compare favorably with cohort averages, qualitative comments on student and peer evaluations that are generally positive and do not raise significant concerns that the faculty member is not meeting minimal standards in the classroom, and course materials (e. g., syllabi, assignments, student work) or documentation of teaching-related activity that show ongoing instructional development and/or provide evidence of student success.

Research: It is typical for a candidate to publish two papers during the first three years. Documentation of research progress can also include manuscripts in revision. As they progress on the tenure track, successful candidates will demonstrate an accumulation of research activities that reflect a growth in productivity both quantitative and qualitative over the six year period. Initially candidates are launching their research careers and thus under the first and second year APR's manuscripts under review or revision, are demonstrative of research activity that signals likely future research productivity, e. g., publications in peer reviewed journals. Following a successful Enhanced Performance Review, during the third year, successful candidates for the fourth and fifth year, annual reviews will show sustained or increased research activity as well as research productivity, including the publication of peer-reviewed journal articles. In general, successful candidates have produced seven to eight publications during the pre-tenure period. Domains used in the evaluation of research for the APR include: publications and presentations, and extramural support. Evidence of originality and importance of publication products is demonstrated by the prestige of the setting, and the impact on the work of others in the discipline. Performance indicators for extramural support include awarding of research funds

from external sources, as well as proposal submissions. Participation in institutionally-initiated activities through centers, and institutes or alliances/partnerships (such as group/center proposals) may also be considered part of the faculty research component, but such activities do not substitute for publications or extramural support. Research productivity should be consistent with the faculty's departmental assigned duties in research and the faculty position as probationary faculty.

Service: Faculty are expected to perform service either by assignment, election, or self-nomination, in a quantity consistent with their assigned workload. Service is evaluated by the degree to which assigned responsibilities are performed in an effective, thorough, and timely manner. Evidence of internal University service should be demonstrated through participation in departmental, college, or University committees including governing bodies, councils, special task forces, review teams, and the like. Service activities also include academic advising, faculty mentoring, and involvement in recruitment and retention activities. Evidence of external service should be provided through records of relevant activities and professional contributions such as editorial membership, participation in grant review panels, manuscript peer review, and leadership in workshops or other external efforts that increase the visibility of BGSU at the national and international levels.

Academic Criteria and Standards Used in EPRs of TTF

Successful EPR candidates will demonstrate sufficient cumulative progress toward meeting the criteria and standards for tenure and promotion to associate professor as described later in this document. Specific criteria for each of the three areas of teaching, research, and service are listed below.

Teaching: Domains used in the evaluation of teaching include: undergraduate teaching, graduate teaching, instructional development, and other contributions to student learning. Performance indicators that are used in the evaluation of teaching include peer evaluations of teaching, quantitative and qualitative teaching scores based on student evaluations, and other indicators of teaching effectiveness such as evidence of student success, undergraduate research mentoring, participation in students' dissertations and theses, student participation in conference presentations, publications, and other pertinent activities.

A successful review candidacy will include quantitative student evaluations that compare favorably with cohort averages, qualitative comments on student and peer evaluations that are generally positive and do not raise significant concerns that the faculty member is not meeting minimal standards in the classroom, and course materials (e. g., syllabi, assignments, student work) or documentation of teaching-related activity that show ongoing instructional development and/or provide evidence of student success.

Research: It is typical for a candidate to publish two papers during the first three years. Domains used in the evaluation of research for EPR include: publications and presentations, sponsored program extramural support, and outreach activities. Evidence of originality and importance of publication products is demonstrated by the prestige of the setting and the impact on the work of others in the discipline. Performance indicators for extramural support include

awarding of research funds from external sources, as well as proposal submissions. Participation in institutionally-initiated activities through centers, and institutes or alliances/partnerships (such as group/center proposals) may also be considered part of the faculty research component, but such activities do not substitute for publications or extramural support. Research productivity should be consistent with the faculty's departmental assigned duties in research and the faculty position as probationary faculty.

Service: Faculty are expected to perform service either by assignment, election, or self-nomination, in a quantity consistent with their assigned workload. Service is evaluated by the degree to which assigned responsibilities are performed in an effective, thorough, and timely manner. Evidence of internal University service should be demonstrated through participation in departmental, college, or University committees including governing bodies, councils, special task forces, review teams, and the like. Service activities also include academic advising, faculty mentoring, and involvement in recruitment and retention activities. Evidence of external service should be provided through records of relevant activities and professional contributions such as editorial membership, participation in grant review panels, manuscript peer review, and leadership in workshops or other external efforts that increase the visibility of BGSU at the national and international levels.

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

A. Dossier Preparation for Annual Performance Review (APR) of TTF

The candidate shall prepare and submit a dossier that includes a current CV. Each portfolio (research, teaching and service) will also include primary and secondary indicators of accomplishments (guidelines are listed on the College of Arts & Sciences web pages). Evidence of teaching accomplishments shall include, but are not limited to the development and/or updating of course content along with its delivery, and a summary of student course evaluations (quantitative and qualitative) for all courses taught in the review period. The portfolio should also include a peer teaching evaluation for one course in the review period. Peer teaching evaluations will be coordinated by the Chair in consultation with the faculty member. Student evaluation data will be provided by the departmental office. Evidence of research accomplishments may include manuscript and proposal cover pages, and a possible summary statement about research activities. Evidence of service shall include, but is not limited to committee membership and academic advising.

B. Procedures for Enhanced Performance Review (EPR) of TTF

The candidate shall prepare and submit a dossier that includes a current CV (including details on the candidate's contributions on grants, proposals, and publications) and separate portfolios for teaching, research, and service. Each portfolio shall contain a narrative that describes the candidate's philosophy, and an overview of accomplishments in that area. Each portfolio will also include primary and secondary indicators of accomplishments (guidelines are listed on the College of Arts & Sciences web pages). Evidence of teaching accomplishments shall include,

but are not limited to the development and/or updating of course content along with its delivery, and a summary of student course evaluations (quantitative and qualitative) for all courses taught in the review period. The portfolio should also include, a peer teaching evaluation for one course in the review period. Peer teaching evaluations will be coordinated by the Chair in consultation with the faculty member. Student evaluation data will be provided by the departmental office. Evidence of research accomplishments may include manuscript and proposal cover pages, and a Research narrative. Evidence of service can include examples of service to the Department, the University and the discipline. For a detailed description of the dossier materials and guidance on compiling it, the faculty should consult the College website and attend the workshops on the dossier preparation given by the College every year.

The candidate shall submit the dossier electronically via the faculty review system established by the University.

Unit Faculty Involvement in the TTF APR Process

The TTF APR shall be initiated by the Department Chair and Personnel Committee, who shall evaluate the progress of the candidate in teaching, research, and service in relation to the criteria established above. The Personnel Committee and the Chair will independently write evaluative letters, summarizing the outcome of the vote by eligible faculty members, and explicitly reviewing progress toward tenure. The Chair can integrate faculty input into his/her letter since the faculty letter will not proceed to subsequent levels of review.

The scheduling and completion of the process in this section shall comply with the timelines required by the Office of the Provost.

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

As a doctoral degree-granting unit with a diverse range of undergraduate and graduate academic programs and a strong research mission, the Department of Biological Sciences expects candidates for tenure and promotion to Associate Professor to demonstrate a strong record of accomplishment across all three areas of faculty responsibility. In addition to teaching excellence and appropriate service contributions within and outside the university, successful candidates will have an independent research trajectory that shows sustained activity, increasing productivity, an emerging national or international reputation, and the capacity to sustain the research program long-term through extramural support.

A. Criteria and Standards for Tenure and Promotion

Tenure requires demonstrated achievement in the areas of teaching, research, and service in proportion to the assigned workload allocation. While an individual's workload may vary in relation to the percent of workload assignment to teaching, research and service, in no case can

achievement in one substitute for its lack in another. General criteria for each area applicable to all faculty in the Department of Biological Sciences are described below.

Teaching: Domains used in the evaluation of teaching include: undergraduate teaching, graduate teaching, instructional development, and other contributions to student learning. Performance indicators that are used in the evaluation of teaching include peer evaluations of teaching, quantitative and qualitative teaching scores based on student evaluations, and other indicators of teaching effectiveness such as evidence of student success, undergraduate and graduate research mentoring, participation in students' dissertations and theses, student participation in conference presentations, publications, and other pertinent activities.

A typical successful candidate will have quantitative student evaluations that compare favorably with cohort averages, qualitative comments on student and peer evaluations that are generally positive and do not raise significant concerns that the faculty member is not meeting minimal standards in the classroom, and course materials (e. g., syllabi, assignments, student work) or documentation of teaching-related activity that show ongoing instructional development and/or provide evidence of student success.

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

1. Peer evaluations of teaching from faculty of a higher rank
2. Quantitative Teaching Scores based on student evaluations, including statistical parameters relevant to comparison groups (based on class size and course level).
3. Qualitative Teaching comments from student evaluations.
4. Other indicators of teaching effectiveness such as teaching awards, evidence of student success, undergraduate research mentoring, students' dissertations and theses, teaching-focused conference presentations, etc.
5. Artifacts, such as syllabi, student projects, presentations or assessment data, should demonstrate that the learning outcomes are being met and that the candidate uses evidence-based teaching practices.
6. Contribution to curriculum review, revision, and development resulting in modifications and updating of existing courses and the introduction of new ones.

The successful candidate must show clear evidence of excellence in the classroom, in guiding students to achieve learning outcomes in both undergraduate and graduate-level courses. Supervision of student research is encouraged at the undergraduate level and required at the graduate level. Measures of teaching effectiveness include, but are not limited to: student course evaluations, student written comments, peer teaching evaluations, course syllabi, examples of assignments, presentations, development of labs, student projects, grants for teaching, curriculum development, letters of recognition, and teaching awards. Ongoing efforts to maintain or improve teaching skills and effectiveness in the classroom, such as attending teaching workshops, are encouraged. A successful candidacy will include quantitative student evaluations that compare favorably with cohort averages. Student qualitative comments should also compare favorably with those for other faculty members. Artifacts, such as syllabi, student projects, presentations or assessment data, should demonstrate that the learning outcomes are being met and that the candidate uses effective modalities in the classroom.

Effective teaching is evidenced by curricular or pedagogical innovation, documentation of substantial improvement to existing courses, significant teaching mentoring, improvement of learning outcomes, teaching awards, engagement in community-based or other kinds of experiential learning, undergraduate research mentorship, etc.

Research: Faculty are expected to develop independent, high-quality, sustainable research programs, and research productivity is essential for candidates to be promoted to Associate Professor. Candidates must be productive researchers as evidenced by refereed articles published or in press since the initial hire. Books published by a recognized scholarly press are also desirable and may carry more weight than articles depending on the quality, length, and originality. Generally, refereed publications are given greater weight than non-refereed publications. Book chapters are also desirable. External grant funding is expected because it indicates a high level of productivity and is critical to sustaining a research program. In addition to research productivity, research independence is also an important marker of scholarly achievement that indicates a candidate has established a research identity. PI status on grants is particularly advantageous because it demonstrates research leadership and independence. The evaluation of the research record is guided both by the quantitative standards established below and by the assessment of quality, which is a critical factor in research excellence. Indicators of quality include but are not limited to originality of the research, prestige and selectivity of publication venue, competitiveness of awarded extramural support, research awards or prizes, citation metrics, and other measures of impact appropriate to the candidate's field.

Specific criteria to assess research effectiveness include:

1. Research excellence is demonstrated by an extensive record of peer-reviewed publications, publication of books, book chapters, and other publications, including research conducted elsewhere and published after arrival at BGSU. Publications should reflect that the faculty member has a self-directed research program and is developing a national or international reputation in the discipline. Collaborative research efforts leading to publication are encouraged. Successful candidates will typically produce eight or more publications or the equivalent during the review period. The value of the published work will be judged based on such criteria as the journal's impact factor, the role of the faculty member in the published work (e.g., as described in the candidate's research statement), citations received, and the expected impact of the candidate's body of work on the field.
2. Research excellence is also demonstrated by external funding from sources appropriate to the candidate's field. The external funding should be at a level (in terms of role and effort on the project as well as the size of the award) that signals the candidate's research independence and that the candidate's research program has high scientific impact. Successful candidates will have secured extramural funding and demonstrated potential for sustainable support of the candidate's long-term research agenda. In the absence of external support, evidence of potential for

sufficiently significant funding to support the agenda in the near future may be considered. Such evidence should demonstrate sustained pursuit of external funding, favorable panel reviews of unfunded proposals, and any other grounds for expecting imminent success in procuring funding.

3. At least three independent favorable external reviews of the candidate's research program by experts in probationary faculty member's field of research. The Provost's office provides the guidelines used in soliciting external reviews.

4. Other indicators include, but are not limited to: research awards or honors, evidence of scholarly impact on the work of others in the field, and commercialization of ideas or products deriving from research activities

Service: The candidate is expected to have performed internal and external service activities. Internal service includes membership on, and participation in departmental, college, or University committees including governing bodies, councils, special task forces, review teams, and the like. Service activities at the departmental level also include academic advising, faculty mentoring, conducting peer teaching evaluations, and involvement in recruitment and retention activities. Evidence of community engagement activities and service to the discipline should be provided through records of relevant activities and professional contributions that increase the visibility of BGSU at the national and international levels.

B. Criteria and Standards for Promotion to Full Professor

As a doctoral degree-granting unit with a diverse range of undergraduate and graduate academic programs and a strong research mission, the Department of Biological Sciences expects candidates for promotion to Professor to demonstrate a strong record of sustained accomplishment since tenure across all three areas of faculty responsibility. In addition to teaching excellence and leadership and substantial service leadership within and outside the university, successful candidates will have a research trajectory that shows sustained productivity, significant impact in the discipline, a national or international reputation, and consistent extramural support.

Promotion to Professor requires a cumulative record of teaching effectiveness and leadership, scholarly productivity that is indicative of a national reputation in the field, and substantial service contributions within, and external to the University. Departmental criteria for assessing teaching, research and service activities include:

Teaching: The successful candidate must show clear evidence of excellence in the classroom, in guiding students to achieve learning outcomes in both undergraduate and graduate-level courses. Supervision of student research is encouraged at the undergraduate level and required at the graduate level. Measures of teaching effectiveness include, but are not limited to: student course evaluations, student written comments, peer teaching evaluations, course syllabi, examples of assignments, presentations, development of labs, student projects, grants for teaching, curriculum development, letters of recognition, and teaching awards. Ongoing efforts to maintain or

improve teaching skills and effectiveness in the classroom, such as attending teaching workshops, are encouraged. A successful candidacy will include quantitative student evaluations that compare favorably with cohort averages. Student qualitative comments should also compare favorably with those for other faculty members. Artifacts, such as syllabi, student projects, presentations or assessment data, should demonstrate that the learning outcomes are being met and that the candidate uses effective modalities in the classroom. A trend of improvement in the metrics or sustained high performance since the last promotion is desirable as is a plan for continued professional development.

Effective teaching is evidenced by curricular or pedagogical innovation, documentation of substantial improvement to existing courses, significant teaching mentoring, improvement of learning outcomes, teaching awards, engagement in community-based or other kinds of experiential learning, undergraduate research mentorship, and teaching leadership. Teaching leadership is defined broadly and can include serving as a teaching mentor to others (faculty and graduate students) contributing to significant program changes, extensive mentorship and advising of graduate students through chairing theses and dissertations and serving on graduate committees.

Research: There are various research pathways to successful promotion to full professor. Uniting these pathways is the common thread of high research productivity, and an international reputation in the field. A candidate might follow the traditional pathway of continued high scholarly output during the five or six years following tenure and promotion to associate coupled with the achievement of stature in the field. This type of candidate will be publishing regularly, and the preponderance of the publications will be in leading specialty journals. The candidate will also have at least one sizeable external grant since tenure and promotion to associate professor. Another candidate's pathway could be more circuitous but would be marked by sustained productivity over the past five or more years and recognition as a leader in the field, along with receipt of at least one sizeable external grant. While both the quality and the quantity of the candidate's research, scholarship, and creative achievement are evaluated, quality is of premier importance. Quality is defined in terms of the importance and contribution of the work to the discipline. Breakthroughs in conceptual frameworks, conclusions, or methodological approaches are considered to be of higher quality than works making minor variations in or repeating familiar themes in the literature of the candidate's previous work.

Specific performance indicators include the following.

1. Research excellence is demonstrated by a strong record of peer-reviewed publications, publication of books, book chapters, and other publications. Evidence of originality and quality of publication products is demonstrated by the impact in the discipline (e.g., determined through citation indices or published material by others about the significance of the faculty research). The successful candidate will typically have a record of 10 or more peer-reviewed publications since tenure. This cumulative record of publications should indicate that the candidate has demonstrated scholarly expertise in their field at a national or international level.

2. Research excellence is also demonstrated by external funding that supports and sustains the candidate's scientific agenda. Performance indicators for extramural support include research funds awarded, with large, federal and state external awards on which the candidate is principal investigator or co-investigator viewed most favorably. Successful candidates for promotion to full professor will demonstrate significant external grant support from one or more grant awards during the review period.

3. At least three independent external reviews of the candidate's research performance by experts in the faculty member's field of research are required. External reviewers will assess the candidate's prominence in the field and the department will use these assessments to gauge their scholarly impact. The Provost's office provides the guidelines used in soliciting external reviews.

4. Other indicators include, but are not limited to: research awards or honors, evidence of scholarly impact on the work of others in the field, and commercialization of ideas or products deriving from research activities.

Service: Service activities by assignment, election, or self-nomination, are expected in a quantity consistent with their assigned workload. Internal service includes membership on, and participation in departmental, college, or university communities, including governing bodies, councils, special task forces, review teams, and the like. Service activities at the departmental level also includes academic advising, faculty mentoring, and peer teaching evaluations. Successful candidates for Professor will provide evidence of service leadership at the departmental, college, and/or university level (e. g., chairing committees or councils, spearheading mentorship or outreach efforts). Evidence of external service expected of a Full Professor should be provided through records of relevant activities and professional contributions such as editorial membership, participation in grant review panels, manuscript peer review, and leadership in workshops/conferences or other external efforts that increase the visibility of BGSU at the national and international levels. Engaged scholarship activities such as the translation of research to larger audiences (Web sites, TED talks, nonscholarly publications etc.) is another indicator of service at the national level.

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

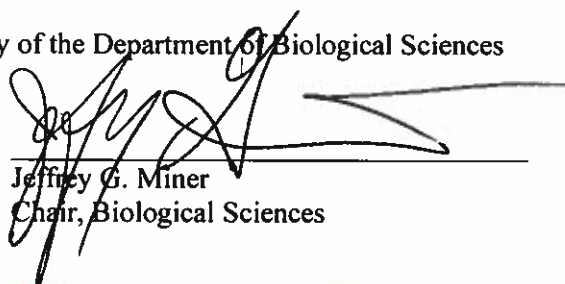
The candidate shall prepare and submit a dossier that includes a current CV (including details on the candidate's contributions on grants, proposals, and publications), and separate portfolios for teaching, research, and service. Each portfolio shall contain a narrative that describes the candidate's philosophy, and an overview of accomplishments in that area. Each portfolio will also include qualitative and quantitative indicators of accomplishments (guidelines are listed on the College of Arts & Sciences web pages). Evidence of teaching accomplishments shall include, but are not limited to the development and/or updating of course content along with its delivery, and a summary of student course evaluations (quantitative and qualitative) for all courses taught in the review period. The portfolio should also include, three peer evaluations for

the review period. Peer teaching evaluations will be coordinated by the Chair in consultation with the faculty member. Student evaluation data will be provided by the departmental office. Evidence of research accomplishments may include manuscript and proposal cover pages, and a possible summary statement about research activities. Evidence of service shall include, but is not limited to committee membership and academic advising. For a detailed description of the dossier materials and guidance on compiling it, the faculty should consult the College website and attend the workshops on the dossier preparation given by the College every year.

The scheduling and completion of the process in this section shall comply with the timelines required by the Office of the Provost.

Approved by the faculty of the Department of Biological Sciences

Date 4/9/2019



Jeffrey G. Miner
Chair, Biological Sciences

Date 4/9/2019

Approved:



Raymond Craig
Dean, College of Arts and Sciences

Date 4/10/19

Approved:



Joe B. Whitehead, Jr.
Provost and Senior Vice President for Academic Affairs

Date 5/2/19