

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

For a typical NTTF, teaching is the primary component of workload with service contributing a smaller but important portion. APRs, EPRs, and promotion reviews will therefore focus on these domains unless variances from the norm have been either contractually assigned in the appointment letter or approved in writing by the Dean.

### **1. Teaching**

Effective teaching contributions, at minimum, meet professional norms such as setting appropriate academic standards, being prepared to conduct all class meetings, being available to students outside of class and responding appropriately to student questions and concerns. Quantitative and qualitative student teaching evaluations will play an important, but not exclusive, role in the assessment. Quantitative student evaluations must be assessed in the context of historical scores for the same class and by comparison to scores from other courses at similar levels. Peer evaluations provide another valuable means of assessing teaching effectiveness.

- A. For APRs, quantitative student evaluations are judged positive if they hover near the historical department mean for comparable courses. Positive qualitative student evaluations are generally free of indications that professional norms are not being met. A peer evaluation within the past year is required at the time of the APR. Under conditions where student evaluations are not strong, the Chair may place additional weight on a peer evaluation or request to review additional course material such as syllabi, exams, and assignments. Positive peer evaluations will indicate that the NTTF member is engaging students in the classroom and teaching the appropriate curriculum. Peer evaluations that include constructive feedback may still be viewed as positive evaluations.
- B. For EPRs, the criteria for evaluation will largely parallel those of the APR process except that teaching performance from all years not covered in a previous EPR will be reviewed. Quantitative and qualitative student evaluations and peer reviews will be the primary assessment tools. For any areas of weakness indicated by previous APRs, evidence of improvement is expected for a positive evaluation.

Additional indicators associated with the submitted Teaching Portfolio materials, including the teaching philosophy narrative, will also be reviewed. These can include evidence of data-driven curricular development at either the course or program level, participation in teaching professional development activities, and/or student performance on course assessments.

### **2. Service**

Faculty are expected to perform service, either by assignment, election, or self-nomination, in a quantity consistent with their assigned workload, typically at the level of at least one Department committee or equivalent per year. Service contributions may include but are not limited to chairing or membership on a Department, College, and/or University

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committee; undergraduate academic advising; contribution to or leadership of a Department recruiting or outreach initiative; participation in university governance; professional activities, such as holding an office in a professional society; and/or leadership in community service activities related to faculty appointment.

### 3. Research

Although research is typically not an assigned workload category for NTTF, there is an expectation to remain informed in the discipline to be effective in teaching. If research activity is present, even if not assigned, its role in enhancing teaching may be considered.

For NTTF with contractually assigned research workload, research productivity will be assessed as part of the APR and EPR processes. The primary indicator of research productivity is the publication of research articles in peer-reviewed journals. Publication of book chapters, submission of external grant proposals and receipt of external grant awards provide additional evidence of research productivity.

Research productivity will be evaluated relative to the contractually assigned research workload. At the time of the first EPR, a successful candidate will typically have submitted at least one manuscript to a peer-reviewed journal.

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

#### 1. APR Materials

The NTTF member shall have their electronic portfolio, including a current curriculum vitae, updated by the deadline established by the Provost. Included in the portfolio should be at least one peer review letter from the previous year. The Department will collate quantitative and qualitative student evaluations from the prior year and will add them to the electronic portfolio.

#### 2. EPR Materials

EPRs require that the NTTF member compile an electronic portfolio consisting of a curriculum vitae and the following supporting materials:

- Teaching philosophy narrative (no more than 3 pages) that describes the candidate's approach to teaching
- Quantitative evaluations for all courses taught since hire or the previous EPR and one course qualitative evaluation from each semester taught since hire or the previous EPR. The Department will collate these evaluations and will add them to the electronic portfolio.
- Peer teaching evaluations (a minimum of three from at least three different faculty members of higher rank than the candidate) from courses taught since hire or the previous EPR.
- Evidence of teaching effectiveness, such as provided by course syllabi, assignments, or projects.

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- Evidence of instructional or curricular development is encouraged but not required.
- Service philosophy narrative (no more than two pages) summarizing the candidate's approach to service and detailing service activities over the previous review period.
- If research is an area of assigned workload, a research narrative (no more than three pages) summarizing the candidate's approach to research and research accomplishments over the previous review period must be included. Supporting material should include copies of scholarly work and project summaries from external grant awards.

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

APRs of NTTF shall be conducted by the Department Chair in accordance with the unit's criteria.

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

NTTF seeking promotion are evaluated according to the domains specified in their assigned workload which shall be in alignment with the appointment letter or with any modifications approved in writing by the Dean.

#### **1. Criteria for promotion from Instructor to Lecturer**

Successful candidates will have demonstrated a commitment to teaching excellence as evidenced by consistently positive quantitative and qualitative student evaluations, positive peer evaluations of teaching from at least three faculty of a higher rank, and demonstrated success in at least two different secondary teaching performance indicators as detailed below. Quantitative student evaluations are judged positive if they are at or above the department mean for comparable courses. Peer evaluations that indicate the instructor is engaging the students and is effectively teaching the appropriate curriculum are deemed positive. Peer evaluations that also include constructive feedback may still be viewed positively.

Service effectiveness is judged positively if the candidate has fulfilled the responsibilities of committee membership on at least three committees, one of which must be at the college or university-wide level and participation in at least six recruitment or outreach activities such as Preview Day, Presidents' Day, STEMS Day, Women in STEM, Science Olympiad, or equivalent. Demonstrated success in at least two secondary service indicators, as detailed below, is also required.

For NTTF with contractually assigned research workload, research productivity will be assessed as part of the promotion processes. The primary indicator of research productivity is the publication of research articles in peer-reviewed journals. Publication of book chapters, submission of external grant proposals and receipt of external grant awards provide additional evidence of research productivity.

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Research productivity will be evaluated relative to the contractually assigned research workload. Typically, a successful candidate will have published two peer-reviewed journal articles or the equivalent.

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

While a Lecturer, successful candidates for promotion to Senior Lecturer will have demonstrated a commitment to teaching excellence as evidenced by consistently positive quantitative and qualitative student evaluations, positive peer evaluations of teaching from at least three faculty of a higher rank, and demonstrated success in at least three different secondary teaching performance indicators as detailed below. Quantitative student evaluations are judged positive if they are at or above the department mean for comparable courses. Peer evaluations that indicate the instructor is engaging the students and is effectively teaching the appropriate curriculum are deemed positive. Peer evaluations that also include constructive feedback may still be viewed positively.

Teaching leadership is also expected of the candidate through activities such as faculty mentoring, large scale curriculum review/revision, new program development, or program assessment and review.

Service effectiveness is judged positively if the candidate has fulfilled the responsibilities of committee membership on at least three committees, one of which must be at the college or university-wide level and participation in at least six recruitment or outreach activities such as Preview Day, Presidents' Day, STEMS Day, Women in STEM, Science Olympiad, or equivalent. Demonstrated success in at least three secondary service indicators, as detailed below, is also required.

For faculty with contractually assigned research workload, research productivity will be assessed as part of the promotion processes. The primary indicator of research productivity is the publication of research articles in peer-reviewed journals. Publication of book chapters, submission of external grant proposals and receipt of external grant awards provide additional evidence of research productivity.

Research productivity will be evaluated relative to the contractually assigned research workload. Typically, a successful candidate will have published two peer-reviewed journal articles or the equivalent.

### 3. Secondary Performance Indicators for Teaching and Service

Teaching Performance Indicators:

- a. Significant curricular development of a course
- b. Significant program assessment development
- c. Supervision of at least 2 credit hours of Undergraduate Research
- d. Attendance at two professional conferences
- e. Presentation at a professional conference
- f. Participation in a BGSU CFE Learning Community
- g. Other teaching or professional development activities of comparable impact

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### Service Performance Indicators:

- a. Effective performance as a department Undergraduate Advisor
- b. Effective performance as a program Graduate Coordinator
- c. Advisor for a student club
- d. Supervision of a major recruitment/outreach activity
- e. Effective contribution to university governance such as Faculty Senate, Undergraduate Council, or Graduate Council.
- f. Significant service to the profession
- g. Other service activities of comparable impact

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

Promotions require that the NTTF member compile an electronic portfolio consisting of a curriculum vitae and the following supporting materials:

- Teaching philosophy narrative (no more than 3 pages) that describes the candidate's approach to teaching
- Quantitative evaluations for all courses taught since hire or the previous promotion and one course qualitative evaluation from each semester taught since hire or the previous EPR. The Department will collate these evaluations and will add them to the electronic promotion.
- Peer teaching evaluations (a minimum of three from at least three different faculty members of higher rank than the candidate) from courses taught during the previous review period.
- Evidence of teaching effectiveness, such as provided by course syllabi, assignments, or projects.
- Evidence of instructional or curricular development.
- Service philosophy narrative (no more than two pages) summarizing the candidate's approach to service and detailing service activities over the previous five years.
- If research is an area of assigned workload, a research narrative (no more than three pages) summarizing the candidate's approach to research and research accomplishments over the previous five years must be included. Supporting material should include copies of scholarly work and project summaries from external grant awards.
- Evidence supporting the Secondary Performance Indicators required for promotion to either Lecturer or Senior Lecturer.

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

The criteria for successful APRs and EPRs for TTF focus largely on adequate progress toward the requirements for tenure and promotion to associate professor as discussed later in this document. APRs review that progress over the previous one-year period, while an EPR reviews progress at the mid-point between hire and tenure and promotion review. It must be realized that progress evaluated at the EPR or early APR stage, may be somewhat less than the average annual expectations across the full six-year probationary period. This is especially true for research, where a functioning laboratory and productive students are needed.

As an EPR applies to a three-year period, additional criteria for consideration are the candidate's improvement in areas of weakness and maintained efforts in areas of strength as noted in previous APRs.

### **1. Teaching**

Adequate progress in teaching closely corresponds to the standards for tenure, namely providing consistently effective instruction and lacking any unsatisfactory indicators.

Effective teaching contributions, at minimum, meet professional norms such as setting appropriate academic standards, being prepared to conduct all class meetings, being available to students outside of class and responding appropriately to student questions and concerns.

Quantitative student evaluations are judged positive if they are at or above the historical department mean for comparable courses. Positive qualitative student evaluations are generally free of indications that professional norms are not being met.

Peer evaluations by faculty of higher rank provide additional perspective on teaching effectiveness. Peer evaluations may include constructive feedback and such evaluations may still be viewed positively.

Through the time of the EPR, additional emphasis will be placed on efforts to correct any previously identified areas of weak teaching performance.

### **2. Research**

The establishment of a productive and independent research program is expected of all TTF. A productive research program generates scholarly, peer-reviewed publications and acquires external funding, primarily through grants, to sustain its activity. The initial research efforts of a probationary TTF member will focus on setting up a functional laboratory space and training a research group of graduate students. The presence of such an induction period implies that scholarly publications and grant proposal submissions will not typically follow a linear progression across the probationary period.

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At the time of the EPR, a successful candidate will have demonstrated positive steps toward establishing a productive and independent research program. Ideally this would include having an accepted or published article in a peer-reviewed journal derived from research at BGSU or the equivalent. Minimally, this would require a manuscript submission, based on BGSU research, to a peer-reviewed journal made available for faculty review during the EPR process. Additionally, a successful candidate will have submitted at least one external grant proposal.

For APRs that follow the EPR, continued efforts and progress toward obtaining external funding are expected. Publications in high-quality journals are also expected to increase so that the expectation at tenure review of an average of one per year can be met.

Patents and intellectual property provide additional evidence of research progress.

### 3. Service

Through the time of the EPR, expectations for service are somewhat lower than those for tenure so that the candidate can devote sufficient effort to establishing a research program. Typically, membership on one department committee (or equivalent) per year is expected. While some College or University service is required for tenure, it will typically occur after the EPR. For the APRs that follow the EPR, annual service contributions should be comparable to those expected for tenure, including service to the College and University and service to the profession, most commonly as a manuscript reviewer.

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

### 1. APR Materials

The faculty member shall have their electronic portfolio, including a current CV in the standard BGSU format, updated by the deadline established by the Provost. In consultation with the candidate, the Chair will arrange to have at least one peer teaching evaluation carried out by a faculty member of higher rank for a course taught within the review period.

Student teaching evaluations, both quantitative and qualitative, will be collated by the Department and added to the electronic portfolio.

### 2. EPR Materials

EPRs require that the faculty member compile an electronic portfolio consisting of the following materials:

- A complete, current CV in standard University format
- A teaching narrative that describes the candidate's philosophy and approach to teaching with reflection on the student teaching evaluations and comments
- All available quantitative and qualitative student teaching evaluations for all courses taught since hire.
- Peer teaching evaluations (a minimum of three from at least three different faculty members of higher rank than the candidate) from courses taught since hire

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- Supplemental evidence of teaching effectiveness, such as provided by course syllabi, assignments, and projects
- A research narrative that describe the candidate's research area, progress, and accomplishments
- Additional research supporting material may include copies of scholarly work, abstracts of invited or contributed presentations, project summaries of grant submissions, and other artifacts as identified in the College guidelines
- Service philosophy narrative summarizing the candidate's approach to service and detailing service activities over the previous two years.
- Supplemental service artifacts as identified in the College guidelines

The dossier must be finalized by the deadline established by the Provost's Office.

Student teaching evaluations, both quantitative and qualitative, are held and will be uploaded to the electronic review system by the Department.

### **Unit Faculty Involvement in the TTF APR Process**

The Chair will distribute the APR materials to the tenured faculty and solicit written comments that will be integrated into the Chair's letter.

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

#### **1. Tenure and Promotion from Assistant Professor to Associate Professor**

The granting of tenure with promotion to Associate Professor is based on convincing evidence that the candidate has developed a productive and independent research identity and is regularly publishing in high quality, peer-reviewed journals. Evidence that the research productivity can be sustained through appropriate funding is also required. A successful candidate must also document effective teaching and commitment to student learning throughout the probationary period as well as a record of active and productive service both within and outside of the Department.

##### **A. Teaching**

A successful candidate will have made effective contributions to the unit's teaching mission and will have demonstrated a commitment to providing high quality instruction. These factors are evidenced by positive quantitative and qualitative student evaluations and by positive peer evaluations of teaching from at least three faculty of higher rank.

Effective teaching contributions, at minimum, meet professional norms such as setting appropriate academic standards, being prepared to conduct all class meetings, being available to students outside of class and responding appropriately to student questions and concerns.

Quantitative student evaluations are judged positive if they are at or above the historical department mean for comparable courses. Positive qualitative student evaluations are generally free of indications that professional norms are not being met.



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Peer evaluations that indicate the instructor is engaging the students and is effectively teaching the appropriate curriculum are deemed positive. Peer evaluations that also include constructive feedback may still be viewed positively. Efforts to address issues raised by either student or peer evaluations indicate the candidate's commitment to providing quality instruction.

### B. Research

Research productivity is essential for candidates to be promoted to Associate Professor and tenured. The primary indicator of productivity is a strong publication record in peer-reviewed journals. Typical expectations would be for an average of one publication per year during the probationary period. Publications should appear in widely accepted professional journals appropriate for the field of research. Publications in a field's flagship journal carry additional weight in demonstrating high-quality research and scholarship. Publications in non-established/non-peer reviewed, low-quality journals are not appropriate venues to demonstrate scholarly productivity. Publications are normally expected to carry the candidate's BGSU affiliation and derive from work initiated at BGSU.

Collaborative research projects and co-authored journal articles shall not carry less weight provided that the candidate's role across the project – inception, design, implementation, and analysis – is evident and addressed in the Research Narrative. Any collaborative research and co-authored papers should be balanced by independent projects and publications as the corresponding author to demonstrate the establishment of an independent research identity.

Additional indicators of research activity include (but are not limited to):

- research awards
- invited and contributed talks
- patent applications
- intellectual property disclosure/technology transfer

Sustainable research activity is also an essential requirement for a successful candidate. The primary indicator of sustainability is the acquisition of external funding for the candidate's research program. External funding contributes to the support of graduate students through funded research assistantships and maintains a research environment where the candidate and students can be productive beyond the probationary period when start-up funds were employed.

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 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.

### C. Service

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A record of productive service within the Department is expected of all candidates. Such service may include but is not limited to effective membership on a Department committee, successful performance as an undergraduate academic advisor or graduate coordinator, participation in a Department recruiting initiative, leadership of a significant outreach activity, or significant contribution to program assessment. Typical expectations for service at the department level would be for one committee (or equivalent) and one additional significant activity per year.

Limited College or University level service is also expected through committee membership or appointment as the department representative to a College- or University-wide activity. At least one such contribution (or equivalent) is expected. Some service to the profession, such as through manuscript review, is also expected.

### 2. Promotion from Associate Professor to Professor

The promotion to Professor is based on convincing evidence that the candidate has sustained a productive, externally supported research identity with national/international recognition through regular publication in high quality, peer-reviewed journals. A successful candidate must also document sustained effective teaching and commitment to student learning, as well as active and productive service, some in a leadership role, both within and outside of the Department.

In exceptional cases, a candidate's performance, particularly in the domain of scholarship and external research funding, over a shorter time period may provide convincing evidence for major contributions and sustained leadership in the field. In such cases an accelerated timeline for promotion from Associate Professor to Professor may be considered.

#### A. Teaching

A successful candidate will have a sustained record of effective contributions to the unit's teaching mission, evidenced by a range of positive indicators that may include overall positive student evaluations, positive peer reviews, significant instructional innovation, and course/laboratory curriculum development or revision.

Effective teaching contributions, at minimum, meet professional norms such as setting appropriate academic standards, being prepared to conduct all class meetings, being available to students outside of class and responding appropriately to student questions and concerns.

Quantitative student evaluations are judged positive if they are at or above the historical department mean for comparable courses. Positive qualitative student evaluations are generally free of indications that professional norms are not being met.

Peer evaluations that indicate the instructor is engaging the students and is effectively teaching the appropriate curriculum are deemed positive. Peer evaluations that also include constructive feedback may still be viewed positively. Efforts to address issues raised by either student or peer evaluations indicate the candidate's commitment to providing quality instruction.

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Teaching leadership is also expected of the candidate through activities such as faculty mentoring, large scale curriculum review/revision, new program development, or program assessment and review.

### B. Research

A successful candidate for promotion to Professor is expected to demonstrate a sustained, productive research program with recognition at the national/international level. The primary indicators of productivity are a strong publication record in high-quality peer-reviewed journals and significant external funding. Typical expectations would be for at least ten publications since tenure and promotion to Associate Professor in widely accepted and high-quality professional journals appropriate for the field of research. Publications in a field's flagship journal carry additional weight in demonstrating high-quality research and national/international prominence.

Collaborative research projects and co-authored journal articles shall not carry less weight provided that the candidate's role across the project – inception, design, implementation, analysis, and some leadership – is evident and addressed in the Research Narrative. Some balance between collaborative and independent research is also expected.

External funding to sustain the candidate's research program is normally expected. Such funding provides the resources essential to research productivity and allows students to be supported on research assistantships, thereby contributing to the sustainability of the department's graduate program.

Additional secondary indicators of research activity include (but are not limited to):

- research awards
- invited and contributed talks
- patent applications
- intellectual property disclosure/technology transfer

### C. Service

A sustained record of significant and productive service both within the Department and to the College and/or University is expected, some in a leadership role. Service to the professional community is also expected. Examples of professional service include but are not limited to refereeing journal articles, serving on editorial boards, reviewing grant proposals, serving on review panels, organizing symposia at professional meetings, and leadership in a professional society at the regional or national level.

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

The faculty member compiles an electronic portfolio that included the following materials:

- A complete, current CV in standard University format
- Teaching philosophy narrative that describes the candidate's approach to teaching
- All available quantitative and qualitative student teaching evaluations for all courses taught during the review period

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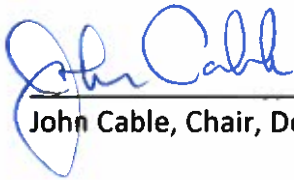
- Peer teaching evaluations (a minimum of three from at least three different faculty members of higher rank than the candidate) from courses taught during the review period
- Supplemental evidence of teaching effectiveness, such as provided by course syllabi, assignments, and projects
- A research narrative that describe the candidate's research area, progress, and accomplishments and provides additional details on the contributions to any collaborative projects and co-authored papers
- Additional research supporting material may include copies of scholarly work, abstracts of invited or contributed presentations, project summaries of grant submissions, and other artifacts as identified in the College guidelines
- Service philosophy narrative summarizing the candidate's approach to service and detailing service activities over the previous two years.
- Supplemental service artifacts as identified in the College guidelines

The dossier must be finalized by the deadline established by the Provost's Office.

Student teaching evaluations, both quantitative and qualitative, are held and will be uploaded to the electronic review system by the Department.

In addition to the materials listed above, at least three external letters of evaluation of the candidate's research portfolio are required. The external reviewers will be selected and review letters solicited in accordance with the procedures stipulated by the Provost's Office.

Approved by the Department of Chemistry through an electronic vote on Sep. 11, 2019 after discussion at the Sep. 4, 2019 faculty meeting.



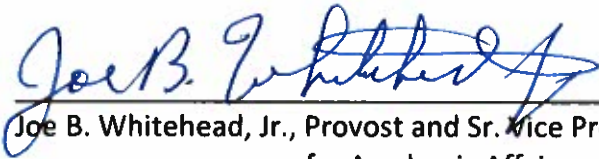
John Cable, Chair, Department of Chemistry

Date 10/1/19



Raymond A. Craig, Dean, College of Arts and Sciences

Date 10/2/2019



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

Date 10/7/19