

Reappointment, Tenure, and Promotion Policy

Part II: Academic Unit Criteria, Standards and Processes

Academic Unit: School of Nursing (SON)

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

Criteria used for Annual Performance Reviews (APR) and Enhanced Performance Reviews (EPR) of Qualified Rank Faculty (QRF) evaluate teaching and service. QRF will be reviewed based on their assigned workload. Customarily, QRF are assigned 80% teaching and 20% service, however, a QRF may be assigned a different allocation of effort based on needs of the program. QRF may be given administrative responsibilities, such as coordinator of a program, of which the allocation of effort may be reduced. Allocation of effort of QRF applies to all faculty members within the SON, unless specific, formal agreements are made to the contrary. All individual variations must be made in writing, signed by both the faculty member and the SON Director, and endorsed by the Dean of the College of Health and Human Services (CHHS). Candidates for reappointment and promotion must meet required performance indicators and supply other artifacts that document their effectiveness. Performance indicators and artifacts must be accompanied with written narratives that clearly identify and describe the extent to which they have demonstrated effectiveness in their assigned workload. All QRF members are required to have a master's degree in nursing, if the master's degree is not in nursing, a bachelor's degree must be in nursing from an accredited school. All QRF are required to have an active, valid, and unencumbered license as a Registered Nurse in the state of Ohio and two-years' experience as a Registered Nurse (faculty may have an active, valid, and unencumbered license as a Registered Nurse in the USA or District of Columbia in specific circumstances [i.e. teaching in RN to BSN or graduate level programs]).

Teaching Effectiveness: Teaching Effectiveness by faculty is vital to the development and enhancement of the intellectual quality and academic integrity of the University. Achievement in this area is of critical importance to the SON evaluation of QRF who are under review for reappointment.

Beginning the first year of a teaching appointment, QRF must create and maintain an up-to-date electronic teaching portfolio that contains written records pertaining to their teaching, including a detailed teaching narrative that includes a discussion of the candidate's teaching philosophy and pedagogy. The teaching narrative (no more than five pages) explains how the candidate has met the standard for teaching effectiveness, as well as describes how each submitted piece of evidence have informed the candidate's teaching practice and philosophy. For each APR, QRF must submit a portfolio that provides evidence of performance for the previous year. A portfolio, providing documentation for an entire three-year period, will be reviewed as the primary source of information for the EPR. Candidates shall include at least five pieces of evidence of teaching effectiveness for both APR and EPR.

- a. (Required) Results of University Wide Evaluations of Teaching and Learning Effectiveness for all courses taught and evaluated, such that the quantitative average is 3.0 or greater on the 5.0 scale. Qualitative comments should be positive and demonstrate teaching effectiveness (see table 1);
- b. Results of one peer evaluation of teaching effectiveness, such that the quantitative average is 3.0 or greater on the 5.0 scale. Qualitative comments should be positive and demonstrate teaching effectiveness;
- c. At least two samples of student assignments, assessments, and other materials that demonstrate clearly communicated expectations and quality feedback that align with the teaching narrative;
- d. One or more course syllabi that demonstrate a clear statement on course expectations, the schedule and methods of assessment, indicators of support for student success (i.e. office hours, support services, or technology support), and pedagogical efforts that engage students in the learning process;
- e. Description and evidence of development of new courses, course revisions, innovative course materials, or program revisions;
- f. Description and evidence of development of leadership in teaching;
- g. Evidence of commitment to improving teaching as demonstrated by professional development activities;
- h. Teaching awards and distinctions; and
- i. Evidence of student advising.

Table 1: Course Evaluation Table

Semester and Year	Course #	Number of students	Number of responses	Course Mean	Course SD	CHHS Mean	CHHS SD
Average of all Course Scores							

Service Effectiveness: Service contributions by faculty at the School, College, University, and professional levels are critical to the overall mission of the University. The School defines service as internal (i.e., Program, School, College, University) or external (i.e., community or professional service).

QRF seeking reappointment shall provide evidence of appropriate service that falls into two or more of the following levels; internal and external. In presenting their records of service, QRF members must include documentation that provides evidence of their activities and contributions and address the performance indicators, in addition to other artifacts, used for evaluation. Candidates will do this by including a narrative that describes their service involvement via required performance indicators and other artifacts. This service narrative (no more than three

pages) explains how the candidate has met the standard for service effectiveness. It must include descriptions of each submitted piece of evidence. Finally, the service narrative should document successful performance of service activities. Candidates shall include at least five total pieces of evidence of service effectiveness. QRF shall note when course releases and/or stipends were included as compensation for service work.

- a. (Required) One SON Committee (i.e. Merit, scholarship, curriculum);
- b. (Required) Involvement in one professional organization related to the QRF members expertise;
- c. Active participation on one or more additional SON, CHHS, or University committees;
- d. Involvement in state or national professional organizations that goes beyond membership and attending conferences;
- e. Advisor for student organizations (i.e. Student Nurses Association or Sigma Theta Tau)
- f. Significant contribution to University-related events (beyond attendance);
- g. Evidence of serving as a committee member on two or more graduate thesis/projects/dissertations and/or scoring of comprehensive examinations;
- h. Evidence of serving as a committee chair on one or more graduate thesis/project/dissertation committees;
- i. Community service pertaining to the QRF members area of expertise; and
- j. Evidence of mentoring new faculty members.

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

QRF members shall electronically submit all required documents according to the timeline required by the Office of the Provost/VPAA and the Collective Bargaining Agreement (CBA). Both APR and EPR shall require that the QRF compile a portfolio consisting of the candidate's curriculum vita (CV) and supporting materials separated into the areas of teaching and service. All portfolios should be presented at "collegiate quality" and be error free.

Evidence considered in the APR for QRF will include, but not limited to:

- a. Current CV in BGSU format;
- b. Teaching and Service narratives;
- c. Evidence of teaching effectiveness; and
- d. Evidence of service effectiveness.

Evidence considered in the EPR for QRF will include, but not limited to:

- a. Current CV in BGSU format;
- b. Teaching and Service narratives;
- c. Evidence of teaching effectiveness;
- d. Evidence of service effectiveness; and
- e. Copies of annual performance reviews from previous three years, inclusive of the current academic year.

Unit Faculty Involvement in the QRF APR and EPR Process

APR shall be conducted by the Director of the SON. EPR will be reviewed by the CHHS committee for RPT. Eligible voters of the academic unit according to the Collective Bargaining Agreement process shall vote on EPR. The eligible voters shall provide a written recommendation to the SON Director. The Director will then submit a recommendation letter to the Dean of CHHS who will submit an independent recommendation to the Provost. Faculty members have an opportunity to submit a rebuttal letter within three business days after a recommendation is forwarded to the Dean and/or after a recommendation is forwarded to the Provost.

Academic Unit Criteria and Standards used in QRF Promotion Review; QRF-Assistant Professor to QRF-Associate Professor

Teaching Effectiveness: Teaching Effectiveness by faculty is vital to the development and enhancement of the intellectual quality and academic integrity of the University. Achievement in this area is of critical importance to the SON evaluation of QRF who are under review for promotion.

QRF must maintain an up-to-date electronic teaching portfolio that contains written records pertaining to their teaching, including a detailed teaching narrative that includes a discussion of the candidate's teaching philosophy and pedagogy. The teaching narrative (no more than five pages) explains how the candidate has met the standard for teaching effectiveness, as well as describes how each submitted piece of evidence have informed the candidate's teaching practice and philosophy. The QRF member must submit a portfolio that provides evidence of performance for the previous six-year period. Candidates shall include at least six pieces of evidence of teaching effectiveness.

- a. (Required) Results of University Wide Evaluations of Teaching and Learning Effectiveness for all courses taught and evaluated, such that the quantitative average is 3.5 or greater on the 5.0 scale (see table 1). Qualitative comments should be positive and demonstrate teaching effectiveness;
- b. Results of one peer evaluation of teaching effectiveness, such that the quantitative average is 3.5 or greater on the 5.0 scale. Qualitative comments should be positive and demonstrate teaching effectiveness;
- c. At least three samples of student assignments, assessments, and other materials that demonstrate clearly communicated expectations and quality feedback that align with the teaching narrative;
- d. One or more course syllabi that demonstrate a clear statement on course expectations, the schedule and methods of assessment, indicators of support for student success (i.e. office hours, support services, or technology support), and pedagogical efforts that engage students in the learning process;
- e. Description and evidence of development of new courses, course revisions, innovative course materials, or program revisions;
- f. Description and evidence of development of leadership in teaching;

- g. Evidence of commitment to improving teaching as demonstrated by professional development activities;
- h. Teaching awards and distinctions; and
- i. Evidence of student advising.

Table 1: Course Evaluation Table

Semester and Year	Course #	Number of students	Number of responses	Course Mean	Course SD	CHHS Mean	CHHS SD
Average of all Course Scores							

Service Effectiveness: Service contributions by faculty at the School, College, University, and professional levels are critical to the overall mission of the University. The School defines service as internal (i.e., Program, School, College, University) or external (i.e., community or professional service).

QRF seeking promotion shall provide evidence of appropriate service that falls into two or more of the following levels; internal and external. In presenting their records of service, QRF members must include documentation that provides evidence of their activities and contributions and address the performance indicators, in addition to other artifacts, used for evaluation. Candidates will do this by including a narrative that describes their service involvement via required performance indicators and other artifacts. This service narrative (no more than three pages) explains how the candidate has met the standard for service effectiveness. It must include descriptions of each submitted piece of evidence. Finally, the service narrative should document successful performance of service activities. Candidates shall include at least six total pieces of evidence of service effectiveness. QRF shall note when course releases and/or stipends were included as compensation for service work. The QRF member must submit a portfolio that provides evidence of performance for the previous six-year period.

- a. (Required) One SON Committee (i.e. Merit, scholarship, curriculum);
- b. (Required) Involvement in one professional organization related to the QRF members expertise;
- c. Active participation on one or more additional SON, CHHS, or University committees;
- d. Involvement in state or national professional organizations that goes beyond membership and attending conferences;
- e. Advisor for student organizations (i.e. Student Nurses Association or Sigma Theta Tau)
- f. Significant contribution to University-related events (beyond attendance);
- g. Evidence of serving as a committee member on two or more graduate thesis/projects/dissertations and/or scoring of comprehensive examinations;

- h. Evidence of serving as a committee chair on one or more graduate thesis/project/dissertation committees;
- i. Community service pertaining to the QRF members area of expertise; and
- j. Evidence of mentoring new faculty members.

Academic Unit Procedures for Creation and Submission of QRF Promotion Materials:

QRF members shall electronically submit all required documents according to the timeline required by the Office of the Provost/VPAA and the Collective Bargaining Agreement (CBA). Promotion shall require that the QRF compile a portfolio consisting of the candidate's curriculum vita (CV) and supporting materials separated into the areas of teaching and service. All portfolios should be presented at "collegiate quality" and be error free.

Evidence considered in promotion for QRF will include, but not limited to:

- a. Current CV in BGSU format;
- b. Teaching and Service narratives;
- c. Evidence of teaching effectiveness;
- d. Evidence of service effectiveness; and
- e. Copies of merit reviews from previous three years, inclusive of the current academic year.

Unit Faculty Involvement in the QRF promotion process:

A request by a QRF for promotion shall be evaluated by the eligible voters of the academic unit according to the Collective Bargaining Agreement process. The eligible voters shall provide a written recommendation to the SON Director. The Director will then submit a recommendation letter to the Dean of CHHS who will submit an independent recommendation to the Provost. Faculty members have an opportunity to submit a rebuttal letter within three business days after a recommendation is forwarded to the Dean and/or after a recommendation is forwarded to the Provost. The Provost will provide a recommendation to the President and Board of Trustees.

Academic Unit Criteria and Standards used in QRF Promotion Review; QRF-Associate Professor to QRF-Professor

Teaching Effectiveness: Teaching Effectiveness by faculty is vital to the development and enhancement of the intellectual quality and academic integrity of the University. Achievement in this area is of critical importance to the SON evaluation of QRF who are under review for promotion.

QRF must maintain an up-to-date electronic teaching portfolio that contains written records pertaining to their teaching, including a detailed teaching narrative that includes a discussion of the candidate's teaching philosophy and pedagogy. The teaching narrative (no more than five pages) explains how the candidate has met the standard for teaching effectiveness, as well as describes how each submitted piece of evidence have informed the candidate's teaching practice and philosophy. The QRF member must submit a portfolio that provides evidence of

performance for the previous six-year period. Candidates shall include at least seven pieces of evidence of teaching effectiveness.

- a. (Required) Results of University Wide Evaluations of Teaching and Learning Effectiveness for all courses taught and evaluated, such that the quantitative average is 3.8 or greater on the 5.0 scale (see table 1). Qualitative comments should be positive and demonstrate teaching effectiveness;
- b. Results of one peer evaluation of teaching effectiveness, such that the quantitative average is 3.8 or greater on the 5.0 scale. Qualitative comments should be positive and demonstrate teaching effectiveness;
- c. At least three samples of student assignments, assessments, and other materials that demonstrate clearly communicated expectations and quality feedback that align with the teaching narrative;
- d. Two or more course syllabi that demonstrate a clear statement on course expectations, the schedule and methods of assessment, indicators of support for student success (i.e. office hours, support services, or technology support), and pedagogical efforts that engage students in the learning process;
- e. Description and evidence of development of new courses, course revisions, innovative course materials, or program revisions;
- f. Description and evidence of development of leadership in teaching;
- g. Evidence of commitment to improving teaching as demonstrated by professional development activities;
- h. Teaching awards and distinctions; and
- i. Evidence of student advising.

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Service Effectiveness: Service contributions by faculty at the School, College, University, and professional levels are critical to the overall mission of the University. The School defines service as internal (i.e., Program, School, College, University) or external (i.e., community or professional service).

QRF seeking promotion shall provide evidence of appropriate service that falls into two or more of the following levels; internal and external. In presenting their records of service, QRF members must include documentation that provides evidence of their activities and contributions and address the performance indicators, in addition to other artifacts, used for evaluation.

Candidates will do this by including a narrative that describes their service involvement via required performance indicators and other artifacts. This service narrative (no more than three pages) explains how the candidate has met the standard for service effectiveness. It must include descriptions of each submitted piece of evidence. Finally, the service narrative should document successful performance of service activities. Candidates shall include at least seven total pieces of evidence of service effectiveness. QRF shall note when course releases and/or stipends were included as compensation for service work. The QRF member must submit a portfolio that provides evidence of performance for the previous six-year period.

- a. (Required) One SON Committee (i.e. Merit, scholarship, curriculum);
- b. (Required) Involvement in one professional organization related to the QRF members expertise;
- c. Active participation on one or more additional SON, CHHS, or University committees;
- d. Involvement in state or national professional organizations that goes beyond membership and attending conferences;
- e. Advisor for student organizations (i.e. Student Nurses Association or Sigma Theta Tau)
- f. Significant contribution to University-related events (beyond attendance);
- g. Evidence of serving as a committee member on two or more graduate thesis/projects/dissertations and/or scoring of comprehensive examinations;
- h. Evidence of serving as a committee chair on one or more graduate thesis/project/dissertation committees;
- i. Community service pertaining to the QRF members area of expertise; and
- j. Evidence of mentoring new faculty members.

Academic Unit Procedures for Creation and Submission of QRF Promotion Materials:

QRF members shall electronically submit all required documents according to the timeline required by the Office of the Provost/VPAA and the Collective Bargaining Agreement (CBA). Promotion shall require that the QRF compile a portfolio consisting of the candidate's curriculum vita (CV) and supporting materials separated into the areas of teaching and service. All portfolios should be presented at "collegiate quality" and be error free.

Evidence considered in promotion for QRF will include, but not limited to:

- a. Current CV in BGSU format;
- b. Teaching and Service narratives;
- c. Evidence of teaching effectiveness;
- d. Evidence of service effectiveness; and
- e. Copies of merit reviews from previous three years, inclusive of the current academic year.

Unit Faculty Involvement in the QRF promotion process:

A request by a QRF for promotion shall be evaluated by the eligible voters of the academic unit according to the Collective Bargaining Agreement process. The eligible voters shall provide a written recommendation to the SON Director. The Director will then submit a recommendation

letter to the Dean of CHHS who will submit an independent recommendation to the Provost. Faculty members have an opportunity to submit a rebuttal letter within three business days after a recommendation is forwarded to the Dean and/or after a recommendation is forwarded to the Provost. The Provost will provide a recommendation to the President and Board of Trustees.

Academic Unit Criteria and Standards Used in APRs and EPRs of Tenured Track Faculty (TTF)

Criteria used for APR and EPR of TTF evaluate teaching, scholarship, and service. TTF will be reviewed based on their assigned workload. Customarily, TTF are assigned 60% teaching, 30% scholarship, and 10% service, however, a TTF may be assigned a different allocation of effort based on needs of the program. TTF may be given administrative responsibilities, such as Allocation of effort of TTF applies to all faculty members within the SON, unless specific, formal agreements are made to the contrary. All individual variations must be made in writing, signed by both the faculty member and the SON Director, and endorsed by the Dean of the College of Health and Human Services (CHHS). Candidates for reappointment must meet required performance indicators and supply other artifacts that document their effectiveness. Performance indicators and artifacts must be accompanied with written narratives that clearly identify and describe the extent to which they have demonstrated effectiveness in their allocation of effort. All TTF members are required to have a terminal degree in Nursing, if the terminal degree is not in nursing, the master's degree shall be in nursing, if the master's degree is not in nursing, a bachelor's degree must be in nursing from an accredited school. All TTF are required to have an active, valid, and unencumbered license as a Registered Nurse in the state of Ohio and two-years' experience as a Registered Nurse (faculty may have an active, valid, and unencumbered license as a Registered Nurse in the USA or District of Columbia in specific circumstances [i.e. teaching in RN to BSN or graduate level programs]).

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

Teaching Effectiveness: Teaching Effectiveness by faculty is vital to the development and enhancement of the intellectual quality and academic integrity of the University. Achievement in this area is of critical importance to the SON evaluation of TTF who are under review for reappointment.

Beginning the first year of a teaching appointment, TTF must create and maintain an up-to-date electronic teaching portfolio that contains written records pertaining to their teaching, including a detailed teaching narrative that includes a discussion of the candidate's teaching philosophy and pedagogy. The teaching narrative (no more than five pages) explains how the candidate has met the standard for teaching effectiveness, as well as describes how each submitted piece of evidence have informed the candidate's teaching practice and philosophy. For each APR, TTF must submit a portfolio that provides evidence of performance for the previous year. A portfolio, providing documentation for an entire three-year period, will be reviewed as the primary source of information for the EPR. Candidates shall include at least four pieces of evidence of teaching effectiveness for both APR and EPR.

- a. (Required) Results of University Wide Evaluations of Teaching and Learning Effectiveness for all courses taught and evaluated, such that the quantitative average is 3.0 or greater on the 5.0 scale (see table 1). Qualitative comments should be positive and demonstrate teaching effectiveness;
- b. Results of one peer evaluation of teaching effectiveness, such that the quantitative average is 3.0 or greater on the 5.0 scale. Qualitative comments should be positive and demonstrate teaching effectiveness;
- c. At least two samples of student assignments, assessments, and other materials that demonstrate clearly communicated expectations and quality feedback that align with the teaching narrative;
- d. One or more course syllabi that demonstrate a clear statement on course expectations, the schedule and methods of assessment, indicators of support for student success (i.e. office hours, support services, or technology support), and pedagogical efforts that engage students in the learning process;
- e. Description and evidence of development of new courses, course revisions, innovative course materials, or program revisions;
- f. Description and evidence of development of leadership in teaching;
- g. Evidence of commitment to improving teaching as demonstrated by professional development activities;
- h. Teaching awards and distinctions; and
- i. Evidence of student advising.

Table 1: Course Evaluation Table

Semester and Year	Course #	Number of students	Number of responses	Course Mean	Course SD	CHHS Mean	CHHS SD
Average of all Course Scores							

Scholarship Effectiveness: Scholarly/creative activity is central to the mission of the school. Making significant contributions to the knowledge base or the creative practice of one's discipline is a responsibility of all TTF members. The primary evidence for scholarship effectiveness is high quality scholarly, peer-reviewed publications, grants, and creative products. Other indicators include but are not limited to: publications that are not peer-reviewed, peer-reviewed and invited presentations, research awards or honors, poster presentations, contributor to book chapters, book/chapter reviewer, and consulting. TTF are expected to develop a compelling scholarship narrative (no more than five pages) that articulates at least one line of inquiry/research/creative work that can be supported by additional artifacts included in the portfolio, as well as explains how successful performance on the artifacts demonstrates that the faculty member has met the standard for scholarly/creative activity. TTF submitting materials

for APR/EPR shall submit at least five pieces of evidence of scholarship effectiveness. Specific criteria for evidence of scholarly/creative activity include:

- a. Publications – A goal of the APR/EPR process is to provide faculty with feedback on their scholarship progress towards tenure and promotion. Thus, scholarship submissions for years one and two should convey considerable peer-reviewed scholarship activity that has potential for publication. At EPR, candidates should provide at least one published, in-press peer-reviewed publication, during the review period. Following EPR, candidates are expected to maintain a productive scholarship trajectory with more peer-reviewed publications. Five peer-reviewed scholarly/creative activity and/or practitioner-oriented publications, such as peer-reviewed journal articles, books, book chapters, or monographs appropriate for the field are expected by the time of submitting material for tenure and promotion. Solo and co-authored publications count equally. Accepted manuscripts or in-press manuscripts are acceptable. TTF members must clearly delineate their role in the inception, design, implementation, and authorship of co-authored publications.
- b. External funding – Submission of proposals for external funding is not a requirement. It is to be encouraged when it benefits the faculty member’s research program and reputation in the field. An externally funded proposal resulting in an award to BGSU equal to or greater than \$15,000 may be substituted for a publication up to a maximum of one-time during years when the grant is funded.
- c. Editorship – Serving as editor of a book, or journal, or set of conference proceedings counts as evidence of scholarly/creative activity because it can be an indicator of a successful scholarship agenda. Thus, faculty members may submit an edited book or evidence of serving as an editor (invited, special issue, or appointment) of a journal or published set of conference proceedings. Evidence of editorship may be substituted for a publication up to a maximum of one time.
- d. Peer-reviewed Creative Products - Generating a creative product, which has been peer-reviewed by a reputable group (i.e., committee or organization) for validation as a form of scholarship to one or more scholarly areas, is evidence of faculty scholarship. Examples include commercialization of research-derived products and services as well as technology applications that extend scholarship in one or more areas or developing CEU programs related to area of research. Evidence of a peer-reviewed creative product may be substituted for a publication up to a maximum of one time.
- e. Other Indicators – Faculty are expected to be active scholars and visible in their fields. Evidence of this may include but is not limited to; peer-reviewed and/or invited presentations at professional meetings, professional outreach, copy of a book contract, receiving research awards from internal funding agencies, and conference proceedings. These other indicators do not replace publications and/or grants and/or editorships artifacts; however, they may be discussed in the scholarship narrative to strengthen the record of scholarship.

Service Effectiveness: Service contributions by faculty at the School, College, University, and professional levels are critical to the overall mission of the University. The School defines service as internal (i.e., Program, School, College, University) or external (i.e., community or professional service).

TTF seeking reappointment shall provide evidence of appropriate service that falls into two or more of the following levels; internal and external. In presenting their records of service, TTF members must include documentation that provides evidence of their activities and contributions and address the performance indicators, in addition to other artifacts, used for evaluation. Candidates will do this by including a narrative that describes their service involvement via required performance indicators and other artifacts. This service narrative (no more than three pages) explains how the candidate has met the standard for service effectiveness. It must include descriptions of each submitted piece of evidence. Finally, the service narrative should document successful performance of service activities. Candidates shall include at least four total pieces of evidence of service effectiveness. TTF shall note when course releases and/or stipends were included as compensation for service work.

- a. (Required) One SON Committee (i.e. Merit, scholarship, curriculum);
- b. (Required) Involvement in one professional organization related to the TTF members expertise;
- c. Active participation on one or more additional SON, CHHS, or University committees;
- d. Involvement in state or national professional organizations that goes beyond membership and attending conferences;
- e. Advisor for student organizations (i.e. Student Nurses Association or Sigma Theta Tau)
- f. Significant contribution to University-related events (beyond attendance);
- g. Evidence of serving as a committee member on two or more graduate thesis/projects/dissertations and/or scoring of comprehensive examinations;
- h. Evidence of serving as a committee chair on one or more graduate thesis/project/dissertation committees;
- i. Community service pertaining to the TTF members area of expertise; and
- j. Evidence of mentoring new faculty members.

Unit Faculty Involvement in the TTF APR and EPR Process

APR shall be conducted by the Director of the SON. EPR will be reviewed by the CHHS committee for RPT. Eligible voters of the academic unit according to the Collective Bargaining Agreement process shall vote on EPR. The eligible voters shall provide a written recommendation to the SON Director. The Director will then submit a recommendation letter to the Dean of CHHS who will submit an independent recommendation to the Provost. Faculty members have an opportunity to submit a rebuttal letter within three business days after a recommendation is forwarded to the Dean and/or after a recommendation is forwarded to the Provost.

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

Faculty members shall electronically submit all required documents according to the timeline required by the Office of the Provost/VPAA and the Collective Bargaining Agreement (CBA). Promotion shall require that the faculty member compile a portfolio consisting of the candidate's curriculum vita (CV) and supporting materials separated into the areas of teaching, scholarship, and service. All portfolios should be presented at "collegiate quality" and be error free.

Evidence considered in promotion will include, but not limited to:

- a. Current CV in BGSU format;
- b. Teaching, scholarship, and service narratives;
- c. Evidence of teaching effectiveness;
- d. Evidence of scholarship effectiveness; and
- e. Evidence of service effectiveness.

Academic Unit Criteria and Standards Used in TTF Tenure and Promotion Review; Assistant Professor to Associate Professor with Tenure

Teaching Effectiveness: Teaching Effectiveness by faculty is vital to the development and enhancement of the intellectual quality and academic integrity of the University. Achievement in this area is of critical importance to the SON evaluation of TTF who are under review for promotion and tenure.

Candidates shall maintain an up-to-date electronic teaching portfolio that contains written records pertaining to their teaching, including a detailed teaching narrative that includes a discussion of the candidate's teaching philosophy and pedagogy. The teaching narrative (no more than five pages) explains how the candidate has met the standard for teaching effectiveness, as well as describes how each submitted piece of evidence have informed the candidate's teaching practice and philosophy. A portfolio, providing documentation for the EPR period, will be reviewed as the primary source of information. Candidates shall include at least four pieces of evidence of teaching effectiveness for promotion and tenure.

- a. (Required) Results of University Wide Evaluations of Teaching and Learning Effectiveness for all courses taught and evaluated, such that the quantitative average is 3.5 or greater on the 5.0 scale (see Table 1). Qualitative comments should be positive and demonstrate teaching effectiveness;
- b. Results of one peer evaluation of teaching effectiveness, such that the quantitative average is 3.5 or greater on the 5.0 scale. Qualitative comments should be positive and demonstrate teaching effectiveness;
- c. At least three samples of student assignments, assessments, and other materials that demonstrate clearly communicated expectations and quality feedback that align with the teaching narrative;
- d. One or more course syllabi that demonstrate a clear statement on course expectations, the schedule and methods of assessment, indicators of support for student success (i.e. office hours, support services, or technology support), and pedagogical efforts that engage students in the learning process;
- e. Description and evidence of development of new courses, course revisions, innovative course materials, or program revisions;
- f. Description and evidence of development of leadership in teaching;
- g. Evidence of commitment to improving teaching as demonstrated by professional development activities;
- h. Teaching awards and distinctions; and

i. Evidence of student advising.

Table 1: Course Evaluation Table

Semester and Year	Course #	Number of students	Number of responses	Course Mean	Course SD	CHHS Mean	CHHS SD
Average of all Course Scores							

Scholarship Effectiveness: Scholarly/creative activity is central to the mission of the school. Making significant contributions to the knowledge base or the creative practice of one's discipline is a responsibility of all TTF members. The primary evidence for scholarship effectiveness is high quality scholarly, peer-reviewed publications, grants, and creative products. Other indicators include but are not limited to: publications that are not peer-reviewed, peer-reviewed and invited presentations, research awards or honors, poster presentations, contributor to book chapters, book/chapter reviewer, and consulting. TTF are expected to develop a compelling scholarship narrative (no more than five pages) that articulates at least one line of inquiry/research/creative work that can be supported by additional artifacts included in the portfolio, as well as explains how successful performance on the artifacts demonstrates that the faculty member has met the standard for scholarship effectiveness. TTF submitting materials shall submit at least five pieces of evidence of scholarly/creative activity. A portfolio, providing documentation for the EPR period, will be reviewed as the primary source of information. Specific criteria for evidence of scholarly/creative activity include:

- a. Publications – Candidates are expected to maintain a productive scholarship trajectory with peer-reviewed publications. Five peer-reviewed research and/or practitioner-oriented publications, such as peer-reviewed journal articles, books, book chapters, or monographs appropriate for the field are expected by the time of submitting material for tenure and promotion. Solo and co-authored publications count equally. Accepted manuscripts or in-press manuscripts are acceptable. TTF members must clearly delineate their role in the inception, design, implementation, and authorship of co-authored publications.
- b. External funding – Submission of proposals for external funding is not a requirement. It is to be encouraged when it benefits the faculty member's research program and reputation in the field. An externally funded proposal resulting in an award to BGSU equal to or greater than \$15,000 may be substituted for a publication up to a maximum of one-time during years when the grant is funded.
- c. Editorship – Serving as editor of a book, or journal, or set of conference proceedings counts as evidence of scholarly/creative activity because it can be an indicator of a successful scholarship agenda. Thus, faculty members may submit an edited book or evidence of serving as an editor (invited, special issue, or appointment) of a journal or

published set of conference proceedings. Evidence of editorship may be substituted for a publication up to a maximum of one time.

- d. Peer-reviewed Creative Products - Generating a creative product, which has been peer-reviewed by a reputable group (i.e., committee or organization) for validation as a form of scholarship to one or more scholarly areas, is evidence of faculty scholarship. Examples include commercialization of research-derived products and services as well as technology applications that extend scholarship in one or more areas or developing CEU programs related to area of research. Evidence of a peer-reviewed creative product may be substituted for a publication up to a maximum of one time.
- e. Other Indicators – Faculty are expected to be active scholars and visible in their fields. Evidence of this may include but is not limited to; peer-reviewed and/or invited presentations at professional meetings, professional outreach, copy of a book contract, receiving research awards from internal funding agencies, and conference proceedings. These other indicators do not replace publications and/or grants and/or editorships artifacts; however, they may be discussed in the scholarship narrative to strengthen the record of scholarship.

Service Effectiveness: Service contributions by faculty at the School, College, University, and professional levels are critical to the overall mission of the University. The School defines service as internal (i.e., Program, School, College, University) or external (i.e., community or professional service).

TTF seeking promotion shall provide evidence of appropriate service that falls into two or more of the following levels; internal and external. In presenting their records of service, TTF members must include documentation that provides evidence of their activities and contributions and address the performance indicators, in addition to other artifacts, used for evaluation. Candidates will do this by including a narrative that describes their service involvement via required performance indicators and other artifacts. This service narrative (no more than three pages) explains how the candidate has met the standard for service effectiveness. It must include descriptions of each submitted piece of evidence. Finally, the service narrative should document successful performance of service activities. Candidates shall include at least four total pieces of evidence of service effectiveness. TTF shall note when course releases and/or stipends were included as compensation for service work. A portfolio, providing documentation for the EPR period, will be reviewed as the primary source of information.

- a. (Required) One SON Committee (i.e. Merit, scholarship, curriculum);
- b. (Required) Involvement in one professional organization related to the TTF members expertise;
- c. Active participation on one or more additional SON, CHHS, or University committees;
- d. Involvement in state or national professional organizations that goes beyond membership and attending conferences;
- e. Advisor for student organizations (i.e. Student Nurses Association or Sigma Theta Tau)
- f. Significant contribution to University-related events (beyond attendance);
- g. Evidence of serving as a committee member on two or more graduate thesis/projects/dissertations and/or scoring of comprehensive examinations;

- h. Evidence of serving as a committee chair on one or more graduate thesis/project/dissertation committees;
- i. Community service pertaining to the TTF members area of expertise; and
- j. Evidence of mentoring new faculty members.

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

TTF members shall electronically submit all required documents according to the timeline required by the Office of the Provost/VPAA and the Collective Bargaining Agreement (CBA). Promotion shall require that the TTF compile a portfolio consisting of the candidate's curriculum vita (CV) and supporting materials separated into the areas of teaching, scholarship, and service. All portfolios should be presented at "collegiate quality" and be error free. TTF promotion materials must include a dossier consisting of the candidates' current CV in BGSU format and the following supportive documentation:

- a. Copies of previous three APRs (including current academic year);
- b. Teaching, scholarship, and service narratives
- c. Teaching effectiveness
- d. Scholarship effectiveness
- e. Service effectiveness

Unit Faculty Involvement in the Tenure and Promotion Process

A request by a faculty member for promotion shall be evaluated by the eligible voters of the academic unit according to the Collective Bargaining Agreement process. The eligible voters shall provide a written recommendation to the SON Director. The Director will then submit a recommendation letter to the Dean of CHHS who will submit an independent recommendation to the Provost. Faculty members have an opportunity to submit a rebuttal letter within three business days after a recommendation is forwarded to the Dean and/or after a recommendation is forwarded to the Provost. The Provost will provide a recommendation to the President and Board of Trustees.

Academic Unit Criteria and Standards Used in Promotion Review; Associate Professor to Professor

Teaching Effectiveness: Teaching Effectiveness by faculty is vital to the development and enhancement of the intellectual quality and academic integrity of the University. Achievement in this area is of critical importance to the SON evaluation of faculty who are under review for promotion.

Candidates shall maintain an up-to-date electronic teaching portfolio that contains written records pertaining to their teaching, including a detailed teaching narrative that includes a discussion of the candidate's teaching philosophy and pedagogy. The teaching narrative (no more than five pages) explains how the candidate has met the standard for teaching effectiveness, as well as describes how each submitted piece of evidence have informed the candidate's teaching practice and philosophy. A portfolio, providing documentation for the

immediate six-year period, will be reviewed as the primary source of information. Candidates shall include at least five pieces of evidence of teaching effectiveness.

- a. (Required) Results of University Wide Evaluations of Teaching and Learning Effectiveness for all courses taught and evaluated, such that the quantitative average is 3.8 or greater on the 5.0 scale (see Table 1). Qualitative comments should be positive and demonstrate teaching effectiveness;
- b. Results of one peer evaluation of teaching effectiveness, such that the quantitative average is 3.8 or greater on the 5.0 scale. Qualitative comments should be positive and demonstrate teaching effectiveness;
- c. At least three samples of student assignments, assessments, and other materials that demonstrate clearly communicated expectations and quality feedback that align with the teaching narrative;
- d. One or more course syllabi that demonstrate a clear statement on course expectations, the schedule and methods of assessment, indicators of support for student success (i.e. office hours, support services, or technology support), and pedagogical efforts that engage students in the learning process;
- e. Description and evidence of development of new courses, course revisions, innovative course materials, or program revisions;
- f. Description and evidence of development of leadership in teaching;
- g. Evidence of commitment to improving teaching as demonstrated by professional development activities;
- h. Teaching awards and distinctions; and
- i. Evidence of student advising.

Table 1: Course Evaluation Table

Semester and Year	Course #	Number of students	Number of responses	Course Mean	Course SD	CHHS Mean	CHHS SD
Average of all Course Scores							

Scholarship Effectiveness: Scholarship is central to the mission of the school. Making significant contributions to the knowledge base or the creative practice of one's discipline is a responsibility of all tenured faculty members. The primary evidence for scholarship effectiveness is high quality scholarly, peer-reviewed publications, grants, and creative products. Other indicators include but are not limited to: publications that are not peer-reviewed, peer-reviewed and invited presentations, research awards or honors, poster presentations, contributor to book chapters, book/chapter reviewer, and consulting. Tenured faculty are expected to develop a compelling scholarship narrative (no more than five pages) that articulates at least one

line of inquiry/research/creative work that can be supported by additional artifacts included in the portfolio, as well as explains how successful performance on the artifacts demonstrates that the faculty member has met the standard for scholarship effectiveness. Tenured faculty submitting materials for promotion shall submit at least six pieces of evidence of scholarship effectiveness. A portfolio, providing documentation for the immediate six-year period, will be reviewed as the primary source of information. Specific criteria for evidence of scholarly/creative activity include:

- a. Publications – Candidates are expected to maintain a productive scholarship trajectory with peer-reviewed publications. Six peer-reviewed scholarly/creative activity and/or practitioner-oriented publications, such as peer-reviewed journal articles, books, book chapters, or monographs appropriate for the field are expected by the time of submitting material for tenure and promotion. Solo and co-authored publications count equally. Accepted manuscripts or in-press manuscripts are acceptable. TTF members must clearly delineate their role in the inception, design, implementation, and authorship of co-authored publications.
- b. External funding – Submission of proposals for external funding is not a requirement. It is to be encouraged when it benefits the faculty member's research program and reputation in the field. An externally funded proposal resulting in an award to BGSU equal to or greater than \$20,000 may be substituted for a publication up to a maximum of one-time during years when the grant is funded.
- c. Editorship – Serving as editor of a book, or journal, or set of conference proceedings counts as evidence of scholarly/creative activity because it can be an indicator of a successful scholarship agenda. Thus, faculty members may submit an edited book or evidence of serving as an editor (invited, special issue, or appointment) of a journal or published set of conference proceedings. Evidence of editorship may be substituted for a publication up to a maximum of one time.
- d. Peer-reviewed Creative Products - Generating a creative product, which has been peer-reviewed by a reputable group (i.e., committee or organization) for validation as a form of scholarship to one or more scholarly areas, is evidence of faculty scholarship. Examples include commercialization of research-derived products and services as well as technology applications that extend scholarship in one or more areas or developing CEU programs related to area of research. Evidence of a peer-reviewed creative product may be substituted for a publication up to a maximum of one time.
- e. Other Indicators – Faculty are expected to be active scholars and visible in their fields. Evidence of this may include but is not limited to; peer-reviewed and/or invited presentations at professional meetings, professional outreach, copy of a book contract, receiving research awards from internal funding agencies, and conference proceedings. These other indicators do not replace publications and/or grants and/or editorships artifacts; however, they may be discussed in the scholarship narrative to strengthen the record of scholarship.

Service Effectiveness: Service contributions by faculty at the School, College, University, and professional levels are critical to the overall mission of the University. The School defines service as internal (i.e., Program, School, College, University) or external (i.e., community or professional service).

Tenured faculty seeking promotion shall provide evidence of appropriate service that falls into two or more of the following levels; internal and external. In presenting their records of service, tenured faculty members must include documentation that provides evidence of their activities and contributions and address the performance indicators, in addition to other artifacts, used for evaluation. Candidates will do this by including a narrative that describes their service involvement via required performance indicators and other artifacts. This service narrative (no more than three pages) explains how the candidate has met the standard for service effectiveness. It must include descriptions of each submitted piece of evidence. Finally, the service narrative should document successful performance of service activities. Candidates shall include at least five total pieces of evidence of service effectiveness. Faculty shall note when course releases and/or stipends were included as compensation for service work. A portfolio, providing documentation for the immediate six-year period, will be reviewed as the primary source of information.

- a. (Required) One or more SON Committees (i.e. Merit, scholarship, curriculum);
- b. (Required) Involvement in one professional organization related to the faculty members expertise;
- c. Active participation on one or more additional SON, CHHS, or University committees;
- d. Involvement in state or national professional organizations that goes beyond membership and attending conferences;
- e. Advisor for student organizations (i.e. Student Nurses Association or Sigma Theta Tau)
- f. Significant contribution to University-related events (beyond attendance);
- g. Evidence of serving as a committee member on two or more graduate thesis/projects/dissertations and/or scoring of comprehensive examinations;
- h. Evidence of serving as a committee chair on one or more graduate thesis/project/dissertation committees;
- i. Community service pertaining to the faculty members area of expertise; and
- j. Evidence of mentoring new faculty members.

Academic Unit Procedures for Creation and Submission of Promotion Materials

Tenured faculty members shall electronically submit all required documents according to the timeline required by the Office of the Provost/VPAA and the Collective Bargaining Agreement (CBA). Promotion shall require that the faculty member compile a portfolio consisting of the candidate's curriculum vita (CV) and supporting materials separated into the areas of teaching, scholarship, and service. All portfolios should be presented at "collegiate quality" and be error free.


Evidence considered in promotion will include, but not limited to:

- a. Current CV in BGSU format;
- b. Teaching, scholarship, and service narratives;
- c. Evidence of teaching effectiveness;
- d. Evidence of scholarship effectiveness; and
- e. Evidence of service effectiveness.

Unit Faculty Involvement in the Promotion Process:

A request by a faculty member for promotion shall be evaluated by the eligible voters of the academic unit according to the Collective Bargaining Agreement process. The eligible voters shall provide a written recommendation to the SON Director. The Director will then submit a recommendation letter to the Dean of CHHS who will submit an independent recommendation to the Provost. Faculty members have an opportunity to submit a rebuttal letter within three business days after a recommendation is forwarded to the Dean and/or after a recommendation is forwarded to the Provost. The Provost will provide a recommendation to the President and Board of Trustees.

Approved by the faculty of the School of Nursing on April 12, 2021

Approved:  Date _____
Michelle Bussard (Aug 4, 2021 17:13 EDT)

Dr. Shelly Bussard, Director School of Nursing

Approved:  Date _____
James Ciesla (Aug 6, 2021 10:08 EDT)

Dr. Jim Ciesla, Dean of The College of Health and Human Services

Approved:  Date _____
Joe Whitehead (Aug 11, 2021 23:05 EDT)

Dr. Joe Whitehead, Provost/ Senior VP