Ferris State University
College of Business
Promotion and Merit Policies and Procedures
(Effective 2023-2024 academic year)

The Promotion/Merit Committee

Purpose

The mission of the College of Business Promotion and Merit Committee is to, on a yearly basis:

- follow (and revise as appropriate) the College of Business Promotion & Merit policy
- evaluate the promotion/merit applications of College of Business tenure-line faculty in accordance with the College of Business Promotion & Merit Policy and the Ferris Faculty Association (FFA) contract.

Membership

Two tenured members from each department/school within the College of Business shall be selected by the tenured/tenure-track faculty within each department/school. No committee member may apply for promotion or merit while they are serving on the committee. Membership on the committee shall be consistent with the FFA contract.

Term of Office

All members will be selected to serve two-year terms. No person may serve on this committee for more than two consecutive years at one time. Repeated service on non-consecutive two-year terms is allowed.

Calling Meetings

The initial meeting of the committee shall be arranged by the Dean in consultation with the committee chair. The committee chair shall determine the time of all subsequent meetings in consultation with the other committee members.

Chair and Chair-Elect

To encourage continuity, from year to year the chair of the committee will be the person who served as chair-elect during the previous year. During the first meeting of the academic year, the committee members shall select the chair elect. This will be someone who did not serve on the committee the previous year and who will become the chairperson the following year.

Appropriate Time to Apply

Promotion

Tenure track bargaining unit members at the rank of Instructor are eligible for a promotion to Assistant Professor only after a minimum of three years since their date of hire as a fulltime faculty member.

Tenure Track/Tenured bargaining unit members at the rank of Assistant Professor are eligible for a promotion to Associate Professor when, as per the 2023-2028 FFA contract:

- A member hired at the Assistant Professor level may apply to tenure in their fifth year and granted tenure for the sixth academic year, and concurrently be awarded promotion to Associate Professor.
- Similarly, a member hired at the Associate Professor level may apply for tenure in their fourth year and granted tenure for their fifth academic, and concurrently be awarded promotion to Full Professor.

Tenure Track/Tenured bargaining unit members at the rank of Associate Professor are eligible for a promotion to Full Professor only after a minimum of four years since their last advancement of rank or date of hire as a fulltime faculty member, whichever is later.

Merit

A tenured bargaining unit member is eligible for a merit increase only after a minimum of four years since their date of hire, last advancement of rank, or prior merit increase. Merit increases may only be given to those who have advanced in rank to the maximum rank consistent with their education promotion credentials.

Waiting Period (Applies to Promotion and Merit)

The chart below outlines the application waiting periods for Full Professor and Merit:

Deadline For Last Successful Application For Promotion/Merit	Effective Date Of Last Award Of Promotion/Merit	Earliest Appropriate Time To Apply For Next Promotion/Merit
January 2019	August 2019	January 2024
January 2020	August 2020	January 2025
January 2021	August 2021	January 2026
January 2022	August 2022	January 2027
January 2023	August 2023	January 2028

Procedures

By the third Tuesday in January of the current academic year a candidate for promotion or merit must submit an electronic copy of their package to the Committee. No additions to the application packet or portfolio may be made after the deadline, unless requested or approved by the Promotion/Merit Committee.

Documentation

The application packet submitted electronically as three PDF files must include:
- PDF file #1: Application Form (Appendix A)
- PDF file #2: Narrative:
  - Teaching Philosophy
  - Teaching and Advising:
    - Instructional Design
    - Instructional Delivery
    - Course Management
    - Course Assessment
    - Student Advising
  - Scholarship and Professional Development:
    - Scholarship
    - Professional Development
  - Service:
    - To any part of the University
    - To the professional discipline
    - To the broader community and society
- PDF file #3: Evidence File
  - Table of Contents
  - Current Vita (from Faculty Success)
  - Credentialing document from school/department
    - academic qualification within the discipline(s) (transcripts not required)
    - tested experience (in lieu of terminal degree, if necessary)
  - Teaching and Advising Evidence
  - Scholarship and Professional Development Evidence
  - Service Evidence

In the narrative, the candidate must address how they meet or exceed the Teaching and Advising, Scholarship and Professional Development, and Service requirements for promotion or merit referencing evidence available in the evidence files.

By the third Tuesday of February, the committee shall (in a manner consistent with the FFA contract) be responsible for transmitting a list to the dean, in alphabetical order, indicating the individuals within the college that the committee recommends for promotion or merit.

By the fourth Tuesday of February the Committee shall notify those individuals who have not met the criteria for promotion or merit, indicating the reason(s). After the fourth Tuesday of February, the Dean shall notify those recommended for promotion or merit of their status.

Minimum Standards Required Before Consideration is Made for Promotion or Merit

Evidence of Credentialing: each school/department shall make a credentialing document available to the Dean's office. The Promotion & Merit Committee will use the document for consideration of Promotion & Merit applications from faculty within that school/department. The credentialing document should state the following:

- **Education**: the academic qualifications within the discipline(s) as established by the school/department.

- **Professional Experience**: an explanation of the recognized "tested professional experience" (which generally implies expertise gained from professional/industry experience in lieu of a terminal degree) that is acceptable if the candidate does not meet the academic qualifications established by the school/department.

The credentialing document should also be included in each applicant's Evidence File as indicated in the "Documentation" section above.

Criteria for Promotion and Merit

Superior is better than Excellent, which is better than Competent:
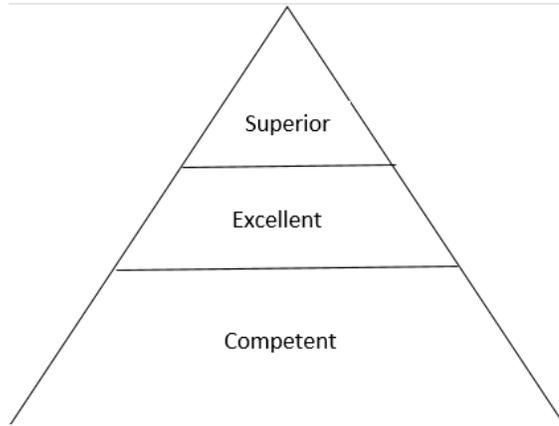
Promotion to Associate Professor:
- One must be Competent in teaching and advising, scholarship and professional development, and service

  AND

- Excellent in <u>two</u> of the following: teaching and advising, scholarship and professional development, or service

Promotion to Full Professor:
- One must be Excellent in Teaching and Advising, Scholarship and Professional Development, and Service

  AND

- Superior in <u>two</u> of the following:
    - Teaching and Advising
    - Scholarship and Professional Development
    - Service

Merit
- One must be Excellent in Teaching and Advising, Scholarship and Professional Development, and Service

  AND

- Superior in <u>two</u> of the following:
    - Teaching and Advising
    - Scholarship and Professional Development
    - Service

TEACHING AND ADVISING	
Competent	• Evidence that thoughtful consideration has been applied to teaching including evidence related to instructional design, instructional delivery, course management, and course assessment. • In addition, evidence of student satisfaction is presented. • Evidence that teaching and student learning are increasing over time, or evidence of attempts to innovate in the areas of instructional design, instructional delivery, course management, and course assessment. • Evidence of student advising.
Excellent	• All that is included in Competent. • A teaching portfolio focusing on at least one course that includes a teaching philosophy statement and provides evidence for the following elements of good teaching: instructional design, instructional delivery, course management, and course assessment. • Teaching Portfolio needs to have alignment between the teaching philosophy proclaimed and the actual course instructional design and instructional delivery. • Effectively advise assigned students in their career pathway at Ferris.
Superior	• Everything included in Excellent. • Gives time to teaching activities above and beyond the ongoing assignment without diminishing the effectiveness of that assignment. • Proactively engage advisees to ensure minimum waste in course scheduling. Furthermore, provide support to advisees such as writing letters of recommendation or similar support.

SERVICE	
Competent	• Evidence of active service on at least one committee per year at the University, College, <u>or</u> School/Department level. • Evidence of seeking other opportunities to serve.
Excellent	• Evidence of active service on committees at the University, College, <u>and</u> School/Department level. • Evidence of active service on an Academic Senate committee or subcommittee. • Evidence of contributions to disciplinary community, student community, or wider community.
Superior	• Evidence of effective leadership (and active service) for the University, College, School/Department, or FFA. • Evidence of sustained and substantive commitment to a committee which has strategic value for the university such as Academic Senate, Academic Program Review, Academic Policy and Standards, College Curriculum, University Assessment, Higher Learning Committee, Academic Affairs. • Evidence of ongoing contributions to disciplinary community, student community, or wider community.

SCHOLARSHIP & PROFESSIONAL DEVELOPMENT	
Competent	**Professional Development:** • Evidence of continuing development of one's disciplinary knowledge base. OR • Evidence of continued development in teaching. **Scholarship:** • Evidence of contribution to one's discipline.
Excellent	**Professional Development:** • Evidence of significant continuing development of one's knowledge base. OR • Evidence of significant continued development in teaching. **Scholarship:** • Evidence of scholarship in an academic discipline including refereed articles, books, judging competitions, grant proposals, curated shows, media submissions/contributions, other exhibitions/competitions, etc.
Superior	**Professional Development:** • Evidence of significant continuing development of one's knowledge base. AND • Evidence that significant professional development activities have led to improved teaching effectiveness. **Scholarship:** • Evidence of significant regional, national, or international contributions in an academic discipline, including but not limited to refereed articles, books, judging competitions, grant proposals, curated shows, media submissions/contributions, other exhibitions/competitions, etc.

Glossary

Instructional Design – This involves the entire design of the course including learning outcomes, course structure, activities and assignments, use of resources, and evaluation/assessment methods. This is best demonstrated with an explanatory statement of why the course was designed the way it was. The syllabus will support this discussion as the full course should be laid out in the syllabus. This also includes course and program curriculum design.

Instructional Delivery – This is how the chosen instruction methods enhance student learning. A description of the teaching methods used and their fit to the learning outcomes and assessments of student learning used in the course. This would also include the use of resources, e.g., technology, experts, readings. Finally, this is an area that is visible to students and on which they can provide the best input so inclusion of student feedback from the official Ferris forms should be included.

Course Management – This is the implementation of the course and how it is managed. Evidence would include the course policies, student support and communication (including availability for contact outside the classroom) and any special considerations. Additional evidence beyond the teaching portfolio and teaching ratings could include teaching awards, presentations, or publications about teaching, etc.

Course Assessment – This is the implementation of the course assessment plan, which includes aligning course assessments, activities and/or assignments to the approved course learning outcomes and includes other required learning outcomes (such as general education, program-level or college-level outcomes). Course assessment includes direct measurement of student's success related to those "linked" to the learning outcomes. This also includes providing evidence that when students are not meeting those learning outcomes, an action plan is created, and the effectiveness of that plan is re-evaluated to "close the loop". The course assessment data is documented in the university assessment system according to the course assessment plan schedule, including the alignment of assessments to learning outcomes, student performance, and if necessary, the action plan and "closing the loop".

Appendix A

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Application for Promotion/Merit
College of Business

Deadline: _Third Tuesday in January_

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Name: _____   **Date:** _____

Present rank: _____

Starting date in tenure track position: _____

Effective date of last promotion or merit increase: _____

Check one:

I am applying for   _____Promotion   _____Merit

       _____1. to rank of associate professor

       _____2. to rank of full professor

       _____3. merit