College of Health Professions
Promotion and Merit Policy
January 2006
Revised April 2019

FERRIS STATE UNIVERSITY
COLLEGE OF HEALTH PROFESSIONS
PROMOTION AND MERIT POLICIES AND PROCEDURES

A. **PHILOSOPHY**

The College of Health Professions is a unique college within the University composed of faculty members in a variety of health professions. These diverse programs all contribute to the mission of the College and University, but do so in various ways. Therefore, it is a challenge to evaluate faculty members across programs for promotion and merit. The College is committed to providing a promotion and merit system with mechanisms in place to reward excellence or competence in faculty performance in each of the major mission sections of the University: teaching, scholarship, and service while adhering to the broad University guidelines for promotion and merit.

In order to fairly evaluate faculty members from all programs, a College of Health Professions promotion and merit system has been established which is flexible enough to permit and value individual differences. Faculty will be evaluated on their performance in the following three sections: 1) **Teaching**, 2) **Scholarship**, and 3) **Service**. In order to achieve promotion or merit, a faculty member will provide evidence of achieving competence or excellence in these academic domains as described below.

Applicants not granted promotion or merit will be notified by the VPAA's Office. Upon request, the Promotion and Merit Committee will orally comment on the applicant's portfolio evaluation. This 15 minute appointment will be scheduled through the committee chair.

B. **CURRENT POLICY**

Current promotion policies of college/group will continue and any changes will be implemented when approved by both the dean and a majority vote of the promotion committee. *(FSU & FFA Agreement, 2002-2006, p.63, 15.1)*

C. **REQUIREMENTS FOR EACH RANK**

This section identifies the general minimum requirements (since last promotion or merit) for promotion or merit for each rank.

Promotion

Assistant Professor: Minimum of a master's degree and minimum four (4) years as an instructor (prior to application).

Associate Professor: Master's degree plus 18 graduate hours as well as a minimum of four (4) years as Assistant Professor (prior to application).

Professor: Doctorate (academic or professional), minimum four (4) years as Associate Professor (prior to application) and external recognition.

Merit

Assistant Professor: Documents competence and excellence in teaching, scholarship and service.

Associate Professor: Documents competence and excellence in teaching, scholarship and service.

Professor: Documents competence and excellence in teaching, scholarship and service.

D. **WAIVER PROCEDURE FOR PROMOTION**

1. With mutual agreement between the Promotion and Merit Committee and the Dean, required criteria may be waived. Recommendations for exceptions will be considered when other conditions warrant (e.g., license or certification, additional professional experience, related professional recognition or achievement).

2. Requests for consideration for this waiver must be in writing to the Promotion and Merit Committee, submitted on the <u>Promotion and Merit Policy Waiver Request</u> form with justification and/or supporting statement attached.

3. The applicant may be asked to attend a Promotion and Merit Committee meeting for clarification of waiver request.

4. If the request for waiver is approved, the approval letter must be submitted along with, and in the front of, the portfolio. An approved waiver is valid for one year.

5. If an applicant's request for a waiver is denied, that applicant does not automatically become eligible for consideration for a merit award; the applicant may then submit his or her portfolio with an application for merit award if he or she meets those requirements.

E.   CRITERIA FOR MERIT

Merit increases are an addition to advancement in rank but not a substitute for such advancement. Hence, the criteria and procedures for merit increases are the same as for promotion with the following additions:

1. Merit increases can only be given to those who have been advanced in rank to the maximum rank consistent with their promotion credentials as defined by the CHP promotion and merit policy.

2. A tenured bargaining unit member is eligible to apply for a merit increase only after a minimum of four (4) years since his or her last advancement in rank or prior merit increase.

Consideration will be given only to accomplishments of the applicant since his or her last promotion or merit increase, or date of hire, whichever is more recent.

(FSU & FFA Agreement, 2002-2006, p.63, 15.1.D) Note: Will update when new agreement available.

F.   CRITERIA SECTIONS OF COMPETENCE AND EXCELLENCE

<u>SECTION 1</u>:   TEACHING AND ADVISING CRITERIA – COMPETENCE AND EXCELLENCE

<u>SECTION 2</u>:   SCHOLARSHIP CRITERIA – COMPETENCE AND EXCELLENCE

<u>SECTION 3</u>:   SERVICE CRITERIA – COMPETENCE AND EXCELLENCE

The following criteria for competence and excellence within each major section are provided to guide the assessment of the performance of faculty members.

Criteria are not listed in order of importance or priority.

No single characteristic should be considered necessary to establish competence or excellence.

It is the responsibility of the faculty member applying for promotion or merit to indicate and document the sections in which, and the criteria by which, he or she has competence and excellence. This should be done after consultation with the Department Head.

SECTION 1:   TEACHING & ADVISING – <u>DOCUMENT COMPETENCE **AND** EXCELLENCE</u>

COMPETENCE			EXCELLENCE		
	PROMOTION	MERIT	PROMOTION TO:	PROMOTION	MERIT
ALL RANKS	8 Items	8 ITEMS	ASSISTANT PROFESSOR	3 ITEMS	6 Items
			ASSOCIATE PROFESSOR	6 ITEMS	9 Items
			PROFESSOR	9 ITEMS	11 Items

Definitions:
<u>Evidence-Based</u>: *The process of basing decisions about teaching and learning on credible research to achieve the best possible outcomes.*
<u>Experiential Learning:</u>   *Learning that involves or relates to experience.   It focuses on the learning process for the individual.*
<u>Levels of Online Instructor Certification:</u>
Level 3: A Level 3 certified instructor possesses an understanding of the pedagogical choices appropriate for blended delivery, and can skillfully use the most common platform-specific tools for a blended delivery mode.
Level 4: A Level 4 certified instructor has delivered fully online instruction for at least one semester, possesses an understanding of the effective learner-centered strategies for engaging students, and can skillfully use the most common platform-specific tools for a fully online delivery mode.
Level 5: A Level 5 certified instructor has delivered fully online instruction independently for at least three semesters. The instructor consistently follows Ferris State University's Best Practices in Online Delivery of Instruction for the design and delivery of fully online instruction and is able to choose and use a variety of tools in innovative and engaging ways.

	Competence		**Excellence**
1C	Demonstrate thorough preparation for a newly assigned course. *Example: A course that has existed in your program, but that you are teaching for the first time.*	1E	Create a new course for initial delivery or a major revision of a developed course. *Example: You are the primary creator of a new course or responsible for a major revision (new outcomes and evaluations, etc.).*
2C	Demonstrate ability to deliver effective, basic instruction for an assigned face-to-face course. *See classroom observation instrument criteria.*	2E	Demonstrate innovative teaching techniques that are evidence-based. Provide rationale for the selection of teaching techniques. *See definition "evidence-based". Example: Implementation of a learner-centered approach or other documented approach to teaching.*
3C	Demonstrate ability to assess student learning outcomes. *Example: Uses program established course assessment plan to measure student learning each semester.*	3E	Demonstrate the ability to analyze course assessment data and make recommendations to program faculty for improvement of course instruction or design to address less than optimal outcomes. *Example: Able to articulate changes at the course or program level that resulted from your analysis.*

	Competence		Excellence
4C	Demonstrate an understanding of the pedagogical choices appropriate for blended delivery, and skillfully use the most common platform-specific tools for blended delivery mode. Reference: Online Certification Level 3	4E	Effectively modify a course for blended /online delivery, using more complex tools on the teaching platform.
5C	Demonstrate the ability to deliver fully online instruction using the most common platform-specific tools and possess an understanding of the effective learner-centered strategies for engaging students. Reference: Online Certification Level 4	5E	Demonstrates ability to follow FSU's Best Practices of Instruction for the design and delivery of fully online instruction. Reference: Online Certification Level 5
6C	Demonstrate the ability to deliver effective instruction in the experiential domain to include laboratory, clinical or simulation for an established course. *Example: Implementing a course developed by another instructor.*	6E	Design new experiential learning activities. *See definition "experiential".* *Example: Creates or redesigns an experiential learning course for laboratory, clinical or simulation.*
7C	Demonstrate the ability to create an effective learning environment for students. *Create a safe learning environment in regards to diversity, freedom of speech, etc.*	7E	Demonstrate a lead role in creating an effective learning environment for students. *Lead by example.*
8C	Create a classroom community.	8E	
9C	Plan for outside of classroom learning as demonstrated by providing clear opportunity for reinforcement of class material. *Example: Syllabus showing that students are expected to do something with the learning that occurs in class.*	9E	Organize and conduct a study abroad program.
10C	Participate in voluntary activities to assess own teaching and acknowledge feedback. *Examples: Small Group Instructional Diagnosis (SGID), requested classroom observations outside of those require for tenure or promotion/merit.*	10E	Demonstrate a lead role in assessing own teaching and acknowledging feedback. *Lead by example.*
11C	Participate in professional development opportunities for the purpose of improving teaching skills. *Example: FCTL opportunities related to specific teaching skills versus sessions on the use of technology.*	11E	Lead professional development activities designed to help other faculty improve teaching skills. *Example: Help other faculty members to develop a learner centered approach or how to increase critical thinking in students.*

	Competence		Excellence
12C		12E	Engage in professional development for the purpose of maintaining currency and increasing professional expertise for the courses within assigned teaching responsibility. *Example: Attending an annual conference on the subject taught to assure the most current information for course maintenance.*
13C	Participate in programmatic and departmental curriculum evaluation, development or revision. *Examples: Participates in discussions, completes assigned tasks.*	13E	Assume an identified leadership role in the evaluation, revision or development of new curricula. *Examples: Provides oversight for the revision of a program. Writes the UCC proposal and presents to the CHP faculty.*
14C	Use feedback from student evaluations to improve teaching. *Example: Interprets understanding of student evaluation data and explains how that information was used to change teaching approaches.*	14E	Recognized by department head in annual evaluations for excellence in teaching. *Must provide letter from department head. May not submit student assessment of instruction (SAIs) as documentation as only source of documentation.*
15C	Advise students – professional, academic and appropriate referrals. *Example: Carries out the role of the academic advisor for assigned professional sequence or pre-professional students.*	15E	Recognized by the University or College as an outstanding advisor.
16C	Maintain appropriate office hours that are convenient for students in assigned courses each semester.	16E	Mentor inexperienced faculty related to teaching and advising.
17C	Other(s)	17E	Awarded visiting Fullbright professorship.
		18E	External recognition as an outstanding educator. *Examples: FSU Distinguished Teacher or finalist. Carnegie Professor of the Year. Recognized by own professional organization for educator role.*
		19E	Other(s)

SECTION 2: **SCHOLARSHIP –** <u>DOCUMENT COMPETENCE AND EXCELLENCE ACCORDING TO RANK</u>

COMPETENCE		EXCELLENCE		
		PROMOTION TO:	PROMOTION	MERIT
PROMOTION TO:				
INSTRUCTOR	3 Items	ASSISTANT PROFESSOR	3 ITEMS	5 Items
ASSISTANT PROFESSOR	4 Items	ASSOCIATE PROFESSOR	5 ITEMS	7 Items
ASSOCIATE PROFESSOR	5 Items	PROFESSOR	7 ITEMS	9 Items

Definitions:

<u>Scholarly Activity:</u> *Scholarly activity is a creative work that is peer reviewed and publicly disseminated. There are several basic forms of scholarship: discovery of new knowledge; development of new technologies, materials or uses; and integration of knowledge leading to new understanding.*

<u>Peer Review:</u> *Peer Review is a generic term that is used to describe a process of self-regulation by a profession or a process of evaluation involving qualified individuals within the related field. Peer review methods are employed to maintain standards, improve performance, and provide credibility.*

<u>Refereed:</u> *A refereed publication is one that is blind reviewed and has external reviewers. The blind review requirement and the use of external reviewers are consistent with the research criteria of objectivity and of knowledge. Refereed is often used interchangeably with peer reviewed.*

<u>White Paper:</u> *A white paper is an authoritative report or guide that often addresses issues and how to solve them. White papers are used to educate readers and help people make decisions. They are often used in politics, business, and technical fields.*

<u>IRB:</u> *Institutional Review Board. A group of scientists, doctors, clergy, and consumers at each health care facility that participates in a clinical trial. IRBs are designed to protect study participants. They review and must approve the action plan for every clinical trial. They check to see that the trial is well designed, does not involve undue risks, and includes safeguards for patients.*

	Competence		**Excellence**
1C	Edit/review book chapters published by professional publishers. *Does not include review of professional standards.*	1E	Edit/review an entire book. *Does not include review of professional standards.*
2C	Participate in established research study. *Examples: Asked to be on a research team for the purpose of assisting with data collection or content sort.* *Does not include Master's or PhD coursework on the research process.*	2E	Conduct an original research study. *May include doctoral dissertation. May not include simply research such as surveys within the classroom.* *Research should be considered in the context of IRB approval and potential for external dissemination.* *See definition "IRB".*
3C	Present papers and/or poster displays at professional non-peer reviewed forums. *Does not include Dawg Days or other routine recruiting or FSU-related events.* *Examples: FCTL, CHP Best Practices Day and community based seminars.*	3E	Present papers and/or poster displays at professional peer reviewed forums. *See definition "peer review".* *Must provide selection letter.* *Examples: Professional conferences.*

	Competence		**Excellence**
4C	Publication in a professional journal or health related newsletter. *Example: Non-refereed publication.*	4E	Professional publication in a refereed journal. *See definition "refereed". Must provide selection letter.*
5C	Apply for and/or secure internal funding for professional development. *Examples: Ferris Foundation Grant and Timme Grants. FCTL PDIs, if applicable.*	5E	Apply for and/or secure external funding for support of research and scholarly activity. *Example: External grants such as NIH grant, grant.gov or vocational educational grant.*
6C	Present current technical / professional information to a variety of audiences. *May include community members. For example, Susan P. Wheatlake cancer series lectures.*	6E	Develop new products, practices and clinical procedures.
7C	Mentor students outside of teaching responsibilities. *Examples: Provide guidance in professional area of scholarly endeavors. Assist students who are interested in conducting a research study.*	7E	Mentor inexperienced professionals in writing for publication, conducting research or preparing grant proposals.
8C	Write summaries of research, policy analysis, published case studies or position papers for targeted audiences.	8E	Create white paper for targeted audience. *See definition "white paper".*
9C	Recognized outside of Ferris State University for some area of expertise within area of scholarly activity.	9E	Consult and/or provide technical / professional assistance to public and private organizations.
10C	Participation in activities to develop the scholarship of learning. *Example: Most PDI opportunities offered through FCTL. Check applicability with Tenure Committee Chair.*	10E	Facilitate scholarly activities of learning.
11C	Maintain discipline specific competence (excluding University). *Example: Technical seminars - provide documentation.*	11E	Work in professional discipline (excluding University). *Example: Provide documentation.*
12C	Identified as an expert witness.	12E	Served as an expert witness.

	Competence			Excellence
13C	Other(s)		13E	Commendations and/or awards for scholarly excellence.
			14 E	Author of book or chapter(s) published by professional publisher. *External publications for publishers such as Lippincott. Does not include course packs or newsletters.*
			15E	Other(s)

NOTE: AN ITEM FROM EXCELLENCE MAY BE SUBSTITUTED FOR A COMPETENCE ITEM

SECTION 3: SERVICE - DOCUMENT COMPETENCE AND EXCELLENCE ACCORDING TO RANK

COMPETENCE		EXCELLENCE		
PROMOTION TO:		**PROMOTION TO:**	PROMOTION	MERIT
INSTRUCTOR	3 Items	ASSISTANT PROFESSOR	3 ITEMS	5 Items
ASSISTANT PROFESSOR	4 Items	ASSOCIATE PROFESSOR	5 ITEMS	7 Items
ASSOCIATE PROFESSOR	5 ITEMS	PROFESSOR	7 ITEMS	9 Items

	Competence		**Excellence**
1C	Demonstrates active participation on institutional committees as an appointed member: • Program • Department • College • University	1E	Demonstrate active emergent leadership on institutional committees: • Program • Department • College • University *Example: Appointed or elected chair of a committee.*
2C	Service on an interdisciplinary team or panel in the university or within the community. *Example: Member.*	2E	Hold an active leadership position on an interdisciplinary team or panel in the university or within the community. *Example: Chair.*
3C	Participate in activities that contribute to the wellbeing of the University. *Examples: Recruitment, retention, alumni activities (not limited to this list). Represents a program as directed by the department head.*	3E	Coordinate activities that contribute to the mission of the University. *Examples: Recruitment, retention, alumni activities(not limited to this list). Has a leadership role in the organization of such events.*
4C	Maintain active membership in local, regional, state or national professional organizations. *Examples: Ongoing membership in the organization that reflects your discipline or a related area of professional interest.*	4E	Hold leadership position in local, regional, state, national or international professional organizations. *Examples: Serve on the executive board in an officially elected or appointed position or office.*
5C	Maintain active membership in local, state or national community organizations. *Examples: Red Cross, School Board, Advisory Boards.*	5E	Hold leadership position in local, state or national community organizations. *Examples: School Board President. Organizer of a fundraiser for a community group.*
6C	Engage in a form of outreach related to field of expertise. *Example: Volunteer to work in the canteen for a blood bank.*	6E	External recognition within field of expertise. *Examples: Panelist at an external meeting, professional committee member, accreditation site visitor, accreditation board member, professional consultant, awards or other recognition for service.*
7C	Presentation to a targeted audience. *Examples: Guest speaker for Boy Scouts on a health topic, or at a school career day related to health occupation opportunities.*	7E	Presentation to a professional audience. *Example: Sharing of expertise in a presentation to a health care setting or within the University.*
	Competence		**Excellence**

8C	Advisor to a student organization. *Example: Registered Student Organization (RSO), including CHP program student groups.*	8E	Serve as an active preceptor for a student in a directed learning experience outside of regular teaching functions. *Example: Graduate nursing student education practicum.*
9C	Facilitate student participation in service-learning opportunities. *Examples: Helping a student find an opportunity, making a call to help introduce, providing other guidance.*	9E	Create new opportunities for students to engage in service-learning opportunities with other FSU colleges. *Example: Collaborating with College of Pharmacy or Optometry in Interdisciplinary Health Fairs or presentations.*
10C	Active involvement in facilitation of expanded learning opportunities. *Example: Involvement in placing international or transfer students in appropriate settings.*	10E	Leadership in development and implementation of new expanded learning opportunities. *Examples: Exploring and writing grants. Exploratory and planning meetings with potential collaborators in expanded learning.*
11C	Facilitate international learning opportunities for students and faculty. *Example: Study abroad.*	11E	Accompany and lead students on an international learning opportunity. *Example: Study abroad.*
11C	Other(s)	11E	Other(s)

NOTE: AN ITEM FROM EXCELLENCE MAY BE SUBSTITUTED FOR A COMPETENCE ITEM

G. PROCEDURE FOR PORTFOLIO PREPARATION

The following procedural steps will assist and help you be successful in the process of applying for promotion or merit. This is not a complicated process, and you can help your own cause by preparing a document that is complete and easy for the committee to evaluate.   Remember, the committee represents a variety of professions, but we all teach. The committee will do its best to rate your application fairly, but to do so, we need a concise and complete explanation on how each promotion or merit criterion has been satisfied.

Promotion and Merit Policies and Procedures are available at: (Share on FSU_cluster_shared_se… CHP folder)

1.   Read the Promotion and Merit Policies and Procedures. You must meet different requirements, depending on your current rank and the rank for which you are applying.

2.   If you are eligible you will have received a letter from the Dean's Office.   If you are not eligible your application will not be reviewed.

3.   Review the application for both promotion and merit. Determine if you want to apply for PROMOTION or MERIT.

4.   Meet with Department Head regarding intent for promotion or merit.

5.   If you want to apply for a waiver of promotion requirements, complete the Application for Waiver FIRST.

6.   If the requirements are NOT waived in your case, then decide if you want to apply for MERIT.

- a merit raise will make you ineligible for promotion for four years.

- only tenured faculty are eligible for promotion to professor

- and it has been four years since your last promotion/merit.

7.   Review the CURRENT timetable of deadlines. If a date mentioned comes on a weekend, ASSUME that it must be met the following work day (usually Monday).

8.   Review the Promotion Portfolio Evaluation Form or the Merit Portfolio Evaluation Form and note how points are awarded.

9.   Review each criterion in each of the three sections to be evaluated:

- teaching
- scholarship
- service

   The criteria can be found on pages _____.

EXAMPLE:
TEACHING AND ADVISING

	COMPETENCE			EXCELLENCE	
	PROMOTION	MERIT	PROMOTION TO:	PROMOTION	MERIT
ALL RANKS	8 Items	8 ITEMS	ASSISTANT PROFESSOR	3 ITEMS	6 Items
			ASSOCIATE PROFESSOR	6 ITEMS	9 Items
			PROFESSOR	9 ITEMS	11 Items

SCHOLARSHIP

COMPETENCE			EXCELLENCE		
PROMOTION TO:			PROMOTION TO:	PROMOTION	MERIT
INSTRUCTOR		3 Items	ASSISTANT PROFESSOR	3 ITEMS	5 Items
ASSISTANT PROFESSOR		4 Items	ASSOCIATE PROFESSOR	5 ITEMS	7 Items
ASSOCIATE PROFESSOR		5 ITEMS	PROFESSOR	7 ITEMS	9 Items

10. In Teaching, Scholarship and Service both <u>COMPETENCE</u> and <u>EXCELLENCE</u> must be demonstrated. Demonstrate COMPETENCE first, then EXCELLENCE.

11. If you need to demonstrate competence by meeting 6 items, be sure you HAVE six.

    If you believe you meet more than six, list as many as you can. It's possible that the committee won't agree with your assessment, so document as many as you can.

    When one item satisfies more than one category, you must document how the item satisfies the criteria each category.

    Example: If you used an item for teaching and want to use it in the area of service, clearly specify how this item uniquely satisfies the criteria in service. Do not simply report the same documentation used in the first category.

12. Prepare your document in sections.

    Use dividers, and clearly label each section. You may think it's obvious that THESE two pages are your Statement of Teaching Philosophy, but that may not be obvious to the readers. Use headings!

    Include the following in this order:

    o   *Application for Promotion or Merit form*. This MUST go in the front of your application.

    o   *Dean's letter of eligibility* for promotion or merit.

    o   *Executive Summary* is required by the FFA/FSU contract. 'The candidate shall submit a portfolio to the promotion/merit committee. <u>The portfolio shall include a narrative explaining, at a minimum and in clear and explicit terms, how the employee meets the college's eligibility criteria for promotion or merit</u>.' FSU & FFA Agreement, 2002-2006, p. 64.

    o   *Current CV.*

    o   *Statement of Teaching Philosophy*. Briefly describe how you teach and how you promote student learning.

        ▪   Example: RADI 121 Radi. Physics & Image Prod. may be perfectly obvious to you, but it may not have the same meaning to the committee.

    o   *Course history sheet.*

    o   *Syllabi*. Include the most recent syllabus (not course pack) for each course you have taught since your last promotion or merit.

        ▪   Example: If you have taught ABCD 123 for 20 years, include the syllabus for the most recent time, not EACH TIME.

    o   *Student Assessment of Instruction*. Include all SAI since last promotion or merit for the last four years.

        ▪   If you use an evaluation tool in addition to SAI include it as well. However, the committee doesn't need to see every positive comment you've ever gotten.

    o   *Documentation of competence and/or excellence in teaching, scholarship, and service*. You must begin each of the relevant sections of the portfolio with a sentence such as: "For competence in teaching, I meet the following criteria: 1C, 6C, 7C, 8C, 9C, 10C, 13C, and 14C" (or whatever applies to you). Then continue by including a brief paragraph describing how you meet each. Include documentation after the description. Documentation should not be included as appendices.

- Example:
  - Item 1C: Demonstrate thorough preparation for a newly assigned course.
  - I meet this criterion by …
  - Documentation.
  - *Letters of professional recommendation (1)*.
    - Letter #1: This must be from a teaching peer. For the purposes of your application for promotion or merit, a PEER is another faculty member, not a teaching assistant, clinical instructor, or administrator.

13. Remember that the committee includes members from many programs. It is difficult for a respiratory therapist to assess the competence/excellence of a medical records professional, and difficult for a nurse to assess the achievements of a nuclear medicine professor. Hence, provide as much detail as possible about the relevance to your discipline on how you meet the criteria.

    Example: Guidance on the value of receiving an award would be very useful. Is this equal to a Nobel Prize, or does everybody who pays dues to your state society get this?

14. Method of submission. Preparing your application in Digital Measures is preferred but not required.

    For applicants using Digital Measures:

    - Run the Promotion and Merit report and save it as a PDF.
    - Review your report to ensure all required documents are included and links are fully functional.
    - Items 1, 2, and 3 below are not sections, and headings on the documents automatically populated by Digital Measures. Attach these to the front of your Digital Measures report PDF.

    For applicants submitting PDF portfolios on a flash drive:

    - Prepare your document in sections.
    - Use dividers (paper) and headings (electronic), and clearly label each section as named in this policy.
    - Number pages and include a table of contents.
    - Use new, non-encrypted flash drives to ensure the committee can access your documents during the short review window.

    For applicants submitting paper portfolios:

    - Assemble your document in a 3-ring notebook in the order specified, with dividers between you prepare.
    - Be sure that there aren't loose pages! No plastic sleeves.
    - Place documentation behind each item and not in appendices.

15. Check to determine HOW MANY copies of the document you need to provide AND PROVIDE THEM. At the time of this writing, the committee has seven members, so you need to provide 7 copies.

16. Deliver your documents to the CHP Dean's Office Manager, who will stamp them with the date received, and then distribute them to the committee.

17. If you have questions as you go through this procedure, contact a committee member. He or she will be glad to provide assistance

H.   PROMOTION AND MERIT TIMETABLE

DATES	CHP PROMOTION AND MERIT POLICY
1st week of April	Receipt of eligibility by Dean's office.
April - September	Meet with Department Head regarding intent for promotion or merit.
1st week of May through 1st week Fall Semester	Applicant will submit Promotion Waiver Request form to the Chair of the Promotion and Merit Committee.
September 10	Promotion and Merit Committee, in cooperation with the Dean, will evaluate the waiver request and will notify the applicant of decision.
October 15	Applicant will submit his or her portfolio for promotion or merit to the Dean's Office.
November 15	Promotion and Merit Committee acts on promotion and merit recommendations.
November 20	Chair of Promotion and Merit Committee will notify each promotion or merit applicant of the Committee's recommendations and non-recommendations.
November 25	Non-recommended applicant may petition the Committee in writing for an opportunity to present his or her views.
December 5	Promotion and Merit Committee Chair will convene a meeting of the Promotion and Merit Committee to review the written statement.
December 15	Promotion and Merit Committee has 10 working days to render a decision on the petition.
January 15	Promotion and Merit Committee will forward recommendations to the Dean.
FSU/FFA Agreement	Dean will forward those recommendations to the Office of the Provost for Academic Affairs.

*NOTE: If any of the above dates fall on a weekend or a holiday, then the deadline shall be moved to the next business day.

FERRIS STATE UNIVERSITY
COLLEGE OF HEALTH PROFESSIONS
PROMOTION WAIVER REQUEST

	Date received

Waiver requested by:

	Name

❑ Criteria to be waived:

❑ For which rank:

Waiver Request is based on all or some of the following items (3); mark appropriate box(es):

❑ Degrees, licenses, and certification obtained since last promotion

❑ Additional professional experience since last promotion

❑ Classes or seminars attended since last promotion

❑ Other reasons in support of this request

1. **Attach an Executive Summary to support the waiver request.**

2. **Submit Application for Promotion or Merit Form with Waiver Request.**

_____   _____
Date   Signature of Requestor

Waiver approved: Yes   No

_____   _____
Chair, Promotion and Merit committee   Date   Dean, College of Allied Health Sciences   Date

➤ *If approved , submit this request in the front of promotion application.*

➤ *If denied, the requestor may apply for Merit (this is not automatic). Follow the Promotion/Merit Timetable.*

FERRIS STATE UNIVERSITY
COLLEGE OF HEALTH PROFESSIONS

APPLICATION FOR PROMOTION OR MERIT

- This form must be inserted in the front of your promotion and merit portfolio.

- This form must be submitted with your waiver request (if applicable)

Name:

Program:

Date:

Dept.

Current Rank: INSTRUCTOR   ASSISTANT PROFESSOR   ASSOCIATE PROFESSOR   PROFESSOR

Application For: [ ] PROMOTION   [ ] MERIT

Highest Degree Held

Masters of Science

Semester Hours Beyond First Master's Degree

Years at Ferris State University

Year in Which Last Promotion Took Effect

Year in Which Last Merit Increase Took Effect

SECTIONS OF COMPETENCE TO BE EVALUATED (Teaching Competence Required):

- o   Teaching

- o   Scholarship

- o   Service

SECTIONS OF EXCELLENCE TO BE EVALUATED (Teaching Excellence Required):

- o   Teaching

- o   Scholarship

- o   Service

EXAMPLE
(Follow this Format)

FERRIS STATE UNIVERSITY
COLLEGE OF HEALTH PROFESSIONS

Course History

History of courses instructed, scholarship and service since Last Promotion Or Merit
(Form available electronically upon request)

Semester /Year	Course Number	Credits	Contact Hours	Number of Students	Method of Presentation	Level of Responsibility
Fall 2009	NUCM 100	1	1	30	Lecture	Instructor
Fall 2009	FSUS 100	1	1	20	Lecture	Instructor
Fall 2009						
Fall 2009						
Fall 2009						
Spring 2010						
Spring 2010						
Spring 2010						
Summer 2010						
Summer 2010						

FERRIS STATE UNIVERSITY
COLLEGE OF HEALTH PROFESSIONS
PROMOTION OR MERIT PORTFOLIO EVALUATION FORM

Applicant's Name	

EVALUATION STOPS if documentation of the following information required of all candidates is absent.		EVALUATION STOPS if the following information that is pertinent to your application, as determined by rank, is absent.	
	Application for Promotion/Merit Form		Competence in Teaching
	Dean's Letter of Eligibility		Excellence in Teaching
	Executive Summary		Competence in Scholarship
	Current CV		Excellence in Scholarship
	Teaching Philosophy		Competence in Service
	Course History		Excellence in Service
	Syllabi		
	SAIs / IDEAs		
	1 Letter of Recommendation		
	Documentation of competence and/or excellence in teaching, scholarship, and service.		

		POINTS
Executive Summary	1 poor – 10 excellent	10
Philosophy of Teaching	1 poor – 10 excellent	10
Syllabi (include current only)	1 poor – 10 excellent	10
Student Assessment of Instruction	1 poor – 10 excellent	10
Teaching Documentation	1 poor – 75 excellent	75
Scholarship Documentation	1 poor – 50 excellent	50
Service Documentation	1 poor – 50 excellent	50
Letter of Professional Recommendation (Peer)	1 poor – 10 excellent	10
TOTAL POINTS	**225 points maximum**	225