

College of Arts and Sciences
Tenure Track Enhanced Performance (EPR) Review
Workshop 2014

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Overview of the Enhanced Performance Review Process

September 2014

- Workshops on Reappointment Review

September and October 2014

- Candidates prepare credentials with assistance from a chair, a senior faculty member and members of the department's promotion committee.
Note: In general, it is the candidate's responsibility to assemble all materials and ensure accuracy of materials submitted. When exceptions to this rule occur, they will be noted.

October-November 2014

- Candidates submit materials for unit-level review by Oct. 15
- Tenured faculty review credentials and vote on renewal
- The department's promotion committee prepares recommendation by Nov. 15
- Chair prepares a recommendation by Nov. 30

December 2014 - February 2015

College Review of Materials

- College staff reviews materials for incomplete or extraneous information. Candidates may be asked to add or remove materials
- Ted Rippey reviews all materials for substantive inclusions. Candidate/chair/director/committee may be asked for modifications or expansions.
- College PTRC Reviews materials
- College PTRC makes recommendations to Dean by Jan. 31
- Dean makes recommendation to Provost by Feb. 28

<i>Faculty</i>	<i>College PTRC Committee Area</i>	<i>Term</i>
Monica Longmore	Social Sciences Division	2014-16
Andrew Layden (Chair)	Math/Science Division	2013-15
Allie Terry-Fritsch (Chair Elect)	Math/Science Division	2014-16
Amy Robinson	Arts & Humanities Division (AL)	2013-15

February 28, 2015

- Materials are due to the Provost's Office with Dean's recommendation

Spring 2015

- Notification regarding contract renewal

Schedule for Faculty Reviews 2014

Type of Review	Candidates Submit Credentials to Departments*	Department Committee Decision Due to Chair	Chair Recommendations Due to the College Office	College PTRC Recommendations due to the Dean	Dean's Recommendations due to the Provost	Provost's Recommendations finalized
TTF Promotion and Tenure (eRPT)	September 30	October 15	October 31	December 15	January 31	Late March/ early April
NTTF Promotion (eRPT)	September 30	October 15	October 31	December 15	January 31	Late March/ early April
TTF EPRs (eRPT)	October 15	November 15	November 30	January 31	February 28	Late April
NTTF EPRs Years 1-3 (eRPT)	September 30	October 15	November 15	January 31	February 28	By April 1
NTTF EPRs Years 4-6 (eRPT)	September 15	September 30	October 15	November 15	December 15	By February 1
NTTF EPRs Years 7+ (eRPT)	August 30	September 15	September 30	October 15	October 31	By December 1
TTF APRs Years 1-2 (paper)	January 31	February 28	March 31	n/a	n/a	n/a
TTF APRs Years 4-5 (paper)	January 31	February 28	March 31	n/a	n/a	n/a
NTTF APRs Years 1-3 (paper)	September 30	October 15	November 15	n/a	February 28	By April 1
NTTF APRs Years 4-6 (paper)	August 15	September 15	September 30	n/a	December 15	By February 1
NTTF APRs Years 7+ (paper)	August 15	August 31	September 15	n/a	October 31	By December 1

Notes:

- The dates for submission of credentials to departments are suggested dates, candidates should check with their academic units for official deadlines.
- Rebuttal letters may be submitted within two business days from notification of the recommendation at each step of the process through the Dean's recommendation.
- Not all units' review policies require unit committee recommendations for APRs. Candidates should check their units' annual review policies for clarification.
- For annual review of faculty in Year 1, the materials submitted for consideration are usually limited to the first fall semester. In subsequent years, review materials include spring, summer (where applicable), and fall materials

Sections of the BGSU Collective Bargaining Agreement related to Enhanced Performance Review of Tenure Track Faculty Members

14.2.2.1.5. Satisfactory performance (Section 2.2.1.4) is determined by reappointment based upon the content of annual performance reviews (APRs) (Section 6.2) conducted throughout the probationary period, being replaced by enhanced performance reviews (EPRs) at certain intervals. One of the enhanced performance reviews, called the mid-probationary review (Section 6.2), is typically held in the third year of the probationary period. The other enhanced annual performance review, called the tenure review (Section 6.6), is typically held in the sixth year of the probationary period. For each performance review, a written copy of the review will be provided to the probationary faculty member and shall be discussed with the probationer by the Department Chair/School Director.

14.6.2.4. Mid-Probationary Enhanced Performance Review (EPR)

- 6.2.4.1. Probationary tenure-track faculty members shall be given an enhanced performance review at the mid-point of their probationary period. The mid-probationary enhanced performance review shall normally occur during the third year of a probationary appointment. However, in cases where a faculty member has received prior service credit (Section 2.2.1.6), the review shall occur at a time agreed upon by the appointee and the Provost/VPAA.
- 6.2.4.2. Mid-probationary enhanced performance reviews shall be conducted by the tenured Bargaining Unit Faculty Members of the academic unit. The review shall evaluate the probationary tenure-track faculty member's progress in teaching, research or creative work, service, and librarian effectiveness (where applicable). In all cases, student evaluations of teaching shall not constitute the sole criterion for evaluation of faculty teaching performance. The unit faculty's recommendation shall be submitted in writing to the Department Chair/School Director.
- 6.2.4.3. The Department Chair/School Director shall submit the recommendation of the unit faculty to the Dean accompanied by a written statement agreeing or disagreeing with that recommendation. If the Chair/Director disagrees with the unit faculty's recommendation, he/she should state the reasons for disagreement in writing.
- 6.2.4.4. Prior to submitting the unit's recommendation to the Dean, the Department Chair/School Director shall meet with the probationary tenure-track faculty member, provide him/her with copies of the written recommendation from the unit faculty and the recommendation from the Chair/Director, and discuss the content of the recommendations. In response, the probationary tenure-track

faculty member may submit a rebuttal letter, in accordance with the unit's probationary faculty reappointment policy.

6.2.4.5. The Dean of the college shall make his/her own recommendation after reviewing the written recommendations of the unit faculty, Chair/Director, and the recommendation of the college-level review committee. The Dean shall then forward his/her recommendation, along with the written recommendations of the unit faculty, the Chair/Director, and the college-level review committee, to the Provost/VPAA.

6.2.4.6. The Provost/VPAA shall have the responsibility for recommending reappointment or non-renewal to the President. All written recommendations with appropriate supporting material appended thereto and a record of actions taken shall become part of the permanent personnel files in the Office of the Provost/VPAA.

6.2.4.7. If, after considering the progress recommendations from the academic unit faculty, the Chair/Director, the college-level review committee, and the Dean, the Provost/VPAA determines that a probationary tenure-track faculty member is not making reasonable progress toward tenure, the University shall give written notice of its intention to non-renew the employment of the affected probationary tenure-track Bargaining Unit Faculty Member, and a copy of the notification is sent to the BGSU-FA.

6.2.4.8. A probationary tenure-track Bargaining Unit Faculty Member who fails to obtain a recommendation for reappointment at the end of the mid-probationary review shall receive a one (1) year terminal appointment at the end of which time, the bargaining Unit Faculty Member shall be terminated from employment at BGSU.

Items for TTF EPRs

1. Academic Unit's Promotion & Tenure Document
2. Evaluation and Recommendation Letter from the Dean
3. Recommendation letter from the Chair or Director
4. Recommendation from the Academic Unit Faculty Committee
5. Academic Unit Annual Reviews
6. Curriculum Vitae of the Candidate in BGSU format
7. Teaching Portfolio of Philosophy and Accomplishments
 - Narrative statement describing candidate philosophy and evidence of accomplishments
 - Three primary indicators of teaching effectiveness, including:
 1. Quantitative student evaluations, presented in a comparative context
 2. Qualitative evaluations from 2-3 courses.
 3. 3 peer teaching evaluations.
 - Three secondary indicators of teaching effectiveness
8. Research/Creative Work Portfolio of Philosophy and Accomplishments
 - Narrative statement describing candidate philosophy and evidence of accomplishments
 - At least three samples of publications or scholarly/creative work
9. Service Portfolio of Philosophy and Accomplishments
 - Narrative statement describing candidate philosophy and evidence of accomplishments
 - Relevant supporting materials

REQUIRED PROFESSIONAL CV/RESUMÉ FORM FOR BGSU FACULTY

Excerpted from University Charter, Faculty Handbook Section

(In all categories, please respond chronologically with the most recent activity at the top of the list.)

I. Academic Degrees

II. Academic Positions

- A. Teaching Positions
- B. Administrative Positions

III. Non-academic Positions

(List all salaried positions in business, industry, or government. Do not list minor political offices or appointments.)

IV. Teaching Experiences

- A. Teaching Experiences

(List the course you have taught and the number of years of experience with each course. Do not list "Problems" or "Readings" courses.)

1. Undergraduate Courses
2. Undergraduate-Graduate Courses
3. Graduate Courses
4. Other Teaching. (List here interdisciplinary courses, supervision of students, teachers, workshops, or courses conducted to teach graduate assistants to teach or other kinds of teaching unique to a college or university setting.)
5. Thesis and Dissertation Students. (List here those students for whom you served as the major research advisor and as chair of the thesis or examining committee.)
 - a. Theses: Name Degree Year University
 - b. Dissertations: Name Degree Year University
6. Membership on Dissertation Committees: Name Degree Year University
7. Membership on Thesis Committees: Name Degree Year University

V. Curriculum Development

(List courses added to the curriculum, workshops, etc.)

- A. Courses
- B. Workshops
- C. Educational Materials (filmstrips, films, TV materials, etc. Provide publisher, date of publication, etc.)

VI. Professional Development

(List courses taken, workshops, improvement leaves, post-doctoral training, etc.)

VII. Academic Advising

- A. Undergraduate Year Number of Students Assigned
 - B. Graduate Year Number of Students Assigned
-

VIII. Research Interests

(Give the specialty or specialties within your discipline in which you have high research competence(ies) and with which you prefer to be identified.)

IX. Research Projects and Grants

(List the funding agency, the agency project number if known, the date, the dollar amount of support, and the title of the project. Do not list pending or unsuccessful applications. Any special research equipment or travel grants should be included under this heading.)

X. Publications and Equivalencies

A. Publications

List only articles published or accepted for publication and/or books published or assigned a publication date. In all cases include publisher, date of publication, pages and other appropriate information.

1. Books
 - (a) Textbooks
 - (b) Scholarly books
 - (c) Anthologies and all edited texts designated as such
 - (d) Indexes and other bibliographic texts
 2. Journal Articles
 - (a) Refereed Articles
 - (1) Journals
 - (2) Proceedings
 - (b) Non-refereed Articles
 - (1) Journals
 - (2) Newsletters
 - (3) Miscellaneous
 - (4) Editorships of Journals
 3. Book Reviews
 - (a) Book review essays
 - (b) Book reviews
 4. Abstracts
 5. Reports
 - (a) Published
 - (b) Unpublished
- OR

B. Equivalencies

Spatial Arts

(List appropriate information, dates, locations, etc.)

1. Invited BGSU art shows
 2. Invited external art shows
 3. Juried exhibitions
 4. Works in permanent collections
 5. Touring exhibits
 6. One-person shows
 7. Prizes
-

OR

Dramatic Arts

1. Directing (Play, where performed, dates, sponsor/producer)
2. Acting (Play, where performed, dates, sponsor/producer)
3. Original play (Name, publisher or producer, dates, location, etc.)
4. Scenery and costume design (Play, where performed, dates, sponsor/producer)

OR

Patents Awarded

(List patent number, date, etc.)

OR

Product or Engineering Designs

(Describe product, company accepting design, etc.)

OR

Other

XI. Papers Read to Professional Societies

- A. Invited papers
- B. Refereed papers
- C. Non-refereed papers

XIII. Service

- A. Department
- B. College
- C. University
- D. Professional

(List only offices or other held appropriate professional service such as chairing a symposium or panel discussion.)

XIII. Research or Professional Consultantships

XIV. Membership in Professional Organizations

XV. Honors and Awards

- A. Membership in Honor Societies
 - B. Awards (List award, date, sponsor, etc.)
-

The Teaching Portfolio

Recommendations for Inclusion*

- Narrative statement describing candidate philosophy and evidence of accomplishments. *Should be no more than three single-spaced pages.*
- Quantitative teaching evaluations for all classes taught since last promotion/hire.
- Complete sets of qualitative student comments from two to three courses.
- At least three substantive peer reviews of classroom teaching since last promotion/hire.
- Three supplemental examples of successful teaching.

**Faculty should consult their unit Promotion Document for portfolio requirements*

Thoughts on narrative:

- include personal teaching philosophy including goals and objectives
- reflect on successes and those strategies that fell short of success
- describe steps taken to improve teaching
- include materials you use to supplement and augment your teaching efforts
- include delineation of learning outcomes and assessment techniques and their results
- strike a balance between personal and professional tone
- identify the unique instructional contributions that the candidate makes

Narrative should also:

- highlight the details of the teaching portfolio outlining all the materials that were included and why they were included
- include teaching strategies and goals for the next five years
- distinguish between graduate and undergraduate instruction as appropriate
- show how you have designed and constructed your contributions to the curriculum
- emphasize the scholarship of teaching
- refer to syllabi that are included

Primary indicators to include:

- quantitative student evaluations from all classes and how these contrast with others in the department
- complete sets of qualitative student evaluations from two or three classes
- peer reviews—a minimum of three since last promotion/hire

Secondary indicators, at least three required, may include:

- products of your teaching (projects, labs, exhibitions, student writing, exams)- include your assignment or activity design and a representative example of student work
 - presentations and publications on teaching
 - reviews by colleagues of student assignments, syllabi, tests, projects
 - unsolicited letters from students
-

The Research/Creative Work Portfolio Enhanced Performance Review

Recommendations for Inclusion*

- Narrative statement, of **no more than three** single spaced pages, that describes the candidate's philosophy and provides a discussion of recent accomplishments. The narrative should unfold the evolution of the candidate's research program. Document collaborations and indicate names of colleagues. Emphasize BGSU collaborations. Identify future directions.
- **At least three and no more than five samples** of publications or scholarly/creative work.

**Faculty should consult their unit promotion document for portfolio requirements*

Thoughts on Narrative:

- Include past, present and future research/creative work directions and accomplishments
- Provide an overview of the supportive materials that are included and why they were selected
- Address the independent evolution of research/creative work since graduate school
- Strike a balance between personal and professional tone
- Emphasize how (graduate) students are involved in your research program
- Avoid highly technical discussion and design discussion; write for the layperson
- Include evidence that work is highly valued

Supplemental Materials to Document Research Accomplishments

- Evidence of grant writing activity including dollars secured (include non-funded as well). DO NOT include full grant proposals. You may include abstract and notification of award
- Presentations at professional meetings, public presentations. (Do not include presentations to colleague's classrooms)
- Citation indexes
- Reviews in professional and public media
- Slides of creative work with an index
- Programs, announcements of creative work

The research portfolio is designed to be selective and representative but not necessarily all inclusive. The vita should be inclusive.

The Service Portfolio

Tenure and promotion to associate usually requires demonstration of some service at the departmental, college, and University level. It is also important to demonstrate that the candidate is a functional “team player” and contributes to the unit. Candidates for promotion to full professor are expected to have made significant service contributions at the departmental, college, University, and professional levels.

Candidates for reappointment should show progress toward these service objectives.

Recommendations for Inclusion*

- Narrative statement that describes the candidate’s philosophy and evidence of recent accomplishments. The recommended length is two pages.
- Relevant supporting materials

** Faculty should consult their unit promotion document for portfolio requirements.*

Thoughts:

- You might like to emphasize several departmental service activities in which you were involved and demonstrate that you made substantive contributions. If you have served as advisor to a student group, include this information here.
- Delineate several college and/or University committees. Emphasize any leadership roles you assumed.
- Include any service to a professional society or organization
- Include any service to the community at large.
- Include statements or letters from colleagues that extol your service contributions. (As a rule of thumb, up to three to four letters recapping significant leadership or commitment is sufficient. Unsolicited letters are often included and have no limit.)
- Your narrative may indicate some service goals for the future.