Governing Documents

• Collective Bargaining Agreement (CBA): Article 14 (language on appointment, rank, review)

• Unit Reappointment, Promotion and Tenure document (CBA-based, tailored by faculty, approved by Dean’s designee and Provost/VPAA’s designee)
Process Overview

- Assembly of materials, uploading to electronic dossier (eRPT system). Chair “shall provide reasonable advanced notification” regarding deadlines (CBA Art. 14. sec. 6.1.1.1)

- Dossier review and separate recommendations from eligible unit faculty and unit chair/director.

- College-level review and recommendations: PTRC, Dean.

- Provost’s review and recommendation.
Eligible voters

- Only tenured faculty may vote on TTF reappointment cases. Simple majority required for positive recommendation (CBA Art. 14, section 6.2.4.2)
Key Dossier Contents
(submitted for College-level review)

- Approved unit RPT document
- CV in BGSU format
- Narratives and supporting materials: Teaching, Research/Creative Work, Service
- Previous annual evaluation letters
- *Recommendation* by unit faculty
- *Recommendation* by chair/director
Teaching materials

• Narrative (MAX 3 pages): personal philosophy, professional evolution, plans for the future.

• Quantitative evaluation scores from all courses since hire, presented in comparative context.

• Qualitative evaluations (student comments) from 2-3 courses.

• Substantive peer reviews of classroom teaching: at least 3.

• Supplemental examples of teaching effectiveness (2 or 3). (Examples include syllabi, assignments, learning activities that capture your pedagogy; evidence of professional/instructional development; conference presentations on teaching; awards).

• Establish connections between your narrative and your evidence.
Teaching narrative

- Personal teaching philosophy and objectives

“My central goal as an instructor is to foster intellectual engagement among students in sociology. At the undergraduate level, and especially in the General Education courses that I typically teach, this means conveying to students the relevance of sociology to better understanding their own lives as well as the world in which they live. The sociological perspective helps students realize that their opportunities and experiences are not merely a function of individual choice and free will, but rather are in part constrained by the social context. Through class discussions, written reflections, and projects, students grapple with the significance of this perspective for sharpening their ability to critically evaluate the social world.”
Teaching narrative

• Reflect on what you learned about teaching

“The first time I taught Advanced Psychological Theories I selected topics to cover that fell within my areas of expertise . . . The feedback I received from graduate students at the end of the semester indicated that many of them felt the topics were too narrow, specific, and interrelated. They expected a broader range of topics from a core course. Another mistake I made in designing that course was allowing students to turn in their reaction papers whenever they wanted . . . Based on these experiences and the feedback I received from students I made several changes when I designed my Advanced Psychological Theories course the next Semester . . . My sense is that students are enjoying and benefiting from these topics. In this semester’s class I have also included more classic research studies on the syllabus.”
Teaching narrative

- Describe steps taken to improve teaching

“When I first arrived at BGSU I sporadically used computer presentations in the classroom but frequently had problems integrating the material into the lecture or, on many occasions, even getting the equipment to work. But, in response to comments from undergraduate students in a large lecture hall about their inability to read my whiteboard notes clearly enough, I have begun using PowerPoint presentations as the foundation for many of my lectures. I have taken several CTLT workshops to assist integrating notes and visual examples into clear and concise presentations. This technique seems to work very effectively not as substitute for my interactive lecturing style but as a brief introduction to each day’s topic, and as a facilitator of student comments.”
Quantitative evaluation data

- Candidate and chair/director should work together to assemble evaluation set.
- Chair/director should present data in comparative context.
- Upload evaluation instrument as well.
Student questionnaires are distributed and collected late in the semester for all courses. Respondents are assured that instructors may not view their evaluations until after grades are submitted; the instructor assigns a student to collect completed evaluations and to return them to the General Studies Writing office. Questions 1-8 evaluate instructor performance. There is no corresponding numerical value for question 9. However, it provides qualitative feedback on the course and/or instructor’s strengths and weaknesses. Questions 1-8 are as follows:

- The degree to which your instructor prepared you to write your major papers
- The usefulness of your instructor’s assignment sheets/handouts
- The helpfulness of your instructor’s explanations and examples
- The degree to which your instructor allowed you to ask questions and express opinions
- The value of one-on-one time during class, conferences, email, phone calls
- The effectiveness of your instructor’s feedback regarding your writing
- The degree to which your instructor helped to improve your writing abilities
- The overall rating of the instructor based on class atmosphere, instructor preparedness, knowledge of material and enjoyment of teaching
- Instructor strengths and weaknesses and suggested changes for the course/instructor

In the grid below, the course number is listed in the left column, with the number of students who completed the evaluation indicated in parentheses. The instructor’s scores for questions 1-8 can be read from left to right, with the General Studies Writing Program’s average score response for undergraduate courses listed in parentheses below each score.

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### Question #16: Overall Rating of Instructor

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**NOTES:**
- Cohort mean divided into two groups: 1000 level and 3000/4000 level.
- 5 = Excellent, 1 = Poor

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Blue = instructor  
Red = cohort
Peer reviews of teaching

- Should be a substantive evaluation, not a description of activities.
- Who is an appropriate peer?
- Suggest a pre-observation visit with instructor; discuss syllabus and pedagogical approach.
- Review should address how the material is taught as well as what is being taught.
Research/Creative materials

• Narrative (MAX 3 pages).

• Three to five examples of published, accepted, or submitted scholarly or creative work. For large creative files: submit document with links to files.

• Evidence of external funding activity (do not include full proposals).

• Submit a representative sample, not an all-inclusive set of materials.

• As with teaching, create connections between your narrative and your submitted sample of work.
Research/Creative Work narrative

• Describe and contextualize your work in language that is accessible to readers outside of your field.

• Include evidence that your work is valued by your discipline (e.g., citation rates, book reviews, juried exhibitions).

• Address how your work has evolved since graduate school. Describe past, present, and future directions.

• Point of reference: tenure candidates “shall have demonstrated ability to do scholarly work, as indicated by publications…” (14.3.1.2.3)

• Establish connections between your narrative and your submitted sample of work.
Service materials

A. Service Narrative (1-2 single-spaced pages)
   - State your philosophy of service.
   - Describe service activities and your contributions to the department, college and university.
   - Indicate some service goals for the future.
   - Include service to groups on campus or to the community.
   - Include service to your profession (professional society or organization).

B. Relevant supporting materials (e.g., letters confirming service)
| Questions |  |