Arts and Sciences
Reappointment and
Promotion Review for NTTF

Process Preparation Workshops 2018
Review basics: governing documents and principles

- Unit Reappointment, Tenure and Promotion policy document.
- Peer review and administrative review at both unit and college level.
- Transparent process, policy-grounded recommendations.
Review basics: process overview

- Assembly of materials, uploading to electronic dossier (Faculty 180). See campus-wide deadline schedule: www.bgsu.edu/provost/faculty-affairs/faculty-administrators-info-and-resources.html
- Dossier review and vote/recommendation by all eligible BUFMs; separate recommendations from eligible BUFMs and from unit chair/director.
- College-level review and recommendations: Promotion and Tenure Review Committee (PTRC), Dean (new PTRC model started 2017-2018).
- Provost’s review and recommendation.
- Recommendation by President & Board of Trustees.
- For promotion, standard review period is all years since hire or last promotion. For EPR, standard review period is the previous two academic years (1st EPR) or the previous three academic years (2nd EPR).
Eligible voters

- EPR: tenured, probationary tenure-track, and non-tenure track faculty of higher rank (CBA Art. 14, section 5.2.4.3).
- Promotion: tenured and non-tenure track faculty of higher rank (CBA Art. 14, section 5.4.3.1).
- Eligible voters on leave are not required to participate, but they may opt to participate.
- Recusal vs. abstention: recusal takes a voter out of the voting pool, abstention counts as a negative vote. CBA requires recusal in certain situations, voters may request recusal if they consider it warranted.
Key dossier contents

- Unit RPT document.
- CV in BGSU format. For research & creative work, adhere carefully to the *documentation standards of your discipline*. (Candidates will build a review CV in Faculty 180 that will work for this review and be incrementally updatable for future reviews.)
- Narratives: Teaching, Service.
- Supporting materials: Teaching, Service. (Research/Creative Work materials if applicable.)
- Previous APR letters (chair/director and dean) and EPR letters (c/d, dean, provost)
- *Recommendation* by unit faculty, including result of eligible BUFM vote (memo may be authored by designated committee).
- *Recommendation* by chair/director.
Teaching materials: required

- Narrative (max 3 pages): philosophy, professional evolution and accomplishments, future goals.

- Quantitative evaluation scores from all courses in the review period: original reports. Your courses taught will be pre-loaded in Faculty 180. Units submit original quantitative course evals to College, College links eval reports to course listings.

- Comparative synopsis of quantitative student evaluation data. This should be prepared and uploaded by the chair/director, working with the College office. Faculty 180 has a “Teaching – Supporting Documents” area for this and other supporting materials.

- Complete sets of qualitative student comments. Minimum: three courses. College preference: all courses in the review period. Check your unit policy as well.

- Three or more substantive peer reviews of teaching.

- Further evidence of teaching success. Recommendations in a later slide.

- Use the narrative to describe your trajectory and highlight signal accomplishments, with appropriate reference to the unit policy and to the evidence of teaching achievement that you have included in the dossier. Your narrative and your teaching dossier materials should work in concert.
Student evaluation data

- Original reports of all quantitative scores from the review period.
- At least three (college preference: all) complete, original sets of student qualitative comments from the review period.
- Chair/director (or designee) should prepare and upload a comparative synopsis of quantitative data to the “Teaching – Supporting Documents” area of Faculty 180.
- Upload evaluation instrument(s) 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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Peer reviews of teaching

- Should be a substantive evaluation, not a description of activities.
- A peer review should be authored by a colleague of superior rank and experience, but not a supervisor. If your unit pool is limited, consult the College. Consult your unit policy as well.
- Recommended practice: reviewer and candidate meet in advance of classroom visit to review syllabus, go over objectives (for the session to be observed and for the course overall), and talk about pedagogical approach.
- Review should address how the material is taught as well as what is being taught.
Further evidence of teaching success: recommendations

- Well-crafted syllabi, assignments, projects.
- Documentation of teaching innovation, including implementation of high-impact practices.
- Documentation of curricular review/development.
- Documentation of contributions to outcomes and assessment work.
- Samples of student work that illustrate progress toward program learning outcomes.
- Results of graduate or undergraduate research or creative mentorship (student work, awards, publications, exhibition).
- Evidence of significant professional development.
- Teaching awards or award nominations.

*Curate these materials in order to provide reviewers with a multidimensional image of your teaching: positive impact on student learning and student success, signature achievements, overall contribution to the instructional mission. Your narrative and your curated teaching materials should work in concert.*
Service materials

Service Narrative (1-2 pages)

- State your philosophy of service.
- Describe service activities and your contributions to the department, college and university.
- Include service to groups on campus or to the community—as long as these involve your academic expertise.
- Include service to your discipline/the profession (professional society or organization, editorial board work, manuscript or proposal review, jurying, external or program review work, etc.).
- Indicate some service goals for the future.
- Make appropriate reference to unit policy.

Include relevant supporting materials (e.g., letters of appointment/acknowledgment or other documentation). Materials can be linked to entries in the review CV in Faculty 180.

Service expectation is greater for promotion to Senior Lecturer. Service leadership provides a good distinction.
Old policy or new?

- Does your unit have a new RTP policy, approved since the implementation of the first CBA (2013)?

- Default: The policy that was in force when your appointment began is the policy that applies to your case.

- If you wish to be considered under the new policy, please prepare a memo addressed to your chair/director and the Dean.
  - Include this statement: *I am exercising my option under the Collective Bargaining Agreement to be reviewed for [reappointment, tenure, and/or promotion] under the new [unit name] reappointment, tenure, and promotion policy document, approved by the Provost on [date].*
  - Send the memo to chair-director and dean with cc to Phil Dickinson.

- Generally the College recommends review under the new policy.
Faculty 180: new digital system for activity reporting and review processes

- Access: Coming soon via MyBGSU. Target date: April 9.
- Register for training via the CFE here: [www.bgsu.edu/center-for-faculty-excellence/find-a-workshop1/faculty-180-training.html](http://www.bgsu.edu/center-for-faculty-excellence/find-a-workshop1/faculty-180-training.html)
- Self-paced training reference PDFs downloadable here: [www.firelands.bgsu.edu/faculty180/training.html](http://www.firelands.bgsu.edu/faculty180/training.html)
- See a demo here: [www.bgsu.edu/provost/faculty-affairs/faculty-administrators-info-and-resources/faculty-180-demonstration.html](http://www.bgsu.edu/provost/faculty-affairs/faculty-administrators-info-and-resources/faculty-180-demonstration.html)
- At the end of the Spring term and beginning of the Fall term, the College will hold open group work/troubleshooting sessions for Faculty 180. We will email details to candidates and unit heads.
- Contact the College if you have questions as you prepare your review dossier.
Questions / more info

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Arts and Sciences web site, Faculty/Staff page:
http://www.bgsu.edu/arts-and-sciences/faculty.html