

Review Process Prep Workshop

**Candidates for probationary reappointment (EPR),
tenure and/or promotion to Associate Professor,
promotion to Professor**

March 2019

Review basics: governing documents and principles

- Collective Bargaining Agreement (CBA): Article 14
- Unit Reappointment, Tenure and Promotion policy
- Arts and Sciences Dossier Preparation and Contents policy
- Peer review and administrative review at unit level, college level, university level
- Transparent process, policy-grounded recommendations

Review basics: process overview

- Solicitation and reception of external reviews (only for tenure and promotion, not for EPR).
- Information entry and upload of materials via Faculty 180 on a rolling basis. See unit RTP policy Arts and Sciences Dossier Preparation and Contents Policy.
- Dossier submission. See Arts and Sciences Dossier Preparation and Contents Policy.
- Unit-level review and vote/recommendations: all eligible BUFGMs, unit head.
- College-level review and recommendations: Promotion and Tenure Review Committee (PTRC), Dean.
- University-level review and recommendations: University Level Review Committee (if applicable), Provost.
- Recommendation by President & decision by Board of Trustees.

Key dossier contents

- Unit RTP document.
- CV in BGSU format. For research & creative work listings in Faculty 180 and in the full CV, adhere carefully to the *documentation standards of your discipline*.
- Narratives and Signature Contributions: Teaching, Research/Creative Work, Service.
- Supporting Documents: Teaching, Research/Creative Work, Service.
- External reviews (for all tenure and promotion cases, not for EPR).
- Previous APR letters (chair/director and dean) and EPR letters (c/d, dean, provost).
Candidates for Professor: use your tenure letters.
- Please: All **PDFs**, no Word documents.

Dossier preparation

- On or before the date that falls one calendar week prior to the candidate dossier closing deadline specified in the university-wide schedule for faculty reviews, candidates shall complete their information entry, post all materials for which they are responsible, certify completeness and accuracy, and submit the dossier to the unit head.
- The unit head shall post external evaluations (if applicable), review dossier contents, and follow up with the candidate as needed to address any dossier content questions in advance of submitting the dossier for evaluative review by eligible unit faculty members. Principal responsibility for dossier completeness and accuracy rests with the candidate.

Unit-level process

- All unit faculty familiarize themselves with unit RTP policy and Article 14 of the CBA.
- Review and discussion of candidate dossier, in accordance with unit policy and the CBA.
- Vote by eligible BUFMs.
 - Abstention and recusal.
- Policy-grounded recommendation by unit faculty (may be authored by designated committee), including result of eligible BUFM vote.
- Policy-grounded recommendation by Chair/Director.

Teaching narrative

- The teaching narrative presents the case for reappointment/tenure/promotion with reference to applicable unit policy and to evidence included in the dossier. The narrative articulates the candidate's teaching philosophy, describes pedagogical and curricular contributions in accordance with unit standards, and illustrates candidate's commitment to instructional excellence and student success.
- **Read your policy before writing.** Construct your case and curate your signature contribution artifacts based on the policy standards.

Teaching: signature contributions

- Key artifacts that document pedagogical and curricular contributions in accordance with unit standards and demonstrate candidate's commitment to instructional excellence and student success. Examples include but are not limited to representative syllabi, project assignments, samples of student work or other evidence of student achievement, documentation of curriculum development (e. g., new course, new program), evidence of course or program improvement through outcomes assessment work, incorporation of integrative or experiential learning, documentation of substantive teaching professional development, etc.
- *Curate these artifacts to work in concert with the teaching narrative—these are significant pieces of evidence in your case.*

Teaching: student evaluations

- It is the responsibility of the unit head or designee (not the candidate) to assemble and post student evaluation data. This includes:
 - Quantitative student evaluation data for all courses from review period. Evaluation instrument(s) must be uploaded as well.
 - Qualitative student evaluation data (student comments) from courses during the review period (minimum: three complete sets; recommendation: all).
 - Comparative summary of quantitative student evaluation data for the review period. This document shows how candidate data compares to course averages at a given level, of a given type, and/or in a given unit or program.
 - For dossier. unit head or designee posts this file in “Teaching – Supporting Documents.” Filename: “Quantitative Student Evaluation Comparison.” Term: Fall 2019.

Teaching: peer evaluations

- 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.
- For dossier, combine peer evals in one PDF and post as a single file in "Teaching – Supporting Documents." Filename: "Peer Evaluations from Review Period." Term: Fall 2019.

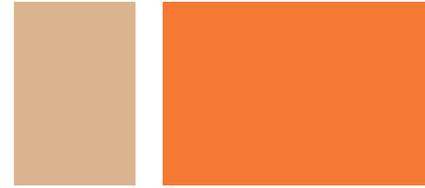
Research/Creative narrative

- The narrative articulates the case for reappointment or tenure and/or promotion with reference to applicable unit policy; the narrative explains the coherence of the research/creative activity agenda, referring to scholarly publications, creative works, and/or equivalent products included in the dossier and delineating the contribution to the discipline. The narrative also describes the quality and impact of the work, with reference to discipline-appropriate indicators (e. g., impact factor, h-index, citations, awards, reputation of venue). Individual works cited in the research/creative narrative should represent the major themes, emphases, and contributions of the candidate's overall body of work.
- **Read your policy before writing.** Construct your case and select your signature contributions based on the policy standards.

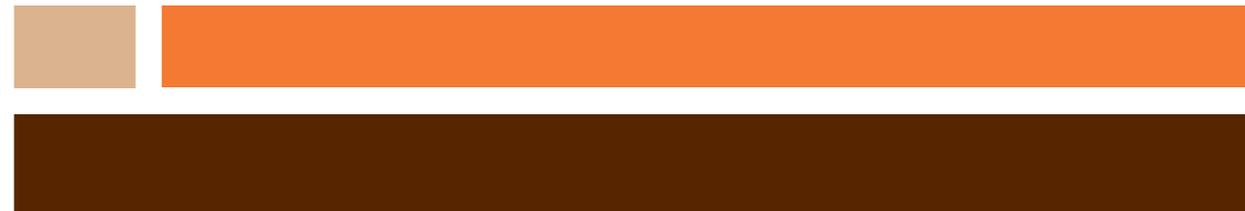
Research/Creative: signature contributions

- Signature contributions convey the major themes, emphases, and disciplinary or interdisciplinary value of the candidate's overall body of work.
- The set of research/creative products selected as *signature contributions* should demonstrate the quality and impact of the work, based on discipline-appropriate indicators (e. g., impact factor, h-index, citations, awards, reputation of venue).

Research/Creative: comprehensive materials



- The electronic dossier shall contain all substantive scholarly publications, creative works, and/or equivalent products from the review period. If a selection of publications, creative works, and/or equivalent products is sent for external review, consult the College regarding process.
- Documentation of grants (if applicable to the case). Include OSPR tracking number and specify BGSU share of awards made to multi-institution teams.
- External reviews: letters (signed, on letterhead), reviewer CVs. Unit head solicits, receives, and posts these materials.
- Other materials (e. g., manuscripts under review) in accordance with unit policy.



External reviews

- Only for tenure & promotion to associate or promotion to professor (not for EPR)
- Follow university-wide guidelines (cut and paste link):
www.bgsu.edu/content/dam/BGSU/provost/faculty-affairs/documents/soliciting-external-ltrs-process.pdf
- The terminology in the guidelines is geared toward research and scholarship, but the principles apply to creative disciplines as well. If you are an artist, for instance, read “active and influential scholars in the field” as “active and influential artists in the field.”
- If candidate’s research blends creative work and scholarship and/or incorporates a community-based/scholarship of engagement element, consultation between candidate, unit, and college about policy language, external review, and dossier prep is advisable.
- The guidelines make reference to the “Dean or designee.” In Arts and Sciences, the Chair/Director serves as the Dean’s designee.

Service narrative and signature contributions



- The service narrative articulates the case for reappointment or tenure and/or promotion with reference to applicable unit policy and to materials included in the dossier. As appropriate to the case and career stage, the narrative indicates how candidate's service encompasses contributions beyond the home unit and involves leadership roles.
- Listing of signature contributions cited in the narrative, with appropriate documentation (e. g., correspondence that confirms appointment/election or acknowledges completed service, service awards).
- Documentation is required for major contributions (e. g., significant offices, governance leadership roles, editorial board service, etc.) and may be optional for smaller, occasional duties (e. g., manuscript review). Consult the College and/or unit policy as needed.
- Other materials in accordance with unit policy.



Old policy or new?

- Does your unit have a new RTP policy, approved 2013 or after?
- 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 Ted Rippey.
- Generally the College recommends review under the new policy.

Faculty 180

- Access Faculty 180 via MyBGSU.
- Self-paced training reference PDFs downloadable here: www.bgsu.edu/arts-and-sciences/faculty.html
- At the end of the Spring term and beginning of the Fall term, the College will hold open work 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.

New this year

- Header update in Faculty 180: **Signature Contributions**
 - Integrated with Teaching, Research/Creative, and Service narrative headers
 - Objective: enable candidates to highlight key accomplishments in a visually intuitive way in the Fac180 dossier, increase focus, clarity, and efficiency on reviewer side
- Coming soon: spreadsheet that provides a tabular guide to what goes where in Faculty 180, based on the new header structure

Questions, more info

Ted Rippey (theodor@bgsu.edu)

Phil Dickinson (pdickin@bgsu.edu)

Chris Bloomfield (cbloomf@bgsu.edu)

702 Admin Bldg

372-2017

Arts and Sciences web site, Faculty/Staff page:

www.bgsu.edu/arts-and-sciences/faculty.html