College of Arts & Sciences

Probationary TTF Enhanced Performance Review (EPR)

Workshop 2015

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Overview of the Enhanced Performance Review Process

Late Spring or early Fall 2015
  • Workshops on Reappointment Review

Summer and early Fall 2015: preparation of dossier
  • Candidates prepare credentials. Depending on unit convention, a candidate may be assisted by the chair/director and/or senior faculty. In general, it is the candidate’s responsibility to assemble all materials and ensure accuracy of materials submitted.
  • Dossier is compiled on the electronic reappointment, promotion, and tenure (eRPT) review system. Log in to the system at erpt.bgsu.edu, using your regular BGSU username and password.

October-November 2015: unit review
  • Candidates finalize electronic dossier for unit-level review by Oct. 15.
  • Tenured faculty review dossier and vote on reappointment.
  • The department’s eligible voters or designated promotion committee prepares recommendation by Nov. 15.
  • Chair prepares a recommendation by Nov. 30

December 2015 - February 2016: college review
  • Associate dean Ted Rippey and senior secretary Chris Bloomfield review dossiers for content and follow up with candidates and/or chairs/directors as needed.
  • College PTRC Reviews dossiers.
  • College PTRC makes recommendations to Dean by Jan. 31.
  • Dean makes recommendation to Provost by Feb. 28.

College PTRC Committee

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Area</th>
<th>Term</th>
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<tbody>
<tr>
<td>Monica Longmore</td>
<td>Social Sciences Division</td>
<td>2014-16</td>
</tr>
<tr>
<td>Peg Yacobucci</td>
<td>Math/Science Division</td>
<td>2015-17</td>
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<tr>
<td>Allie Terry-Fritsch (Chair)</td>
<td>Arts &amp; Humanities Division</td>
<td>2014-16</td>
</tr>
<tr>
<td>Becky Mancuso (Chair-Elect)</td>
<td>Social Sciences Division (AL)</td>
<td>2015-17</td>
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</tbody>
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February 28, 2016
  • Dossiers with Dean’s recommendation made available for Provost review.

Late Spring 2016
  • Notification regarding reappointment.
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.
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

XII. 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.)
**TTF EPR dossier contents**

*upload materials at erpt.bgsu.edu*

1. Academic Unit’s Promotion & Tenure Document.
2. Curriculum Vitae of the Candidate in BGSU format.
4. 3 peer teaching evaluations.
5. Quantitative student evaluations from all courses taught, presented in a comparative context.
6. Qualitative evaluations (full sets of student comments) from 2-3 courses.
7. Three secondary indicators of teaching effectiveness (materials that document teaching innovation and accomplishment).
9. Relevant supporting materials for service.
11. At least three samples of publications or scholarly/creative work.
12. Academic Unit Annual Performance Reviews.

*The candidate is not responsible for posting these materials:*
13. Recommendation from the Academic Unit Faculty Committee
14. Recommendation letter from the Chair or Director
15. Evaluation and Recommendation Letter from the Dean
Teaching documents

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 hire, presented in comparative context.
• 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 innovation and success in teaching.

*Candidates should consult their unit Promotion Document for further specification.

Supplemental examples 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

Thoughts on narrative:

• Articulate personal teaching philosophy and goals.
• Reflect on successes and those strategies that fell short of success.
• Describe steps taken to improve teaching.
• Discuss materials you use to augment your teaching efforts. Address supplemental materials in your dossier and why they were included.
• Include delineation of learning outcomes and assessment techniques and their results.
• Identify your unique instructional contributions.
• Strike a balance between personal and professional tone.
Research/Creative Work documents

Recommendations for Inclusion*

- Narrative statement, of no more than three single spaced pages, that describes the candidate’s approach/methodology and discusses recent accomplishments. The narrative should depict the evolution of the candidate’s research program. Document collaborations and identify future directions.
- At least three and no more than five samples of publications or scholarly/creative work.

*Consult your unit promotion document for further specification.

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.
- Citation indexes.
- Reviews in professional and public media.
- Slides of creative work with an index.
- Programs, announcements of creative work.

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.

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

Tenure and promotion to associate usually requires demonstration of 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.

Thoughts on service materials:

- 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.

- Describe service on 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 acknowledge your service contributions.
- Your narrative should indicate some service goals for the future.

* Consult your unit promotion document for further specification.