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2. *Personal Summary Statement.*

This statement should be a succinct (suggested ten pages maximum) overview and self-assessment of the significance of one's instructional, scholarly/creative, and other professional accomplishments and associated future plans that demonstrate you have met or exceed the appropriate criteria for your review.

Consider the following:

- Use active voice, not passive voice.
- Think about the audience your eDossier will be reviewed by people from outside your discipline. Describe your research/scholarship/ creative activity, teaching, and service for a lay person.
- Cover the high points and direct the reader to where in your eDossier the supporting documentation is located.
- Answer the questions: How do you define yourself? Start with the most important part of your job and end with a short summary.

For more information / general advice about tenure statements the following resources:

- <https://www.slideshare.net/UO-AcademicAffairs/writing-a-tenure-statement-2011>
- [http](http://)

In addition, candidates might present copies of particularly useful syllabi and essays that they may have written about teaching. Candidates should also be sensitive to national accreditation standards regarding student outcome assessment; contributions to departmental activities in this area should be highlighted. Appended are further recommendations on how to document full competence, exceptional achievement, sustained excellence, or long-term and outstanding record of distinguished teaching, whichever is applicable. See Appendix B for detailed suggestions.

- a. Teaching Statement. Concisely describe one's teaching activities, referencing, and explaining the evidence in the sections b-e.
- b. Peer Observation Reports
- c. Student Evaluations (table with Blue/SEI Scores). **Present summary table** presenting the summary statistics for **each** course you have taught (average ratings, comparison averages, response rates, etc.). Please follow any instructions you received from your college regarding the amount of detail to be presented for student evaluations.
- d. Representative Syllabi. Include one copy of syllabus per course unless substantial revision of course has occurred.
- e. eFAAR Information - Teaching: Courses Taught. The eFAAR Information - Teaching: Courses Taught data must be imported into this section of the eDossier as a PDF. Please refer to the Faculty Candidate eDossier Instruction Guide for more information.
- f. Other (optional). Upload and attach any supplementary material or additional items you wish to include in this section.

4. Research/Scholarship/Creative Activity Report Required for tenure track and tenured faculty seeking promotion to full professor. For lecturers/Professors of Practice this R/S/CA section is optional.

- a. Research/Scholarship/Creative Activity Statement.
Beyond the overview presented in the personal statement, present a brief summary of the content and significance of each publication or other creative product, referencing the content in the next sections (points b and c) as appropriate.
- b. Published/Juried/Accepted Products. Upload or attach copies of/or weblinks to your publications (journal articles, book chapters, etc.) in this section.
- c. External Funding/Grant Proposals & Awards (if applicable/optional). Candidates will need to upload or attach grant award notifications and/or grant reviewer feedback for unsuccessful proposals in this section.
- d. Other (optional). For publications/activities on which the candidate is a co-author/co-collaborator, include here a statement from the senior/corresponding author or team leader explaining the nature of the candidate's contribution. Include evidence of the professional eminence and readership of one's publication venues (e.g. impact factors, rejection rates or status of publication outlet, if applicable).

- b. Service to CSU/Internal Service. This may include service to your department/school, college, and the university.
- c. External Service (if applicable). This may include clinical, community engagement, and

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the candidate. This was included in the Collective Bargaining Agreement to stop the past practice of candidates receiving copies at the beginning of the process and insisting that a rebuttal be inserted in the dossier.

c. ***Different Material Can be Sent to Different Reviewers:***

Most of the times, the same material on a candidate is sent to all five reviewers.

However, this is not mandatory. If an individual has produced a corpus over more than one sub-area: each separate corpus can be sent to the relevant reviewer (this underscores the need to include a full curriculum vitae so the reviewer will have an idea of the candidate's work in toto rather than just a small portion).

d. ***Process / Relationship / Brief Biographical Sketch:***

The PRC must enclose in the eDossier before it is transmitted to the Department Chair/School Director:

- (1) a full discussion of the process employed to select the external reviewers (including who suggested the names);
- (2) a CV of each reviewer. This document should be uploaded into the appropriate section of the eDossier;
- (3) a copy of the letter sent to the external reviewers asking for comments;
- (4) a statement from the faculty candidate describing the relationship (if any) between the faculty member and the reviewers. Department Chairs-School Directors have been instructed to return the dossier to the PRC if any of this material is missing.

3. Written Recommendation from the Peer Review Committee

- a. The PRC's bottom-line recommendation must contain an explicit unambiguous statement with **the precise vote total** (i.e., "the PRC recommends the [requested action] by a vote of X in favor and Y opposed" or "the PRC does not recommend the [requested action] by a vote of X to Y"). The Department Chairs/School Directors have been instructed to return a dossier to the PRC if this statement is not included.
- b. For preliminary reviews there are proscribed evaluation statements to assist the PRCs and the faculty member assess the progress a faculty member is making towards tenure or reappointment. See Articles 12.2 (E), 12.3 (F), or 2.12

For preliminary tenure reviews, the faculty member shall be advised one of the following:

- (1) making substantial progress toward promotion and tenure , or
- (2) they have a reasonable chance for promotion with additional effort, or
- (3) unlikely to be promoted and that a nonreappointment recommendation may ensue.

For preliminary reappointment reviews for Lecturer and Professor of Practice the faculty member shall be advised

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may ensue.

- b. There is only one PRC recommendation (it may contain separate majority and minority statements).

APPENDIX A

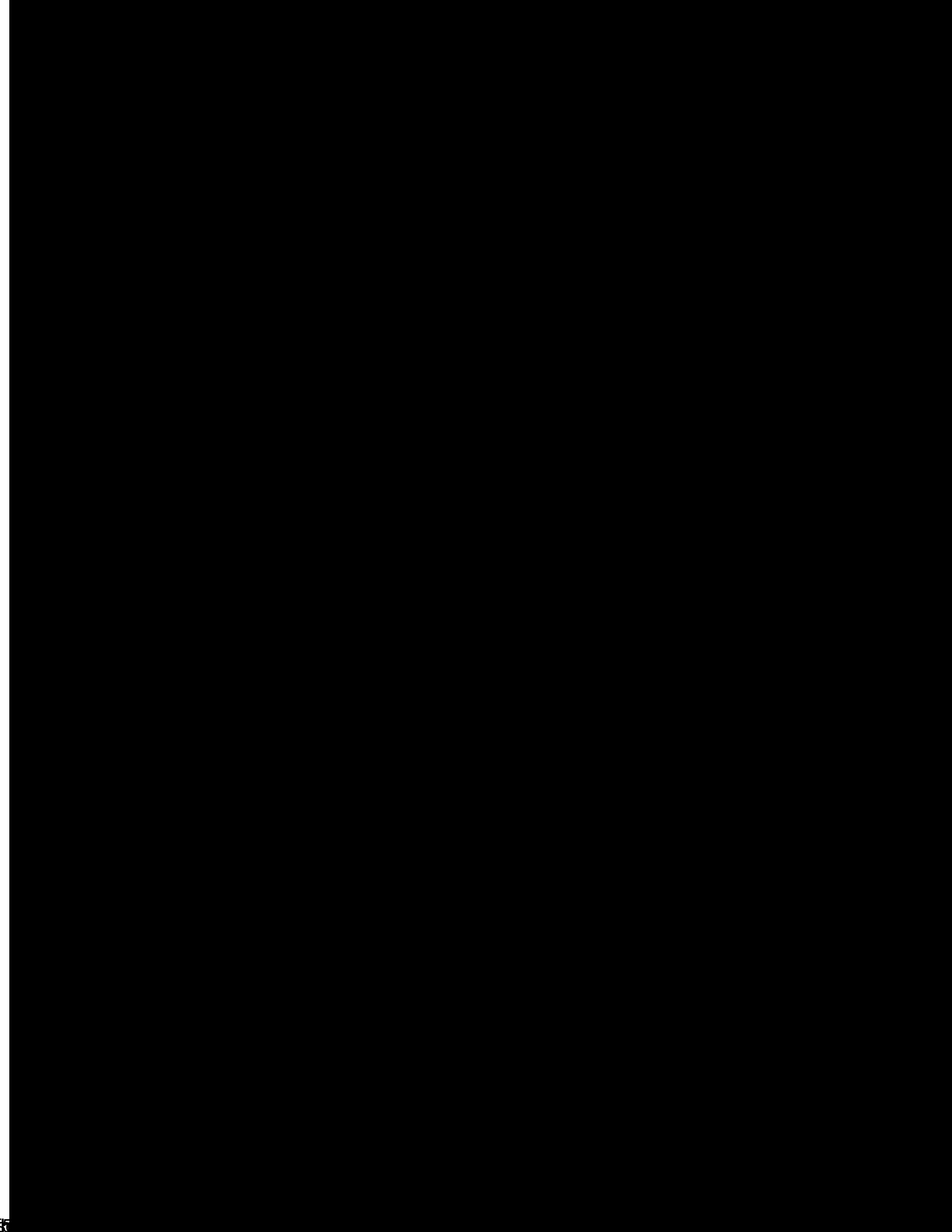
SOME EXPECTATIONS ABOUT A TEACHING TRACK DOSSIER (Recommendations by the University Personnel Committee January, 1995)

Assumption: Gaining promotion from Assistant Professor to Associate Professor with tenure should be attainable but should not be considered an easy or inferior track.

both student and peer evaluation.

Evaluation of Classroom Materials: The materials used in the classroom should be evaluated by multiple peers to judge whether the syllabi are comprehensive, the readings reflect current knowledge in the field, and the assignments and tests are appropriate. Generally, this review could be conducted by

- h. Examples of students who have excelled in your field in advanced courses or after graduation due to your influence.
- i. Demonstration of significant course redesign that has resulted in excellent student learning outcomes.
- j. Awards



- Avoid reviewers with close relationships to the candidate. The following relationships should be considered disqualifying: dissertation advisor or member of doctoral committee; former departmental colleague; research collaborator within the review period; co-author within the review period. Close personal relationships are also problematic. Many other professional relationships are acceptable, but prospective reviewers who express concern about their ability to present an unbiased evaluation or are uncomfortable playing the role of an evaluator should be excused.

3. Confidentiality. Since letters from external referees become part of a candidate's dossier, and since the dossier is considered to be a public record, confidentiality may not be promised to external reviewers.

3. Scholarly and Pedagogical Contributions. Letters are to request evaluations of the candidate's scholarly and/or pedagogical contributions to the field. Comments on the candidate's service are appropriate only if the reviewer knows of them from personal experience. It is not appropriate to ask whether the candidate would be promoted at the reviewer's institution or any other university.

The UPRC prefers reviewer comments which are explicit as to the significance and influence of the candidate's work on his/her discipline and detailed as to the nature of the contribution.

4. Materials Sent. It should be clear to all parties what materials are sent to the reviewers. The reviewer should receive enough scholarly or teaching materials to be able to evaluate the candidate's contribution, but not so much that the reviewer has to waste a lot of time wading through the materials. Elements of scholarly productivity or teaching effectiveness, which are essential to the case, should be included, and the selected list should certainly be checked with the candidate for completeness.

5. Reviewer Impartiality (see further detail in the 2012 Report of the University Task force on the Application of Promotion and Tenure Standards and Processes). The reviewer cannot have been a co-author or collaborator on any project with the candidate; cannot have been a mentor or professor in any institution during the time the candidate received a degree or other form of professional training; cannot be someone in a position to receive some advantage or benefit beyond the honorarium based on the outcome of the candidate's review.

Evidence of arm's-length impartiality requires a written statement of such from the reviewer within his/her review letter and from the candidate during the process of developing the list of potential reviewers. Candidates should refrain from any direct or indirect contact with a potential external reviewer.

6. Honorarium. Reviewers may be offered an honorarium of two hundred dollars, payment to be processed upon receipt of the review letter.

~~INCLUDE THE FOLLOWING IN THE TENURE CLOCK HAS BEEN EXTENDED 2.024/626.02 Tm0 g0 G~~

Tenure Clock Extension Policy. Your review should be based on a full-term 6-year tenure track without consideration of extra time. We request that your review be performed without prejudice to the fact that Dr. [insert name] had a longer probationary record

Again, **many** thanks for your assistance; your kindness in agreeing to evaluate Dr. ___'s materials is most appreciated. Should you have any questions, please do not hesitate to call me at [INSERT PRC CHAIR CONTACT INFORMATION].

Sincerely,
[Insert name of Chair of the Depart/School/College PRC Chairperson,

APPENDIX E

SAMPLE LETTER TO EXTERNAL REVIEWERS for promotion to Full Professor

[Date]

Appropriate inside address

Dear _____

In response to his/her request for tenure and/or promotion to the rank of Professor, the Peer Review Committee of the College/Department of _____ has initiated an external review of Dr. 's _____ credentials. Having identified you as a leader in the [INSERT candidate's field], the Committee is grateful for your willingness to provide a candid evaluation of Dr. _____'s professional accomplishments based on an analysis of his/her curriculum vitae and a representative sampling of his/her work.

More specifically, as Dr. _____ has purposely selected the enclosed materials in an effort to demonstrate *an outstanding record as a scholar or creative artist*), we are most interested in your assessment of the quality and impact of his/her scholarly and creative achievements. Put another way, of what importance has Dr.'s _____ work been to the field of [[insert candidate's field]? Is it original and innovative or relatively commonplace and inconsequential? What is its potential--both realized and unrealized--for advancing theory, research, or practice? Has Dr. _____ attained a position of academic distinction as evidenced by publication in highly regarded, refereed journals and presentation at major conferences?

In sum, we are requesting an appraisal that focuses on the candidate's record of performance as a scholar, rather than his/her teaching or service contributions. Moreover, we would prefer that you *not* comment on Dr. _____'s eligibility for promotion at Cleveland State or any other university. Your letter will become part of the documentation that those charged with responsibility for making recommendations regarding the candidate's qualifications for promotion and tenure will examine. In keeping with Ohio law, please note that confidentiality cannot be guaranteed.

CSU uses an eDossier system for our promotion and tenure reviews. In order that we may meet University deadlines governing our internal review process, we ask that you submit your comments to us by [insert date]. If you are willing to serve as a reviewer, please email me separately to send a copy of your current CV [*If your college provides an honorarium or other gift include the following: "and personal mailing address so that we may send you [insert how your department/college processes payment of honorarium"]*], as a small token of appreciation for your review

Again, many

at [INSERT PRC CHAIR CONTACT INFORMATION].

Sincerely,

[Insert name of Chair of the Depart/School/College PRC Chairperson, Depart/School/ College Peer Review Committee]

[Insert name of Chairperson/ School Director, Depart/School of ____]

APPENDIX F
Student Evaluation Policy

Student Evaluation of Instruction (SEI) Principles and Policies (April 1, 2016; revised and reaffirmed Nov. 29, 2017, with addition of final two paragraphs)

Principles

- Post reminders and a link to the SEI page on the course Blackboard page.

Reporting of SEI Data to Faculty

1. SEI reports to faculty will incorporate the following standard calculations provided by the software for each SEI question: mean, mode, median, along with distribution bar graphs.
2. The comparators in such reports will be the current department and college means for each question.
3. Aggregate reports of SEI data will be sent to chairs and deans. In addition, chairs or their designees will have access to the individual reports of each faculty member, including both the quantitative and qualitative responses.

Campus Access to SEI Data

1. In order to inform students as to their peers' assessment of courses and instructors, the Faculty Senate is committed to sharing SEI data with students in accordance with the following principles.
 1. All access must pass through appropriate secure authentication.
 2. Resources permitting, Institutional Research will work with appropriate faculty and student governance mechanisms, including UFAC, Faculty Senate, and Student Government Association, to determine the data to be shared and the implementation method for sharing it.
 3. These governance and administrative units will monitor the data to ensure its validity and determine when a sufficient data set has been gathered for that data to be statistically reliable.
2. Faculty will have the same access to this data as students.
3. Requests for reports upon or analysis of SEI data should be directed to the Chair of the University Faculty Affairs Committee and Director of Institutional Research; requesters must provide a rationale for the request.

Inclusions and Exclusions for SEI Data Collection

1. Unless an exemption is deemed necessary by a College/School, all academic activities with a course number will be evaluated using the SEI process. Where Blue cannot perform evaluations for a particular academic activity due to current technical limitations, an alternative method will be used in a manner appropriate to that activity as determined by the unit's Dean's office and College/School Faculty Affairs Committee. The goal is for Blue, ultimately, to be able to capture all evaluation data.
2. College/School Faculty Affairs Committees will be responsible for determining the evaluation needs and parameters, if any, for their College or School; this determination is expected to be stable over time. The Committee will determine which courses, if any, are to be excluded from the evaluation process. For example, some Committees may determine not to include thesis or independent study courses in the evaluation process.
3. A representative for the College or School will work with Institutional Research to implement changes consistent with the capabilities of the Blue software.
4. A course enrolling fewer than 5 students will be excluded from reports, to ensure student anonymity, except in the case of combined or cross listed courses. For those courses data will be reported in aggregate.

