**Faculty 180
eFAAR and eDossier
for Candidates**

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Director, Center for Faculty Excellence
2019-20

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Faculty 180

- A web-based proprietary data base for faculty to record their work output
- CSU had paper FAAR, now we use Faculty 180 for eFAAR
- Your data, you input, you delete, you maintain

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Faculty 180

- Access through mycsu page, computing resources, eFAAR or Faculty 180
- Teaching section only open during eFAAR input period, Feb – April
- Other data open to modify anytime

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Faculty 180

- Import citations from EndNote, Google Scholar
- All attachments should be in PDF format with your last name as the first word in the title followed by a descriptive title "Goodell_CV_Spring2018.pdf"
- Make sure all web links go to actual articles not to generic web pages or where user may have to log in

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Faculty 180

- eFAAR and eDossier is made possible by a set of instructions programmed by IS&T to bring the appropriate data into an organized form for reporting purposes
- Each form becomes a report when you submit it, it is a snapshot of your data at a particular point in time
- We may use it for other reviews at some future time (merit, graduate faculty status, etc.)

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Tips for making the most of Faculty 180

- All of the documentation needed for each class such as SEI data and syllabus needs to be added (especially in the teaching section) at the time of the eFAAR report
- Keeping track of all activities is easier in Faculty 180 than managing multiple versions of your CV
  - Still must maintain your own paper copy
- There should be a place to enter everything on your CV in Faculty 180.

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Updating Procedures

- Each year you update previous activities to reflect changes in status.
- Do not delete or change a previous status unless it is incorrect
- "Manage Status" by adding a new status that will supersede the old one
- Delete duplicate entries which can occur if a co-author duplicates it for you and you accept the entry and you already have one for that work.

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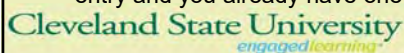
eDossier

- Will not transfer files uploaded to eFAAR yet, but Interfolio is apparently working on it.
- You can access all of those files by going back to your old eFAAR reports and downloading whatever you need
- You receive notification about letters provided by reviewers through email as soon as each reviewer/committee chair upload these.
- You should log in and download for your records.

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Help Options

- There is a generic university-wide help sheet (handout) for eFAAR
- COSHP, CLASS and Engineering have their own versions for eFAAR
- Rachel Thornton r.e.thornton82@csuohio.edu x. 3577 or Joanne Goodell j.goodell@csuohio.edu x.5509

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CLASS/COSHP

- DPRC member
- DPRC chair
- Department Chair
- CPRC member
- CPRC chair
- Dean

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Other Colleges

- CPRC member
- CPRC chair
- Department Chair
- Dean

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Memorandum

TO: Deans, Associate Deans and Department Chairs/School Directors
[Please distribute copies to all PRC chairs and all candidates for promotion and/or tenure, for reappointment review, or for probationary review]

FROM: Cheryl Bracken, Interim Vice Provost for Faculty Affairs

DATE: July 1, 2019 (**revision of March 27, 2019 memo**)

SUBJECT: Dossiers and Related Issues for Tenure/Promotion and Reappointment Reviews

This memo corresponds precisely to the content of the new eDossier including a few changes that were made subsequent to the earlier memo dated March 27, 2019.

This annually updated spring memo is intended to help guide the preparation of "final" dossiers to be presented next fall for review—by September 1 for tenure/promotion and lecturer reappointment reviews, October 7 for all probationary reviews.

Beginning this year (as was announced in last year's annual memo), reviews will be done using eDossiers through the revised Faculty180 system, now managed by Interfolio. The trial conducted this past year for third year probationary reviews proved successful, and we have incorporated the helpful feedback into a revised format that will make both the candidate creation and reviewer reading and reporting access more user-friendly. In early July, we shall distribute instructions on how to access the new platform for both uploading and reviewing purposes. In addition, each dean's office and the Provost's office will have an associate dean or staff person trained to answer any technical questions you may have - content questions will continue to be handled by PRC and department chairs.

A few faculty candidates have expressed a desire to prepare the traditional notebook and paper dossier. For the next year or two faculty may petition the Provost for permission to do so, giving the reason for this preference and attaching the signed endorsement of the college dean.

For this year the April preliminary brief dossiers will be submitted following the standard guidelines for each college.

A. The April dossier. "Preliminary dossiers" are due the first Monday of April and must be presented by candidates for tenure and promotion only. These dossiers serve the purpose of guiding the selection of five external reviewers who have expertise to judge the candidate's scholarly materials and also have an appropriate "arm's length" relationship to the candidate. Normally this dossier contains 1) a current Curriculum Vitae, 2) a personal summary statement (see below for suggested content); and 3) reprints/reproductions or URL links for all peer-reviewed publications and other scholarly

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or creative products that the candidate considers suitable for external review. These materials should be restricted to work produced during the period of activity to be reviewed.

B. The CBA. Familiarity with the principles and rules for faculty review, as stated in Article 12 of the CSU-AAUP CBA (and the analogous section of the LS-AAUP CBA for the Law School), is essential for all candidates and their reviewers--for the most part these points will not be repeated here. Please see the appended calendar of key faculty contract events.

C. Early reviews. In recent years a relatively new issue has arisen related to the interest of some faculty in seeking early promotion, defined here as requesting a tenure review prior to one's sixth year of service (including any possible service credited from another institution), a full professor review prior to the completion of five years in associate professor rank, or a senior lecturer/full professor of practice review prior to one's 9th year review. Presenting a record of sustained performance clearly above the threshold levels expected in teaching, scholarly or creative activity, and service is difficult and exceptional within a compressed time frame. For example, while it is possible that a new faculty member with a significantly reduced probationary teaching load may compile a strong record of scholarly accomplishments in less than six years, the reduced number of courses may not provide enough longitudinal data to assess full teaching competence at both the undergraduate and graduate levels. Accordingly, the Provost's office recommends that candidates considering "going up early" should do so only after careful consultation with their department chair, PRC chair, and dean's office. We further recommend that these three should only grant their approval and consent for an early review to candidates who demonstrate a record of sustained performance that is clearly above the threshold levels expected in teaching, scholarly or creative activity, and service. Keep in mind, however, that the current CSU-AAUP or LS-AAUP (for Law) Collective Bargaining Agreement contains no restrictive statements regarding the early review option.

D. Final dossier/eDossier content. What follows are suggested guidelines for the content and structure of dossiers. Previously the amount of content was restricted by what would fit into a 6-inch notebook binder, or alternatively, what careful reviewers realistically should be expected to read to make a fair judgment of the application. Presented here is the set of sections that compromise the eDossier structure. For each section, you will create an electronic file that you will store on your computer and then upload to the eDossier once it is finalized.

List of Sections in a Probationary, Tenure/Promotion, or Reappointment Dossier

Material supplied by candidate (1-7)
1. **Introductory Materials**
   a. Current CV
   b. Signed Copy of Appointment Letter of Intent (LOI) (for all but full professor candidates, lecturer/Professor of Practice, or faculty candidate in 9th year or 12th year review).
   c. Tenure/Promotion/Reappointment Guidelines of Department/School or College
   d. Other (optional). Upload and attach any supplementary material or additional items you wish to include in this section (e.g. Tenure Clock Extension Documentation).
2. **Personal Summary Statement.** This 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.
3. **Teaching Report.** Candidates must be sure that the evidence they present is convincing. Student evaluations are important, and this year we have attached the university policy on student evaluations (see first paragraph) for your assistance. Peer and department chair assessments based on classroom/laboratory visitations are essential supplements to student evaluations. These should be longitudinal, based on a number of classroom visitations, rather than impressions recorded of a single visit. 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.
   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 that includes 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** (for lecturers/Professors of Practice this R/S/CA section is optional and not required).
   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 section (b) 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).

5. **Service Report**
   a. Service Statement. A short narrative with evidence that documents being an effective university citizen, professional community outreach, and/or significant professional association activity.
   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 service to your discipline.
   d. Other (if applicable). This may include letters acknowledging a significant external service activity. Upload and attach any supplementary material or additional items you wish to include in this section.

6. **Awards/Recognitions (if applicable/optional).** List all awards/recognitions in one document and upload or attach in this section. **NOTE: Grant Awards go in section 4.c. External Funding/Grant Proposals & Awards**

7. **Prior Probationary Review Letters**
   a. Reports from 3rd Year Review - assistant professors only
   b. Reports from 4th Year Review - assistant college lecturers/professors of practice only
   c. Reports from 5th Year Review - assistant professors only

Material inserted during review process (8-10)

8. **Reviewer Inserted Material, if applicable.** Upload or attach any supplementary materials (this may include materials requested by the DPRC/CPRC including missing co-author letters and/or R/S/CA accepted after submission of eDossier) in this section.

9. **External Reviews.** For tenure/promotion and full professor dossiers only. Five letters are required, with evidence presented of the relevant expert and "arm's length" qualifications of each, and of the selection process that was used. Completion of this section is the responsibility of the PRC chair—the materials are inserted in this section after the candidate submits the final dossier. See appended guidelines.
   a. External Review Letters
   b. Reviewers CV/Statement of Qualifications
   c. Statement of Process used to select/recruit reviewers

10. Internal Review Letters. These recommendations should first present the decision or vote (for-against-abstained-recused) outcome and then proceed to document this conclusion. The most useful recommendations are well-thought-out assessments of the strengths and weaknesses of the candidate in teaching, research, service, and if appropriate, intellectual leadership. A good recommendation, in short, will not only comment on the quantity of a candidate's work but will also offer a considered judgment of its quality.

   a. DPRC Recommendation, if applicable
   b. Chair's Recommendation
   c. CPRC Recommendation
   d. Dean's Recommendation
   e. UPRC Recommendation, if applicable
   f. Additional UPRC Material Submitted, if applicable
   g. Provost's Recommendation, if applicable

I look forward to working with each of you on this important matter in the months ahead.

Appendices:

A. Teaching Evidence. Two "classic" UPRC statements (1.1995; 2. 2008)
B. External Reviews. Checklist for Peer Review Committee Letter Soliciting External Reviews; Sample Letter to External Reviewers
C. Student Evaluation Policy

Link to 2012 University Task Force Report on Tenure and Promotion:
https://mycsu.csuohio.edu/ResourceCheck/VerifyServlet?loc=/committees/promotiontenure/

cc: Jianping Zhu, Provost and Senior Vice President for Academic Affairs
       University Peer Review Committee

APPENDIX A

1. 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.

Guiding Principles for Dossier Review: Two guiding principles for teaching track dossier review that are analogous to those currently used in the scholarship track are that the candidate must demonstrate that his/her teaching is an intellectually demanding activity, and that some product must be available for peer review. In addition, documentation of outstanding classroom performance and appropriateness of teaching materials should be provided. The dossier should also address the candidate's contribution to departmental activities with regard to student outcome assessment and eLearning, if appropriate.

Teaching as an Intellectually Demanding Activity: Excellent teaching is intellectually challenging because it requires thoughtful preparation and planning, on-the-spot classroom performance, and serious reflection about this preparation, planning and performance. When reading a dossier, the reviewers should be able to recognize and appreciate this intellectual activity.

A teaching portfolio would be the basis for demonstrating this. This portfolio should not be just a laundry list of "things I did in my classroom" but should reflect some coherence of ideas and activities. This requirement could be demonstrated in a number of ways. For example, the candidate could articulate his/her teaching philosophy and explain how it relates to his/her classroom performance. Or, the candidate could document how his/her contributions to pedagogy have changed over time because of recent theory, research, and/or reflection on his/her own practice.

A Product for External Peer Review: Promotion on the basis of teaching should require a product, beyond classroom teaching, that can be peer-reviewed in a similar manner to the review of scholarship. The product could be journal articles about some aspect related to one's teaching but could also include curriculum-related products (including software and textbooks) and funded external grants related to teaching. In other words, the candidate needs to demonstrate his/her contributions and the impact of those contributions to the pedagogy in his/her discipline. The range of acceptable journals should be broad.

External peer reviewers selected for evaluation of a teaching dossier should have expertise in college teaching. The criteria traditionally used for selecting external peer reviewers stress expertise in traditional scholarship, but this scholarly distinction may not necessarily be relevant when evaluating excellence in teaching.

Documentation of Classroom Performance: Classroom performance should be evaluated by a reliable and valid student evaluation instrument. This should also include systematic peer evaluation by CSU faculty. Departments and Colleges need to institute consistent policies f policies for 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 colleagues at CSU, but in rare cases some courses are so specialized that peers with expertise in the area may have to be sought from other institutions.

2. SOME RECOMMENDATIONS CONCERNING DEMONSTRATION OF "FULL COMPETENCE", "EXCEPTIONAL ACHIEVEMENT", OR "SUSTAINED EXCELLENCE" IN THE AREA OF TEACHING
(Recommended by the University Peer Review Committee, spring 2008)

Since teaching is a sine qua non for promotion and tenure, you should seriously consider including the following information in your dossier, whether or not teaching is your major area of strength:

1. A complete list of all courses taught at CSU (and elsewhere, if they are part of the information for your probationary period). Indicate whether each course is at the undergraduate or graduate level (or both).
2. Copies of syllabi for the latest offering of each course. (Include older syllabi only if you are making a case for course improvement in one or more courses).
3. Summaries of student evaluations for all courses taught. These evaluations should be presented in summary form--the raw unstructured student responses should not be in the dossier--and be discussed on a comparative basis (e.g., comparison with your departmental colleagues and/or the College and/or the University). One would normally expect scores at or above the department mean, and one would also normally expect to see improvement over time. Scores in new or innovative courses may not be high, and thus the type of course being evaluated should be taken into account- it is your responsibility to provide such an explanation if you feel it to be appropriate.
4. Longitudinal peer evaluations of your teaching in more than one course. These evaluations should be based on direct observation by colleagues at multiple meetings of each class. Furthermore, these evaluations should be longitudinal (extending over several years, not just the year in which you apply for promotion).
5. Demonstrated evidence of teaching large introductory-level sections in an effective manner.
6. Evidence of development of new courses or workshops and/or the substantial redesign of existing courses.
7. Evidence of effectively advising students on an extensive basis on academic matters and career possibilities.
8. Highly effective non-classroom instructional/supervisory activities (dissertations, theses, clinical supervision, independent study, tutorials, training and supervision of teaching assistants).
9. Accounts of innovations in curriculum and/or delivery systems (e.g. eLearning).
10. Demonstrated evidence of the incorporation of student outcome assessment measures into course syllabi.

If you are considering designating teaching as your area of strength, you should be aware that attitudes toward this option vary considerably across the University; you would be well advised to speak with colleagues in your department and College and take into account their advice in making this decision. If your chosen area of strength for promotion to associate professor is teaching (which requires evidence of "exceptional achievement" in teaching), or if you are seeking promotion to the rank of professor (which requires evidence of "sustained excellence in teaching"), you will need to demonstrate a higher level of achievement in teaching than simply "full competence". After all, most college professors consider themselves to be excellent teachers. The case you make will need to be especially rigorous.

The following list indicates various types of information that might help you do so. It is meant to suggest some of the means by which a case for high performance in the area of teaching might be documented and argued. It is not meant to be a rigid inventory of prescriptions, and no single candidate would be expected to document effectiveness in every area—

a. Published journal articles about some aspect of your teaching (such articles would be documented in the same fashion as other professional publications);

b. Curriculum products (e.g., textbooks, software, simulations, exercises) that have been published or adopted by others;

c. Funded grants related to teaching (such grants would be documented in the same fashion as research grants).

d. Detailed accounts of courses developed for and offered via eLearning modalities (e.g. web-based, hybrid, and/or IVDL).

e. Descriptions of course modifications made for the purpose of participating in Learning Communities at CSU.

f. Descriptions of co-teaching activities, including statements from one's co-teachers regarding course design and division of labor.

g. Requests for teaching assistance from others (e.g., teaching consultations, teaching demonstrations).

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 for excellence in teaching by the College, University, or professional organizations.

k. Significant innovations and applications of technology and eLearning (beyond the mundane level).

l. Statements about your teaching achievements from administrators and peers at CSU and elsewhere.

m. Self-reflections about philosophy, growth, and improvement as a teacher (the CSU Center for Faculty Excellence offers a program to assist with this process).

Teaching portfolios have been recommended as one way of documenting excellence in teaching. You may want to review *The Teaching Portfolio: Capturing the Scholarship in Teaching* (1991), by Edgerton, Hutchings, and Quinlan (Washington, DC: American Association for Higher Education).

APPENDIX B

CHECKLIST FOR PEER REVIEW COMMITTEE LETTER SOLICITING
EXTERNAL REVIEWS

Several issues have come to the attention of the University Peer Review Committee with regard to the letters to external reviewers who will evaluate the scholarship or teaching credentials of candidates for promotion/tenure. The checklist below is to alert the Departmental PRCs, or the College PRCs where there are no departmental PRCs, to these issues. These are issues which the PRC must address in drafting the letter to the outside reviewer.

1. Selection of External Reviewers. The candidate may provide the PRC with the names of recommended external reviewers. The PRC will independently develop an additional list from among authorities in the candidate's field of expertise. The PRC may consult the department chair/school director as appropriate. A completed list of external reviewers will be submitted by the PRC to the candidate, who may advise the PRC that some of the names should be deleted if he/she feels the suggested reviewer is not qualified to render an objective assessment. The process of identifying suitable reviewers is expected to be a collegial and collaborative process between the candidate and the PRC. However, according to Article 12.12 C (I) of the collective bargaining agreement it is the responsibility of the PRC to obtain external reviews. A minimum of five external reviewers will be identified by the PRC from the candidate's and PRC's lists of names to review the candidate's materials. Normally, one would not expect to see more than one reviewer from the same department within a given institution for any single candidate.

2. 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.

SAMPLE LETTER TO EXTERNAL REVIEWERS

[Date]
Appropriate inside address

Dear _____

In response to his/her request for tenure and/or promotion to the rank of Associate Professor (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 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 *significant scholarship beyond publication of material contained in his/her dissertation (an outstanding record as a scholar),* 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 ? 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 tenure and/or 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.

In order that we may meet University deadlines governing our internal review process, we ask that you forward your comments to us by Date. A self-addressed, stamped envelope is provided for your convenience. As a small token of appreciation for your review, we shall process payment to you of a two-hundred-dollar honorarium upon receipt of your letter.

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 -.

Sincerely,

_____
Chairperson, Department of_____

—

_____
Chairperson, Department Peer Review Committee

Enclosures

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

1. The overarching goal of the SEI process is continuous improvement of education at CSU.
2. More specifically, the SEI process is intended to provide faculty feedback from students for evaluating, improving, and refining their methods of instruction.
3. Accordingly, personnel action (promotion, denial of promotion, renewal, non-renewal, merit awards, discipline, or sanction) should not be undertaken solely on the basis of SEI data. The SEI should not be construed as the sole or primary evidence of competence or excellence in teaching. Rather, the SEI is part of a constellation of materials that document teaching performance, including, but not limited to, peer observations, teaching portfolios, and student outcomes.

Administration of the SEI

1. Each semester, the SEI will be opened for students at the beginning of the twelfth week of classes and close at the end of the fourteenth week of classes. Courses whose opening and closing dates do not fit the semester schedule will have the evaluation window scaled appropriately.
2. At the opening of the evaluation window, faculty will supplement the reminders delivered by the on-line software by reading the following statement of purpose and guarantee of anonymity to the students: "You are about to complete an electronic student evaluation of your instructor. The purpose of this evaluation is for the student to provide constructive feedback to improve the learning experience at Cleveland State University. Please do not identify yourself in your responses. Responses will be kept anonymous. The course instructor will not see the results of this evaluation until after final grades are submitted and posted."
3. While faculty may remind students to complete evaluations, they should take care not to provide any individualized incentives or disincentives, whether explicit or implied, to affect the students' responses to the SEI. If the faculty member provides time in class for completion of the SEI, she or he must be absent from the classroom during such time.
4. In order to ensure adequate student participation, faculty may use the following practices to motivate students:
   o Remind students that their evaluation data helps other students choose their instructors, using the "courseeval" site.

o Set aside class time for students to complete the SEI, as long as the instructor is not present.
o Offer a reward for the entire class if a certain threshold of participation is reached. (For example, the instructor might offer a modest amount of extra credit if 90% of students fill out the SEI by a certain date.)
o Send email reminders to the class.
o 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.

1. 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.
2. A representative for the College or School will work with Institutional Research to implement changes consistent with the capabilities of the Blue software.

2. 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.

3. Data for non-grade-earning students, e.g., Project60 students, may be collected but only data for grade-earning students will be reported

Alternative methods of evaluation of teaching effectiveness for low-enrollment classes

Given the important role of student evaluations in an instructor's dossier for reappointment, promotion and tenure, it is important to recognize that some faculty members may primarily teach either low enrollment courses or low enrollment sections of a course. This results in student evaluations not being made available to the instructor for reasons of preserving student anonymity. Academic units should devise alternative methods of evaluating teaching effectiveness in such cases. Alternative methods could include, for example, peer evaluations of those sections.

For SEI Report to Chairs/ Directors

This language will be included at the top of SEI reports from Institutional Research to chairs and School Directors.

Department Chairs/School Directors: Please note that the SEI report you receive includes individual faculty reports of courses with fewer than five respondents. In an effort to protect student anonymity, a faculty senate approved policy states that these reports must not be made available to faculty; therefore, they should not be used to evaluate faculty performance. Please adhere to this policy. Due to limitations with the Blue system, the report to chairs/directors cannot be changed to remedy this issue.

Faculty Candidate eDossier Instructions

Table of Contents

Important/Useful Tips to Remember

- **You cannot upload more than one file/document if only one is required in that section. You will receive a system error (when you try to submit) that will not let you submit your eDossier (look for other sections such as those labeled "Other" to upload those files to (see page 39-40).**
- **Do not submit section by section - the system automatically saves any documents you upload in any section so there is no need to submit that section when you are finished. Also, once you submit a section you will be locked out of it for editing purposes. Submit your dossier when it is complete (see page 36-38).**
- **When uploading files, make sure you give the materials in your packet/eDossier a meaningful title to guide reviewers and ensure efficiency in reviewing your packet/eDossier (see page 16-17).**
- **Select "Preview Packet" (see page 33-35) to see exactly how your eDossier will appear to reviewers.**
- **Faculty should send R/S/CA accepted after submission of their eDossier to their Dean's Office so the appropriate reviewer can upload to the eDossier system.**

- **Make sure weblinks/videos/urls you upload/share in your eDossier are active and easily accessible to reviewers to ensure efficiency in reviewing your packet/eDossier (see page 27-32).**
- **To access the attachments you uploaded into the eFAAR Teaching: Courses Taught section, follow the step-by-step instructions on page 22-26.**
- **1 required = only one upload is required and allowed in this section**
- **1+ required = only one upload is required in this section, however more than one document/file can be uploaded if you wish**
- **0 of 0 Required = Optional = no uploads are required in this section however the space is provided should candidates wish to use it.**
- **Packet = eDossier**

Receiving Notification Email/Beginning Your Review

You should be notified that your case is ready via email.

Cleveland State University
engaged learning

Cleveland State University has initiated a review on your behalf.

VIEW CASE

VIEW CASE

Viewing your case will allow you to view requirements, read instructions, and submit your packet/eDossier online.

Select "View Case" in the notification email which will take you to your account dashboard to login.

***You can also log in directly from the Faculty 180 or eFAAR link on the mycsu>computing resources section

The first time you login you will see this screen. This login page may appear and look different from what you are used to. After the first time you will be directed to your normal login page. Select "Partner Institution".
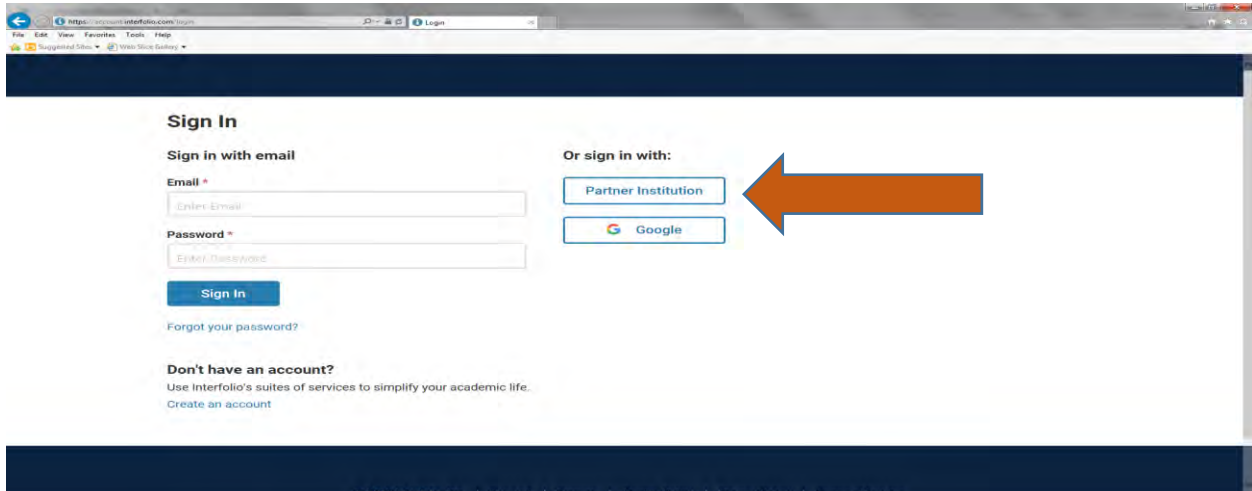
Type in "Cleveland State University" in the "Search for your institution" field.
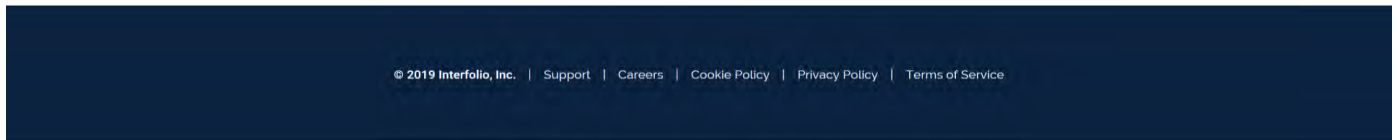
Select sign in which will take you to your normal login page.
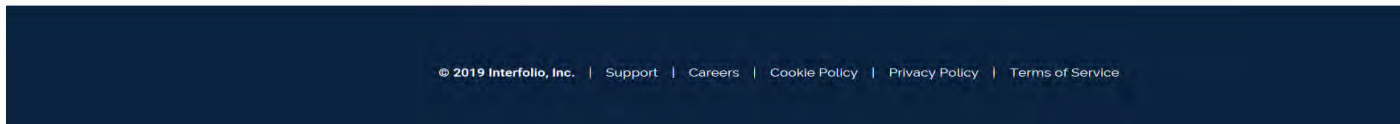
Sign in with your CSU credentials.
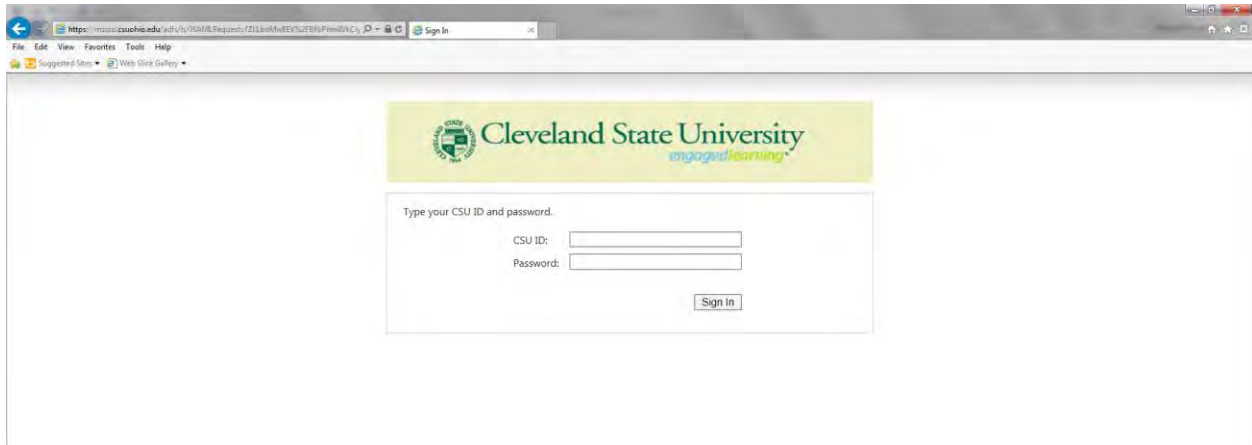
View Your Packet/eDossier Instructions and Requirements

Once you have logged in to your Faculty180 account,

Click the link to "Your Packets" from the navigation bar, or use the link in your homepage action items
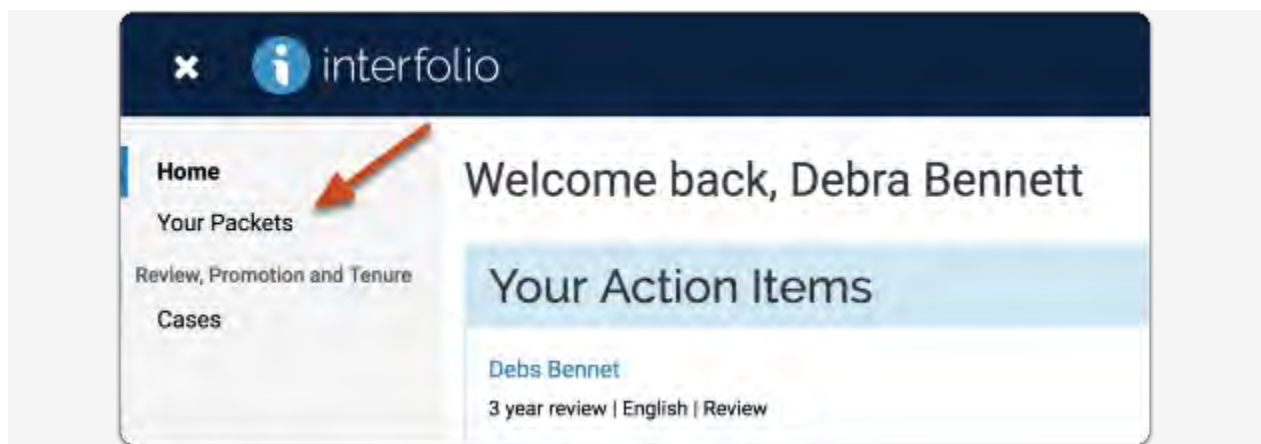
Select the packet you want to work on

Tip: You can view past packets in the section below the Active Packets
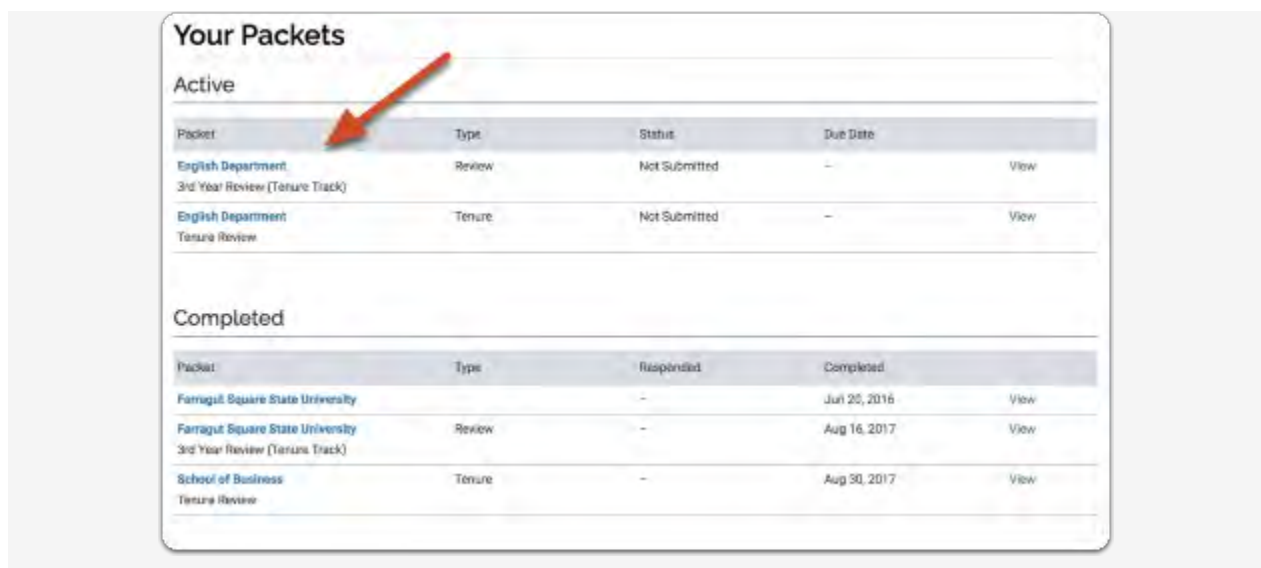
You will see an "Overview" page listing the required materials and forms you will need to add to your packet/eDossier.

Click "View Instructions" to read instructions provided by your institution for assembling and submitting your packet/eDossier

Your packet will likely be divided into sections, each with a list of materials you will need to upload in order to complete each section.

There is no need to submit a section when you have completed it. The files you upload and information you enter automatically save.

Required Sections in eDossier (corresponding to Provost Office Annual Memo)

List of Sections in a Probationary, Tenure/Promotion, or Reappointment Dossier

1. **Introductory Materials**
   a. Current CV
   b. Signed Copy of Appointment Letter of Intent (LOI) (for all but full professor candidates, lecturer/Professor of Practice, or faculty candidate in 9th year or 12th year review).
   c. Tenure/Promotion/Reappointment Guidelines of Department/School or College
   d. Other (optional). Upload and attach any supplementary material or additional items you wish to include in this section (e.g. Tenure Clock Extension Documentation).
2. **Personal Summary Statement.** This 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.
3. **Teaching Report.** Candidates must be sure that the evidence they present is convincing. Student evaluations are important, and this year we have attached the university policy on student evaluations (see first paragraph) for your assistance. Peer and department chair assessments based on classroom/laboratory visitations are essential supplements to student evaluations. These should be longitudinal, based on a number of classroom visitations, rather than impressions recorded of a single visit. 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.
   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 that includes 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** (for lecturers/Professors of Practice this R/S/CA section is optional and not required).
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 section (b) 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).

5. **Service Report**
a. Service Statement. A short narrative with evidence that documents being an effective university citizen, professional community outreach, and/or significant professional association activity.
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 service to your discipline.
d. Other (if applicable). This may include letters acknowledging a significant external service activity. Upload and attach any supplementary material or additional items you wish to include in this section.

6. **Awards/Recognitions (if applicable/optional).** List all awards/recognitions in one document and upload or attach in this section. **NOTE: Grant Awards go in section 4.c. External Funding/Grant Proposals & Awards**

7. **Prior Probationary Review Letters**
a. Reports from 3rd Year Review - assistant professors only
b. Reports from 4th Year Review - assistant college lecturers/professors of practice only
c. Reports from 5th Year Review - assistant professors only

How to Add Files to Satisfy Your Packet/eDossier Requirements

Click the "Edit" button for the section to which you want to add your files

Click "Add" next to the requirement

12

You can add new files by selecting "Add New File" including video and webpages:
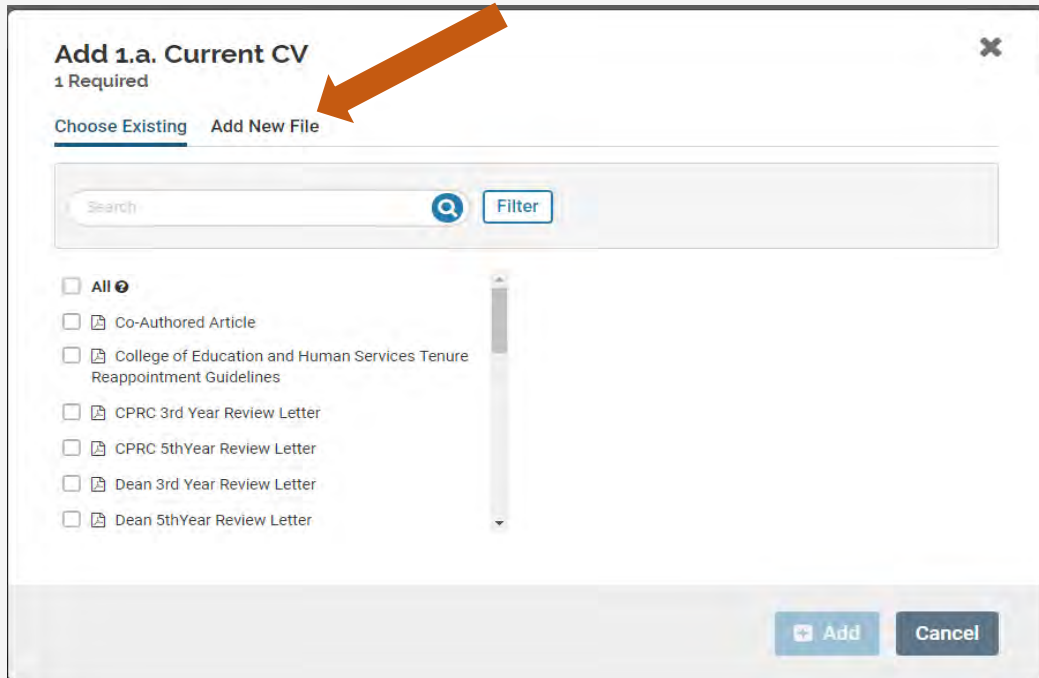
Select the file you wish to upload from your computer/hard drive and select "Open"
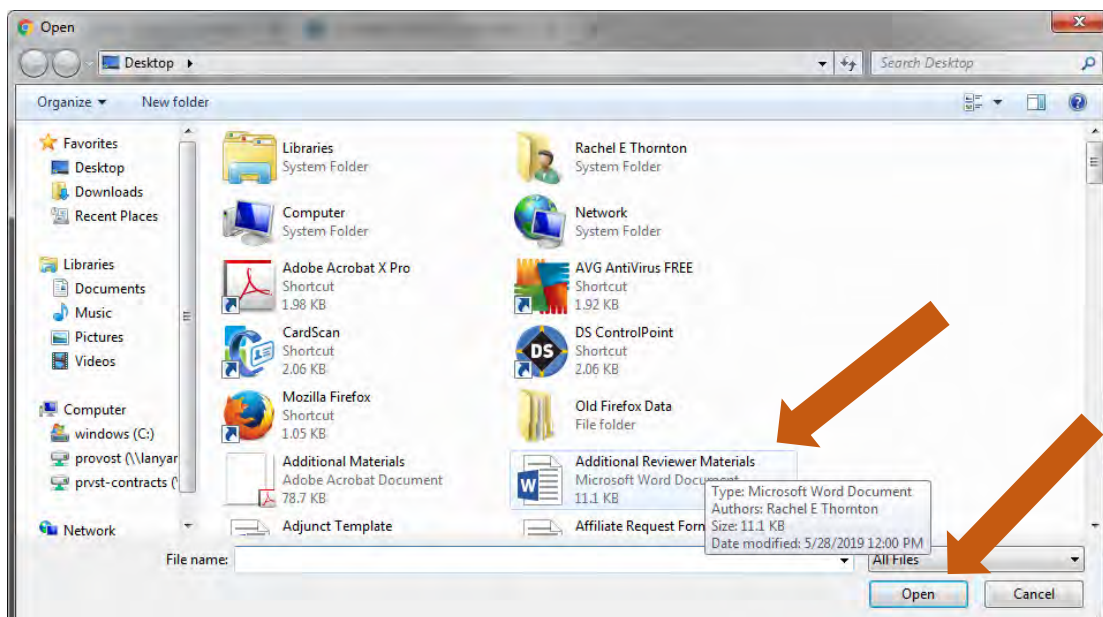
Select "Save".
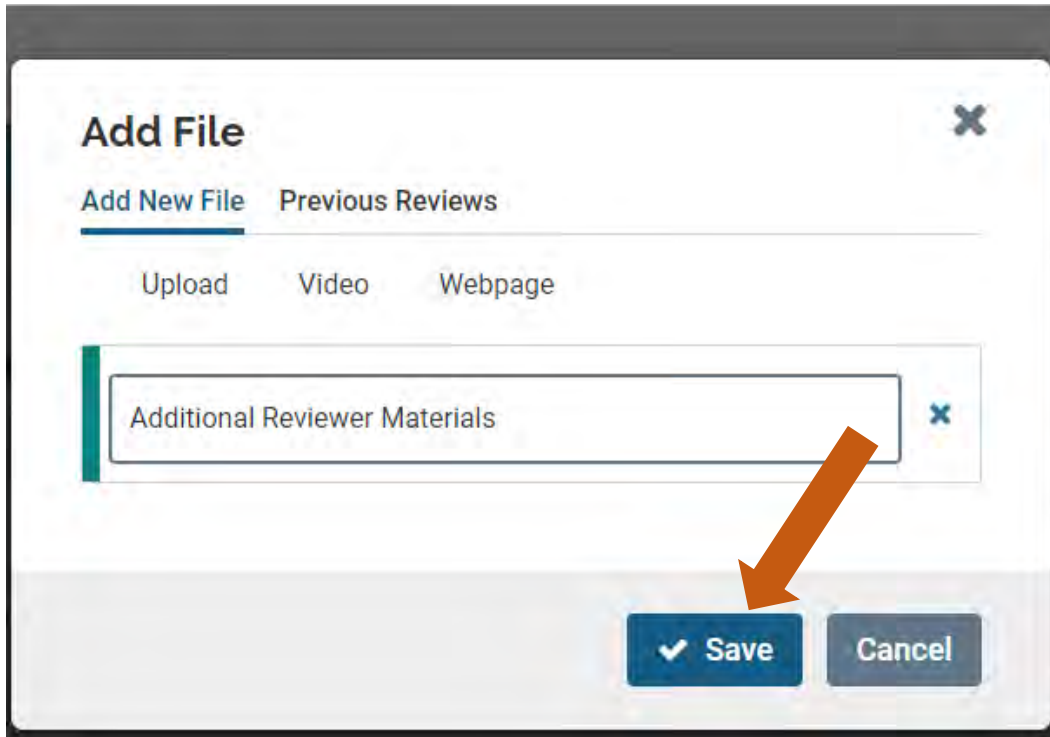
When uploading files, make sure you give the materials in your packet a meaningful title because reviewers will see the titles you provide as bookmarks to the left of the page when reviewing your documents (see page for details).

By default, the name that will appear to reviewers is the name of the file as you upload it, but you can also edit the title of a file after adding it to your packet.
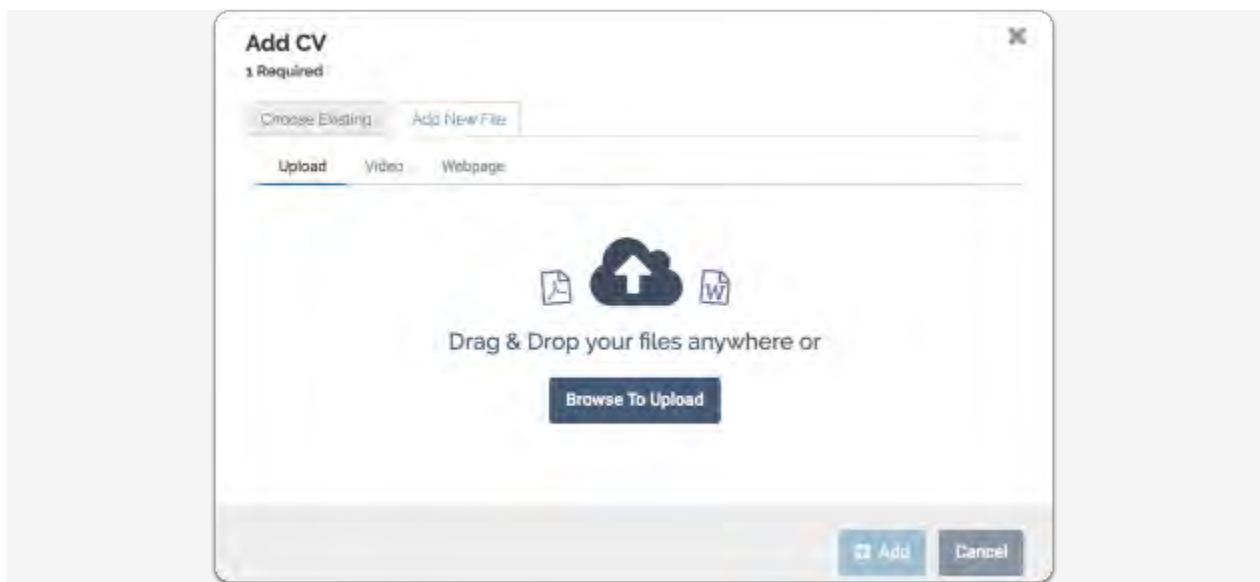
You can add files from packets you have submitted for previous reviews run through eDossier (e.g. prior probationary review letters, co-authored letters, teaching observations, etc.):
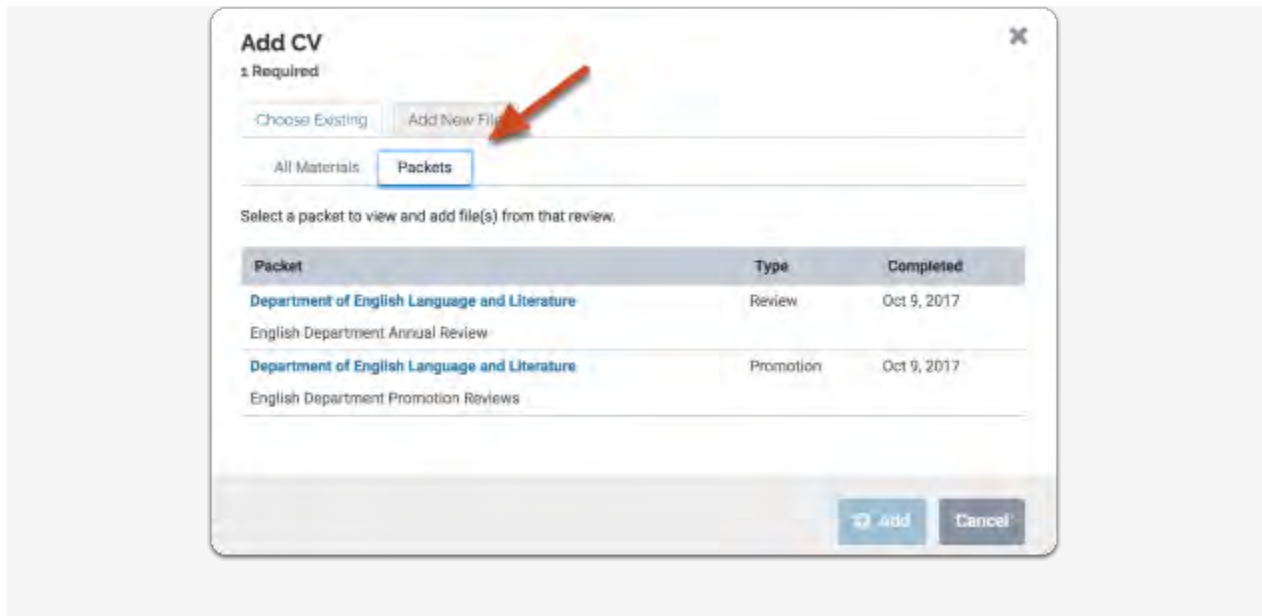
If you need to edit or replace a document, click the "Edit" action
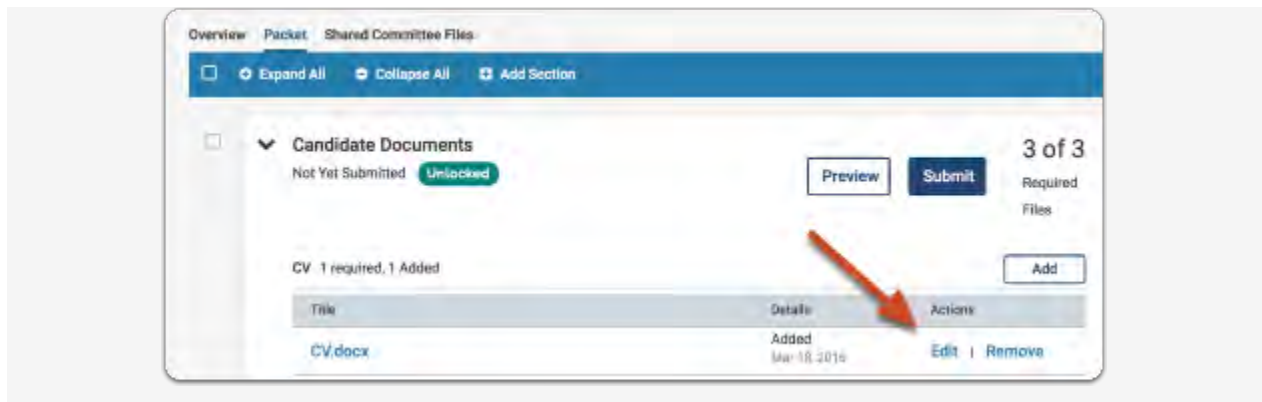
You can edit the title of the file, or click "Replace" to choose a new file to replace it.
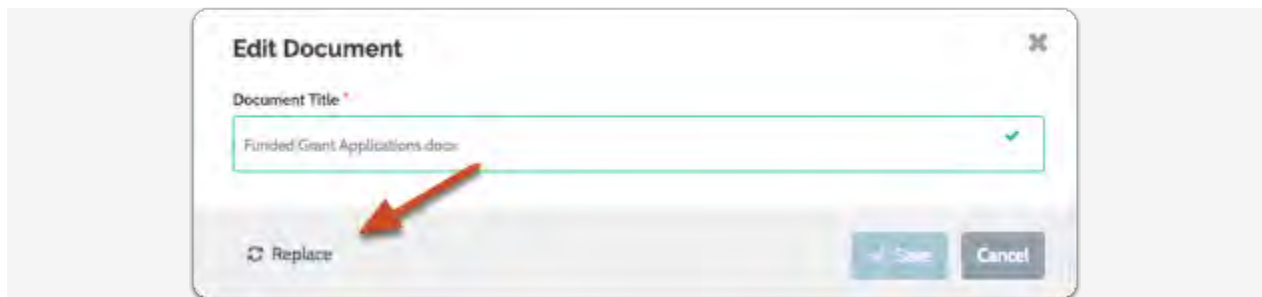
Best Practices for Naming Packet/eDossier Materials

Make sure you give the files in your packet a meaningful title because reviewers will see the titles you provide as bookmarks to the left of the page when reviewing your documents. A meaningful title will effectively help reviewers navigate through your packet/eDossier. By default, the name that will appear to reviewers is the name of the file as you upload it, but you can also edit the title of a file after adding it to your packet.

Name or edit title using this format: "*Your Last Name* (and) *Document Title*" (e.g., "*Thornton Current CV*"; or "*Thornton Signed LOI*" or "*Thornton 2018 JApplied SP*" or "*Thornton 2019 Bk Chap CHM for Dummies*," or "*Thornton 2018 NIH Proposal Feedback*").

The idea is to use either a title matching the language used by Faculty 180 ("*Thornton Current CV*") or create a title for the uploaded document that a reviewer could recognize as a document that was mentioned in your CV, Research Statement, etc.

Give the files you upload the title that you want to appear to reviewers
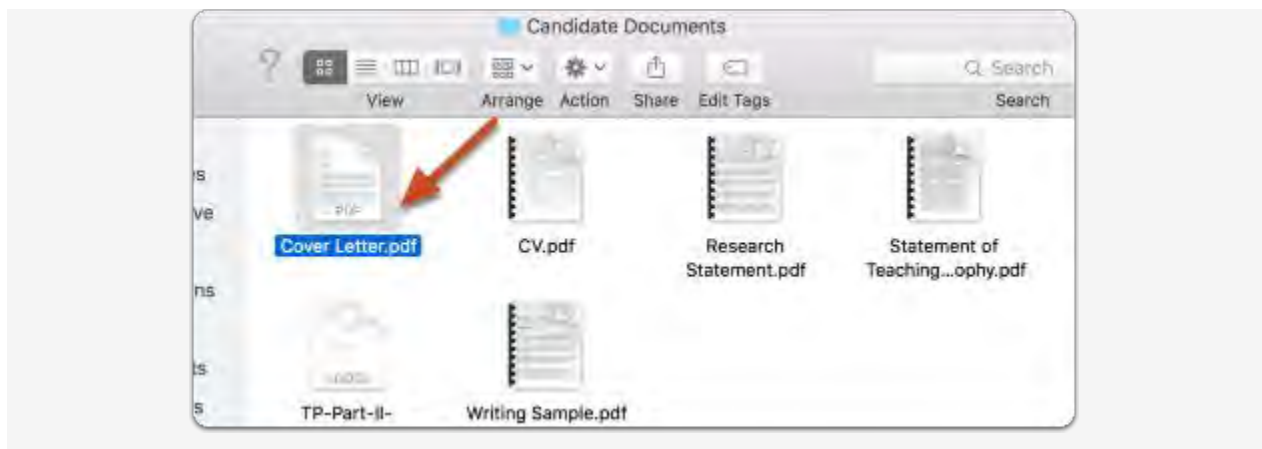
-Or- once a file is uploaded, you can edit the title

Click "Edit" in the section where the file has been uploaded

Click to edit

Edit the title and click to save

How to Access and Import eFAAR Information - Teaching: Courses Taught to Your Packet/eDossier

Once logged in to your Faculty180 account, select "Vitas & Biosketches" on the left-hand side of your screen.

Select the eyeball located to the right of "eFAAR Information - Teaching: Courses Taught".

1. **Select - Type "Institutional", then "eFAAR Information - Teaching: Courses Taught (University) in drop-down menu.**
2. **Select - Date Range "All".**
3. **Select - "Export/Share", then Export to "PDF" to export this eFAAR file as a PDF to your desktop.**

It is recommended you save the PDF as "eFAAR Information - Teaching Courses Taught" so that reviewers can clearly identify what they are looking at; otherwise the default file name will be "Vita (1)".
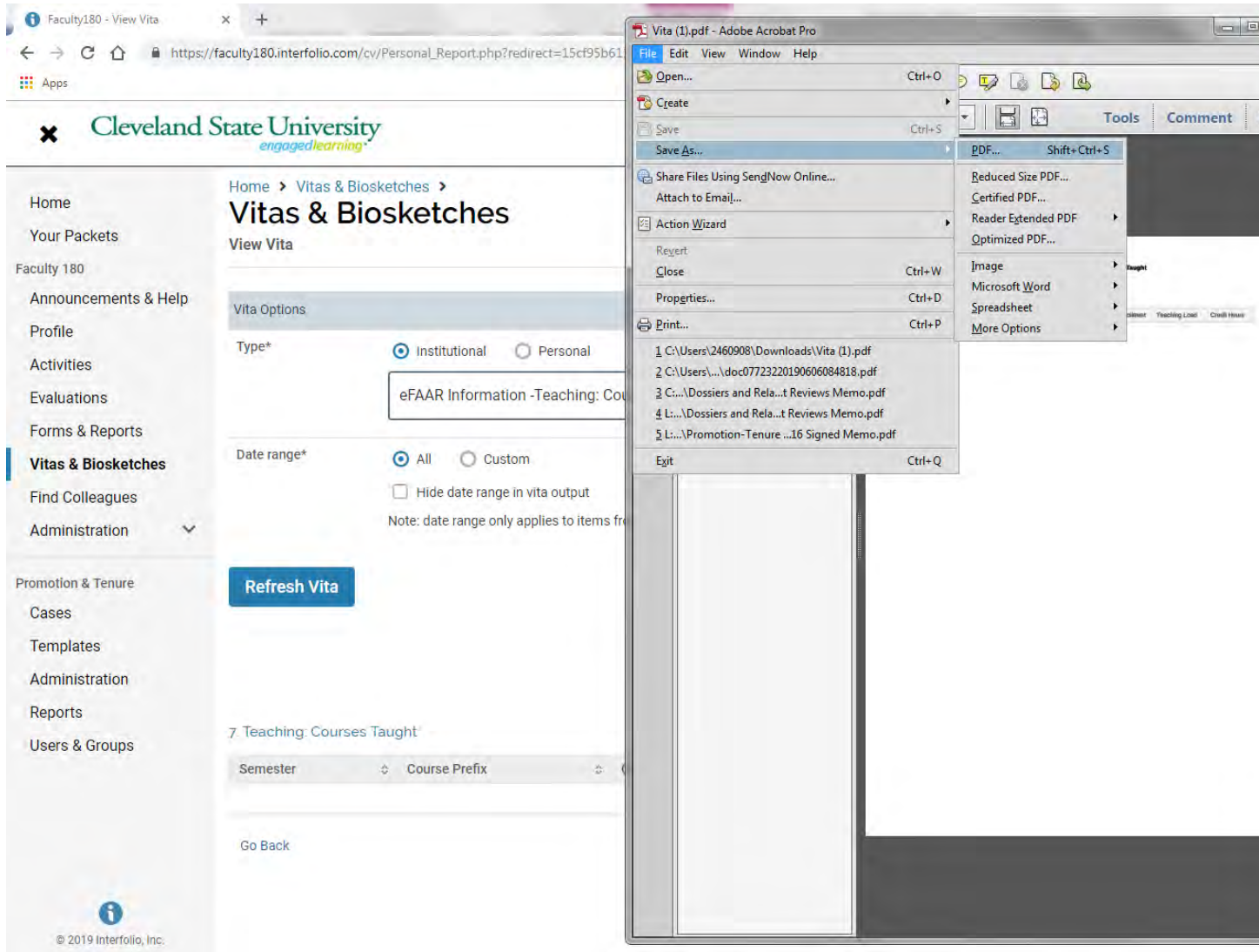
This PDF can be now be uploaded to the appropriate section in your packet/eDossier (see "How to Add Files to Satisfy Your Packet/eDossier Requirements" on page 12 for help uploading files).

How to Access attachments you previously uploaded into eFAAR Teaching: Courses Taught section

Once logged in to your Faculty180 account, select "Vitas & Biosketches" on the left-hand side of your screen.

Select the eyeball located to the right of "eFAAR Information - Teaching: Courses Taught".

4. Select - Type "Institutional", then "eFAAR Information - Teaching: Courses Taught (University) in drop-down menu.
5. Select - Date Range "All".
6. Select - "Refresh Vita".

Select the blue hyperlink next to the course you wish to access attachments from.

The attachments associated with that course will appear in a new box in the left-hand corner of the screen.

Select the eyeball located to the right of the attachment you wish to access and download. The attachment will open in a new window.
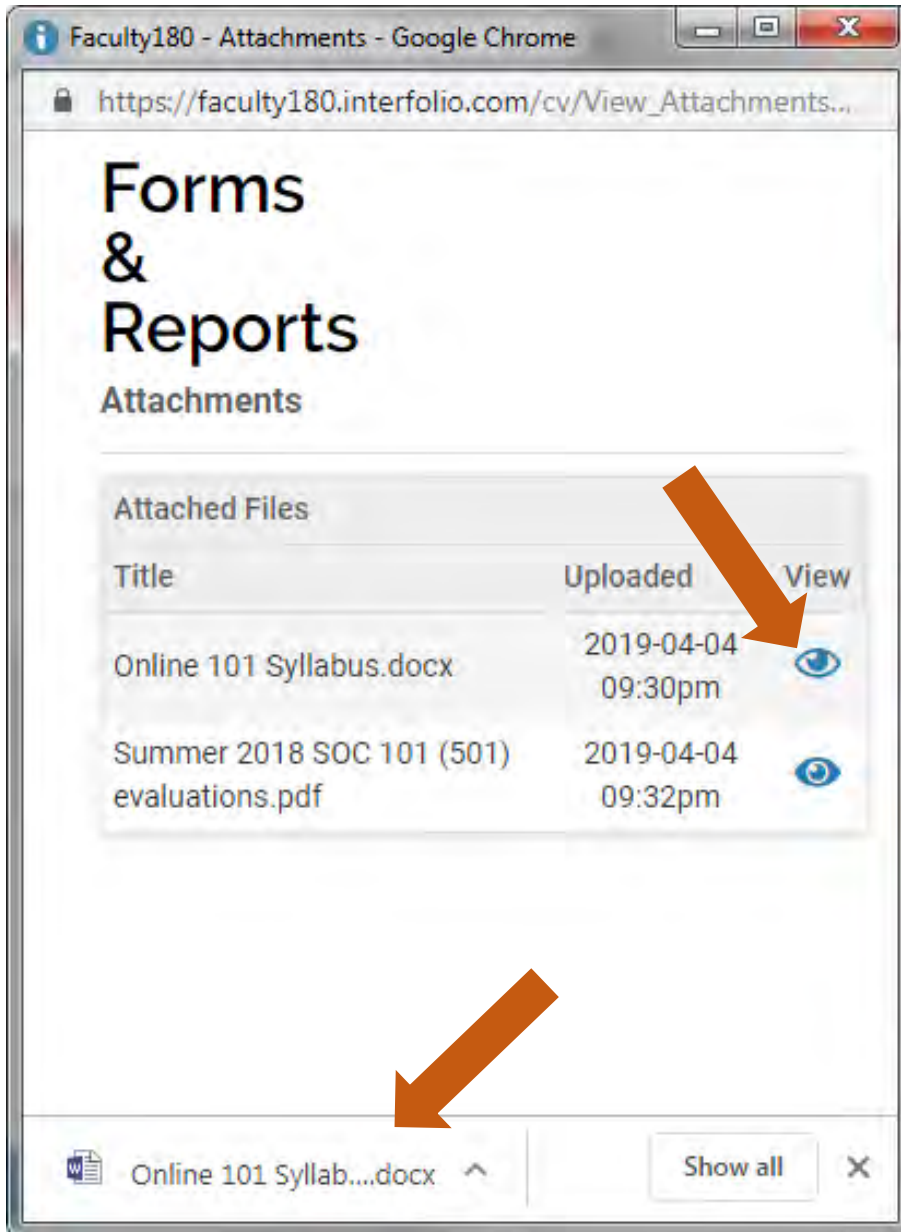
Add Links to Webpages, YouTube and Vimeo Videos to Your Packet/eDossier

Follow the instructions below to include links to webpages, and YouTube or Vimeo videos in your packet of materials.

Access your packet of materials
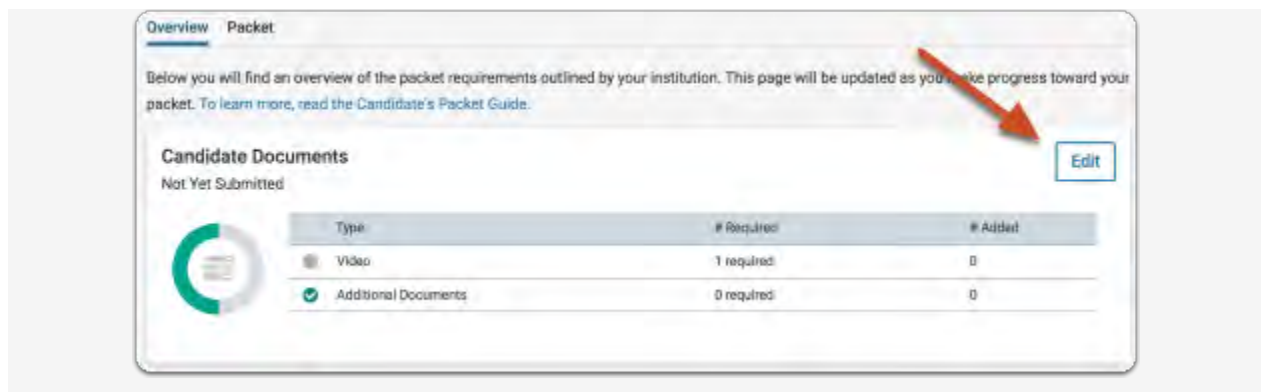
Once you sign into your Faculty180 account,

Select "Your Packets" from the left hand navigation menu
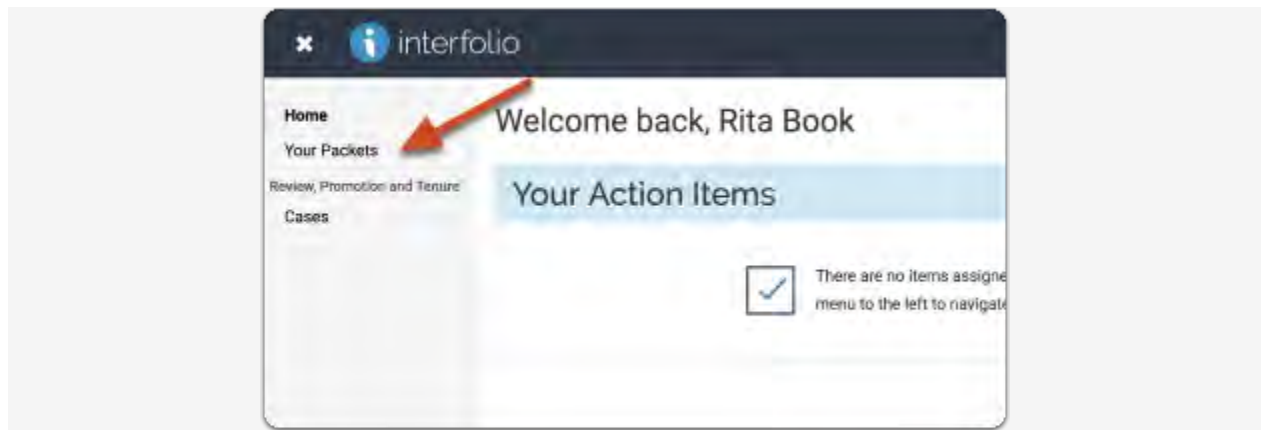
Open your case packet
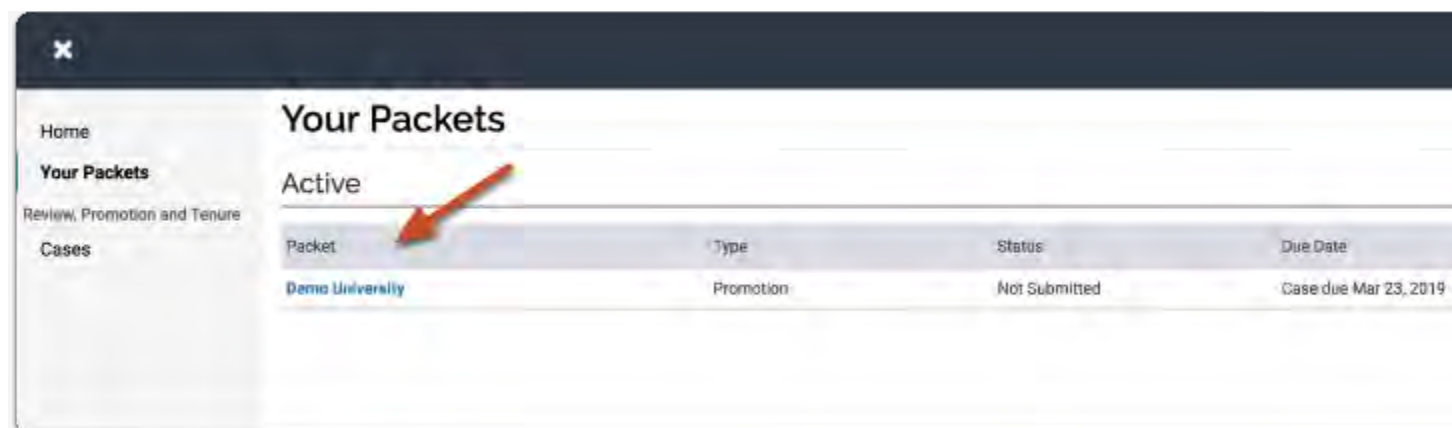
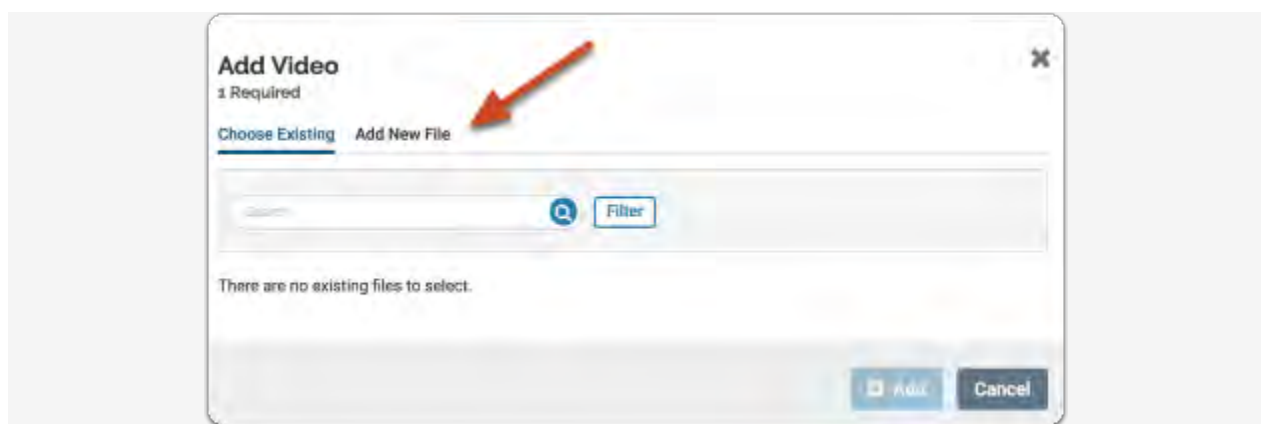**On the "Overview" tab, click "Edit" on the section of the packet you want to edit**

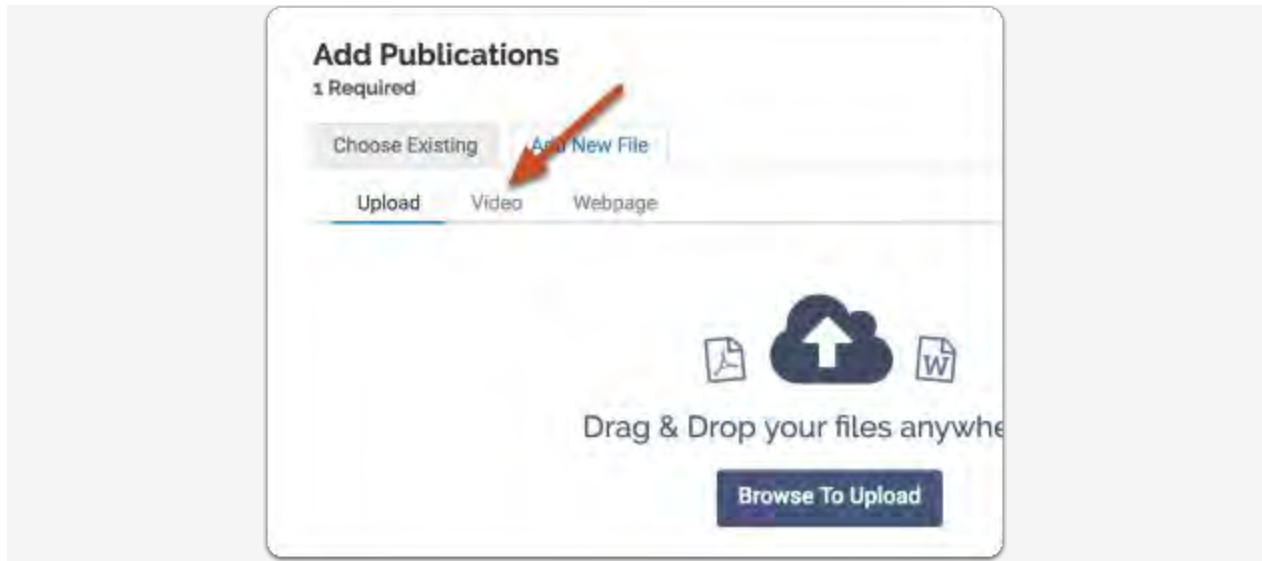To add links to YouTube or Vimeo videos:

Click "Add" where you want to include a video

Open the "Add New File" tab, or, "Choose Existing" if you want to add a video you have previously added to your Dossier
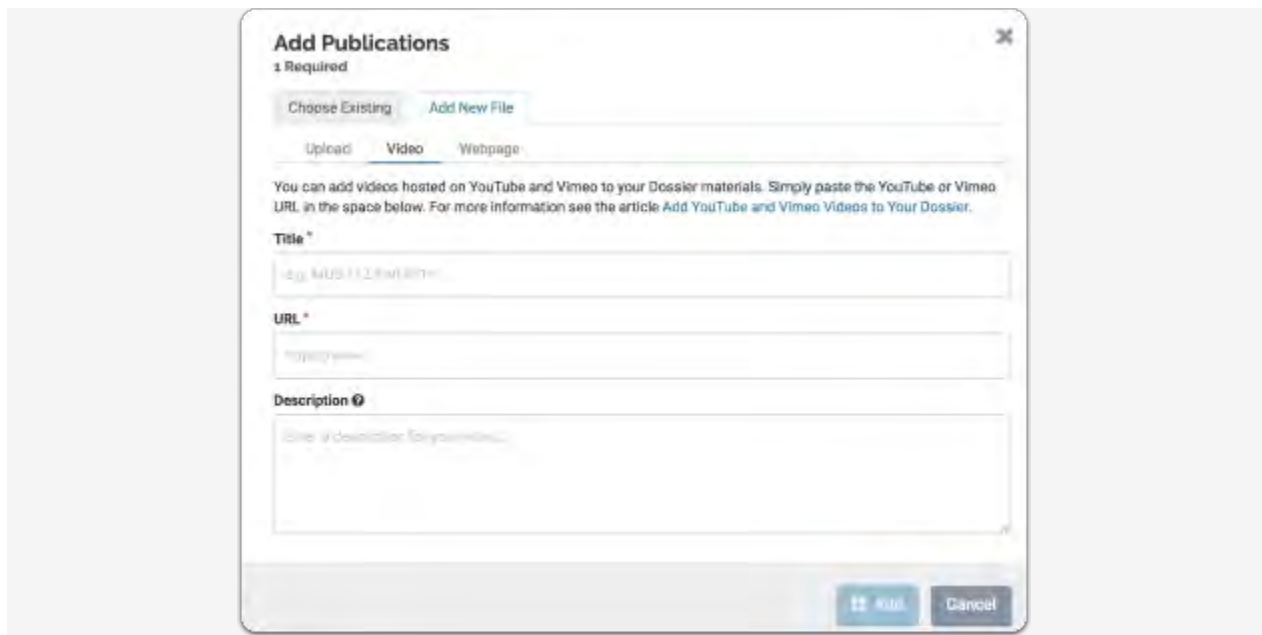

Select "Video"

Give your video a title, enter a YouTube or Vimeo URL linking to your video, enter a description, and click "Add"

The URL must be to a video hosted on YouTube or Vimeo.

- If you want to share your video only with the people reviewing your materials, you can control who has access to the video by changing the privacy settings for your video in YouTube or Vimeo. **TIP: Make sure weblinks/videos/urls you upload/share in your eDossier are active and easily accessible to reviewers to ensure efficiency in reviewing your packet/eDossier (you don't want reviewers to be required to sign up or subscribe before being allowed to view your shared work).**

See here for [instructions on sharing a URL to a protected YouTube or Vimeo video](#).
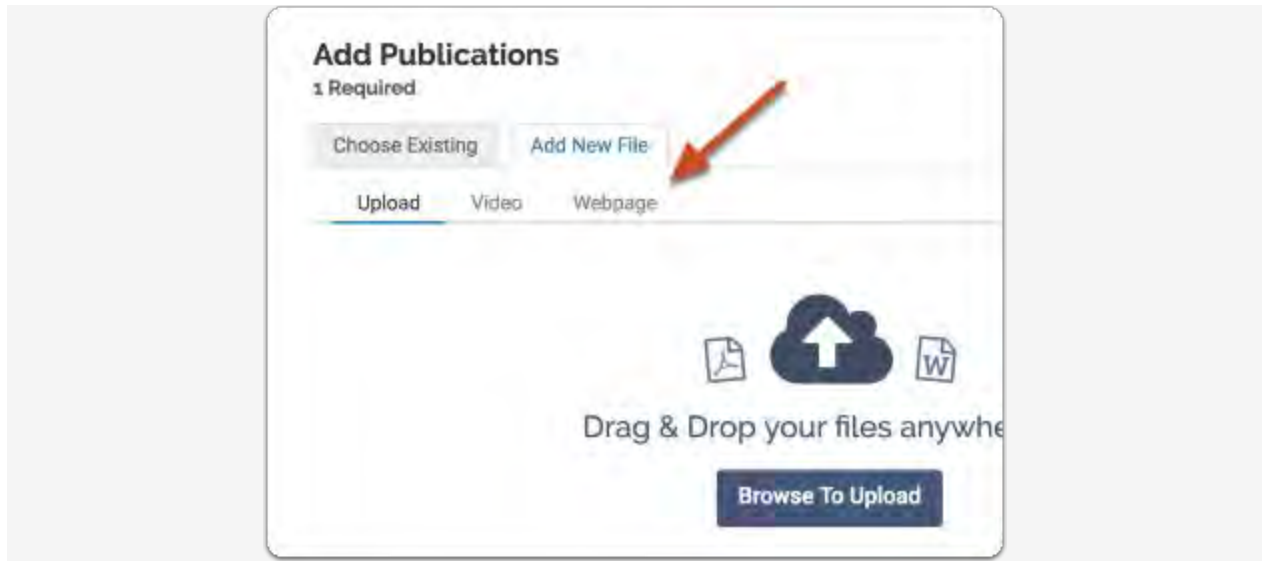
To add a link to a webpage:

Click "Add" where you want to include a link

Open the "Add New File" tab or select a link you have previously added to your Dossier
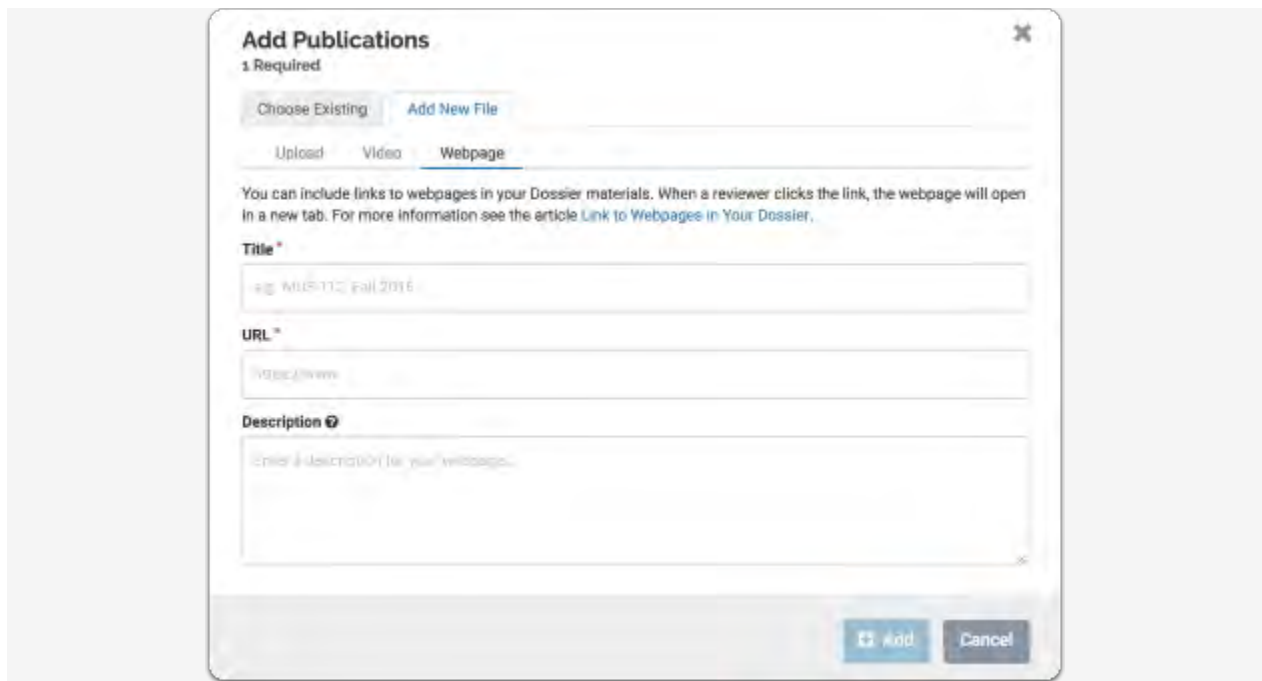

Select "Webpage"

Give your webpage a title, enter the URL. You can also add a description to describe or give context for the web link

Make sure you include the prefix, such as http://

TIP: Make sure weblinks/videos/urls you upload/share in your eDossier are active and easily accessible to reviewers to ensure efficiency in reviewing your packet/eDossier (you don't want reviewers to be required to sign up or subscribe before being allowed to view your shared work).

A link to the webpage will display to reviewers when viewing your packet of materials
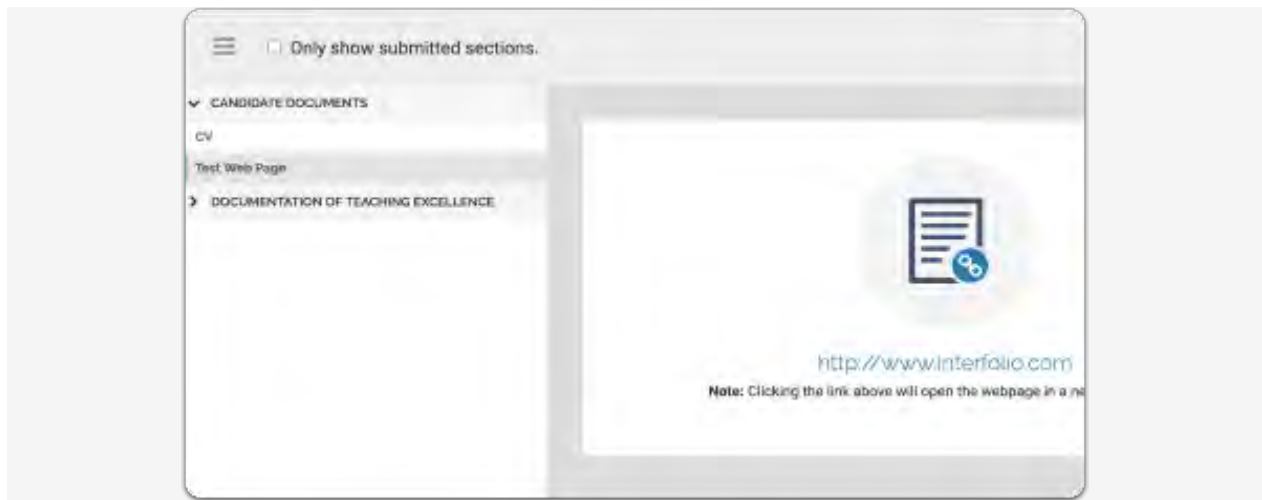
# Preview Your Packet/eDossier before Submitting

You can preview how your packet/eDossier will appear to reviewers: The preview shows exactly how the packet/eDossier you are submitting will appear to reviewers.

Click "Preview Packet" at the top right of the eDossier/Your Packets page
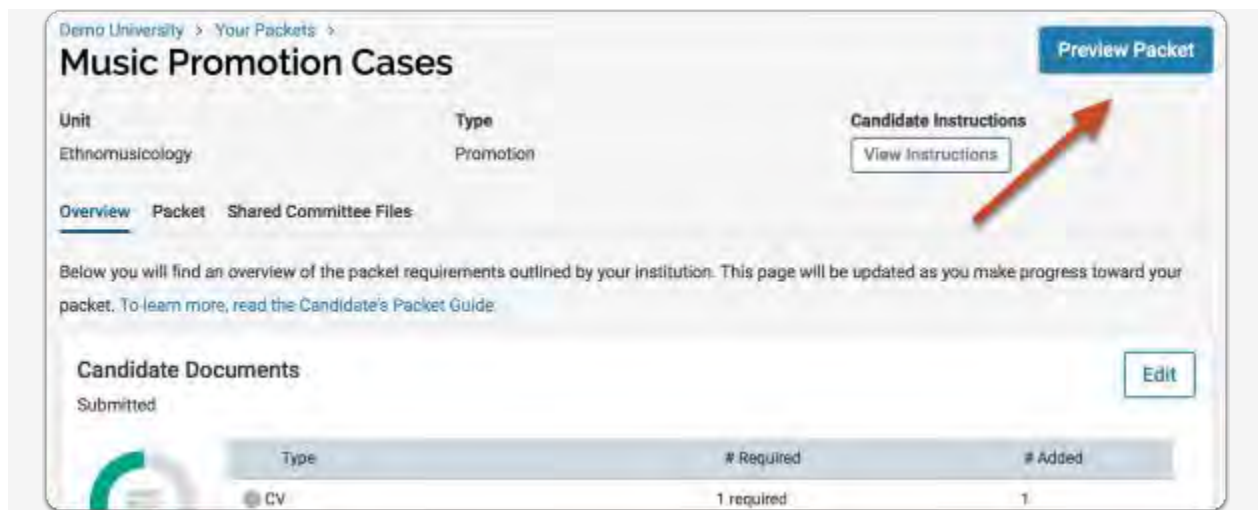
You can click to select multiple sections and preview the selected sections in the document reader
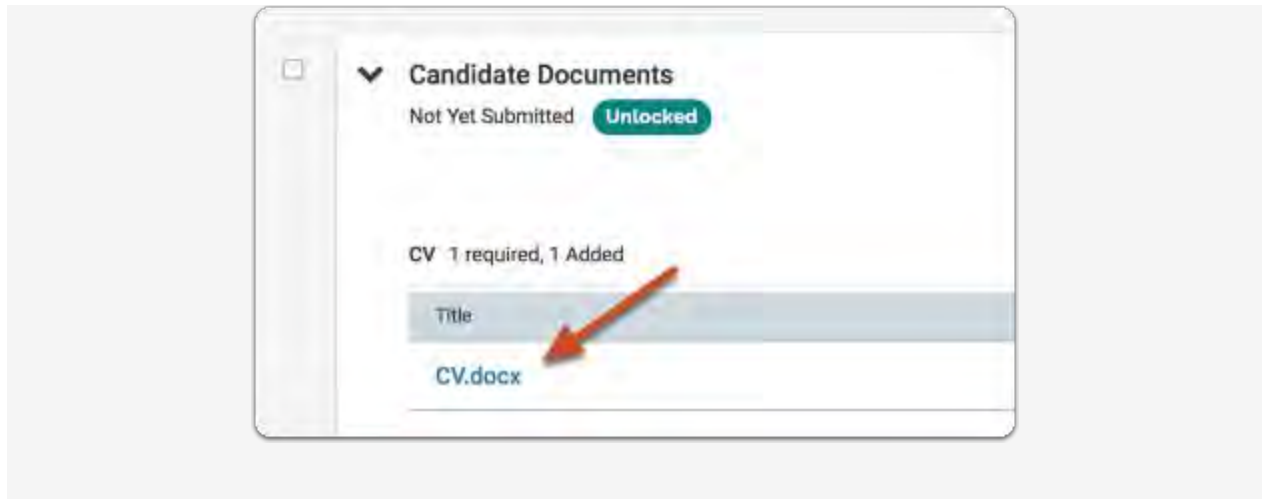
Then click on "Packet"
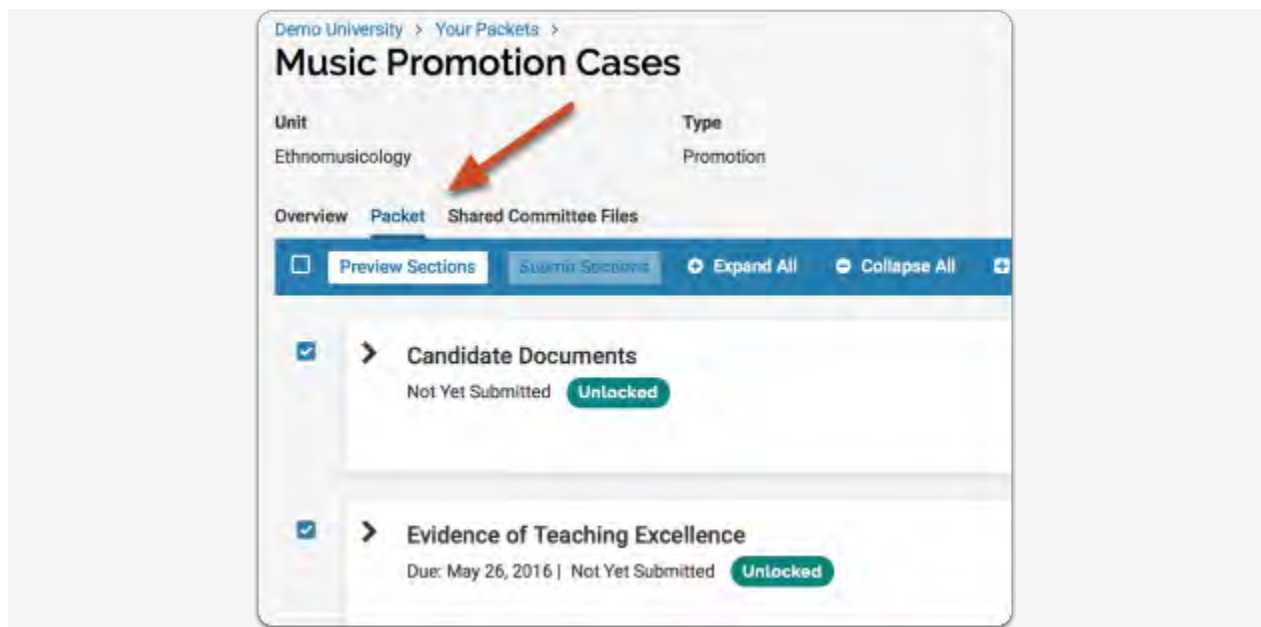
You can also preview individual sections of the packet

-and you can preview individual documents by clicking the document title

Locked Sections

If a section is labeled as "Locked," this means your institution has opted to restrict editing after submission. Please contact an administrator at your institution if you have questions about a locked section.

Submitting Your Packet/eDossier

It is highly recommended that you DO NOT submit your eDossier section-by-section as the section is locked from editing once you submit it. The system automatically saves your work once you upload documents to any section. Submit your entire eDossier/Packet only when all sections have been completed.

How to submit your eDossier:

Once all of your section requirements have been met and your eDossier is complete, select "Your Packets" on the left-hand side of the screen of the eDossier/Your Packets main page, then select "Packet"

Select the checkbox located below "Overview" to select all the sections at once and then select "Submit Sections" to submit your eDossier.

You will receive a message confirming that you wish to submit the selected sections and reminding you of the implications of submitting these sections:

Once submitted you will receive a confirmation message in the lower left-hand corner of your screen and your eDossier will be locked from editing.

Common Errors You May Receive when Submitting Your Packet/eDossier

When you try to submit your eDossier/Packet and receive the following error:

If you have not uploaded the required number of materials, you will see a window with a message that about missing items that still need to be submitted in that particular section:
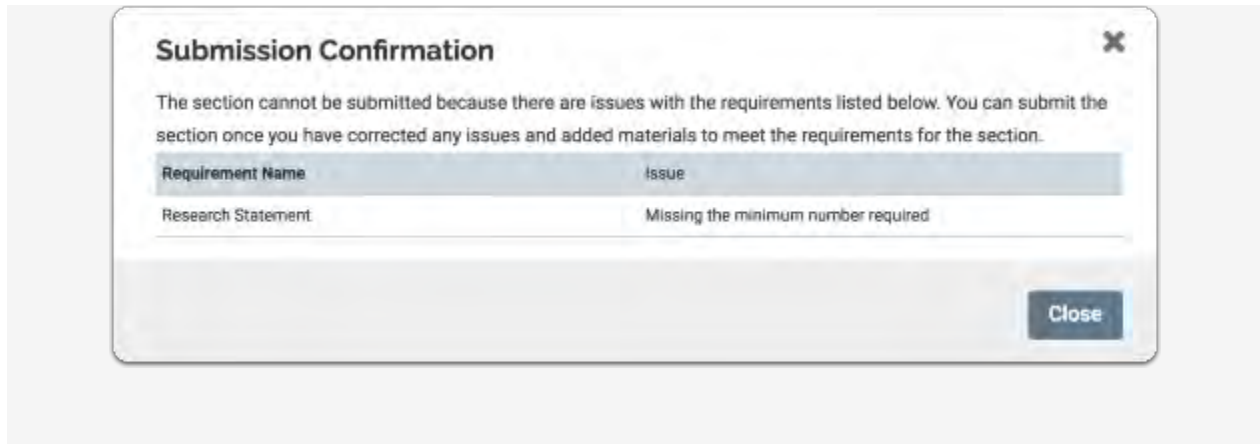
We have also taken measures to prevent you from adding more than the required number of documents for a given document requirement before submitting your packet.

When you add more documents than the required/allowed number, the number added changes color and is bolded to draw attention to the error.
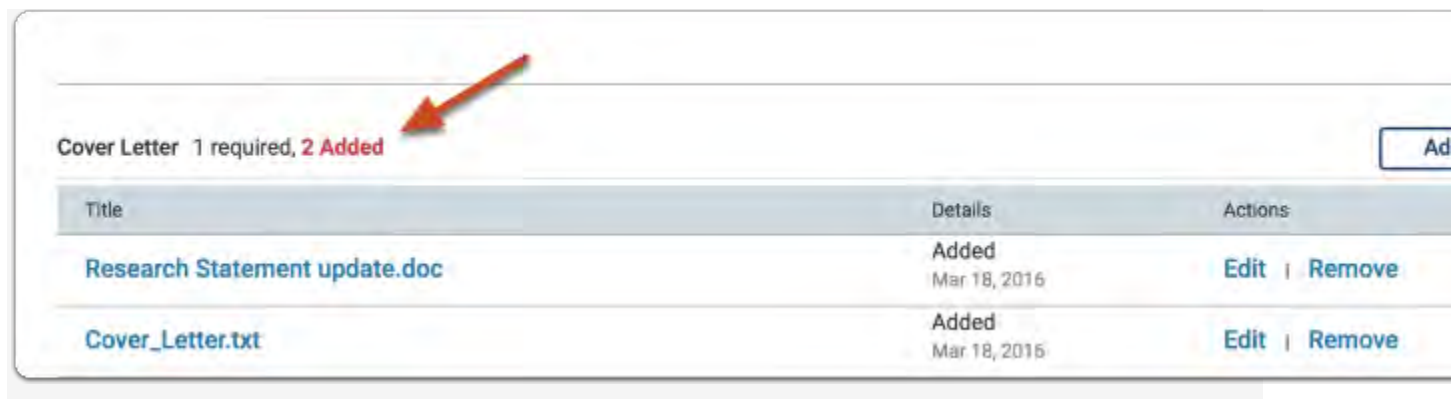
Note that some sections will have a minimum number of required documents, but also allow you to submit more than the minimum number ("1+ Required"). If there is no "+" shown, you may only submit the number of documents listed as "required." ("1 Required) Still other sections may not *require* any documents to be submitted but are optional and up to the candidate to decide if they want to add any files ("0 of 0 required). (See Important/Useful Tips to Remember on page 2 for more details).

If you try to submit a section with too few or too many materials for the given requirements, you will see a message indicating **whether the issue is that too many or too few documents have been submitted. The message also states that** "You can submit the section once you have corrected any issues and added materials to meet the requirements for the section."

Submission Confirmation   ✖

The section cannot be submitted because there are issues with the requirements listed below. You can submit the section once you have corrected any issues and added materials to meet the requirements for the section.

Requirement Name	Issue
Cover Letter	Exceeds the maximum number required
Research Statement	Missing the minimum number required

Close
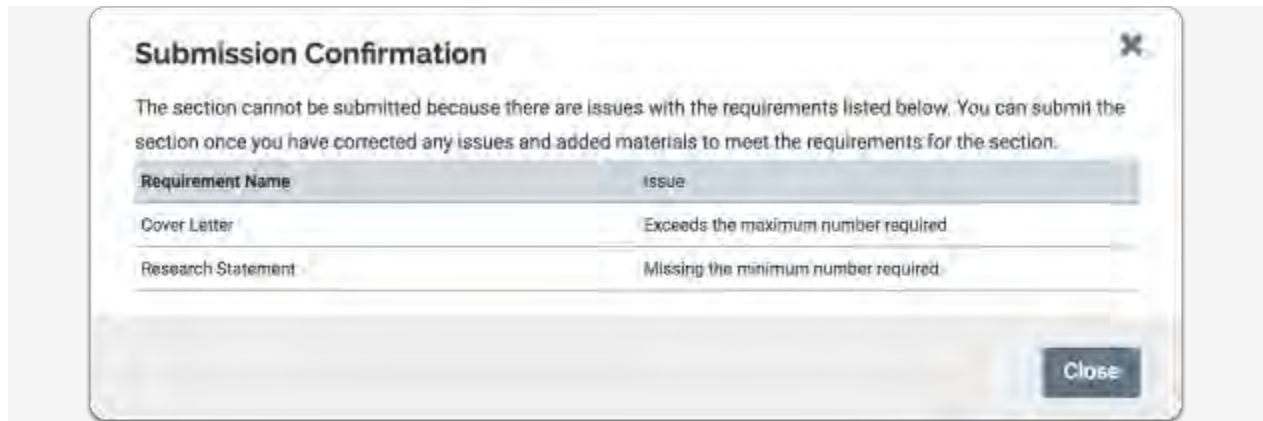
View and Respond to Files Shared with You by a Committee (Review Letters)

The most common scenario for sharing files with you is when the reviewer (person or committee) has made a decision about a candidate following review of the eDossier/Packet. Once the person or committee reviewing your case has written, signed, and uploaded a review letter, the file containing the letter may be shared with you.

However, there may be other circumstances when the committee or administrative personnel require the candidate to view materials from the case packet. A reviewer (PRC Chair, Dept Chair/School Director, Dean) may share with you a file (letter) asking for additional information; may allow you to respond in writing to the shared letter; and may set a date when your response is due.

When files are shared with you, you will receive an email message prompting you to log into your account and view the files
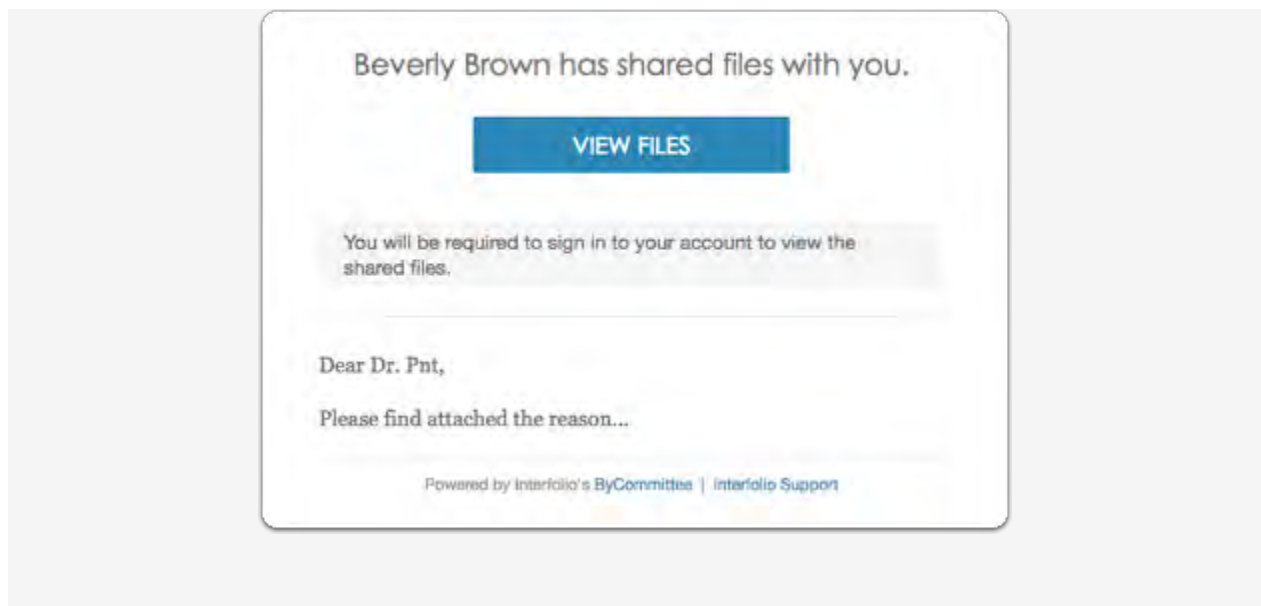
Login to your Faculty180 account and you will see an action item indicating that a file has been shared and an indication if a shared file is open for a response. You can click your name to view the packet.
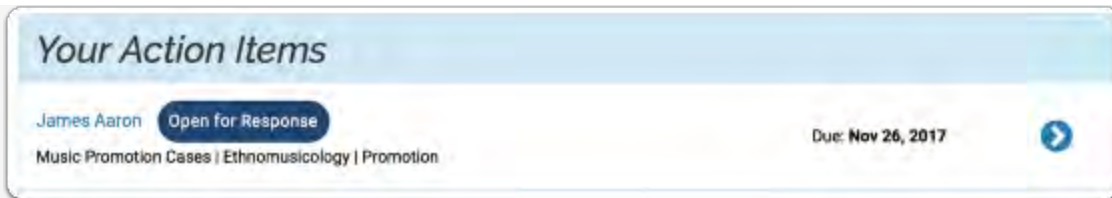
-or- click "Your Packets" in the left hand navigation and select the case
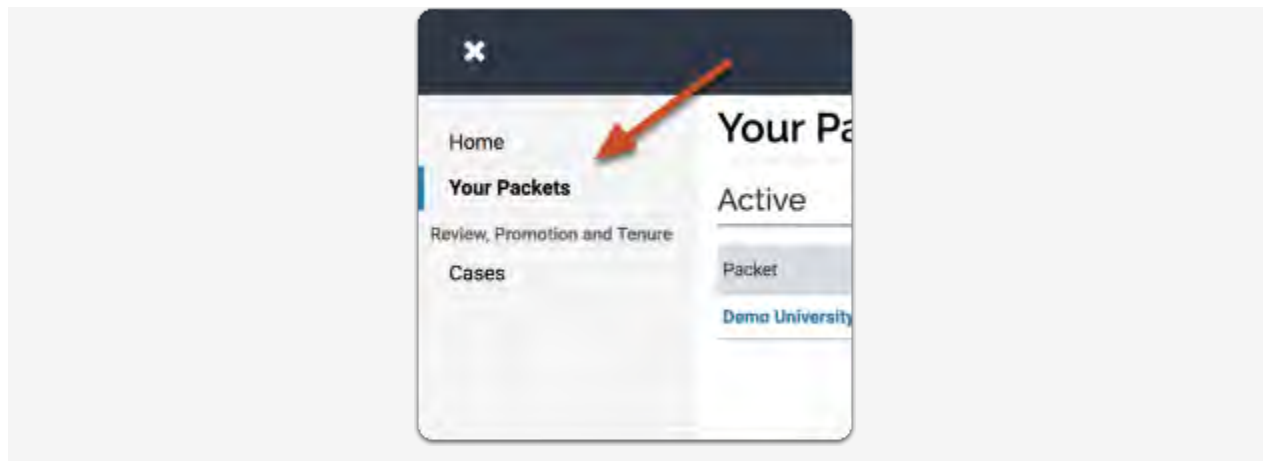
Open the "Shared Committee Files" tab of the case packet
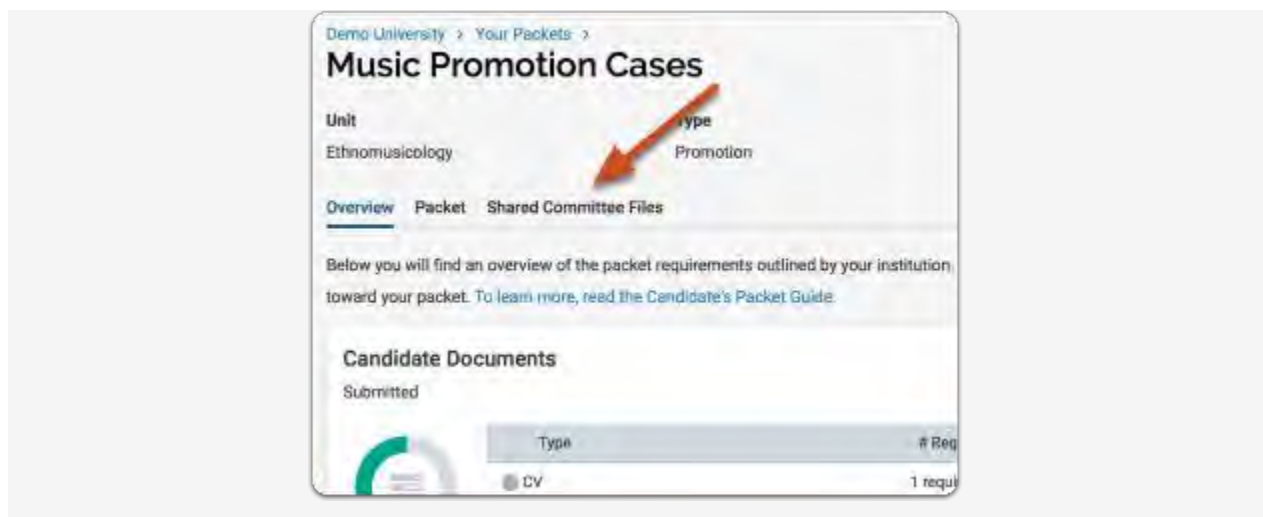
Files shared with you will appear listed

You can download the file, or copy it to your Dossier where it will appear in your Dossier materials.
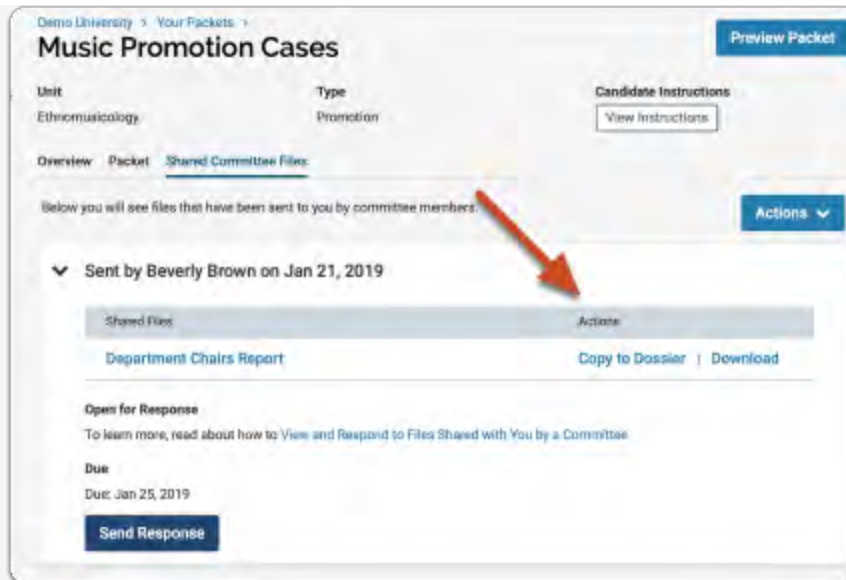
If you click "Copy to Dossier," you will have the option to add the file directly to a collection of materials to use in future reviews (i.e. review letters). (If you have any collections available). <u>You will not see these files available until the time for the next review occurs.</u>
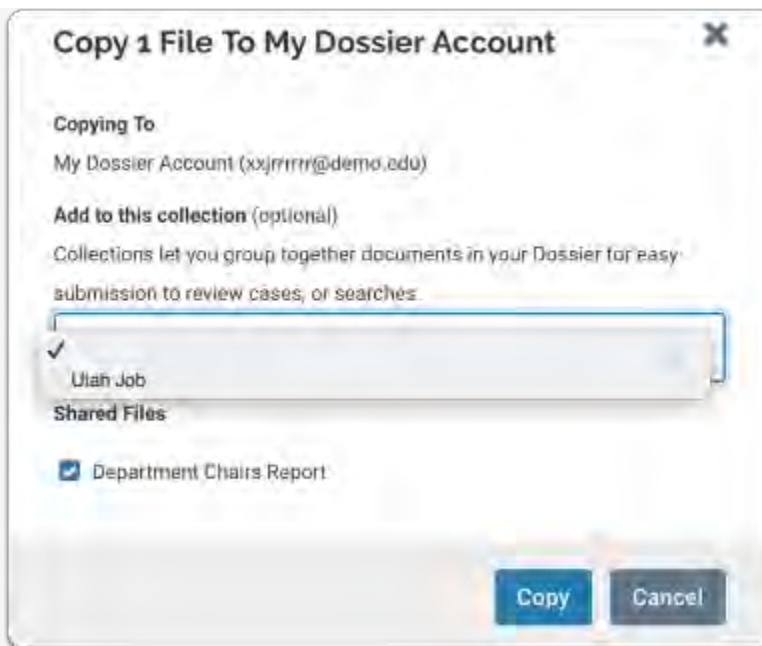
You can also click the "Actions" button to the right of the page to copy or download all shared files.
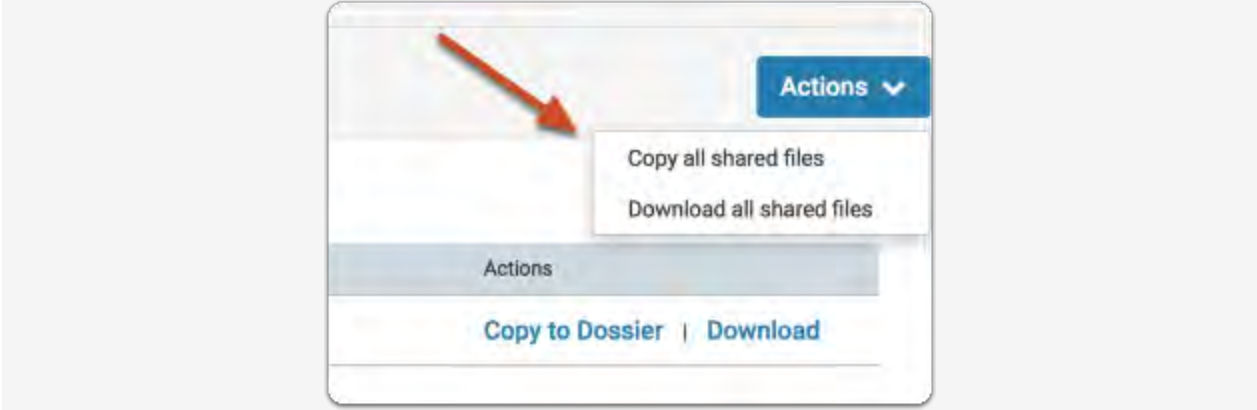
Re-use Materials from Previous Packets/eDossiers in Current or Upcoming Reviews

Faculty candidates can import and re-use materials from past Faculty180 Review, Promotion & Tenure packets (including prior review letters) when assembling a packet for a current or upcoming review.

So, if you are up for an important review (like tenure, or promotion to full professor), you can easily add materials you've previously submitted for routine reviews such as annual reviews, prior year's review letters, etc. This can save you hours of tedious redundant work, and also cut down on potential errors when assembling your packet.

Login to your Faculty180 account,

Select "Your packets" from the left hand navigation
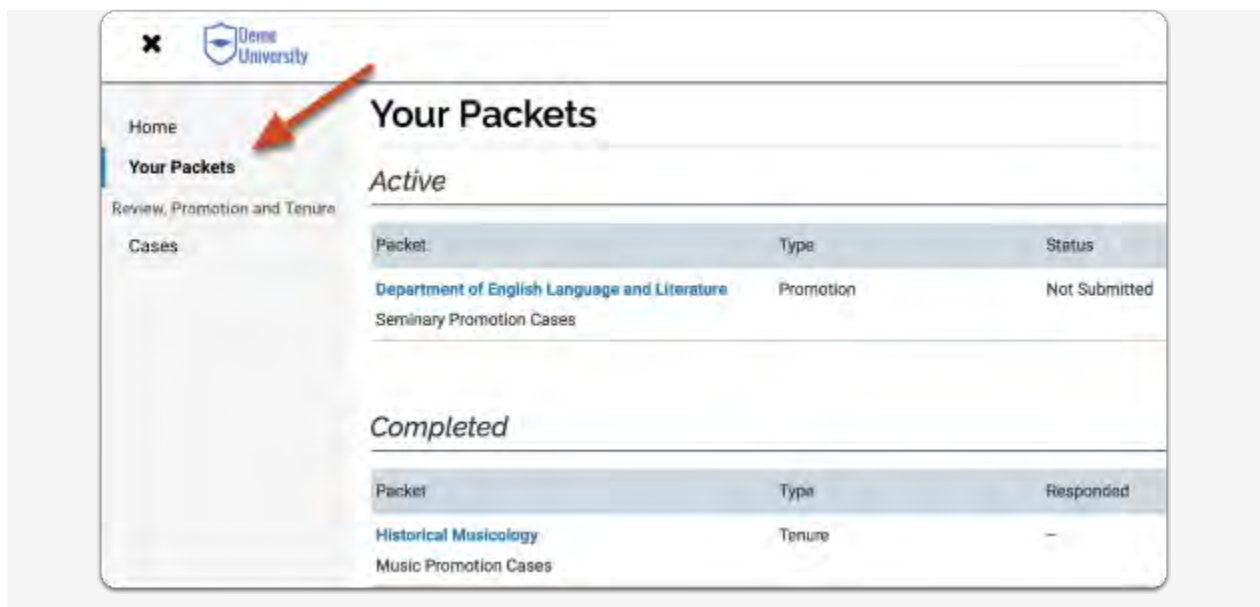
Open your packet

You will see a list of all packets with an indication of packet type, status, due date, or completion date.
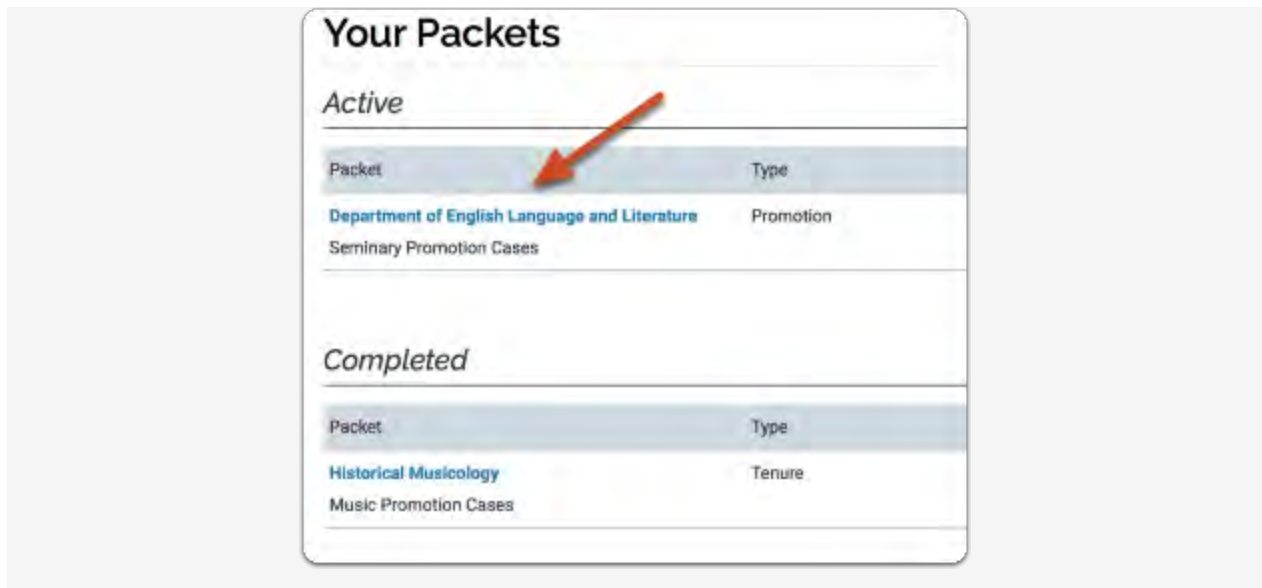
Click "Edit" on the section where you want to add the file
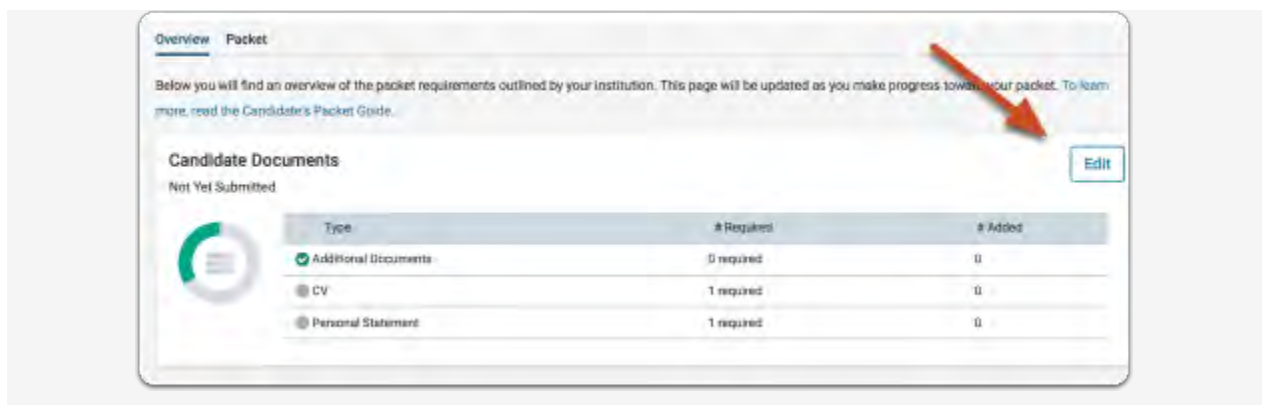
Click "Add" next to the requirement for which you want to re-use previous packet materials

Click "Packets" on the "Choose Existing" tab
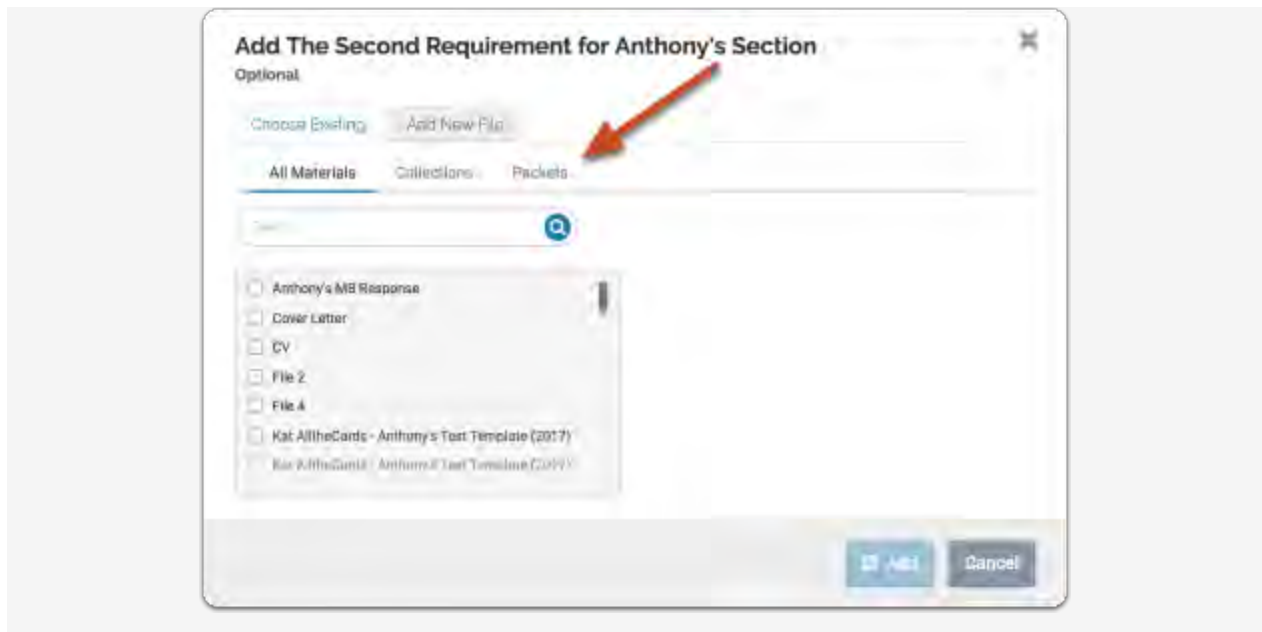
Select a packet from the list to view and add files from that review

If you have previously created a packet for a review, you will have the option to add materials from previous reviews to the new packet.

You will see a list of packets with packet type and date of completion displayed. Click the packet title to view and add files.
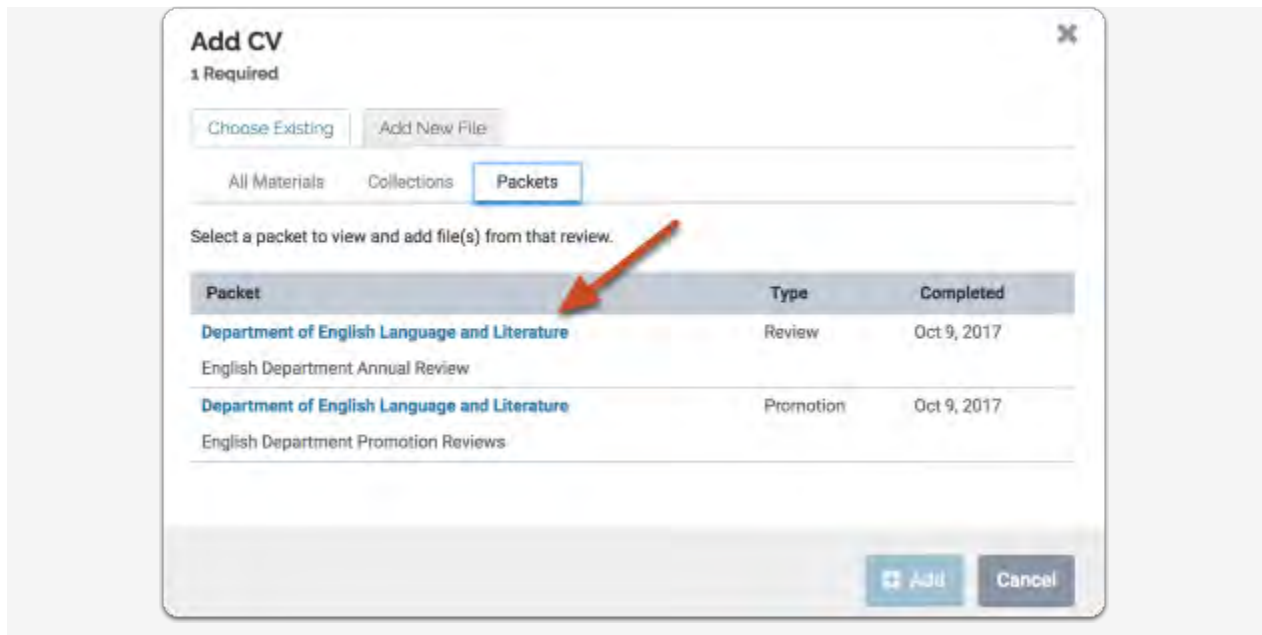
Select the files you want to add

All the materials you uploaded for the review will appear listed, as shown below.

Check "All documents in this review in a single PDF" to add all files, or select the files you want to add to the new packet
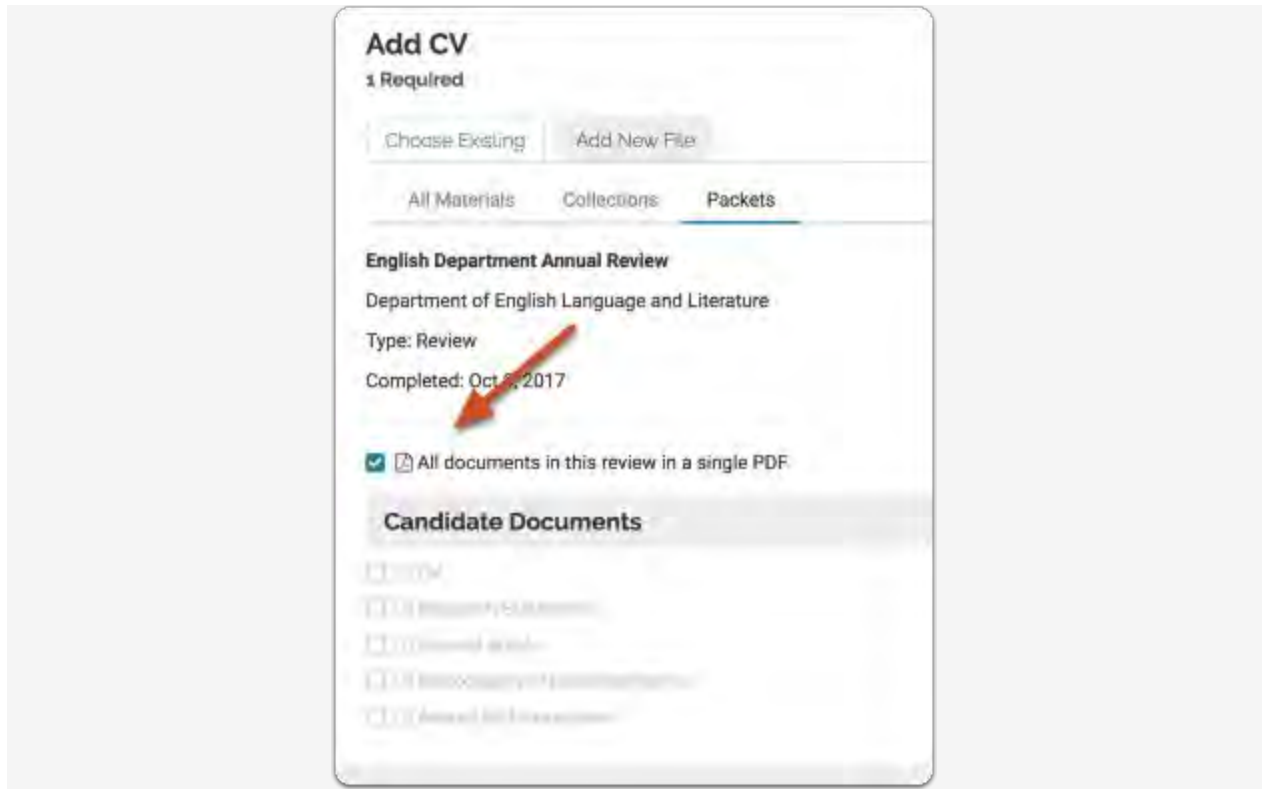
If necessary, you can click "Select a different review" to reopen the list of packets for previous reviews

Need Help? - Important Contact Information

School of Nursing

Corinne Wheeler - (216) 687.5048 or c.a.wheeler@csuohio.edu

Joan Thoman - (216) 687.3518 or J.THOMAN@csuohio.edu

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Maxine Goodman Levin College of Urban Affairs

Wendy Kellogg- (216)687.5265 or W.KELLOGG@csuohio.edu

Office of the Provost

Rachel Thornton- (216) 687.3577 or r.e.thornton82@csuohio.edu

Center for Faculty Excellence

Joanne Goodell- (216) 687.5509 or J.GOODELL@csuohio.edu

Faculty180 – Activities, Scholarly Contributions

OVERVIEW	You can import citations into Faculty180 in RIS or BibTeX format. For example, you can export citations from Google Scholar in BibTeX format and then import them into FACULTY180.

EXPORT DATA FROM GOOGLE SCHOLAR

1.	Login to your Profile, and click on **My profile** located at the top toolbar.	
2. 3. 4.	**Select citations** for export Click **Export** dropdown **Export** selected citations in the **BibTeX** style.	
5. 6.	Highlight all text including the last }. Shortcut: **Ctrl+A** Right-click for shortcut menu and select Copy or Shortcut: **Ctrl+C**	
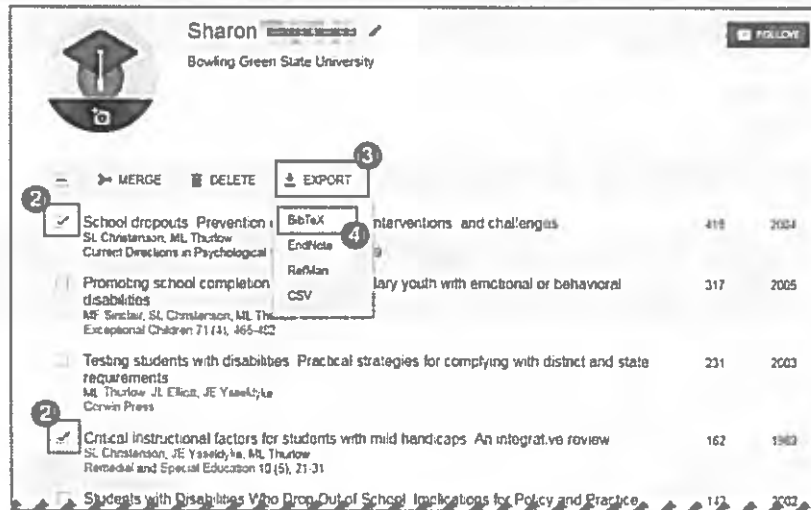
Faculty180 – Activities, Scholarly Contributions

EXPORT (DOWNLOAD) DATA FROM IEEE XPLORE AND OTHER DATABASES

- Conduct your search in the usual way. Open the reference you wish to save.

1. Click Download Citations
2. Select BibTex
3. Click Download Citation.
4. This will open a new page with BibTex entry.
5. Copy text to the clipboard

Download Citations **1**

Email

Print

Request Permissions

Save to Project

DOWNLOAD CITATIONS

Include
- ● Citation Only
- ○ Citation & Abstract

Format:
- ○ Plain Text
- ● BibTeX **2**
- ○ Refworks
- ○ EndNote, ProCite, RefMan

3 Download Citation   Cancel
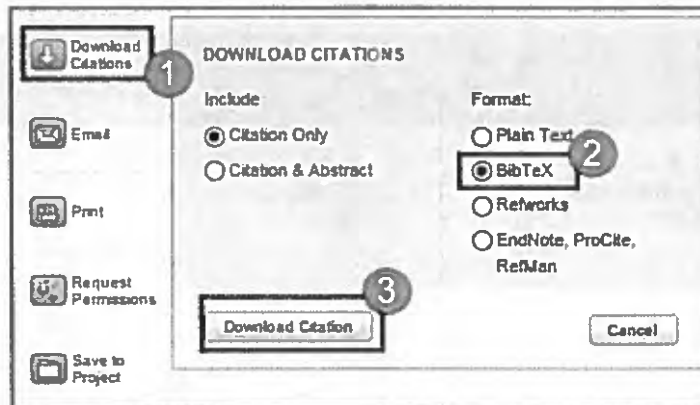
EXPORT DATA FROM ENDNOTE AND OTHER BIBLIOGRAPHIC MANAGEMENT SOFTWARE

- **File** menu
- **Export ...**
- Export as **Bib TeX** Output style

IMPORT CITATIONS INTO FACULTY180

1. Click the **Activities** link on the left navigation.
2. The Activities form displays. If the **Scholarly Contributions and Creative Productions** section is not already open, scroll down to the section and click the expand icon to expand the section.
3. Click the **Add** button.

✕ **BGSU.**
Bowling Green State University

Home

Faculty 180
Announcements & Help
Profile
Activities **1**
Evaluations
Forms & Reports
Vitas & Biosketches

Bowling Green State University >
Activities

Jump to Section ⌄

▶ Teaching

▶ Teaching – Supporting Documents

▶ Teaching Outside of Bowling Green State University

▶ Graduate Student Supervision/Mentoring

▶ Undergraduate Student Supervision/Mentoring

▶ Curriculum Development

▶ Professional Development

▶ Student Advising

▶ Grants **2**

▼ Scholarly Contributions and Creative Productions

Search:

Type		Title
Journal Publication		Title

3 Add

▶ Institutional Committees

4. The Activity Input screen displays. Click **the Generic (RIS / BibTeX)** import option.

   Note: Click the Help link to view tutorials on importing citations into FACULTY180. (does not work in Google Chrome browser)

5. Click the **Continue** button.

Bowling Green State University > Activity Input >

Activity Input
Scholarly Contributions and Creative Productions

Manual Input ❓   ④ Import ❓

Select ▾   ◉ **Generic (RIS / BibTeX)**

⑤
Continue   Cancel

---
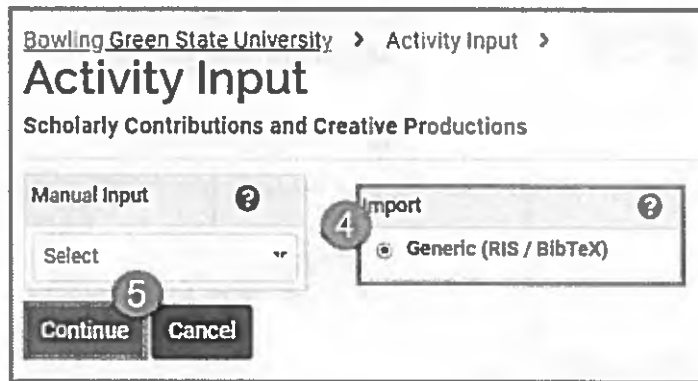
6. Select the citation format **BibTeX.**
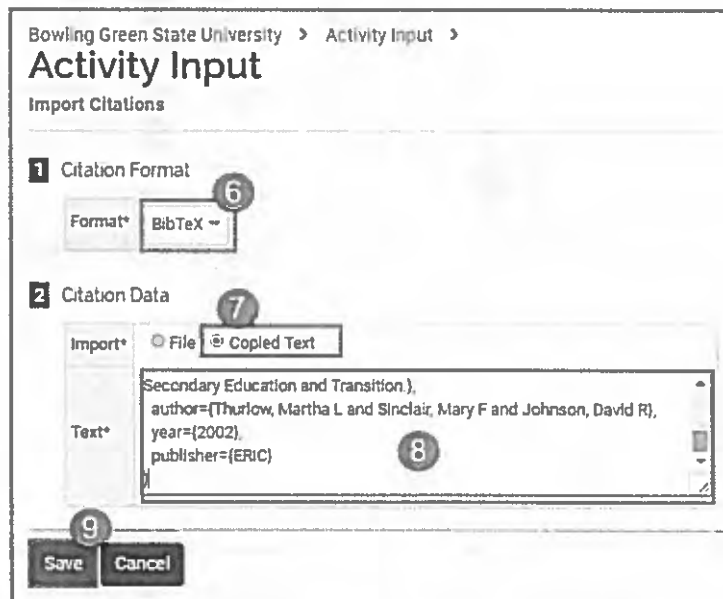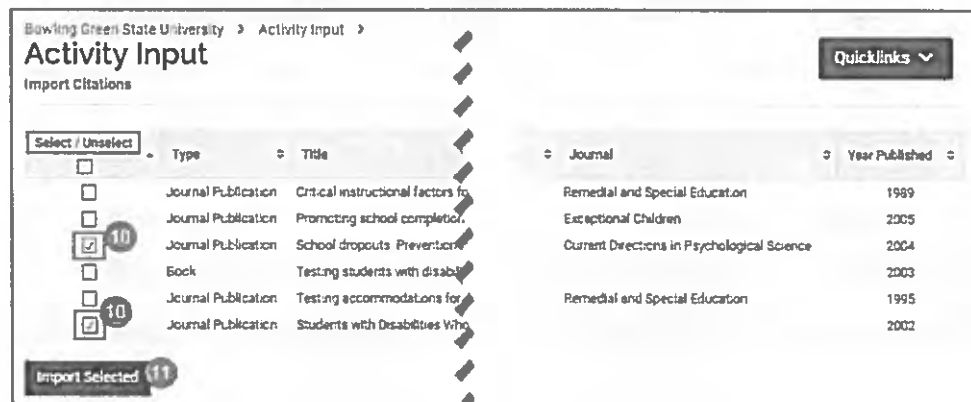7. In the Citation Data, select **Copied Text**
8. **Paste the text** copied from Google Scholar.
9. **Click Save.**

Bowling Green State University > Activity Input >

Activity Input
Import Citations

1 Citation Format
   ⑥
   Format* BibTeX ▾

2 Citation Data
   ⑦
   Import*   ○ File ◉ Copied Text

   Text*   Secondary Education and Transition.),
            author={Thurlow, Martha L and Sinclair, Mary F and Johnson, David R},
            year={2002},
            publisher={ERIC}   ⑧

   ⑨
   Save   Cancel

---

10. The citations from the file are listed. **Select the citations to import.** The check box in the heading row can be used to select or unselect all citations.
11. After reviewing all of the relevant information, click **Import Selected.**

Bowling Green State University > Activity Input >

Activity Input
Import Citations

Quicklinks ▾

Select / Unselect	Type	Title	Journal	Year Published
☐	Journal Publication	Critical instructional factors fo	Remedial and Special Education	1989
☐	Journal Publication	Promoting school completion	Exceptional Children	2005
☑ ⑩	Journal Publication	School dropouts Prevention	Current Directions in Psychological Science	2004
☐	Book	Testing students with disabil		2003
☐	Journal Publication	Testing accommodations for	Remedial and Special Education	1995
☑ ⑩	Journal Publication	Students with Disabilities Who		2002

Import Selected ⑪

---

12. Import Results displays how many activities are imported. Click the **Go Back** Link.	Bowling Green State University › **Import Results** **A** Imported Activity Counts | Total Activities	Imported Activities	Duplicate Activities	Exact Duplicate Activities | |---|---|---|---| | 2 | 2 | 0 | 0 | Go Back
• There are options to Edit, Delete and Clone each of the items imported.	

If you are experiencing issues with logging in, browsers, printing, or some feature of the system is not working properly, contact the TSC at 2-0999. If you have questions about entering your activities or information in the system, which category to use for a specific activity, etc., contact faculty180@bgsu.edu for assistance.

THE UNIVERSITY CALENDAR OF KEY FACULTY CONTRACT EVENTS*
Academic Year 2019-2020
(Based on Faculty Collective Bargaining Agreement Effective August 16, 2017 through August 15, 2020;
University Personnel Policies and Bylaws, 2014)

*(The Cleveland-Marshall College of Law has its own contract and calendar.)

[Note: Calendar dates below are "on or before" deadlines; any that fall on weekends or university holidays advance to the next M-F work day.]

Professional Development and Workload (Article 13.1B-C and Personnel Policies 3344-16-03)	
April 30	eFAARs due.
Sept 30	Faculty meet with Chair to review FAAR and to discuss plans and goals.
Oct 15	Faculty development plans due to Chair.
Dec 1	Workload consultation between Chair and faculty.
Jan 25	Consultation between Chairs and Dean.
Jan 31	Faculty notified of workload assignment for AY 2020-21.

Promotion/Tenure Procedures (Article 12.13) & Lecturer 6th Year Reviews (12.2)*

	COLLEGE WITH DEPT PRC	COLLEGE W/O DEPT PRC
April	Preliminary Dossier on First Monday	Same
Sept 1	Final Dossier	Same
Sept 21	Dept PRC to Chair**	---
Sept 30	Chair to Dean	---
Oct 1	Dean's office to College PRC	College PRC to Chair
Oct 15	---	Chair to Dean
Nov 8	College PRC to Dean	---
Dec 1	Dean to Provost	Same
Jan 25	University PRC to Provost	Same
Feb 15	Provost to President	Same
Apr 15	Board of Trustees action	Same

*Lecturer reappointment reviews are finalized with the Provost, requiring no action from the President or Board.
**Chair signifies School Director where applicable.

Third and Fifth Year (Article 12.12) & Lecturer 4th & 9thYear Reviews (12.2)

	COLLEGE WITH DEPT PRC	COLLEGE W/O DEPT PRC
Oct 7	Submission of Dossier	Same
Oct 31	Dept PRC to Chair	---
Nov 14	Chair to Dean for transmittal to College PRC	College PRC to Chair
Dec 15	College PRC to Dean	Chair to Dean
Jan 15	Dean completes review	Same

Tenure-Track Nonreappointment (Article 12.15)

First Year Probationary Faculty	
January 1	Written recommendation from PRC, Chair, or Dean
March 1	Written notification of termination at end of contract year
2nd/3rd Year Probationary Faculty	
October 15	Written recommendation from PRC, Chair, or Dean
December 15	Written notification of termination at end of contract year
4th-6th Year Probationary Faculty	
February 15	Written recommendation from PRC, Chair, or Dean
June 1	Written notification of termination at end of following academic year

Post –Retirement Employment (Personnel Policies 3344-16-07(C))	
April 1	Faculty must notify Chair in writing of their intent to retire and to exercise post-retirement employment in the following fall semester.
May 1	Faculty must notify Chair in writing of their intent to retire and to exercise post-retirement employment in the following spring semester.

Professional Leaves (Article 20)	
Sept 15	Proposals due in Department
Oct 15	Chair recommendations to Dean
Nov 15	Dean recommendation to Provost
December	Provost/President recommendation to Board of Trustees
January	Board of Trustees action
	"Within 90 days of returning to University duties, a faculty member shall submit a written report of activities during the period of professional leave. The report should be submitted to the Department Chairperson, who shall comment upon the report in writing. The report and comments shall be forwarded simultaneously to the Dean and the Provost."