

# CNS RPT Workshop

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# Outline

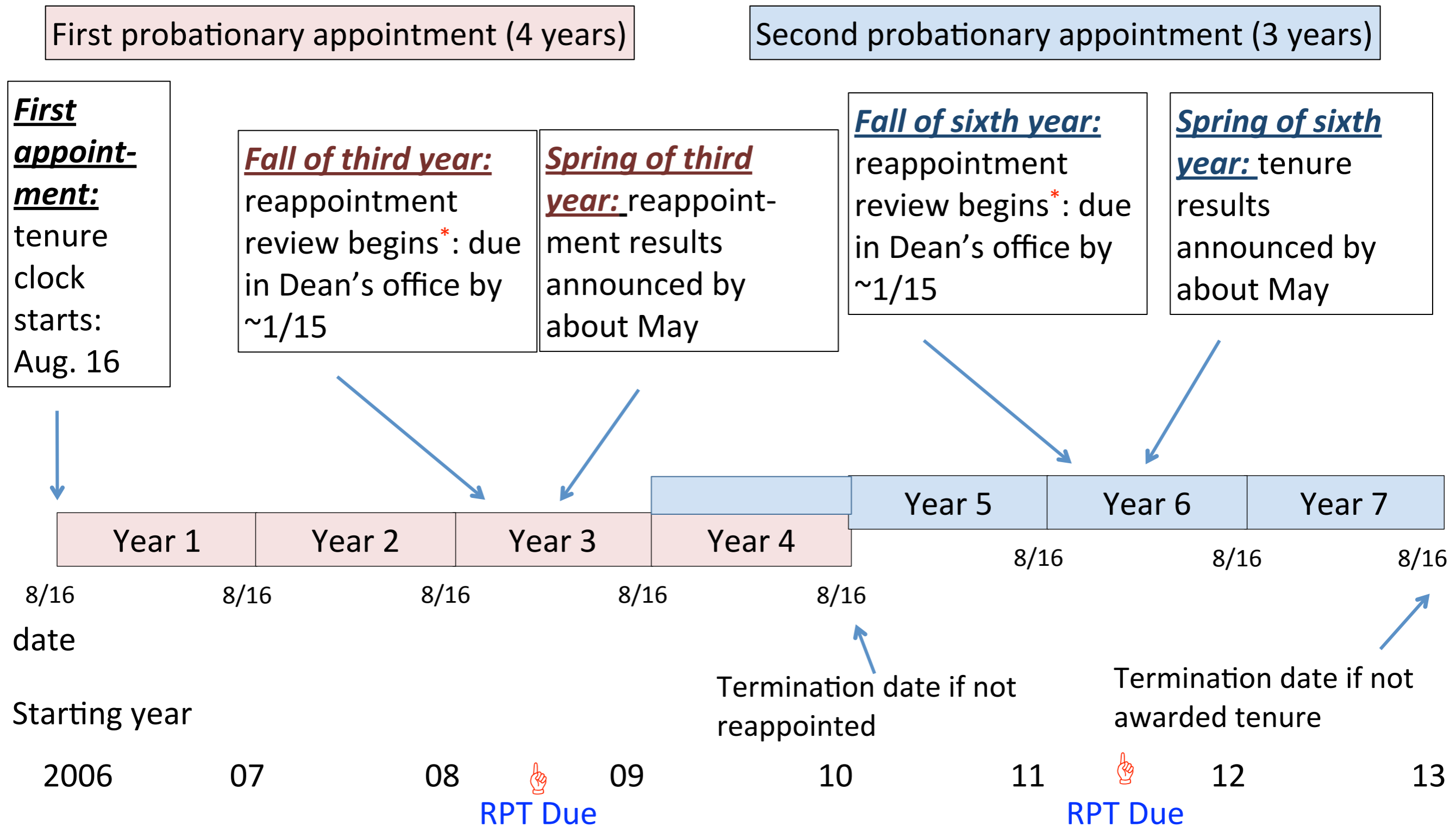
- Timing and Process
- Expectations
  - Reappointment
  - Tenure & Promotion to Associate Professor
  - Promotion to Full Professor
- Paperwork
- Discussion

Questions welcome at any time!

# Timing and Process



# Summary of the tenure timeline for Assistant Professors



Note: The tenure clock starts on Aug. 16 of the calendar year in which the tenure-stream appointment is effective.

\*Departmental deadlines for receipt of RPT documents vary!

# RPT Timing

- Reappointment
  - process begins after 2(!) yrs. complete
  - results in renewal or terminal year
- Tenure and Promotion to Assoc. Professor
  - process begins after 5(!) yrs. complete
  - results in tenure or terminal year
- Promotion to Full Professor
  - timing flexible – driven by scholarly progress
  - results in promotion (or not) following year



# RPT Process

- Ongoing
  - Annual reviews
  - Mentoring
- Departmental Process: fall (**Timing Varies!**)
  - Collect: CV, candidate “Form D” material, Teaching Portfolio, and External Letters
  - Committee and/or Departmental Votes
  - Chair Recommendation
  - Department combines their material and the candidate’s material in “Form D”

# RPT Process (cont'd)

- **CNS Review: Early Spring**
  - Faculty Committee Review
  - Dean's Recommendation
- **University Review: Late Spring**
  - Provost's Recommendation
  - President's Approval
- **Trustee Approval: Early Summer**
  - Required for tenure

# Expectations



# Expectations: Reappointment

- Excellent progress toward establishing a productive, sustainable, high-quality research program at MSU.
  - Publications and grants as lead author/PI
  - Laboratory/Infrastructure at MSU productive
- Successful Teaching Program.
  - Teaching Portfolio, SIRS, peer evaluation
  - Starting to mentor students and postdocs
- Engagement with disciplinary leadership and university service.



# Expectations: Tenure and Promotion to Assoc. Prof.

- Leading an established, productive, sustainable, world-class research program at MSU.
  - Publications and grants as lead author/PI
  - Impact confirmed by external letters
- Excellent UG/Grad Teaching Program.
  - Teaching Portfolio, SIRS, peer evaluation
  - Successful mentor of students and postdocs
- Effective disciplinary leadership and university service.



# Expectations: Promotion to Professor

- Acknowledged national & international scientific leader, with a productive, sustainable research program at MSU.
  - Publications and grants as lead author/PI
  - Impact confirmed by external letters
- Continued Excellence in Teaching.
  - Teaching Portfolio, SIRS, peer evaluation
  - Successful mentor of students and postdocs
- Record of strong disciplinary leadership and university service.



# Paperwork



# Teaching Portfolio

- Syllabus and Representative Assessment Tool (e.g. quiz or test) from up to three separate courses.
- Up to three one-page summaries of examples of teaching excellence.
- Summary list of contributions to “teaching culture” (e.g. attendance at CNS workshops, etc.).
- Reviewed by Department.



# External Evaluation Letters

“...letters should be obtained from a range of knowledgeable individuals with the objective of evaluating both the specifics of the candidate’s research and its broader disciplinary impact.”

“...at least eight letters from leading researchers at leading AAU Research I universities or comparable research organizations ... from individuals who are demonstrably disciplinary leaders...”

- **Letters are obtained by Department.**
  - Candidate should submit a list of six to eight potential referees, from which the department should obtain a minimum of three
  - Confidential: no communication with candidate
  - College can request additional letters



# Form D: Checklist

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## Promotion Package Checklist

For the College of Natural Science, the promotion package consists of Form D plus additional items described below. It should consist of the following items in the order specified. RPT candidates are responsible for providing the Department/Unit with pdf files for part IV of Form D (as indicated by the asterisks below), and of their CV. The Department/Unit is responsible for reviewing the information provided by the candidate, and for combining this file with those for parts I-III of Form D – thereby creating a *single, searchable, pdf file*.

- 1. Form D-I: the completed cover sheet.
- 2. A cover letter from the chair or director describing the case and providing a detailed analysis of it. This letter should not simply list factual information but should provide a reasoned discussion of why the candidate meets the criteria for promotion or reappointment and why it is in the best interests of the university to make the reappointment or promotion. *It should fully address all significant weaknesses in the case as well as strengths and should not be a reprise of the material in other sections.* The evaluation should also position the candidate relative to a cohort of faculty at other AAU Research I universities at the same career stage and in the same field. The evaluation of research should not contain quotes from the external letters. For candidates with joint appointments, this letter should be prepared and signed by the chairs and directors of all units in which the candidate holds a more than 0% time appointment.
- 3. Form D-II, Summary Information: For the summary ratings, the comparison group is faculty at AAU Research I universities at the same career stage. Excellent ratings should be given in only truly exceptional cases. Assignment of time should accurately reflect the candidate's situation. The cover letter from the chair or director and the cover letter from the dean substitute for the summary statements in this section.
- 4. Form D-III A, Evaluation of Instruction: This should both describe and evaluate the candidate's contributions to instruction and should fully address all aspects of teaching described in the criteria above. Include here an explanation of any *shared* teaching responsibilities. The narrative should include a 1 to 2 page evaluation of the candidate's teaching documentation, including<sup>2</sup>
  - a. an evaluation of the SIRS scores (or equivalent), including an analysis of student comments, and a comparative evaluation to (the same or comparable) courses taught by others,
  - b. a summary analysis of peer classroom observations,
  - c. an evaluation of the candidate's CNS RPT "Teaching Portfolio", and
  - d. a description of the process by which the teaching evaluation was performed, including who did the evaluations and when.

Numerical SIRS (or equivalent) data should be compiled by the Unit/Department, and appended to the candidate's contribution in Form D-IVA, "Instructional Data". To facilitate the evaluation of this data, a comparison should be made to either student evaluation data from the same course or

<sup>2</sup> See the section on "Summarizing Teaching Accomplishments" in the "[Guidelines for Implementation of Teaching Evaluation in CNS](#)".

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other courses of approximately the same level and student audience, but taught by other faculty members. This comparative information should be included in the summary worksheet described in item 9 below.

- 5. Form D-IIIB, Evaluation of Research and Creative Activities: This should both describe and evaluate the impact of the candidate's research. It should address all aspects of research described in the criteria above, and should cite evidence to justify the evaluation provided. It should not contain quotes from the external letters.
- 6. Form D-IIIC, Evaluation of Service: This should address all aspects of service and leadership described in the criteria above.
- 7. Form D-IIID, Additional Reporting: (If any.)
- 8. \*Form D-IVA, Instructional Data, as required by the Form D instructions: The candidate's contributions to shared courses should be fully listed and also described in the written evaluation of teaching. Note that the number of "sections taught" refers to the number of separate course lecture, recitation, or laboratory sections taught directly by the candidate, and does not include recitation or laboratory sections taught by assistants, nor does it refer to the number of course meetings per week.
- 9. Numerical SIRS data should be compiled by the Unit/Department, and the CNS RPT numerical student evaluation summary worksheet should be appended here. Copies of the SIRS summary forms for individual courses should be kept on file in the Department, and should not be included in this packet.
- 10. \*Form D-IVB, Research and Creative Activities: For all publications and presentations, the complete authorship in published order, the title, journal or venue of publication, date, and pages should be included. Note that an asterisk should be used to indicate peer-reviewed activity, and the lead author of a multi-authored work should be underlined. Indicate work done in collaboration with PhD or postdoctoral advisors by placing the title in *italics*. Highlight in **boldface** the titles of those publications arising from "the reporting period", that is work at MSU since the last RPT action (or, in the case of reappointment cases, since hire at MSU).

In CNS, Research/Creative works (part 1 of Form D-IVB) would normally include only the following

- a. "Books"
- b. "Articles", which includes all journal publications reporting original research.
- c. "Book Chapters", which includes any published contributions to edited volumes, other than conference proceedings (see "e" below).
- d. "Reviews", which include reviews, commentary, or perspective articles appearing in a serial publication. Note that peer reviews provided for journals or other publications are not to be listed here, but should be included in service (Form D-IVC).
- e. "Papers and Presentations from Learned Professional Organizations and Societies", which includes *published* conference proceedings.

## Asterisks: Candidate Responsible!



# Form D: Explain Yourself!

- Describe
  - Teaching
    - Your role in courses taught jointly
  - Publications
    - Refereed vs. un-Refereed
    - Your role in joint work: describe your contributions and their importance, don't just repeat factual information.
  - Grants (PI vs. co-PI, \$'s to your program & IDC)
- Reflective essays (research and teaching)
  - read by faculty outside your department
  - your chance to “frame” the RPT case



# Questions?

