

**The Center for Professional Development**  
**Tenure/Promotion Workshop**  
Hosted by Debbie Guelda, Director

*How can you articulate your journey and growth while at BSU?*  
*How well can you articulate and evidence your own value in the 5 contractual areas?*  
*How can you articulate who you are and what you do that makes you so AWESOME?*

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**Part 1 – The IFO contract**  
**What it says and what is left for interpretation**  
**Article 25/22**

**Part 2 – What is the difference between tenure and promotion?**

**Part 3 – The tenure and promotion package**  
**The *not-even-close-to-being-exhaustive* list of items you can address!**

**Part 4 – Being able to articulate who you are, what you do, and  
where you can improve as you prepare for tenure and promotion!**

**Part 5 – You are your own best advocate!**

**Part 6 – Q and A**

## Part 1 – The IFO contract

### What is says and what is left for interpretation

#### Article 25

**Subd. 1. Tenure.** The decision to award tenure shall normally be based on the faculty member’s work during the probationary period. A faculty member’s work at the university prior to the commencement of the probationary period, if any, may be considered. To be awarded tenure, the faculty member must demonstrate a record of positive performance and professionally competent achievement over the duration of the probationary period that is consistent with the goals and objectives of the university/college/department/program and with the goals of the process outlined in Article 22. The faculty member’s record will be evaluated based on all the criteria outlined in Article 22. Completion of the probationary period alone does not mean the standards of tenure have been met.

**Subd. 2. Promotion.** The decision to promote shall be based on the faculty member’s cumulative work record since the faculty member’s last promotion or since the date of hire as applicable. To earn promotion, the faculty member must demonstrate a cumulative record of professional performance and high achievement appropriate to the relevant rank and consistent with the goals and objectives of the university/college/department/program. The faculty member’s record will be evaluated based on all the criteria outlined in Article 22.

#### 2021-2022 PROMOTION REQUEST TIMELINE (See Article 25 in the IFO-MnSCU Master Agreement for further detail)

Department Review (Coordinated through Chair)		Dean / Supervisor Review			Vice President / Provost Review			President Review		
Submission of Promotion file and Progress report to Department through Chair	Department / Chair proposed recommendation to Faculty	Promotion File and Progress report forwarded to Dean / Supervisor  (With Department recommendations and Faculty response (if any) added)	Dean proposed Promotion recommendation to Faculty	Faculty meeting with Dean / Supervisor (Optional)	Promotion file forwarded to VP (Dean comments and faculty response (if any) added)  PDR File forwarded to VP	VP proposed recommendation to Faculty	Faculty meeting with VP (Optional)	Promotion file forwarded to President  (With VP recommendation and Faculty response (if any) added)	President's decision sent to Faculty  (Copy of decision and documents to Personnel file)	Faculty may request a meeting with President following denial of Promotion
1-7-22  (First Friday Duty Day of Spring Semester)	1-21-22	1-31-22*	2-25-22	3-4-22	3-18-22	4-15-22	4-22-22	5-1-22*	6-15-22*	10-7-22

\*Promotion file includes 1) Application and Supporting Documentation, plus 2) all required Recommendations from Chair / Department, Dean, VP, 3) any written faculty responses to Recommendations from Chair / Department, Dean, VP added throughout the process and 4) the final decision made by the President.

#### 2021-2022 TENURE REQUEST TIMELINE (See Article 25 in the IFO-MnSCU Master Agreement for further detail)

Department Review (Coordinated through Chair)		Dean / Supervisor Review			Vice President / Provost Review			President Review			
Submission of Tenure file and Progress report to Department through Chair	Department / Chair proposed recommendation to Faculty	Tenure file and Progress report forwarded to Dean / Supervisor  (With Department recommendations and Faculty response (if any) added)	Dean proposed Tenure recommendation to Faculty	Faculty meeting with Dean / Supervisor (Optional)	Tenure file forwarded to VP  (Dean comments and faculty response (if any) added)  PDR File forwarded to VP	VP proposed recommendation to Faculty	Faculty meeting with VP (Optional)	Tenure file forwarded to President  (With VP recommendation and Faculty response (if any) added)	Faculty meeting with President (Optional)	President's decision sent to Faculty  (Copy of decision and documents to Personnel file)	Faculty request for meeting with President following denial of Tenure
1-8-21  (First Friday Duty Day of Spring Semester)	1-22-21	1-31-22*	2-25-22	3-4-22	3-18-22	4-15-22	4-22-22	5-1-22*	5-6-22	6-15-22*	1-15-23*

\*Tenure file includes 1) Application and Supporting Documentation, plus 2) all required Recommendations from Chair / Department, Dean, VP, 3) any written faculty responses to Recommendations from Chair / Department, Dean, VP added throughout the process and 4) the final decision made by the President.

**Part 2 – What is the difference between tenure and promotion?  
The quick and dirty answers:**

Tenure – an indefinite appointment unless something serious occurs  
Promotion – increase in rank and associated salary

**The contractual definitions:**

**Subd. 41. Promotion.** Promotion refers to an increase in academic rank based on the promotion process set forth in Article 25.

**Subd. 49. Tenured Appointment.** A tenured appointment is a faculty appointment pursuant to Article 21, Section E, Subd. 7, upon successful completion of the probationary period. Tenured appointments are for an indefinite period of time and individuals holding such appointments are automatically reappointed annually unless terminated under the provisions of either Article 24 or Article 23.

FYI:

Article 23 - Retrenchment

Article 24 – Faculty rights in disciplinary and investigative action

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**Part 3 – The tenure and promotion package  
The *not-even-close-to-being-exhaustive* list of items you can address!  
Note – Please see Article 22 of the contract!**

**Area I – Teaching Effectiveness**

What is your philosophy when designing a class?

How have your classes evolved since you began teaching them? Why is this?

What teaching techniques have you attempted, but just didn't work for you? Reflection about this?

What teaching techniques have you attempted and still employ? Why do you think these work for you?

Have you attended meetings, seminars, viewed webinars, read books/articles etc. that addresses teaching effectiveness?

Did these help you alter your methodologies? How?

How do you approach writing exams? Assignments? How have these changed as you have become more experienced?

Do you regularly utilize mid-semester/end-of-semester teaching evaluations?

How have you used these assessments to change your teaching/classes? What worked? What didn't?

Do you use Best Practices of teaching evaluation distribution and utilization?

Have you have your teaching observed/evaluated by a peer or the CPD?

What did you learn about your teaching and how has this affected your approach?

*What else can you add here?*

Examples of suggested evidence to include in package:

- Documentation on conferences, seminars, workshops, webinars, attended.
- Quantitative information on teaching evaluations. Reflections on these.

- Examples of student comments
- Examples of teaching evaluations given. How did these affect your teaching?
- Examples of exams given in your classes
- Bibliography of works read
- Certificate(s) from the CPD for seminars/observations/workshops attended

### **Area II – Scholarly Achievement**

How your work fit into BSU’s Mission and Vision statements? The Strategic and Master Academic Plans?

How does your scholarship set you apart, yet compliment, other work in your department/program?

Does your scholarship affect your work in the other contractual areas? How?

Have you attended/presented at meetings? Local, regional, national, international?

Have you started collaborative relationships that you may not have had earlier in your career?

How has your research changed since your arrival at BSU? How has this challenged or strengthened you?

How does your scholarship affect others besides those that share you specific individual interests?

Have you shared your scholarship with students? With colleagues? With members of the university community?

*What else can you add here?*

#### Examples of suggested evidence to include in package:

- Manuscripts published, in print, or in prep (not just links!).
- Copies of grants submitted, even those that were not funded.
- Confirmation of abstracts accepted/meetings attended. How did these assist growth?
- Copies of performance or exhibition promotional material. How did these assist growth?

### **Area III – Continuing Preparation and Study**

How are you growing as a faculty member at Bemidji State University?

How has your knowledge in your field grown? Changed?

To what professional organizations do you belong?

How have your interests changed or developed?

How has this affected growth in the other contractual areas?

How do you challenge yourself? What are you proud of? Challenged by?

How do you keep current in your field?

Do you see yourself occupying the same role in your department/program, college, university as you did when you began your BSU career?

#### Suggested evidence to include in package:

- Documentation of professional organization memberships.
- Information on conferences, webinars, etc. attended. How have these helped you grow?
- Bibliography of works read. How have these helped you grow?
- Information on professional organizations to which you belong.

### **Area IV - Contribution to Student Growth and Development**

How have you contributed to student growth and development outside of the classroom?

With how many advisees do you work? What is your philosophy of student advising?

Do you work with students individually in mentoring, individual research projects, performances?

Do you have graduate students? What is your philosophy here?

In what social or community building activities with students are you active?  
Can you illustrate how you are integral in the success of students in your area (not directly related to teaching?)  
Are you involved in student organizations?  
How do you strive to build community with students in your department/program/program?  
Are you a member of the graduate faculty and serve on committees?  
Do you review students' resumes and offer advice for grad school applications, etc.?  
How would students at BSU fare worse if you were not involved with them? Again, how do you uniquely serve our students?

*What else can you add here?*

Suggested evidence to include in package:

- Commentary from students in the form of emails, thank you cards, etc. Which of these reinforced particular activities and efforts?
- Information regarding student clubs/organizations with whom you are involved.
- Information regarding advising success.
- Information on student projects, theses, SSAC involvement, performances, in which you were integral.

**Area V – Service to the University and Community**

On what committees do you serve? For how long?  
Can you articulate your contribution to these committees and how the work of these committees has moved forward because of your contribution?  
How do you facilitate civic engagement in your department/program?  
How have you made BSU a better place for students, faculty, and staff?  
Are you known in the community of Bemidji? In what context as it refers to BSU?  
Have you worked with the foundation, donors, and alumni?  
How have you actively promoted your department/program/BSU?  
Can you speak to BSU's signature themes?

*What else can you add here?*

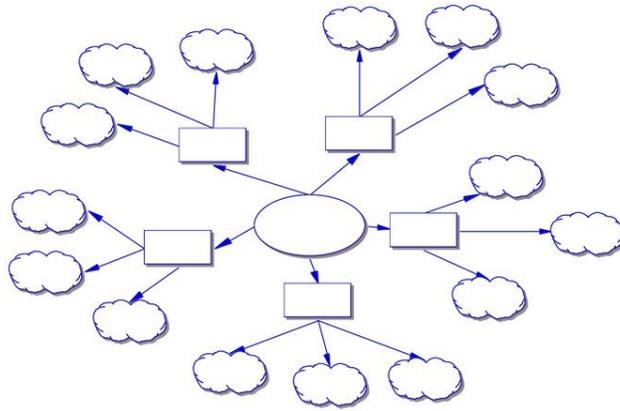
- Suggested evidence to include in package:
- Letters from chairs of committees speaking to your contribution and time served.
- Information on initiatives on which you have worked. Why were these important?
- Information on involvement in the community. Why were these important?
- Letters from members of the community speaking to your involvement and contribution.
- Examples of promotional materials, programs, etc.

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**Part 4 – Being able to articulate who you are, what you do, and where you can improve as you prepare for tenure and promotion!**

Can you draw a tree/concept map that demonstrates how you have grown and developed in the past x years in each of the 5 areas? How has your map changed since your first year?

CONCEPT MAP



**Part 5 – You are  
advocate:**

**your own best**

What do you see as your contribution in your department/program/program, college, and the university as a whole? In other words, what do you bring to the party?

Department/program:

College:

University:

**And finally:**

*In 5 or less sentences, (yes, really) tell me who you are, what you do, and the importance of you to Bemidji State University.*

**Tenure and Promotion Guidelines from the Provost,  
Associate VPAA, and Academic Deans**

8/29/18 – Approval by Allen Bedford/Faith Hensrud for 10/2021 dispersal

The following guidance is provided to assist faculty members who are preparing the Tenure and Promotion application. The aim of this assistance is to help faculty colleagues submit clear and effective documents in support of their applications for tenure and/or promotion. Those charged with evaluating such documents will be aided in their efforts to offer a thorough and objective recommendation if the materials submitted thoughtfully represent the candidate's record in a well-organized and reflective way.

Applications of 100 pages or less generally address all appropriate issues and protect key elements from being obscured by tangential information. The evaluators will normally anticipate finding the following items in a faculty member's packet:

- 1) An updated CV
- 2) A printed (paper) copy of the T & P Narrative\*
- 3) Evidence pertinent to each of the five areas of contractual responsibility, which demonstrates the pattern of professional growth and effective performance articulated in the narrative\*\*
- 4) Additional evidence and supplemental materials deemed important to the application.\*\*\*

\*A succinct narrative usually proves most clear in its presentation. Typically, a complete and concise narrative can be achieved in ten or fewer pages. It should provide a description of the applicant's role and motivations as a professor along with a succinct summary recounting pivotal milestones in the faculty member's growth and development over the years. The applicant should highlight as well several key examples relative to each of the criteria set out in Article 22 and reflect on successes, places where success fell short of expectations, and efforts and assessments aimed at improvement through the lens of such experiences.

\*\*Normally, it proves helpful when the evidence presented expands upon, illustrates, and explains the faculty member's positive trajectory of professional growth from year to year (referencing PDPs and PDRs). Such growth over a period of time reflects the tenure and/or promotion standards set forth in Article 25 by articulating the sum of one's progress and positive impact over the years. The preparer should consider including as part of this record all class evaluation data, a brief analysis of the data, and reflective comments in light of what the data show as evaluators will likely wish to review this information.

\*\*\*The import of additional evidence, which is best submitted electronically, will be made more readily apparent through clear labeling of files and thoughtful organization.

**Notes:**

- Though digital submissions (not including the narrative) are preferred, faculty members who have already prepared a paper application need not undertake the burden of converting these materials to electronic form. Transition to sole use of electronic files through D2L or a USB drive is the intent, however, over the next few years.
- Please do not use plastic page protectors, unless you need to protect a fragile document.
- The Academic Deans, Associate VPAA, and Provost will happily answer additional questions or offer clarifications. The Center for Professional Development also stands ready to provide helpful guidance and examples.