Peer review of candidates for reappointment, promotion, and tenure (RPT) is a crucial aspect of academic governance and faculty intellectual life. This document contains the following information to guide you as an RPT candidate in Lyman Briggs College:

- The role of the candidate
- The role of the unit leaders (LBC Dean and joint appointment Chair/Dean, if any)
- Timeline of the RPT process
- Dean’s comments about the candidate's reflective essay

The LBC faculty information website includes further details about the RPT process in Lyman Briggs and guidelines for the candidate at http://www.lymanbriggs.msu.edu/faculty_staff/RPT.cfm

The role of candidates:

- Submit the materials specified in http://www.lymanbriggs.msu.edu/faculty_staff/LBC-RPTCandidate%20Checklist.pdf and http://www.lymanbriggs.msu.edu/faculty_staff/LBC-RPTCandidate-Teaching-Portfolio-Guidelines.pdf electronically to the LBC HR Officer. They will be placed on a secure D2L site viewable only by the appropriate individuals.
- As desired, present an optional informal seminar within LBC.
- Review the PRC (promotion review committee) report on your case and, if desired, provide written feedback on the report to the tenured faculty or make an oral statement to the tenured faculty.

Additional item only for candidates for promotion and/or tenure [not reappointment]

- Provide names of two prospective external referees to LBC Associate Dean Mark Largent in the late spring (see LBC procedures for guidelines on this).

The role of the unit leaders

- The LBC Dean and joint appointment department Chair make the formal written unit recommendation at the Chair/Director level, taking into account the information submitted by the candidate and the PRC committee, and also the discussion and votes of the faculty review groups of LBC and the joint appointment unit
- The Dean of LBC convenes a college-level advisory committee to review all of the year’s reappointment, tenure, and promotion cases; the Dean of the joint appointment College follows that College’s procedures
- The two Deans jointly make a formal written college-level recommendation and the LBC Dean submits it to the Provost for review
Timeline

- **January 2017:** LBC Associate Dean Mark Largent invites the candidate to present an optional informal seminar in LBC, to which members of the joint appointment department are also invited. It may be scheduled for late spring 2017 or early fall 2018.
- **By May 15:** Candidates for tenure and/or promotion to Associate Professor or Professor provide LBC Associate Dean Mark Largent with suggested names for potential external evaluators, per the LBC procedures; reappointment candidates do not do this step.
- **July 1:** The candidate provides LBC Associate Dean Mark Largent with their CV and with a PDF of each publication from the period under review.
- **August:** The PRC contacts candidate to arrange visit to visit the candidate's fall class(es);
- **September 1:** The candidate submits all required materials electronically to the LBC HR Officer for posting to the secure D2L site.
- **By December 1:** The PRC submits its report to the LBC Dean who shares it with the joint appointment department Chair, the candidate, and the tenured faculty; the LBC Dean obtains the joint unit's report and shares it with the tenured faculty of LBC.
- **December (final exam week):** Tenured LBC faculty meet to discuss and vote on each candidate's case separately.
- **By January 15, 2018:** LBC Dean asks the joint college's Dean to prepare a recommendation.
- **By February 28:** LBC Dean sends RPT recommendation to the Provost.

Dean’s Comments about the Candidate’s 5-Page Reflective Essay

The essay provides non-specialist readers with an overview of the major themes and objectives of the candidate’s activities in teaching, research, and engagement and indicates how the various accomplishments support those themes. It should portray a teacher-scholar with a significant intellectual program and trajectory for future work. The essay is limited to 5 pages; more detail on particular projects can be given in Form D. Samples are available from the Faculty & Organizational Development website. You can also ask the Dean’s Office and colleagues for feedback on early drafts.

Here are two examples out of the many possible ways to frame a section of the essay to convey the structure and trajectory of the candidate's work; the precise numbers of themes/lenses/projects below are not intended to be taken literally. The point is to tell a compelling story that a non-specialist can understand and to show how your various pieces of work are thematically related.

**Sample 1:** One overarching theme.

Intro paragraph: My work [e.g., research or teaching] has theme T, which I examine through multiple conceptual lenses.

Lens A paragraph: I have viewed theme T through lens A in multiple projects that accomplish D, E, and F. Let me give detail on each project

- Separate paragraph for each project, making clear how each relates to theme T and lens A, whether each is completed or in progress and noting outcomes (publications, talks, grants...)
Lens B paragraph: I have viewed theme T through lens B in multiple projects that accomplish J, K, and L. Let me give detail on each project.

- Separate paragraph for each project, making clear how each uses lens B to interrogate theme T, whether each is completed or in progress and noting outcomes (publications, talks, grants...)
- Brief paragraph saying "project A2 described earlier also relates to lens B as follows"

Summary paragraph: In the next few years, I look forward to advancing my work via project X and project Y, which respectively use lenses A and B (reminds the reader that the candidate has momentum and a trajectory).

Sample 2: Two overarching themes

Intro paragraph: My work [e.g., research or teaching] has themes A and B.

Theme A paragraph: I have advanced my work on theme A through multiple projects that accomplish D, E, and F. Let me give detail on each project

- Separate paragraph for each project, making clear how each relates to theme A, whether each is completed or in progress and noting outcomes (publications, talks, grants...)

Theme B paragraph: I have advanced my work on theme B through multiple projects that accomplish I, J, K. Let me give detail on each project

- Separate paragraph for each project, making clear how each relates to theme B, whether each is completed or in progress and noting outcomes (publications, talks, grants...)
- Brief paragraph saying "project A2 described earlier also advances theme B as follows"

Summary paragraph: In the next few years, I look forward to advancing theme A via project X and theme B via project Y (reminds the reader that the candidate has momentum and a trajectory).