Tenure and Recontracting
August 28, 2019

SENATE T&R CHAIRPERSON
KEVIN DAHM
<table>
<thead>
<tr>
<th>YEAR OF SERVICE</th>
<th>WHO REVIEWS</th>
<th>WHEN</th>
<th>FOR WHAT CONTRACT</th>
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<tbody>
<tr>
<td>FIRST</td>
<td>DEPARTMENT DEAN</td>
<td>SPRING</td>
<td>2nd *</td>
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<td>SECOND</td>
<td>DEPARTMENT SENATE DEAN PROVOST/PRESIDENT</td>
<td>FALL</td>
<td>3rd &amp; 4th</td>
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<td>FOURTH</td>
<td>DEPARTMENT SENATE DEAN PROVOST/PRESIDENT</td>
<td>FALL</td>
<td>5th &amp; 6th</td>
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<td>SIXTH</td>
<td>DEPARTMENT SENATE EXTERNAL REVIEWER DEAN PROVOST/PRESIDENT</td>
<td>FALL</td>
<td>7th &amp; Tenure</td>
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Goals of the Review Process

- Make an accurate assessment about candidates' long term value to the university community

- Provide clear and accurate feedback to candidates in each review cycle
Resources

- Tenure and Recontracting MOA and forms available at:

  https://sites.rowan.edu/academic-affairs/aftlocalagreements.html
T&R Review: Department Tasks

- Department approves criteria
- Department elects the Dept. T&R Committee
- Candidate works with Department T&R Committee to prepare application
- Department T&R Committee reviews and appraises the application, then votes
- Department T&R Committee members sign the summary, candidate has right to respond
- Signed summary becomes a part of the application package reviewed by the Senate
T&R Review: Senate Committee

- University Senate T&R Committee Chair is elected and committee members are selected
  - Representatives from faculty of all colleges, as well as professional staff
  - AFT representative ensures all proper procedures are followed
Candidate submits one original application and supplemental folder and one PDF application

T&R Committee meets to discuss each candidate’s packet in detail

Senate committee votes and writes a summary letter(s) including numerical vote

Senate committee chair and candidate sign summary evaluation letter, candidate has right to respond

Signed letter becomes part of the packet forwarded to the President/Provost with the candidate's original packet
Senate Committee: Hearings

- “No” vote from the department or “no” vote from Senate triggers a hearing
- University Senate T&R Committee can schedule a hearing if it deems important information is missing
- Purpose of the hearing is to gather additional information
- Senate T&R Committee meets separately with candidate and the candidate’s department committee
- Senate T&R Committee, the candidate and the department are each entitled to an AFT representative
T&R Process: President/Provost

- Dean reviews candidate’s folder, prepares a recommendation to the Provost/President, and gives the candidate a copy.

- Provost/President reviews the candidate’s folder and all forwarded recommendations, formulates his/her own recommendation, and notifies the Senate T&R Committee and the candidate.

- Tenure is conferred at Board of Trustees meeting and begins in September of Year 7.
Tenure Criteria

- Teaching
- Scholarly and Creative Activity
- Professional Development
- Service to University Community
- Service to Wider and Professional Community
Tenure Criteria

- Criteria are defined university-wide by the collective bargaining agreement

- Department documents provide specific interpretation of university criteria
Expectations

- Teaching effectiveness is an important feature of all reviews
- Scholarship - focus on plan early, achievement in later reviews
- Expectations for service increase through the process
- Committee is examining the trajectory for each area
Application Packet Contents

- Application Form
- Curriculum Vita
- Executive Summary
- Job Description
- Courses Taught and Adjusted Load
- Approved Department T&R Document
Application Packet Contents

- **Candidate Self Assessment**
  - Teaching
  - Scholarly and Creative Activity Professional Development
  - Service to University Community
  - Service to Wider and Professional Community
- Department Evaluation
- Previous Evaluations
- Supplemental Folder
Teaching

- Self-assessment
- Student evaluations (current cycle) & candidate’s response
- Peer evaluations (current cycle) & candidate’s response
- Student evaluations (all prior cycles)
- Peer evaluations (all prior cycles)
- Plans for future growth
Peer Evals and Student Evals

<table>
<thead>
<tr>
<th>Application Packet</th>
<th>Peer Observations performed during</th>
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<tbody>
<tr>
<td>1st Year</td>
<td>Semester 1</td>
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<tr>
<td>2nd Year</td>
<td>Semester 2</td>
</tr>
<tr>
<td>4th Year</td>
<td>Semesters 3, 4, 5, 6</td>
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<tr>
<td>6th Year</td>
<td>Semesters 7, 8, 9, 10</td>
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- One peer eval per semester
- Student evals from at least half of courses taught
Scholarly/Creative Activity or Professional Development

• Self-assessment

• External review (fourth cycle, Scholarly/Creative Activity only)

• Plans for future growth
Self-Assessment

- Accessible to people who are not subject matter experts
- CITE EVIDENCE
- Relate explicitly to T&R criteria
- Make the case that activity is sustainable
Recommendations

- Anticipate external reviewer feedback
- Establish a scholarly plan
- Check alignment of work with departmental document
- Consider what venues are valid, and how are they valued
- Provide context for scholarly work (i.e. multiple authorship and journal standing)
- Grant expectations
Service to University Community

- Self-assessment
- Plans for future growth
Service to University Community

- Self-assessment
  - Why have your chosen particular areas of service
  - Explain scope of the contribution if not self explanatory

- Plans for future growth
  - Leadership opportunities
Service to Wider and Professional Community

- Self-assessment
  - Why have your chosen particular areas of service
  - Explain scope of the contribution if not self explanatory

- Plans for future growth
  - Leadership opportunities
Recommendations

- It's a living document
  - Checklist items
  - Student evaluations
  - Peer observations
  - All prior reviews
Recommendations

- Make a strong, positive case
- Be thoughtful and reflective
- Be thorough but emphasize accomplishments since last review
- Provide clear dates
- **Respond explicitly to feedback from prior reviews**
Organizational Notes

- Check and double-check file organization
- Check spelling and grammar
- Provide a blank copy of the student evaluation form completed by your students
- Explain the scoring of the student evaluations, including the range (0-4? 1-5?) and value (5 = poor? 5 = excellent) of points
- Create a table that summarizes student evaluations with dates and classes by semester
Organizational Notes

- Number all pages sequentially
- When inserting pages use letters with numbers (14, 14A, and 15, etc.)
- Two-sided copies are okay
- Put supporting material in supplemental binder
- Use section tabs and a table of contents for the supplemental binder
Problems to avoid

- Missing page numbers
- Lack of reflection
- Publications not clearly described
- Missing signatures and dates
- Missing student evaluations or peer observations
- Missing copies of evaluations from previous review cycle
- Not following the Senate review check list
Questions and Discussion