

Continuing Contract/Promotion/Tenure Document

The Faculty Review Committee provides this guide and template for your continuing contract/tenure/promotion narrative document.

This template is meant to serve as a guide. It is the responsibility of the candidate to prove to the various review committees (many members of whom are from different disciplines) that he/she met or exceeded departmental bylaws requirements for continuing contract, promotion and/or tenure.

Not every item mentioned in this guide is required by each person submitting a document. In fact most people will not have every item here. For some faculty/departments, not all of this will apply. If you are non-instructional faculty, you may have to alter this guide to fit your circumstances.

The Master Agreement describes the requirements for continuing contract status/tenure/promotion. Be sure you have met **all** the requirements listed in the Master Agreement (particularly section 5, including 5.4.1.2.1, 5.4.1.5 and 5.6).

Application deadlines are listed in the Master Agreement section 5.6.9.

Please remember that most readers of your document will not be familiar with the details of your particular discipline.

You might have achievements that are mentioned in more than one of the evaluative areas (teaching, service and professional development). For example, you did a research study that also helped supported your teaching, or also it may have also counted as service. If so, please explicitly note this so the reviewers understand.

You are no longer required to submit 10 paper copies of the document.

There are example applications available for you to review in the AAUP office.

If you have any questions or concerns, please ask. We want to help!

Suggested Outline of a Promotion/Tenure/Continuing Contract Document

I. Introduction

- a. Name, department, background, area of research or professional emphasis in laymen's terms. (1-2 paragraphs).
- b. State the purpose of the application ("I am applying for tenure and promotion to associate professor"). Identify your secondary area of emphasis (scholarship or service. Required, see MA 5.4.1.5b). (1 paragraph)
- c. Do you meet the basic qualifications (MA 5.2)? Do you have the required degree, and enough time at rank (MA 5.6.3)? When were you hired, when was your last promotion, and to what rank? Do you have any relevant prior service credit? (MA 5.6.3.1. This should be in your letter of hire.)
- d. If you are applying for early promotion, what are your accomplishments that support early promotion? (MA 5.6.5.2)
- e. What is your evaluation period (MA 5.4.1.1)?

II. Teaching and Other Assigned Responsibilities

- a. Introduction: What courses do you teach? Do you often teach the same courses? How often do you teach online? Do you teach graduate as well as undergraduate courses? If you have a non-standard load, or significant release time, explain.
- b. Bylaw standard of judgment: Quote the part section of your bylaws that tells us how to assess your accomplishments and whether you meet the requisites of the application. (If it's more than ½ page, just cite and summarize.)
- c. If your department uses a point system or a rubric, how many points are required (cite a bylaw) and did your score meet the requirement(s) for your application?
- d. Did you receive any awards or recognition? What were they and why did you receive them?
- e. Choose 2-4 courses and tell us about them. Choose the classes you teach most often and that best illustrate your teaching acumen. If there have been problems or concerns with a particular class or course, be sure to include that in your document and discuss how you handled problems or challenging aspects.
 - i. Tell us about your teaching techniques?
 - ii. Do you use any technology?
 - iii. Do you "flip the classroom" or do group work?
 - iv. What are the biggest problems (and how do you overcome)

- v. What's the biggest successes?
- vi. How has the course evolved? Have you made any improvements to the course and if so, what are they? Have any new challenges arisen?
- f. Student Ratings/Comments (Ratings are a contractually required part of the document! See 5.4.1.2.1.1. Comments are very helpful.)
 - i. Provide a chart showing all student ratings during the evaluation period. Include response rate. Discuss the results.
 - ii. Were there common themes among student comments. Any concerns?
 - iii. If the response rates are low, tell us why you think the response rate was poor and your plan to improve them in the future? (Also, see note on online teaching ratings at the end of this document.)
- g. Learning Objectives (A contractually required part of the document! See 5.4.1.2.1.1)
 - i. Provide a chart showing learning objectives. This can be a summary chart if the data set is large.
 - ii. How did you measure these objectives?
 - iii. What was the percentage of students meeting each objective?
 - iv. Discuss: What are you proud of and what needs to be improved?
- h. NMU Colleague Assessment (A contractually required part of the document! See 5.4.1.2.1.1)
 - i. Who did the assessment?? Typically, it is part of your annual evaluation.
 - ii. What did they review; just the syllabus or did they visit your classroom?
 - iii. Provide a summary of their feedback or selected quotes that provide a balanced assessment of your teaching. If there are assessments that were done beyond the annual evaluations, please include the assessment in your back-up materials.
- i. External Reviewers: Did anyone outside your department review your classes? Only some people have this. It is not a contractual requirement, but can strengthen an application.
 - i. Who was the reviewer, and how are they qualified?
 - ii. What did they review? Just the syllabus or did they visit your classroom?
 - iii. Provide a summary of their feedback or selected quotes that provide a balanced assessment of your teaching.
- j. Advising

- i. Do you advise students, and if so how many advisees do you have?
 - ii. Were you effective in the advisement process? How do we know? (Many people quote their departmental advising evaluations) Student e-mails may also provide a qualitative reflection of your advising skills.
 - k. Other Assigned Responsibilities (only some people have these).
- III. Scholarship and Professional Development (Second or third item, depending on how you chose your emphasis. Optional for continuing contract status as per MA 5.4.1.2)
- a. Introduction: What is your primary research/professional development focus (in simple terms)? Why is it important?
 - b. Bylaw standard of judgment: Quote the part of your bylaws that tell us how to assess/evaluate your achievements in these evaluative areas. (If it's more than ½ page, just cite it and summarize.)
 - c. If your department uses a point system or a rubric, how many points are required for tenure/promotion (cite a bylaw) and what was your score?
 - d. Provide a chart showing all of your professional development/scholarship works (list of publications, etc.)
 - e. Grants (if relevant)
 - i. Chart of grants, with amounts.
 - ii. Discussion.
 - f. Describe 2-4 of your most significant achievements (papers, concerts, art installation, professional talk, ...)
 - i. What were they?
 - ii. If research: What were the important findings?
 - iii. Where were they published/shown/presented? Are these publications/venues significant for your discipline? Please explain.
 - iv. If the publications/presentations/exhibits had an impact, tell us. Maybe they had lots of citations or won awards?
 - g. External Reviewers: If you have any people who can describe your research, what did they say. Not contractually required. Many people do not.
 - h. Conclusion: "In summary, I wrote twelve papers, got thirteen grants and discovered a new frog species. This greatly exceeds requirements."
- IV. Service (Second or third item, depending on how you chose your emphasis)

- a. Introduction: Summary of what you did in service (i.e. “I was on four committees, was the head of two others, and served as the coordinator of XXX”).
- b. Bylaw standard of judgment: Quote the part of your bylaws that tell us how to judge you. (If it’s more than ½ page, just cite it and summarize.)
- c. If your department uses a point system or a rubric, how many points are required for tenure/promotion (cite a bylaw) and what was your score?
- d. Professional or community: What did you do? Were you in a leadership position? For some external service, you might have to explain what it was and why it’s important.
- e. University Wide: What did you do? Were you in a leadership position? What did you accomplish?
- f. Departmental: What did you do? Were you in a leadership position? What did you accomplish?
- g. Other (any other service you want to mention?)
- h. Conclusion

V. Future Plans (required, see MA 5.4.1.5d)

- a. In teaching, what are you planning to do in the future?
- b. In professional development, what are you planning to do in the future?
- c. In service, what are you planning to do in the future?

VI. Summary

- a. Write a 1-2 paragraph summary of your application. (“I got excellent reviews of my teaching from both colleagues and students, wrote four important papers, received five grants totaling \$12,345 and served on six committees including two in a leadership position. My department and department head have both written excellent reviews of my work every year. I meet all requirements for promotion.”)

Things to include in your Appendix and/or Backup Materials

- All evaluations by both the Evaluation Committee and the Department Head from the evaluation period.
- Any comments from external reviewers (teaching and professional development).
- A printout or thumb drive of all student course evaluation comments. (Typically, this is less than 100 pages, or a thumb drive.)
- If you have them, letters from chairs or others who can assess your contributions for the committees in which you served.
- Evidence of scholarship/professional development (e.g. copies of papers, program listing with your name, picture of your art, acceptance letter from publisher, etc.)

Additional Notes for Online Classes

Student ratings are important! You need to get a reasonable response rate on student ratings. Emailing students and asking them to fill out ratings has been a **unsuccessful** tactic for many people in the past.

Things that have worked include

- Offering extra credit for completing the student survey.
- In Educat, you can prevent access to any quiz/assignment until they have at least clicked on the student survey. The Center for Teaching and Learning can help with this.