

Continuing Contract Status, Tenure or Promotion Application Guide

The Faculty Review Committee (FRC) provides this guide for your continuing contract, tenure, or promotion application narrative and reflects the requirements as stated in the Master Agreement 2021-2026. Specifically, this guide outlines how to organize and detail your narrative, Part II of the Faculty Evaluation Report; Master Agreement 5.4.6.2.

This is **ONLY** a guide. It is the responsibility of the applicant to prove to the various review committees (many members of whom are from different disciplines) that you met or exceeded departmental bylaw requirements for continuing contract status, promotion, or tenure.

Not every item mentioned in this guide is required by each person that is applying. If you are a non-instructional faculty, you may have to alter this guide to fit your circumstances. For example, it is up to the application to express how non-teaching credits or administrative duties meet expectations within their department. Evidence of your effectiveness of such duties may be a variety of items (i.e. annual reports, program outcomes, meeting/exceeding standards) and shall be included.

Within your application, you might have achievements that are mentioned in more than one of the evaluative areas (teaching, service, scholarship and professional development). For example, you did a research study that also supported your teaching, or it may have also counted as service. If so, please explicitly note this so the reviewers understand why it counts for both and be explicit with your interpretation of your bylaws.

The Master Agreement describes the requirements for continuing contract status, tenure, or promotion. Be sure you have met **all** of the requirements listed in the Master Agreement, particularly Article 5, including 5.4 and 5.5.

Before starting an application, be sure you have considered the correct 'evaluation period' for which your application reflects (see Master Agreement 5.4.3).

- Evaluation period for **promotion** is any years of full time at instructor level or higher at any institution – you may include SEVERAL years and shall include pertinent evidence (Master Agreement 5.5.8.5).
- Evaluation period for **tenure** is declared by prior years of service (stated in letter of hire or written evidence agreed upon by department and faculty member) and accumulated time at NMU (Master Agreement 5.5.8.4).

Application deadlines are listed in the Master Agreement section 5.5.9 Timetable for Tenure and Promotion Review Process. However, an MOU (signed March 2024) declared a date change for Department/School evaluation committee deadlines to get their letters to College reviewing bodies one week earlier. The deadline moved from November 8 to November 1. These dates are the same for Continuing Contract Status applications as per 5.1.2.2, although written notice of your continuing contract status appointment status decision will be made not later than May 15.

Three copies of the same application are required to be submitted by the applicant according to the Master Agreement 5.4.6.6b:

1. **Department copy.** This copy stays within your department (ask your department for their preferred format) – due Oct 1.
2. **Traveling copy.** This is a hard copy printed with strong preference for materials to be organized in a 3-ring binder with index tabs indicating Parts I-IX, plus Appendix. Parts will be filled with statements or letters from reviewing bodies as it travels. This copy must be delivered by the applicant from your department, after you receive Part III and Part IV, plus Part V is signed by you, to the Dean of your College along with any back up materials. Back up materials should be placed in a container labeled clearly with your name, college and department and shall be reasonably organized. Applicants shall specify where to find evidence within their back up materials. This is the only copy that requires back up materials. The applicant is responsible for delivering their traveling copy binder and their back up materials to the Dean of their College - due Nov 1.
3. **Electronic copy.** This shall be in PDF format and include Parts I, II and Appendix sent via email from the applicant to this email address: FRC@nmu.edu - due Nov 1.

There are example applications available for you to review in the AAUP office and inquiries may be asked to the chair of the FRC via email at FRC@nmu.edu.

What follows is a suggested outline for Part II (MA 5.4.6.2) with key points to include in your application. Successful applicants will narrate their teaching effectiveness, scholarship/professional development, and service as required by relevant master agreement articles and bylaw articles, plus include ample evidence to support their statements.

Suggested Outline for Part II of a Promotion/Tenure/Continuing Contract Status Application Narrative

I. Introduction

- a. Name, department, background, area of research or professional emphasis in easy-to-grasp terms. (1-2 paragraphs).
- b. State the purpose of the application (i.e. “I am applying for ONLY tenure or ONLY promotion or for BOTH tenure and promotion to associate professor”). Identify your secondary area of emphasis (scholarship and/or professional development or service as required by MA 5.4.6.2.2 or MA 5.1.2.1). (1 paragraph)
- c. Do you meet the basic qualifications? (see MA 5.1.2.1 or MA 5.2 & MA 5.5.1)
 - i. Do you have the required degree, accrued time at rank?
 - ii. When were you employed/hired at what rank (provide evidence)?
 - iii. When was your last promotion to what rank (provide evidence)?
 - iv. Do you have any relevant prior service credit (provide evidence - *should* be in your letter of hire) (MA 5.4.3.1).
- d. If you are applying for “early promotion” to Associate Professor or Professor rank, MAKE THIS KNOWN and state what your **unusual** scholarly achievements or **unusual** professional service achievements are that support “early promotion” (MA 5.5.5.2)
- e. State the specific evaluation period for the application – if applying for both tenure AND promotion, the evaluation periods may be different so be sure to define each evaluation period (provide evidence) (MA 5.4.3).

II. Teaching and Other Assigned Responsibilities

- a. Introduction: List the courses you taught in the evaluation period and share some information. (i.e. 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, please explain.

- b. Bylaw standard of judgment: Quote the section of your bylaws that tells us how to assess your accomplishments and whether you meet the requisites of the application. (When bylaw article is more than ½ page, just cite and summarize.)
 - i. If your department uses a point system or a rubric, state how many points are required (cite a bylaw), and share how your score compares with the requirement(s) for your application.
- c. Did you receive teaching awards or recognition? What were they and why did you receive them?
- d. Choose a few courses and tell us about them. Describe classes you teach most often or ones that best illustrate your teaching acumen. Share problems or concerns with a particular class or course and explain how you handled them. Explain how your teaching has evolved within the evaluation period.
 - i. Describe your teaching techniques/methods/strategies (e.g. teaching philosophy, active learning, experiential-based; scaffolded projects, academic service learning, field trips, etc.)?
 - ii. Slow or quick to adopt technology? What do you use and why?
 - iii. What are the biggest problems (and how do you overcome them)?
 - iv. What are the biggest successes (and how do you celebrate)?
 - v. How has the course evolved? Have you made any improvements to the course and if so, what are they? Have any new challenges arisen?
- e. NMU Colleague Assessment. This is a contractually required part of the document as per MA 5.4.5.1 and 5.4.6.2.3a(1) for teaching effectiveness.
 - i. An assessment of your teaching requires another individual (often at higher rank) to evaluate your effectiveness, although this should be defined in your bylaws. NMU's Teaching and Advisory Council (TLAC) offers teaching observations, which in some departments are not considered an evaluation. Who did the assessments and what were their qualifications?
 - ii. When were they done?
 - iii. What did they review (i.e. syllabus, global campus review, attend a class session in your classroom)
 - iv. Provide a summary of their feedback or selected quotes that provide a balanced assessment of your teaching accrued over time during the evaluation period.
- f. Appraisal of Student Learning. This is a contractually required part of the application as per MA 5.4.5.1 and MA 5.4.6.2.3a(2)
 - i. Provide a narration or a table that includes information about how you determined that students were able to achieve the learning objectives in your course for at least one course each semester taught within the evaluation period. This shall include more than a simple list of learning objectives, but a focus on the assessment you used to determine how the objectives within the course were met and to what extent by the students.
 - ii. Synthesize your findings and state what changes were made as a result of accumulated assessment data. Over a 5-year (or more) period one would assume faculty would make some adjustments to their teaching practices or make note of what students seem to be challenged with the most, even if the assessment data does not improve.
 - iii. There is flexibility with how you demonstrate this. See examples of successful applicants in the AAUP office.
- g. Student Ratings/Comments. This is a contractually required part of the application as per MA 5.4.6.2.3a(3) and collected according to MA 5.4.5.2.
 - i. Provide a table showing all student ratings during the evaluation period. Include response rate. Discuss the results.
 - ii. Were there common themes among student comments? Any concerns? Examples of positive and constructive comments may reveal themes to discuss.
 - 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 (see note on online teaching ratings at the end of this document).
- h. External Reviewers: Did anyone outside your department review your classes? Only some people have this. It is not a contractual requirement but may strengthen an application.
 - i. Who were the reviewers, 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.
- i. Advising. A narrative statement describing this responsibility as it pertains to you and reflective statements

for your advising responsibilities as per MA 5.4.6.2.3b.

- i. Describe your advising responsibilities (i.e. number of advisees in which programs; time dedicated to this responsibility; skills required to contribute to student success)
 - ii. Reflective statements regarding your effectiveness for advising. Student emails may help to provide a qualitative reflection of your advising skills.
- j. Other Assigned Responsibilities (only some people have these as described in their letter of hire or as arranged by the department as per MA 6.5.2). If you have been assigned additional responsibilities (i.e. program coordinator, lab/equipment manager, program accreditation tasks), include a description and reflection here as required per MA 5.4.6.2.3c.
- i. Describe the responsibilities
 - ii. Reflect on your effectiveness with these responsibilities (1 paragraph)

III. Scholarship and/or Professional Development

Second or third item, depending on your secondary emphasis. This section is optional for continuing contract status applications, however if a faculty member with continuing contract status is applying for promotion, they must meet the eligibility requirements as per MA 5.1.2.5. For tenure or promotion, this contractually required as per MA 5.4.6.2.3d.

a. Introduction

- i. Please remember that most readers of your application will not be familiar with the details of your particular discipline. What is your primary research/professional development focus (in simple terms)?
- ii. Why is it important?

b. Bylaw standard of judgment: Quote the section of your bylaws that tell us how to assess/evaluate your achievements in these evaluative areas (if bylaw is 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 table showing all of your professional development/scholarship works with dates and include whether or not the scholarship works were peer reviewed.

e. Provide a table showing all of your grant applications (if relevant)

- i. How much funding did you apply for and how much was received (or not received)?
- ii. Include a brief statement about what the funding was used for.

f. Use a few paragraphs to describe your most significant achievements (i.e. publications, concerts, art installation, professional presentation)

- 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 described your research, what did they state? Not contractually required. Many people do not have this.

h. Conclusion: “In summary, I wrote twelve papers, got thirteen grants and discovered a new frog species. This greatly exceeds bylaw requirements.”

IV. Service

Second or third item, depending on your emphasis when applying for promotion or tenure, and a required item for continuing contract status as per MA 5.1.2.1. This section is contractually required as per MA 5.4.6.2.3e

a. Introduction. Write an introductory statement sharing how your service made a difference.

- i. What service duty or duties do you feel were most impactful during this evaluation period?

b. During the evaluation period, when, where and how did you perform your required service to the department and University?

- i. Share details of your contributions on specific committees (i.e. member or leadership role, i.e. chair or secretary). Many applicants have used a table to express this information.

- c. Bylaw standard of judgment: Quote the section of your bylaws that tell us how to assess/evaluate your service (if bylaw is more than ½ page, just cite it and summarize).
- d. If your department uses a point system or a rubric, how many points are required for tenure or promotion or continuing contract status (cite a bylaw), and what was your score?
- e. Conclusion. Write a summary statement that pulls the information together. For example, “In summary, during this evaluation period, I served on two department committees (held a leadership role for one), two university committees (one of which was a senate committee), two community committees, and two professional organizations, plus served twelve hours of volunteer time for campus events: fall fest, make a difference day, wildcat weekend, meet the alumni event, and presidential scholars’ interviews. My service exceeds the bylaw requirements of three service activities.”

V. Future Plans

- a. A statement of plans for the coming evaluation period is required per MA 5.4.5.2.4.
 - i. In teaching, what are you planning to do in the next evaluation period?
 - ii. In professional development, what are you planning to do in the next evaluation period?
 - iii. In service, what are you planning to do in the next evaluation period?
- b. Note when such plans are contingent upon University support or outside support.

VI. Summary

- a. Write a 1-2 paragraph summary of your application. (“Evidence for my teaching from both colleagues and students support that I am an effective teacher, I published two important peer reviewed papers, received five grants totaling \$12,345 and served on six committees including two in a leadership position. I have made progress on during this evaluation period that I am proud of and plan to focus on my teaching in the next evaluation period by attending events that focus on the use of artificial intelligence. This application demonstrates that I meet all of the requirements for tenure.”)

There is a limit to 25 pages for the part II narrative and no more than 80 pages for the appendix. Page numbers are not required, but certainly are helpful to the reviewing bodies.

Items to include in your Appendix (limited to 80 pages) and/or Backup Materials (unlimited within reason)

- All evaluations by both your department’s Evaluation Committee and your Department Head during the evaluation period.
- Any comments from external reviewers (teaching and professional development).
- Flash drive or hard copy of all student course raw data/evaluation comments.
- If you do not have evidence of your service, request 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 the 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 complete the survey might work, but many have been successful at using EduCat controls to keep students from progressing in the course near the end (i.e. final exam or final assignment submission) until they have at least clicked on the link to complete the survey. The Center for Teaching and Learning can help with this.