Tenure requirements in the Mathematics and Physical Science Department

According to page 36 of the Faculty Bargaining Unit, "When Academic Colleges and Academic Departments have specific requirements for the four criteria (including a different weighting system for each factor), those requirements will be published on the NNMC website (faculty resources section) and the Tenure and Promotion Council will use them during the applicant's dossier evaluation." Therefore, we list the specific criteria for tenure requirements in the Mathematics and Physical Science Department.

A tenure candidate in the Mathematics and Physical Science Department will submit a dossier to the department chair that addresses the following four criteria: i) Teaching effectiveness; ii) Advising; iii) College, public and community service; iv) Scholarship, mastery of discipline, professional development, and research

The weights assigned to each criteria are listed below.

Teaching: 50%

Advising: 10%

College, public, and community service: 20%

Scholarship, mastery of discipline, professional development, and research: 20%

The candidate will be given a score ranging from 1-10 in each category and the candidate must receive a weighted average score of 7 or better in order to be recommended by the department for tenure. In addition, the candidate must not receive a score below a 5 in any of four categories in order to be recommended by the department.

Here we repeat the specific language in the Faculty Bargaining Unit for completeness.

The teaching of students is central to the mission of NNMC. Given the mission of the College, candidates must demonstrate excellence in teaching, including assessment of student learning outcomes. To demonstrate excellence in teaching, faculty must include the following documents in the Teaching Effectiveness Section. Each Academic College and specific Academic Department (when it applies) may have additional requirements:

 ● *Recent course syllabi*

● *Student evaluations*

● *Teaching observation by departmental colleagues*

● *Letters of recommendation from colleagues*

● *Student learning outcomes and assessment data and analysis*

● *Statement of teaching philosophy*

● *Evidence of curriculum development*

Good teaching, defined as much more than classroom activities, may be documented in a variety of ways. The following list is illustrative rather than exhaustive.

● *Meeting all class sessions*

● *Integration of college-wide outcomes and accrediting agency (when applicable) outcomes in course syllabi, instructional design and student assessment*

● *Integration of technology in instructional design and delivery. Learning Management System (e.g. Blackboard) integration into the course for student learning enhancement.*

● *Developing online courses*

● *Continue course alignment, exploring new adaptive technologies into course content, board discussions, hybrid classes, etc.*

● *New curriculum development*

● *Integration of industrial credentials/standards into courses and curriculum*

● *Inviting speakers to classroom or general audience talks*

● *Mentoring undergraduate student research*

● *Developing intervention efforts for low performing students using tools such as Early Alert tickets*

● *Peer reviews based on clarity of course goals, organization, use of technology and knowledge of field*

● *Documents attesting to improvement in teaching*

● *Documentation of honors and awards given for teaching*

● *Implementation of innovative teaching techniques*

● *Participation in educational activities of professional associations*

● *Attendance or leadership of meetings related to your professional expertise*

● *Lecturing or making presentations to student groups, colleagues, or the college community*

● *Letters of recommendation from other professional sources*

● *Participation in service learning activities*

ii) Student Advising Faculty must be committed to the academic well-being of students. Effective advising helps create an environment that fosters student learning and student retention. The formal and informal advising and mentoring of students is an indispensable component of the broader education at the College. To demonstrate excellence in student advising, faculty must provide the following documents:

● Number of students advised

● Advisement logs or narratives Faculty may include documents to demonstrate their efforts as pertaining to the following list, which is illustrative rather than exhaustive:

● Meeting with all your advisees

● Performing degree audits

● Contacting unregistered advisees

● Documenting the meeting with advisees

● Advising students that are not your advisees in the absence of the primary advisor

● Mentoring or tutoring students

● Assisting students in selection of courses and career options

● Implementing special review sessions for students

● Keeping an "open door" policy toward students

● Advising all majors of your department

● Advising evening students

iii) College, Public, and College Community Service Faculty service is essential to the College's success in serving the institution and the community. It is the responsibility of individual faculty member to perform a broad array of services that are vital to supporting and sustaining the quality and effectiveness of the College. Faculty members are expected to provide service to the College, its students, programs, and professional disciplines, as collegial and constructive members of the College and the broader community. Examples include service in faculty governance, union governance, college committees, professional organizations, governmental entities and community non-profit agencies. Each Academic College and specific Academic Department (when it applies) may have additional or specific requirements. The following lists are illustrative rather than exhaustive: College Service College service means committee work at the department and college level. Faculty must present letters from committee chairs verifying attendance and participation on committees. **The candidate should participate in 2 committees every semester. Chairing a committee or service in the Faculty Senate as a senator will improve the ranking in this category.**

● *Academic program development*

● *Program coordination or assistance*

● *Assist with development of accreditation documents and new programs*

● *Student organization advising*

● *Attendance of departmental meetings*

● *Participation in departmental sponsored activities*

● *Arranging professional opportunities for students*

● *Working on activities related to the departmental grants*

● *Participation in institutional governance including Faculty Senate, and institutional committees*

● *College service at the state or regional level*

● *Advising of student organizations*

● *Representing the college at public events*

● *Participation in student recruitment efforts*

Community and Public Service

● *Serving on boards or advisory councils at the local, state, national and international level*

● *Lectures or presentations to local groups in the community*

● *Work done with community leaders to develop solutions to community problems*

● *Work done with the local community as a volunteer*

● *Participation in activities that increase the desire of non-college students to attend college*

● *Participating in student recruitment efforts*

iv) Scholarship, Mastery of Discipline, Professional Development, and Research Faculty with assignments in research will be evaluated by the standards appropriate to the field. All faculty should be positively engaged in their disciplines and should be recognized for their expertise. Each Academic College and specific Academic Department (when it applies) may have additional or specific requirements. The following are examples of professional development and scholarship. The list is illustrative but not exhaustive.

● *Presentations at conferences, professional agencies or institutions*

● *Edited books*

● *Peer-reviewed journal articles*

● *Reviewed articles or other publications*

● *Participation in symposiums*

● *Creative work presented*

● *Grants awarded*

● *Regional or national honors*

● *Professional consulting*

● *Research*

● *Patents or product development*

● *Publications*

● *Service as an officer of a state, regional or national association*

● *Service on editorial boards*

● *Service on a professional task force*

● *Participation in curriculum development in your discipline at the state or regional level*

● *Writing grant proposals* ● *Grant proposals reviewed*

● *Contributions to improve teaching technology*

● *Demonstrated growth in subject matter 36*

● *Demonstrable command of subject matter*

● *Contributions to curricular development*

● *Demonstrable quality improvement in teaching strategies incorporating new technologies (where applicable) and new approaches to learning*