Tenure Handbook

Bergen Community College

September 2019

Bergen
COMMUNITY COLLEGE

Introduction

The guiding forces behind tenure saw it as a mechanism to ensure academic freedom within the academy as well as a means to make the teaching profession competitive with higher paying careers. They wanted to attract top talent to the academy with sometimes uncompetitive budgets. They also wanted to ensure the free exploration of knowledge was defended as higher education moved from medieval to industrial to technological practices. Almost 80 years later, we are left with uncertainty in regards to how successful tenure has been in securing either of these efforts.

If tenure is about hedging our bets and finding the best possible recipients of a sometimes thirty-year contract, then our responsibility to the students and community is to ensure the outcome is not seen as a foregone conclusion. Tenure at BCC is a formative process, where new faculty have the capacity to grow and develop into educators with whom we feel not only secure, but excited, in offering long-term employment. I believe the processes and procedures in this handbook provide us with the tools required to make responsible tenure decisions for the entirety of the academic affairs unit.

For my part, I want your tenure process to be fair, transparent, open and formative. I believe we have many recently added features that work to this end. The action-based research project keeps us focusing our scholarly efforts on pedagogy and classroom concerns. Mentors ensure that colleagues are properly supported by an academic peer. Other additional high-touch practices ensure that new faculty members are constantly engaged in forging themselves into stronger educators while at BCC.

Ultimately, you have crafted a tenure model at BCC of which you can be proud. When and if concerns arise, we can rest assured that we have a formula which helps us identify competitive talent and keeps faculty serving the students of BCC for lasting and successful careers.

Regards,

Brock L. Fisher, Ph.D.
Vice President of Academic Affairs

Table of Contents

YEAR ONE		
Month	**Document**	**Due Date**
September - December	New Faculty Orientation – 14 hours	
January	New Faculty Orientation – 6 hours Complete and submit 1st year reappointment paperwork and make an appointment to confer with Divisional Dean, or Director, and mentor. See the documents section for directions, forms & format 1. Workload Context (online) 2. Professional Strengths (online) 3. New Faculty Orientation Attendance 4. Fall Teaching Observation	4th Friday in January
February	After having conferred with the faculty member, Divisional Dean or Director submits Reappointment Recommendation to the appropriate Vice President. Vice Presidents notify President of faculty recommended for 1st reappointment by Divisional Dean or appropriate Vice President informs faculty of administration's recommendation for non-reappointment and gives reasons why 1. New Faculty Orientation – 4 hours 2. February-May meet with your dean and group mentor to discuss plans for next year.	2nd Friday in February 4th Friday in February
March	President, in writing, notifies faculty members who will be recommended to Board of Trustees for 1st reappointment President, in writing, notifies faculty members who will not be recommended to Board of Trustees for 1st reappointment Faculty members notify President, in writing, indicating acceptance of 1st reappointment (subject to approval of Board of Trustees) by	1st Friday in March 3rd Friday in March
April	New Faculty Orientation – 4 hours	
May	Complete and submit 1st year End of Year Portfolio which will include: 1. Mentor Preference Form (online) 2. End-of-Year Reflection (online) 3. New Faculty Orientation Attendance 4. Spring Teaching Observation (online)	3rd Friday in May

YEAR TWO		
Month	**Document**	**Due Date**

September	1. Complete Core Competency Goal Planning
	  a. Complete Core Competency Goal Planning form. (At least two core competencies must be addressed; all four core competencies must be addressed for 4th year reappointment.)
	  b. Meet with your mentor and dean
	
	2. Dean completes the September Meeting Comments Form
		4th Friday in September

January	Complete and submit 2nd year reappointment forms which will include: 1. Approved Core Competency Goal form from 9/30 2. Progress Report for Core Competency Goals (progress September – December) 3. Workload Context 4. Philosophy of Teaching 5. Record of Educational and Professional Activities 6. Classroom Observations from Spring (1st year) and Fall (2nd year)	4th Friday in January
February	After having conferred with faculty and mentor, Divisional Dean or Director submits Reappointment Recommendation and Dean's Evaluation of Progress to the appropriate Vice President	2nd Friday in February
	Vice Presidents notify President of faculty recommended for 2nd reappointment by	4th Friday in February
	Divisional Dean or appropriate Vice President informs faculty of administration's recommendation for non-reappointment and gives reasons why	
	Begin planning with mentor and dean your Research-Based Professional Development project	
March	President, in writing, notifies faculty members who will be recommended to Board of Trustees for 2nd reappointment	1st Friday in March
	President, in writing, notifies faculty members who will not be recommended to Board of Trustees for 2nd reappointment	
	Faculty members notify President, in writing, indicating acceptance of 2nd reappointment (subject to approval of Board of Trustees) by	3rd Friday in March
April	Meet with dean, department chair and mentor to obtain approval for your Research-Based Professional Development project. Dean will complete the RBPD Approval Form.	4th Friday in April
May	Complete and submit 2nd year End of Year Portfolio which will include: a. Research-Based Professional Development Form – Part 1 b. End-of-Year Reflection c. Spring Teaching Observation	3rd Friday in May

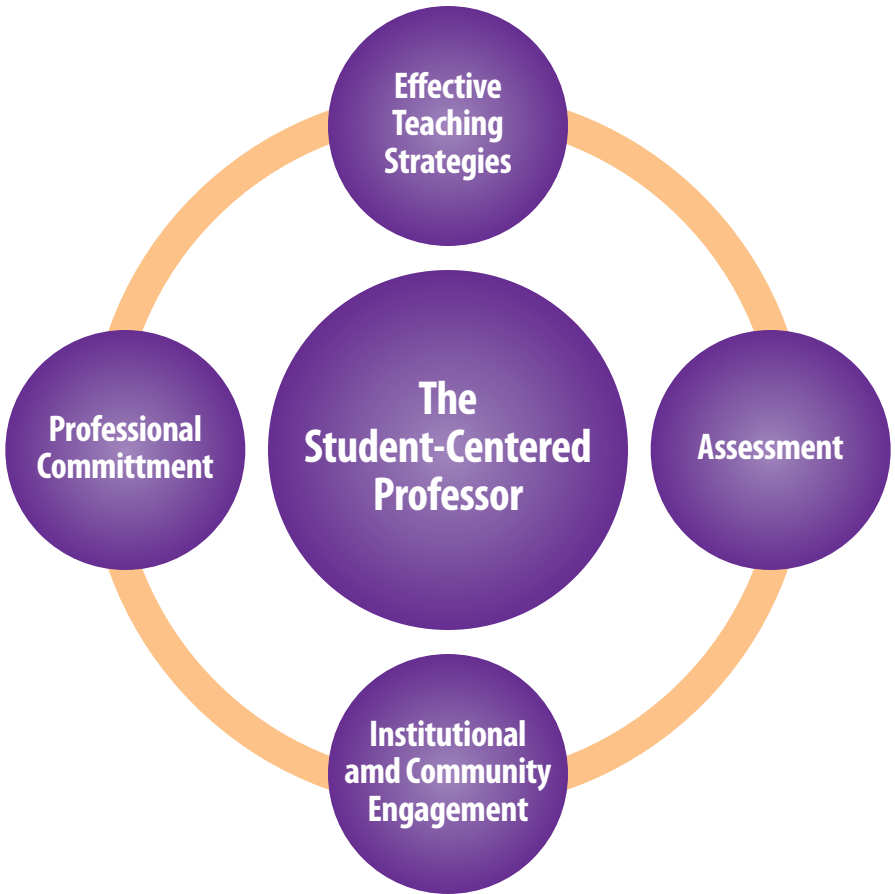| YEAR THREE		
Month	Document	Due Date

September	1. Begin Research-Based Professional Development Project
	
	2. Complete Core Competency Goal Planning
	   a. Complete Core Competency Goal form. (At least three core competencies must be addressed; all four core competencies must be addressed for 4th year reappointment.)
	   b. Meet with your mentor and dean
	
	3. Dean completes the September Meeting Form
		4th Friday in September

January	Complete and submit 3rd year reappointment forms which will include: 1. Approved Core Competency Goal form from 9/30 2. Progress Report for Core Competency Goals (progress September – December) 3. Record of Educational and Professional Activities 4. Workload Context 5. Classroom Observations from Spring (2nd year) and Fall (3rd year) 6. Interim Research Based Professional Development Progress Report	4th Friday in January
February	After having conferred with faculty and mentor, Divisional Dean or Director submits Reappointment Recommendation and Dean's Evaluation of Progress to the appropriate Vice President Vice Presidents notify President of faculty recommended for 3rd reappointment by Divisional Dean or appropriate Vice President informs faculty of administration's recommendation for non-reappointment and gives reasons why President, in writing, notifies faculty members who will be recommended to Board of Trustees for 3rd reappointment President, in writing, notifies faculty members who will not be recommended to Board of Trustees for 3rd reappointment	2nd Friday in February 3rd Friday in February
March	Faculty members notify President, in writing, indicating acceptance of 3rd reappointment (subject to approval of Board of Trustees) by	1st Friday in March
May	Complete and submit 3rd year End of Year Portfolio which will include: a. Research Based Professional Development End of Year Report – Part 2 b. End-of-Year Reflection c. Spring Teaching Observation Meet with dean, department chair and mentor to discuss Research Based Professional Development End of Year Report. Dean will complete the comments section.	3rd Friday in May

YEAR FOUR		
Month	**Document**	**Due Date**

September	1. Continue, with appropriate revisions, Research-Based Professional Development project
	
	2. Complete Core Competency Goal Planning. (All four core competencies must be addressed for 4th year reappointment.)
	  a. Complete Core Competency Goal form
	  b. Meet with your mentor and dean
	
	3. Dean completes the September Meeting Comments Form
		4th Friday in September

January	Complete and submit 4th year reappointment forms which will include: 1. Approved Core Competency Goal form from 9/30 2. Progress Report for Core Competency Goals (progress September – December) 3. Record of Educational and Professional Activities 4. Workload Context 5. Classroom Observations from Spring (3rd year) and Fall (4th year) 6. Interim Research-Based Professional Development Progress Report	4th Friday in January
February	After having conferred with faculty and mentor, Divisional Dean or Director submits Reappointment Recommendation and Dean's Evaluation of Progress to the appropriate Vice President	2nd Friday in February
	Vice Presidents notify President of faculty recommended for 4th reappointment by	3rd Friday in February
	Divisional Dean or appropriate Vice President informs faculty of administration's recommendation for non-reappointment and gives reasons why	
	President, in writing, notifies faculty members who will be recommended to Board of Trustees for 4th reappointment	
	President, in writing, notifies faculty members who will not be recommended to Board of Trustees for 4th reappointment	
March	Faculty members notify President, in writing, indicating acceptance of 3rd reappointment (subject to approval of Board of Trustees) by	1st Friday in March
	Submit final Research-Based Professional Development Report – Part 3	4th Friday in March
April	Meet with dean, department chair and mentor to discuss Research Based Professional Development final report. Dean completes the RBPD completion form.	4th Friday in April
May	Complete and submit 4th year end of year Portfolio which will include: a. End-of-Year Reflection b. Spring Teaching Observation c. Final Research-Based Professional Development Report – Part 3	3rd Friday in May

YEAR FIVE		
Month	**Document**	**Due Date**
October	Tenure Packet – To be submitted to the Tenure Review Committee 1. Record of Educational and Professional Activities 2. Revised Workload Context 3. Revised Teaching Philosophy 4. Revised Professional Strengths 5. Classroom observation from Spring (4th year) 6. Abstract of Research Based Professional Development project 7. Research-Based Professional Development completion form 8. Summative reflection on personal improvement for the past 4 years 9. Endorsement form from mentor	1st Friday in November
November	Tenure Packet and Tenure Review Committee's recommendation submitted to the dean	1st Friday in December
December	Dean submits tenure recommendation and tenure packet to appropriate Vice President	2nd Friday in December
	Vice Presidents notify President of faculty recommended for tenure	3rd Friday in December
	Vice Presidents notify President of faculty not recommended for tenure, and give reason why.	3rd Friday in December
	President, in writing, notifies faculty members who will be recommended to the Board of Trustees for tenure.	2nd Friday in January
January	President, in writing, notifies faculty members who will not be recommended to the Board of Trustees for tenure.	2nd Friday in January
	Faculty members notify President, in writing, indicating acceptance of 5th reappointment, with tenure (subject to approval by Board of Trustees)	4th Friday in January
	Next meeting of Board of trustees following 4th Friday in January – action on President's recommendations for 5th reappointment with tenure.	

Core Competencies of the Bergen Community College Faculty

Effective Teaching Strategies

Professional Committment

The Student-Centered Professor

Assessment

Institutional amd Community Engagement

Competency 1 – Effective Teaching

Bergen Community College professors will implement, and continually improve, teaching and learning that promote both acquisition and applications of knowledge and understanding. Bergen Community College educators will design learning opportunities that acknowledge, draw upon and are enriched by student diversity. An atmosphere of inclusion and understanding will be promoted in all learning environments.

Performance Indicators for Competency 1 – Effective Teaching

The faculty member will:

• Employ strategies (e.g. cooperative/collaborative) that motivate students and guide them to become more active learners

• Encourage students to challenge ideas and sources

• Integrate concrete, real-life situations into learning strategies (e.g., in counseling, library or classroom settings)

• Invite student input on their educational experience (e.g., choice among assignment topics, learning activities, etc.)

• Employ methods that develop student understanding of discipline's thinking, practice and procedures (e.g., through guided learning opportunities the student will apply the use of the discipline's "ways of knowing") and student academic literacy in the discipline or field (e.g., reading, writing, numeracy, technology skills, etc.)

• Develop reciprocity and cooperation among students (interdependence and teamwork)

• Foster connections among students in and out of the classroom, counseling and library environments (learning communities)

• Use diverse perspectives to engage and deepen critical thinking (i.e. diversity as a learning resource)

Competency 2 - Professional Commitment

Bergen Community College professors will continuously examine the effectiveness of their teaching, counseling, or librarianship in terms of student learning. They will demonstrate their commitment to becoming a better teacher, librarian, or counselor by actively participating in professional development. They also will keep abreast of the current scholarship in the fields of teaching and learning. Bergen Community College educators will stay current and continually improve their knowledge and understanding of their discipline. They will participate in activities that promote Bergen Community College's learning and student success mission, including serving on related college-wide groups and committees, attending professional conferences, and/or participating in other professional organizations.

Performance Indicators for Competency 2 – Professional Commitment
The faculty member will:

- Demonstrate current teaching and learning theory & practice
- Produce professional work (action research or traditional research) that meets standards of scholarship expected of Bergen Community College faculty
- Demonstrate relationship of the Scholarship of Teaching and Learning to improved teaching and learning processes
- Stay current in discipline/academic field (e.g., graduate courses and degrees, professional organizations, conferences, journals and other literature, etc.)
- Contribute to discipline/academic field
- Access faculty development programs and resources
- Participate actively on departmental, divisional and college committees and task forces.
- Collaborate with colleagues and dean/department chair/director to assure and to demonstrate progression of student learning across courses and programs

Competency 3 – Assessment
Bergen Community College professors will measure student learning through consistent, timely formative and summative measures, and promote students' abilities to self-assess. Assessment practices will invite student feedback on the teaching and learning process as well as on student achievement. Bergen Community College professors will also engage in outcomes-based practice to answer two key questions: "What will the students be able to know or do when they complete this course and/or program of study?" and "How will you know they know or can do what is expected when they have completed the course and/or program of study?"

Bergen Community College has demonstrated its commitment to this practice by its adoption of the Essential Learning Outcomes (LEAP) and the establishment of course and program learning outcomes (e.g., General Education Outcomes/LEAP, AS, AA, Honors, Certificate Programs, etc.). Bergen Community College educators will facilitate student growth in the Essential Learning Outcomes, Course Learning Outcomes, and Program Learning Outcomes through their work with students both in and out of the classroom setting.

Performance Indicators for Competency 3 - Assessment
The faculty member will:

- Employ formative feedback loops to inform students of their learning progress and provide timely feedback on class activities, exams, papers, and/or program
- Align summative evaluations with course outcomes, learning activities (appropriate to level of thinking & performance), or program outcomes
- Design activities to help students refine their abilities to self-assess their learning

- Evaluate effectiveness of assessment strategies and grading practices
- Align learning activities and assessments of course learning outcomes and program learning outcomes, with the student core competencies
- Sequence learning opportunities and assessments throughout courses, programs, and developmental advising to build student understanding and knowledge
- Design assessments that demonstrate student growth in Program Learning Outcomes and help students understand their growth in the acquisition of these outcomes
- Use evidence of student learning to review and improve courses and programs

Competency 4 – Institutional and Community Engagement

Bergen Community College educators will collaborate with the college community and their larger communities (local, regional/state, national, global) in ways that are mutually beneficial to all parties. The purpose of institutional and community engagement is to advance the goals and priorities of the college and to contribute to the public good.

By focusing these engagement efforts on student success, particularly expanding access to and supporting completion of a college education, this competency recognizes the vital role faculty play in the "life of college" in order to improve and enhance the BCC student experience. Furthermore, it emphasizes the value of community partnerships and the need to build and maintain relationships with the people, organizations, and companies who can support the college's mission.

Performance Indicators for Competency 4 – Institutional and Community Engagement

The faculty member will:
- Participate in college-wide efforts, such as strategic planning, accreditation/self-study and program review
- Participate actively on department, division, college meetings/committees/task forces
- Engage in faculty and college-wide governance opportunities
- Expand knowledge of college connections and contributions to wider communities
- Engage in research projects and service learning experiences for community, industry or government
- Assume leadership roles in college initiatives, student clubs or the college's community outreach efforts
- Promote the college and its programs to groups within the county, state and country
- Work closely with our high school and university partners to create and strengthen pathways for students

Required Statements

At different times during the tenure process you will be required to submit the following statements. Please consult the annual calendar for when those statements are due.

Professional Strengths

This statement is intended to give an opportunity to explain what strengths you bring to your position and should be no longer than 500 words when submitted in Year 1 and no longer than 1000 words when submitted in Year 5. Highlight your significant strengths in a narrative. Specific examples must be provided and supporting appendices are encouraged. The narrative should describe how you actively participate within the BCC and your professional community and how these activities enhance your classroom teaching and professional scholarship.

End-of-Year Reflection

Briefly reflect upon on your practice. Reflections should examine your personal strengths and weaknesses and areas for improvements. In your reflection address both your students' needs and professional needs. Limit your reflection to one page.

Philosophy of Teaching

The Philosophy of Teaching describes how you conduct your professional practice and why. It should overtly influence your course resources, such as syllabi, policies, and daily lessons, and it should be unique to you and your discipline. More specifically, the philosophy provides concrete examples reflecting your role (instructor, librarian, or counselor), the role of your students, your instructional strategies and your assessment methods. Limit your Philosophy of Teaching statement to 600 words.

Workload Context

This statement is intended to give an opportunity to explain your workload. Be as specific as possible in explanations and examples and limit content to 500 words. State at the beginning of your narrative the courses you teach, number of credits and preparations. Tables and bullets may be used as appropriate.

1. Explain your workload as specifically as possible. Librarians and counselors should explain the work they are doing. If you are a program coordinator or department chair, mention that here.
2. Content in this statement will include any assistance in administrative and committee work (along with your specific contribution/role and chair of committee).
3. Define and explain significant contributions to the College and Community and how these activities enrich your position at the College and the College's presence in the community.

Bergen Community College
Tenure Track
Classroom Instructional Evaluation

Revised 1/2012

Instructor: _____

School: _____ Classroom #: _____

Evaluator: _____

Date Of Evaluation: _____ Time: _____

Course Name: _____ Section: _____

Type Of Presentation: (Check One Or More)
☐ Lecture ☐ Videotape ☐ Laboratory ☐ Discussion ☐ Demonstration ☐ Clinic
☐ Other (Identify) _____

Pre-Observation Comments (If Applicable): _____
_____
_____

Instructional Techniques (Please Circle Appropriate Item. All Items, Regardless Of Rating, Require Supportive Comments.)

A. Organization And Development:
1. Exceeds Expectations   2. Meets Expectations   3. Does Not Meet Expectations

Supportive Comments: _____
_____
_____

B. Knowledge Of Subject Matter:
1. Exceeds Expectations   2. Meets Expectations   3. Does Not Meet Expectations

Supportive Comments: _____
_____
_____

C. Presentation Of Subject Matter:
1. Exceeds Expectations   2. Meets Expectations   3. Does Not Meet Expectations

Supportive Comments: _____
_____
_____

D. Student Involvement:
1. Exceeds Expectations   2. Meets Expectations   3. Does Not Meet Expectations

Supportive Comments: _____
_____
_____

E. Comments On The Techniques Of The Presentation:
1. Exceeds Expectations   2. Meets Expectations   3. Does Not Meet Expectations

Supportive Comments: _____
_____
_____

F. Additional Comments:_____
_____
_____

Overall Qualities (Please Circle Appropriate Item. All Items, Regardless Of Rating, Require Supportive Comments.)

A. Enthusiasm For Subject Matter Presented:
1. Exceeds Expectations   2. Meets Expectations   3. Does Not Meet Expectations

Supportive Comments: _____
_____
_____

B. Rapport With Students:
1. Exceeds Expectations   2. Meets Expectations   3. Does Not Meet Expectations

Supportive Comments: _____
_____
_____

C. Class Management:
1. Exceeds Expectations   2. Meets Expectations   3. Does Not Meet Expectations

Supportive Comments: _____
_____
_____

D. Oral Presentation:
1. Exceeds Expectations   2. Meets Expectations   3. Does Not Meet Expectations

Supportive Comments: _____
_____
_____

  E. Additional Comments: _____
_____
_____

Signature of First Observer _____   Date _____

Signature of Second Observer _____   Date _____

☐ Concur   ☐ I do not concur; my comments are attached

Instructor's Signature _____

Date of Conference_____   Place of Conference _____

☐ Concur   ☐ I do not concur; my comments are attached

Signature of Dean _____   Date _____

Reappointment Recommendation
Divisional Dean

Name: _____ Date: _____

Comments: (attached additional pages as necessary)

Recommended: ☐ Yes   ☐ No

Dean's Signature: _____

Faculty Member: ☐ I Concur   ☐ I don't concur

Comments: (attached additional pages as necessary)

_____
_____
_____
_____
_____

Faculty Member's Signature: _____

Vice President of Academic Affairs

Name: _____ Date: _____

Recommended: ☐ Yes   ☐ No

Comments: (attached additional pages as necessary)

_____
_____
_____
_____
_____

VPAA's Signature: _____

President

Name: _____ Date: _____

Recommended: ☐ Yes   ☐ No

Comments: (attached additional pages as necessary)

_____
_____
_____
_____
_____

President's Signature: _____

New Faculty Orientation Attendance

Month	Attended	Excused
September		
October		
November		
January		
February		
April		

January:

Faculty Development Chair Signature:_____

Date:_____

Comments: _____
_____
_____
_____
_____

June:

Faculty Development Chair Signature:_____

Date:_____

Comments: _____
_____
_____
_____
_____

Mentor Preference

Your mentor will guide and advocate for you throughout the remainder of your tenure process. Between July 1 and July 15 your dean, the chair of faculty development and the first year orientation chair will match mentors with candidates. Not everyone will receive their first choice and some determinations will be made by the committee as to best fit.

Using the Eligible Mentor List, distributed no later than May 30, indicate your top three choices, in preferential order. Return the completed form to the chair of faculty development by June 30.

Name:_____

Choice 1: _____

Choice 2: _____

Choice 3: _____

Faculty Development Chair Signature: _____

Date Received: _____

Mentor Commitment Form

Thank you for your willingness to work with a new faculty member and guide him or her through the tenure process.

Mentors are obligated to work with their mentees throughout their second, third, fourth and beginning of their fifth year of the tenure process. Three meetings between the candidate, dean and mentor are required per year. Faculty mentors will be released from 14 hours of academic advising per year for the duration of their mentoring commitment.

I understand that I am expected to assist my mentee for duration of 3.5 years, and if at any time I am not able to fulfill this obligation, I must notify my mentee, the mentee's dean, and the chair of faculty development in writing.

Name:_____

Signature:_____

Date mentor training was completed: _____

Send completed form to the Faculty Development Chair

Mentor Endorsement

Faculty Member: _____

Mentor: _____

Date:_____

Describe the positive qualities of your mentee: (limit to 250 words) _____

_____
_____
_____
_____
_____
_____

Describe how your mentee has grown over the past 4 years: (limit to 250 words) _____

_____
_____
_____
_____
_____

List or describe the contribution(s) and expertise your mentee will make to Bergen
Community College. (limit to 250 words)_____

_____
_____
_____
_____
_____
_____

Signature:_____

Core Competency Goal Planning

Candidate's Name: _____

Dean: _____

Mentor: _____

Date Received: _____

Dean's Signature: _____

1. **Identify at least the core competencies you would like to address and how you will address them in the coming year. Note: All four core competencies must be addressed for 4th year reappointment.**
2. **It is suggested that the selection core competencies for improvement is based on your end of the year reflection from the previous academic year.**

Core Competency	Commitment

Bergen Core Competencies
Competency 1 –Effective Teaching
Competency 2 - Professional Commitment
Competency 3 – Assessment
Competency 4 – Institutional and Community Engagement

September Meeting Comments

Candidate's Name:_____

Date:_____

Mentor: _____

Meeting Date: _____

Core Competency Comments: _____

_____
_____
_____
_____
_____

End of Year Reflection Comments: _____

_____
_____
_____
_____
_____

Submission Date:_____

Dean's Signature: _____

Faculty Member's Signature:_____

Mentor's Signature: _____

Progress Report for Core Competency Goals

Name:_____

Dean: _____

Mentor: _____

Date Received: _____

Dean's Signature: _____

The Competency Improvement section that follows is designed to help you show progress in the Core Competencies of a Bergen Educator. Please document your progress with appendices as appropriate. Add sections if work is being done on more than two competencies.

Core Competency 1
In a brief paragraph, identify your plan and progress.

Competency 1:

Core Competency 2
In a brief paragraph, identify your plan and progress.

Competency 2:

Record of Education & Professional Activities

Year Two candidates will include activities from Year One and Year Two.
Year Five candidates will include all activities from Year One through Year Five.

1. Academic Accomplishments – Credit Bearing Courses and Degrees

Corroborating transcripts and other valid evidence must be forwarded to appropriate dean by the institutions involved. Such evidence must accompany this application. In addition, a letter from an appropriate College official certifying that the courses and/or degrees have been completed must be forwarded to the dean. If transcripts are not yet available please provide an unofficial transcript until the course is complete and the corroborating official transcript become available. *Refers to courses taken.

Name of Course	Field of Specialization	Institution	Semester Hours of Credit*	Semester and Dates Taken or Conferred	Credit Towards*	
					2nd Masters	Doctorate

2. Please list all professional development and continuing education courses taken. List in reverse order, most recent first.

Name of Course	Field of Specialization	Institution	Professional or Continuing Education Credits*	Date	Requirement for Certification or Licensure*	
					Yes	No

C. Please list all BCC sponsored professional development activities. List in reverse order, most recent first.

Name of Course	Field of Specialization	Duration	Date

Dean's Evaluation of Progress

Candidate's Name: _____

Reappointment Year: ☐ 2nd ☐ 3rd ☐ 4th

Date: _____

Mentor: _____

Dean: _____

Meeting Date: _____

Submission Date: _____

This form works in conjunction with the candidate's yearly submissions. The candidate's dean will meet with the candidate and their mentor to discuss the contents of the reappointment package and offer feedback.
Additional Meeting Notes:

	Documentation of Progress	**Comments** To assist the candidate in clarifying and refining each section, the feedback should be specific and concrete. Has the candidate made strides in the following areas?
End of the Year Reflection		
Core Competency 1 Progress		
Core Competency 2 Progress		
RBPD Progress (Years 3 and 4 only)		

Dean's Signature: _____

Candidate's Signature: _____

☐ I concur   ☐ I don't concur (attach comments)

Mentor's Signature: _____

Date: _____

Research-Based Professional Development Project

In year 2 you will plan for your RBPD. RBPD is a four semester commitment to improving your practice through inquiry in a systematic manner. Your approach will vary according to the context of your study, your beliefs and the strategies you employ.

The purpose of this research is to seek ways to transform quality of teaching and teaching related activities, thereby enhancing student learning. Your research will be participatory and collaborative while employing reflection and problem-solving.

Collaboration and consultation with colleagues is encouraged to help design and carry out investigations. Collaborative projects with colleagues are also encouraged. Your dean, department chair, mentor and the larger BCC community will support and encourage you through this process of theorizing, questioning, collecting and analyzing data and then sharing your results and the implementation of those results. RBPD will not only inform your personal professional development, but it can influence curriculum, program and policy development through informed action. Faculty currently immersed in other research may apply for an exception to do an alternate project. Requests for alternate projects must be made in writing to the Vice President of Academic Affairs and the Divisional Dean no later than the First Friday in March of the faculty member's second year on the tenure track.

As you consider the possibilities for your RBPD project consider the professional opportunities this process affords you to gain knowledge and skills through and to become critical and reflective about your practice. Your RBPD questions should emanate from areas you see as problematic or that are discrepancies between what is intended and what occurs.

Support will be available during the duration of your project.

Research-Based Professional Development Project Plan Template

Use this template as both a guide and a worksheet to organize your Research Based Professional Development Research Project. Completing each section will move you through the steps design and then implement an RBPD project in your practice. Instructions are provided in the Year 2 and Year 3 Handbooks.

Faculty's Name: _____

Dean's Name: _____

Mentor: _____

Part 1
Project Information

Name of Initiative, Grant, and Special Project, if applicable: _____
_____

Name of Project: _____

Discipline: _____

Course Title and Number, if applicable: _____
_____

Project Goal

Abstract (limit to 150 words): _____
_____
_____

Research Question: _____

Preparation – Background

Background from multiple perspectives (student, colleague, expert, self: limit each statement to 150 words): _____
_____
_____

Methods and Assessment Plan (1,000 word limit): _____
_____
_____

Organization – Address the following
• Student Learning Outcome (s) Statement, if applicable:
• Performance Indicators for each Student Learning Outcome:
• Teaching, counseling, or librarianship strategies:
• Assessment Methods:

Research-Based Professional Development Approval

Name: _____

Date: _____

Mentor: _____

Dean: _____

Abstract Approved: ☐ **Yes** ☐ **No**

Comments: _____
_____
_____

Research Question Approved: ☐ **Yes** ☐ **No**

Comments: _____
_____
_____

Background Perspectives Approved: ☐ **Yes** ☐ **No**

Comments: _____
_____
_____

Methods & Assessment Approved: ☐ **Yes** ☐ **No**

Comments: _____
_____
_____

Suggested Modifications: _____
_____
_____
_____

Resubmit By: _____

Dean's Signature: _____

Faculty Member's Signature: _____

Mentor's Signature: _____

Date: _____

Interim Research-Based Professional Development Progress Report

Name: _____

Date: _____

Mentor: _____

Dean: _____

Summarize (250 word maximum) progress on your RBPD project: _____
_____
_____
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Modifications to the project: _____
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Additional support requested:_____
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Research-Based Professional Development Project Plan Template – part 2
Part 2

Name: _____

Date: _____

Mentor: _____

Dean: _____

Interim Results

Results (limit to 300 words): _____
_____
_____

Interpretation of Results (limit to 300 words): _____
_____
_____

Reflection

Reflection on the Research Based Professional Development Project (limit to 300 words): _____
_____
_____

Modifications based on Results (limit narrative to 300 words, no limit on appendices):
_____
_____

Research Question
1. Methods and Assessment Plan
2. Student Learning Outcome(s)
3. Performance Indicator(s) for each Student Learning Outcome
4. Teaching, counseling or librarianship strategies
5. Assessment Method(s)

Dissemination & Collaboration

If collaboration took place note when and how: _____
_____

If dissemination of preliminary results took place note when and how: _____
_____

Dean's comments: _____
_____

Name: _____

Date: _____

Mentor: _____

Dean: _____

Final Abstract (limit to 200 words): _____
_____
_____
_____

Modifications to the project (only record a response in the applicable areas, no one area should have a statement over 300 words):
1. Research Question
2. Methods and Assessment Plan
3. Student Learning Outcome(s)
4. Performance Indicator(s) for Student Learning Outcome
5. Teaching, counseling or librarianship strategies
6. Assessment Method(s)

Significant Results
1. Project Results (limit to 500 words):
2. Interpretation of Results (limit to 500 words):

Reflection
1. Reflection on the entire Research Based Professional Development Project (limit to 300 words):
2. Modifications based on the results (limit narrative to 300 words, no limit on appendices):

Dissemination and Collaboration
1. Dissemination Actions (limit to 150 words):
2. Collaborative Actions (limit to 150 words):

Research-Based Professional Development Completion Form

Faculty Name: _____

Date: _____

Mentor: _____

Department Chair: _____

Dean: _____

Project Goal was achieved? ☐ **Yes** ☐ **No**

Comments: _____

_____

_____

_____

Modifications:
Implemented when appropriate: ☐ **Yes** ☐ **No**

Comments:_____

_____

_____

Results:

Comments:_____

_____

_____

Dissemination:

Comments:_____

_____

_____

Dean Signature: _____

Faculty Member:_____

Mentor: _____

Date: _____

Tenure Review Committee

The tenure process has two concurrent components. One component, the successful completion of the Research-Based Professional Development Project, is a prerequisite to be eligible for consideration for tenure by the Tenure Review Committee. This component is formative and developmental and is supervised by the candidate's dean and is supported by Faculty Development. The other component is the assessment of the candidate's ongoing professional practice and is supervised by the candidate's dean with confirmation of satisfaction from the Vice President of Academic Affairs and the President.

Over the course of the pre-tenure period, candidates receive periodic feedback from their dean on their progress towards completing their Research-Based Professional Development and yearly professional performance and growth. Both of these components culminate in the fifth year evaluation by the Tenure Review Committee (TRC), followed by an appropriate recommendation submitted to the candidate's dean.

The TRC is formed in the following manner and will consist of three (3) members:
1. The full-time tenure and tenure-track faculty from each division will elect one (1) tenured faculty member annually to serve in an advisory role to the dean in making the year's tenure recommendations.
2. The dean will appoint two (2) tenured faculty members to serve annually in an advisory role to the dean in making the year's tenure recommendations.
3. The dean will make the year's appointments before the election is conducted in the division.

The TRC participates in a summative assessment of the eligible candidate's pre-tenure documentation and provides written remarks and summaries to be consulted by the dean in making their recommendation. The TRC's primary role is to holistically review information relative to the candidate's professional work and not give unbalanced weight to one individual artifact or performance record. The TRC does not re-evaluate the Research-Based Professional Development project.

Appendix A

The Essential Learning Outcomes (LEAP) - Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining:

Knowledge of Human Cultures and the Physical and Natural World
• Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts and *focused by engagement with big questions, both contemporary and enduring*

Intellectual and Practical Skills, including
• Inquiry and analysis
• Critical and creative thinking
• Written and oral communication
• Quantitative literacy
• Information literacy
• Teamwork and problem solving

  Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

Personal and Social Responsibility, including
• Civic knowledge and engagement—local and global
• Intercultural knowledge and competence
• Ethical reasoning and action
• Foundations and skills for lifelong learning

  Anchored through active involvement with diverse communities and real-world challenges

Integrative and Applied Learning, including
• Synthesis and advanced accomplishment across general and specialized studies

  Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems