

Tenure Handbook

Bergen Community College
September 2025



Introduction



The modern concept of tenure in higher education began in earnest with the 1940 *Statement of Principles on Academic Freedom and Tenure*, although New Jersey was the first state in the nation to grant “fair-dismissal rights” to college professors in 1910. The practice was meant to ensure that college professors could do research and express views on potentially unpopular topics without being penalized and possibly losing their positions simply for expressing such views. Today tenure is increasingly being questioned as a system that protects ineffective teachers, but the reasons for its existence are more valid now than ever. To be clear, tenure is not a lifetime job guarantee, but a commitment by an institution that no professor may be removed from a position without just cause and due process. Academic freedom is, after all, an essential component of higher education.

Bergen Community College remains committed to providing our students the best educational experience possible, and we believe this is best accomplished with a committed group of tenure-track and tenured faculty. Our five-year process is designed to provide tenure-track faculty with a supportive environment to help them grow into productive, creative, and engaged members of the College community. We want our faculty to thrive at an institution that prizes student success and professional development.

The steps outlined in this handbook are evidence that we employ an open and formative process in our reappointment and tenure decisions. You will be paired with a mentor who will be an excellent resource as you become more acquainted with the College. There is also a research-based professional development project that allows you to explore pedagogical issues from a scholarly perspective. Feedback on your classroom teaching, College and community engagement, and professional growth will be provided each year as well. The College will supply you with the resources you need to become a valued, long-term member of our faculty.

As Academic Vice President and Provost, I look forward to working with you as part of our academic team. I know you will find the environment here stimulating, with colleagues who are active scholars and committed to employing the latest pedagogical developments in their classes. I’m excited to work with you as we continue to explore and incorporate the best practices for student success.

Andrew S. Tomko, Ph.D.
Vice President of Academic Affairs and Provost

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| YEAR ONE | | |
|----------------------|--|--|
| Month | Document | Due Date |
| September - December | New Faculty Orientation – 14 hours* (schedule TBA) September: Initiate Fall Classroom Instructional Evaluation Form. | |
| January-May | New Faculty Orientation – 14 hours* (schedule TBA) | |
| January | Complete and submit 1st year reappointment paperwork and make an appointment to confer with Divisional Dean or Administrator. These forms include: 1. Spring Classroom Instructional Evaluation 2. Workload Context 3. Professional Strengths 4. New Faculty Orientation Attendance (will be submitted by Faculty Development Chair(s)). 5. Fall Instructional Evaluation Form | 4th Friday in January |
| February | After having conferred with the faculty member, Divisional Dean or Administrator 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 February-May meet with your Dean or Administrator 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 / 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 |
| May | Complete and submit 1st year End of Year Portfolio which will include: 1. End-of-Year Reflection 2. Mentor Preference Form 3. New Faculty Orientation Attendance (will be submitted by Faculty Development Chair(s)). 4. Spring Classroom Instructional Evaluation Form | 3rd Friday in May |

*In lieu of advising

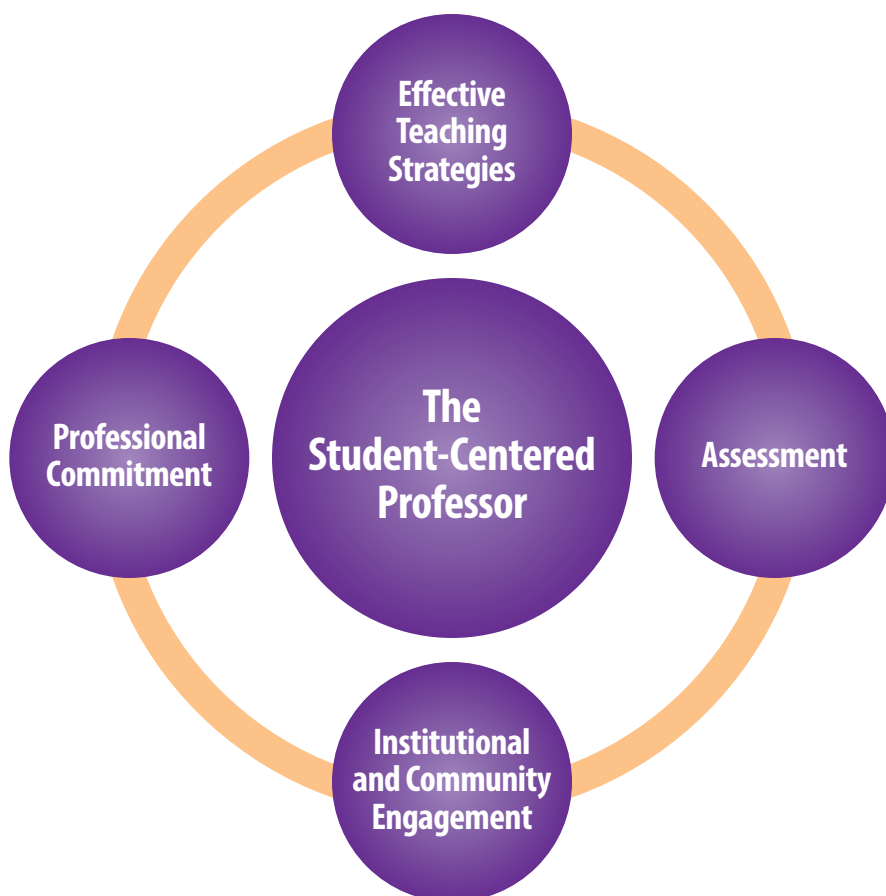
| YEAR TWO | | |
|-----------|--|-------------------------------------|
| Month | Document | Due Date |
| September | <ol style="list-style-type: none"> 1. Core Competency Goal Planning <ol style="list-style-type: none"> a. Complete Core Competency Goal Planning form. (At least two core competencies must be addressed; all four core competencies will be addressed for 4th year reappointment.) b. Meet with your mentor and dean c. In spring semester, granted one course reduction (3-5 credit contact hours as per BCCFA Contract) 2. Dean or Administrator completes the September Meeting Comments Form 3. Initiate Fall Instructional Evaluation Form | 4 th Friday in September |
| January | <p>Complete and submit 2nd year reappointment forms which will include:</p> <ol style="list-style-type: none"> 1. Progress Report for Core Competency Goals (progress September – December) 2. Workload Context 3. Philosophy of Teaching 4. Record of Educational and Professional Activities 5. Classroom Instructional Evaluation Form from Spring (1st year) and Fall (2nd year) 6. Initiate Spring Instructional Evaluation Form | 4 th Friday in January |
| February | After having conferred with faculty and Mentor, Divisional Dean or Administrator submits Reappointment Recommendation to the appropriate Vice President | 2 nd Friday in February |
| | Vice Presidents notify President of faculty recommended for 2 nd reappointment by | 4 th Friday in February |
| | Divisional Dean or appropriate Vice President informs faculty of administration's recommendation for non-reappointment and gives reasons why | |
| | Begin planning your Research-Based Professional Development project with Mentor and Dean or Administrator | |
| March | President, in writing, notifies faculty members who will /will not be recommended to Board of Trustees for 2 nd reappointment | 1st Friday in March |
| | Faculty members notify President, in writing, indicating acceptance of 2 nd reappointment (subject to approval of Board of Trustees) | 3rd Friday in March |
| | Complete draft of Research-Based Professional Development Project Form - Part 1 | 4th Friday in March |
| April | Meet with Dean or Administrator, and Mentor to obtain approval for your Research-Based Professional Development Project. Dean or Administrator will complete the RBPDP Approval Form. | 4 th Friday in April |
| May | <p>Complete and submit 2nd year End of Year Portfolio which will include:</p> <ol style="list-style-type: none"> 1. Research-Based Professional Development Form – Part 1 2. End-of-Year Reflection 3. Spring Instructional Evaluation Form | 3 rd Friday in May |

| YEAR THREE | | |
|------------|---|---|
| Month | Document | Due Date |
| September | <ol style="list-style-type: none"> 1. Begin Research-Based Professional Development Project 2. Complete Core Competency Goal Planning <ol style="list-style-type: none"> 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 or Administrator completes the September Meeting Form 4. Initiate Fall Instructional Evaluation Form | 4 th Friday in September |
| January | <p>Complete and submit 3rd year reappointment forms which will include:</p> <ol style="list-style-type: none"> 1. Progress Report for Core Competency Goals (progress September – December) 2. Record of Educational and Professional Activities 3. Workload Context 4. Classroom Observations from Spring (2nd year) and Fall (3rd year) 5. Interim Research Based Professional Development Progress Report. 6. Initiate Spring Instructional Evaluation Form | 4 th Friday in January |
| February | <p>After having conferred with faculty and Mentor, Divisional Dean or Administrator submits Reappointment Recommendation to the appropriate Vice President</p> <p>Vice Presidents notify President of faculty recommended for 3rd reappointment by</p> <p>Divisional Dean or appropriate Vice President informs faculty of administration's recommendation for non-reappointment and gives reasons why</p> <p>President, in writing, notifies faculty members who will / will not be recommended to Board of Trustees for 3rd reappointment</p> | <p>2nd Friday in February</p> <p>3rd Friday in February</p> |
| March | Faculty members notify President, in writing, indicating acceptance of 3 rd reappointment (subject to approval of Board of Trustees) by | 1 st Friday in March |
| May | <p>Complete and submit 3rd year End of Year Portfolio which will include:</p> <ol style="list-style-type: none"> 1. Research-Based Professional Development End of Year Report – Part 2 2. End-of-Year Reflection 3. Spring Instructional Evaluation Form <p>Meet with Dean or Administrator and Mentor to discuss Research-Based Professional Development End of Year Report. Dean or Administrator will complete the comments section.</p> | 3 rd Friday in May |

| YEAR FOUR | | |
|-----------|--|-------------------------------------|
| Month | Document | Due Date |
| September | <ol style="list-style-type: none"> 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.) <ol style="list-style-type: none"> a. Complete Core Competency Goal form b. Meet with your mentor and dean 3. Dean or Administrator completes the September Meeting Comments Form 4. Initiate Fall Instructional Evaluation Form | 4 th Friday in September |
| January | <p>Complete and submit 4th year reappointment forms which will include:</p> <ol style="list-style-type: none"> 1. Progress Report for Core Competency Goals (progress September – December) 2. Record of Educational and Professional Activities 3. Workload Context 4. Classroom Observations from Spring (3rd year) and Fall (4th year) 5. Interim Research-Based Professional Development Progress Report. 6. Initiate Spring Instructional Evaluation Form | 4 th Friday in January |
| February | After having conferred with faculty and mentor, Divisional Dean or Administrator submits Reappointment Recommendation to the appropriate Vice President | 2 nd Friday in February |
| | Vice Presidents notify President of faculty recommended for 4 th reappointment by | 3 rd 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 / will not be recommended to Board of Trustees for 4 th reappointment | |
| March | Faculty members notify President, in writing, indicating acceptance of 3 rd reappointment (subject to approval of Board of Trustees) by | 1 st Friday in March |
| | Submit final Research-Based Professional Development Report – Part 3 | 4 th Friday in March |
| April | Meet with Dean or Administrator and Mentor to discuss Research-Based Professional Development final report. Dean or Administrator completes the RBPDP completion form. | 4 th Friday in April |
| May | <p>Complete and submit 4th year end of year Portfolio which will include:</p> <ol style="list-style-type: none"> 1. End-of-Year Reflection 2. Spring Instructional Evaluation Form | 3 rd Friday in May |

| YEAR FIVE | | |
|-----------|--|------------------------------------|
| Month | Document | Due Date |
| October | <p>Tenure Packet – To be submitted to the Divisional Dean or Administrator</p> <ol style="list-style-type: none"> 1. Record of Educational and Professional Activities 2. Revised Workload Context 3. Revised Teaching Philosophy 4. Revised Professional Strengths 5. Classroom Instructional Evaluation Form 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 | 4 th Friday in October |
| November | Tenure Packet and Tenure Review Committee's recommendation submitted to the Divisional Dean or Administrator | 1 st Friday in December |
| December | Dean or Administrator submits tenure recommendation and tenure packet to appropriate Vice President | 2 nd Friday in December |
| | Vice Presidents notify President of faculty recommended for tenure | 3 rd Friday in December |
| | Vice Presidents notify President of faculty not recommended for tenure, and give reason why. | 3 rd Friday in December |
| | President, in writing, notifies faculty members who will be recommended to the Board of Trustees for tenure. | 2 nd Friday in January |
| January | President, in writing, notifies faculty members who will not be recommended to the Board of Trustees for tenure. | 2 nd Friday in January |
| | Faculty members notify President, in writing, indicating acceptance of 5 th reappointment, with tenure (subject to approval by Board of Trustees) | 4 th Friday in January |
| | Next meeting of Board of Trustees following 4 th Friday in January – action on President's recommendations for 5 th reappointment with tenure. | |

Core Competencies of the Bergen Community College Faculty



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 (see Appendix A) and the establishment of course and program learning outcomes (e.g., General Education Outcomes, 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 Essential Learning Outcomes
- 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 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 500 words.

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 Form

Revised 2020

Instructor: _____

Dean: _____ 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 (will be submitted by Faculty Development Chair(s))

Fall Semester: 14 Hours

Faculty Development Chair Signature: _____

Date: _____

Comments: _____

Spring Semester: 14 Hours

Faculty Development Chair Signature: _____

Date: _____

Comments: _____

Mentor Preference

Your Mentor will guide and advocate for you throughout the remainder of your tenure process. The chair(s) of faculty development and the VPAA will match mentors with candidates.

Using the Eligible Mentor List, indicate your top three choices, in preferential order.

Name: _____

Choice 1: _____

Choice 2: _____

Choice 3: _____

Faculty Development Chair Signature: _____

Date Received: _____

Mentor Commitment Form

Thank you for your willingness to guide 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 or Administrator 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 the 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: _____

Mentor Endorsement

Faculty Member: _____

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: _____

Date Received: _____

Dean's Signature: _____

1. Identify 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 selected core competencies for improvement are 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: _____

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: _____

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 or Administrator 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 or Administrator. If transcripts are not yet available please provide an unofficial transcript until the course is complete and the corroborating official transcript becomes 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 |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

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

| Name of Course | Field of Specialization | Duration | Date |
|----------------|-------------------------|----------|------|
| | | | |
| | | | |
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| | | | |

Research-Based Professional Development (RBPDP) Project

In year 2 you will plan for your RBPDP. RBPDP 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 or Administrator and 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. RBPDP 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 or Administrator 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 RBPDP project, consider the professional opportunities this process affords you to gain knowledge and skills and to become critical and reflective about your practice. Your RBPDP questions should emanate from areas you see as problematic or that are discrepancies between what is intended and what occurs.

In the second semester of your second year of employment at the College, you are entitled to be granted one course reduction (3 or 4 or 5 credit/contact hours). This time is intended to support you as you design 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 RBPDP project in your practice.

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: _____

Dean: _____

Summarize (250 word maximum) progress on your RBPD project: _____

Modifications to the project: _____

Additional support requested: _____

Research-Based Professional Development Project Plan Template – part 2

Name: _____

Date: _____

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: _____

Research-Based Professional Development Project Plan Template – part 3

Name: _____

Date: _____

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: _____

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 or Administrator 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 or Administrator 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 or Administrator 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 or Administrator.

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 or Administrator in making the year's tenure recommendations.
2. The Dean or Administrator 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 or Administrator 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 or Administrator 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

Bergen Community College's Essential Learning Outcomes

The following eleven major learning outcomes and thirty subsidiary learning outcomes describe the essential knowledge and skills that we expect of all graduates, and are supported through the General Education Program and Program Learning Outcomes across the curriculum. These outcomes are consistent with the NJCCC General Education Foundation Goals and simultaneously serve as Bergen's General Education goals and Bergen's Institutional Learning Outcomes (in alignment with Middle States Association accreditation standards). For each Program and Program Option, a curriculum map indicates the relationships between the Program Learning Outcomes and the College's Essential Learning Outcomes. Critical Thinking is infused in each outcome, and together they form the foundation for intellectual growth, lifelong learning and professional success. (Approved by the Faculty Senate in May 2024.)

Bergen Community College's Essential Learning Outcomes

1. Effective Speaking

- 1.1 Students will express ideas clearly and persuasively through speech.
- 1.2 Students will use speech effectively to contribute to discussions, dialogues, or debates, and in professional settings.

2. Effective Writing

- 2.1 Students will use writing to express ideas clearly and concisely.
- 2.2 Students will demonstrate proficiency in grammar rules and syntax structures.
- 2.3 Students will demonstrate proficiency in academic or professional writing, including focus, proper citation and the use of evidence to support arguments.

3. Mathematical Reasoning

- 3.1 Students will effectively communicate and apply mathematical concepts within and across disciplines.
- 3.2 Students will analyze and solve mathematical problems.
- 3.3 Students will interpret and critically analyze quantitative data.

4. Scientific Reasoning

- 4.1 Students will demonstrate an understanding of the scientific method.
- 4.2 Students will test hypotheses, and analyze, interpret, and draw informed conclusions about natural phenomena, experimental results and empirical data in diverse scientific disciplines and real-world scenarios.
- 4.3 Students will demonstrate knowledge of natural processes and their taxonomies.

5. Technological Competency

- 5.1 Students will be proficient in using a variety of technological tools and platforms.
- 5.2 Students will critically apply new or emerging technologies to solve practical or professional problems.

6. Information Literacy

- 6.1 Students will evaluate the credibility and reliability of information.
- 6.2 Students will locate authoritative sources when needed.
- 6.3 Students will ethically and effectively create and use diverse forms of information.

7. Social-Behavioral Analysis

- 7.1 Students will analyze social structures and institutions and their impact on individuals and communities.
- 7.2 Students will apply theories and concepts from the social and empirical sciences to analyze human behavior and contemporary social issues.
- 7.3 Students will demonstrate knowledge of social science concepts and theoretical perspectives.

8. Historical Analysis

- 8.1 Students will demonstrate knowledge of the historical events, movements and trends that have shaped human societies and cultures.
- 8.2 Students will analyze the ways in which historical contexts influence artistic and intellectual developments.
- 8.3 Students will connect historical knowledge to contemporary issues and challenges.

9. Humanistic Analysis

- 9.1 Students will interpret and critically analyze works of literature, visual art, music, theater, philosophy, or religion.
- 9.2 Students will demonstrate proficiency in the use of a World Language.
- 9.3 Students will demonstrate knowledge of humanistic conceptual frameworks and theories of Interpretation.

10. Intercultural Awareness

- 10.1 Students will demonstrate knowledge of world cultures and their interdependence.
- 10.2 Students will analyze the role that cultural norms and values play in shaping attitudes, behavior, and identity.
- 10.3 Students will demonstrate inclusivity, cultural sensitivity, and cross-cultural communication skills in interpersonal or professional interactions.

11. Moral Literacy

- 11.1 Students will reflect on personal values and develop a sense of moral identity.
- 11.2 Students will apply ethical theories and principles to real-world scenarios or professional settings.

