

Memorandum

To: New Faculty

From: Faculty Affairs Committee (FAC) of the Faculty Senate

The Utica College-AAUP-UC Collective Bargaining Agreement (CBA) is the authoritative document outlining how tenure and promotion decisions are made. The attached *Preparing Your Tenure Package* document will briefly summarize requirements for tenure, offer suggestions for creating, updating, and presenting your tenure package, and provide a set of resources available to help you through your probationary period as a faculty member at Utica College. It does not replace or supersede the contract stipulations

**Preparation for Tenure Starts Today!**

The most important thing to remember is that YOU are responsible for presenting your “best” self: There is no better advocate. Do not be afraid to ask questions and seek advice.

Important documents available online:

* [Procedures For Consideration of Faculty For Tenure (Official Procedures, FAC)](U:\\AA&P\\Jo Ann\\FAC\\!Procedural Documents and Forms\\PROCEDURES FOR TENURE- Revised June 2017.pdf)
* [FAC Confidentiality Statement](\\\\utica-files-01\\depts\\AA&P\\Jo Ann\\FAC\\!Procedural Documents and Forms\\FAC Statement of Confidentiality.pdf)
* [Summary Of Professional Activities (SOPA) form](file:///\\utica-files-01\depts\AA&P\Jo%20Ann\FAC\!Procedural%20Documents%20and%20Forms\SOPA%20Form%20revised%20Spring%202018.pdf)
* [SOPA Guidance](http://www.utica.edu/academic/facultyinfo/media/SOPA%20Guidance.pdf)
* [2015-2020 AAUP-UC Contract](http://www.utica.edu/academic/facultyinfo/media/Utica%20College%20AAUP%20Contract%202015%20-%202020.pdf)

**Preparing Your Tenure Package**

Welcome new faculty members! Preparing for tenure consideration starts today.

According to the current Utica College-AAUP-UC Collective Bargaining Agreement, evaluation categories are as follows:

***Teaching***

*The faculty member should show excellence and active interest in teaching. In addition to evaluating class performance, the FAC shall consider, among other things, the faculty member’s activities as an academic advisor and work done with students outside the classroom, student surveys and evaluation by peers in judging teaching performance, and improvement of existing courses. The FAC may weigh these criteria as it sees fit on a case-by-case basis.*

***Professional Accomplishment***

*The faculty member should show clear evidence of creative and professional accomplishments appropriate to his or her field. The FAC shall consider appropriate scholarly and/or appropriate creative activity in the faculty member’s field. Scholarly publication is one of several possible measures of professional accomplishment.*

***Service***

*The faculty member should show clear evidence of meritorious service to the teaching profession, the College, and/or the community at large. Service in the AAUP-UC and participation in admissions events shall each be recognized as one form of such service. Participation in curricular development outside of his or her teaching duties, preparation of documents for accreditation, self-study, and other professional service shall also be recognized as service.*

[(Utica College – AAUP-UC CBA 2015-2020, p. 9)](http://www.utica.edu/academic/facultyinfo/media/Utica%20College%20AAUP%20Contract%202015%20-%202020.pdf)

**TENURE PACKAGE**

There are three components to a tenure package: the *Summary of Professional Activities*; *Reflective Statements on Teaching, Professional Accomplishment, and Service*; and *Supporting Evidence i*ncluding Artifacts of Teaching Effectiveness (such as peer evaluations and opinionnaires). Each of these is briefly described below.

Summary of Professional Activities (SOPA)

Each year faculty members submit a *Summary of Professional Activities (SOPA)* to their school Deans that documents activities and progress in each of the three areas required for tenure (teaching, professional accomplishment, and service). One effective strategy for maintaining your summary over time is to establish a file (electronic or paper) in which to collect artifacts of anything that you might want to include in your summary – conference programs, Nexus notes, teaching syllabi, sample assignments, presentation flyers, evidence of committee membership, etc. Your SOPA should grow and evolve over time so that the version you present in your tenure package should be a cumulative record of your time at the College.

[Form for Summary of Professional Activities](file:///\\utica-files-01\depts\AA&P\Jo%20Ann\FAC\!Procedural%20Documents%20and%20Forms\SOPA%20Form%20revised%20Spring%202018.pdf)

Reflective Statements on Teaching, Professional Accomplishment, and Service

Whereas each year your annual *Summary of Professional Activities* is an extension of the previous year, this is not true of your annual *Reflective Statements on Teaching, Professional Accomplishment, and Service*. *Reflective Statements* give faculty members the opportunity to think annually about their philosophies, goals, strategies for achieving those goals, and successes and challenges in each of the three areas of teaching, professional accomplishment, and service. These *Reflective Statements* should evolve as the faculty member proceeds toward tenure. Further, your *Reflective Statements* should respond to feedback from the students (SOOT scores) and your colleagues (peer reviews, tenured faculty responses). Your dean, department chair, and colleagues are available to provide assistance in writing these *Statements.* (Please be sure to give them enough time to read and comment on your statements, and for you to change them in response to the feedback, before the deadline for submission.) Ultimately, pre-tenure *Reflective Statements* create a narrative about your progress toward tenure and will be useful in creating your tenure package.

Supporting Documents

This component of your tenure package is, in essence, the file in which you have been collecting materials. It is the evidence that supports the statements you have reported in your *Summary of Professional Activities.* Faculty members may submit the *Supporting Documents* in a three-ring binder with sections devoted to teaching, professional accomplishment, and service. However, other ways of organizing this material would be acceptable as long as the information is clearly indexed. The amount of material in your Supporting Documents should not be exhaustive but, rather, should be reflective of your major or exemplary work (it need not include every document produced, simply those needed to make your case).

**ADVISE AND SUGGESTIONS FOR DEVELOPING YOUR TENURE FILE**

Faculty Mentor

As your career at UC develops you should make an effort to get to know as many colleagues as you can. Many candidates report that having informal faculty mentors early in their careers was the greatest source of information and support when going through the tenure process. Mentors may be colleagues from your own department or others recommended by your department members or your Dean. Find mentors early. Make sure you are professionally comfortable with the mentors you seek. They should be somewhat familiar with your area of expertise, and that people within and outside your discipline should be represented.

The *Procedures for Consideration of Faculty for Tenure* document provides guidelines for preparing your tenure package. This section of the *Road to Tenure* document will talk about each requirement and provide advice and suggestions for developing your tenure package. Below are some of the documents that would be appropriate to keep in your files to help you to prepare your annual *Summary of Professional Activities* and your tenure package.

Whereas there is some variability across Schools, in general, the following list is applicable to all Schools. Ultimately, communications with your School Dean, Department Chair, and mentors will provide the best assurance that you have prepared a complete package for tenure.

Below are examples of possible items to include in your package. This list is not to be considered fully inclusive nor a set of requirements, but rather suggestions to get you started thinking about what to include. Ultimately these items will be used to put together your tenure package.

Teaching

Required Materials:

* Your Tenure *Reflective Statement on Teaching* is a culmination of your pre-tenure experience as an educator.
* Strong examples of syllabi, course projects, assignments, and evaluation measures for students
* Teaching evaluation documents provided by your school office to use to help summarize your teaching experience as viewed by students
* Pre-tenure candidates should have peer evaluations of the effectiveness of their teaching done on a regular basis, at least one per year. Usually your School Dean will conduct one or more evaluations during your pre-tenure period. You should, however, have additional peer evaluations conducted as well. Good choices for evaluators are the tenured faculty members in your department, your department chair, faculty who have earned the Distinguished Teaching Award, and at least one faculty member outside of your School. Note: While it is the responsibility of the school to provide one peer review per semester for the first two years (and one per year thereafter until consideration for tenure), candidates may wish to consider soliciting additional peer evaluations to strengthen their package and for additional feedback.

Other Materials Included as Applicable:

* Record of advisees numbers, awards or other recognition for your work in this area, or accomplishment above and beyond the norm
* Information and documentation regarding any independent studies, tutorials, or Master’s thesis supervision
* Honors, awards, and support letters regarding your teaching, curricular work, or advising expertise
* Acknowledgements for teaching from other institutions or for guest lecturing
* Documentation regarding work done with students outside the classroom
* Examples of innovation of coursework or overall program contributions
* Role as an academic advisor outside of departmental/major advising

Professional Accomplishment

* Your Tenure *Reflective Statement on Professional Accomplishment* is a culmination of your pre-tenure experience as a scholar/professional in your field.
* Creative Works including such things as juried or unjuried shows of artwork or craftwork, musical or dramatic performances, published creative writing or journalism, curation of collections, performances, or exhibits, and similar creative endeavors.
* Professional publications while at Utica College including acceptance letters/notifications (identify invited publications separately and indicate if peer reviewed)
* Funded grants
* Professional conference presentations while at Utica College including acceptance letters/notifications (identify invited presentations separately and indicate if peer reviewed)
* Local and campus publications or presentations
* Acknowledgements and awards for scholarship and other forms of professional accomplishment in your field
* Evidence of submitted competitive grant proposals, even if not funded.
* You may wish to solicit support letters from colleagues external to Utica College ~~and~~ or from professional organizations to provide perspective on your professional accomplishment
* While work done prior to your time at Utica College is not considered during the tenure deliberations, a record of your publications and presentations while at other institutions (to show the continuity and extension of your research agenda) is suggested. This continuity and extension should be discussed in your *Reflective Statement on Professional Accomplishment*.

Service

* Your Tenure *Reflective Statement on Service* is a culmination of your pre-tenure experience in service to the College and your profession.
* Some examples of service include committee memberships, participation in Admissions and other College events, volunteer work in the community and community board memberships, etc.
* Documentation regarding any service to your professional community while at Utica College (membership, leadership roles, significant accomplishment, etc.)
* Documentation regarding any service to the Utica College community while at Utica College (elected and appointed committee membership, leadership roles, significant accomplishment, etc.)
  1. Whereas service is important, typically in the first year greater focus is placed on teaching and professional accomplishment.
  2. Seek the advice of peers, mentors, and your school to find service that is appropriate to your skill set and interests.
  3. Membership on the Governing Board or as an officer of AAUP-UC is recognized as service.
  4. Despite the preference of some members of the faculty, it is not required that you have served on a major elected committee by the time you come up for tenure. Many other appointed or elected committees, work groups, and task forces do work that is integral and important to the College.
* Documentation regarding any service to your local community while at Utica College (committee membership, leadership roles, significant accomplishment, etc.)
* Acknowledgement for service on or off campus (support letters, awards, etc.)
* Service contributions at previous institutions can be included if it contributes to an understanding of your service while at Utica College. A discussion of this contribution should be included in your *Reflective Statement on Service*.
* Campus (intramural) Presentations and Publications

Resources

Professional Development Resources: <http://www.utica.edu/academic/facultyinfo/resources.cfm>

Faculty Senate Committees: <http://www.utica.edu/academic/facultyinfo/senatecommittee.cfm>

Virgil Crisafulli Distinguished Teaching Award Winners: <http://www.utica.edu/hr/media/Crisafulli%20Award%20for%20web.pdf>

Academic Advising Check List: <http://www.utica.edu/academic/advising/index.cfm>