2013-2014 Review Process for Term and RTA Faculty Reappointments

The following document establishes a review process for full-time term and RTA faculty.

Supplemental Evidence required to be submitted by the candidate
The candidate should submit the following materials to his or her Divisional Office of Faculty Affairs:

1. **Candidate's current CV**.

2. **Candidate's 4-6 page personal statement**. The purpose of the statement is to provide a narrative overview of the candidate's contributions to their specific program or school in the areas of teaching, service, and research/scholarship/professional practice as described in the job description and keeping in mind Program/Department, Divisional, and University expectations. The job description is the underlying document for the faculty member's statement. In cases where there is no job description, the dean's office must work with the chair or her or his designee as well as the faculty member to develop an appropriate job expectation document. This should be done early enough so that the job expectations guide the candidate in her/his supplemental evidence preparation.

   The personal statement must be a self-reflective statement, addressing all aspects of the job description and how the candidate has carried out these expectations over the course of the most recent term. The statement must refer to evidence (which must be included as appendices to the dossier) in support of accomplishments and reflect on this evidence and significance. A teaching philosophy should be part of the personal statement with supporting evidence (including syllabi and, if appropriate, curricular materials and student work). The statement should discuss how course evaluations are used by the candidate in informing her/him about students' perceptions about courses. For RTA lines where scholarship/creative/professional practice expectation is described in the job description, there should be a discussion about the area of work, its relevance and significance to the field, and the evidence in support of the candidate's accomplishments (the evidence being included in an appendix). For RTA lines with service expectations, there should be a discussion of the candidate's accomplishments and contributions (with evidence included in an appendix).

3. **Appendix**. Consisting of materials that support or are referenced in the candidate's statement. The evidence should be based on the nature of the candidate's job description and could include items referenced in the Full-Time Faculty Handbook, pp. 70-85. (*Please note that it is not expected that faculty would include evidence from all categories; faculty would provide evidence to support the personal statement and their job description.)*

   Teaching
   Curricular materials: Syllabi of all courses taught must be included to demonstrate the range and development of your pedagogy. In addition to syllabi, candidates should consider including examples of assignments, activities, quizzes, exams, portfolios, etc., which should be clearly matched with syllabi. Candidates may also choose to include samples of student work and we will assume that candidates have obtained permission to do so. Alternatively, student work used by the candidate must be noted as student work but not disclose the identity of the student. These

curricular materials will be of particular significance for reviews of candidates for whom teaching is a significant component of their job expectations. A list of courses taught including course titles, year and semester the course was offered along with a short description of the course, the number of students enrolled, and the level (grad, undergrad, mixed) should also be included.

Service
List of service activities including the title of the committee, along with the year and charge of the committee should be included, along with relevant indication of the role played on the committee. In addition, list any activities in service to your profession, including membership in professional organizations, service on professional committees, etc. Indicate your level and dates of involvement. You may also include reports that you authored or other information and evidence in support of your service.

Scholarship/Professional Practice
For practice-based work and performance, this section should include material that is in progress as well as material that has been published, performed, exhibited or presented to the public. Examples of performance and practice-based work include: built, exhibited or realized works or designs; exhibition catalogues; design patents; management reports or public surveys; music/theater/critical manuscripts; videos, published works, or music scores performed by others; other materials as appropriate to your discipline.

For traditional academic disciplines this section should include material that is in progress as well as material that has been published or presented. Examples of scholarship include: books, articles, conference papers, and reviews.

Additional materials provided by the school or division

1. Job description
2. Course evaluations

<u>Additional information about the review process for candidates and reviewers:</u>

DIVISIONAL REVIEW
Institutional Need
In addition to conducting a review of the candidate's performance, institutional need of the RTA line must also be a part of the review process. Letters by the School Dean should include evidence for the need for this line.

DIVISIONAL SUBCOMMITTEES
The school-based review subcommittees must use the candidate's job description to inform and guide the review process, and the reappointment materials provide the evidence to support whether or not the candidate successfully carried out her/his job expectations. Review letters must be professional and evidence-based rather than anecdotal and personal. The subcommittees must draw from and refer to the the supplemental evidence as well as other materials provided (such as the job description, relevant sections of a prior contract letter, teaching evaluations, etc.) by the Divisional Faculty Affairs

Office. Evaluation of teaching performance must be supported by evidence provided in the appendix as well as analysis of course evaluations and classroom observation (if available). Similar analysis must be provided for service expectations, using the evidence provided as the basis of analysis. With regard to evaluating scholarship/creative/professional practice, sub- committees must comment on the quality, relevance and significance of the work – as well as being aware of the job description/expectations for the particular candidate.

SCHOOL DEANS' LETTERS

School Dean's letter should reflect a comprehensive and thoughtful review, critically assessing the candidate's performance and accomplishments in support of the job description. The letter should refer to evidence provided in the reappointment materials and to the subcommittee letter. The guidelines for the review subcommittee letters apply to the School Dean's letter as well but the School Dean may additionally speak to direct and indirect observations made as the faculty member's supervisor. Where the School Dean is in agreement with the subcommittee's specific assessments, it is sufficient to simply state that is the case. The School Dean must justify the need for the line and make recommendation about renewal (drawing from the evidence provided).

DIVISIONAL DEANS' LETTERS

The Divisional Dean's letter should make explicit the recommendation on renewal or non-renewal, on the basis of the subcommittee letter and the School Dean's letter. The Divisional Dean's letter may add information or perspective that is not voiced in the subcommittee and School Dean's letters.

Mentoring

Divisions are strongly encouraged to offer sessions that mentor candidates on the review process and submission preparation.

Proposed Timeline

Deadlines	
Aug. 15	Candidate submits CV, statement, and supplemental evidence to the divisional Office of Faculty Affairs.
October 15	School-based subcommittee review completed.
December 1	School dean review completed.
February 1	Executive Dean's review completed and all materials submitted to PO.