



KEAN

Instructions to Candidates for First Year Reappointment Evaluation

UNIVERSITY CRITERIA FOR REAPPOINTMENT *(Source: RTP Guidelines, LOA 34)*

Decisions about academic faculty retention, tenure, and promotion shall be governed by these broad and interrelated factors:

1. **Mastery of subject matter** -- as demonstrated by such things as advanced degrees, licenses, honors, and general reputation in the academic area under consideration, etc.
 - a. Earned Degrees¹
 - i. If the Candidate does not hold the terminal degree, an up-to-date transcript of graduate work and a statement of progress from the graduate college advisor must be uploaded. If the terminal degree is not pertinent to one's field of teaching, the Candidate must present other evidence of professional growth.
 - ii. If the candidate is a Matriculated doctoral student please upload a Word document including the institution, semester hours beyond Masters, and field of study.
 - b. Honors, Awards and Distinguished Achievements
 - c. Educational and Professional Experiences
2. **Effectiveness of teaching** – as demonstrated by such things as evaluation by colleagues and students, development of new teaching materials and courses, etc.
 - a. Faculty Observations: please upload the observations document in the appropriate Candidate Document section.
 - b. Student Evaluations: please upload the course evaluations in the Teaching Activity section.
 - c. Teaching Innovation: please include this topic in your teaching statement.

¹ *The Commission on Higher Education requires that “For persons hired after January 1, 1986 who do not hold the appropriate terminal degree or its equivalent, no reappointment shall be made to the fourth year unless the board of trustees of the university determines that for rare and exceptional reasons reappointment is necessary to support the mission of the university.” Note: If the Department feels that the above “rare and exceptional reasons” exist, supporting evidence must be included with this reappointment form. *(Source: NJAC 9:1-1.8 (f). Formerly 17 NJR 1299.)*

3. **Scholarly abilities** -- as demonstrated by such things as research in the academic field, contribution to artistic creation, publication, etc.
 - a. Publications, Performances, Exhibitions
 - b. Current Professional and Academic Association Memberships

4. **Effectiveness in University and community service** -- as demonstrated by such things as participation in University governance, improvement of Departmental, college, and University programs, service to students, service to the University community and to related professional organizations, etc.
 - a. Past and Current Non-Teaching Responsibilities
 - b. Community Activities Related to Professional Competence

5. **Continuing growth** -- as demonstrated in a consistently open and emerging pattern of reading, research and service that indicates a capacity for further professional development. Please make sure to include this in your Research, Teaching, and Service statements.

6. Evidence supporting **attainment of additional departmental criteria** (if appropriate) --to be included only if the Department has formally adopted criteria in addition to University-wide standards.

Differentiation of Reappointment, Tenure and Promotion Expectations for Tenure-Track CLINICAL Faculty

Tenure-track Clinical Faculty (Clinical Assistant, Clinical Associate, and Clinical Full Professors) are hired to teach traditional courses, but also to fulfill essential out-of-class assignments, whether required by prudence, licensure, or accreditation, such as oversight of students and/or faculty and staff in a clinical setting, visits to off-campus instructional sites, maintaining relationships with academic partner institutions, or similar activities. Because these responsibilities require a substantial commitment of time beyond the work typically assigned to a regular tenure-track faculty member, Clinical Faculty are not expected to produce the same volume and/or type of scholarship *en route* to reappointment, tenure and promotion. Clinical scholarship is the integration of theoretical and experiential knowledge encompassing the knowledge and learnings derived from the analytical observation of clients and patients, involving the intellectual activity of thinking, analysis and synthesis, and hypothesis generation and testing, resulting in dissemination of the knowledge generated. If the Clinical Faculty member produces scholarly research published in peer-reviewed academic venues, they would be expected to produce thirty five percent to fifty percent (35%-50%) of the work expected of a regularly appointed tenure-track faculty member during the same period of time. Alternatively, they could produce a volume of work that would match the expectations of regularly appointed tenure-track faculty members, but instead of publishing in scholarly journals, the work could be publications in a professional journal, research reports for government agencies or health care organizations, or engage in other ways in more applied community or professional projects.

FIRST YEAR REAPPOINTMENT DEADLINES/PROCESS

The reappointment calendar is posted on the [Faculty Forms website](#) each year. Please note that deadlines are typically similar year-to-year. The steps for review are detailed below:

1. Submission of materials by candidate in *Interfolio*
2. Departmental ARTP Committee Review
3. Consultation with Department Chair/Chair of Dept ARTP
4. College Dean
5. Provost/SVPAA Review and Recommendation to President
6. Presidential Review and nominations sent to the Board of Trustees Academic Policy and Personnel Committee
7. Official action by the Board of Trustees during the March board meeting

After the initial reappointment, the faculty member shall apply for reappointment at the beginning of their second year of employment and subsequently each year until the tenure year as per established procedures for reappointment and tenure.

APPLICATION INSTRUCTIONS

Applications for reappointment are submitted electronically via ***Interfolio***. Faculty will receive an email from the system when a case packet has been opened on their behalf.

Faculty can also log-in to *Interfolio* to update their Faculty Activity Report sections and active cases at any time by following the steps below:

- Go to www.interfolio.com
- Select Log-In
- Select “Sign in with partner institution”
- In search box, type Kean University and sign in using Kean credentials (*the same username/password used for other SSO applications – Google mail, Workday, Workvivo, etc.*)

The following documents are required for submission through Interfolio for Reappointment in the First Year:

1. Curriculum Vitae
2. Peer Observations (*2 required*)
3. Statement of Teaching Interest (*300-word limit*)
4. Current Research and Scholarly Activities
5. Research Plan for the Next Academic Year (*300-word limit*)
6. Optional Statement
7. *Interfolio* Form: First Year Tenure Track Verification Form

For Instructions on using *Interfolio* to submit First Year Reappointment Materials, please visit the [Faculty Forms website](#). Detailed guides with screenshots are available on this page, along with the calendar with deadlines for faculty submission and committee reviews.

For any questions or support in using *Interfolio* or for inquiries related to the review process and deadlines, contact interfolio@kean.edu.

FACULTY OBSERVATIONS

At least **two (2)** peer teaching observations, including one from the Departmental ARTP Committee Chairperson, are required. **These evaluations shall not occur before the ninth (9th) week of the semester.** Each observation must be discussed with the Candidate, who has the right to respond in writing for inclusion in the reappointment file. If more than two observations are made, these also must be included with the file. Only tenured faculty at or above the candidate's rank are eligible to complete the peer observations.

Each evaluation must:

1. Be signed by the faculty member making the observation
2. Indicate the date of the observation

Note:

1. In order to satisfy the requirements of due process, the class meeting chosen for evaluation should be one in which teaching competence may be fully demonstrated. Thus, examination sessions, class presentations by students, individual private instruction and similar situations are excluded.
2. Fairness to the Candidate would suggest that the observer be present from the very beginning of the class session so that important information and directions given to the students are not missed.
3. To be helpful to the Candidate as well as to the ARTP Committee, the evaluation should be directed to considerations such as the following:
 - The Candidate's knowledge of the content area of the course:
 - the precision and accuracy of information given to the students
 - evidence of the Candidate's scholarship observed in the class
 - apparent value of the readings and assignments given to the students
 - The Candidate's ability to communicate and facilitate learning:
 - organization of the class presentation
 - clarity and relative importance of the objectives of the presentation
 - ability to motivate and guide students in deepening their knowledge
 - openness and facility in responding to questions

****Important note:** In preparation for the next reappointment cycle, candidates should plan to have two (2) new peer observations completed during the Spring (and/or Summer, as appropriate) so that they can be included in the 2nd year packet (typically submitted by the beginning of September for 2nd-6th year faculty). Three (3) new peer observations are required during each reappointment cycle, but in the 2nd year only, one may be "re-used". For subsequent reappointments (3rd-6th years), candidates should be sure to plan for three (3) new observations each cycle.

RESEARCH, TEACHING & SERVICE PLANS

Statements on Research and Teaching are required for First Year reappointments (in 2nd-6th years, a statement on service is also required). These statements must be uploaded under the respective section in Candidate Documents. Expectations for each statement are below and each document should be no more than 300-words. **During the First Year, faculty are also asked to provide a document outlining Current Research and Scholarly Activities in addition to their Research Plan for the next year.**

RESEARCH PLAN

A research plan is a summary of the work you intend to do, explaining how it fits into your prior output, what contributions the next step(s) will make to the broad scope of your scholarly ambitions, what you expect to accomplish during the coming year, and where you intend to place your work (which could be a refereed journal, a university press, a gallery, or some other venue dictated by the standard practices of people and institutions engaged in the kind of scholarly or creative work you do).

While a research plan may require that you summarize your work, it should not be treated as an abstract or a detailed statement of methodology for one or two projects. This is your opportunity to contextualize your work and explain how the individual contributions in article, chapter, or book form add up to a larger scholarly trajectory. Some scholars see their contributions as primarily methodological, advancing our understanding of analytic technique. Some build their work on well-established methodologies but use them to elucidate areas of study yet to be tackled in that scholarly tradition. Many combine these objectives. Please use the research plan to explain the larger scope of your work and how the various pieces now in view contribute to that agenda.

STATEMENT OF TEACHING INTEREST/TEACHING PLAN

Every faculty member at Kean teaches. For the large majority, teaching represents the lion's share of credit hours counted toward workload. Like research, teaching should evolve in response to changing circumstances and the discoveries you make about your discipline, your students, and the ever-changing toolsets that we can bring to bear on pedagogy. The teaching statement is your opportunity to discuss that evolution, reflect on what is working well and what you hope to do differently to improve student outcomes, and any other innovations that you intend to work on in the coming year.

A teaching plan will typically begin with a succinct statement of teaching philosophy, and then adduce evidence from practice of how that shapes your work in and outside of the classroom. Appropriate topics to cover might include the role of student-driven research in your teaching, of writing and revision, of out-of-class service projects, of peer critique, of Socratic dialog, of free writing, of journaling, of testing, and of long-form term papers. This is also the place to reflect on your engagement with various delivery modalities (e.g., all face-to-face, all online, a hybrid of face-to-face and online, etc.) and how you have developed your ability to excel in one or more of those modalities. You could show here how you have taken advantage of resources at the University such as the Center for Teaching and Learning or availed yourself of any of the many off-campus sources of instruction and peer support for pedagogy.

SERVICE PLAN (for reference only – required for 2nd-6th Year Reappointments)

A service plan details your efforts to serve the University and/or the community outside of your research and teaching commitments (though these may overlap, more on which is below). Service falls into many categories: work on University committees, administration, some kinds of advising, mentoring students' fieldwork that is not directly related to a class, or helping to build an executive program for a nearby constituency such as a group of small businesses or nonprofit organizations. Some service commitments will involve work with units of the University other than your Colleges and Schools, such as the division of Entrepreneurial Educational Initiatives, which fosters collaborations with school districts throughout the state. Others will be self-generated; all deserve mention in the service plan.

There are times when service projects overlap with your research and teaching initiatives; this is especially true of service projects that look off campus to the local community or to communities beyond our immediate area. If, for example, your scholarship deals with access to health services, and you have a grant to develop a health information campaign, and can include your students in that work (consistent of course with all of our Human Subjects protocols and other academic policies), that project likely checks all three boxes. You can indicate the connections under your research, teaching, and service plans, but expand the case in each specified area in the titled plan. Work that can yield high-quality publications, involve our students directly in research or service, and add value to a local community, is in many ways the most powerful and efficient way to maximize your own and the University's impact.

STUDENT EVALUATIONS

Student evaluations for all courses are conducted online (via *Anthology/Campus Labs*) and are not available until the end of the semester, after the submission deadline for First year reappointment materials. As such, they are not included in first year materials. In future reappointment cycles (2nd-6th Years), student evaluations for all courses taught should be uploaded to the Teaching Activity section under the Faculty Activity Reporting (FAR) module in *Interfolio*. **Faculty must upload the student evaluations themselves as *Interfolio* does not pull them in automatically.** Instructions for adding student evaluations are included in the guidance documents for 2nd-6th year reappointments.