

Post Tenure Review

Third Year Summary of Faculty Accomplishments

Per the Post Tenure Review description, a summary document will be prepared “for both faculty and administration” and will summarize “faculty accomplishments for the purposes of celebrating, creating collaborative opportunities, and enhancing the development of faculty to meet their professional interests and needs.” The information below represents that summary. It comes from the written narratives submitted by faculty members.

A Recap of the Process:

Tenured professors who volunteered for this first pilot year submitted:

- An updated CV
- A narrative describing the goals achieved or anticipated since the last review. This could include the criterion utilized for promotion and tenure decisions, which include: teaching effectiveness, professional development, faculty administration, service/presence within NDNU, and engagement with NDNU’s Mission, including inclusive excellence.
- A reflection on the support needed or ideas related to enhancing professional development

Each of those who participated this year also participated in a mini-conference on campus, which we call the Spring Scholarship Celebration. At this, the participants presented some element of their work in short presentations.

Highlights from faculty members include:

Teaching

- Multiple impressive teaching awards, both within and external to NDNU.
- Teaching experiences that included FYE and the development of new courses within individual programs.
- Innovative courses developed; excellent student evaluations.
- Reflections on student responses. One participant included a comment from a student about being encouraged to take risks in the classroom and the faculty member said “if I can create a ratio of risk-to-trust in my classes that enables my students to grow personally, I’ve done my job.”

Program Development

- Enhancing the student experience with new technology and curriculum.
- Integration of curriculum to current events.
- Hiring new faculty members

- Managing facility issues on campus.
- Supporting and mentoring students
- Developing internship programs
- Tracking and facilitating alumni career success
- Development of first ever PhD program in Art Therapy

Professional Development:

- Members of many professional associations
- Attendance at the Collegium and reflections on how learning there was subsequently integrated into the classroom.
- Conference attendance, both related to discipline and related to program administration effectiveness.
- Community engagement workshops
- Publications of multiple books and articles and multiple keynote speaking roles.
- Awards, including the Autumn House Poetry Prize, the Cunningham Teaching Project Award, the Alumni Award for Service and Dedication, the Inner Fire Award for the NDNU Center for Student Leadership, the Keller Teaching Excellence Award, and the Stanford University School of Education Celebrating Teacher award, and many more.
- Professional presentations at numerous conferences
- Multiple moderators and panel presentations on and off campus.
- Development of journal for art therapists.
- Continuous development as artists.

Service

- Involvement on numerous NDNU committees and contributions on each.
- Multiple contributions to on-campus colloquiums.
- Involvement at Argo Days and other recruitment events
- Campus presence: regular participation at theater events, speaker events, senate meetings, etc.
- Development of part time faculty, formal and informal mentoring of faculty.
- Involvement with student and alumni groups.
- Faculty advisors for multiple groups
- Facilitator for and participant in campus research conferences.

Mission

- Strong statements about Mission, Values and Inclusive Excellence supported by examples of specific actions taken to support programs and individuals. These include helping to paint a family shelter in San Mateo, creating a carnival in Solidaridad, supporting

the Halloween festival in the Tenderloin, teaching through the Changing Lives Through Literature program at the San Mateo County Women's Correctional Facility, grants developed and administered to support social justice, involvement in community groups that integrated with student experiences to support teaching social justice, and more. One participant alone developed 35 community-based learning/service learning programs and events and it is impossible to quantify the effect of such work on either the students, other faculty, or community these efforts served.

Suggestions and Issues Related to Professional Development

This year, participants had no suggestions related to how their work could be better supported.

Post-Tenure Review Next Steps:

As this program is no longer a pilot (faculty voted to formally adopt it a year ago), language to that effect should be included in the Faculty Handbook.

ADDENDUM: LIST OF PARTICIPANTS

Participants Year One (2015)

Kim Tolley
Sujata Verma
David Hua
Marianne Delaporte
Betty Friedman
Eugen Radian
Gretchen Wehrle
Debra Lambert

Participants Year Two (2016)

Stephen Cole
Robert Poplack
Rodney Heisterberg
Jean Nyland
Robert Ferrera
Helen Marlo

Participants Year Three (2017)

Jackie Berger
Richard Carolan
Judy Buller
Don Stannard-Friel