

Lecturer Promotion

January 2022

Memorandum of Agreement

2021-2022

The attached document is reflective of the consultation and negotiation that has taken place and constitutes the memorandum of agreement that will be in effect for the academic year 2021-2022. Upon the request of either the Administration and/or the Union, both parties agree to revisit this Memorandum of Agreement each year to address any issues or concerns that may be raised by either party.

SIGNATURE ON FILE
Date: January 31, 2022

Theresa Drye, Chief Human Resource
Officer / Vice President

SIGNATURE ON FILE
Date: January 31, 2022

Jonathan Foglein, Negotiator
Rowan AFT 2373

PROMOTION CALENDAR

ACTION TAKEN	NOT LATER THAN*
All candidates indicate their intention to apply for promotion via email to their Department Chairs/Heads and Dean, and the Provost’s Office through a fillable Google form posted alongside this Agreement, by 5:00 PM.	December 1
Candidates submit folders to Department Committee.	March 1
Department Committee concludes work and transmits folders (includes main packet as well as supplemental file) to College Promotion Committee (<i>the candidate should be provided with the department committee’s evaluations 48 hours before the due date so that the candidate can provide a response to the evaluation.</i>)	March 15
College Committee concludes work and transmits folders to College Deans.	April 1
Deans conclude work and transmits the evaluation to candidate (and Provost in cases of split or negative decisions at committee levels or Dean).	May 1
Positive recommendations: Board of Trustees acts on Promotion recommendations at regularly scheduled meeting	June
Negative or Split recommendations: Candidate may appeal a negative decision to the Provost	May 15
Provost concludes work on appeals. Provost’s decisions are final.	June 15
Positive recommendations on Appeal: Board of Trustees will act at its regularly scheduled meeting	September

*** If date listed is a holiday or weekend, the deadline is 5 PM on the following business day.**

General preamble: The purpose of this document is to establish the general framework whereby Departments and Colleges/Schools can craft their Promotion criteria to fit their discipline. The framework laid out below are by no means comprehensive to the types of teaching, service, and professional development experiences and accomplishments that each individual may earn. Therefore, Departments and Colleges/Schools are expected to write promotion criteria and to follow the same process of ratification and approvals as with the promotion criteria of tenure track faculty.

The terms “standards” and “criteria” are sometimes loosely used interchangeably; however, they substantially differ in their meanings. Criteria indicate those things that particular Departments and Colleges/Schools value in their disciplines or practices with respect to the areas of evaluation. Standards are indications of quantity and/or quality, and are relative measures of the merits of individual items and the minimum expectation of accomplishments as a whole in all areas

To be promoted to Senior Lecturer, an individual must show evidence of continued excellence as a Lecturer as defined by clear Departmental criteria and University standards, and at the time of the applications for promotion must have **completed a minimum of five years as a full-time teaching professional** at an accredited institution of higher education. Individuals can apply for promotion during their sixth year of full-time service, so that the promotion will be effective on the first day of their seventh year of service.

A Lecturer applying to promotion to Senior Lecturer will demonstrate:

- A. TEACHING: Excellence in teaching for a Lecturer as demonstrated by
 - A consistent pattern of excellence in teaching (as defined in Appendix A) as documented by self-appraisal, peer and student evaluations, and analysis of course content materials
 - A consistent pattern of excellence in student mentoring (as defined in Appendix A) as documented by self-appraisal and peer and student evaluations.
- B. PROFESSIONAL DEVELOPMENT: Evidence of professional development activities to maintain a sound understanding and skill in one’s specific discipline with the sole purpose to improve as a teacher and/or student mentor (as defined in Appendix A).
- C. SERVICE: Contribution to University Community (as defined in Appendix A) commensurate with the mission of the institution. This includes active participation on, or leadership in, Department, College, and University committees or task forces at the University. Contributions to the Wider and Professional Community (as defined in Appendix A), such as activity in practice and professional service at local, state, or national levels, are not expected of lecturers, but if present would also be included in this section.

Full engagement as a member of the University community.

A Senior Lecturer applying to promotion to Master Lecturer, in addition to the qualifications of promotion to Senior Lecturer, shall normally have, at the time of the applications for promotion, a **minimum of nine years of full-time professional teaching experience** at an accredited institution of higher education. Individuals can apply for promotion during their tenth year of full-time service, so that the promotion will be effective on the first day of their eleventh year of service.

A- TEACHING: Excellence in all areas of teaching (as defined in Appendix A). Excellence in teaching for Master Lecturers as demonstrated by:

- A consistent pattern of excellence in teaching (as defined in Appendix A) as documented by self-appraisal and peer and student evaluations, and analysis of course content materials.
- A consistent pattern of excellence in student mentoring (as defined in Appendix A) as documented by self-appraisal and peer and student evaluations
- Excellence in the development of learning materials, such as excellence in curriculum planning and course development; use and mastery of innovative and/or discipline-specific content in their field of expertise.
- Evidence of professional development activities to achieve a thorough understanding and proficiency in one's specific discipline to improve as a teacher and student mentor (as defined in Appendix A).
- Other evidence of excellence in teaching.

B- PROFESSIONAL DEVELOPMENT: Candidate shall show evidence of maintaining currency in their area(s) of expertise and demonstrating continued development of their pedagogical methods. In addition, there should be contributions to the development of learning materials, such as contributions to curriculum planning and course development, and/or development or implementation of innovative teaching methods.

C- SERVICE: Contribution to University Community (as defined in Appendix A). Leadership in Department, College and University committees or taskforces in the University. Departmental criteria items that normally fall under Service to the Wider and Professional Community for tenure-track faculty would also count in this section. Evidence shall show full engagement as a member of the university community.

Timelines and packet contents shall be covered by those outlined in the master Lecturer MOA primarily, and the Promotion MOA secondarily. In conflicts, the Lecturer MOA takes precedence.

GENERAL CRITERIA FOR LECTURER LEVELS IN TEACHING AND PROFESSIONAL PRACTICE

A **Lecturer** should be recognized as a competent teacher and mentor by students and peers. Evaluation scores should indicate highly effective instruction and consistent teaching performance reflected in peer observations, course and student evaluations and other metrics of professional performance. In addition, they should have clearly stated continuous improvement

goals and a plan in working towards them, as indicated by their teaching portfolio. The candidate can also be actively involved in developing innovative teaching materials for delivery in different learning environments such as Online, Hybrid, and HyFlex-modalities.

Mentoring students is also included in this section.

A candidate for **Senior Lecturer** should be recognized as a proficient teacher and mentor by students and peers. They will have demonstrated growth and achievements in teaching, as indicated by their teaching portfolio; however, candidates who may have received outstanding student or peer evaluations throughout their service as a Lecturer will not necessarily be able to demonstrate improvement in these evaluations. The candidate should be involved in updating and redeveloping their courses, curriculum improvement at the departmental level, and advising or mentorship. The candidate will have participated in activities that enhance teaching in their discipline.

A candidate for **Master Lecturer** should be recognized as an outstanding teacher and mentor by students and peers. They will have demonstrated substantial growth and achievements in teaching, as indicated by their teaching portfolio. Candidates should be receiving well above average student and peer evaluations in all courses in the portfolio. In addition, they should have made significant original pedagogical and course contributions should have been made in curriculum improvement, or mentorship/advisement at the Departmental and/or College/University levels. The candidate will have actively participated in activities that enhance teaching in their discipline. Leadership roles should have been taken in some of these activities, if not in activities within professional service.

GENERAL CRITERIA FOR LECTURER LEVELS IN CONTRIBUTIONS TO THE UNIVERSITY COMMUNITY

Rowan University recognizes that service to the Department, College, and University are vital professional contributions that lecturers will develop over time. Therefore, each candidate is expected to demonstrate service both in and outside of the host Department. Ideally, the service should utilize the professional and technical expertise of the candidate. The items within each category are not listed according to priority.

Category A. The Rank of Lecturer Demonstrates Potential for Contributions to the University Community

Lecturers at the beginning of their careers at Rowan University are beginning the integration into the duties of faculty, and may be new to shared governance, service, and teaching and curriculum development. As such, candidates are expected to provide service to the Department, College, and University, and to concentrate on teaching development. Such service is recognized in this category.

Examples of such contributions can include, but are not limited to:

- Constructive and creative contributions to Departmental business.
- Active member in Departmental committees.

Category B. Candidate for Promotion to the Rank of Senior Lecturer Provides Valuable Service as a Team Member

We realize that faculty cannot be leaders in all endeavors, and that much of the important work is done by dedicated team members who work collaboratively. Such work is recognized in this category.

Examples of such contributions can include, but are not limited to:

- Actively serving on Departmental, College, or University committees, task forces, etc.; participating in the coordination of a concentration, specialization or program; serving as a student club advisor.
- Participating in the development of new programs, courses, or resources at the Department, College, or University level.
- Providing constructive participation in the regular business of the Department.
- Departmental criteria items that normally fall under Service to the Wider and Professional Community for tenure-track faculty would also count in this section but cannot be used as replacement for University service.

Category C. Candidate for Promotion to the Master Lecturer Exhibits Leadership Roles

This category recognizes the leadership of the candidate at the level of the Department, College, and University. It can include activities outside of traditional academic activities provided they have some significant relevance to the candidate's area of professional expertise and are commensurate with the goals and ideals of a candidate for Promotion to the rank of Master Lecturer.

Examples of such contributions can include, but are not limited to:

- Participation in Departmental, College and university governance.
- Chairing a Departmental, College, or university committee, task force, etc.; coordination of a concentration, specialization, or program.
- Constructive participation to the regular business of the Department.
- Providing leadership in developing new programs, courses, or resources at the Departmental, College or University level.
- Providing leadership in coordinating undergraduate, graduate, transfer, or interdisciplinary advising or mentorship.
- Contributions to the Department, other Departments, the College, and University.
 - Examples can include (but are not necessarily limited to): leadership in faculty governance; active role in a committee or task force service for the Department, College, or university; or serving as a representative of Rowan University while providing service to another academic institution, business, or agency.

- Departmental criteria items that normally fall under Service to the Wider and Professional Community for tenure-track faculty would also count in this section but cannot be used as replacement for University service.

Administrative (Early) Promotion

While one may petition the Dean directly for administrative (early) promotion consideration, the support of the Department and Dean are important in these matters, hence individuals are encouraged to consult with their Department and Dean prior to formally requesting early promotion consideration by the Dean. Early promotion is an administrative determination; therefore, the decision made by the dean constitutes a final decision and shall not be subject to grievance or appeals. A lecturer must have served as least three (3) consecutive years as a full time lecturer at the University before early promotion may be considered.

FORM 21
LECTURER PROMOTION CHECKLIST

CANDIDATE NAME _____ DATE HIRED _____

FOR PROMOTION TO: Senior Lecturer Master Lecturer (circle)

OFFICE / DEPARTMENT _____ PHONE EXT. _____

DEPARTMENT PROMOTION COMMITTEE CHAIR _____ PHONE EXT. _____

PAGE	#	CHECKLIST ITEM	Chairperson Initials
i	1.	Checklist (this page)	_____
<u>1</u>	2.	Application Form	_____
_____	3.	Curriculum vitae	_____
_____	4.	Executive Summary	_____
_____	5.	Job Description (from initial job posting)	_____
_____	6.	Courses Taught and Adjusted Load (current review cycle)	_____
		Approved Department Promotion Criteria Document	
		• Weight and interpretation of criteria	
_____	7.	• Evaluation procedures	_____
		• Role of chairperson	
		• Definition of terminal degree	
_____	8.	Teaching/Professional Performance:	_____
		• Self-appraisal of professional performance (including student evaluations, peer evaluations, and other assessments of teaching)	
		• Student evaluations (current cycle)	
		• Peer evaluations (current cycle)	
		• Plans for future growth	
_____	9.	Professional Development	_____
		• Self-appraisal	
		• Plans for future growth	
_____	10.	Service to the University and/or Wider, and Professional Community	_____
		• Self-appraisal	
		• Plans for future growth	
_____	11.	Departmental/Committee evaluation, numerical vote, and minority report (if necessary)	_____
_____		ENSURE THAT ALL SIGNATURES ARE PRESENT	_____
_____	12.	Supplemental Folder (if needed). (All prior evaluations since last promotion)	_____

SUPPLEMENTAL FOLDER: CANDIDATES MAY ALSO INCLUDE ONE (1) COPY OF ANY SUPPLEMENTAL DOCUMENTATION TO SUPPORT HIS/HER APPLICATION (PDF). THIS FILE WILL BE AT THE DISPOSAL OF EACH REVIEWING PARTY THROUGHOUT THE DELIBERATIONS PROCESS.

APPENDIX A FOR LECTURERS

ROLES AND RESPONSIBILITIES OF FACULTY AND EVALUATION OF FACULTY WORK FOR TENURE/RECONTRACTING AND PROMOTION

All Lecturers shall be evaluated by the processes described herein and in accordance with the State/Union Agreement. Faculty achievements should be considered under the category or categories most nearly applicable, since the criteria are not mutually exclusive. A fully engaged member of the University community is one who demonstrates teaching effectiveness, engages in professional development, and actively participates in service to the University community and perhaps to the profession.

1.1 TEACHING EFFECTIVENESS

1.11 We, at Rowan University, operate with the perspective that teaching includes all of the following activities: academic instruction, developing learning activities, developing as a teacher, and student mentoring activities. While academic instruction is the cornerstone of teaching, we believe that the other activities discussed here can fundamentally contribute to the development of excellence in academic instruction.

A. Academic instruction includes but is not limited to

1. Facilitating learning by instructing Rowan University students in courses, laboratories, theaters, clinics, studios, workshops and seminars
2. Managing instruction; e.g., planning and arranging for learning experiences, maintaining student records, grading
3. Supervising students in laboratories, fieldwork, internship and clinical experiences, and independent study
4. Other activities appropriate to the candidate's program as identified in the ratified and approved department criteria.

B. Contributing to development of learning activities that enhance excellence in academic instruction includes but is not limited to

1. Participation in development, review, and redesign of courses and programs
2. Participation in developing and revising curriculum
3. Developing teaching materials, manuals, software, and computer exercises
4. Developing online courses
5. Contributing to study abroad programs
6. Contributing to service-learning programs
7. Participating in development of learning outcomes assessment tools and analysis of assessment results

8. Other activities appropriate to the candidate's program as identified in the ratified and approved department criteria.

C. Developing as a teacher includes but is not limited to

1. Reflecting on one's instruction and classroom to benefit the teaching-learning experience
2. Attending and participating in development activities at Rowan or through professional organizations
3. Maintaining currency in discipline-specific concepts
4. Maintaining currency in pedagogical practices
5. Collaborating with colleagues in course development, pedagogical research, and team-teaching
6. Observing and providing feedback related to the teaching of colleagues as such observations contribute to one's own development in the classroom (
7. Other activities appropriate to the candidate's program as identified in the ratified and approved department criteria.

D. Student mentoring activities include but are not limited to

1. Mentoring students; e.g., with regard to academics and career planning
2. Mentoring students in senior research projects, theses, dissertations, and other curricular projects
3. Other activities appropriate to the candidate's program as identified in the ratified and approved department criteria.

1.12. Characteristics of excellence in teaching at Rowan are:

- A. Teaches in a way that helps students learn
- B. Explains clearly
- C. Promotes thinking
- D. Provides useful feedback
- E. Shows fairness and respect
- F. Actively engages students
- G. Encourages students to express ideas or opinions
- H. Prepares course material thoroughly
- I. Communicates course and lesson goals
- J. Helps students see the relevance of course content
- K. Solicits student feedback about the course and instructional methods
- L. Applies student learning outcomes to plans for future learning
- M. Other characteristics appropriate to the candidate's program as identified in the ratified and approved department criteria.

1.13 Candidate documents regarding teaching should include:

- A. Candidate's narrative which includes a description of goals, approaches, innovations, student involvement, evaluation techniques, activities to meet different student learning needs, and a discussion of how these elements correspond to the Rowan vision of excellence in teaching. While addressing the characteristics of excellence, candidates should discuss the four teaching activities considered: academic instruction, developing learning activities, developing as a teacher, and student mentoring activities.
- B. Summary of student responses and candidate's analysis of the responses. Student perception of the teaching/learning experience will be collected in at least 50% of the sections taught by the candidate each semester during the last five (5) weeks of each session for **two academic years** preceding the promotion application.
- C. Colleague assessment of candidate performance. This includes but is not limited to teaching excellence and should include the candidate's analysis of colleagues' statements and should be collected **twice in the two academic years** preceding the promotion application (for Lecturers).
- D. Additional documents (including but not limited to course syllabi, curriculum proposals, teaching materials, professional organization documents, and mid-term evaluations), and discussions of those documents should be provided in the supplemental materials where such materials provide evidence of the candidate's excellence in teaching activities.

1.14 Evaluation of excellence in teaching will be assessed in terms of the characteristics of excellence presented in Section 1.12. Standards of activity and procedures for their assessment will be identified in the ratified and approved department criteria and this University document.

1.2A

1.2A.4 Departmental criteria of activity and procedures for their assessment will be identified in the ratified and approved departmental criteria and should be included in each assessment packet.

1.2B PROFESSIONAL DEVELOPMENT

1.2B.1 Professional Development is defined as those activities that improve an individual's currency in a field of expertise or teaching, maintains their standing within a profession or discipline, or expands their area of expertise. Individuals are not expected to have activities in all areas and should be participating in activities that benefit the individuals'

currency in their disciplines. Lecturer (Non-Tenure Track Faculty) should engage in activities such as:

- A. Assist them in maintaining currency in their discipline, profession, and/or improving their abilities as teachers or professionals
 - * Acquiring and maintaining specific forms of certification and/or licensure that are appropriate for their discipline or profession

- B. Deepen and/or broaden their knowledge of discipline-specific content
 - * Attending and participating in professional conferences where the focus is the dissemination of new knowledge within a field of inquiry

- C. Strengthen their understanding and application of the pedagogy of particular disciplines
 - * Attending and participating in professional conferences/workshops where the focus is the pedagogy associated with a specific discipline or content area

- D. Improve their knowledge of the teaching and learning processes
 - * Attending and participating in workshops/training that focuses on the teaching and learning processes
 - * Developing or enhancing skills in the assessment of the teaching and learning processes within a discipline

1.2B2 Characteristics of Excellence in Professional Development for Instructors and Lecturers are

- A. The activity is directly related to the area of expertise or area of instruction.
- B. The activity prepares the individual for future teaching assignments
- C. The activity results in certification or licensure that is appropriate for the area of instruction or for the practice of teaching within a specific discipline
- D. The activity is recognized as maintaining standing within a profession or discipline
- E. The activity permits the demonstration of leadership within a profession or discipline

1.3 CONTRIBUTION TO UNIVERSITY COMMUNITY

1.31 Contribution to the University community describes the efforts of faculty members to participate in the shared governance process and to use their expertise, knowledge, and professional judgments for the betterment of the institution. Active participation and leadership in campus activities and governance, mentoring other faculty or staff, and representing the institution for its advancement are all aspects of contributing to the University community.

A. Active participation and leadership in campus activities and governance includes but is not limited to:

1. Chairing a department, college, or university committee
2. Contributing to tasks central to the department's day to day activities serving both students and faculty
3. Helping the department meet the expectations of the College and the University
4. Assisting with other campus-wide activities; e.g., Homecoming, Rowan Day, advising student groups
5. Course and program development, review, and redesign
6. Program coordination/Senate participation/Union participation
7. Other activities appropriate to the candidate's program as identified in the ratified and approved department criteria.

B. Mentoring other faculty or staff within the candidate's own department, College, or University-wide includes but is not limited to taking part in the established mentoring program or working with the Faculty Center mentoring programs.

C. Representing the institution for its advancement includes but is not limited to:

1. Participation in open houses
2. Recruiting students
3. Outreach for bringing more students or resources to University
4. Other activities appropriate to the candidate's program as identified in the ratified and approved department criteria.

1.32. Candidate documents should provide evidence of contributing to the University community. This would include but not be limited to listing the types of service to the University with dates of service clearly indicated. Letters of testimony attesting to the quality of the service may be referenced in the document and placed in the supplemental folder.

- 1.33. Evaluation of Contributions to the University Community**
Contributions to the University community can be assessed by the quality of participation and leadership in University endeavors. The type of committee, the nature and demands of the endeavor, and the amount of substantive participation need to be considered. Standards of activity and procedures for their assessment will be identified in the ratified and approved department criteria.
- 1.4 CONTRIBUTION TO THE WIDER AND PROFESSIONAL COMMUNITY (Not normally applicable to Lecturers, but if present can be additional evidence of service accomplishments)**
- 1.41. Contributions to the professional and wider community describe the work of faculty members aimed at addressing social or institutional issues beyond the Rowan campus(es) using their expertise, knowledge, and seasoned professional judgments. This expression of scholarship is defined as any of the following: dissemination of discipline-related knowledge, new products and practices, discipline-related partnerships with other agencies, and contributions to disciplinary and professional associations and societies.**
- A. Discipline-related partnerships with other agencies include:
1. Short-term collaborations with schools, industries, or civic agencies for program or policy development
 2. Exhibits in other educational or cultural institutions
 3. Festivals and summer programs
 4. Economic or community development activities
 5. Discipline-related voluntary community service
 6. Other activities appropriate to the candidate's program as identified in the ratified and approved department criteria.
- B. Contributions to disciplinary and professional associations and societies include but are not limited to:
1. Leadership positions in recognized professional organizations
 2. Service on accreditation bodies or national examining boards
 3. Service to governing boards and task forces
 4. Service in organizing or reviewing submissions for annual or regional meetings and conferences sponsored by professional organizations
 5. Other activities appropriate to the candidate's program as identified in the ratified and approved department criteria.
- 1.42 Candidate documents may provide evidence of contributing to the profession and community if applicable. This would include but not be limited to listing the types of service with dates of service clearly indicated. Letters of testimony attesting to the**

quality of the service may be referenced in the document and placed in the supplemental folder. (Note: Not normally applicable to Lecturers)

1.43. Evaluation of Contributions to the Wider and Professional Community (Not normally applicable to Lecturers, but if present can be additional evidence of service accomplishments)

- A. Extraordinary contributions of exceptional quality should be rewarded for purposes of promotion. While contributions to the professional and wider community for re-contracting and promotion are expected, it cannot be used, in any amount, to substitute for a lack of excellence in teaching or in contributions to the University community.
- B. Contributions to the profession can be assessed by the nature and quality of participation in the professional associations of the discipline. Active participation and service in leadership roles on association boards or communities, or as readers or discussants, are examples of service to the profession. Internships or externships served at external agencies are other examples. Testimony from association or agency leaders may be used as assessment evidence.
- C. Contributions to the community can be assessed by the nature and quality of consulting and *pro bono* work performed for individuals, schools, civic associations, and other publics. Testimony from association leaders may be used as assessment evidence.
- D. Characteristics of excellence and procedures for assessment of contributions to the professional and wider community will be identified in the ratified and approved department criteria.