

FACULTY PROMOTION

Summer 2018


Memorandum of Agreement

2018-2020

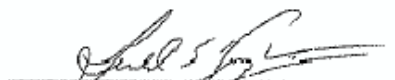
This agreement reflects the work of an ad hoc committee comprised primarily of faculty who developed, through a collegial model, a document of faculty promotion at Rowan. The University and the Union have carefully reviewed this document and, through deliberation, consultation, and negotiation, developed a memorandum of agreement that is consistent with the work of the ad hoc committee. This agreement is procedural as well as substantive. Included are guiding principles, definitions of faculty roles and responsibilities, the rationale and definitions of ranks, a description of the evaluation of faculty work, and the procedures of the promotion process. This agreement applies only to permanent, full-time teaching faculty.

Summary of Changes to MOA:

- Notification given to the Chair, Dean, and Provost's office must be done **electronically** and **time-stamped by 5 PM** on Monday, October 15th. (5.12)
- *Clarification on who can see external evaluation letters, and when* (5.24)
- *Clarification that changes can be made to the portfolio, after submission by the candidate for review, only if there are missing letters or signatures* (5.27)
- *In the future, a single PDF file may not be required- the OnBase software package will store the packet elements and compile as necessary* (5.316, 5.34411)
- Added Lecturers (NTTF) to Instructor section for Professional Development (Appendix A: 1.2B)



Theresa Drye, Chief Human Resource
Officer / Vice President



Gerald E Hough, Negotiator
Rowan AFT 2373

FACULTY PROMOTION CALENDAR

ACTION TAKEN	NOT LATER THAN
All candidates notify their Department Chairs/Heads, Deans, and Provost's Office of intention to apply for promotion through email by 5:00.	October 15
Election of department promotion committees and submission of names of committee chairs to University Senate.	November 1
Candidates for full professor submit names of possible external evaluators to Department Promotion Committee and College Dean. Department committees and Deans approve names within two (2) weeks of submission.	November 1
College Promotion Committee is formed, Promotion Committee Chairs are selected, and names of committee members are submitted to University Senate.	December 1
External evaluators' assessments are received and shared with candidate and committee	January 5
Candidates submit folders to Department Committee.	January 15
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>)	February 1
College Committee concludes work and transmits folders to Senate office and to College Deans in cases of split or negative college votes (<i>including candidate response to evaluation if provided</i>). Unanimous positive assessments from Department and College are transmitted directly to the Provost.	March 1*
University Senate Promotion Committee concludes work and transmits recommendations to the Provost.	April 1
Deans conclude work	April 1
Provost concludes work	May 1
President/Designee concludes work	June 1
Board of Trustees acts on Promotion recommendations at regularly scheduled meeting	June

*** For applicants with split or negative votes from College committee only.**

Rationale

Promotion is the recognition of a measure of stature and a reward for accomplishments by faculty within both the discipline and the profession. Promotion, the conferral of a higher academic rank, is neither automatic nor the result of seniority. At each professional rank, there are required qualifications and expectations. A fully engaged member of the university community recognized for promotion is one who demonstrates teaching effectiveness, engages in scholarly and/or creative activity, and actively participates in service to the community and the profession. For tenured faculty this means that in addition to meeting the contractual obligations to teach, faculty need to maintain scholarly research or creative activity and be fully engaged by demonstrating a commitment to service to the university and the broader professional community with demonstrations of leadership increasing as the years of service increase.

As faculty members move through their careers at Rowan University, we expect clear, detailed and continuing evidence of productivity as fully engaged members of the University and the larger community of scholars and professionals. Although the accomplishments from prior employment at the same rank will be part of any promotion review for consideration for the next higher rank, we expect a significant portion of the achievements presented for promotion review occur while in service at Rowan University. For subsequent promotions, the expectation is evidence of consistent, continuing productivity and is consistent with percentage of effort in all areas of evaluation.

As agreed to during the negotiations between the Administration and Union for the addition of the external reviewer for Tenure in the Spring of 2014, and since the criteria for Tenure and Promotion from Assistant to Associate Professor are equal, Assistant Professor candidates hired on or after July 16th, 2014 who are conferred Tenure will normally be Promoted to the rank of Associate Professor on the first day of tenured service (84% of Tenured faculty were Promoted to Associate in the same year from 2010-2013). Therefore, these candidates will not need to follow the procedures in this MOA unless a candidate is recommended for tenure but not for promotion and wishes to be promoted in a later academic year. This includes the Tenure and consideration for Promotion of Librarian III to Librarian II.

For informational purposes, between 2012-2017 the mean (and median) duration between Associate Professor and Promotion to full Professor was 7 years (range: 3 years – 19 years), for individuals hired at the rank of Assistant Professor. The time for promotion from Assistant to Associate is more variable, although the majority of individuals are promoted in the same year as tenure.

Faculty hired as Instructors may apply for Promotion if they meet the approved departmental standards for Promotion once Tenure is conferred.

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FORMS LINKED TO THIS PROMOTION MOA

These can be found at the following website:

<https://sites.rowan.edu/academic-affairs/aftlocalagreements.html>

Appendix A Roles and Responsibilities of Faculty and Evaluation of Faculty Work for Tenure/Recontracting and Promotion

Appendix B Student Responses to Teaching and Learning (Course Evaluation Process)

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Promotion Forms or Formats*

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|----------------|--|
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* *Candidate's Self Assessment, (Forms 2 and 8) are provided primarily for the purpose of formatting. Department /Office Promotion Committee Recommendation for Promotion and Signature as well as the Application for Faculty Promotion (Forms 3 and 5) need to be used as forms or closely replicated. Promotion Checklist (Form 6) is expected to be used as provided and numbered as page i. These forms are available on the website.*

Faculty Promotion

Preamble

1. Guiding Principles

- 1.1 There will not be University, College, nor Department Committee allocations for faculty promotion.
- 1.2 Faculty members who satisfactorily meet the criteria and standards for promotion will be promoted in accordance with the timeline agreed to by the University and the Union.
- 1.3 The University will provide human, financial, and other resources to assist faculty members in their professional development.
- 1.4 Promotion will be based upon demonstrated proficiency in Teaching Effectiveness, Scholarly and Creative Activity, Contribution to University Community, and Contribution to the Wider and Professional Community. **The relative weight of each category (expressed as a percentage) must be explicitly identified in the candidate's portfolio, and be consistent with the candidate's mean percentage effort in teaching, scholarly and creative activity, and service over the period of evaluation.**
- 1.5 Standards for promotion to the ranks of assistant, associate and full professor will be clearly articulated and documented by the academic departments and approved by the College Dean and Provost in a timely manner. The standards should be rigorous yet attainable and empirically observable. Standards are updated regularly to provide appropriate guidance to faculty. A faculty member applying for promotion must be evaluated based on the approved promotion document in effect when they were last promoted (or hired if they have yet to receive a promotion).
- 1.6 At the option of faculty, promotion from one professional rank to another may be guided by the professional development plans prepared by the individual faculty members and approved by their departments and the College Dean.
- 1.7 All new faculty members will be advised of the standards and procedures for promotion and will be provided, electronically, the following documents.
 - 1.71 A statement of the mission of Rowan University
 - 1.72 Copies of the Rowan University Faculty/Professional Staff Handbook
 - 1.73 All institutional and college documentation, including standards, criteria, and procedures for faculty promotion
 - 1.74 A list of the programs and opportunities available to faculty members to assist them in their continuing professional development

- 1.75 A signed letter from the Chair and Dean stating the relative weights of Teaching, Scholarly and Creative Activity (or Professional Development), Service to the University Community, and Service to the Wider and Professional Community.
- 1.8 For purposes of promotion, evaluation of Teaching Effectiveness, Scholarly and Creative Activity, Contribution to University Community, and Contribution to the Wider and Professional Community are the responsibility of both the individual faculty member and the academic department.
- 1.9 The terms “standards” and “criteria” are used interchangeably in this agreement, but differ subtly in their meanings. Criteria indicate those things that particular candidates or Departments value in their disciplines or practices with respect to the four areas of evaluation. Standards are indications of quantity or quality, and are relative measures of the merits of individual items and the minimum expectation of accomplishments as a whole in all areas.

2. Defining the Roles and Responsibilities of Faculty – (See Appendix A)

Teaching Effectiveness; Scholarly and Creative Activity; Contribution to University Community; Contribution to the Wider and Professional Community

2.1 Teaching Effectiveness (Appendix A, sec. 1.1)

2.2 Scholarly and Creative Activity (Appendix A, sec. 1.2)

- 2.21 Research is the pursuit of an active or continuing agenda of reading, writing, speaking, or other forms of scientific inquiry whose purpose is to create new knowledge or integrate knowledge.
- 2.22 Creative Activity is an expression of the scholarship of discovery and integration for those faculty engaged in disciplines for which research, as it may be traditionally defined, may not apply.
- 2.23 Applied research and evaluation include, but are not limited to, applied study or research; sponsored or contracted study or research; program, policy, or personnel evaluation, study, or research for the local campus or other institutions or agencies; funded research and creative projects include, but are not limited to, leadership in multidisciplinary centers and task forces; grant-seeking and proposal development to public and private sponsoring agencies; supervision and management of sponsored creative and artistic projects.

2.3 Contribution to University Community (Appendix A, sec. 1.3)

2.4 Contribution to the Wider and Professional Community (Appendix A, sec. 1.4)

2.5 Balancing Faculty Responsibilities

- 2.51 All faculty are expected to engage in Teaching Effectiveness; Scholarly and Creative Activity; Contribution to University Community; Contribution to the Wider and Professional Community.
- 2.52 Individual faculty may engage in these expressions of scholarship in different degrees and intensities within the following constraints:
 - 2.521 Teaching is the most important activity in which Rowan University faculty engage, and will be given the most weight in promotion decisions.
 - 2.522 The relative weight of Scholarly and Creative Activity (or Professional Development for individuals with the rank of Instructor) in the promotion decisions will be determined by consultation of department colleagues and approved by the appropriate College Dean. The Chair and Dean must provide faculty a signed letter stating the relative weights upon hiring. Any changes in release time must result in new relative weights recorded in another signed letter. Weights used in the Promotion document must be time-weighted averages of the relative weights assigned over the evaluation period.
 - 2.523 Contribution to University Community and Contribution to the Wider and Professional Community shall not be given more weight than Scholarly and Creative Activity (or Professional development for individuals with the rank of Instructor).
- 2.53 While different manifestations of Teaching Effectiveness, Scholarly and Creative Activity, Contribution to University Community, and Contribution to the Wider and Professional Community may emanate from a single work or activity of a faculty member, a single work or activity of a faculty member should, for purposes of documentation for promotion, **not be counted in more than one category**.

3. Definitions of Ranks

3.1 Rationale for Faculty Promotion

Promotion is the recognition of a measure of stature and a reward for accomplishments by faculty within both the discipline and the profession. Promotion, the conferral of a higher academic rank, is neither automatic nor the result of seniority. At each professional rank, there are required qualifications and expectations. A fully engaged member of the university community recognized for promotion is one who demonstrates teaching effectiveness, engages in scholarly and/or creative activity, and actively participates in service to the community and the profession. For tenured faculty this means that in

addition to meeting the contractual obligations to teach, faculty need to maintain scholarly research or creative activity and be fully engaged by demonstrating a commitment to service to the university and the broader professional community with demonstrations of leadership increasing as the years of service increase.

3.2 Definitions of the Professional Ranks at Rowan University

3.11 **Instructor** – The individual will demonstrate

3.111 A master's degree in the specified field of instruction

3.112 Other evidence of the potential for excellence in Teaching Effectiveness; Professional Development (Scholarly and Creative Activity) ; Contribution to University Community; Contribution to the Wider and Professional Community(as defined in Appendix A)

3.113 Full engagement as a member of the University community

3.12 **Assistant Professor** – The individual will demonstrate

3.121 The award of the doctorate or other recognized appropriate terminal degree in the field of specialization from an accredited institution

3.122 Other evidence of the potential for excellence in Teaching Effectiveness; Scholarly and Creative Activity; Contribution to University Community; Contribution to the Wider and Professional Community

3.123 Full engagement as a member of the University community

3.13 **Associate Professor** – In addition to the qualifications of an assistant professor, the individual will demonstrate

3.131 Excellence in Teaching Effectiveness (as defined in Appendix A) and a minimum of five years of full-time professional teaching experience if hired before July 14th, 2014 (six years if hired on or after July 14th, 2014) at an accredited institution of higher education. Excellence in teaching for associate as demonstrated by

3.1311 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

3.1312 A consistent pattern of excellence in student mentoring (as defined in Appendix A) as documented by self-appraisal and peer and student evaluations

3.1313 Contribution to the development of learning materials; for example, contribution to curriculum planning and course development;

- development or implementation of innovative and/or discipline-specific teaching methods
- 3.1314 Evidence of professional development activities intended to maintain a sound understanding and skill in one's specific discipline, and to improve as a teacher
- 3.132 Successful experience in Scholarly and Creative Activity (as defined in Appendix A). Evidence for this body of work must reflect a consistent pattern of scholarly accomplishments since attaining the rank of assistant professor—completion of and measurable contribution to Scholarly and Creative Activity, as evidenced by work or activity in one or more of the following categories:
 - 3.1321 Creative activity or published scholarly research
 - 3.1322 Applied research and evaluation
 - 3.1323 Funded research and creative projects, including involvement in grants or consultations or professional presentations at state or national meetings
- 3.133 Contribution to University Community (as defined in Appendix A) commensurate with the mission of the institution. Active participation on, or leadership in, Department, College, and University committees or task forces at the University.
- 3.134 Contribution to the Wider and Professional Community (as defined in Appendix A). Significant activity in practice and professional service at local, state, or national levels.
- 3.135 Full engagement as a member of the University community
- 3.14 **Professor** – In addition to the qualifications of an associate professor, the individual will demonstrate
 - 3.141 A minimum of eight years of full-time professional teaching experience if hired before July 14th, 2014 (nine years if hired on or after July 14th, 2014) at an accredited institution of higher education.
 - 3.142. Excellence in all areas of teaching (as defined in Appendix A). Excellence in teaching for full professors as demonstrated by
 - 3.1421 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

- 3.1422 A consistent pattern of excellence in student mentoring (as defined in Appendix A) as documented by self-appraisal and peer and student evaluations
- 3.1423 Excellence in the development of learning materials; for example, excellence in curriculum planning and course development; use and mastery of innovative and/or discipline-specific teaching method
- 3.1424 Evidence of professional development activities intended to achieve a thorough understanding and skill in one's specific discipline, and to improve as a teacher
- 3.1425 Other evidence of excellence in teaching
- 3.143 Excellence in Scholarly and Creative Activity (as defined in Appendix A). Recommendations from evaluators outside the institution must attest to the appropriateness of the individual's research and scholarly activities to the rank of professor. Evidence for this body of work must reflect a consistent pattern of scholarly accomplishments since the date of application for promotion to associate professor. The approved external evaluator(s) from outside the institution must attest to the significance of the individual's Scholarly and Creative Activities (as defined in Appendix A; see 5.24 for more information). Completion of significant scholarly works or activities, as evidenced by work or activity in one or more of the following categories:
 - 3.1431 Creative activity or published scholarly research
 - 3.1432 Applied research and evaluation
 - 3.1433 Funded research and creative projects, including involvement in grants or consultations or professional presentations at national and/or international meetings.
- 3.144 Contribution to University Community (as defined in Appendix A). Leadership in Department, College and University committees or task forces at the University.
- 3.145 Contribution to the Wider and Professional Community. Leadership in practice and professional service at local, state, or national levels.
- 3.146 Full engagement as a member of the university community.

4. Evaluation of Faculty Work

- 4.1 Teaching Effectiveness— includes academic instruction, student mentoring, developing learning activities, and developing as a teacher. The process for assessing teaching effectiveness shall include two basic components: the candidate's statement of goals and

evidence of success in realizing these goals. Evidence of success shall consist of the candidate's own perceptions, his/her analysis of student perceptions of the teaching/learning experience, and colleague assessment of the candidate's teaching effectiveness, which would include classroom observations or other valid methods of assessing teaching effectiveness. Characteristics of excellence and procedures for assessment of developing learning activities will be developed by each department and approved by the respective dean. Assessment of Teaching must be of Rowan classes. See Appendix A, Section 1.1, for additional explanation of Teaching Effectiveness)

4.11 Academic Instruction

4.111 Characteristics of excellence in academic instruction are

- 4.1111 Good organization of subject matter and course material
- 4.1112 Effective communication
- 4.1113 Knowledge and enthusiasm for subject matter and teaching
- 4.1114 Positive attitudes toward students
- 4.1115 Fairness in examinations and grading
- 4.1116 Flexibility in approaches to teaching
- 4.1117 Appropriate student learning outcomes
- 4.1118 Other characteristics appropriate to the candidate's program (as identified in the ratified and approved department criteria)

4.112 These characteristics will be assessed through self-assessment, peer observation and review, and student surveys as described below.

4.1121 Any method of colleague assessment must be consistent with the requirements of the State/Union contract.

4.1122 Assessment of Teaching Effectiveness

4.1123 Colleague Assessment of Teaching Effectiveness

4.11231 The Departmental Committee's evaluation of a candidate's teaching effectiveness will include use of classroom observations of the candidate's teaching when such teaching is a part of the candidate's normal job description. This does not preclude the use of other equally valid means of assessing teaching effectiveness where appropriate.

4.11232 Each candidate shall have the right to participate in the department's discussion to choose which method of colleague assessment of his/her teaching effectiveness will be used. The mechanism of this process will be mutually agreed to by the candidate and the Department Promotion Committee.

- 4.11233 Colleague assessments of teaching effectiveness for recontracting purposes may, at the candidate's option, be used for promotion application.
- 4.11234 Observations (where classroom observations are utilized):
- 4.112341 Specific criteria for observations must be formulated by each department and uniformly applied. When direct observation is used, faculty candidates shall be observed as described below.
 - 4.112342 Each candidate must be observed at least once within the twelve-month period prior to the committee's evaluative deliberations. Additional observations may be requested by the candidate; the total number of observations shall not exceed two per semester or four for the twelve months. Each observation shall be one class period in length and the candidate must not be observed by more than two persons at a time. Additional observation reports may be included in the Supplemental folder.
 - 4.112343 Notwithstanding the restrictions cited in 4.112342 above, the Department Committee may establish a larger group of full-time faculty to observe candidates within the department in instances where the number of applicants is sufficiently large to warrant such an expansion or if particular competencies are required.
 - 4.112344 Written reports of each observation, signed and dated, shall be given to the candidate within a reasonable amount of time following each observation.
 - 4.112345 The candidate will have the option of choosing the class and date of observation; if mutually agreed to by candidate and committee, candidates may be observed during the Summer Session and use those observations to replace or supplement fall or spring session observations.

- 4.112346 Candidates who have divided assignments involving more than one area of performance shall be observed or evaluated separately in each area, consistent with applicable sections of this agreement.

4.1124 Student Responses

- 4.11241 For teaching faculty there shall be a process of obtaining student perception of the teaching/learning experience as part of the assessment of any candidate for promotion and to assist the candidate in developing a self-assessment statement. The process and the forms shall be determined by each department in consultation with the candidate(s). Promotion folders must include student evaluations from at least two (2) sections within two (2) academic years of the time of applying for promotion. The process for administering the student evaluation of the teaching/learning experience shall include the steps described in Appendix A. Additional student observation reports may be included in the Supplemental Folder.

- 4.12 Student mentoring is part of the scholarship of teaching and includes mentoring students on academic opportunities and decisions, personal counseling referral, student mentoring on research projects and theses. These can be evaluated through self-assessment, peer observation and review, and student surveys. Characteristics of excellence and procedures for assessment of student mentoring will be developed by each Department and approved by the respective Dean.

4.13 Developing learning activities involves

- 4.131 Developing, reviewing, and redesigning courses and programs
- 4.132 Developing and revising curriculum
- 4.133 Developing teaching materials, manuals, software, and computer exercises
- 4.134 Developing off-campus programs, including study abroad programs
- 4.135 Assessing learning outcomes

4.14 Developing as a teacher involves

- 4.141 Conducting instructional and classroom research to benefit the teaching-learning enterprise
- 4.142 Attending and participating in professional development activities
- 4.143 Maintaining currency in discipline-specific and pedagogical concepts
- 4.144 Collaborating with colleagues
- 4.145 Evaluating teaching of colleagues

4.2 Scholarly and Creative Activity

Characteristics of excellence and procedures for assessment of scholarly and creative activity will be developed by each Department and approved by the respective Dean. Scholarly and Creative Activity may include research, creative works, applied research and evaluation, and funded research and creative projects and exhibits the characteristics described in Appendix A, Section 1.2.

Reporting scholarly and creative activity should be uniformly and completely described in the portfolio. For instance, publications should begin with a complete author list given in the order found in the publication. The type of publication should be described: Refereed Journal, Conference proceeding (refereed paper), Conference proceeding (refereed abstract), etc. Grants should include the Investigators (PI first, followed by co-PIs), title, funding agency, funding amount, and start and end dates. If unfunded proposals are included, proposals should be described as approved, declined, or pending.

4.3 Contribution to University Community

- 4.31 Extraordinary contributions of exceptional quality should be rewarded for purposes of promotion. While service for promotion is expected, it cannot be used, in any amount, to substitute for a lack of excellence in teaching or in scholarly activities.
- 4.32 Contribution to University Community includes contributions to the Department, College, and the University as a whole. See Appendix A, Section 1.3, for a specific description of these contributions

4.4 Contribution to the Wider and Professional Community

- 4.41 Contribution to the profession can be assessed by the nature and quality of participation in the professional associations of the discipline. Active participation and contributions 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.
- 4.42 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.
- 4.43 Other manifestations or dimensions of contribution may include other faculty work not included in the above categories. At times, faculty may engage in academic or other scholarly endeavors that do not directly relate to their academic disciplines or

to the teaching and learning enterprise. Nevertheless, such endeavors are worthy of recognition because of their contribution to society at large as well as the direct and indirect ways in which they may inform a candidate's teaching effectiveness and Scholarly and Creative Activities. Such endeavors may be offered as other service within this category.

5. Procedures for Promotion

5.1 Applicants apply for promotion by completing the following, in this order:

- 5.11 E-mail sent to Department Chair/Head, Dean, and Provost notifying an intention to apply for promotion. All e-mails must be time-stamped no later than 5:00 P.M. on Monday, October 15th. Any candidate who fails to submit these e-mails declaring their intent to apply for promotion will be deemed ineligible to apply in the current cycle.
- 5.12 (Candidates for full professor) providing the names of at least three external evaluators for consideration by the Department and Dean, with a curriculum vita for each evaluator.
- 5.13 Completing a promotion application.

5.2 Applicants for promotion should develop a portfolio organized according to the promotion checklist for submission. The portfolio shall include:

- 5.21 Records of self and department committee evaluations.
- 5.22 Evidence of attainment of the criteria and standards for promotion. Complete documentation (e.g., chapter or book) supporting an individual's request for promotion may be incorporated by reference in the portfolio and included as supplementary documentation in the Supplemental folder.
- 5.23 Plans for Professional Growth.
- 5.24 For only applicants to the rank of Professor: An external university faculty member or university official will be identified to review the applicant's Scholarly and Creative Activities and accomplishments (only) and to comment in writing on the significance of such accomplishments. Consensus among the applicant for promotion, the Department Promotion Committee, and the College Dean must be reached on who the external reviewer will be, with the Dean having final approval of the external reviewer. It is the candidate's responsibility to initiate this process by suggesting names of individuals with no conflicts of interest to the Department Promotion Committee and the Dean. All letters soliciting external reviews should contain common language describing Rowan University, the promotion process, and the parameters of the requested evaluation. This letter shall be sent to the Department Chair/Head at least 10 days prior to the packet deadline to the department, which will be shared with both the candidate as well as the department promotion committee chair.
- 5.25 An approved professional development plan, revised as necessary (if applicable).

- 5.26 Applicants will submit one original printed copy of the promotion portfolio and supplemental materials, and an electronic copy of the Promotion portfolio will be filed electronically in a portable document format. The contents of the portfolio will be confidential. Copies of the promotion portfolio will not advance beyond any level without the candidate's agreement.
- 5.27 Once a portfolio has been submitted to the college committee, the candidate may not make changes to the portfolio, with the exception of providing missing letters or documents, or supplying missing signatures to evaluations/observations.
- 5.28 At every step in the evaluation process, the applicant may submit a written response to a recommendation, whether favorable or unfavorable.

5.3 The department

- 5.31 Responsibilities of the academic department in the promotion of faculty — There are five areas in which departments must take the initiative (typically the department chair coordinates the initiatives in these five areas). Written documents must accompany each initiative. The six areas are outlined below:
 - 5.311 *Department Purpose Statement* – For the purposes of this promotion process, each academic department must develop a statement of purpose that is consistent with the mission of the University and the College.
 - 5.312 *Standards: Promotion* – Consistent with section 4.0, Evaluation of Faculty Work academic departments must establish clearly stated standards and procedures for faculty promotion consistent with the general qualifications and expectations established at the institutional level. Academic departments must
 - 5.3121 Articulate and document their positions regarding the expected balance (or mix) among Teaching Effectiveness (both undergraduate and graduate), Scholarship and Creative Activity (or Professional Development), Contribution to the University Community, and Contribution to the Wider and Professional Community. It is understood that the balance (or mix) may differ from one individual to the next and may change for an individual at different points in his/her career. The candidate has the right to propose changes to the expected departmental balance using the procedure in 5.3123.
 - 5.3122 Develop a schedule for evaluation. This must be done cooperatively with individual faculty and the academic

departments and within the time constraints set forth in this agreement.

5.3123 Periodically review the standards and procedures of each candidate, and have any suggested revisions approved by the College Dean and Provost. To be in place for the next academic year, a Promotion criteria document must be submitted to the Dean by May 1. The Dean and Provost must approve or reject the document within two months. A rejection must include a justification and clear guidance for improvement.

5. 313 *Faculty Evaluation* – Plans, standards, criteria, and procedures for faculty evaluation developed within the academic departments must be approved by the College Dean and Provost. Consistent with general criteria established at the institutional level, academic departments must

5.3131 Define the manner in which Teaching can most reasonably and effectively be assessed, including **how these activities may be assessed; who should assess; at what points these activities should be assessed**

(See sections 4.1123 and 4.1124)

5.3132 Define the term Scholarly and Creative Activity for their disciplines. Such definition should encompass all aspects or domains of the discipline and should be appropriately documented and substantiated in the literature of the discipline.

5.31321 Established definitions set by the professional association in the discipline should be used.

5.31322 In a case where that is not possible, academic departments and their deans should cooperatively select an expert from outside the institution to validate the definition established by the department.

5.3133 To the extent possible, establish an order of importance and/or priority for each of the forms and/or types of Scholarly and Creative Activity which clearly articulates those forms and/or types which are most deserving of recognition and reward in the promotion process. Moreover, the departments should establish guidelines and criteria for assessing such contributions.

5.3134 Define the forms and/or types of Contribution to University Community in regard to the Department, College, and University.

5.3135 Define Contribution to the Wider and Professional Community in regard to the academic discipline and profession, and to the public, that should be worthy of recognition and reward. Moreover, departments should establish guidelines and criteria for assessing such contributions.

5.314 *New Faculty Orientation*

In addition to the documents provided by the University (see “Guiding Principles” section), academic departments shall provide to new faculty members appropriate department committee documents, including the process, standards, and criteria for promotion.

5.315 *Optional Faculty Development and Individual Professional Development Plans*

Faculty members may develop and document their plans for professional development as they relate to promotion.

5.3151 Faculty members who wish to develop and document agreements with the department about their choices for professional development, as well as their importance and impact in the promotion process, may submit their plans to the Department Promotion Committee and the College Dean. Such plans must be submitted to the Department Promotion Committee by the end of the fall semester the year before the faculty member intends to apply for promotion.

5.3152 Once ratified, signed and dated with the approval by the Department Promotion Committee and the Dean, the plan may then become the basis of future performance assessments.

5.3153 Any professional development plan may be changed as one’s choice for a career path changes or as other needs or opportunities may require. Accordingly, any individual may change his/her plan as he/she desires. However, if such changes in career development choices are to be documented and agreed to for purposes of consideration in the promotion process, revised plans need to be ratified, signed, and dated by the Department Promotion Committee and approved by the College Dean. For this reason, it is advisable for faculty members to continually update their plans as they proceed in their professional careers. Professional development plans may include the following:

- 5.31531 Goals and objectives for Teaching Effectiveness, Scholarship and Creative Activity (or Professional Development), Contribution to University, Contribution to the Wider and Professional Community;
- 5.31532 A balance (or mix) of Teaching Effectiveness, Scholarship and Creative Activity (or Professional Development), Contribution to University, Contribution to the Wider and Professional Community which includes the weight to be given to each in the promotion application process. This should further include any special or non-traditional activities and should suggest strategies by which these can be effectively assessed. There must be a clear understanding and agreement that such a balance may be changed or modified as need dictates by mutual consent of the faculty member, Department Promotion Committee, and Dean.
- 5.31533 A plan and schedule for professional development activities
 - 5.315331 Professional development through reading, research, post-doctoral study, seminars, professional conferences, etc.
 - 5.315332 A plan and schedule for assessing and improving Teaching Effectiveness, Scholarship and Creative Activity (or Professional Development), Contribution to University, Contribution to the Wider and Professional Community
 - 5.315333 Other professional development activities, e.g., grants and externally funded research or projects. This plan and schedule should also include an estimate of the resources necessary (human, financial, other).
 - 5.31534 Each faculty member has the responsibility to review and update his/her professional development plan.
 - 5.31535 To assist the faculty member in his/her professional development, the University will allocate funding for use in professional development activities. Upon completion and approval of the professional development plan, and during the same academic semester, faculty

will be advised by the University of the resources that may be available, including reassigned time, equipment for research, and travel funds for their use.

5.316 Promotion Folder Preparations. The department is responsible for covering the costs of all in-house expenses related to the preparation of the promotion materials/folder. The candidate is expected to prepare one print copy with original signatures and one digital copy of the materials/folder that will be submitted either as a single PDF or through the upcoming OnBase digital management software.

5.32 Role of the Department Chair (or Department Head)

5.321 If there are any candidates to review for promotion, a department meeting including all department (unit) members must be called by the Department Chair/Head and held late in the spring, or early in the fall semester (see page 2 for specific cutoff date) to:

5.3211 Elect a Department Promotion Committee

5.3212 Specify the function of the Department Chairperson or Head in the promotion process

5.3213 Specify criteria for faculty observation, which must be uniformly applied for all candidates for tenure and promotion.

5.322 The Department Chairperson must perform his/her role in the promotion process as specified by the members of the department. If the Department Chair is not a candidate for promotion, and he/she meets the other criteria for membership on the Department Promotion Committee, he/she may be a member of the committee if elected. If the Department Chair is a candidate for promotion, he/she will not serve on the department committee.

5.323 Administrative Department Heads, if present, can serve on Promotion Committees, but cannot serve as the Committee Chair.

5.324 Department Chairs/Heads, if serving on the Promotion Committee, cannot write a separate review letter as Chair/Head. If the Chair/Head is not serving on the Committee, he/she can write a separate review letter to be included in the packet, after the recommendation by the Promotion Committee.

5.33 Composition of the Department Committee for Promotion

- 5.331 The Department Promotion Committee must consist of an odd number of at least three tenured faculty members (at the department's option) of the rank at or above the rank for which promotion is sought (where possible).
 - 5.3311 If the number of faculty members of appropriate rank is less than three, the department must elect a sufficient number of tenured (or approved for tenure) faculty from within the department who are not applying for promotion in order to raise the number to three.
 - 5.3312 If there is an insufficient number of tenured faculty members from which to draw, the Chairperson or Head of the Department shall request and receive from the University Senate Committee on Committees a list of tenured faculty throughout the University willing to serve on interdepartmental committees. All tenured members of the Department should serve on the Department Promotion Committee, and the Department will elect the balance of its committee from the list provided by the Senate Committee. The inter-Department Committee thus formed will operate in accordance with the provisions of this agreement for Department Committees
 - 5.3313 Department Committee members CAN serve on the College or Senate Promotion Committees, provided they recuse themselves from all deliberations involving candidates from their home Departments.
 - 5.3314 In instances where a candidate has split duties between departments or offices, the Promotion committee should preferably be comprised of a subset of Promotion committee members from each department/office. The composition of the joint committee should be clearly defined in the candidate's evaluation criteria, and should specify the Departmental Chair/Head and Supervisor/Dean of record for the purpose of Promotion. These individuals will make the final determination in all Promotion decisions for that level of review.
 - 5.3315 At the first meeting, department promotion committee members shall elect a Chairperson. The Department Committee chair shall ideally be at least one rank higher than the highest rank of the candidates for promotion that cycle.
- 5.332 At least one member of the committee shall have served during the previous year (if possible).
- 5.333 Faculty on Sabbatical Leave are not eligible to serve on the committee.
- 5.34 Selection Process for External Evaluators (Promotion to Full Only)

- 5.341 The Departmental Committee will verify the qualifications and eligibility of three or more proposed external reviewers for Promotion candidates for the rank of Professor rank, notify the candidate of any individuals who are not acceptable for replacement, and provide the list of vetted candidates (with CVs) to the Dean for selection and approval of the external reviewer.
- 5.342 If the Dean or equivalent rejects all external reviewer candidates in the list, he or she must provide justification for why each reviewer is unacceptable (based on the qualifications of the reviewer or identified conflict of interest) to the Department Chair and Recontracting Committee, and the Committee in collaboration with the candidate will provide an additional list of at least three reviewers. If a disagreement arises between the Dean (or equivalent) and the Departmental Recontracting Committee, the Provost (or equivalent) will mediate a solution or equivalent that preserves the candidate's right to participate in the selection of his or her external reviewer.
- 5.343 Exclusion criteria for external evaluators.

5.35 Evaluation Procedure

- 5.341 The Department Promotion Committee will schedule an interview with the applicant to review his/her portfolio. At this meeting, the applicant will present his/her case for promotion and will respond to questions or concerns that may be raised by committee members.
- 5.342 The Department Promotion Committee will conduct a thorough and substantive evaluation of the applicant's portfolio against the criteria and standards established for promotion to the rank in question. If a point system is used, the committee shall itemize and record individual scores used to reach the total number of points.
- 5.343 After carefully considering the applicant's portfolio and the comments of the external reviewer on the appropriateness of the candidate's Scholarly and Creative Activities (if applicable), the Department Promotion Committee will conduct a vote on the applicant's request for promotion. Department promotion committees must report a numerical vote. A minority report with reasons for any negative or abstaining votes must be included.
- 5.344 **Department Promotion Committee decisions**
 - 5.3441 **Favorable recommendation (majority vote to promote)** – The applicant will be so informed in writing and/or e-mail. Thereupon, the Department Promotion Committee will forward a written report to the College Promotion Committee, which will specify how

particular accomplishments of the candidate qualitatively and/or quantitatively meet the stated standards for promotion. This report will be included in the portfolio. At the request of the candidate, the committee will meet with the candidate to discuss the committee's evaluation and decision.

5.34411 Candidates ensure that one (1) copy of the promotion portfolio, with one copy of the departmental report, is delivered to the chair of the College Promotion Committee. Candidates also send one email copy of the same (preferably in PDF format), or through the OnBase digital management software (if available). The candidate also includes one paper copy of any supplementary materials as well as one electronic copy of the same. These materials will remain in the hands of the chair of the College Promotion Committee for committee reference until the Chair forwards to the Dean the supplementary materials along with the candidate's portfolio.

5.3442 **Unfavorable recommendation (majority vote not to promote)** – As a result of a negative vote on a candidate, the portfolio will be returned to the applicant with a written and/or e-mail explanation of the decision, including how the candidate does not meet the standards. At the request of the candidate, the committee will meet with the candidate to discuss the committee's evaluation and decision. Applicants who have not received a positive recommendation from their department committees may:

5.34421 Withdraw their applications at this or any point in the promotion review process (applicants who elect to withdraw will have all application materials returned to them at the conclusion of the process), or

5.34422 Ask to have their materials forwarded to the College Promotion Committee in accordance with 5.34411 above.

5.3443 The Department Committee will return the portfolio to the candidate along with its recommendation, which must be included in the portfolio. All members of the committee will sign and date the report. The committee's recommendation must report the numerical vote. A dated minority report with reasons for any negative or abstaining votes must be included.

5.4 The College Promotion Committee

5.41 Composition and election of the College Promotion Committee.

5.411 The University administration shall provide to the University Senate Committee a list of all tenured faculty, with rank, by College and Department, by the same date as the deadline for Department Committee elections.

5.412 The Senate Promotion Committee will prepare ballots for the College elections in the following manner:

5.4121 From the list provided by the administration in 5.411, removing the names of the members of the Senate Promotion Committee, and all faculty on sabbatical leave.

5.4122 Providing all faculty remaining on the list after 5.4121 the opportunity to withdraw their names from consideration for the College Promotion Committee, and removing these names from the College ballots.

5.4123 The rank and department of all candidates for College Committees will appear on the ballots.

5.413 The Senate Promotion Committee will conduct elections for all the College Promotion Committees. It is the intent of this agreement to provide for the maximum inclusion on College Promotion Committees of different academic departments as well as the maximum inclusion of faculty of full professor rank. Unless a College adopts an approved “customized college promotion committee system,” the Senate Promotion Committee will apply the three-member system or the five-member system as indicated below.

5.4131 Customized College Promotion Committee System: By secret ballot of the faculty of the College, subject to approval by the Union and the administration, a College may adopt its own system if that system provides for the maximum inclusion of different academic departments and faculty of full professor rank.

5.4132 Three-Member College Promotion Committee System: Colleges of four (4) or less departments (or the functional equivalent of departments) which do not choose to adopt a customized system as provided for under 5.4131 will elect College Promotion Committees as follows:

5.41321 Each full-time, tenure-track faculty member will be provided a secret ballot reflecting the list of nominees in

the list produced in 5.412 above. The ballot will show the department and rank of all nominees. The ballot will provide an explanation of how the vote tallies are used to create the composition of the committee. Each voting faculty member will be permitted to vote for up to three (3) candidates.

- 5.41322 The Senate Promotion Committee will tabulate the election results of the vote and certify the members of the College Promotion Committee as the three full professors who receive the highest number of votes from three different departments as follows:

-First College Committee member: The full professor with the most votes will be the first member elected to the College Committee.

-Second College Committee member: The full professor with the most votes from a department not represented by the first College Committee member will be the second member elected to the College Committee.

-Third College Committee member: The full professor with the most votes from a department not represented by the first or second College Committee member will be the third member elected to the College Committee.

If there are not three full professors from three different departments on the ballot, the Senate Promotion Committee will proceed through the list of associate professors, starting with the associate professor with the most votes from a department not already represented on the College Committee.

The process will continue until there are three College Committee members from three different departments. The College Committee may consist of members of fewer than three departments if and only if there are fewer than three departments represented on the ballot.

- 5.41323 If there are not three full professors of different departments, the Senate Promotion Committee will add the associate professors who receive the highest number

of votes from departments not represented on the committee by a full professor.

5.4133 Five-Member College Promotion Committee System: Colleges of five (5) or more departments (or the functional equivalent of departments) which do not choose to adopt a customized system as provided for under 5.4131 will elect College Promotion Committees as follows:

5.41331 Each full-time tenure-track faculty member will be provided a secret ballot reflecting the list of nominees in the list produced in 5.412 above. The ballot will show the department and rank of all nominees. The ballot will provide an explanation of how the vote tallies are used to create the composition of the committee. Each voting faculty member will be permitted to vote for up to five (5) candidates.

5.41332 The Senate Promotion Committee will tabulate the election results of the vote and certify the members of the College Promotion Committee following the procedures in 5.41322 and proceeding until there are five (5) elected members of the College Committee.

5.414 The members of the College Promotion Committee will select a chair and report the name of the chair and the names of all committee members to the University Senate Office by the end of the fall semester (last day of Finals Week).

5.42 Role of the College Promotion Committee

The role of the College Promotion Committee is to provide a thorough and substantive review of the qualifications of the applicant in the following manner:

5.421 Review the Department Promotion Committee's recommendation and evaluate the applicant's qualifications for promotion against the criteria and standards established for the rank in question.

5.422 Conduct a personal interview with the applicant to discuss the portfolio that has been submitted

5.423 After meeting with the applicant and carefully considering the applicant's portfolio, the College Promotion Committee will vote on the applicant's request for promotion.

- 5.4231 In accordance with the vote, the College Promotion Committee will email a recommendation report to the College Dean, the chair of the University Promotion Committee, the chair of the Department Promotion Committee, and the candidate. This report will include a justification of the recommendation and must include a written description highlighting the evidence and process used in this evaluation. It will also include the candidate's response. If the recommendation is unfavorable, the report must describe actions the candidate can take to improve future portfolios. The report must record the numerical vote. If a split vote occurs, or any member abstains from voting, a minority report with reasons for minority or abstaining votes must be included. This report must be delivered to the candidate at least 24 hours before the portfolio is due in the senate office.
- 5.4232 The chair of the College Promotion Committee will provide an electronic copy of the candidate's Promotion portfolio to the College Dean. The portfolio will include the Department Promotion Committee's recommendation report.
- 5.4233 If a majority of the Department or College Promotion Committee votes against promotion, the chair of the College Promotion Committee will inform the candidate that they can withdraw from further consideration by informing the College Dean and chair of the University Promotion Committee. 5.4234 If any negative votes occur on the Department or College Promotion Committees (majority or minority) the chair of the College Promotion Committee will inform the chair of the University Promotion Committee that a review is required unless the candidate withdraws. The chair of the College Promotion Committee will also provide an electronic copy of the candidate's Promotion portfolio, including the Department Promotion Committee's recommendation report.
- 5.4235 The chair of the College Promotion Committee will forward the paper copy of the applicant's portfolio to the Senate Office. This document must include the originals of the Department and College Promotion Committee recommendation reports.
- 5.424 Routes recommendations to the College Dean and the University Senate Promotion Committee unless the candidate withdraws the application. The chair of the committee will ensure that, for each applicant forwarded, the portfolio containing supplemental materials is in the hands of the Dean.

(Note: The chair of each College Promotion Committee will notify the Senate Office of the names of all candidates for promotion.)

5.5 The College Dean will:

- 5.51 Review the Department Committee and College Committee recommendations, rationales, and applicant's promotion portfolio
- 5.52 Meet with the applicant, at which time they will discuss the applicant's portfolio
- 5.53 Conduct a thorough and substantive review of the applicant
- 5.54 Forward his/her recommendation, with an accompanying justification, to the candidate with copies sent to the Department and College Committee chairs. The dean will be available to meet with the Department Committee and/or with the College Committee to discuss his/her recommendation if requested to do so. At this stage, the applicant who receives a negative recommendation from the Dean may exercise the option to withdraw from further consideration or to appeal the negative recommendation by advancing the application to the Provost.

5.6 The University Senate Promotion Committee will

- 5.61 Consist of tenured faculty at the rank of full professor (where possible) who are not serving in the faculty promotion process in any other way in the Department, College, or University and are members of the AFT 2373 bargaining unit; one representative will be approved by the University Senate from each College. The exception will be colleges that are new, not fully staffed, and/or lacking any tenured professors.
- 5.62 Have a committee chair elected by the University Senate. The chair of the committee will provide the Web site address for this agreement to chairs of all Department and College Committees for the purpose of distribution among the committee membership and to all promotion candidates.
- 5.63 Conduct and supervise the election of College Committees as described in 5.411 no later than the close of the fall semester.
- 5.64 RECEIVE, RETAIN, AND REVIEW the portfolios of applicants who received negative recommendations or mixed votes, and/or who request a review. A mixed vote can occur within a Department or College Promotion Committee when there is less than unanimous agreement, or between the two promotion committees when they fail to reach the same conclusion regarding a portfolio.
 - 5.641 Review the candidate's portfolio in these cases on the basis of the approved and established procedures.

5.642 Determine whether those procedures were followed by the previous committees.

5.6421 Certify to the Provost that, in the case of a mixed vote and/or at the request of a candidate, the procedures for promotion were applied correctly by the Department and College Committees.

5.643 Notify the candidate of the results of its certification review.

5.644 Forward portfolios to the Provost.

6. Role of the Provost and President:

- 6.1 The roles of both the Provost and the President are largely procedural; however, both remain empowered to conduct substantive reviews of the qualifications of the applicants should either decide to do so.
- 6.2 The Provost will review the portfolios of the candidates, including all recommendations and committee reports, and make recommendations to the President regarding the candidates. Copies of these recommendations will be provided to the candidates and to the chairs of the Department, College, and University Senate Promotion Committees. In cases where the provost is **not** recommending candidates for promotion, candidates may either withdraw their applications or request that their materials be forwarded to the president for further consideration.
- 6.3 The President will consider the recommendations of the Provost and inform the candidates of his decisions. Once the President and Provost have informed the candidates of their recommendations, candidates or the chairs of any promotion review committees may request and will be granted a meeting with the Provost or President to discuss any divergent decisions.

7. Grievance Rights

A candidate may file a grievance at any juncture during the Promotion process. The individual grievant must report claims of violations of procedures to the President of the University within fourteen (14) days from the date on which the alleged violation occurred, or when the individual grievant should have reasonably known of its occurrence. In the event of failure to report the occurrence within the fourteen (14) day period, the matter may not be raised in any later grievance contesting the validity of any action during the process.

ANY PROVISION HEREIN WHICH IS INCONSISTENT WITH LAW AND/OR STATE OR COMMISSION ON HIGHER EDUCATION POLICIES SHALL BE NULL AND VOID.

APPENDIX A

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

All faculty 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 scholarly and/or creative activity (or professional development), and actively participates in service to the University community and 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.**

As faculty members begin their time at Rowan, we anticipate that the first year will be primarily dedicated to academic instruction and the development of specific learning activities related to courses taught. In the second and third years, we anticipate that faculty members will continue focusing on academic instruction, with increased attention to development of learning activities and developing as a teacher. In the fourth and fifth years, we expect that attention to these aspects will remain strong, and that focus on student mentoring as an aspect of teaching will increase.

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 (from Appendix A, 1.12), candidates should discuss the four teaching activities considered in Appendix A, 1.11: 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 (of the candidate's choice) 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 within the last two years preceding the promotion application.
- 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 as discussed in Sections 1.11 and 1.12 above.

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 SCHOLARLY AND CREATIVE ACTIVITY
(ASSISTANT PROFESSOR RANK AND HIGHER)**

1.2A.1 Scholarly and creative activity is the pursuit of an active or continuing agenda of reading, writing, speaking, or other forms of scientific or pedagogical inquiry whose purpose is to create new knowledge, integrate knowledge, or open additional knowledge-based areas for further exploration. The work of scholarly and creative activity includes any of the following: basic research, research in the scholarship of teaching, creative activity, applied research and evaluation, and funded research and creative projects.

- A. Basic research includes scholarly efforts leading to presentation and publication as defined in the candidate's discipline.
- B. Research in the scholarship of teaching includes but is not limited to conducting instructional and classroom research to benefit the teaching-learning experience.
- C. Creative activity is an expression of the scholarship of discovery and integration for those faculty engaged in disciplines for which research, as it may be traditionally defined, may not apply. Such faculty may sometimes, but not always, focus on disciplines in the fine, performing, or communicative arts.
- D. Applied research and evaluation includes but is not limited to
 - 1. Applied study or applied pedagogical or scientific research (e.g., work in Professional Development Schools)
 - 2. Sponsored or contracted study or research (e.g., Engineering clinic projects)
 - 3. Program, policy, or personnel evaluation, study, or research for the local campus or other institutions or agencies
 - 4. Leadership in multidisciplinary centers and task forces.
- E. Funded scholarly and creative projects include but are not limited to
 - 1. Grant-seeking and proposal development to public and private sponsoring agencies for research
 - 2. Supervision and management of sponsored creative and artistic projects.

1.2A.2 Characteristics of Excellence in Scholarship and Creative Activity at Rowan are:

- A. The activity requires a high level of discipline-related experience
- B. The activity can be replicated or elaborated (research activity)
- C. The work and its results can be documented
- D. The work and its results can be peer-reviewed
- E. The activity is innovative, breaks new ground, or demonstrates other types of significance or impact.

1.2A.3 Candidate documents should present evidence of success as identified in the ratified and approved department criteria. The following are some examples of evidence. (This list should not be considered exhaustive.)

- A. Papers in refereed journals or conference proceedings
- B. Books or chapters in books or textbooks or workbooks or other media productions

- C. Edited works in books or textbooks or workbooks
- D. Monographs
- E. Papers, roundtables, or demonstrations presented at academic or professional meetings
- F. Other papers and reports; e.g., trade, in-house, or technical
- G. Translations, abstracts, reviews, or criticisms
- H. Documented work performed in pursuit of the advancement of the scholarship of teaching
- I. Documentation of instructional and classroom research to benefit the teaching-learning enterprise
- J. Computer software
- K. Novels and other works of fiction and nonfiction, including textbooks and workbooks
- L. Poems, essays, plays, and musical scores
- M. Radio and television productions, films, and videos
- N. Competitions, commissions, and other recognized artistic exhibitions
- O. Direction or choreography of creative or artistic works
- P. Performances as vocalists, instrumentalists, dancers, actors, or other forms of performing arts
- Q. Design or arrangement of creative or artistic works. Within this category, editing of artistic or creative journals or other learned publications and managing or consulting on exhibitions, performances, and displays are also included
- R. Other evidence appropriate to the candidate's program as identified in the ratified and approved department criteria.

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 (INSTRUCTOR OR LECTURER RANKS)

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. Faculty with the rank of Instructor or 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.

For their second evaluation in the second year of service, faculty must minimally demonstrate some evidence of contribution to the University community, with the understanding that for most candidates, department level service is all that is available at this stage of the candidate's career. For their third evaluation in the third year of service, faculty must show a developing record of contribution to the University community that provides evidence of progressive growth. For their fourth evaluation (the tenure review) in the fifth year of service, faculty must clearly demonstrate evidence of a progressive and appropriate record of service at the department, college, and university levels.

- 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. Chairing a department
7. Program coordination/Senate participation/Union participation
8. 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

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.

For their second evaluation in the second year of service, faculty must minimally demonstrate some evidence of contribution to the wider and professional community. For their third evaluation in the third year of service, faculty must show a developing record of contribution to the wider and professional community that provides evidence of progressive

growth. For their fourth evaluation (the tenure review) in the fifth year of service, faculty must clearly demonstrate evidence of professional activity and involvement in their profession and/or discipline.

- A. Dissemination of discipline-related knowledge includes but is not limited to:
 - 1. Consulting or technical assistance provided to public or private organizations
 - 2. Public policy analysis for governmental agencies at all levels
 - 3. Briefings, seminars, lectures, and conferences targeted for general audiences
 - 4. Summaries of research, policy analyses, or position papers for general public or targeted audiences
 - 5. Expert testimony or witness
 - 6. Writing, contributing to or editing journals, books, newsletters, magazines or other publications
 - 7. Electronic productions (e.g., contributing to the development of websites, online seminars or programs, or programs distributed via DVD)
 - 8. Other activities appropriate to the candidate's program as identified in the ratified and approved department criteria.
- B. New products or practices include the design or creation of new products, innovations, or inventions
- C. 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.
- D. 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 should provide evidence of contributing to the profession and community. 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.

1.43. Evaluation of Contributions to the Wider and Professional Community

- A. Extraordinary contributions of exceptional quality should be rewarded for purposes of promotion. While contributions to the professional and wider community for recontracting, tenure, and promotion is expected, it cannot be used, in any amount, to substitute for a lack of excellence in teaching, in scholarly activities, 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. Other manifestations or dimensions of contributions to the professional and wider community may include other faculty work not included in the above categories. At times, faculty may engage in academic or other scholarly endeavors that do not directly relate to their academic disciplines or to the teaching and learning enterprise. Nevertheless, such endeavors are worthy of recognition because of their contribution to society at large. Such endeavors may be offered as other service within this category.
- E. 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.

APPENDIX B

Student Responses to the Teaching and Learning Process **(Evaluation Process for Handwritten and Electronic Evaluations)**

Evaluation Process for Handwritten Evaluations:

The process for administering handwritten student evaluations of the teaching/learning experience shall include the following steps:

- Student evaluations should be administered during the last third of the semester (or grading period).
- It is the candidate's responsibility to request that a member of the faculty or professional staff administer departmentally approved student evaluation forms.
- Upon arriving at the designated class, the evaluator will ask the faculty member to leave the room.
- The evaluator may then read the recommended script (see attached) to the class prior to distributing the student evaluation forms. Immediately following, the forms will be distributed. A signature sheet will then be distributed, and students will be asked to sign their names if they participate in the evaluation process. Students who choose not to participate in the process should not sign the signature sheet or take an evaluation form. The signature sheet may be circulated throughout the room while students are completing the evaluation forms.
- As students complete their forms, they should return them to the evaluator who will, without reading them, immediately place them into an envelope that will bear the name of the faculty member being evaluated, the class, and date of the administration of the evaluation. After all forms have been returned to the evaluator, he/she will immediately meet with the candidate, who will validate the names on the signature sheet as students officially enrolled in the class. The evaluator will then place the signature sheet in an envelope and send it to the Office of the President, ATT: Confidential – Student Evaluation Signature Sheet. The signature sheets will be kept there for a period of five years (5) and then be discarded.
- The evaluator will then deliver the student evaluation forms to the chairperson of the departmental recontracting committee. The chairperson of the department committee will do or oversee the compilation and analysis of the evaluation data and prepare a summary report. The summary report must include all of the following: (a) name of the candidate, (b) class in which the evaluation was conducted, (c) date of administration, (d) name of the evaluator, (e) number of students enrolled in the class, (f) number of students completing the evaluation forms, (g) mean and frequency distribution for each structured-response item on the evaluation form, (d) all verbatim narrative responses by students to all open-ended questions.
- The candidate will prepare a written analysis of the results of the student evaluations and will include these as part of the recontracting file.
- The chairperson of the departmental committee will retain the summary report and raw data until the deadline for submitting term grades has passed. Thereupon, the chairperson will, within two (2) weeks of time after the deadline for submitting term grades, give the summary report to the instructor. In the presence of the person being evaluated, the chairperson of the department committee (or designated person) will seal the envelope containing the completed student evaluation forms, and ask the teacher to sign his/her name across the seal. The sealed envelope should then be sent to the Human Resources Office, where it will be kept for a period of five (5) years and then be discarded.

Evaluation Process for Electronic Evaluations:

The process for obtaining electronic student evaluations of the teaching/learning experience shall include the following steps:

- Electronic student evaluations should be made accessible to students during the last third of the semester (or grading period).
- It is the candidate's responsibility to ensure that the electronic student evaluation form used has been approved by the department.
- It is the candidate's responsibility to ensure that the students are aware of the following: (1) that their participation in the student evaluation process is voluntary, (2) that their responses will be anonymous, and (3) that the evaluation results will not be made available to the instructor until the semester has completed and final grades have been submitted to the Registrar.
- The candidate may choose whether to have the students complete the electronic evaluation during class time or outside of class.
- If class time is utilized for the completion of student evaluations, the faculty member must leave the room while the students complete the electronic evaluation.
- The candidate may choose whether the students complete the electronic evaluation during class time in the presence of a member of the faculty or professional staff or in the absence of such an individual. If no member of the faculty or professional staff is available to oversee the electronic evaluation, the instructor may ask a student to leave the classroom and notify him/her once all students have completed the evaluation.
- If a member of the faculty or professional staff is present to oversee the electronic student evaluation, this individual may begin by reading the recommended script (see attached) to the class prior to the completion of the electronic student evaluation forms.
- If a member of the faculty or professional staff is present and if the electronic student evaluation has no built-in means of student identification (for example, does not include a requirement for students to login using their Rowan username), a signature sheet will then be distributed, and students will be asked to sign their names if they participate in the evaluation process. Students who choose not to participate in the process should not sign the signature sheet or complete the electronic evaluation form. The signature sheet may be circulated throughout the room while students are completing the electronic evaluation forms.
- In the case that a signature sheet was used, after all students have completed the electronic evaluation, the administering member of the faculty or professional staff will immediately meet with the candidate, who will validate the names on the signature sheet as students officially enrolled in the class. The evaluator will then place the signature sheet in an envelope and send it to the Office of the President, ATT: Confidential – Student Evaluation Signature Sheet. The signature sheets will be kept for a period of five years (5) and then discarded.
- In the case that a summary report is not automatically generated, the chairperson of the department recontracting committee will do or oversee the compilation and analysis of the evaluation data and prepare a summary report. The summary report, whether automatically generated or compiled by the committee chairperson, must include all of the following: (a) name of the candidate, (b) class in which the evaluation was conducted, (c) date of evaluation completion (if applicable), (d) name of the evaluator (if applicable), (e) number of students enrolled in the class, (f) number of students completing the evaluation forms, (g) mean and frequency distribution for each structured-response item on the evaluation form, (d) all verbatim narrative responses by students to all open-ended questions.
- The candidate will prepare a written analysis of the results of the student evaluations and will include these as part of the recontracting file.
- Within two (2) weeks of time after the deadline for submitting term grades has passed, the candidate should receive the summary report.

Suggested Script for the Administration of the Student Evaluation Process

I am _____, a member of the _____ Department.

Professor _____ has asked me to administer student evaluation forms for this course. Student evaluations are an important part of the assessment process. They provide important feedback to professors so that they can understand the strengths of their teaching as well as areas that may need some more attention. However, teachers are also evaluated to provide information for purposes of recontracting, tenure, continuing professional development, and promotion. This process is voluntary on your part. Should you decide to participate, please take this responsibility seriously.

Professor _____ will not see the results of your evaluation until the semester is completed and grades have been submitted to the Registrar. We must follow the University procedures, which I am going to describe.

I have an evaluation and a signature sheet. (Show the form and signature sheet.) The code number is used to identify the number of forms that are used. I have another sheet called the signature sheet. (Show the signature sheet.) If you choose to complete an evaluation form, you need to sign the signature sheet as proof that you participated in the evaluation. I will ask your teacher to sign the bottom, and I will seal the signature sheet in an envelope and will send it to the President's Office, where it will be kept for five (5) years. The signature sheet will not be opened unless there is a challenge to a personnel decision and the administration needs to communicate with students about an evaluation. In over 25 years, that has never happened. We have found that the signature sheet gives the whole process more validity and yields more useful information.

I will give the actual evaluation forms to the departmental chairperson, who will keep them until after the grades are turned in to the Registrar. At that time, the departmental committee chairperson will give the professor a typed statistical summary and a typed copy of all remarks. The actual forms you fill out will be sealed in an envelope and stored in the Human Resources Office for a period of five (5) years, after which they will be destroyed.

Participation in this evaluation process is voluntary, but you are strongly encouraged to provide this important feedback. If you wish not to participate, do not sign the class roster, and do not take an evaluation form.

Are there any questions? (ANSWER QUESTIONS)

Having answered all questions, let us proceed.

[SEE FORM 1 FOR THE SIGNATURE SHEET, IF USED]

APPENDIX C

EXAMPLES FOR EXECUTIVE SUMMARIES

In this application, I have presented detailed analyses of my activities at Rowan University including teaching, scholarship, institutional service, and professional service. Here, I would like to summarize my development in each of these areas with specific focus on the activities developed or added since my Spring 2013 T&R Application.

Teaching

I have continuously improved my teaching evaluation scores in all areas and my average student- based evaluation scores are all above 4.50 out of 5.00. I have received excellent student evaluations with positive, friendly, and supportive student comments. I have received no negative comments from students or colleagues. I have adapted my textbooks, homework styles, and laboratory procedures in Physical Chemistry and I have continued my successful methods in teaching Freshman Chemistry. I have twice taught the Preparation for Chemistry course as part of the EOF/MAP summer Pre-College Institute program, and I have taught the Dept.'s Seminar course. I have also continued to receive supportive peer observations from my colleagues in the Department of Chemistry and Biochemistry.

Scholarship

Since Spring 2013 I have had 5 articles published in peer-reviewed journals and I have submitted 1 patent, bringing my total publications since arrival to Rowan to 14 (including the patent). I just submitted a 6th article. In Spring 2013, the Dean and Senate recommended that I take a more active role in grant applications. Since 2013 I have applied for 3 major grants as Principle Investigator and several others as Co-Investigator. I have received internal grant funding as Principle Investigator and funding from the NSF (2 grants) as Co-Investigator.

Service

Since Spring 2013 I have been elected to the Rowan University Senate and have served on a Senate committee. I have volunteered to be the Chair of a Senate committee starting Fall 2014. I have served on numerous Departmental committees including the MS Pharmaceutical Sciences admissions committee, and I have served on several College of Science and Mathematics committees including the Science Day committee (as Co-Chair), Curricular Innovations Committee, and Adjusted Load committee. I have served on the Women and Gender Studies advisory board and have been elected to the Women and Gender Studies council. I have also written several course and curriculum changes and proposals including a proposal for a new restricted elective, Environmental Chemistry.

Professional Service

I have continued as Treasurer of the South Jersey Section of the ACS, and I have attended two ACS national meetings. I have served as reviewer to numerous scientific journals and have reviewed ~7 manuscripts since Spring 2013. I also helped organize the Mid-Atlantic Regional Meeting awards dinner at Rowan University in April, 2014.

Executive Summary (2)

I am in my fifth year of service at Rowan University. I believe the following documents will provide evidence of my success as a teacher, my productivity as a researcher, and my significant contributions to the university and wider community.

Teaching Effectiveness

- I have developed and taught a range of both undergraduate (n=4) and graduate courses (n=3)
- I have worked individually with 7 students engaged in independent study and served as a committee chair or committee member for 11 master's thesis students.
- I have consistently earned high ratings on my student evaluations and peer observations. The overall mean for individual responses for all classes ranged between 4.38 to 4.92.
- I have met with student groups (outside of class/research) to discuss professional issues related to the field of psychology (e.g., Psychology Alliance, Rowan Biology Club)
- I oversaw the research internship experience of a student from Spain.

Scholarly Activity

- Since my last review, I have been involved with a grant submission, 4 article submissions to peer-review journals (1 accepted and 3 under review). Of the three articles under review, one (first author) received a revise & resubmit and is likely to be accepted.
- Since my last review I have had 7 professional conference presentations.
- Since arriving to Rowan I have been involved with 7 grant submissions, have accrued 5 publications in peer-review journals and have made 15 conference presentations.
- Overall, I have engaged 25 undergraduate, 6 graduate students, and 1 research intern in my research lab leading to numerous co-authored conference presentations (n=17) and journal articles under review (n=1) or in preparation for submission (n= 2).

Contribution to University Community

- Since 2008 I have served on a total of 7 Department committees (chairing 2), 4 University committees, while also assisting with adjunct evaluations, transfer student orientation, new faculty orientation (*building bridges*), and serving as the Department AFT representative
- I have served as the coordinator of the 60-credit hour program in Clinical Mental Health Counseling and the Certificate of Advanced Graduate Studies program in Mental Health Counseling between April 2011 and August 2012.

Contribution to the Wider and Professional Community

- I am an active member in 6 professional organizations.
- I have engaged the larger community by serving as a judge during the Coriell Institute Annual Science and Engineering Fair.
- Engaged in numerous consultations and invited talks with community mental health agencies regarding the assessment and treatment of cognitive dysfunction in schizophrenia.

Executive Summary (3)

As a member of the Rowan community I fully embrace the tripartite mission of the University: teaching, scholarship, and service. Here you will find a concise summary of my accomplishments since coming to Rowan.

Teaching Effectiveness

I have taught and/or developed 11 different courses in 3 different departments and the Honors Program. I take pride in the breadth and quality of my teaching. Recently I was recognized on the teaching Wall of Fame. Examples of teaching effectiveness include:

- taught courses in the department's three academic programs: First-Year Writing, Writing Arts undergraduate major, and the Master of Arts in Writing
- also taught in Reading, Teacher Education, and the Honors Program
- taught Rowan Seminar courses
- developed and taught an online course
- co-taught a graduate seminar for teacher professional development
- consistently averaged in the superior range (above 4.5) overall on student evaluations
- garnered a Four Year Teaching mean of 4.52
- advised on average 17- 20 undergraduate students per year and have been second reader on two Master 's theses.

A discussion of my teaching effectiveness, development as a teacher, and development of learning activities can be found in this application under Teaching Effectiveness.

Scholarship

In addition to my commitment to teaching, I have maintained a consistent line of scholarly activity with published works, works in press, and works in progress. My scholarly activity manifests itself in three trajectories: disability studies in composition, writing pedagogy, and teacher development. During my probationary period I have:

- published 3 peer reviewed articles in top tier journals, each with an acceptance rate under 10%
- published 2 book chapters for leading publishers in the field of composition
- published 1 article (non-peer reviewed) on writing pedagogy and disability for a leading national journal in recreation and leisure education
- published 1 book review for Writing Program Administration
- presented 10 times at local, regional, and national conferences

Currently under review is an article on critical thinking in the Disability Studies classroom with Disability Society Quarterly. For a complete list of publications and other writing projects please see my C.V. Works are further discussed in terms of quality, contribution to the discipline, appropriateness of venue, and their usefulness in contributing to the needs of the discipline beginning on page 59. Descriptions of selected presentations begin on page 6.

UNIVERSITY AND WIDER PROFESSIONAL SERVICES

Rounding out my teaching and scholarship accomplishments are my service contributions to the University, to my College and Department, and to the profession. In conjunction with my teaching and scholarly activity, my service manifests itself in the same three trajectories: disability studies, writing pedagogy, and teacher development. My service includes:

- 8 University level committees
- received a letter of recognition from the Senate Curriculum Committee for reviewing an exceptional number of curriculum applications
- led the revision of new "Writing Intensive" guidelines for the University
- created, together with the Senate Student Relations Committee, a new University
- policy on student learning accommodation
- 3 College level and 13 Department Level committees.
- Including 4 College of Education Hiring Committees
- Work with K-12 teachers

For a complete listing of service activities please see my C.V. A complete discussion of my service trajectories and accomplishments begins on page 74.

APPENDIX D FORMS REQUIRED FOR PROMOTION

These forms are also found on the Provost's website, in fillable Word format.

- Form 2 Relative Weights of Areas of Evaluation for Promotion
- Form 3 College/Department/Office Promotion Committee Recommendation Form
- Form 5 Application for Faculty Promotion
- Form 6 Checklist for Promotion
- Form 7 External Reviewer Conflicts of Interest (Informational, not for inclusion in packet)
- Form 8 Evaluative Criteria Sheet
- Form 9 Courses Taught and Adjusted Workload
- Form 10 Personnel Resume
- Form 11 Department Recommendation Form (fully signed)

Optional Form

- Form 1 Student Response Signature Form

**NOTE: PLEASE USE THE ON-LINE VERSIONS OF THESE FORMS
THE ONES IN THIS MOA HAVE BEEN ALTERED TO FIT THE MOA
MARGINS.**

FORM 2

RELATIVE WEIGHTS OF AREAS OF EVALUATION FOR PROMOTION

Section 1.4: Promotion will be based upon demonstrated proficiency in Teaching Effectiveness, Scholarly and Creative Activity, Contribution to University Community, and Contribution to the Wider and Professional Community. The relative weight of each category (expressed as a percentage) must be explicitly identified in the candidate's portfolio, and be consistent with the candidate's mean percentage effort in teaching, scholarly and creative activity, and service over the period of evaluation.

Section 2.522: The relative weight of Scholarly and Creative Activity (or Professional Development for individuals with the rank of Instructor) in the promotion decisions will be determined by consultation of department colleagues and approved by the appropriate College Dean. The Chair and Dean must provide faculty a signed letter stating the relative weights upon hiring. Any changes in release time must result in new relative weights recorded in another signed letter. Weights used in the promotion document must be time-weighted averages of the relative weights assigned over the evaluation period.

Name of Candidate: _____

Department/Office: _____

Current Rank/Position: _____

Effective for Academic Year: _____

Express effort as percentages (IE 50%, 30%, 10%, 10%)

Area of Evaluation

Prior Effort (if changing)

Current and Future Effort

Teaching Effectiveness

Scholarly/Creative Activity*

Professional Development**

Contribution to University Community

Contribution to Wider/Professional Community

* Assistant Professor rank and higher

** Instructors and others as appropriate

Candidate's Signature: _____

Date: _____

Department Chair /Head Signature: _____

Date: _____

Dean Signature: _____

Date: _____

FORM 3
COLLEGE/DEPARTMENT/OFFICE PROMOTION COMMITTEE
RECOMMENDATION FORM

Date _____

Name _____ Rank/Title _____

College/Department/Office _____ Ext. _____

Application for Promotion to Rank of: Assistant Associate Full (Circle)

Years of Service at Rowan: _____

Recommendation Vote: Promote _____
 Do Not Promote _____
 Date of Vote: _____

(See 5.3443, which indicates that the numerical vote must be recorded)

Attach the Committee's assessment of the following areas:

- 1. Teaching Effectiveness OR Professional Performance**
- 2a. Scholarly and Creative Activity (faculty/librarians), OR**
- 2b. Professional Development (Staff, Instructors)**
- 3. Service to the University Community**
- 4. Service to the Wider and Professional Community**

Committee Members:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Print or Type

Signature

(indicate Chair of committee next to printed name)

Candidate's Reaction Attached (if any): YES NO (circle one)

Candidate's Signature: _____ Date: _____

FORM 5
APPLICATION FOR FACULTY PROMOTION

1. Name: _____ Date: ____
2. Department: _____
3. I have completed or will complete the minimum requirements for the academic rank checked below, and I believe myself to be eligible for promotion to:

____ **Assistant Professor** ____ **Associate Professor** ____ **Professor**

____ or ____
Date Candidate's Signature Nominator's Signature

4. Highest degree held: _____
5. If an appropriate terminal degree has been completed but not yet awarded, enter verifying documents as the next sheets of paper in this application and check this box. ☐
6. Check the eligibility for promotion: ____ **Regular** ____ **Other**
If "**Other**," explain briefly. _____
7. If the equivalency type of eligibility is used, enter as the next sheet of paper in this application a statement by the departmental promotion committee clearly specifying those details of a candidate's educational and experiential qualifications that constitute equivalency to the terminal degree.
8. Give the date ranges for time in each rank at Rowan (as applicable).

Instructor: _____ **to** _____

Assistant Professor: _____ **to** _____

Associate Professor: _____ **to** _____

Date of Appointment to Rowan: _____ **Date of Tenure at Rowan:** _____

Professional Experience

_____ Total years college teaching experience

_____ Total years other teaching experience

_____ Early Childhood levels

_____ Elementary levels

_____ Secondary levels

_____ Total years collegiate administrative experience

_____ Total years other relevant experience (i.e., business, industry, gov't, etc.)

FORM 6 **FACULTY PROMOTION CHECKLIST**

CANDIDATE NAME _____ DATE HIRED _____
 FOR PROMOTION TO: Assistant Professor Associate Professor Professor (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 (1.75)	_____
		Teaching/Professional Performance:	
		• Self-appraisal of professional performance (3.131)	
	8.	• Student evaluations (current cycle) and candidate's responses	
		• Peer evaluations (current cycle) and candidate's response	
_____		• Plans for future growth	_____
		Scholarly/Creative Activity or Professional Development	
	9.	• Self-appraisal	
		• External review (Promotion to Full Professor only) and responses	
_____		• Plans for future growth	_____
		Service to the University Community	
	10.	• Self-appraisal	
_____		• Plans for future growth	_____
		Service to the Wider and Professional Community	
	11.	• Self-appraisal	
_____		• Plans for future growth	_____
	12.	Departmental/Committee evaluation, numerical vote, and minority report (if necessary)	
_____		ENSURE THAT ALL SIGNATURES ARE PRESENT	_____
_____	13.	Supplemental Folder (if needed).	_____

FORM 7
EXTERNAL REVIEWER CONFLICTS OF INTEREST

External reviewers for promotion should be free of potential or perceived conflicts of interest with the candidate being considered for Promotion. Some examples of conflicts of interest are listed as follows. This list is provided as a suggested set of guidelines- additional restrictions or considerations may be requested after consultation between a Department/Office and the Dean/Administration. This list was derived from the conflict of interest framework of the National Science Foundation.

- A.** Affiliation conflicts to avoid
1. Share current employment
 2. Consultant or advisor to Rowan
 3. Employed by Rowan in the previous 12 months
 4. Active application for employment at Rowan
 5. Holds an office, governing body, or committee at the institution
 6. Received an award, honorarium, or gift from Rowan in the last 12 months
 7. Has a financial relationship or interest with the candidate
- B.** Personal relationship conflicts to avoid
1. Spouse, child, sibling, parent, or other family relationship with the candidate
 2. Business or Professional partnership
 3. Past or present association as thesis advisor or student
 4. Collaboration on a professional work in the last 48 months (includes grants, publications, reports, papers, creative works, or collaborations)
 5. Co-editorship of a professional work in the last 24 months
- C.** Other Affiliations or relationships to avoid
1. Affiliation or relationship with spouse, parent, minor child, or other individual living in the candidate's immediate household, legal partnership, or legal guardianship.
 2. Any other relationship, such as a close personal friendship, that might affect the judgement of the evaluator or be seen as doing so by a reasonable person familiar with the relationship

When Departments are vetting the list of potential external reviewers (three minimum) for consideration and selection by the Dean, they should verify to the best of their abilities that each candidate is free of the above conflicts of interest. If the Dean rejects an individual from the pool of potential external reviewers, the Dean should provide the rationale for rejection to the Department Committee/Chair and an alternative name should be provided.

THIS FORM DOES NOT NEED TO BE INCLUDED IN THE PACKET AND IS PROVIDED FOR INFORMATIONAL PURPOSES ONLY.

FORM 8

SIGNATURE SHEET FOR EVALUATIVE CRITERIA APPROVED CRITERIA SHALL HAVE ALL REQUIRED SIGNATURES

Department/Office: _____

Department Chair: _____

	Print		Signature		
Academic Year (circle):	15-16	16-17	17-18	18-19	19-20

Date Sent to Dean/Supervisor: _____

Signature	Date	Approved
-----------	------	----------

_____	_____	Y / P / N
-------	-------	-----------

Dean/Supervisor:

_____	_____	Y / P / N
-------	-------	-----------

Add'l Admin:

_____	_____	Y / P / N
-------	-------	-----------

Provost/designee:

_____	_____	Y / P / N
-------	-------	-----------

President/designee:

Y = Approved

P = Approved pending modifications

N = Not approved

For P or N decisions, the departmental committee should be provided with the reasons for non-approval, as well as suggested changes to the criteria within a reasonable time to ensure timely approval for first year candidates.

DIRECTIONS: Sign each line and print or stamp name below the line. This signature page must accompany the evaluative standards throughout the entire approval process, and serves as a record that all levels have contributed to the approval process. After all levels have approved the evaluative standards, this cover page and the criteria shall be duplicated, and a copy sent to the Senate office for archiving. The original criteria packet is returned to the Department/Office.

SUGGESTED TIMETABLE:

Departmental approval, sent to Dean/Supervisor:

DATE

September 25 (earlier if possible)

Dean provides feedback regarding criteria

October 9

Final administrative approval and forwarding to Senate,
Department, and Dean

November 1

FORM 9:
COURSES TAUGHT AND ADJUSTED WORKLOAD WORKSHEET

Please list the courses taught and other duties that assigned credit for each semester in the current review cycle only. For non-faculty candidates, please estimate the relative percentage of effort to each major job duty. **PLEASE DELETE THE EXAMPLE AND THIS PARAGRAPH WHEN USING THIS WORKSHEET.**

(EXAMPLE) Semester: Fall 20147

Course/Duty	Credits Assigned/ Percent effort	Notes:
PSY 10315 Physiological Psych	3	Included in packet review
BIO 01445 Special Topics	3	Included in packet review
PSY 10315 Physiological Psych	3	Online- not included
Research Adjusted Load	3	Project: Change in spatial memory in elderly birds

Semester:

Course/Duty	Credits Assigned/ Percent effort	Notes:

Semester:

Course/Duty	Credits Assigned/ Percent effort	Notes:

FORM 10

Rowan University Personnel Résumé

Application

Name: _____

Last	First	Middle Initial

Application For: (please check)

() Reappointment/Recontracting

() Tenure

() Promotion to _____

Department/Office: _____

Status at Rowan University: (Circle appropriate year range)

Application for: 2nd 3rd 4th 5th 6th 7th Promotion

Year of Service: 1st 2nd 3rd 4th 5th 6th (____)

Date of appointment to Rowan University: _____

Dates of Position & Title at Rowan University

Position	Title	Dates

Candidate's Signature: _____ Date: _____

FORM 11 DEPARTMENT/OFFICE COMMITTEE RECOMMENDATION FORM																	
Date _____																	
Name _____	Rank/Title _____																
Department/Office _____ Ext. _____																	
<table border="0" style="width: 100%;"> <tr> <td style="width: 15%;">Application for:</td> <td style="width: 10%;">2nd</td> <td style="width: 10%;">3rd</td> <td style="width: 10%;">4th</td> <td style="width: 10%;">5th</td> <td style="width: 10%;">6th</td> <td style="width: 10%;">7th</td> <td style="width: 10%;">Promotion to:</td> </tr> <tr> <td>Year of Service:</td> <td>1st</td> <td>2nd</td> <td>3rd</td> <td>4th</td> <td>5th</td> <td>6th</td> <td>()</td> </tr> </table>		Application for:	2 nd	3 rd	4 th	5 th	6 th	7 th	Promotion to:	Year of Service:	1 st	2 nd	3 rd	4 th	5 th	6 th	()
Application for:	2 nd	3 rd	4 th	5 th	6 th	7 th	Promotion to:										
Year of Service:	1 st	2 nd	3 rd	4 th	5 th	6 th	()										
Recommendation:	Reappoint/Recontract/Promote: _____ Do Not Recontract/Promote: _____ Date: _____																
(See 2.681 or 5.343, which indicates that the numerical vote must be recorded)																	
Attach the committee's assessment of the following areas:																	
1. Teaching Effectiveness OR Professional Performance 2a. Scholarly and Creative Activity (faculty), OR 2b. Professional Development (Staff, Instructors) 3. Service to the University Community 4. Service to the Wider and Professional Community																	
Committee Members:																	
_____	_____																
_____	_____																
_____	_____																
_____	_____																
_____	_____																
_____	_____																
<i>Print or type</i>	<i>Signature</i>																
Department/Office Committee Chairperson																	
_____	_____																
<i>Print or type</i>	<i>Signature</i>																
Candidate's Reaction (if any): Attach at end of Committee Assessment																	
Candidate's Signature:	Date:																

FORM 1

STUDENT EVALUATION: ATTENDANCE SHEET SAMPLE

Name of Faculty Member: _____ Reference #: _____

Class Title: _____

Date: _____

<u>Students in Attendance</u>	<u>Signature of Student Completing Evaluation Form</u>	<u>Students in Attendance</u>	<u>Signature of Student Completing Evaluation Form</u>
1.	_____	19.	_____
2.	_____	20.	_____
3.	_____	21.	_____
4.	_____	22.	_____
5.	_____	23.	_____
6.	_____	24.	_____
7.	_____	25.	_____
8.	_____	26.	_____
9.	_____	27.	_____
10.	_____	28.	_____
11.	_____	29.	_____
12.	_____	30.	_____
13.	_____	31.	_____
14.	_____	32.	_____
15.	_____	33.	_____
16.	_____	34.	_____
17.	_____	35.	_____
18.	_____	36.	_____

Number of Students in Attendance: _____

Verified by: _____

Signature of Teaching Faculty Member: _____