

RECONTRACTING AND TENURE

September 2019

Memorandum of Agreement

2019-2020

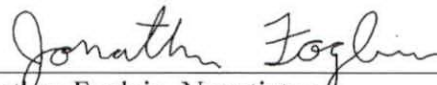
The attached document is reflective of the consultation and negotiation that has taken place and constitutes the memorandum of agreement that will be in effect for the academic year 2019-2020. Upon the request of either the Administration and/or the Union, both parties agree to revisit this Memorandum of Agreement each year to address any issues or concerns that may be raised by either party.

Significant Changes for 2019-2020: *As of 2020, significant changes are as follows:*

- 1) Further guidance for external reviewer process for tenure (2.517-2.518).*
- 2) Integration of Lecturers into current agreement. (Including new checklist Form 20)*
- 3) Clarified when and how candidates can modify a packet after submission for review (2.1114.2)*
- 4) Departmental Committee Recommendation file must include both majority and minority reports (2.682)*
- 5) Added flowchart that will show the OnBase system levels of review. (Appendix G)*
- 6) Changes to Professional Staff Review Timelines (Appendix D) and Checklist (Form 14)*



Theresa Drye, Chief Human Resource
Officer / Vice President



Jonathan Foglein, Negotiator
Rowan AFT 2373

REVIEW CYCLES: FACULTY AND LIBRARIANS

<u>YEAR OF SERVICE</u>	<u>WHO REVIEWS</u>	<u>WHEN</u>	<u>FOR WHAT CONTRACT</u>
FIRST	DEPARTMENT DEAN	SPRING	2 nd *
SECOND	DEPARTMENT SENATE DEAN PROVOST, PRESIDENT	FALL	3 rd & 4 th
FOURTH	DEPARTMENT SENATE DEAN PROVOST, PRESIDENT	FALL	5 th & 6 th
SIXTH	DEPARTMENT SENATE EXTERNAL REVIEWER DEAN PROVOST, PRESIDENT	FALL	7 th & Tenure

NOTES:

- * Faculty and librarians are evaluated after they are reappointed to a second-year contract by the Board of Trustees in February.

REVIEW CYCLES: PROFESSIONAL STAFF AND COACHES

YEAR OF SERVICE	WHO REVIEWS	WHEN	FOR WHAT CONTRACT
FIRST	SUPERVISOR	SPRING	2 nd *
SECOND	SUPERVISOR DEPARTMENT COMMITTEE SENATE COMMITTEE** PROVOST/VICE PRESIDENTS/PRESIDENT	FALL	3 rd & 4 th
THIRD	SUPERVISOR DEPARTMENT COMMITTEE SENATE COMMITTEE**	SPRING	5 th
FIFTH	SUPERVISOR/PEERS***	FALL	6 th

NOTES:

*Candidates are evaluated after they are reappointed to a second year by Board of Trustees in February

**If there is a split or negative evaluation by the Supervisor or Department Committee

***Candidates follow the Multi-Year MOA process

REVIEW CYCLES: LECTURERS

<u>YEAR OF SERVICE</u>	<u>WHO REVIEWS</u>	<u>WHEN</u>	<u>FOR WHAT CONTRACT</u>
FIRST	DEPARTMENT, DEAN	SPRING	2 nd *
SECOND	DEPARTMENT, DEAN	SPRING	3 rd & 4 th
FOURTH	DEPARTMENT, DEAN	SPRING	5 th , 6 th , and 7 th
SEVENTH	DEPARTMENT, DEAN	SPRING	8 th , 9 th , 10 th , & 11 th
ELEVENTH**	DEPARTMENT, DEAN	SPRING	12 th – 16 th **

NOTES:

* Formative review only. Candidate receives 2nd year contract as part of initial offer

** Candidates follow a 5-year multi-year process

EVALUATION PROCESS FOR FIRST YEAR TENURE/MULTI-YEAR TRACK EMPLOYEES *

The evaluation process for tenure/multi-year track employees who are in their first year of service will be more streamlined than the regular evaluation process; these employees will be evaluated at the departmental and dean level during the spring semester of their first year. For evaluation, the employee must provide a self-assessment on the four criteria for recontracting. (Criteria for evaluation start on page 8.) First year employees must also include a description of their future goals and plans for each of the four criteria. The department/office evaluations will consist of the department/office recontracting committee's assessment of the candidate's performance in the four criteria for evaluation.

First year tenure-track faculty must include student evaluations from at least two (2) sections from the Fall semester and one peer observation from at least one class from the Fall semester as part of their assessment of teaching effectiveness.

Following the department/office review, the Dean or appropriate administrator will review the evaluation material and provide a brief written assessment, reflecting the strengths and/or areas in need of improvement. Copies of this assessment will be forwarded to the first-year employee, the Department Chair/Office Head, the Departmental Recontracting Committee Chair, and the appropriate administrator if the employee so desires or if requested by the appropriate administrator. The Dean or appropriate administrator shall agree to meet with the candidate or with the Department T&R committee to discuss the evaluation. Such a meeting may be called either by the Department T&R Committee or the Dean/administrator.

In accordance with the master contract, first year tenure/multi-year track employees will be notified of their reappointment to a second-year contract in **March**. Thus, first year employees will be notified of their reappointment to a second-year contract prior to the evaluation process. Reappointment to a second-year contract may be **withheld or withdrawn** for *cause*, for a *change in programmatic need*, or for *fiscal reasons*.

NOTES:

- * A similar, but slightly different, process will be used for first-year employees at the Cooper Medical School at Rowan University (CMSRU) as described in a separate side letter of agreement between Rowan University and AFT 2373. The time frame for evaluation and decision-making will remain approximately the same for those employees.

**CALENDAR FOR APPROVAL OF EVALUATION CRITERIA
FOR FULL-TIME FACULTY, LIBRARIANS, PROFESSIONAL STAFF, AND COACHES
IN FIRST YEAR OF SERVICE**

ACTION TAKEN ON OR BEFORE*

FALL SEMESTER

Establish Departmental/Office Tenure and Recontracting Committee

September

Departmental Recontracting Committee prepares and ratifies document
Interpreting and Weighting of Evaluation Criteria

September 25

Departmental Recontracting Committee notifies Dean of College of any recommended changes to the weighting of evaluation criteria by providing the Dean the updated criteria using the cover signature page in Form 8 (or 4 if different from department or changed for candidate).

September 25

Dean consults with Provost and President (or designees) regarding the evaluation criteria and seeks approval, approval pending modification, or rejection of the criteria

College Dean informs Departmental Committee and University Senate Recontracting and Tenure Committee of decision regarding the weighting of evaluation criteria for first year faculty. Signature page as well as any suggested criteria modifications is returned to the Committee

October 9

President's designee approves Evaluation criteria and forwards to Senate office for posting/archiving *for first year faculty*

November 1

For the above, it is strongly recommended that the ratified criteria be given to the Dean for review as early as possible.

Candidates may initiate revisions to the departmental weighing and interpretation of criteria. Proposals for revisions must be agreed upon by the department committee, Dean, and Provost. Candidates must initiate this process a minimum of two months prior to the submission of a packet, allowing two weeks for each party to review proposals.

**SIMPLIFIED TIMELINE FOR EACH FACULTY AND LIBRARIAN CONSTITUENCY
DURING THE RECONTRACTING PROCESS
ACADEMIC YEAR 2019-2020**

DATES INDICATE DEADLINES FOR REVIEW AND TRANSMITTAL TO THE NEXT EVALUATION LEVEL. For example, on 24 Sep, the Department provides its review to the candidate, and the candidate transmits the packet to the Senate/Dean for review in the 4th year.

NUMBERS INSIDE TABLE INDICATE YEAR OF SERVICE (EXCLUDES LECTURERS)

Date:	24-Sep	15 Oct	29 Oct	5 Nov	19 Nov	3 Dec	10 Dec	Dec/Jan
Department	4	5,6	2,3					
Senate Dean or Equiv		4		5,6		2,3		
Provost					4	5,6		2,3*
BOT							Dec: 4,5,6, Feb: 2,3	

NOTE 1: Candidates should provide their packet to the Departmental committee approximately 2 weeks prior to the Departmental Deadline to ensure enough time to evaluate the packet (Sep 10 for 4th year, Oct 1 for Tenure, and Oct 15 for 2nd year). This date is NOT firm and can be extended if packet is transmitted to next level on time.

NOTE 2: If the review of 2nd (and 3rd) year of service candidates can be completed prior to the December BOT meeting, they will be brought before the Board at that time. If Provost cannot complete the review in time, the BOT will consider 2nd and 3rd year candidates at the first spring semester BOT meeting.

NOTE 3: 1st Year packets are not in the above table, as they are submitting their packets directly to the Dean. Each Dean shall determine this schedule, and decisions should be returned to the Candidate by June 1.

**SIMPLIFIED TIMELINE FOR LECTURERS DURING THE RECONTRACTING PROCESS
ACADEMIC YEAR 2019-2020**

Deadline	Deadline
Department review completed	Apr 1
Dean review completed	Jun 1

NOTE 1: Candidates should provide their packet to the Departmental committee approximately 2 weeks prior to the Departmental Deadline to ensure enough time to evaluate the packet

NOTE 2: If a deadline falls on a weekend or holiday, the deadline is 5 PM on the following business day.

RECONTRACTING AND TENURE CALENDAR FOR FACULTY AND LIBRARIANS

FIRST YEAR OF SERVICE (FOR SECOND YEAR CONTRACTS) AND FIRST THREE YEARS OF SERVICE FOR 3/4 TIME FACULTY

<u>ACTION TAKEN ON OR BEFORE*</u>	<u>DATE</u>
Department updates and ratifies document <i>Interpreting and Weighing of Evaluation Criteria</i> effective for new hires only . Previous hires use ratified and approved criteria in effect at the time of hire (or newer if more appropriate for candidate).	Sep 25**
Department notifies Dean of College of recommended change (if any) in the weighting of evaluation criteria effective for new hires only .	Sep 25**
Department/Office Committee evaluation to Dean (PDF*, Print)	Apr 1**
Dean notification to candidate (PDF, Print)	Jun 1**
(After third year of service, ¾ time faculty are evaluated once every THREE years. See 2.3)	

RECONTRACTING AND TENURE CALENDAR FOR FULL-TIME FACULTY AND LIBRARIANS SECOND YEAR OF SERVICE (FOR 3rd/4th YEAR CONTRACTS)

<u>ACTION TAKEN ON OR BEFORE*</u>	<u>DATE</u>
Department/Office Committee evaluation to Senate, Dean (PDF*, Print to Senate)	Oct 29**
Senate, Dean evaluations to Provost/President/Designee (PDF*)	Dec 3**
Provost/President/Designee finishes review	Dec/Jan
Senate Committee meeting with President/Designee (if necessary)	Jan
Board of Trustees meeting	Feb

* If required, PDF format may be replaced with OnBase submission by deadline.

** If a deadline falls on a weekend or holiday, the deadline will be at 5 PM on the following business day.

**RECONTRACTING AND TENURE CALENDAR
FOR FULL-TIME FACULTY AND LIBRARIANS
FOURTH YEAR OF SERVICE (FOR 5th/6th YEAR CONTRACTS)**

<u>ACTION TAKEN ON OR BEFORE*</u>	<u>DATE</u>
Department/Office Committee evaluation to Senate, Dean (PDF*, Print to Senate)	Sep 24**
Senate, Dean evaluations to Provost/President/Designee (PDF*)	Oct 15**
Provost/President/Designee finishes review	Nov 19**
Senate Committee meeting with President/Designee (if necessary)	Dec 10**
Board of Trustees meeting	Dec

* If required, PDF format may be replaced with OnBase submission by deadline.

** If a deadline falls on a weekend or holiday, the deadline will be at 5 PM on the following business day.

**RECONTRACTING AND TENURE CALENDAR
FOR FULL-TIME FACULTY AND LIBRARIANS
SIXTH YEAR OF SERVICE (FOR 7th YEAR WITH TENURE)**

<u>ACTION TAKEN ON OR BEFORE*</u>	<u>DATE</u>
Candidates for Tenure will provide a list of external reviewers with CVs and other information to the departmental committee and Department Chair or Department Head (in departments with Administrative Heads) for vetting	Apr 30
Department committee and Department Chair or Department Head (in departments with Administrative Heads) vets list of external reviewers	May 15
Department Chair or Department Head (in departments with Administrative Heads) sends list of reviewers and CVs to Dean for selection	May 31
Dean notifies candidate, Department committee and Department Chair or Department Head (in departments with Administrative Heads) of the external reviewer	Jun 17
Candidate sends a summary of scholarly and creative activity (assistant professor rank and higher) to the Chair/Head for transmittal to the reviewer	July 1
Deadline for external reviewer letter to Department Chair or Department Head (in departments with Administrative Heads) for transmittal to the candidate	Sep 2
Department/Office Committee evaluation to Senate, Dean (PDF*, Print)	Oct 9
Senate, Dean evaluations to Provost/President/Designee (PDF*)	Nov 6
Provost/President/Designee finishes review	Dec 4
Senate Committee meeting with President/Designee (if necessary)	Dec 11
Board of Trustees meeting	Dec

* If required, PDF format may be replaced with OnBase submission by deadline.

** If a deadline falls on a weekend or holiday, the deadline will be at 5 PM on the following business day.

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RECONTRACTING & TENURE PROCEDURES

Preamble

It is the goal of the recontracting process to identify and to encourage the professional growth of individuals who may become tenured members of the faculty or library of Rowan University or members of the University's professional staff or coaches serving under multi-year contracts. This process requires continuous Department/Office assessment of programmatic needs, a careful and fair evaluation of every candidate, and built-in guarantees that every individual's rights are fully protected.

The University expects that, in each year of the probationary period, candidates will demonstrate increased professional growth and achievement. Tenure or multi-year contracts will be offered at the end of the probationary period to those individuals of demonstrated achievement. The department/office is responsible for covering the costs of all in-house expenses related to the preparation of the candidates' materials/folder.

The University and the Union have agreed to the following processes and procedures for recontracting to be in operation during this academic year.

1. **Evaluation Criteria. Weighting and Responsibilities for All Probationary Staff**

The processes described herein and in accordance with the State/Union Agreement shall evaluate all probationary members of the bargaining unit. While different manifestations of the work in the different categories of Teaching Effectiveness or Professional Performance for Professional Staff and Librarians; Scholarly and Creative Activity or Professional Development for Instructors, Professional Staff and Librarians; Contribution to University Community; and Contributions to the Wider and Professional Community may emanate from a single work or activity of a probationary staff member, identical work or activity of a probationary staff member should, for purposes of documentation, **not be counted in more than one category. The evaluation criteria developed in the first year of service between the probationary member and his/her/their immediate supervisor shall stay in effect for the duration of the probationary period.** Note that Professional Staff with teaching responsibilities, *as part of their job description* must have the assessment of their teaching effectiveness reviewed as so stipulated in this agreement.

1.1 Criteria for Evaluation of Probationary Employees:

1.11 Probationary Faculty (see Appendix A)

1.111 Appropriate Teaching Effectiveness (see 1.1, Appendix A)

1.112 Appropriate Scholarly and Creative Activity (Faculty; see 1.2A, Appendix A) OR Professional Development (Instructors; see 1.2B, Appendix A)

1.113 Contribution to the University Community (see 1.3, Appendix A)

1.114 Contribution to the Wider & Professional Community (see 1.4, Appendix A)

1.12 Other Probationary Employees

The achievements should be considered under the category or categories most nearly applicable, since the criteria are not mutually exclusive.

1.121 Appropriate Professional Performance

- Effective professional performance as established in 3.0 (librarians) or 4.0 (professional staff) below; or
 - Effective coaching performance, as established in 5.0 below.
- 1.122 Appropriate Professional Development (e.g., professional development activities appropriate to instructors, lecturers, librarians, professional staff, or coaches).
- 1.123 Contribution to the University Community (see 1.3, Appendix A)
- 1.124 Contribution to the Wider & Professional Community (see 1.4, Appendix A)

1.2 Weighting of Criteria

Unless a different ranking is mutually agreed to between the employee and the Department/Office Committee, the criteria shall normally be weighted in the *order* listed above (1.111-1.114; 1.121-1.124). The Department/Office Committee shall clearly specify in writing the basis for any deviation from the normal weighting. If such change is recommended, it shall be utilized only with the concurrence of the College Dean and with the approval of the Provost, and be approved during the *first year of service* as outlined below. In any case, teaching effectiveness/professional performance must be the most heavily weighted criterion.

1.21 Procedure for approving evaluative criteria

- Departments, in collaboration with first year probationary members, develop the evaluative criteria that the member will be evaluated under during the probationary period. This should include expectations and appropriate forms of accomplishments in: professional service, scholarly and creative activity or professional development (as appropriate), service to the university community, and service to the wider and professional community.
- The developed criteria will be provided along with the signature cover sheet (Form 8) to the Dean/Supervisor for discussion and approval.
- The Dean/Supervisor will then send the revised evaluation criteria to the President/Provost or his/her/their designee for discussion and final approval.
- Documentation of criteria, if different from the Departmental weighting or changing or a particular candidate, should be documented on Form 4.

The final approved criteria and signatures will be sent both to the candidate as well as the Senate office for posting and archiving.

1.22 Departmental Weighting and Interpretation of Criteria may be updated during the tenure cycle

- Revisions must be initiated by candidate
- Candidate proposed revision must be agreed upon by the Department Committee, Dean, and Provost following the above procedure.
- The candidate must allow for at least 2 months for the revisions to be reviewed.

2. Procedures

2.1 Full-Time, Tenure-Track Faculty

Demonstration of achievement during the first two years of probationary service will focus principally on teaching effectiveness. During their third and fourth years of service, probationary faculty should demonstrate excellent teaching and should also present evidence of success in scholarly and creative activities. During the first four years, probationary faculty should also show a developing record of contributions as described below (2.11113 and 2.11114) that will, by the fifth/sixth year, be at a level demonstrating readiness for tenure. By the middle of the fifth/sixth year of service, faculty who seek a tenure appointment should be able to demonstrate evidence of excellence in teaching, and scholarly and creative activities, and have evidence of contributions at a level of quality appropriate for a positive tenure decision. Appendix A provides specific information about the definitions of teaching, scholarly and creative activity, and contributions, as well as the characteristics of excellence, and supporting evidence for each category.

2.11 Candidate Responsibilities

2.111 Recontracting Files – Probationary faculty must compile and include the following items in a recontracting file:

2.1111 A self-appraisal of performance in all categories which would include an analysis and discussion of the following:

2.11111 Teaching Effectiveness. Employees' documents regarding teaching should include
A) Candidate's narrative (See Appendix A, 1.13A).
B) Summary of student responses and candidate's analysis of the responses (See Appendix A, 1.13B. and checklist for placement)
C) Colleague assessment of candidate performance (See Appendix A, 1.13C. and checklist for placement)
D) Additional documents (See Appendix A, 1.13D.)

2.11112 Scholarly and Creative Activity Employees' documents regarding scholarly and creative activity should include a discussion of the candidate's research, publications, presentation of scholarly papers, exhibitions, performances, or other scholarly activities. (See Appendix A, Section 1.2A.)

2.11112a Professional Development.
For individuals who are expected to maintain currency in their discipline through professional development, documents regarding these activities will be provided (See Appendix A, Section 1.2B)

2.11113 Contributions to the University Community.
Employees' documents regarding contributions to

the University Community should include a discussion of service on Department, College, and University-level committees, development of new courses or programs, related duties, etc. (See Appendix A, Section 1.3)

- 2.11114 Contributions to the Wider and Professional Community. Employees' documents should include a discussion of leadership or membership in professional organizations, participation in conferences, speeches, consultancies, service to the community, etc. (See Appendix A, Section 1.4.)
- 2.1112 A description of goals and plans for future professional development and an evaluation plan to measure the candidate's success in reaching these goals.
- 2.1113 Copies of all prior evaluations, including evaluations by the Department/Office Committee, the University Senate Recontracting and Tenure Committee, the Dean, the Provost, and the President. For faculty, summaries of prior student responses should be included. If the faculty member so chooses, data may be gathered from summer sessions.
- 2.1114 Report from an external reviewer for sixth-year review candidates for tenure only (Assistant Professor rank and higher).
- 2.1114.1 Candidates will submit a list of no less than three potential external reviewers to the Department Chair/Head. These potential reviewers must be tenured faculty members in related departments at accredited four-year universities and medical schools. They must have expertise in the scholarly area of the candidate, and not have any conflicts of interest such as but not limited to former students, supervisors, co-authors, collaborators, spouses or relatives. A CV, resume, or other documentation of professional experience that verifies that the person listed meets the criteria as described above must accompany each name. Further guidance and procedures may be found in Appendix F.
- 2.1114.2 The external reviewer will be asked to review the scholarly and creative activity section of the candidate's packet for those of Assistant Professor rank or higher. The reviewer may discuss the likelihood of future impact or productivity. The candidate will consider the external review as having a similar role as peer observations for professional performance. If substantial accomplishments are earned

following transmittal of the packet to the reviewer, the candidate may revise the packet and send it to the Chair/Head (or designee) for review and transmittal to the reviewer if the Chair/Head (or designee) agrees with doing so.

- 2.1115 A copy of the job announcement from which the candidate was hired. The candidate should include in his/her/their self-assessment how he/she/they has met the expectations outlined in the job announcement. Deviations from the job description should be addressed in the narrative.
- 2.1116 A Supplemental file may be created to include all additional materials, including all items deemed by the candidate to be pertinent.
- 2.112 The candidate must cooperate with the Department Recontracting Committee in the process used to obtain perceptions of teaching/learning.
- 2.113 Terminal Degree Requirement (faculty)
For faculty who do not hold the appropriate terminal degree or its equivalent, no reappointment shall be made to the fourth year unless the Board of Trustees of the University determines that, for rare and exceptional reasons, reappointment is necessary to support the mission of the University.
- 2.114 The completed copies of the file submitted for recontracting will be retained by the candidate from year to year until the candidate has received an appointment leading to tenure.
- 2.115 Where observations are used, both the observer and the observed candidate must sign and date the observations.
- 2.116 It is the candidate's responsibility to provide *the original file and a supplemental folder (if used) to the University Senate Office, as well as a PDF copy of the file** to the University Senate Recontracting and Tenure Committee. It is strongly encouraged that the Department Committee members, in collaboration with the Faculty Center, assist first- and second-year candidates in the assembling of their recontracting materials. *Until the OnBase software package is available. Thereafter, a digital copy will be generated by the submission software and will be updated at each evaluation level. A master PDF will NOT be necessary at that time.
- 2.117 It is the candidate's responsibility to number the pages of the original recontracting file and collate the pages in the order indicated in the

appropriate checklist provided by the University Senate.

2.12

Candidate Rights

In addition to participation in all departmental decisions and in addition to other rights, probationary faculty members have the right:

- 2.121 To participate in the department meeting held to formally ratify the document interpreting the criteria to be utilized in evaluating candidates for recontracting, and to receive approval in writing from the Administration on or before **October 9 in the first year of hire.**
- 2.122 To petition department peers to accept qualifications as to education and experience to be adjudged as equivalent to the academic requirements at a particular rank.
- 2.123 To participate in the department meeting held to elect a Department Recontracting and Tenure Committee.
- 2.124 To participate in the department discussions to determine the method of colleague assessment and student evaluations that will be utilized in the evaluation process and to mutually agree with the department recontracting committee on the appropriate individuals and times to administer these processes.
- 2.125 To mutually agree with the Department Committee to authorize faculty to make observations and collect student evaluations.
- 2.126 To request additional observations beyond the minimum required.
- 2.127 To be observed by no more than two persons at a time.
- 2.128 To have ample time to review each evaluative report from any committee and individual that is included as part of the evaluation process. Further, to have the opportunity to append comments to each report which will be included as part of the recontracting file and to affix one's signature and date on evaluative reports to indicate that one has reviewed them.
- 2.129 To request early tenure. While one may petition the President directly for early tenure consideration, inasmuch as the support of the department and Dean are important in these matters, candidates are encouraged to consult with their Department and Dean prior to formally requesting early tenure consideration by the President. Early tenure is an administrative determination, and one must serve at least two (2) consecutive years at the University before early tenure may be granted.

2.130 To create the list of potential external reviewers used for the purposes of evaluating professional performance, scholarly and creative activity, and professional development.

2.2 Full-Time Temporary Faculty, Lecturers and Professional Staff.

Full-time temporary faculty members and lecturers have the same rights and responsibilities as tenure-track faculty. Full-time temporary professional staff members have the same rights and responsibilities as multi-year track professional staff and will follow the procedural process described in section 4.

The Master Contract requires that the normal evaluation procedures be used for the review of full-time temporary employees up to and including the first administrative level (Article XIII, D). The following process for the evaluation of full-time temporary employees will apply:

- 2.21 Full-time temporary employees will receive a full review at the Department/Office level following the same procedure that is used for the evaluation of tenure/multi-year track, probationary candidates.
- 2.22 Evaluative materials will then be transmitted to the appropriate Dean by the Candidate. The Senate Recontracting and Tenure Committee is **not** part of the evaluative process for temporary appointments and lecturers.
- 2.23 The Dean will review the evaluation materials and will forward these materials (if required) to the Provost together with an evaluative letter. The temporary full-time employee will also receive a copy of the letter.
- 2.24 The following calendar will be used for the evaluation of temporary, full-time employees and lecturers. If a deadline falls on a weekend or holiday, the deadline will be at 5 PM on the following business day.
 - March 15-** Candidates transmit packets to the Department/Office for evaluation. This date is flexible, and is determined by the Department/Office.
 - April 1 -** Departments that have full-time temporary employees and lecturers finish the evaluation review.
 - June 1 -** Deans complete review department evaluation materials. Deans may set an alternate date, but shall convey this alternate date to each Department/Office by the end of the fall semester. Dates must include at least 2 weeks for departments to complete their reviews.

2.3 Part-Time Faculty and Professional Staff (includes 3/4 time faculty)

- 2.31 Part-timers on continuing lines shall be reviewed each year during their first **three years of consecutive service**. This evaluation will consist of a departmental review that will be streamlined and focus principally on their professional performance. For faculty, this will require student evaluations and peer observations from at least one section during a given year.

- 2.32 Following the Department/Office review, the Dean or appropriate administrator will review the evaluation material and provide a brief written assessment, reflecting on the strengths and/or areas of improvement. Copies of this assessment will be forwarded to the employee, Department Chair/Office Head, and appropriate Vice President. The employee will be provided an opportunity to meet with the Dean or appropriate administrator if he/she/they so desires or if requested by the Dean or appropriate administrator.
- 2.33 The timetable for the evaluation process will be the same as the timetable for first year employees (i.e., department review – April 1; Dean's review – June 1 or as determined by the Dean as specified in 2.24 above).
- 2.34 After the third year of consecutive service and evaluations, part-time employees shall be formally evaluated **once every three years** in accordance with the process and timetable described above.
- 2.35 The University retains the right to deny the reappointment of a part-time employee for cause, for programmatic need, or for fiscal reasons.
- 2.4 Department Responsibilities (In the absence of a department structure, an academic program or other functional equivalent of a department within a college shall perform the duties of a department.)
- 2.41 Prepare a Document Interpreting and Weighting Evaluation Criteria
Before the evaluation of candidates (see page 5 for the specific date), the Department (including part-time faculty and staff) will prepare or review and then formally ratify a document interpreting the evaluation criteria to be utilized in evaluating candidates for recontracting. This document, along with a signed cover sheet (Form 8), must then be sent to the Dean and Provost for final approval. Should the Dean and/or Provost object to the proposed weighting or interpretation of the criteria, they must meet with the department and candidate(s) to resolve the objection. After final acceptance, a copy of the criteria with all signatures should be submitted electronically to the University Senate office for archiving. If the evaluative criteria change during an individual's probationary period, this shall be documented in the packet using Form 4.
- 2.42 Discuss Equivalency
If a candidate requests that the department consider equivalent qualification, the department must consider the request. If faculty members present qualifications as to education and experience that their departmental peers judge to be equivalent to the academic requirements normally requisite for recontracting at a particular rank, although not corresponding to the letter, such individuals may be recommended for such recontracting. Once applied, through all levels of the recontracting process (including administrative

level), the determination of equivalency for a particular candidate shall not be altered by the department, University, or subsequent Departmental Tenure and Recontracting Committees during that candidate's probationary period.

2.43 Elect a Department Recontracting Committee

- 2.431 All faculty (including full-time and 3-4-time temporary faculty) in each Department shall elect a committee responsible for evaluating and recommending department faculty who are candidates for recontracting. **It is strongly encouraged that committees be formed as early as possible in order to mentor and advise probationary members preparing recontracting documents for fall submission deadlines.**
- 2.432 Department Recontracting Committees shall be comprised of tenured, in-unit faculty only, with the exception of the Department Head.
- 2.433 There shall be a minimum of three members on the committee, and preferably an odd number of committee members.
- 2.434 Insufficient Number of Tenured Faculty: In the event a department has less than three tenured faculty, 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 recontracting committees**. All tenured members of the Department should serve on the Department Recontracting 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.
- 2.435 Department Committee members can serve on the Senate Recontracting Committee, provided they recuse themselves from all review, deliberations and voting involving candidates from their home Departments or Offices.
- 2.436 Joint appointment candidates. In instances where a candidate has split duties between departments or offices, the recontracting committee should preferably be comprised of a subset of recontracting committee members from each department/office. The composition of the joint committee should be clearly defined in the evaluation criteria, and should specify the Chair Head/Supervisor/Dean of record for purposes of recontracting, tenure, and reappointment. These individuals will make the final determination in all personnel decisions.

- 2.44 Specify the Role of Chairperson or Department Head: The Department Chairperson/Head (or designee) shall be included in the evaluative process; the role and specific function of Department Chairperson/Head (or designee) in the evaluation of probationary faculty will be established by the faculty in each department. While both a Department Chairperson and Department Head can serve on the recontracting committee, only an in-unit Chairperson can serve as Chair if elected by the committee. If the Chairperson/Head is **not** part of the committee, he/she/they can provide a separate evaluation to be included in the packet.
- 2.45 Specify criteria for classroom observations to be uniformly applied and developed for the department's records a written statement describing the process and rationale for the use of the method of classroom observations.
- 2.46 Consult with the candidate for recontracting regarding his/her/their determination of the process and forms to be used for obtaining student perceptions of teaching/learning process.
- 2.5 Department Chairperson/Head (or designee) Responsibilities
- 2.51 If there are any candidates to review for recontracting, a department meeting including all department (unit) members must be called and held early in the fall semester (see page 5 for specific date) and before the evaluation of candidates, to:
- 2.511 Ratify the Interpreting and Weighting the Evaluation Criteria document to be utilized in evaluating candidates for recontracting and submit the document to the College Dean for approval;
- 2.512 Elect a Department Recontracting Committee;
- 2.513 Specify the function of the Department Chairperson/Head (or designee) in the recontracting process; and
- 2.514 Specify criteria for observation, which must be uniformly applied.
- 2.515 Verify the qualifications and eligibility of the proposed external reviewers for tenure candidates at Assistant Professor rank and higher, 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.
- 2.516 If the Dean or equivalent rejects all external reviewer candidates in the list, he/she/they 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/Head (or designee) 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/her/their external reviewer.

2.517 The Department Chairperson/Head (or designee) shall be the contact person for all communications with potential and selected reviewers. Candidates should not contact reviewers directly. Once the scholarly and creative activity section of the candidate's packet has been completed, the chair/head (or designee) shall send the completed section to the external reviewer.

2.518 Packet revisions after transmittal to reviewers. If substantial accomplishments are earned following transmittal of the packet to the reviewer, the candidate may revise the packet and send it to the Chair/Head (or designee) for review and transmittal to the reviewer if the Chair/Head (or designee) agrees with doing so.

2.52 The Department Chairperson/Head (or designee) must perform his/her/their role in the recontracting process as specified by the members of the department.

2.6 Department Tenure and Recontracting Committee Responsibilities and Procedures (see item 2.43 for procedures for electing the members of this committee)

2.61 At the first meeting, committee members shall elect a chairperson.

2.62 Evaluations and recommendations of the Departmental Recontracting Committee shall be guided by the provisions of Section 1.1 and 1.2 of this agreement.

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

2.64 Assessment of Teaching Effectiveness

The process used by the Department Recontracting Committee for assessing teaching effectiveness shall include two basic components: the candidate's description of goals and evidence of success in realizing these goals. Evidence of success shall consist of:

- The candidate's own perceptions.
- His/her/their analysis of student perceptions of the teaching-learning experience, and

- Colleague assessment of the candidate's teaching effectiveness as described below.

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

2.642 Observations (where classroom observations are utilized):

2.6421 Specific criteria for observations which must be formulated by each department and uniformly applied (sec. 2.45). When direct observation is utilized, faculty candidates shall be observed by Department Committee members as described below until tenure has been attained.

2.6422 Number of Observations

- Department T&R Committees must arrange for candidates to be observed at least once each semester during the probationary period for full time candidates, and at least once each year for the first three years of part time candidates (and once every three years after that). Candidates should include reports of peer observations since their most recent evaluation. Observations should be included as follows for full time faculty:

Application Packet	Peer Observations performed during
1 st Year (spring)	Semester 1
2 nd Year (fall)	Semester 2
4 th Year (fall)	Semesters 3, 4, 5, 6
6 th Year (fall)	Semesters 7, 8, 9, 10

- If a Department T&R committee has not performed a peer observation on a full-time candidate during a semester, they must arrange for two peer observations to be performed in the subsequent semester (at least one of which must be completed in the first half of the semester)
- Additional observations may be requested by the candidate.
- Observations taken during intersessions or summer semesters may be used in lieu of the above semester observations, with the advice and consent of the candidate's recontracting committee, Chair/Head, and Dean/Supervisor.

2.6423 Written, dated, and signed reports of each observation shall be given to the candidate in a timely fashion, preferably within two (2) calendar weeks of each observation.

2.6424 The candidate shall sign and date each observation report to signify that he/she/they has seen it and has had an opportunity to append any comment or response he/she/they wishes. Every person observing the candidate for this purpose shall be available for discussion of the observation with the candidate within a reasonable time following the observation. The written reports of the observation are to be included in the committee report.

2.6425 Candidates who have divided assignments involving more than one area of performance shall be observed and evaluated separately in each area consistent with section 2.436.

2.65 Student Responses

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 recontracting and to assist the candidate in developing a self-assessment narrative.

Student perception of the teaching/learning experience will be collected by the Department Recontracting Committee (or other appropriate faculty as decided by the Department) in any two (2) sections once per semester during the last third of the fall and spring semesters or during the last week of the summer session of the current recontracting period. This will be done throughout probationary service. In the case of a candidate who has less than a 4/4-time teaching load, student evaluations will be administered in sections which represent at least 50% of the total teaching load, rounding up in case of an odd number of classes. In any case, the candidate must submit at least one set of student evaluations and must indicate the total number of load hours assigned to teaching during each semester on the load sheet in the appendices. If necessary and with the Committee, Chair/Head, and Dean/Supervisor advice and consent, summer and intersession evaluations may substitute or supplement for fall and spring evaluations. This material must be included in the candidate's recontracting folder in the Teaching section of the packet.

(Notes: The classes selected for student input must reflect the candidate's primary area of teaching responsibility unless mutually agreed between the candidate and the Department. In addition, it is a violation of best practices in evaluation for candidates or individuals collecting evaluations to offer incentives to increase student participation in the review process).

Candidate folders should contain all prior student evaluation summaries, and a detailed narrative on the results of the following summaries as follows:

Application Packet	Student evaluations performed during
1 st Year (spring)	Semester 1
2 nd Year (fall)	Semester 2
4 th Year (fall)	Semesters 3, 4, 5, 6
6 th Year (fall)	Semesters 7, 8, 9, 10

2.651 Department Tenure and Recontracting Committee Chairperson's Responsibilities and Procedures

- 2.6511 The chairperson of the departmental recontracting committee acts upon the request of the instructor to schedule the administration of student surveys. Members of the instructor's departmental recontracting committee (or their designees) may administer the survey.
- 2.6512 The chairperson of the departmental recontracting committee will either complete or oversee the compilation and analysis of the survey data and preparation of the report. The 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 survey administrator, (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, (h) all verbatim narrative responses by students to all open-ended questions.
- 2.6513 The chairperson of the departmental recontracting committee will retain the report and raw data until the deadline for submitting term grades has passed. Thereupon, the chairperson will, in a timely manner, give the report to the instructor. At such time, the chairperson of the departmental recontracting committee will seal the envelope containing the completed student evaluation forms and ask the instructor to sign his/her/their 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.

2.66 Committee Report for All Probationary Employees

- 2.661 After carefully considering the applicant's portfolio and the comments of the external reviewer on the appropriateness of the candidate's scholarly accomplishments (if applicable), the Department Committee will conduct a vote on the applicant's request for recontracting and/or tenure. Department committees must report a numerical vote, and include a minority report with reasons for any negative or abstaining votes. If the candidate's job duties has deviated from the duties and expectations outlined in the job description, the committee should explain the necessity and appropriateness of the changes in terms of departmental, college, university, and/or programmatic needs.
- 2.662 The Department Committee must include in its report to the University Senate Recontracting and Tenure Committee a complete and thorough discussion of the employee's demonstration of meeting all of the evaluation

criteria.

- 2.663 In the event that a Department Chairperson/Head (or designee) in the teaching faculty is non-tenured, he/she/they shall be absent from the deliberations of his/her/their own candidacy.
- 2.664 The candidate shall be provided the opportunity to respond to any recommendations of the Department Committee, and such responses shall be forwarded with the committee materials when submitted to the University Senate Recontracting and Tenure Committee and/or Dean. While the candidate can share his/her/their responses with the Committee (and Department Chair/Head if appropriate), there is no requirement for the candidate to do so.
- 2.67 Each candidate shall meet with the Department Committee (and Department Chair/Head when appropriate) to discuss the candidate's evaluation and recommendation at least 24 hours prior to transmittal of the candidate's folder to the next level of review.
- 2.68 Reporting to the University Senate Tenure and Recontracting Committee:
 - 2.681 Evaluations, recommendations, and the numerical vote of the Department/Office Committee on each candidate for recontracting shall be submitted on the forms appended to this report.
 - 2.682 The Department/Office Committee report **MUST** include a statement that explains the reasons for the particular recommendation of the Committee. Any recommendations involving a "split" vote shall include a minority report with reasons for any negative or abstaining votes. This minority report **MUST** be included in the Departmental recommendation document, after the main report with the majority opinion.
 - 2.683 The members of the Department Committee are strongly encouraged to assist the candidate in assembling *the original recontracting file, the supplemental folder (if used), the PDF file of the original recontracting file (including signatures), and in transporting/transmitting these reports to the University Senate Recontracting and Tenure Committee* in accordance with the stipulated deadlines and guidelines.
- 2.69 At the request of the Department Committee and/or Dean, the Department Committee and Dean may (and are encouraged to) meet to discuss candidates' evaluations after both parties have completed their review. These meetings can help ensure consistent guidance for candidates and provide a forum for dialogue about the tenure criteria and standards.

3. Librarians

Demonstration of achievement during the first two (2) years of probationary service should focus principally on effective professional performance. During the third, fourth, and fifth years of service, probationary librarians should demonstrate effective professional performance and should also present evidence of professional activities in the library profession or their subject specialty. During the first four (4) years, probationary librarians should also show a developing record of contributions that will, by the sixth year, be at a level demonstrating readiness for tenure. By the middle of the sixth year of service, librarians who seek a tenure appointment should be able to demonstrate: evidence of excellence in their field of librarianship, scholarship and creative activity or professional development, professional activities, and evidence of service contributions at a level of quality appropriate for a positive tenure decision.

- 3.1 For the purposes of this agreement, librarians with less than six years of service to the University will follow an evaluative process similar to that set forth for members of the teaching faculty (see section 2.4).
- 3.2 The Associate Provost for Library Information Services shall be responsible for the functions listed under section 2.5 except for the elements assigned to a designee.
- 3.3 The libraries' Department Chairperson/Head (or designee) will have a role in the T&R process as defined by the faculty members of the libraries.
- 3.4 The recommendations of the Committee shall be forwarded to the University Senate Recontracting and Tenure Committee, and then to the Associate Provost for Library Information Services, using the dates listed on page 5.
- 3.5 After carefully considering the applicant's portfolio, the Library Services Tenure and Recontracting Committee (LSTRC) will conduct a vote on the applicant's request for recontracting. The LSTRC must report a numerical vote, and include a minority report with reasons for any negative or abstaining votes.
- 3.6 The candidate shall be provided the opportunity to respond to any recommendations of the LSTRC, and such responses shall be forwarded with the committee materials when submitted to the Associate Provost for Library Information Services. While the candidate can share his/her/their responses with the LSTRC, there is no requirement for the candidate to do so.

4. Full-Time, Multi-Year-Track Professional Staff

For members of the professional staff, demonstration of achievement during the first two years of probationary service should focus principally on effective professional performance. During the third and fourth years of service, probationary staff should demonstrate effective professional performance and should also present evidence of professional development and contributions related to their area(s) of expertise. By the middle of the fifth year of service, professional staff

seeking a multi-year contract should be able to demonstrate:

- Evidence of excellence in professional performance, professional development, and evidence of contributions at a level of quality appropriate for the award of a multi-year contract.

- 4.1 Professional Staff candidates have the same rights and responsibilities as faculty. Professional Staff with teaching responsibilities *as part of their job description* must have the assessment of their teaching effectiveness reviewed as so stipulated in this agreement.
- 4.2 Professional Staff with less than five years
Any member of the professional staff in-unit who has served at the University less than five years shall be subject to the processes contained in this agreement.
- 4.3 Professional Staff with five years or more
Professional Staff who have served at the University for five years or more shall be eligible for an initial multi-year appointment and shall follow the local agreement on multi-year appointment and reappointment.
- 4.4 Lists of Professional Staff
The University will provide the committees evaluating professional staff (non-managerial) and the Union with an accurate list of such professional staff and their respective out-of-unit supervisors on or before **August 1**.
- 4.5 Professional Staff Office Committees
 - 4.51 In the case of a member of the Professional Staff whose assignment is largely or totally within an academic department(s) or library, the candidate shall be evaluated by a committee of the department(s) involved. The committee must be comprised of individuals who are tenured or serving on a multi-year contract. The process shall be analogous to that established by the department(s) for members of the teaching faculty; however, criteria for evaluation shall be developed jointly by the committee the candidate, and the immediate supervisor, and be consistent with the candidate's job responsibilities and expectations.
 - 4.52 For all other probationary professional staff (see section 2.6), there shall be one committee (the Professional Staff All-University Department Recontracting Committee or PSAUDRC) that shall consist of at least five members elected from the professional staff. Membership on the committee shall be limited to professional staff with more than five years of service at the University; only persons in the bargaining unit will be eligible to serve on the committee. The Union will appoint a non-voting observer to the committee.
 - 4.53 In cases where the candidate reports through a member of the bargaining unit (such as a Department Chair or equivalent), that person shall be included in the evaluation process. The role and specific function of that person in the evaluation process will be established by each office.

4.54 Additionally for all candidates, the following process will occur:

4.541 Not later than **September 15**, third and fourth candidates will meet with the immediate supervisor, i.e., the first supervisor who is out of unit, to develop mutually the criteria to be utilized in the supervisor's evaluation of the candidate's professional performance. These criteria shall be written and signed and dated by both the candidate and the supervisor.

4.542 Candidates will have an evaluation conference with their supervisors not later than **September 22**. The supervisor shall prepare an evaluative report, which shall include a recommendation for or against recontracting based on the mutually agreed upon criteria, and will provide this report to the candidate not later than **October 1**. Failure to adhere to these deadlines will result in the exclusion of the supervisor's evaluation from the recontracting process [unless, in extenuating circumstances, new deadlines are mutually agreed to by the University and the Union].

Candidates will have an opportunity to discuss the report with the supervisor and append comments to the written report prior to transmittal to subsequent levels of peer and administrative review. A copy of the supervisor's evaluation and any/all appended comments from the candidate shall be included in the candidate's folder and transmitted to the Office/Department Committee by the deadline established by the Committee.

4.55 After carefully considering the applicant's portfolio, the Office/Department Committee will conduct a vote on the applicant's request for recontracting. The Committee must report a numerical vote, and include a minority report with reasons for any negative or abstaining votes.

4.6 Procedures

For those professional staff with formal teaching responsibilities as part of their job description, the procedures for obtaining student responses and for peer evaluation will be the same as those applied to faculty. Such professional staff need to submit student responses from one-half of the sections they teach (minimum from one section per review cycle) and peer observations from one fourth of the sections they teach (minimum from one section per review cycle). Any method of colleague assessment must be consistent with the requirements of the State/Union contract.

5. Coaches

Coaching candidates have the same rights and responsibilities as professional staff and will follow the same procedures as professional staff with the following provisions.

5.1 A Department of Athletics Recontracting Committee shall be elected by all coaches in the Department. The committee shall be comprised of coaches serving on multi-year contracts only; there shall be no fewer than three (3) members on the committee and, in all cases,

there must be an odd number of committee members. The Athletic Director will participate in the evaluation process as the first level, out-of-unit supervisor.

- 5.2 The criteria used to evaluate coaches will be consistent with the criteria as established for professional staff. Coaches with teaching responsibilities will be evaluated on this aspect of their performance. The manner in which this evaluation of teaching effectiveness will occur will be consistent with Article 2.6 (Assessment of Teaching Effectiveness) and upon mutual agreement between the Department of Athletics and the Department of Health and Exercise Science.
- 5.3 Coaches scheduled to undergo a review for a multi-year appointment or renewal will do so in accordance with the criteria and timetable as established in the local agreement on Multi-year Appointment and Reappointment.

6. The University Senate Tenure and Recontracting Committee Responsibilities and Procedures

6.1 Composition

The University Senate Tenure and Recontracting Committee shall consist of 21 members representing all components of the AFT 2373 bargaining unit, appointed and approved by the University Senate. This committee should include at least 16 tenured faculty (with **no less than two (2) faculty from each fully staffed academic college with tenured faculty and probationary faculty from within the AFT 2373 bargaining unit**), at least one tenured librarian, at least three (3) professional staff with multi-year contracts (one coach with a multi-year contract may substitute for one of the professional staff), and one (1) AFT Representative. The Chairperson of the University Senate T&R Committee will appoint a Professional Staff Co-Chairperson as well as a Faculty Co-Chairperson from among the members of the committee, who will be responsible for assisting the Chairperson in scheduling and coordinating the review of appropriate candidate submissions. Individuals serving on Departmental Tenure and Recontracting Committees may serve on the Senate Committee, provided they recuse themselves from all discussions, deliberations, or voting regarding candidates from their home departments/offices. For the purpose of voting, a quorum shall consist of representatives from at least 5 separate Colleges or Schools.

6.2 Procedures

- 6.21 The University Senate Recontracting and Tenure Committee will receive the original report of the Department/Office Committee for each candidate for recontracting from the Department/Office Committee, as well as an electronic version of the report as part of the candidates' submission.
- 6.22 If a candidate has claimed a violation of procedure at the Department/Office Committee level, the Department/Office Committee shall notify the University Senate Recontracting and Tenure Committee of the claimed violation and advise the Committee as to any action taken by the Department/Office Committee. In addition, the candidate or Department/Office Committee will consult with the AFT regarding any procedural violation claim to verify that a violation has indeed occurred.

- 6.23 The University Senate Recontracting and Tenure Committee will:
- 6.231 Subject each candidate's materials to a complete, independent, thorough, and unbiased review, using its own judgment at this level.
 - 6.232 Review all materials received for each candidate in order to determine the sufficiency of documentation and whether or not the Department/Office Committee recommendation is consistent with the evidence.
- 6.24 The University Senate Recontracting and Tenure Committee shall hold separate hearings for candidates and Department/Office Committees for any of the reasons listed below. Prior to the hearings the Committee shall inform the candidate and the Department/Office Committee of the specific reason for holding the hearing:
- 6.241 To gather additional information or clarify information presented.
 - 6.242 To understand a negative or split recommendation at the Department/Office Recontracting Committee.
 - 6.243 To gain sufficient understanding when insufficient documentation has been provided (including lack of reasons for any negative, split, or abstaining vote).
 - 6.244 To resolve apparent inconsistencies in the documentation (recommendation of the Department/Office Recontracting Committee appears inconsistent with the information provided).
 - 6.245 To address the likelihood that the University Senate Recontracting and Tenure Committee will make a recommendation different from that made by the Department/Office Committee Recontracting Committee.
- 6.25 A written, dated synopsis of the candidate's hearing shall be provided to the candidate by the Chairperson of the University Senate Recontracting and Tenure Committee. The candidate can share this synopsis with the Department/Office Committee, but is not required to do so. In addition, a written, dated synopsis of the Department/Office Committee's hearing shall be provided to both the candidate and the Department/Office Committee by the Chairperson of the University Senate Recontracting and Tenure Committee. While minutes of the hearing may contain names and titles of speakers during the hearing, the synopses will have any identifying name or title removed to preserve anonymity and encourage free discourse during the hearings. The candidate and the Department/Office Committee may submit comments to the University Senate Recontracting and Tenure Committee in response to these synopses. Synopses and responses will *not* be included in the candidate's folder except at the *written request of the candidate*; however, the Chairperson of the University Senate Recontracting and Tenure Committee will ensure that such synopses and responses have been exchanged.

6.26 If the University Senate Recontracting and Tenure Committee forwards a negative or split recommendation for a candidate, the Committee shall provide an opportunity for a meeting with the candidate. At this meeting, the University Senate Recontracting and Tenure Committee will provide a detailed explanation of the reasons for the committee's determination. The candidate shall be provided with a synopsis of this meeting. This synopsis will *not* be included in the candidate's folder except at the *written request of the candidate*.

6.27 The candidate shall have the right to review the entire content of his/her/their folder before it is transmitted by the University Senate Recontracting and Tenure Committee to the President and shall indicate by signature and date that he/she/they has examined the contents of the folder. The candidate may provide comment in writing upon any item in the folder.

6.3 Reporting to the President (or designee)

The University Senate Recontracting and Tenure Committee will report its recommendations to the President (or designee) and submit the completed, signed file for each candidate. The materials submitted to the President by the University Senate Recontracting and Tenure Committee MUST include a dated statement, which explains the reasons for the particular recommendations of the committee, including a detailed explanation of any minority opinion. Specific written reasons for each "abstain" vote must be stated. The Committee recommendation, as well as any minority or abstention opinion, will be signed by the Chairperson.

7. Procedures for Administrative Evaluation/Review

7.1 Upon receipt of the original file for each candidate for recontracting, the President of the University may consult with his/her/their academic staff. If additional information and/or evaluative reports on a candidate are presented to the President, the candidate will receive a copy and will have an opportunity to append comments thereto and present them to the President.

7.2 Except as noted in 6.25, all comments, both positive and negative, concerning a particular candidate must be submitted in writing and will be made part of the candidate's personnel file.

7.3 Prior to official Board action, the President/designee(s) will (1) meet with the University Senate Recontracting and Tenure Committee to discuss the candidates under review; (2) make known in writing to each candidate his recommendation and the reason for these recommendations to the Board of Trustees. Copies will be sent to the Chairperson of the University Senate Recontracting and Tenure Committee and Chairperson of the Department.

7.4 If the President/Designee reverses the recommendation of a Department/Office Committee, the President/Designee will, on request, meet with the committee to explain the

recommendation and to solicit additional information.

7.5 A candidate receiving a negative recommendation may request and shall receive an informal appearance before the President/Designee. At the employee's option, he/she/they may request a Union representative to be present.

7.6 The Department Committee and the University Senate Recontracting and Tenure Committee may, at their option, file written comments with the Board of Trustees in those instances where the University Senate Recontracting and Tenure Committee and/or the President/designee has reversed a previous recommendation. The candidate must receive a copy of such written comment prior to official Board action.

7.7 In instances where the President/designee is making a negative recommendation, the candidate shall have the option of filing written comments directly with the Board of Trustees.

7.8 Notification to candidates of Board action will be included in Board resolutions that are distributed at the Board meetings.

7.9 Assistant Professor candidates 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 over the last 3 years). Therefore, no Promotion packet or process will be required for these candidates. For librarians wishing to be considered for Promotion (in the Tenure year or thereafter), individuals can use the same packet for both processes but will need to follow the procedures outlined in the Promotion MOA (including notification for consideration by October 15th).

8.0 Procedures due to a break in service for tenure track faculty and librarians

The tenure clock can be extended by one calendar year, as per the New Jersey tenure law as amended in 2014. In cases where a candidate has a break in normal service (which can be up to two consecutive semesters in length of either reassigned duties or some form of leave), a candidate can request for a delay in the evaluation process by one year. This means the individual will have his/her/their tenure clock delayed by a full year, and all evaluations will take place one year after the normal schedule as described herein.

8.1 Notification. The reason for the delay must be made known to the candidate's immediate supervisor and/or Chairperson/Head within 2 weeks of the event that triggers the extension. The candidate will meet with his/her/their supervisor and/or Chairperson/Head to determine alternate assignments (if necessary) and the duration of the leave as appropriate.

8.2 One year delay in reviews. Upon approval by the administration, the candidate will receive an additional year added to the current recontracting period, and all subsequent reviews will take place one year beyond the normal cycle. For example, if a break in service occurred in the third (3rd) year of service, the fourth (4th) year review will take place in the fifth (5th) year of service, and the tenure review will take place in the 7th year of service.

8.3 Explanation in recontracting packets. Candidates, in packets following the break in service, should clearly explain the duration of the break in service, and its effect on all areas

of evaluation. The signed agreement between the candidate, supervisor/chair/head, and dean regarding the leave and subsequent extension of the tenure clock shall be included in all subsequent recontracting and tenure packets.

9.0 Grievance Rights

A candidate may file a grievance at any juncture during the Tenure and Recontracting 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 RECONTRACTING, TENURE, AND PROMOTION

All faculty members 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, and actively participates in service to the community and 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 two sections of the candidate's choice once per semester during the last five (5) weeks of each semester of the current recontracting period throughout probationary service.
 - 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.
 - D. Additional documents, including course syllabi, curriculum proposals, teaching materials, professional organization documents, mid-term evaluations, etc., and discussion 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 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.

Characteristics of Excellence in Professional Development for Instructors are

- A. The activity is directly related to the area of expertise or area of instruction.
- B. The activity prepares the instructor 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

1.2A.3 Candidate documents should present evidence of success in scholarly and creative activities 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 AND 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. Individuals are not expected to have activities in all areas, and should be participating in activities that benefit their currency in their disciplines. Lecturers who engage in these activities would normally include them as service in their recontracting packets. Faculty with the rank of Instructor or Lecturer (Non-Tenure Track Faculty) should engage in professional development activities.

- 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

- The activity is directly related to the area of expertise or area of instruction.
- The activity prepares the individual for future teaching assignments
- 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
- The activity is recognized as maintaining standing within a profession or discipline
- 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:
- Chairing a department, college, or university committee
 - Contributing to tasks central to the department's day to day activities serving both students and faculty
 - Helping the department meet the expectations of the College and the University
 - Assisting with other campus-wide activities; e.g., Homecoming, Rowan Day, advising student groups
 - Course and program development, review, and redesign
 - Chairing a department
 - Program coordination/Senate participation/Union participation
 - 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 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 all 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 campuses 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
 2. Service in organizing or reviewing submissions for annual or regional meetings and conferences sponsored by professional organizations
 3. 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/they 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/their 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). All electronic evaluations should be opened for student completion at LEAST one day prior to the end of the term (preferably earlier). Electronic evaluations **cannot** be opened on the last day of the semester.
- 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/them once all students have completed the evaluation (for example, in the hallway).
- 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 there for a period of five years (5) and then be 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

Executive Summary (1)

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 66.

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

Guidelines For Professional Staff Candidates

DETERMINING THE RECONTRACTING REVIEW PROCESS.

For probationary Professional Staff, the appropriate review process that should be followed during this Academic Year is based upon the date of hire of the employee, as follows:

<u>Date of Hire</u>	<u>Corresponding Process</u>	<u>When</u>
Jan. 1, 2019 – Dec. 31, 2019	First Year of Service (Applying for a Second-Year Contract)	Spring 2020
Jan. 1, 2018 – Dec. 31, 2018	Second Year of Service (Applying for a Third- and Fourth-Year Contract)	Fall 2019
Jan. 1, 2017 – Dec. 31, 2017	Third Year of Service (Applying for a Fifth-Year Contract)	Spring 2020
Jan. 1, 2016 – Dec. 31, 2016	Fourth Year of Service	(No Review)
Jan. 1, 2015 – Dec. 31, 2015	Fifth Year of Service (Applying for First Multi-Year Contract) (Follows Multi-Year Recontracting Review Process)	Fall 2019

During an employee's probationary period, the review cycles should follow one of the designated tracks below, based upon date of hire. **BOLD** indicates reviews in the 2019-2020 academic year.

Date of Hire	Jan 1, 2019 – Dec 31, 2019	Jan. 1, 2018 – Dec. 31, 2018	Jan. 1, 2017 – Dec. 31, 2017	Jan. 1, 2016 – Dec. 31, 2016	Jan. 1, 2015 – Dec. 31, 2015
First Year of Service	Spring 2020	Spring 2019	Spring 2018	Spring 2017	Spring 2016
Second Year of Service	Fall 2020	Fall 2019	Fall 2018	Fall 2017	Fall 2016
Third Year of Service	Spring 2022	Spring 2021	Spring 2020	Spring 2019	Spring 2018
Fourth Year of Service	No Review	No Review	No Review	No Review	No Review
Fifth Year of Service*	Fall 2023	Fall 2022	Fall 2021	Fall 2020	Fall 2019

* Fifth-Year Candidates follow the Multi-Year Recontracting Review process.

RECONTRACTING TIMELINE FOR SECOND-YEAR PROFESSIONAL STAFF
APPLYING FOR A THIRD AND FOURTH-YEAR CONTRACTS
 (Tasks for Second-Year Candidates are in **bold**; tasks for Committee Members in *italics*)

ACTIONS TAKEN ON OR BEFORE

August 1	List of Candidates announced. (Sec. 4.4)
September 15	Candidate attends the Recontracting Information Session.
September 15	Candidate meets with his/her/their immediate supervisor to develop evaluation criteria. (Sec. 4.541)
September 22	Candidate meets with his/her/their immediate supervisor for evaluation conference (Sec. 4.542) and receives written copy of agreed-upon evaluation criteria. (Sec. 4.541)
October 1	Candidate receives supervisor's evaluation report. (Sec. 4.542)
October 1	Candidate submits his/her/their electronic drafts of recontracting documentation to assigned Committee Member.
October 8	<i>Committee member contacts assigned candidates to discuss documentation editing recommendations.</i>
October 15	** his/her/their In case of negative recommendation from supervisor, or split vote from Department Committee, documentation submitted to Senate Office for Senate T&R Committee review.
October 15	<i>Recontracting committee meets to review all candidates. Committee members complete written evaluations of assigned candidates, submits evaluations to the recontracting committee for review, and signs all forms.</i>
October 22	<i>Candidate receives final editing comments from the recontracting committee.</i>
November 1	<i>Committee finalizes written evaluations.</i>
November 8	Candidate meets with Chair of Department Committee to review documentation. Meeting scheduled AFTER Candidate receives Signature page and Department Committee's written evaluation from Department Committee Chair.
November 22	Candidate submits a PDF file of all required documentation, including supplemental materials, to President/designee and/or Human Resources.
November 22	** OR, if applicable, the Senate T&R Committee submits a copy of the candidate's recontracting application to the President/designee and/or Human Resources.
December 7	The President/designee and/or Human Resources notifies the candidate of the recommendation to the Board of Trustees.
December	The Board of Trustees makes its determination.
January 1	The President/designee and/or Human Resources notifies the candidate of the Board's determination.

NOTE: Where appropriate, these dates may be used by the Professional Staff All-University Department Recontracting Committee (PSAUDRC). Professional Staff not reviewed by this Committee should develop similar dates with their Department's Tenure & Recontracting Committee.

RECONTRACTING TIMELINE FOR THIRD-YEAR PROFESSIONAL STAFF APPLYING FOR A FIFTH -YEAR CONTRACT

(Tasks for Third-Year Candidates are in **bold**; tasks for Committee Members in *italics*)

ACTIONS TO BE TAKEN ON OR BEFORE

January 15	List of Candidates announced.
February 8	Candidate attends the Recontracting Information Session.
February 8	Candidate meets with his/her/their immediate supervisor to develop evaluation criteria.
February 15	Candidate meets with his/her/their immediate supervisor for evaluation conference and receives written copy of agreed-upon criteria.
March 1	Candidate receives supervisor's evaluation report.
March 1	Candidate submits electronic drafts of recontracting documentation to assigned Committee Member. his/her/their
March 8	<i>Committee member contacts assigned candidates to discuss documentation editing recommendations.</i>
March 15	** In case of negative recommendation from supervisor, or split vote from Department Committee, documentation submitted to Senate Office for Senate T&R Committee review. his/her/their
March 15	<i>Recontracting committee meets to review all candidates. Committee members complete written evaluations of assigned candidate, submits evaluations to the recontracting committee for review, and signs all forms.</i>
March 22	<i>Candidate receives final editing comments from the recontracting committee.</i>
April 1	<i>Committee finalizes written evaluations.</i>
April 8	Candidate meets with Chair of Department Committee to review documentation. Meeting scheduled AFTER Candidate receives Signature page and Department Committee's written evaluation from Department Committee Chair.
May 1	Candidate submits a PDF file of all required documentation, including supplemental materials, to President/designee and/or Human Resources.
May 1	** OR, if applicable, the Senate T&R Committee submits a copy of the candidate's recontracting application to the President/designee and/or Human Resources.
June 1	The President/designee and/or Human Resources notifies the candidate of the recommendation to the Board of Trustees.
June	The Board of Trustees makes its determination.
June 29	The President/designee and/or Human Resources notifies the candidate of the Board's determination.

NOTE: Where appropriate, these dates may be used by the Professional Staff All-University Department Recontracting Committee (PSAUDRC). Professional Staff not reviewed by this Committee should develop similar dates with their Department's Tenure & Recontracting Committee.

**RECONTRACTING PROCESS FOR FIRST-YEAR PROFESSIONAL STAFF
APPLYING FOR A SECOND -YEAR CONTRACT**

ACTIONS TO BE TAKEN ON OR BEFORE

January 15	List of Candidates announced.
February 8	Candidate attends the Recontracting Information Session.
February 8	Candidate meets with his/her/their immediate supervisor to review job description and develop the criteria for the evaluation of the candidate's performance.
February 15	Candidate will receive a written copy of the agreed-upon criteria from the supervisor.
March 15	Candidate writes his/her/their self-appraisal of professional performance (based on the criteria for evaluation) and submits self-appraisal to supervisor for review.
April 1	Candidate will meet with his/her/their immediate supervisor for an evaluation conference.
April 15	Candidate will receive a copy of the supervisor's evaluation report (based on the evaluation).

APPENDIX E

FORMS REQUIRED FOR ALL TENURE AND RECONTRACTING PACKETS

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

Form 8	Signature sheet for evaluative criteria (fully signed)
Form 9	Courses Taught and Adjusted Workload
Form 10	Recontracting Application Resume
Form 11	Department Recontracting Recommendation Form (fully signed)

One of the following as applicable:

- Form 12- Checklist for faculty and librarians
- Form 14- Checklist for professional staff and coaches
- Form 20- Checklist for lecturers (NTTF)

Optional Guidelines and Forms

Form 1	Student Response Signature Form
Form 4	Relative Weights for Recontracting

FORM 8

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

Department/Office: _____

Department Chair/Head: _____

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

Date Sent to Dean/Supervisor: _____

Signature	Date	Approved
_____ Dean/Supervisor:	_____	Y / P / N
_____ Add'l Admin:	_____	Y / P / N
_____ Provost/designee:	_____	Y / P / N
_____ President/designee:	_____	Y / P / N

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:	DATE
Departmental approval, sent to Dean/Supervisor:	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 2014

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:

Semester:

Course/Duty	Credits Assigned/ Percent effort	Notes:

FORM 10
Rowan University Personnel Résumé and Recontracting Application

Name: _____

Last First Middle Initial

Department/Office: _____

Year of Service:	1 st	2 nd	3 rd	4 th	5 th	6 th
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Date of appointment to Rowan University: _____

Position	Title	Dates

Candidate's Signature: _____ Date: _____

**FORM 11
DEPARTMENT/OFFICE COMMITTEE
RECOMMENDATION FORM**

Date _____

Name _____ Rank/Title _____

Department/Office _____ Ext. _____

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

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

Recommendation: Reappoint/Recontract/Promote: _____
Do Not Recontract/Promote: _____
Date: _____

(See 2.681 T&R MOA or 5.343 Promotion MOA, 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:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Print or type

Signature

Department/Office Committee Chairperson Department/Office Committee Chairperson

Print or type

Signature

Candidate's Reaction (if any): Attach at end of Committee Assessment

Candidate's Signature: _____

Date: _____

FORM 12: CHECKLIST FOR ALL FACULTY / LIBRARIANS

CANDIDATE NAME _____ DATE HIRED _____
 OFFICE / DEPARTMENT _____ PHONE EXT. _____
 DEPT CHAIR/HEAD/DESIGNEE _____ PHONE EXT. _____

CHECKLIST FOR FACULTY & LIBRARIANS within the Bargaining Unit appointed after December 31 of the current academic year shall be reviewed the following year as a first-year candidate. The Departmental Tenure & Recontracting Chairperson's initials must appear on blank lines under "Initials." Please number the printed pages of the recontracting file and collate in the order listed, and include the corresponding page number where indicated.

Start Page	#	CHECKLIST ITEM	Initial
i	1.	Checklist (this page)	_____
<u>1</u>	2.	Application Form	_____
—	3.	Curriculum vitae (required)	_____
—	4.	Executive Summary (required)	_____
—	5.	Job Description (from initial job posting)	_____
—	6.	Courses Taught and Adjusted Load (current review cycle)	_____
—	7.	Approved Department Tenure/Recontracting Document	_____
—	8.	Teaching/Professional Performance: <ul style="list-style-type: none"> • Self assessment • Student evaluations (current cycle) and candidate's responses • Peer evaluations (current cycle) and candidate's response • Student evaluations (all prior cycles) • Peer evaluations (all prior cycles) • Plans for future growth 	_____
—	9.	Scholarly/Creative Activity or Professional Development <ul style="list-style-type: none"> • Self-assessment • External review (fourth review, Scholarly/Creative Activity only) and response. (Appendix E) • Plans for future growth 	_____
—	10.	Service to the University Community <ul style="list-style-type: none"> • Self-assessment • Plans for future growth 	_____
—	11.	Service to the Wider and Professional Community <ul style="list-style-type: none"> • Self-assessment • Plans for future growth 	_____
—	12.	Departmental/Committee evaluation, numerical vote, and minority report (if necessary). (Appendix D) ENSURE THAT ALL SIGNATURES ARE PRESENT.	_____
—	13.	Previous evaluations (as applicable) <ul style="list-style-type: none"> • First review (Department/Office, Dean/Supervisor) • Second review (Department/Office, Dean/Supervisor, Senate, Dean, Provost) • Third review (Department/Office, Dean/Supervisor, Senate, Dean, Provost) 	_____
—	14.	Supplemental Folder (if needed)	_____

**FORM 14: CHECKLIST FOR RECONTRACTING
FOR PROFESSIONAL STAFF AND COACHES**

CANDIDATE NAME _____ **DATE HIRED** _____

OFFICE / DEPARTMENT _____ **PHONE EXT.** _____

COMMITTEE CHAIRPERSON _____ **PHONE EXT.** _____

CHECKLIST FOR PROFESSIONAL STAFF within the bargaining unit appointed after December 31 of the current year shall not be reviewed by the appropriate Department Recontracting Committee and will be reviewed the following year as a first-year candidate. The Department Recontracting Chair must initial on blank line under word "Initials." Please number the pages of the recontracting file and collate in the order listed below. Please include the corresponding file page number where indicated below.

File Page Starts With	CHECKLIST	Initials
_____	1. Checklist	_____
_____	2. Evaluation Criteria	_____
_____	3. Current Job Description	_____
_____	4. Rowan University Recontracting Application and Credentials	_____
_____	5. Self-Assessment, including: <ul style="list-style-type: none"> • Professional Performance • Professional Development • Service to the University Community • Service to the Wide and Professional Community 	_____
_____	6. Plans for Future Professional Growth	_____
_____	7. Supervisor's Evaluation	_____
_____	8. Department/Office Recontracting Committee's Evaluation, including numerical vote, minority report(s) if required, and names and signatures of committee members and chairperson	_____
_____	9. Previous Evaluations (as applicable) <ul style="list-style-type: none"> • First Review (Supervisor Only) • Second Review (Supervisor, Department/Office) 	_____
_____	10. Supplemental Folder (optional)	_____

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 Instructor: _____

FORM 4

RELATIVE WEIGHTS OF AREAS OF EVALUATION

Section 1.21 (T&R): Recontracting 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 (PROMOTION): The relative weight of Scholarly and Creative Activity (or Professional Development for individuals with the rank of Instructor) in the recontracting 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 recontracting 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
Teaching Effectiveness

Prior Effort (if changing)

Current and Future Effort

Scholarly/Creative Activity* OR
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 20: CHECKLIST FOR ALL LECTURERS

CANDIDATE NAME _____ **DATE HIRED** _____

OFFICE / DEPARTMENT _____ **PHONE EXT.** _____

DEPT CHAIR/HEAD/DESIGNEE _____ **PHONE EXT.** _____

CHECKLIST FOR LECTURERS within the Bargaining Unit appointed after December 31 of the current academic year shall be reviewed the following year as a first-year candidate. The Departmental Lecturer Recontracting Chairperson's initials must appear on blank lines under "Initials." Please number the printed pages of the recontracting file and collate in the order listed, and include the corresponding page number where indicated.

File Page Starts With	#	CHECKLIST ITEM	Initial
i	1.	Checklist (this page)	
<u>1</u>	2.	Application Form	
—	3.	Curriculum vitae (required)	
—	4.	Executive Summary (required)	
—	5.	Job Description (from initial job posting)	
—	6.	Courses Taught and Adjusted Load (current review cycle)	
—	7.	Approved Department Recontracting criteria	
—	8.	Teaching/Professional Performance: <ul style="list-style-type: none"> • Self assessment • Student evaluations (current cycle) and candidate's responses • Peer evaluations (current cycle) and candidate's response • Plans for future growth 	
—	9.	Service to the University Community <ul style="list-style-type: none"> • Self-assessment • Plans for future growth 	
—	10.	Service to the Wider and Professional Community <ul style="list-style-type: none"> • Self-assessment • Plans for future growth 	
—	11.	Departmental/Committee evaluation, numerical vote, and minority report (if necessary) (Appendix D) ENSURE THAT ALL SIGNATURES ARE PRESENT	
—	12.	Previous evaluations (as applicable) <ul style="list-style-type: none"> • Include reviews from Department/Office and Dean/Supervisor 	
—	13.	Supplemental Folder <ul style="list-style-type: none"> • Student evaluations (prior cycles) • Peer evaluations (prior cycles) 	

APPENDIX F

When Department Chairs/Heads/Designees 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 by the candidate.

As stated in 2.1114.2 and 2.518, if substantial accomplishments are earned following transmittal of the packet to the reviewer, the candidate may revise the packet and send it to the Chair/Head (or designee) for review and transmittal to the reviewer if the Chair/Head (or designee) agrees with doing so.

Department Chairs/Heads (or designees) are responsible for acquiring CVs for all potential reviewers. Reviewers must have faculty rank that is at least at the level being sought by the candidate. Full professor ranks are preferred. External reviewer letter(s) are sent to the Department Chairs/Heads/designees, and are distributed to the T&R Committee, and to the candidate for inclusion in the packet. Candidates may respond to anything contained within the letter(s). This can include comments about accomplishments that were not present in the packet sent to the reviewer but that were earned before the due date of the entire packet.

Sample email to potential reviewer:

Dear Dr. XXX,

(Candidate) has forwarded your name as a potential external reviewer for their application to (receipt of Tenure/Promotion to Associate Professor/Full Professor) in the Department of XXX at Rowan University. I am writing to confirm that you are willing and able to serve in this capacity and attempt to answer any of your questions.

In short, upon acceptance, I will forward you their materials (i.e., CV, application section pertaining to scholarly and creative activity, any supporting documentation) and the University/Departmental guidelines for promotion/tenure, no later than XXX. The (promotion/tenure) committee would ask that we receive your summary/recommendation letter no later than XXX.

Finally, if you are indeed willing and able to meet our needs, I also need you to look at the attached document and confirm that you do not have any conflicts of interest to report.

Please do not hesitate to reach out with questions. I appreciate your potential willingness to assist in this matter.

Sample paragraph about Rowan:

Language in Job Ads.

EXTERNAL REVIEWER CONFLICTS OF INTEREST TO BE PROVIDED TO ALL POTENTIAL EXTERNAL REVIEWERS

External reviewers for promotion/tenure should be free of potential or perceived conflicts of interest with the candidate being considered. 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 judgment of the evaluator or be seen as doing so by a reasonable person familiar with the relationship

APPENDIX G

WORKFLOW CHART FOR ONBASE SOFTWARE.

