

# FACULTY PROMOTION

August 2013

Memorandum of Agreement

2013-2014

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

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Robert Zazzali, Vice President  
Employee and Labor Relations

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Phillip A. Lewis, Negotiator  
AFT 2373

## FACULTY PROMOTION CALENDAR

<b>ACTION TAKEN</b>	<b>NOT LATER THAN</b>
All candidates with the intent to apply for promotion sign form in Office of the Provost, Bole Hall, indicating the intent to apply for promotion.	<b>October 15</b>
Election of department promotion committees and submission of names of committee chairs to University Senate.	<b>November 1</b>
Candidates for full professor submit names of possible external evaluators to Department Promotion Committee and College Dean. Department committees and Deans approve names within two (2) weeks of submission.	<b>November 1</b>
College Promotion Committee is formed, Promotion Committee Chairs are selected, and names of committee members are submitted to University Senate.	<b>December 1</b>
External evaluators' assessments are received.	<b>January 15</b>
Candidates submit folders to Department Committee.	<b>January 15</b>
Department Committee concludes work and transmits folders to College Promotion Committee ( <i>the candidate should be provided with the department committee's evaluations 48 hours before the due date so that the candidate can provide a response to the evaluation. Folder should include candidate response to evaluation if provided</i> ).	<b>February 1</b>
College Committee concludes work and transmits folders to Senate office and to College Deans ( <i>including candidate response to evaluation if provided</i> ).	<b>March 1</b>
University Senate Promotion Committee concludes work and transmits recommendations to the Provost.	<b>April 1</b>
Deans conclude work.	<b>April 1</b>
Provost concludes work.	<b>May 1</b>
President concludes work.	<b>June 1</b>
Board of Trustees acts on promotion recommendations at regularly scheduled meeting.	<b>June</b>

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\* *Candidate’s Self Assessment and Basic Personnel Resume, Appendices C and F, are provided primarily for the purpose of formatting. Department /Office Promotion Committee Recommendation for Promotion and Signature as well as the Application for Faculty Promotion, Appendices D and E, need to be used as forms or closely replicated. Promotion Checklist is expected to be used as provided and number page i.*

# Faculty Promotion

## Preamble

### 1. Guiding Principles

- 1.1 There will not be University, College, nor Department Committee allocations for faculty promotion.
- 1.2 Faculty members who satisfactorily meet the criteria and standards for promotion will be promoted in accordance with the timeline agreed to by the University and the Union.
- 1.3 The University will provide human, financial, and other resources to assist faculty members in their professional development.
- 1.4 Promotion will be based upon demonstrated proficiency in Teaching Effectiveness, Scholarly and Creative Activity, Contribution to University Community, and Contribution to the Wider and Professional Community.
- 1.5 Standards for promotion to the ranks of assistant, associate and full professor will be clearly articulated and documented by the academic departments and approved by the College Dean and Provost. The standards should be rigorous yet attainable and empirically observable.
- 1.6 At the option of faculty, promotion from one professional rank to another may be guided by the professional development plans prepared by the individual faculty members and approved by their departments and the College Dean.
- 1.7 All new faculty members will be advised of the standards and procedures for promotion and will be provided, electronically, the following documents.
  - 1.71 A statement of the mission of Rowan University
  - 1.72 Copies of the Rowan University Faculty/Professional Staff Handbook
  - 1.73 All institutional and college documentation, including standards, criteria, and procedures for faculty promotion
  - 1.74 A list of the programs and opportunities available to faculty members to assist them in their continuing professional development
- 1.8 For purposes of promotion, evaluation of Teaching Effectiveness, Scholarly and Creative Activity, Contribution to University Community, and Contribution to the Wider and Professional Community are the responsibility of both the individual faculty member and the academic department.

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

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

#### 2.1 Teaching Effectiveness (Appendix A, sec. 1.1)

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

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

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

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

## 2.5 Balancing Faculty Responsibilities

- 2.51 All faculty are expected to engage in Teaching Effectiveness; Scholarly and Creative Activity; Contribution to University Community; Contribution to the Wider and Professional Community.
- 2.52 Individual faculty may engage in these expressions of scholarship in different degrees and intensities within the following constraints:
  - 2.521 Teaching is the most important activity in which Rowan University faculty engage, and will be given the most weight in promotion decisions
  - 2.522 The relative weights of Scholarly and Creative Activity in the promotion decisions will be determined by consultation of department colleagues and approved by the appropriate College Dean.
  - 2.523 Contribution to University Community and Contribution to the Wider and Professional Community shall not be given more weight than Scholarly and Creative Activity.
- 2.53 While different manifestations of Teaching Effectiveness, Scholarly and Creative Activity, Contribution to University Community, and Contribution to the Wider and Professional Community may emanate from a single work or activity of a faculty

member, identical work or activity of a faculty member should, for purposes of documentation for promotion, **not be counted in more than one category.**

### 3. Rationale and Definitions of Ranks

#### 3.1 Rationale for Faculty Promotion

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

While the administration does not expect that faculty hired as Instructors would be hired with or have an expectation of promotion to higher faculty ranks, Instructors will not be prohibited from applying for promotion should they meet the approved departmental criteria for promotion to Assistant Professor *after tenure*.

#### 3.2 Definitions of the Professional Ranks at Rowan University

##### 3.21 **Instructor** – The individual will demonstrate

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

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

3.213 Full engagement as a member of the University community

##### 3.22 **Assistant Professor** – The individual will demonstrate

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

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

3.223 Full engagement as a member of the University community



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

3.231 Excellence in Teaching Effectiveness (as defined in Appendix A) and a minimum of five years of full-time professional teaching experience at an accredited institution of higher education. Excellence in teaching for associate as demonstrated by

3.2311 A consistent pattern of excellence in teaching (as defined in Appendix A) as documented by self-appraisal and peer and student evaluations, and analysis of course content materials

3.2312 A consistent pattern of excellence in student mentoring (as defined in Appendix A) as documented by self-appraisal and peer and student evaluations

3.2313 Contribution to the development of learning materials; for example, contribution to curriculum planning and course development; development or implementation of innovative and/or discipline-specific teaching methods

3.2314 Evidence of professional development activities intended to maintain a sound understanding and skill in one's specific discipline, and to improve as a teacher

3.232 Successful experience in Scholarly and Creative Activity (as defined in Appendix A). Evidence for this body of work must reflect a consistent pattern of scholarly accomplishments since attaining the rank of assistant professor—completion of and measurable contribution to Scholarly and Creative Activity, as evidenced by work or activity in one or more of the following categories:

3.2321 Creative activity or published research

3.2322 Applied research and evaluation

3.2323 Funded research and creative projects, including involvement in grants or consultations or professional presentations at state or national meetings

3.233 Contribution to University Community (as defined in Appendix A) commensurate with the mission of the institution. Active participation on, or leadership in, Department, College, and University committees or task forces at the University.

3.234 Contribution to the Wider and Professional Community (as defined in Appendix A). Significant activity in practice and professional service at local, state, or national levels.

3.235 Full engagement as a member of the University community

3.24 **Professor** – In addition to the qualifications of an associate professor, the individual will demonstrate

- 3.241 A minimum of eight years of full-time professional teaching experience at an accredited institution of higher education.
- 3.242. Excellence in all areas of teaching (as defined in Appendix A). Excellence in teaching for full professors as demonstrated by
  - 3.2421 A consistent pattern of excellence in teaching (as defined in Appendix A) as documented by self-appraisal and peer and student evaluations, and analysis of course content materials
  - 3.2422 A consistent pattern of excellence in student mentoring (as defined in Appendix A) as documented by self-appraisal and peer and student evaluations
  - 3.2423 Excellence in the development of learning materials; for example, excellence in curriculum planning and course development; use and mastery of innovative and/or discipline-specific teaching method
  - 3.2424 Evidence of professional development activities intended to achieve a thorough understanding and skill in one's specific discipline, and to improve as a teacher
  - 3.2425 Other evidence of excellence in teaching
- 3.243 Excellence in Scholarly and Creative Activity (as defined in Appendix A). Recommendations from evaluators outside the institution must attest to the appropriateness of the individual's research and scholarly activities to the rank of professor. Evidence for this body of work must reflect a consistent pattern of scholarly accomplishments since the date of application for promotion to associate professor. The approved external evaluators from outside the institution must attest to the significance of the individual's Scholarly and Creative Activities (as defined in Appendix A). Completion of significant scholarly works or activities, as evidenced by work or activity in one or more of the following categories:
  - 3.2431 Creative activity or published research
  - 3.2432 Applied research and evaluation
  - 3.2433 Funded research and creative projects, including involvement in grants or consultations or professional presentations at national and/or international meetings.
- 3.244 Contribution to University Community (as defined in Appendix A). Leadership in Department, College and University committees or task forces at the University.
- 3.245 Contribution to the Wider and Professional Community. Leadership in practice and professional service at local, state, or national levels.
- 3.246 Full engagement as a member of the university community.

## 4. Evaluation of Faculty Work

- 4.1 Teaching Effectiveness– includes academic instruction, student mentoring, developing learning activities, and developing as a teacher. The process for assessing teaching effectiveness shall include two basic components: the candidate’s statement of goals and evidence of success in realizing these goals. Evidence of success shall consist of the candidate’s own perceptions, his/her analysis of student perceptions of the teaching/learning experience, and colleague assessment of the candidate’s teaching effectiveness, which would include classroom observations or other valid methods of assessing teaching effectiveness. Characteristics of excellence and procedures for assessment of developing learning activities will be developed by each department and approved by the respective dean. Assessment of Teaching must be of Rowan classes. See Appendix A, Section 1.1, for additional explanation of Teaching Effectiveness)

### 4.11 Academic Instruction

#### 4.111 Characteristics of excellence in academic instruction are

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

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

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

#### 4.1122 Assessment of Teaching Effectiveness

#### 4.1123 Colleague Assessment of Teaching Effectiveness

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

- 4.11232 Each candidate shall have the right to participate in the department's discussion to choose which method of colleague assessment of his/her teaching effectiveness will be used. The

mechanism of this process will be mutually agreed to by the candidate and the Department Promotion Committee. A written statement describing the process and rationale for its use and the committee's judgment of the sufficiency of the evidence derived there from will be appended to the Department Committee's report to the All-University Senate Committee.

- 4.11233 Colleague assessments of teaching effectiveness for recontracting purposes may, at the candidate's option, be used for promotion application.
- 4.11234 Observations (where classroom observations are utilized):
  - 4.112341 Specific criteria for observations must be formulated by each department and uniformly applied. When direct observation is used, faculty candidates shall be observed as described below.
  - 4.112342 Each candidate must be observed at least once within the twelve-month period prior to the committee's evaluative deliberations. Additional observations may be requested by the candidate; the total number of observations shall not exceed two per semester or four for the twelve months. Each observation shall be one class period in length and the candidate must not be observed by more than two persons at a time. Additional observation reports may be included in the Supplemental folder.
  - 4.112343 Notwithstanding the restrictions cited in 4.112342 above, the Department Committee may establish a larger panel of observers chosen within the department in instances where the number of applicants is sufficiently large to warrant such a panel or if particular competencies are required.
  - 4.112344 Written reports of each observation, signed and dated, shall be given to the candidate within one calendar week of each observation.
  - 4.112345 The candidate will have the option of choosing the class and date of observation; if mutually agreed to by candidate and committee, candidates may be observed during the Summer Session.
  - 4.112346 Candidates who have divided assignments involving more than one area of performance shall be observed or

evaluated separately in each area, consistent with applicable sections of this agreement.

#### 4.1124 Student Responses

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

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

#### 4.13 Developing learning activities involves

4.131 Developing, reviewing, and redesigning courses and programs

4.132 Developing and revising curriculum

4.133 Developing teaching materials, manuals, software, and computer exercises

4.134 Developing off-campus programs, including study abroad programs

4.135 Assessing learning outcomes

#### 4.14 Developing as a teacher involves

4.141 Conducting instructional and classroom research to benefit the teaching-learning enterprise

4.142 Attending and participating in professional development activities

4.143 Maintaining currency in discipline-specific and pedagogical concepts

4.144 Collaborating with colleagues

4.145 Evaluating teaching of colleagues

#### 4.2 Scholarly and Creative Activity

Characteristics of excellence and procedures for assessment of scholarly and creative activity will be developed by each Department and approved by the respective Dean. Scholarly and Creative Activity may include research, creative works, applied research and evaluation, and

funded research and creative projects and exhibits the characteristics described in Appendix A, Section 1.2.

#### 4.3 Contribution to University Community

4.31 Extraordinary contributions of exceptional quality should be rewarded for purposes of promotion. While service for promotion is expected, it cannot be used, in any amount, to substitute for a lack of excellence in teaching or in scholarly activities.

4.32 Contribution to University Community includes contributions to the Department, College, and the University as a whole. See Appendix A, Section 1.3, for a specific description of these contributions

#### 4.4 Contribution to the Wider and Professional Community

4.41 Contribution to the profession can be assessed by the nature and quality of participation in the professional associations of the discipline. Active participation and contributions in leadership roles on association boards or communities, or as readers or discussants, are examples of service to the profession. Internships or externships served at external agencies are other examples. Testimony from association or agency leaders may be used as assessment evidence.

4.42 Contributions to the community can be assessed by the nature and quality of consulting and *pro bono* work performed for individuals, schools, civic associations, and other publics. Testimony from association leaders may be used as assessment evidence.

4.43 Other manifestations or dimensions of contribution may include other faculty work not included in the above categories. At times, faculty may engage in academic or other scholarly endeavors that do not directly relate to their academic disciplines or to the teaching and learning enterprise. Nevertheless, such endeavors are worthy of recognition because of their contribution to society at large as well as the direct and indirect ways in which they may inform a candidate's teaching effectiveness and Scholarly and Creative Activities. Such endeavors may be offered as other service within this category.

### 5. Procedures for Promotion

#### 5.1 Applicants apply for promotion by

5.11 Completing a promotion application,

5.12 Writing a letter to the department chairperson, and

5.13 Signing an intention to apply form in the Office of the Provost

5.13 Candidates for full professor must provide the name of at least two external evaluators for consideration by the Department and Dean, with a curriculum vita for each evaluator.

- 5.2 Applicants for promotion should develop a portfolio organized according to the promotion checklist for submission. The portfolio shall include:
- 5.21 Records of self and department committee evaluations.
  - 5.22 Evidence of attainment of the criteria and standards for promotion. Complete documentation (e.g., chapter or book) supporting an individual's request for promotion may be incorporated by reference in the portfolio and included as supplementary documentation in the Supplemental folder.
  - 5.23 Plans for Professional Growth.
  - 5.23 For applicants to the rank of full professor (only): An external university faculty member or university official will be identified to review the applicant's Scholarly and Creative Activities and accomplishments (only) and to comment in writing on the significance of such accomplishments. Consensus among the applicant for promotion, the Department Promotion Committee, and the College Dean must be reached on who the external reviewer will be, with the Dean having final approval of the external reviewer. It is the candidate's responsibility to initiate this process by suggesting names to the Department Promotion Committee and the Dean.
  - 5.24 An approved professional development plan, revised as necessary (if applicable).
  - 5.25 Applicants will submit seven (7) copies of their promotion portfolios, which should be sufficient quantity for the Department Committee, College, and University Senate Promotion Committees, as well as the Dean and Provost. The contents of the portfolio will be confidential. Copies of the promotion portfolio will not advance beyond any level without the candidate's agreement.
  - 5.26 Once a portfolio has been submitted to the college committee, the candidate may not make changes to the portfolio.
  - 5.27 At every step in the evaluation process, the applicant may submit a written response to a recommendation, whether favorable or unfavorable.
- 5.3 The department
- 5.31 Responsibilities of the academic department in the promotion of faculty — There are five areas in which departments must take the initiative (typically the department chair coordinates the initiatives in these five areas). Written documents must accompany each initiative. The five areas are outlined below:
    - 5.311 *Department Purpose Statement* – For the purposes of this promotion process, each academic department must develop a statement of purpose that is consistent with the mission of the University and the College.
    - 5.312 *Standards: Promotion* – Consistent with section 4.0, Evaluation of Faculty Work academic departments must establish clearly stated standards and procedures for faculty promotion consistent with the general qualifications and expectations established at the institutional level. Academic departments must

- 5.3121 Articulate and document their positions regarding the expected balance (or mix) among Teaching Effectiveness (both undergraduate and graduate), Scholarship and Creative Activity, Contribution to University Community, and Contribution to the Wider and Professional Community. It is understood that the balance (or mix) may differ from one individual to the next and may change for an individual at different points in his/her career.
  - 5.3122 Develop a schedule for evaluation. This must be done cooperatively with individual faculty and the academic departments and within the time constraints set forth in this agreement.
  - 5.3123 Have the standards and procedures reviewed periodically and have any revisions approved by the College Deans and Provost
5. 313 *Faculty Evaluation* – Plans, standards, criteria, and procedures for faculty evaluation developed within the academic departments must be approved by the College Dean and Provost. Consistent with general criteria established at the institutional level, academic departments must
- 5.3131 Define the manner in which Teaching can most reasonably and effectively be assessed, including **how these activities may be assessed; who should assess; at what points these activities should be assessed**  
(See sections 4.1123 and 4.1124)
  - 5.3132 Define the term Scholarly and Creative Activity for their disciplines. Such definition should encompass all aspects or domains of the discipline and should be appropriately documented and substantiated in the literature of the discipline.
  - 5.31321 Established definitions set by the professional association in the discipline should be used.
  - 5.31322 In a case where that is not possible, academic departments and their deans should cooperatively select an expert from outside the institution to validate the definition established by the department.
  - 5.3133 To the extent possible, establish an order of importance and/or priority for each of the forms and/or types of Scholarly and Creative Activity which clearly articulates those forms and/or types which are most deserving of recognition and reward in the promotion process. Moreover, the departments should establish guidelines and criteria for assessing such contributions.
  - 5.3134 Define the forms and/or types of Contribution to University Community in regard to the Department, College, and University.



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

5.314 *New Faculty Orientation*

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

5.315 *Optional Faculty Development and Individual Professional Development Plans*

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

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

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

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

5.31531 Goals and objectives for Teaching Effectiveness, Scholarship and Creative Activity, Contribution to University, Contribution to the Wider and Professional Community;

5.31532 A balance (or mix) of Teaching Effectiveness, Scholarship and Creative Activity, Contribution to University,

Contribution to the Wider and Professional Community which includes the weight to be given to each in the promotion application process. This should further include any special or non-traditional activities and should suggest strategies by which these can be effectively assessed. There must be a clear understanding and agreement that such a balance may be changed or modified as need dictates by mutual consent of the faculty member, Department Promotion Committee, and Dean.

5.31533 A plan and schedule for professional development activities

5.315331 Professional development through reading, research, post-doctoral study, seminars, professional conferences, etc.

5.315332 A plan and schedule for assessing and improving Teaching Effectiveness, Scholarship and Creative Activity, Contribution to University, Contribution to the Wider and Professional Community

5.315333 Other professional development activities, e.g., grants and externally funded research or projects. This plan and schedule should also include an estimate of the resources necessary (human, financial, other).

5.31534 Each faculty member has the responsibility to review and update his/her professional development plan.

5.31535 To assist the faculty member in his/her professional development, the University will allocate funding for use in professional development activities. Upon completion and approval of the professional development plan, and during the same academic semester, faculty will be advised by the University of the resources that may be available, including reassigned time, equipment for research, and travel funds for their use.

5.316 Promotion Folder Preparations. The department is responsible for covering the costs of all in-house expenses related to the preparation of the promotion materials/folder.

5.32 Role of the Department Chair

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

5.3211 Elect a Department Promotion Committee;

- 5.3212 Specify the function of the Department Chairperson in the promotion process; and
- 5.3213 Specify criteria for faculty observation, which must be uniformly applied for all candidates for tenure and promotion.
- 5.3215 The Department Chairperson must perform his/her role in the promotion process as specified by the members of the department. If the Department Chair is not a candidate for promotion, and he/she meets the other criteria for membership on the Department Promotion Committee, he/she may be a member of the committee if elected. If the Department Chair is a candidate for promotion, he/she will not serve on the department committee.

### 5.33 Composition of the Department Committee for Promotion

- 5.331 The Department Promotion Committee must consist of either three or five tenured faculty (at the department's option) of the rank at or above the rank for which promotion is sought (where possible).
  - 5.3311 If the number of these faculty is less than three, the department must elect a sufficient number of tenured (or approved for tenure) faculty from within the department who are not applying for promotion in order to raise the number to three.
  - 5.3312 If there are no faculty from this to draw, then the department will select an external tenured faculty member(s) from within the College to serve. Such appointments will be made using established University procedure.
  - 5.3313 At the first meeting, department promotion committee members shall elect a chairperson. The Department Committee chair shall ordinarily be at least one rank higher than the highest rank of the candidates for promotion that cycle
- 5.332 At least one member of the committee shall have served during the previous year (if possible).
- 5.333 Faculty on Sabbatical Leave are not eligible to serve on the committee.

### 5.34 Evaluation Procedure

- 5.341 The Department Promotion Committee will schedule an interview with the applicant to review his/her portfolio. At this meeting, the applicant will present his/her case for promotion and will respond to questions or concerns that may be raised by committee members.

- 5.342 The Department Promotion Committee will conduct a thorough and substantive evaluation of the applicant's portfolio against the criteria and standards established for promotion to the rank in question. If a point system is used, the committee shall itemize and record individual scores used to reach the total number of points.
- 5.343 After carefully considering the applicant's portfolio and the comments of the external reviewer on the appropriateness of the candidate's scholarly accomplishments (if applicable), the Department Promotion Committee will conduct a vote on the applicant's request for promotion. Department promotion committees must report a numerical vote. A minority report with reasons for any negative or abstaining votes must be included.

5.344 **Department Promotion Committee decisions**

- 5.3441 **Favorable recommendation** – The applicant will be so informed in writing. Thereupon, the Department Promotion Committee will forward a written report to the College Promotion Committee, which will specify how particular accomplishments of the candidate qualitatively and/or quantitatively meet the stated criteria for promotion. This report will be included in the portfolio. At the request of the candidate, the committee will meet with the candidate to discuss the committee's evaluation and decision.

5.34411 Candidates ensure that seven (7) copies of the promotion portfolio, each with the departmental report, are delivered to the chair of the College Promotion Committee. The candidate may also include one copy of supplementary materials. These supplementary materials will remain in the hands of the chair of the College Promotion Committee for committee reference until the chair forwards to the Dean the supplementary materials along with the candidate's portfolio.

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

- 5.34421 Withdraw their applications at this or any point in the promotion review process (applicants who elect to withdraw will have all application materials returned to them at the conclusion of the process), or
- 5.34422 Ask to have their materials forwarded to the College Promotion Committee in accordance with 5.34411 above.

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

#### 5.4 The College Promotion Committee

##### 5.41 Composition and election of the College Promotion Committee.

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

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

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

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

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

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

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

5.4132 Three-Member College Promotion Committee System: Colleges of four (4) or less departments (or the functional equivalent of

departments) which do not choose to adopt a customized system as provided for under 5.4131 will elect College Promotion Committees as follows:

5.41321 Each full-time, tenure-track faculty member will be provided a secret ballot reflecting the list of nominees in the list produced in 5.412 above. The ballot will show the department and rank of all nominees. The ballot will provide an explanation of how the vote tallies are used to create the composition of the committee. Each voting faculty member will be permitted to vote for up to three (3) candidates.

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

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

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

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

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

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

5.41323 If there are not three full professors of different departments, the Senate Promotion Committee will add the associate

professors who receive the highest number of votes from departments not represented on the committee by a full professor.

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

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

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

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

5.42 Role of the College Promotion Committee

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

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

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

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

- 5.4231 If the recommendation of the College Promotion Committee is favorable, the College Promotion Committee will inform the candidate and the chair of the Department Promotion Committee in writing and will forward a recommendation for promotion to the College Dean and to the University Senate Promotion Committee, accompanied by a justification for the recommendation. This justification must include a written description highlighting the evidence and process used in this evaluation. The chair of the College Promotion Committee will forward the appropriate number of copies of the applicant's portfolio to the Senate Office and one (1) copy of the portfolio, along with any supplemental materials provided by the candidate, to the Dean.
- If the recommendations of the Department and College Committees are unanimous and favorable, the chair of the College Committee will forward one (1) copy of the portfolio to the Senate Office. The chair of the Senate Promotion Committee will record receipt of the file and forward it to the Provost's Office unless the applicant requests a review by the University Senate Promotion Committee.
  - If the recommendations of the Department and College Committees are not unanimous as evidenced by a mixed vote, the chair of the College Committee will forward six (6) copies of the portfolio to the Senate Office for review by the University Senate Promotion Committee. (See 5.64.)

5. 4232 If the recommendation of the College Promotion Committee is unfavorable, the candidate will receive a written explanation of the committee's recommendation, and the chair of the College Promotion Committee will forward one (1) copy of the applicant's portfolio with the unfavorable recommendation to the Senate Office. At this point, the applicant may withdraw from further consideration. If the applicant chooses to withdraw from further consideration for this year, the candidate will notify the chair of the University Senate Promotion Committee and the portfolio will be returned. If the candidate chooses NOT to withdraw from the process, the chair of the College Promotion Committee will forward one (1) copy of the portfolio, along with any supplemental materials provided by the candidate, to the Dean, and the candidate will insure that the appropriate number of copies of the portfolio have been submitted to the Senate Office.
- If recommendations of the Department and College Committees are unanimous, unfavorable, and the applicant has NOT chosen to withdraw the portfolio from consideration, the chair of the Senate Promotion Committee will forward the file to the



Provost's Office unless the applicant requests a review by the University Senate Promotion Committee.

- If recommendations of the Department and College Committees are not unanimous as evidenced by a mixed vote and the candidate has NOT chosen to withdraw the portfolio from consideration, the chair of the College Committee will need to forward six (6) copies of the portfolio to the Senate Office for review by the University Senate Promotion Committee. (See 5.64.)

5.4233 The committee's recommendation must report the numerical vote. A minority report with reasons for any negative or abstaining votes must be included.

5.424 Routes recommendations to the College Dean and the University Senate Promotion Committee unless the candidate withdraws the application. The chair of the committee will ensure that, for each applicant forwarded, the portfolio containing supplemental materials is in the hands of the Dean.

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

5.5 The College Dean will:

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

5.6 The University Senate Promotion Committee will

- 5.61 Consist of tenured faculty at the rank of full professor (where possible) who are not serving in the faculty promotion process in any other way in the Department, College, or University and are members of the AFT 2373 bargaining unit; one representative will be approved by the University Senate from each College. The exception will be colleges that are new, not fully staffed, and/or lacking any tenured professors.

- 5.62 Have a committee chair elected by the University Senate. The chair of the committee will provide the Web site address for this agreement to chairs of all Department and College Committees for the purpose of distribution among the committee membership and to all promotion candidates.
- 5.63 Conduct and supervise the election of College Committees as described in 5.411 no later than the close of the fall semester.
- 5.64 RECEIVE, RETAIN, AND REVIEW the portfolios of applicants who received negative recommendations or mixed votes, and/or who request a review. A mixed vote can occur within a Department or College Promotion Committee when there is less than unanimous agreement, or between the two promotion committees when they fail to reach the same conclusion regarding a portfolio.
  - 5.641 Review the candidate's portfolio in these cases on the basis of the approved and established procedures.
  - 5.642 Determine whether those procedures were followed by the previous committees.
    - 5.6421 Certify to the Provost that, in the case of a mixed vote and/or at the request of a candidate, the procedures for promotion were applied correctly by the Department and College Committees.
  - 5.643 Notify the candidate of the results of its certification review.
  - 5.644 Forward portfolios to the Provost.

6. Role of the Provost and President:

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

# APPENDIX A

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

All faculty shall be evaluated by the processes described herein and in accordance with the State/Union Agreement. Faculty achievements should be considered under the category or categories most nearly applicable, since the criteria are not mutually exclusive. A fully engaged member of the University community is one who demonstrates teaching effectiveness, engages in scholarly and/or creative activity, 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. Good organization of subject matter and course material
- B. Effective communication
- C. Knowledge and enthusiasm for subject matter and teaching
- D. Positive attitudes toward students
- E. Fairness in examinations and grading
- F. Flexibility in approaches to teaching
- G. Appropriate student learning outcomes
- H. 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 1.1 and 1.2 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.**

## **1.2 SCHOLARLY AND CREATIVE ACTIVITY**

**1.21 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.

Professional Development is defined as those activities which improve an Instructor's currency in a field of expertise or teaching, maintains their standing within a profession or discipline, or expands their area of expertise. Probationary faculty with the rank of Instructor should engage in activities which:

- A. Assist them in maintaining currency in their discipline, profession, and/or improving their abilities as teachers
  - a. 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
  - a. 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
  - a. 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
  - a. Attending and participating in workshops/training that focuses on the teaching and learning processes
  - b. Developing or enhancing skills in the assessment of the teaching and learning processes within a discipline

### **1.22 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

**1.23 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.

**1.24 Evaluation of excellence in scholarship will be assessed in terms of the characteristics of excellence presented in Section 1.22. Standards of activity and procedures for their assessment will be identified in the ratified and approved department criteria.**

**1.25 Professional Development for faculty with the rank of Instructor involves the activities which:**

- A. Assist Instructors in maintaining currency in their discipline, profession, and/or improving their abilities as teachers
- B. Deepen and/or broaden their knowledge of discipline-specific content
- C. Strengthen their understanding and application of the pedagogy of particular disciplines
- D. Improve their knowledge of the teaching and learning processes

## 1.3 CONTRIBUTION TO UNIVERSITY COMMUNITY

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

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

- A. Active participation and leadership in campus activities and governance includes but is not limited to:
1. Chairing a department, college, or university committee
  2. Contributing to tasks central to the department's day to day activities serving both students and faculty
  3. Helping the department meet the expectations of the College and the University
  4. Assisting with other campus-wide activities; e.g., Homecoming, Rowan Day, advising student groups
  5. Course and program development, review, and redesign
  6. Chairing a department
  7. Program coordination/Senate participation/Union participation
  8. Other activities appropriate to the candidate's program as identified in the ratified and approved department criteria.
- B. Mentoring other faculty or staff within the candidate's own department, College, or University-wide includes but is not limited to taking part in the established mentoring program or working with the Faculty Center mentoring programs.
- C. Representing the institution for its advancement includes but is not limited to:
1. Participation in open houses
  2. Recruiting students
  3. Outreach for bringing more students or resources to University
  4. Other activities appropriate to the candidate's program as identified in the ratified and approved department criteria.

**1.32. Candidate documents should provide evidence of contributing to the University community. This would include but not be limited to listing the types of service to the University with dates**



of service clearly indicated. Letters of testimony attesting to the quality of the service may be referenced in the document and placed in the supplemental folder.

**1.33. Evaluation of Contributions to the University Community**

**Contributions to the University community can be assessed by the quality of participation and leadership in University endeavors. The type of committee, the nature and demands of the endeavor, and the amount of substantive participation need to be considered. Standards of activity and procedures for their assessment will be identified in the ratified and approved department criteria.**

**1.4 CONTRIBUTION TO THE WIDER AND PROFESSIONAL COMMUNITY**

**1.41. Contributions to the professional and wider community describe the work of faculty members aimed at addressing social or institutional issues beyond the Rowan campus(es) using their expertise, knowledge, and seasoned professional judgments. This expression of scholarship is defined as any of the following: dissemination of discipline-related knowledge, new products and practices, discipline-related partnerships with other agencies, and contributions to disciplinary and professional associations and societies.**

**For their second evaluation in the second year of service, faculty must minimally demonstrate some evidence of contribution to the wider and professional community. For their third evaluation in the third year of service, faculty must show a developing record of contribution to the wider and professional community that provides evidence of progressive growth. For their fourth evaluation (the tenure review) in the fifth year of service, faculty must clearly demonstrate evidence of professional activity and involvement in their profession and/or discipline.**

A. Dissemination of discipline-related knowledge includes but is not limited to:

1. Consulting or technical assistance provided to public or private organizations
2. Public policy analysis for governmental agencies at all levels
3. Briefings, seminars, lectures, and conferences targeted for general audiences
4. Summaries of research, policy analyses, or position papers for general public or targeted audiences
5. Expert testimony or witness
6. Writing, contributing to or editing journals, books, newsletters, magazines or other publications
7. Electronic productions (e.g., contributing to the development of websites, online seminars or programs, or programs distributed via DVD)
8. Other activities appropriate to the candidate's program as identified in the ratified and approved department criteria.

B. New products or practices include the design or creation of new products, innovations, or inventions

C. Discipline-related partnerships with other agencies include:

1. Short-term collaborations with schools, industries, or civic agencies for program or policy development
2. Exhibits in other educational or cultural institutions
3. Festivals and summer programs
4. Economic or community development activities
5. Discipline-related voluntary community service
6. Other activities appropriate to the candidate's program as identified in the ratified and approved department criteria.

D. Contributions to disciplinary and professional associations and societies include but are not limited to:

1. Leadership positions in recognized professional organizations
2. Service on accreditation bodies or national examining boards
3. Service to governing boards and task forces
4. Service in organizing or reviewing submissions for annual or regional meetings and conferences sponsored by professional organizations
5. Other activities appropriate to the candidate's program as identified in the ratified and approved department criteria.

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

**1.43. Evaluation of Contributions to the Wider and Professional Community**

- A. Extraordinary contributions of exceptional quality should be rewarded for purposes of promotion. While contributions to the professional and wider community for recontracting, tenure, and promotion is expected, it cannot be used, in any amount, to substitute for a lack of excellence in teaching, in scholarly activities, or in contributions to the University community.
- B. Contributions to the profession can be assessed by the nature and quality of participation in the professional associations of the discipline. Active participation and service in leadership roles on association boards or communities, or as readers or discussants, are examples of service to the profession. Internships or externships served at external agencies are other examples. Testimony from association or agency leaders may be used as assessment evidence.
- C. Contributions to the community can be assessed by the nature and quality of consulting and *pro bono* work performed for individuals, schools, civic associations, and other publics. Testimony from association leaders may be used as assessment evidence.
- D. Other manifestations or dimensions of contributions to the professional and wider community may include other faculty work not included in the above categories. At times, faculty may engage in academic or other scholarly endeavors that do not directly relate to their academic

disciplines or to the teaching and learning enterprise. Nevertheless, such endeavors are worthy of recognition because of their contribution to society at large. Such endeavors may be offered as other service within this category.

- E. Characteristics of excellence and procedures for assessment of contributions to the professional and wider community will be identified in the ratified and approved department criteria.

## **APPENDIX B**

### **Student Responses to the Teaching and Learning Process** **(Evaluation Process)**

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

- Student evaluations should be administered during the last five (5) weeks of the semester. It is the candidate's responsibility to request that a member of the departmental recontracting committee administer departmentally approved student evaluation forms.
- A member of the departmental recontracting committee must administer the student evaluation forms. If no committee member can administer the evaluation, the departmental committee chairperson may appoint a delegate who is acceptable to the teacher being evaluated. Anyone who administers a teaching evaluation must be a member of the faculty or professional staff.
- 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 which will bear the name of the faculty member being evaluated, the class, and date of the administration of the evaluation. After all forms have been returned to the evaluator, he/she will immediately meet with the candidate, who will validate the names on the signature sheet as students officially enrolled in the class. The evaluator will then place the signature sheet in an envelope and send it to the Office of the President, ATT: Confidential – Student Evaluation Signature Sheet. The signature sheets will be kept there for a period of five years (5) and then be discarded.
- The evaluator will then deliver the student evaluation forms to the chairperson of the departmental 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 will seal the envelope containing the completed student evaluation forms, and ask the teacher to sign his/her name across the seal. The sealed envelope should then be sent to the Human Resources Office, where it will be kept for a period of five (5) years and then be discarded.

## 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 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 committee 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? Then, let us proceed.

**STUDENT EVALUATION: ATTENDANCE SHEET SAMPLE**

Name of Faculty Member: \_\_\_\_\_ Reference #: \_\_\_\_\_

Class Title: \_\_\_\_\_

Date: \_\_\_\_\_

<u>Students in Attendance</u>	<u>Signature of Students Completing Evaluation Form</u>
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
7.	_____
8.	_____
9.	_____
10.	_____
11.	_____
12.	_____
13.	_____
14.	_____

Number of Students in Attendance: \_\_\_\_\_

Verified by: \_\_\_\_\_  
Signature of Teaching Faculty Member

**Appendix C**  
**Candidate's Self-Assessment Form**

Name of Candidate: \_\_\_\_\_

Highest Degree: \_\_\_\_\_

Note: Information recorded below indicates total professional experience at Rowan University.

1. Candidate's assessment of teaching effectiveness or professional performance:

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2. Identification of Scholarly and Creative Activities (for Faculty) and/or Professional Development (for Professional Staff and Librarians):

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3. Identification of Contribution to University Community:

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---

4. Identification of Contribution to Wider and Professional Community:

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---

---

Candidate's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Appendix D**  
**Department/Office Promotion Committee**  
**Recommendations for Promotion**

Date \_\_\_\_\_

Name \_\_\_\_\_ Rank/Title \_\_\_\_\_

Department/Office \_\_\_\_\_ Ext. \_\_\_\_\_

Application for promotion to rank of:      Assistant      Associate      Full      (Circle)

Years of Service at Rowan: \_\_\_\_\_

Assessment of **Teaching Effectiveness**:

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---

---

Assessment of **Scholarly and Creative Activities**

---

---

---

Assessment of **Contribution to University Community**:

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---

---

Assessment of **Contribution to Wider and Professional Community**:

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---

Other Comments:

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**Department/Office Promotion Committee  
Recommendations for Promotion  
Signature and Comment Sheet**

(See 2.681 which indicates that the numerical vote must be recorded)

**Recommendation:**

**Promote:** \_\_\_\_\_

**Do Not Promote** \_\_\_\_\_

**Date** \_\_\_\_\_

**Committee Members:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Print or type*

*Signature*

**Department/Office Committee Chairperson**

**Department/Office Committee Chairperson**

\_\_\_\_\_

\_\_\_\_\_

*Print or type*

*Signature*

**Candidate's Response (if any):**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Candidate's Signature**

**Date:** \_\_\_\_\_

## Appendix E: APPLICATION FOR FACULTY PROMOTION

1. Name: \_\_\_\_\_ Date: \_\_\_\_\_

2. Department: \_\_\_\_\_

3. I have completed or will complete the minimum requirements for the academic rank checked below, and I believe myself to be eligible for promotion to:

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

\_\_\_\_\_ or \_\_\_\_\_  
 Date                                      Candidate's Signature                                      Nominator's Signature

4. Highest degree held: \_\_\_\_\_

5. If an appropriate terminal degree has been completed but not yet awarded, enter verifying documents as the next sheets of paper in this application and check this box.

6. Check the eligibility for promotion:      **Regular**      **Other**

If “**Other**,” explain briefly. \_\_\_\_\_

7. If the equivalency type of eligibility is used, enter as the next sheet of paper in this application a statement by the departmental promotion committee clearly specifying those details of a candidate's educational and experiential qualifications that constitute equivalency to the terminal degree.

8. Give the dates for time in each rank at Rowan.

**Instructor:** \_\_\_\_\_

**Assistant Professor:** \_\_\_\_\_

**Associate Professor:** \_\_\_\_\_

Date of appointment to Rowan: \_\_\_\_\_ Date of tenure at Rowan: \_\_\_\_\_

***Recapitulation of all employment*** (See Rowan University Personnel Resume for details, Item 5)

	Total years college teaching experience
	Total years other teaching experience
	Early Childhood levels
	Elementary levels
	Secondary levels
	Total years collegiate administrative experience
	Total years other relevant experience (i.e., business, industry, government, etc.)

## APPENDIX F: Faculty Credentials

Name: \_\_\_\_\_  
Last
First
Middle Initial

Department/Office: \_\_\_\_\_

Years of Service at Rowan \_\_\_\_\_

Date of appointment to Rowan University: \_\_\_\_\_

Dates of Positions & Titles at Rowan University

Position	Title	Dates
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Educational Record:

<u>University or University</u>	<u>City/State</u>	<u>Dates Attended</u>	<u>Degree/Year</u>

For candidates pursuing additional degrees/studies:

In what program are you enrolled? \_\_\_\_\_

Where? \_\_\_\_\_

Major Field: \_\_\_\_\_ Special Fields: \_\_\_\_\_

When did you first start work on this program? \_\_\_\_\_

Last date enrolled? \_\_\_\_\_

When do you anticipate completing this program? \_\_\_\_\_

List, in chronological order, all professional experiences, full-time, part-time, adjunct, etc.:

<b><u>Institution or Type of Activity</u></b>	<b><u>City/State</u></b>	<b><u>Position*</u></b>	<b><u>Dates^</u></b>

\* If referencing a Library, list type of library (academic, secondary, public, etc.) or pertinent background. If teaching K-12, list subject and grade. When referencing completed degree, list degree and major area. When referencing University-level teaching, state academic rank(s).

^ Month and year.

**Appendix G: CHECKLIST FACULTY PROMOTION  
To Professor**

CANDIDATE NAME \_\_\_\_\_ DATE HIRED \_\_\_\_\_

OFFICE / DEPARTMENT \_\_\_\_\_ PHONE EXT. \_\_\_\_\_

**DEPARTMENT PROMOTION**

COMMITTEE CHAIR \_\_\_\_\_ PHONE EXT. \_\_\_\_\_

File Page Number	CHECKLIST ITEM	Initials
i-ii	1. Checklist (Appendix G) and Promotion Application (Appendix E)	1. _____
1	2. Definition of Terminal Degree for the Department (Section 2.113 of the Tenure & Recontracting Procedure)	2. _____
	3. Departmental Interpretation and Weighting of Evaluation Criteria (Weights should be assigned to each evaluation category; i.e., Teaching Effectiveness, Scholarly and Creative Activity, etc. (1.2 and 2.41)	3. _____
	4. Role of Department Chairperson (2.44)	4. _____
	5. Rowan University Faculty Credentials (Format shown in Appendix F)	5. _____
	6. A self-appraisal of professional performance (2.1111, Format shown in Appendix C)	6. _____
	7. Plans for future professional growth (2.1112)	7. _____
	8. Summaries of student responses and candidate's analysis of the responses (dated and signed by candidate and administering faculty or Dept. Promotion Committee Chair)	8. _____
	9. Assessment of Teaching Effectiveness, including the latest classroom observation(s) or results of alternative means of assessing teaching effectiveness	9. _____
	10. Evaluation letter from approved External Evaluator (applicable for promotion to Professor only)	10. _____
	11. Departmental evaluation of Professional Performance (Format shown in Appendix D), including <ul style="list-style-type: none"> <li>a. Committee recommendation to promote or not to promote with written explanation and minority report(s) if required (2.684)</li> <li>b. Numerical vote (2.681)</li> <li>c. Names and signatures of the committee members and chair</li> </ul>	11. _____
	12. Copy of most recent evaluation letters of the Department Committee, the Senate Committee, the Dean, the Provost, and the President (OPTIONAL)	12. _____
	13. Supplemental Folder <b>CANDIDATES MAY ALSO INCLUDE IN THE SUPPLEMENTAL FOLDER ONE (1) COPY OF ANY SUPPLEMENTAL DOCUMENTATION TO SUPPORT THEIR APPLICATION. THIS FOLDER WILL BE AT THE DISPOSAL OF THE COMMITTEES THROUGHOUT THE DELIBERATIONS.</b>	13. _____

**CHECKLIST FACULTY PROMOTION**  
**To Associate Professor**

CANDIDATE NAME \_\_\_\_\_ DATE HIRED \_\_\_\_\_

OFFICE / DEPARTMENT \_\_\_\_\_ PHONE EXT. \_\_\_\_\_

**DEPARTMENT PROMOTION**

COMMITTEE CHAIR \_\_\_\_\_ PHONE EXT. \_\_\_\_\_

File Page Number	CHECKLIST ITEM	Initials
i-ii	1. Checklist (Appendix G) and Promotion Application (Appendix E)	1. _____
1	2. Definition of Terminal Degree for the Department (Section 2.113 of the Tenure & Recontracting Procedure)	2. _____
_____	3. Departmental Interpretation and Weighting of Evaluation Criteria (Weights should be assigned to each evaluation category; i.e., Teaching Effectiveness, Scholarly and Creative Activity, etc. (1.2 and 2.41)	3. _____
_____	4. Role of Department Chairperson (2.44)	4. _____
_____	5. Rowan University Faculty Credentials (Format shown in Appendix F)	5. _____
_____	6. A self-appraisal of professional performance (2.1111, Format shown in Appendix C)	6. _____
_____	7. Plans for future professional growth (2.1112)	7. _____
_____	8. Summaries of student responses and candidate's analysis of the responses (dated and signed by candidate and administering faculty or Dept. Promotion Committee Chair)	8. _____
_____	9. Assessment of Teaching Effectiveness, including the latest classroom observation(s) or results of alternative means of assessing teaching effectiveness	9. _____
_____	10. Departmental evaluation of Professional Performance, including (Format shown in Appendix D), including <ul style="list-style-type: none"> <li>a. Committee recommendation to promote or not to promote with written explanation and minority report(s) if required (2.684)</li> <li>b. Numerical vote (2.681)</li> <li>c. Names and signatures of the committee members and chair</li> </ul>	10. _____
_____	11. Copy of most recent evaluation letters of the Department Committee, the Senate Committee, the Dean, the Provost, and the President (OPTIONAL)	11. _____
_____	12. Supplemental Folder <b>CANDIDATES MAY ALSO INCLUDE IN THE SUPPLEMENTAL FOLDER            ONE (1) COPY OF ANY SUPPLEMENTAL DOCUMENTATION TO SUPPORT            THEIR APPLICATION. THIS FOLDER WILL BE AT THE DISPOSAL            OF THE COMMITTEES THROUGHOUT THE DELIBERATIONS.</b>	12. _____

**CHECKLIST FACULTY PROMOTION  
To Assistant Professor**

CANDIDATE NAME \_\_\_\_\_ DATE HIRED \_\_\_\_\_

OFFICE / DEPARTMENT \_\_\_\_\_ PHONE EXT. \_\_\_\_\_

DEPARTMENT PROMOTION COMMITTEE CHAIR \_\_\_\_\_ PHONE EXT. \_\_\_\_\_

File Page Number	CHECKLIST ITEM	Initials
____ i-ii	1. Checklist (Appendix G) and Promotion Application (Appendix E)	1. _____
____ 1	2. Definition of Terminal Degree for the Department (Section 2.113 of the Tenure & Recontracting Procedure)	2. _____
____	3. Departmental Interpretation and Weighting of Evaluation Criteria (Weights should be assigned to each evaluation category; i.e., Teaching Effectiveness, Scholarly and Creative Activity, etc. (1.2 and 2.41)	3. _____
____	4. Role of Department Chairperson (2.44)	4. _____
____	5. Rowan University Faculty Credentials (Format shown in Appendix F)	5. _____
____	6. A self-appraisal of professional performance (2.1111, Format shown in Appendix C)	6. _____
____	7. Plans for future professional growth (2.1112)	7. _____
____	8. Summaries of student responses and candidate's analysis of the responses (dated and signed by candidate and administering faculty or Dept. Promotion Committee Chair)	8. _____
____	9. Assessment of Teaching Effectiveness, including the latest classroom observation(s) or results of alternative means of assessing teaching effectiveness	9. _____
____	10. Departmental evaluation of Professional Performance including (Format shown in Appendix D), including <ul style="list-style-type: none"> <li>a. Committee recommendation to promote or not to promote with written explanation and minority report(s) if required (2.684)</li> <li>b. Numerical vote (2.681)</li> <li>c. Names and signatures of the committee members and chair</li> </ul>	10. _____
____	11. Copy of most recent evaluation letters of the Department Committee, the Senate Committee, the Dean, the Provost, and the President (OPTIONAL)	11. _____
____	12. Supplemental Folder <b>CANDIDATES MAY ALSO INCLUDE IN THE SUPPLEMENTAL FOLDER ONE (1) COPY OF ANY SUPPLEMENTAL DOCUMENTATION TO SUPPORT THEIR APPLICATION. THIS FOLDER WILL BE AT THE DISPOSAL OF THE COMMITTEES THROUGHOUT THE DELIBERATIONS.</b>	12. _____