September 1, 2007

Memorandum of Agreement

Faculty Promotion

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.

Material new to this year’s edition of the agreement appears in bold-faced type.

________________________________________  _______________________
Robert Zazzali                                      Karen T. Siefring
University Negotiator                               F.O.R.C.E. President
# FACULTY PROMOTION CALENDAR

<table>
<thead>
<tr>
<th>ACTION</th>
<th>NOT LATER THAN</th>
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<tbody>
<tr>
<td>Election of department committees. Submission of names of committee chairs to Senate.</td>
<td>November 2, 2007 (Friday)</td>
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<tr>
<td>All candidates for promotion sign application form indicating the intent to apply for promotion (Office of the Provost, Bole Hall).</td>
<td>November 2, 2007 (Friday)</td>
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<tr>
<td>Candidates for full professor submit names of external evaluators to department committee and Dean (departments/deans approve names within two (2) weeks of submission).</td>
<td>November 2, 2007 (Friday)</td>
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<tr>
<td>College Promotion Committees are elected, chairs are selected, and names of chairs and committee members are submitted to University Senate office.</td>
<td>December 21, 2007 (Friday)</td>
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<tr>
<td>External evaluators’ assessments submitted to Department Committee.</td>
<td>January 4, 2008 (Friday)</td>
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<tr>
<td>Candidates submit folders to Department Committee.</td>
<td>January 4, 2008 (Friday)</td>
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<tr>
<td>Department Committee concludes work and transmits folders to College Committee by noon (including candidate response to evaluation if provided).</td>
<td>February 1, 2008 (Friday)</td>
</tr>
<tr>
<td>College Committee concludes work and transmits folders to Senate office and to College Deans by noon. (including candidate response to evaluation if provided).</td>
<td>February 29, 2008 (Friday)</td>
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<tr>
<td>University Senate Promotion Committee concludes work and transmits recommendations to the Provost.</td>
<td>March 28, 2008 (Friday)</td>
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<tr>
<td>Deans conclude work.</td>
<td>April 4, 2008 (Friday)</td>
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<tr>
<td>Provost concludes work.</td>
<td>May 2, 2008 (Friday)</td>
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<tr>
<td>President concludes work.</td>
<td>June 6, 2008 (Friday)</td>
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<td>Board of Trustees acts on promotion recommendations.</td>
<td>June 11, 2008 (Wednesday)</td>
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1. Guiding Principles

1.1 Promotion caps are eliminated with the signing of this agreement. There will be neither University, College nor department committee allocations for faculty promotion.

1.2 Every faculty member who satisfactorily meets 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, research and creative activities, and practice and professional service.

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 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 that are available to faculty members to assist them in their continuing professional development

1.8 For purposes of promotion, evaluation of teaching, research and creative activities, and practice and professional service are the responsibility of both the individual faculty member and the academic department.

2. Defining the Roles and Responsibilities of Faculty – The work of faculty includes
   - Teaching
   - Research and Creative Activity, and
   - Practice and Professional Service
2.1 Teaching

The scholarship of teaching includes all of the following activities: academic instruction, advising, developing learning activities, and developing as a teacher.

2.11 Academic instruction includes

2.111 Facilitating learning by instructing Rowan University students in courses, laboratories, theaters, clinics, studios, workshops and seminars

2.112 Managing instruction, e.g., planning and arranging for learning experiences, maintaining student records, grading

2.113 Supervising students in laboratories, fieldwork, internship and clinical experiences, and in independent study

2.12 Advising includes, but is not limited to

2.121 Advising and mentoring students, e.g., career, academic, personal counseling referral

2.122 Advising students in senior research projects, theses, and dissertations; and advising student groups and organizations

2.13 Developing learning activities includes, but is not limited to

2.131 Developing, reviewing and redesigning courses and programs

2.132 Developing and revising curriculum

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

2.134 Conducting study abroad programs

2.135 Assessing learning outcomes

2.14 Developing as a teacher includes, but is not limited to

2.141 Conducting instructional and classroom research to benefit the teaching-learning experience

2.142 Attending and participating in professional development activities

2.143 Maintaining currency in discipline-specific and pedagogical concepts

2.144 Collaborating with colleagues

2.145 Evaluating teaching of colleagues
2.2 Research and Creative Activity

The work of *research and creative activity* includes any of the following: research, creative works, applied research and evaluation, and funded research and creative project.

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. Products of research may include:

2.211 Books or chapters in books or textbooks or other media productions

2.212 Edited works in books or textbooks

2.213 Monographs

2.214 Papers in refereed journals or conference proceedings

2.215 Papers, roundtables, or demonstrations presented at academic or professional meetings

2.216 Other papers and reports, e.g., trade, in-house, or technical

2.217 Translations, abstracts, reviews, or criticisms

2.218 Computer software

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. Such faculty may sometimes, but not always, focus on disciplines in the fine, performing or communicative arts. Expressions or products of creative activity include:

2.221 Novels and books

2.222 Poems, essays, plays, and musical scores

2.223 Radio and television productions, films, and videos

2.224 Competitions, commissions, and other recognized artistic exhibitions

2.225 Direction or choreography of creative or artistic works

2.226 Performances as vocalists, instrumentalists, dancers, actors, or other forms of performing arts

2.227 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

2.23 Applied research and evaluation include, but are not limited to

2.231 Applied study or research
2.232 Sponsored or contracted study or research
2.233 Program, policy or personnel evaluation study or research for the local campus or other institutions or agencies

2.24 Funded research and creative projects include, but are not limited to

2.241 Leadership in multidisciplinary centers and task forces
2.242 Grant-seeking and proposal development to public and private sponsoring agencies
2.243 Supervision and management of sponsored creative and artistic projects

2.3 Practice and Professional Service

The terms practice and professional service describe the work of faculty members aimed at addressing social or institutional issues using their expertise, knowledge, and seasoned professional judgments. This expression of scholarship is defined as contributions to the local campus, as well as any of the following: dissemination of knowledge, new products and practices, partnerships with other agencies, and contributions to disciplinary and professional associations and societies.

2.31 Contribution to the local campus includes

2.311 Service as a member or chair of a campus committee
2.312 Participation in campus governance
2.313 Mentoring other faculty or staff
2.314 Representing the institution for its advancement

2.32 Dissemination of knowledge includes

2.321 Consulting or technical assistance provided to public or private organizations
2.322 Public policy analysis for governmental agencies at all levels
2.323 Briefings, seminars, lectures, and conferences targeted for general audiences
2.324 Summaries of research, policy analyses, or position papers for general public or targeted audiences

2.325 Expert testimony or witness

2.326 Writing or editing newsletters

2.327 Electronic productions

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

2.34 Partnerships with other agencies include

2.341 Collaborations with schools, industries, or civic agencies for program or policy development

2.342 Exhibits in other educational or cultural institutions

2.343 Festivals and summer programs

2.344 Economic or community development activities

2.35 Contributions to disciplinary and professional associations and societies include

2.351 Leadership positions in recognized professional organizations

2.352 Service or accreditation bodies or national examining boards

2.353 Service to governing boards and task forces

2.354 Service in organizing annual or regional meetings and conferences sponsored by professional organizations

2.4 Balancing Faculty Scholarship

2.41 All faculty are expected to engage in Teaching, Research and Creative Activity, and Practice and Professional Service.

2.42 Individual faculty may engage in these expressions of scholarship in different degrees and intensities within the following constraints:

2.421 Teaching is the most important activity in which Rowan University faculty engage, and will be given the most weight in promotion decisions

2.422 The relative weights of scholarship in the promotion decisions will be determined by consultation of department colleagues and approved by the appropriate college dean.
2.4221 Practice and Professional Service shall not be given more weight than Research and Creative Activity.

2.4222 While different manifestations of Teaching, Research and Creative Activity, and Practice and Professional Service 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.

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 with evidence of the pursuit of the doctorate or other appropriate terminal degree

3.212 Other evidence of the potential for effective teaching (as defined)

3.213 A successful academic career

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 (as defined), Research and Creative Activity (as defined), and Practice and Professional Service (as defined)

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

3.231 Excellence in Teaching (as defined) 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) as documented by self-appraisal peer and student evaluations, and analysis of course content materials
3.2312 A consistent pattern of excellence in Advising (as defined) 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 Research and Creative Activity (as defined). 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 work or 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 Practice and Professional Service (as defined) commensurate with the mission of the institution. Active participation on, or leadership in, department, college and all-University committees or task forces at the University. Significant activity in practice and professional service at local, state, or national levels.

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). Excellence in teaching for full professors as demonstrated by

3.2421 A consistent pattern of excellence in Teaching (as defined) as documented by self-appraisal, peer and student evaluations, and analysis of course content materials

3.2422 A consistent pattern of excellence in Advising (as defined) 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 Research and Creative Activity (as defined). Recommendations from outside the institution must attest to the appropriateness of the individual’s research and scholarly activities to the rank of professor. 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.

Evidence for this body of work must reflect a consistent pattern of scholarly accomplishments since the date of application for promotion to associate professor.

Evaluations from outside the institution attesting to the significance of the individual’s Research and Creative Activities (as defined) must be obtained.

3.244 Excellence in Practice and Professional Service (as defined). Leadership in department, college and all-University committees or task forces at the University. Leadership in practice and professional service at local, state, or national levels.

4. Evaluation of Faculty Work

4.1 Teaching – includes academic instruction, advising, developing learning activities, and developing as a teacher.

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

4.112 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

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 as well as colleague rating on the “Peer Assessment Summary Sheet.” (Note: Assessment of Teaching must be of Rowan classes.)

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 therefrom will be appended to the Department Committee’s report to the All-University Senate Committee.
4.11233 Colleague assessments of teaching effectiveness for reconstructing 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 an appendix.

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 an appendix.

4.12 Advising is part of the scholarship of teaching and includes advising students on academic opportunities and decisions, personal counseling referral, advising on research projects and theses, and advising students’ groups and organizations. These can be assessed through self-assessment, peer observation and review, and student surveys.

Characteristics of excellence and procedures for assessment of advising will be developed by each department 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

Characteristics of excellence and procedures for assessment of developing learning activities will be developed by each department and approved by the respective dean.

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

Characteristics of excellence and procedures for assessment of developing as a teacher will be developed by each department and approved by the respective dean.

4.2 Research and Creative Activity

Research and Creative Activity include research, creative works, applied research and evaluation, and funded research and creative projects as described above and exhibits the characteristics noted below:

4.21 The activity requires a high level of discipline-related experience

4.22 The activity can be replicated or elaborated (research activity)

4.23 The work and its results can be documented

4.24 The work and its results can be peer-reviewed

4.25 The activity is innovative, breaks new ground, or demonstrates other types of significance or impact

Characteristics of excellence and procedures for assessment of research and creative activity will be developed by each department and approved by the respective dean.

4.3 Practice and Professional Service

4.31 Extraordinary service 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 Practice and Professional Service include contributions to the local campus and the following:

4.321 Contributions to the disciplinary and professional associations and societies

4.322 Dissemination of knowledge

4.323 New products and practices

4.234 Partnerships with other agencies

4.33 Service to the department, college, University can be assessed by the quality of participation on department, college, and/or University committees. The type of committee, the nature and demands of its work, and the amount of substantive participation need to be considered.
Representing the institution on external committees, task forces, commissions, etc. is also an example of service to the University. Testimony from the committee chairperson and committee colleagues may be used as assessment evidence.

4.34 Service 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.

4.35 Service 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.

4.36 Other manifestations or dimensions of service 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.

Characteristics of excellence and procedures for assessment of practice and professional service will be developed by each department and approved by the respective dean.

5. Procedures for Promotion

5.1 Applicants apply for promotion by

5.11 Completing a promotion application, and

5.12 Writing a letter to the department chairperson.

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 an appendix.

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 Research and Creative 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.
(Note: 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.)

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 all-University 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

5.3.1 Responsibilities of the academic department in the promotion of faculty — There are five areas in which departments must take the initiative. Written documents must accompany each initiative. The five areas are outlined below:

5.311 Department Committee 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 (both undergraduate and graduate), Research and Creative Activity, and Practice and Professional Service (to the department, school and University; to the academic discipline and profession; to the public). 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 by 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 Research 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 cases 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 Research and Creative Activity which clearly articulates those forms and/or types which are most deserving of recognition and reward in the promotion process.

5.3134 Define the forms and/or types of Service to the department, college and University, to the academic discipline and profession, and to the public that should be worthy of recognition and reward. Moreover, the departments should establish guidelines and criteria for assessing such service.

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 and approved 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 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, Research and Creative Activity, and Practice and Professional Service.

5.31532 A balance (or mix) of Teaching, Research and Creative Activity, and Practice and Professional Service 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 in 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 including

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, Research and Creative Activity, and Practice and Professional Service

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.

5.32 Role of the department chair

5.321 Departmental committee membership:

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 will be a member of the committee. If the department chair is a candidate for promotion, he/she will not serve on the department committee.

5.322 Department chair responsibilities:

5.3221 Initiates the procedural and standards work required of the department

5.3222 Oversees development of department committee statement of purpose

5.3223 Oversees development of definition and standards for assessing Research and Creative Activity, including the priority/importance of different forms of Research and Creative Activity.

5.3224 Oversees the department committee articulation of the general balance of Teaching, Research and Creative Activity, and Practice and Professional Service

5.3225 Oversees the department committee definition of the manner in which Teaching and Practice and Professional Service can most reasonably be assessed consistent with institutional criteria and procedures.

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) at least 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 which 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.
5.332 At least one member of the committee shall have served during the previous year (if possible).

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 (delete: brief) 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
5.3441 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

5.3442 Ask to have their materials forwarded to the College Promotion Committee in accordance with 5.3441 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 the report. The committee’s recommendation must report the numerical vote. Abstentions or dissenters from the majority vote may submit a minority report or may have their views reflected in the majority report.

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. For AY 2006-2007, the date is October 30, 2006.

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

5.4121 From the list provided by the administration in 5.411, removing the names of the members of the Senate Promotion Committee and all the members of department promotion committees.

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)
5.423  The committee’s recommendation must report the numerical vote. Abstentions or dissenters from the majority vote may submit a minority report or may have their views reflected in the majority report.

- 5.424 Routes recommendations to college dean and the University 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 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; one representative from each college approved by the University Senate except for LAS where two representatives shall serve, representing two different banks.

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 mixed votes and of those 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.

5.643 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.

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

5.645 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 all-university promotion committee. 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 review committees may request and will be granted a meeting with the provost or president to discuss any divergent decisions.
APPENDIX A

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 promotion 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 promotion 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.

Note: Student evaluations used for recontracting purposes may also be used for promotion if they are timely.
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.