

# RECONTRACTING AND TENURE

July 2022

## Memorandum of Agreement

2022-2023

This document constitutes the memorandum of agreement that will be in effect for the academic year 2022-2023. Upon the request of the Administration and/or the Union, those parties will revisit this Memorandum of Agreement to address any issues or concerns.

### ***Significant Changes for 2022-2023:***

- 1. Removed all references and sections applying to ¾-time and full-time temporary faculty. This MOA now applies to tenure-track faculty, librarians, and lecturers only.*
- 2. The communication with the potential and selected external reviewers (for faculty applying for tenure) should be conducted solely by the Department Tenure, Recontracting and Promotion (TRP) Committee Chairs, not the candidates.*
- 3. Candidates are responsible for the submission of the packets for review up to the Dean level. Thereafter, it is the responsibility of Deans to forward their recommendation and the candidates' packets to the Provost for review and archiving purposes.*
- 4. With the possibility of the Department and/or College Recontracting & Tenure and Promotion committees merging into a single Tenure, Recontracting and Promotion committee, these committees will be abbreviated as TRP committees.*
- 5. Changed page numbering within file for sections of current review letters (C-1), previous review letters (P-1), and supplemental file (S-1).*
- 6. The administration will recognize faculty attendance at their college/school commencement ceremonies as a component of Service to the University. (2.11113 and Appendix A:1.31)*

SIGNATURE ON FILE

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Theresa Drye, Chief Human Resource  
Officer / Vice President

SIGNATURE ON FILE

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Jonathan Foglein, Negotiator  
Rowan AFT 2373

## REVIEW CYCLES: FACULTY AND LIBRARIANS

YEAR OF SERVICE	WHO REVIEWS	WHEN	FOR WHAT CONTRACT
FIRST	DEPARTMENT DEAN	SPRING	2 <sup>nd</sup> <sup>1</sup>
SECOND (and THIRD)	DEPARTMENT COLLEGE/SCHOOL <sup>2</sup> DEAN SENATE <sup>3</sup> PROVOST or Designee (appeals only)	SPRING	3 <sup>rd</sup> & 4 <sup>th</sup> (4 <sup>th</sup> )
FOURTH (and FIFTH)	DEPARTMENT COLLEGE/SCHOOL <sup>2</sup> DEAN SENATE <sup>3</sup> PROVOST or Designee PRESIDENT or Designee (appeals only)	FALL	5 <sup>th</sup> & 6 <sup>th</sup> (6 <sup>th</sup> )
SIXTH	DEPARTMENT COLLEGE/SCHOOL <sup>2</sup> EXTERNAL REVIEWERS DEAN SENATE <sup>3</sup> PROVOST or Designee PRESIDENT or Designee (appeals only)	FALL	7 <sup>th</sup> & Tenure

For Librarians, the Dean's role will be fulfilled by the Associate Provost for Library Information Services.

### NOTES:

<sup>1</sup>Faculty and Librarians are evaluated after they have already been reappointed to a second-year contract by the Board of Trustees in February. These files will consist only of a CV and an executive summary.

<sup>2</sup> For Librarians, the Senate TRP Committee will replace the College/School TRP Committee. Librarians who receive a split or negative vote from the University Senate TRP Committee may elect to have their files reviewed by a Select Committee of at least three faculty members assembled by the University Senate President. These members cannot be librarians and should be currently serving on College/School TRP committees.

<sup>3</sup> The Senate TRP Committee will only review cases when there are negative votes, abstentions and/or negative re-contracting decisions from the Dean, and only if the candidate wishes. This review is limited only to verifying that there have been no process violations while assessing the candidate at the department, college/school, or Dean levels. It is not a substantive review on the merits of the application, nor should it offer an opinion or recommendation on the personnel benefit being sought out in those applications.

REVIEW CYCLES: LECTURERS

YEAR OF SERVICE	WHO REVIEWS	WHEN	FOR WHAT CONTRACT
FIRST <sup>1</sup>	DEPARTMENT, DEAN	SPRING	2 <sup>nd</sup> <sup>1</sup>
SECOND	DEPARTMENT, DEAN	SPRING	3 <sup>rd</sup> & 4 <sup>th</sup>
FOURTH	DEPARTMENT, DEAN	SPRING	5 <sup>th</sup> , 6 <sup>th</sup> , and 7 <sup>th</sup>
SEVENTH	DEPARTMENT, DEAN	SPRING	8 <sup>th</sup> , 9 <sup>th</sup> , 10 <sup>th</sup> , & 11 <sup>th</sup>
ELEVENTH <sup>2</sup>	DEPARTMENT, DEAN	SPRING	12 <sup>th</sup> – 16 <sup>th</sup> <sup>2</sup>

NOTES:

<sup>1</sup>Lecturers are evaluated after they are reappointed to a second year by Board of Trustees in February. These files will consist only of a CV, an executive summary, and the relevant forms.

<sup>2</sup>Candidates follow a 5-year multi-year process.

## **EVALUATION PROCESS FOR FIRST YEAR FACULTY (TENURE-TRACK AND LECTURERS) AND LIBRARIANS**

The evaluation process for faculty in their first year of service will be more streamlined than the regular evaluation process; they will be evaluated at the department and dean level during the spring semester of their first year. Faculty must provide a current CV and an executive summary of no more than four pages that outlines their teaching, research/professional development, and service. The department committee will meet with the candidate and provide a written evaluation of the candidate's progress. Faculty should be collecting student evaluations and should be observed by their peers, and these materials should be included in the supplemental document that will accompany this review application.

The following forms should also be included in the first-year packet:

- Signature Sheet for Evaluative Criteria
- Course Taught and Adjusted Workload Worksheet
- Department Committee Recontracting Recommendation Form

Along with the appropriate Recontracting Checklist:

- Recontracting Checklist for Faculty and Librarians
- Recontracting Checklist for Lecturers (NTTF)

Following the department review, the Dean will review the candidate's progress and provide written feedback. Copies of this assessment will be forwarded to the faculty member, the Chair of the Department TRP Committee, and the Department Chair/ Head. If the Dean and/or faculty member requests, those parties will meet to discuss the faculty member's progress.

Reappointment to a second-year contract may be withheld or withdrawn for cause, for a change in programmatic need, or for fiscal reasons.

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

<u><b>ACTION TAKEN ON OR BEFORE</b></u>	<u><b>DATE</b></u>
Establish Department Tenure, Recontracting and Promotion (TRP) Committee	September
Department TRP Committee prepares and ratifies Evaluation Criteria <i>only if they have newly hired faculty.</i>	Oct 1
Department TRP Committee notifies Dean of any recommended changes to the evaluation criteria by providing the Dean the revised criteria using the Signature Sheet for Evaluative Criteria Form. Changes and any new language added to existing and approved criteria documents must be clearly marked in the new criteria document using the Track Changes function.	Oct 1 <sup>1</sup>
Dean consults with Provost (or designee) regarding the evaluation criteria.	
Dean informs the Department TRP Committee of decision regarding the evaluation criteria <u>and returns the signature page to the Committee.</u>	Nov 1
Provost or designee approves evaluation criteria and forwards to Senate office for posting/archiving.	Feb
If any of the above deadlines falls on a weekend or holiday, the deadline will be at 5 PM on the following business day.	
For Librarians, the Dean's role will be fulfilled by the Associate Provost for Library Information Services	

NOTES

<sup>1</sup>It is strongly recommended that the ratified criteria be given to the Dean for review as early as possible.

**SIMPLIFIED TIMELINE FOR FACULTY AND LIBRARIANS  
DURING THE RECONTRACTING PROCESS  
ACADEMIC YEAR 2022-2023**

**Tenure-Track Deadlines for Faculty and Librarians  
in the Second or Third Year of Service<sup>1</sup>  
(applying for Third and/or Fourth Year contracts):**

<u>Who finishes?</u>	<u>Where does it go?</u>	<u>When Is It Due?</u>
Candidate	Department	January 27 <sup>2</sup>
Department	College/School <sup>3</sup>	February 10
College/School	Dean	March 3
Dean	Candidate and Provost	March 31
Candidate (appeal)	Provost	April 7
Senate <sup>4</sup>	Provost <sup>4</sup>	April 28
Provost (final appeals)	Candidate	May 5
BOT	---	June

**Tenure-Track Deadlines for Faculty and Librarians  
in the Fourth or Fifth Year of Service<sup>1</sup>  
(applying for Fifth and/or Sixth Year contract):**

<u>Who finishes?</u>	<u>Where does it go?</u>	<u>When Is It Due?</u>
Candidate	Department	October 14 <sup>2</sup>
Department	College/School <sup>3</sup>	October 28
College/School	Dean	November 18
Dean	Candidate and Provost	December 16
Senate <sup>4</sup>	Provost <sup>4</sup>	January 13
Provost	Candidate	January 27
President (final appeals)		
BOT	---	February <sup>5</sup>

**Tenure-Track Deadlines for Faculty and Librarians  
in the Sixth Year of Service<sup>1</sup>  
(applying for Seventh Year contracts carrying Tenure):**

<u>Who finishes?</u>	<u>Where does it go?</u>	<u>When Is It Due?</u>
Candidate	Department	September 23 <sup>2</sup>
Department	College/School <sup>3</sup>	October 7
College/School	Dean	October 28
Dean	Candidate and Provost	November 23
Senate <sup>4</sup>	Provost <sup>4</sup>	December 9
Provost	Candidate	January 20
President (final appeals)		
BOT	---	February <sup>5</sup>

The candidate is responsible for collecting the review letter, incorporating the review letter and response (if any) into the packet, and delivering it to the next level of review (up to the dean level). The Dean is responsible for delivering the packet to the Provost's Office for review and archival.

If any of the above deadlines falls on a weekend or holiday, the deadline will be at 5 PM on the following business day.

For Librarians, the Dean's role will be fulfilled by the Associate Provost for Library Information Services.

## NOTES

<sup>1</sup>All years of service are on-cycle years. If there is a one-year delay in the tenure clock, subtract one (1) from the total years of service (including the delay year) for the correct deadline.

<sup>2</sup>Approximate deadline. Candidates should provide their file to the Department TRP Committee approximately two (2) weeks prior to the department's due date to transmit to the next review level to ensure enough time to evaluate the file. This date is not firm and can be extended if file is transmitted to next level on time. Candidates should contact their department committee to set a specific deadline.

<sup>3</sup>For librarians, the Senate TRP committee will replace the College/School TRP Committee. Librarians who receive a split or negative vote from the University Senate TRP Committee may elect to have their files reviewed by a Select Committee of at least three faculty members assembled by the University Senate President. These members cannot be librarians and should be currently serving on College/School TRP committees.

<sup>4</sup>The Senate TRP Committee will only review cases when there are negative votes, abstentions and/or negative re-contracting decisions from the Dean, and only if the candidate wishes and submit a request to the Senate along with the recontracting materials. This review is limited only to verifying that there have been no process violations while assessing the candidate at the department, college/school, or Dean levels. It is not a substantive review on the merits of the application, nor should it offer an opinion or recommendation on the personnel benefit being sought out in those applications.

<sup>5</sup> The BOT recording month shown is only for those reappointments that did not require appeals. Appeal reappointments will be recorded at the earliest possible BOT meeting following the completion of the appeal process.

**CALENDAR FOR THE EXTERNAL REVIEW PROCESS FOR FULL-TIME FACULTY  
APPLYING FOR TENURE DURING ACADEMIC YEAR 2022-2023**

<i><b>ACTION TAKEN ON OR BEFORE*</b></i>	<i><b>DATE</b></i>
Candidates for tenure will provide a list of external reviewers (with CVs and other relevant information, when freely available) to the Chair of the Department TRP Committee for vetting	<b>Apr 30</b>
Chair of TRP Department Committee vets list and credentials of external reviewers	<b>May 15</b>
Chair of TRP Department Committee sends list of reviewers and CVs to Dean for selection	<b>May 31</b>
Dean notifies candidate, TRP Department Committee Chair of the external reviewer selection	<b>Jun 17</b>
Candidate sends a summary of scholarly and creative activity (Assistant Professor rank and higher) to the TRP Department Committee Chair for transmittal to the reviewers	<b>June 30</b>
Deadline for external reviewer letters to TRP Department Chair for transmittal to the candidate	<b>Sept 2</b>



**SIMPLIFIED TIMELINE FOR LECTURERS  
DURING THE RECONTRACTING PROCESS  
ACADEMIC YEAR 2022-2023**

<b><u>Who finishes?</u></b>	<b><u>Where does it go?</u></b>	<b><u>When Is It Due?</u></b>
Candidate	Department	TBD <sup>1</sup>
Department	Dean	April 1
Dean's recommendation	Candidate and Provost	May 1
Provost <sup>2</sup>	BOT	June

If any of the above deadlines falls on a weekend or holiday, the deadline will be at 5 PM on the following business day.

NOTES

<sup>1</sup>Candidates should provide their file to the Department TRP Committee approximately two weeks prior to the date the file is due to the Dean. This date can be extended if file is transmitted to next level on time. Candidates should contact their department committees to set a specific deadline.

<sup>2</sup>The Dean holds recontracting authority for Lecturers, and the Provost or designee will only evaluate candidates in cases of faculty appeals when the Dean has denied recontracting. Provost's decisions are final and not subject to any further administrative review.

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# RECONTRACTING AND TENURE PROCEDURES

## Preamble

The goal of the recontracting process is to evaluate the faculty performance and to encourage the professional growth of individuals who may become tenured members of the faculty or library of Rowan University. This process requires a careful and fair evaluation of every candidate, and built-in guarantees that every individual's rights are fully protected.

The University expects that in each year of the probationary period candidates will demonstrate increased professional growth and achievement. Tenure or multi-year contracts will be offered at the end of the probationary period to those individuals of demonstrated achievement. The department is responsible for covering the costs of all in-house expenses related to the preparation of the candidate's file. However, all submissions will be in an electronic format of a PDF produced from suitable publishing software. Scanned images may be used for the student evaluations, peer observations, supervisor evaluations, supplementary material, and other similar documents, but should not be used for written portions of the documentation produced by the candidate.

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

## 1. Evaluation Criteria and Responsibilities for Probationary Faculty

The processes described herein and in accordance with the State/Union Agreement shall evaluate probationary faculty. While different manifestations of the work in the categories of Teaching Effectiveness; Scholarly and Creative Activity or Professional Development for Lecturers; Contribution to University Community; and Contributions to the Wider and Professional Community may arise from a single work or activity of a probationary faculty member, identical work or activity of a probationary faculty member should **not be counted in more than one category**.

### 1.1 Criteria for Evaluation of Probationary Faculty (see Appendix A):

- 1.11 Appropriate Teaching Effectiveness (see 1.1, Appendix A)
- 1.12 Appropriate Scholarly and Creative Activity (Faculty; see 1.2A, Appendix A) OR Professional Development (Lecturers; see 1.2B, Appendix A)
- 1.13 Contribution to the University Community (see 1.3, Appendix A)
- 1.14 Contribution to the Wider & Professional Community (optional for Lecturers; see 1.4, Appendix A)

**The evaluation criteria developed in the first year of service between the probationary faculty member and their department (see Section 1.2) shall remain in effect for the duration of the probationary period, unless updated in accordance with the procedures listed in Section 1.3.**

### 1.2 Approving evaluative criteria

- Departments, in collaboration with first year probationary members, will develop the criteria under which the member will be evaluated during the probationary period. This should include expectations and appropriate forms of accomplishments in professional service, scholarly and creative activity or professional development

(as appropriate), service to the university community, and service to the wider and professional community.

- The Department will provide these criteria with the Signature Sheet and Evaluative Criteria Form to the Dean for discussion and approval.
- The Dean will then send the revised evaluation criteria to the Provost or their designee for discussion and final approval.

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

### 1.3 Updating evaluative criteria

Departmental Evaluation Criteria may be updated during the tenure cycle.

- Revisions must be initiated by candidate; however,
- Revision proposed by the candidate must be agreed upon by the department committee, Dean, and Provost following the above procedure.
- The candidate must allow for at least two (2) months for the revisions to be reviewed.

## 2. Procedures

### 2.1 Full-Time, Tenure-Track Faculty

Demonstration of achievement during the first two (2) years of probationary service will focus principally on starting to establish their research/creative activity program, and on skills for teaching effectiveness. Faculty should provide evidence of an established research and/or creative program by the end of their first year. During their third and fourth years of service, probationary faculty should demonstrate excellent teaching and should present evidence of success in scholarly and creative activities both in quantity and quality. During the first four years, probationary faculty should also show a developing record of service contributions to the university community and the wider and professional community. By the middle of the fifth/sixth year of service, faculty who seek a tenure appointment should be able to demonstrate evidence of excellence in teaching, and in scholarly and creative activities. The achievements in scholarly and creative activities should show a firm and steady progress towards building an independent and suitable scholarly program. Faculty should also have evidence of service contributions at a level of quality appropriate for a positive tenure decision. Appendix A provides specific information about the definitions of teaching, scholarly and creative activity, and service contributions, as well as the characteristics of excellence, and supporting evidence for each category.

#### 2.11 Candidate Responsibilities

- 2.111 Recontracting Files – Probationary faculty must compile a searchable PDF document that includes the following items (See p. 5 for the simplified review process of first year employees):

2.1111 A self-appraisal of performance in all categories that includes an analysis and discussion of the following within page limits as specified in the checklist.

2.11111 Teaching Effectiveness

Documents regarding teaching should include

- A) Candidate's narrative (See Appendix A, 1.13A). This includes:
- B) Summary of student responses and candidate's analysis of the responses for the current review cycle (See Appendix A, 1.13B. and Checklist for placement)
- C) Candidate's analysis of peer observation(s) of teaching performance for the current review cycle (See Appendix A, 1.13C. and Checklist for placement)
- D) Additional documentation should be placed in the Supplemental file (See Appendix A, 1.13D.)

2.11112 Scholarly and Creative Activity

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

2.11112a Professional Development

Faculty who are expected to maintain currency in their discipline through professional development will provide evidence of these activities (See Appendix A, Section 1.2B)

2.11113 Contributions to the University Community

Faculty should include a discussion of service on Department, College/School, and University-level committees, development of new courses or programs, related duties, etc. (See Appendix A, Section 1.3) Understanding that Commencement is one of the most important events in the academic calendar, faculty should make every effort to attend their college/school ceremonies. As such, the administration will recognize attendance at commencement ceremonies as service to the University Community.

2.11114 Contributions to the Wider and Professional Community

Faculty should include a discussion of leadership in professional organizations, participation in organizing conferences, speeches, consultancies, service to the community, etc. This section is optional for Lecturers (NTTF), but can be counted as additional evidence of service (See Appendix A, Section 1.4.)

2.1112 A table of contents (in addition to the Checklist) that allows for easy navigation of the document in which clicking on each title/item takes the reader to the correct section of the document (i.e., a hyperlinked table of contents).

- 2.1113 A description of goals and plans for future professional development and an evaluation plan to measure the candidate's success in reaching these goals.
- 2.1114 Copies of all prior and current reappointment evaluations letters, including evaluations by the Department and the College/School TRP Committees, the Dean, and the Provost (if applicable). A Senate TRP Committee review will be included if the candidate received a split vote at the departmental or college/school level or received a negative recommendation from the Dean, and only if the candidate requests a process verification by this committee.
- 2.1115 For faculty, summaries of current student responses should be included. If the faculty member so chooses, data may be gathered from summer sessions (See Appendix A, 1.13B. and Checklist for placement).
- 2.1116 Reports from external reviewers for sixth-year review candidates for tenure only (Assistant Professor rank and higher). Librarians are exempt from this requirement.
- 2.11161 Three external reviewers shall be required for tenure candidates. The candidate will submit a list of no fewer than seven potential external reviewers to the Chair of the Department TRP Committee. These potential reviewers should be faculty members at or above the rank to which the candidate is applying and in related departments at accredited four-year colleges, universities and medical schools. Faculty pursuing creative projects may include established artists or performers in their field. External reviewers should not make recommendations about whether or not candidates should be tenured. They must have expertise in the candidate's scholarly and/or creative areas, and not have any conflicts of interest such as, but not limited to, being a former student, supervisor, co-author, collaborator, spouse or relative. Further guidance and procedures may be found in Appendix E.
- 2.11162 The candidate should include a CV, résumé, or other documentation of professional experience that verifies that the person listed meets the criteria as described in 3.1 if that documentation can be found online. If it cannot, the Chair of the Department TRP committee should contact the potential reviewers for the necessary documentation using the sample letter found in Appendix E. All communication with potential or external reviewers should go through the Chair of the Department TRP Committee. It is also the responsibility of the Chair of the Department TRP Committee to verify the absence of any conflict of interest among the chosen external evaluators.
- 2.11163 If the Dean or equivalent rejects all potential external evaluators, they must provide the Department Chair and the Department TRP Committee a written explanation of why those individuals are

unacceptable based on the qualifications of the reviewer or identified conflict of interest. The Committee in collaboration with the candidate will then provide an additional list of at least three reviewers. If a Dean or equivalent rejects any of the second set of external evaluators, the Provost will review the proposed external reviewers lists and make a final determination as to whether there are valid potential reviewers in the pool. The Provost may also provide additional reviewer choice to be considered, while preserving the candidate's right to participate in the selection of their final external reviewers.

- 2.11164 The candidate will provide the Chair of the Department TRP Committee a current CV as well as copies of and/or links to their scholarly and/or creative work, as well as a brief narrative about their work, which the Chair of that committee will forward to the reviewer. The reviewer will evaluate that work and may discuss the likelihood of future impact or productivity. If the candidate earns substantial accomplishments following transmittal of the file to the reviewer, the candidate may notify the Chair of the Department TRP Committee for review and transmittal to the reviewer if the Chair agrees to do so. The external reviewer will forward their letter to the Chair of Department TRP Committee.
- 2.1117 A copy of the job announcement from which the candidate was hired is included in the Supplemental file. However, the candidate should include in their self-assessment how they have met the expectations outlined in the job announcement. Deviations from the job description should be addressed in the narrative.
- 2.1118 Supplemental file: Candidates must create a Supplemental file, a separate and independent document, to include, at a minimum, the job announcement from which the candidate was hired, the department recontracting and tenure criteria at the time of hiring, and raw data of student evaluations and peer observations corresponding to the review cycle. This file should contain a hyperlinked table of contents for easy navigation. All additional materials the candidate deems pertinent shall be included at the end of the Supplemental file and may not exceed 10 pages.
- 2.112 Retain Copies: The completed electronic copies of the files submitted for recontracting will be retained by the candidate from year to year until the candidate has received an appointment leading to tenure or left the university.
- 2.113 Acknowledge Observations: Where peer observations are used, both the observer and the observed candidate must sign and date the observations.
- 2.114 Electronic Submission: After the final review level is completed, the Dean/designee is responsible to provide the PDF of the complete recontracting file (main and separate supplemental files and all the review letters) to the Provost's Office for reviewing and archiving. Digital copies will be uploaded

by each Dean/designee into the appropriate Provost's archival space. Department TRP Committee members, in collaboration with the Faculty Center, are strongly encouraged to mentor pre-tenure candidates throughout the entire process, and to assist first- and second-year candidates in the assembling of their recontracting materials. It is the sole responsibility of the candidate and the Department TRP Committee chair to verify that the files are complete, searchable, and that all the proper formatting has been followed. (NOTE: A printed copy is not required.)

- 2.115 **Pagination and Organization:** It is the candidate's responsibility to number the pages of both the main recontracting file and the supplemental file and collate the pages in the order indicated in the appropriate checklist and the clickable table of contents, that is hyperlinks that will direct the reader to the appropriate page and section of the document. The Department TRP Committee chair will verify the formatting and reject documents that do not comply. By initializing the Recontracting Checklist Form, the Department TRP Committee chair attests to the compliance with the file's requirements. Non-conforming documents submitted to the dean will not be reviewed and instead send back to the Department TRP Committee chair for correction. Faculty reappointments may be delayed under these circumstances.

## 2.12 Candidate Rights

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

- 2.121 To participate in the department meeting held to formally ratify the document interpreting the criteria to be utilized in evaluating candidates for recontracting, and to receive approval in writing from the Administration.
- 2.122 To petition department peers to accept educational and experiential qualifications as equivalent to the academic requirements at a particular rank.
- 2.123 To participate in the department meeting held to elect a Department TRP Committee.
- 2.124 To be informed of the members of the College/School TRP Committee.
- 2.125 To participate in the department discussions to determine the method of peer observation and student evaluations that will be utilized in the evaluation process and to mutually agree on the appropriate individuals and times to administer these processes.
- 2.126 To request additional observations beyond the minimum required.
- 2.127 To be observed by no more than two persons at a time.
- 2.128 To have at least three business days to review each evaluative report from any



committee and individual that is included as part of the evaluation process. Further, to have the opportunity to respond in writing to each report that will be included as part of the recontracting file and to affix their signature and date on evaluative reports to indicate that they have reviewed them.

- 2.129 To request administrative (early) tenure. While one may petition the Provost directly for administrative tenure consideration, the support of the department and Dean are vital in these matters, and candidates are encouraged to consult with their department and meet with their Dean prior to formally requesting administrative tenure consideration. Early tenure is solely an administrative determination and without the full written support from the dean the Provost will not consider the request on appeal. Faculty must serve at least two (2) consecutive years at the University before early tenure may be considered.

## 2.2 Lecturers

Lecturers have the same rights and responsibilities as tenure-track faculty and follow the separate agreement regarding recontracting procedures for lecturers.

- 2.21 Lecturers will receive a full review at the Department level following the same procedure that is used for the evaluation of tenure track candidates.
- 2.22 The candidate will then transmit their digital recontracting file to the Dean. The College/School and Senate TRP Committees are **not** part of the evaluative process for lecturers.
- 2.23 The Dean will review the recontracting file and provide an evaluative letter to the candidate and the department committee. Negative decisions on recontracting may be appealed to the Provost. Appeal decisions are final and not subject to further administrative review or grievance.
- 2.24 The following calendar will be used for the evaluation of lecturers. If a deadline falls on a weekend or holiday, the deadline will be at 5 PM on the following business day.
- TBD-** Candidates transmit recontracting file to the department for evaluation. This date is set by the department committee based on the time necessary to review the file.
- April 1 -** Departments finish the evaluation review and the file is forwarded to the Dean. Deans may set an alternate date but shall convey this alternate date to each department by the end of the fall semester. Dates must include at least two weeks for departments to complete their reviews.
- May 15 -** The Dean completes review of candidate's file and department evaluation materials.

## 2.3 Department Responsibilities

(In the absence of a department structure, an academic program or other functional equivalent of a department within a college/school shall perform the duties of a department.)

- 2.31 Prepare a Document Interpreting Evaluation Criteria  
Before the evaluation of candidates, the department will prepare or review and then formally ratify a document articulating the criteria to be utilized in evaluating candidates for recontracting. This document, along with the Signature Sheet for Evaluative Criteria Form, must then be sent to the Dean and Provost for final approval. After final acceptance, a copy of the criteria with all signatures should be submitted electronically to the University Senate Office for archiving. If the evaluative criteria change during an individual's probationary period, this shall be documented in the file using the Signature Sheet for Evaluative Criteria Form.
- 2.32 Elect a Department Tenure, Recontracting, and Promotion Committee
- 2.331 All tenured, tenure-track faculty and lecturers in each department shall elect a committee responsible for evaluating and recommending department faculty who are candidates for recontracting, tenure, and promotion. These committees must be formed by **May 31** of the academic year before they will become active. Departments may choose to have separate Tenure & Recontracting and Promotion committees to provide the most appropriate expertise for their candidates and to avoid conflicts of interest.
- 2.332 Department TRP Committee shall comprise tenured, in-unit faculty only, except for the Department Head. Master or senior lecturers can serve on department committees however, those appointed to these committees will be in addition to tenured faculty from their departments.
- 2.333 There shall be a minimum of three members on the committee.
- 2.334 Insufficient Number of Tenured Faculty: When a department has fewer than three tenured faculty, the Department Chair/Head shall request and receive from the University Senate Committee on Committees a list of tenured faculty throughout the University willing to serve on interdepartmental recontracting committees. All tenured members of the department should serve on the Department TRP Committee, and the department will elect the balance of its committee from the list provided by the Senate Committee on Committees. The inter-Department Committee will operate in accordance with the provisions of this agreement for department committees.
- 2.335 Department committee members should not also serve on the College/School or Senate TRP Committees unless there is a valid reason for the exception (such as a limited number of tenured faculty to staff both committees). The Dean should be notified of the need for the exception and provide written approval.
- 2.336 Joint appointment candidates. In instances where a candidate has split duties between departments or offices, the recontracting committee should preferably comprise a subset of recontracting committee members from each department. The composition of the joint committee should be clearly defined in the evaluation criteria and should specify the Chair/Head/Dean of record for

purposes of tenure and recontracting. These individuals will make the final determination in all personnel decisions.

- 2.34 Specify the Role of Department Head: The Department Head shall be included in the evaluative process; the role and specific function of Department Head in the evaluation of probationary faculty will be established by the faculty in each department and the dean. While both a Department Chair and Department Head can serve on the recontracting committee, Heads cannot serve as Committee Chair. If the Department Head is not part of the committee, they may provide a separate evaluation to be included in the file.
- 2.35 Specify criteria for classroom observations to be uniformly applied and develop for the department's records a written statement describing the process and rationale for the use of the method of classroom observations.
- 2.36 Consult with the candidate for recontracting regarding his/her/their determination of the process and forms to be used for obtaining student perceptions of teaching/learning process.
- 2.37 Guide and mentor pre-tenured faculty through the entire recontracting and tenure process, especially in the beginning years. This should not fall upon just the committee members, but on all faculty who have navigated the tenure process and can offer advice and direction to enable newer faculty to be successfully tenured within the department.

#### 2.4 Department Chair/Head Responsibilities

- 2.41 If there are any candidates to review for recontracting, the Department Chairperson/Head (or designee) must call and hold a department meeting including all department (unit) members early in the fall semester (see introductory tables for specific date) and before the evaluation of candidates, to:
  - 2.411 Ratify the Evaluation Criteria document to be utilized in evaluating any new candidates for recontracting and submit the document to the College/School Dean for approval (if there are faculty in their first year of service);
  - 2.412 Elect a Department TRP Committee;
  - 2.413 Specify the function of the Department Chairperson/Head (or designee) in the recontracting process; and
  - 2.414 Specify criteria for class observations, which must be uniformly applied.
  - 2.415 Post in the department website the composition of the committee members including their academic rank, and identify the chair of the committee as well.
- 2.42 The Department TRP Committee Chair shall coordinate and conduct the process of external review for tenure candidates at the Assistant Professor rank and higher

including:

- 2.421 Verify the qualifications and eligibility of the proposed external reviewers, notify the candidate of any individuals who are not acceptable and require replacement, and provide the list of vetted candidates (with CVs) to the Dean for selection and approval of the external reviewers.
  - 2.422 If the Dean or equivalent rejects all external reviewer candidates in the list, they must provide justification for why each reviewer is unacceptable (based on the qualifications of the reviewer or identified conflict of interest) to the Department TRP Committee Chair. The Department Committee Chair, in collaboration with the candidate, will provide a second list of at least three additional reviewers. If the Dean or equivalent rejects any of the second set of external evaluators, the Provost will review the proposed external reviewer's lists and make a final determination as to whether there are valid potential reviewers in the pool. The Provost may also provide additional reviewer choice to be considered, while preserving the candidate's right to participate in the selection of their final external reviewers.
  - 2.423 The Department TRP Committee Chair shall be the contact person for all communications with potential and selected reviewers. Candidates should not contact reviewers directly. It is also the responsibility of the Chair of the Department TRP Committee to verify the absence of any conflict of interest among the chosen external evaluators.
  - 2.424 If substantial accomplishments are earned following transmittal of the file to the reviewer, the candidate may submit a revision to the Department TRP Committee Chair for review and transmittal to the reviewer if the Chair agrees with doing so.
- 2.43 The Department Chairperson/Head must perform their role in the recontracting process as specified by the members of the department. Department heads can serve on the department committee but cannot chair that committee. If they do not serve on the department committee, they should write a letter evaluating the candidate's file. However, the role of the head is subject to approval of the dean.
- 2.5. Department TRP Committee Responsibilities and Procedures  
(see item 2.32 for procedures for electing the members of this committee)
- 2.51 At the first meeting, committee members shall elect a chairperson.
  - 2.52 Evaluations and recommendations of the Department TRP Committee shall be guided by the provisions of Section 1.1 and 1.2 of this agreement.
  - 2.53 If a department expects to have candidates applying for both tenure/recontracting and promotion that academic year, the committee will decide if a separate promotion committee will be necessary to evaluate that/those application(s).

2.54 The Department TRP Committee will assess the candidate's teaching effectiveness through:

- The candidate's own perceptions.
- Their analysis of student perceptions of the teaching-learning experience, and
- Peer observation of the candidate's teaching effectiveness as described below.

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

2.5411 Specific criteria for observations which must be formulated by each department and uniformly applied (sec. 2.45). When direct observation is utilized, faculty candidates shall be observed by department committee members as described below.

2.5412 Number of Observations

Department TRP Committees must arrange for full-time candidates to be observed at least once each semester (excluding the current semester) during the first three years of the probationary period, and then once per year afterwards. Lecturers undergoing multi-year recontracting evaluation shall provide 2 peer observations from the previous multi-year period, one of which is from the previous academic year.

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

2.5413 Written, dated, and signed reports of each observation shall be given to the candidate within two (2) calendar weeks of each observation.

2.5414 The candidate shall sign and date each observation report to signify that they have reviewed it and have had an opportunity to respond in writing. Every person observing the candidate for this purpose shall be available for discussion of the observation with the candidate within a reasonable time following the observation.

The candidate's responses to peer observations for the current cycle must be

included in the Teaching section of the candidate's main recontracting file, while the peer observations (for both the current and previous cycle) should be included in the Supplemental file.

- 2.5415 Candidates who have divided assignments involving more than one area of performance shall be observed and evaluated separately in each area consistent with section 2.436.
- 2.542 The Department TRP Committee shall establish and complete a process of obtaining student perception of the teaching/learning experience and assist the candidate in developing a self-assessment narrative. The process of collecting student evaluations should guarantee full participation of all students enrolled in the section being surveyed.
- 2.5421 Student evaluations will be collected during the last third of the fall and spring semesters or during the last week of the summer session (for faculty teaching summer courses as part of the regular annual load, not in overload), and will be administered in sections which represent at least 50% of the total contracted teaching load, rounding up in case of an odd number of classes. However, all probationary faculty shall have a minimum of one set of student evaluations per semester during the probationary years. Lecturers undergoing five-year multi-year recontracting evaluation shall provide 8 (eight) student evaluations for the five-year period, one of which is from the previous academic year. A tabulated summary of student evaluations for the current cycle and the candidate's analysis must be included in the Teaching section of the candidate's main recontracting file, while the raw data (both current and previous cycle) should be included in the Supplemental file. A supplemental file is mandatory.

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

- 2.55 The Department TRP Committee shall produce a report that includes a complete and thorough evaluation of the employee's attainment of all evaluative criteria.
- 2.551 After carefully considering the applicant's portfolio and (if applicable), the comments of the external reviewer on the candidate's scholarly accomplishments, the Department TRP Committee will conduct a vote on the applicant's request for recontracting and/or tenure. Department committees must report a numerical vote and, if applicable, include a minority report with reasons for any negative votes or abstentions. If the candidate's job duties have diverged from the duties and expectations outlined in the job description, the committee should explain the necessity and appropriateness of the changes in terms of departmental, college/school, university, and/or programmatic needs.

- 2.552 The candidate shall be provided the opportunity to respond in writing to any recommendations of the department committee, and such responses shall be forwarded by the candidate, with the committee recommendation, as part of the candidate's file submission to the College/School TRP Committee, the Dean, and the University Senate Tenure, Recontracting and Promotion Committee (when applicable). While the candidate can share their responses with the department committee, there is no requirement for the candidate to do so.
- 2.56 Each candidate may choose to meet with the Department TRP Committee (and Department Chair/Head, when appropriate) to discuss the candidate's evaluation and recommendation at least three business days prior to transmittal of the candidate's folder to the next level of review.
- 2.57 Department TRP Committee Reporting:
- 2.571 Evaluations, recommendations, and the numerical vote of the Department TRP Committee on each candidate for recontracting will be submitted on the Department Committee Recontracting Recommendation Form.
- 2.572 The members of the Department TRP Committee are strongly encouraged to assist the candidate in assembling the complete recontracting file containing both the main and the supplemental file, converting these into PDF file(s) with navigable table of contents, and transmitting these files in accordance with the stipulated deadlines and guidelines.
- 2.58 At the request of the Department TRP Committee, College/School TRP Committee, and/or Dean, the three entities may (and are encouraged to) meet to discuss candidates' evaluations after all parties have completed their review. These meetings can help ensure consistent guidance for candidates and provide a forum for dialogue about the tenure criteria and standards.

## 2.6 College/School TRP Committee Responsibilities and Procedures

- 2.61 Each school or college will convene a TRP Committee with at least one representative from each department in the school or college. The committee will have no fewer than three members who will be tenured, ideally at the rank of Full Professor.
- 2.611 Each department will need to vote for a representative to serve on the college/school committee by **June 30** and will forward the name of their representative to the Dean's office.
- 2.62 College/School TRP Committee Representation
- 2.621 Colleges/Schools with fewer than three departments will alternate years in which one department has two representatives.

- 2.622 The CMSRU Committee will only review faculty for recontracting and tenure processes and will be staffed with an odd-number combination of faculty from the Department of Biomedical Sciences and Glassboro faculty in related disciplines.
- 2.623 Faculty in the School of Nursing and Health Professions will be included in the College of Science and Math until they have a sufficient number of tenured faculty to elect their own committee.
- 2.624 Because the Library is not part of a college/school, librarians will submit their packets to the Senate TRP Committee.
- 2.625 Department committee members should not serve on their College/School or Senate TRP Committees unless there is a valid reason for the exception (such as a limited number of tenured faculty to staff both committees). Any individual serving on multiple committees shall recuse themselves from all discussions involving candidates in their home department. However, if they have an appropriate scholarly background, they can serve on a college/school committee other than their own.
- 2.626 Department heads can serve on the department committee but cannot chair that committee. If they do not serve on the department committee, they should write a letter evaluating the candidate's file. However, the role of the head is subject to approval of the dean. Neither department chairs nor heads may serve on the College/School or Senate committees.
- 2.627 Master or senior lecturers can serve on department committees if those committees are reviewing lecturers. However, they can only review the packets of other lecturers. Lecturers appointed to these committees will be in addition to tenured faculty from their departments.
- 2.628 At the college/school level, it is expected that all eligible full professors will be available and willing to serve.
- 2.63 The College/School TRP Committee shall produce a report that includes a complete and thorough evaluation of the employee's attainment of all evaluative criteria.
- 2.631 After carefully considering the applicant's portfolio and (if applicable), the comments of the external reviewers on the candidate's scholarly accomplishments, the College/School TRP Committee will conduct a vote on the applicant's request for recontracting and/or tenure. Committees must report a numerical vote and, if applicable, include a minority report with reasons for any negative votes or abstentions.
- 2.632 The candidate shall be provided the opportunity to respond to any recommendations of the college/school committee, and such responses shall be forwarded by the candidate, with the committee recommendation, as part of the candidate's file submission to the Dean, and the University Senate TRP



Committee (when applicable). While the candidate can share their responses with the college/school committee, there is no requirement for the candidate to do so.

2.633 The College/School TRP Committee may call a meeting with the candidate to discuss the evaluation and recommendation at least three business days prior to transmittal of the candidate's folder to the next level of review.

2.634 Evaluations, recommendations, and the numerical vote of the committee on each candidate for recontracting shall be submitted on the College/School Committee Recontracting Recommendation Form.

### **3. Librarians**

3.1 For the purposes of this agreement, untenured librarians will follow an evaluative process similar to that set forth for members of the teaching faculty (see section 2.1).

3.2 The Associate Provost for Library Information Services or designee shall be responsible for the functions of the Dean.

3.3 The Libraries' Department Chair will have a role in the Tenure, Recontracting and Promotion process as defined by the Librarians who are members of the AFT bargaining unit.

3.4 The Libraries' Tenure, Recontracting and Promotion Committee (LTRPC) will be elected as described in sections 2.43 and 2.5.

3.5 Because the Libraries are not part of a college or school, the Senate TRP Committee will fulfill the role normally held by the College/School TRP Committee.

3.6 The candidate shall include the recommendations of the Library Committee in the recontracting file they forward to the University Senate TRP Committee, and to the Associate Provost for Library Information Services, using the dates listed in the introductory tables.

3.7 The candidate shall be provided the opportunity to respond in writing to any recommendations of the LTRPC, and such responses shall be forwarded by the candidate, with the committee recommendation, as part of the candidate's file submission to the Senate TRP Committee and to the Associate Provost for Library Information Services. While the candidate can share their responses with the LTRPC, there is no requirement for the candidate to do so.

3.8 Librarians who receive a split or negative vote from the University Senate TRP Committee and/or a negative Dean-level decision may elect to have their files reviewed by a Select Committee of at least three faculty members assembled by the University Senate President. These members cannot be librarians and should be currently serving on College/School TRP committees. This review is limited only to verifying that there have been no process violations while assessing the candidate at the Dean level. The Select committee reviews are

not a substantive review on the merits of the application nor should they offer an opinion or recommendation on the personnel benefit being sought out in the application.

#### **4. The University Senate TRP Committee Responsibilities and Procedures**

##### **4.1 Composition**

The University Senate TRP Committee shall consist of at least one member from all colleges/schools and (when possible) all schools, appointed and approved by the University Senate. This committee should include at least one tenured librarian, at least two (2) professional staff with multi-year contracts, one (1) master or senior lecturer, and one (1) AFT representative. Individuals serving on Department or College/School TRP Committees should not serve on the Senate TRP Committee unless there is a valid reason for the exception (for example: limited number of tenured faculty to staff multiple committees). Any individual serving on multiple committees shall recuse themselves from all discussions involving candidates in their home department or college/school. Neither Department Chairs nor Heads can serve on the Senate TRP Committee.

##### **4.2 Procedures**

- 4.21 The University Senate TRP Committee will only evaluate faculty files that either receive one or more negative votes or abstentions at the departmental or college/school level or receive a negative recommendation from the Dean. This review is limited only to verifying that there have been no process violations while assessing the candidate at the committee, college/school, or Dean levels. It is not a substantive review on the merits of the application, nor should it offer an opinion or recommendation on the personnel benefit being sought out in those applications.
- 4.22 In the case of faculty who receive split/negative votes or abstentions at any review level and/or a negative recommendation from the Dean, the candidate may choose to forward their file in electronic format to the Senate TRP Committee. The file should contain the reports of the Department and College/School TRP Committees as well as the Dean's recommendation.
- 4.23 If a candidate has claimed a violation of procedure at the Department and/or College/School level, the candidate shall notify the University Senate TRP Committee of the claimed violation and advise the committee as to any action taken by the department and/or college/school committee. In addition, the candidate may consult with the AFT regarding any procedural violation claim to verify that a violation has indeed occurred.
- 4.24 The University Senate TRP Committee may hold separate hearings for candidates and department and/or college/school committees for any of the reasons listed below. Prior to the hearings, the Senate committee shall inform the candidate, the department and college/school committees, and the Dean of the specific reason(s) for holding the hearing:
- 4.241 To gather additional information or clarify information presented.

- 4.242 To understand a negative, split, or abstaining vote at any previous level.
- 4.25 The Chair of the University Senate TRP Committee will provide a written, dated synopsis of the candidate's hearing to the candidate within three business days. The candidate may submit comments or requests for corrections to the University Senate TRP Committee in response to this synopsis. The candidate can share this synopsis with the department and/or college/school committee but is not required to do so.
- 4.26 For hearings with department and/or college/school committees, the Chair of the University Senate TRP Committee shall provide a written, dated synopsis of the hearing(s) to those committees within three business days. While minutes of the hearing may contain names and titles of speakers during the hearing, the synopses will remove any identifying names or titles to preserve anonymity and encourage free discourse during the hearings. The department and/or college/school committee may submit comments or requests for corrections to the University Senate TRP Committee in response to these synopses. The Chair of the University Senate TRP Committee will provide final copies of the synopses and (if included) responses to be included in the candidate's file when the Dean forwards the file to the Provost.
- 4.27 The University Senate TRP Committee will provide a detailed, written, and dated explanation of their determination of whether there were any process violations that occurred throughout the review process, including timeline violations, or evaluations that were not consistent with the individual's evaluative criteria. The Chair of the University Senate TRP Committee will provide this explanation to the Dean for inclusion in the candidate's file.
- 4.28 The candidate shall have the right to review the entire contents of their file before the Dean transmits it to the Provost and shall indicate by signature and date that the candidate examined the contents of the folder.
- 4.29 Because the Libraries are not part of a college/school, the Senate TRP Committee will replace the College/School TRP Committee to evaluate librarians' files. Librarians who receive a split or negative vote from the Libraries' Tenure, Recontracting and Promotion Committee (LTRPC), or a split or negative vote from the University Senate TRP Committee (which, only in this case, plays the role of a college committee), or a negative decision from the Associate Provost for Library Information Services or designee (who functions as the Dean) may elect to have their files reviewed by a Select Committee of at least three faculty members assembled by the University Senate President. These members cannot be librarians and should be currently serving on College/School TRP committees. This review by the Select Committee will follow all procedures and protocols as listed above as it pertains to faculty.

## **5. Procedures for Review by Deans and/or Provost**

- 5.1 Candidates applying for third and/or fourth year reappointments should submit their complete file (main and supplemental files in PDF format) to the corresponding Dean or designee by the due date posted in the re-contracting calendar. The file should also include

the current cycle review letters from the Department and College/School TRP Committees.

- 5.11 The Dean will have the managerial authority to recommend or not recommend reappointments for third and/or fourth year recontracting. The Dean will notify, in writing, each candidate of their decision.
  - 5.12 A candidate may choose to appeal the Dean's decision to the Provost or designee. The written appeal should include the complete recontracting file and all evaluation letters received in that cycle and may also include a written response to the Dean's review.
  - 5.13 When a candidate files an appeal, the Senate TRP Committee/Select Committee will review the case and will provide a written report to the Dean and Provost or Designee.
  - 5.14 The Provost or designee will review all materials submitted, including the department and college/school committees' reviews, the Dean's review and recommendation, the candidate's responses (if any), the Senate TRP Committee report(s), and the Select Committee report for Librarians, if available, and will issue a final decision. At that point, the internal review processes at Rowan University will have then been exhausted and concluded.
- 5.2 Candidates applying for fifth and/or sixth year reappointments should submit their complete file (main and supplemental files) to the corresponding Dean or designee by the due date posted in the recontracting calendar. The file should also include the current cycle review letters from the Department and College/School TRP Committees.
- 5.21 Following the approved schedule, the Dean/designee will provide a recontracting recommendation to the Provost/designee and will also notify, in writing, each candidate of their decision.
  - 5.22 The Dean will submit a complete recontracting file and all the evaluation letters received in that review cycle, to the Provost/Designee, by the scheduled deadline, including a written response to the Dean's recommendation if the candidate chose to provide one.
  - 5.23 When a candidate receives a negative recontracting recommendation from the Dean, the Senate TRP Committee (or Select Committee for Librarians) will review the case and will provide a written report to the Dean and Provost or Designee.
  - 5.24 The Provost or Designee will review all the materials submitted, including the department and college/school committees' reviews, the Dean's review and recommendation, the candidate's responses (if any), the Senate TRP Committee report(s) (if any), and the Select Committee report for Librarians, if available, and issue a recontracting recommendation. The Provost/designee will have the managerial authority to recommend or not recommend reappointments for fifth and/or sixth year recontracting, or to recommend a terminal year of employment for a negative recontracting decision. If the Provost/Designee issues a negative

recontracting decision, the faculty candidate may appeal to the President/designee.

- 5.25 The President or designee will review all the materials submitted including the department and college/school committees' reviews, the Dean and Provost's reviews and recommendations, the candidate's responses (if any), the Senate TRP Committee report(s) (if any), the Select Committee report(s) for Librarians (if any), and will issue a final decision. At that point, the internal review processes at Rowan University will have been exhausted and concluded.
- 5.3 Candidates applying for a seventh-year reappointment carrying tenure should submit their complete file (main and supplemental files) to the corresponding Dean or Designee by the due date posted in the recontracting calendar. The file should also include the current cycle review letters from the Department and College/School TRP Committees.
- 5.31 Following the approved schedule, the Dean/designee will provide a tenure recommendation to the Provost/designee and, also, notify, in writing, each candidate of the decision.
- 5.32 The Dean will submit a complete recontracting file and all evaluation letters received in that review cycle, to the Provost/designee by the scheduled deadline, including a written response to the Dean's recommendation if the candidate chose to provide one.
- 5.33 In cases where a faculty candidate received a negative tenure recommendation from the Dean, the Senate TRP Committee (or Select Committee for Librarians) will review the case and will provide a written report to the Provost or Designee.
- 5.34 The Provost or Designee will review all the materials submitted, including the department and college/school committees' reviews, the Dean's review and recommendation, the Candidate's responses (if any), and the Senate TRP Committee report(s) (if any), and the Select Committee report for Librarians, if available, and will issue a tenure recommendation. The Provost/designee will have the managerial authority to recommend or not recommend reappointments for a seventh-year reappointment carrying tenure. If the Provost/Designee issues a negative decision, the candidate may appeal to the President/Designee.
- 5.35 The President or designee will review all materials submitted, including the department and college/school committees' reviews, the Dean and Provost's reviews and recommendations, the candidate's responses (if any), the Senate TRP Committee report(s) (if any), and the Select Committee report for Librarians, if available, and will issue a final decision. At that point, the internal review processes at Rowan University will have been exhausted and concluded. As part of the appeal process, and before a final written decision is issued by the President or designee, the candidate may also request an informal appearance before the President or designee. The candidate may request a Union representative to be present at that appearance.
- 5.4 Assistant Professor candidates who are conferred tenure will automatically be considered

for promotion to the rank of Associate Professor on the first day of tenured service. Therefore, no promotion file or process will be required for these candidates. Librarians who are conferred tenure will automatically be considered for promotion to the next highest rank, not to exceed Librarian I, on the first day of tenured service, using the tenure documentation, and following the applicable procedures outlined in the Librarian Promotion MOA.

## **6. Procedures Due to a Break in Service for Tenure-Track Faculty and Librarians**

In cases where a candidate has a documented extensive break in service (a semester or more), the tenure clock may be extended by one calendar year, as specified by the New Jersey tenure law as amended in 2014. This documented break in service should have significantly hindered the faculty's progression towards recontracting and tenure with demonstrable negative impacts in all areas of faculty evaluation (teaching, scholarly and creative activities, and service). A short or partial leave of absence does not qualify as an extensive break in service. A candidate who meets these criteria may request a delay and, if approved, they will have their tenure clock delayed by a full academic year and all evaluations will take place one year after the local tenure and recontracting schedule and evaluation process in effect at the time of the deferral request.

### **6.1 Request of Reappointment Review Deferral**

Candidates seeking the one-year deferral shall provide a written request to their Chair/Head and Dean. This request should clearly indicate the reasons for and duration of the break(s) in service. It should also explain how the absence has caused a significant loss in scholarly productivity and describe all other negative consequences such as course evaluations and/or peer observations that could not be collected, service activities interrupted, etc. The request shall be submitted within 30 consecutive days from the official day of the return of the employee from the break in service.

### **6.2 The Dean/designee will then issue a recommendation to the Provost regarding the one-year deferral request.**

### **6.3 The Provost/designee will review the case and make a final determination. The Provost/designee's decision is final and not subject to appeals.**

If approved by the administration, the candidate will receive an additional year added to the current recontracting period, and all subsequent reviews will take place one year beyond the normal cycle. For example, if a break in service occurred in the third year of service, the fourth-year review will take place in the fifth year of service, and the tenure review will take place in the seventh year of service.

### **6.4 In files following the break in service, candidates should clearly explain the duration of the break in service, and its effect on all areas of evaluation. Copies of the approved request regarding both the break in service and subsequent extension of the tenure clock shall be included in all subsequent recontracting and tenure files.**

## **7. Grievance Rights**

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

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

# APPENDIX A

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

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

Further, all faculty are encouraged to accomplish the above in ways that sustain the University's commitment to diversity, equity and inclusion. Efforts in these areas may be included in demonstrations of candidate success.

### 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 demonstration of achievement during the first two years of probationary service will focus principally on teaching effectiveness, although faculty should provide evidence of an established research and/or creative program by the end of their first year. During their third and fourth years of service, probationary faculty should demonstrate excellent teaching and should also present evidence of success in scholarly and creative activities. During the first four years, probationary faculty should also show a developing record of service contributions to the University Community and the Wider and Professional Community. By the middle of the fifth/sixth year of service, faculty who seek a tenure appointment should be able to demonstrate evidence of excellence in teaching, and scholarly and creative activities, and have evidence of service contributions at a level of quality appropriate for a positive tenure decision.

#### **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, and grading
3. Supervising students in laboratories, fieldwork, internship and clinical experiences, and independent studies
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. Inclusive teaching incorporates but is not limited to**

1. Equitable treatment of students
2. Ensuring that all of our students have equal access to learning, and the tools they need to do so successfully and meaningfully
3. Creating a learning environment in which all students feel welcomed, supported and valued.

**D. 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.

**E. In their discussion of teaching effectiveness, candidates may reflect on their impact for diversity, equity, and inclusion in the following ways**

1. Course overviews may describe ways that syllabi and assignments offer students background knowledge and practical experience in problems and solutions for diversity, equity, and inclusion in the course content area.
2. Teaching philosophy statements may speak to ways that candidates account for student diversity in their pedagogical approaches.
3. Response to student evaluations and peer observations may highlight successes and challenges related to diversity, equity, and inclusion.
4. In the "Developing Learning Activities" section, candidates may highlight ways in which they have promoted responsiveness to diversity, equity, and inclusion through curriculum development, building of course materials, identification of relevant learning

outcomes, implementation of innovative assessment practices, or in design of accessible learning spaces, both online and in person, among others.

5. In the “Developing as a Teacher” section, candidates may feature individual development in the areas of diversity, equity, and inclusion through self-reflection, attending professional development workshops, through application of disciplinary best practices, through grant-related teaching innovations, and in collaborative development with colleagues in and beyond the Rowan community.
6. When reflecting on “Excellence in Mentoring,” candidates may describe ways in which their mentoring practices promote diversity, equity, and inclusion through: mentoring students of a particular identity group through a club, campus office, or in informal settings; advising practices that promote diversity and inclusion for under representing groups in a given field; in supporting students in securing internships, employment, and further education in ways that value diversity, equity, and inclusion; and in one-on-one mentoring relationships where diversity, equity, and inclusion play a meaningful role.

#### **F. Student mentoring activities include but are not limited to**

1. Mentoring students regarding academics and career planning
2. Mentoring students in research projects, theses, dissertations, and other curricular projects
3. Other activities appropriate to the candidate’s program as identified in the ratified and approved department criteria.

#### **1.12. Characteristics of excellence in teaching at Rowan are**

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

#### **1.13 Candidate’s discussion of teaching effectiveness should include**

- A. Candidate’s narrative that 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 half of the sections of the candidate's choice once per term each term of the current recontracting period throughout probationary service.
  - C. Summary of peer observation(s) of candidate performance. This includes, but is not limited to, teaching excellence and may include the candidate's analysis of colleagues' statements.
  - D. Future developments or improvements to instruction.
  - E. Additional documents, including student evaluation summaries and reports, peer observations, course syllabi, curriculum proposals, teaching materials, professional organization documents, midterm evaluations, etc., and discussion of those documents should be provided in the supplemental materials where such materials provide evidence of the candidate's excellence in teaching activities as discussed in Sections 1.11 and 1.12 above.
- 1.14 Evaluation of excellence in teaching will be assessed in terms of the characteristics of excellence presented in Section 1.12. Standards of activity and procedures for their assessment will be identified in the ratified and approved department criteria and this University document.

### **1.2A SCHOLARLY AND CREATIVE ACTIVITY (ASSISTANT PROFESSOR RANK AND HIGHER)**

- 1.2A.1 Scholarly and creative activity is the pursuit of an active or continuing agenda of reading, writing, speaking, or other forms of scientific or pedagogical inquiry whose purpose is to create new knowledge, integrate knowledge, or open additional knowledge-based areas for further exploration. The work of scholarly and creative activity includes any of the following: basic research, research in the scholarship of teaching, creative activity, applied research and evaluation, and funded research and creative projects. Faculty and Librarians must employ the probationary years to build a maturely independent and self-sustainable scholarly and creative active program by the time of their tenure review such that the achievements would be worthy of a tenured appointment.
- A. Basic research includes scholarly efforts leading to presentation and publication as defined in the candidate's discipline.
  - B. Research in the scholarship of teaching includes but is not limited to conducting instructional and classroom research to benefit the teaching-learning experience.
  - C. Creative activity is an expression of the scholarship of discovery and integration for those faculty engaged in disciplines for which research, as it may be traditionally defined, may not apply. Such faculty may sometimes, but not always, focus on disciplines in the fine, performing, or communicative arts.
  - D. Applied research and evaluation includes but is not limited to

1. Applied study or applied pedagogical or scientific research (e.g., work in Professional Development Schools)
  2. Sponsored or contracted study or research (e.g., Engineering clinic projects)
  3. Program, policy, or personnel evaluation, study, or research for the local campus or other institutions or agencies
  4. Leadership in multidisciplinary centers and task forces.
- E. Funded scholarly and creative projects include but are not limited to
1. Grant-seeking and proposal development to public and private sponsoring agencies for research
  2. Supervision and management of sponsored creative and artistic projects.

**1.2A.2 Characteristics of Excellence in Scholarship at Rowan are:**

- A. The activity requires a high level of discipline-related experience
- B. The activity can be replicated or elaborated (research activity)
- C. The work and its results can be documented
- D. The work and its results can be peer-reviewed
- E. The activity is innovative, breaks new ground, or demonstrates other types of significance or impact.
- F. The activity has substantial social impact in terms of diversity, equity, and inclusion for their audience, their discipline, the university, research subjects, and for communities beyond the university.

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

- A. Papers in indexed high quality refereed journals
- B. Indexed referred conference proceedings
- C. Books or chapters in books or textbooks or workbooks or other media productions
- D. Edited works in books or textbooks or workbooks
- E. Monographs
- F. External grant writing, submissions, and securing funds that seek to support the sustainability of the research program being built.
- G. Seeking and securing extramural funding that provide financial opportunity for the expansion of the scholarly activities (for example to support doctoral and postdoctoral students), as well as the funds to increase dissemination efforts.
- H. Papers, roundtables, or demonstrations presented at academic or professional meetings
- I. Other papers and reports; e.g., trade, in-house, or technical
- J. Translations, abstracts, reviews, or criticisms
- K. Documented work performed in pursuit of the advancement of the scholarship of teaching
- L. Documentation of instructional and classroom research to benefit the teaching-learning enterprise
- M. Computer software

- N. Novels and other works of fiction and nonfiction, including textbooks and workbooks
- O. Poems, essays, plays, and musical scores
- P. Radio and television productions, films, and videos
- Q. Competitions, commissions, and other recognized artistic exhibitions
- R. Direction or choreography of creative or artistic works
- S. Performances as vocalists, instrumentalists, dancers, actors, or other forms of performing arts
- T. 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
- U. Other evidence appropriate to the candidate's program as identified in the ratified and approved department criteria.

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

## **1.2B PROFESSIONAL DEVELOPMENT (LECTURER TITLES)**

- 1.2B.1 Professional Development is defined as those activities that improve an individual's currency in a field of expertise or teaching, maintains their standing within a profession or discipline, or expands their area of expertise. Individuals are not expected to have activities in all areas and should be participating in activities that benefit their currency in their disciplines. Lecturers who engage in these activities would normally include them as service in their recontracting files. Faculty with the title of Lecturer (Non-Tenure Track Faculty) should engage in professional development activities.
- A. Assist them in maintaining currency in their discipline, profession, and/or improving their abilities as teachers or professionals
    - Acquiring and maintaining specific forms of certification and/or licensure that are appropriate for their discipline or profession
  - B. Deepen and/or broaden their knowledge of discipline-specific content
    - Attending and participating in professional conferences where the focus is the dissemination of new knowledge within a field of inquiry
  - C. Strengthen their understanding and application of the pedagogy of particular disciplines
    - Attending and participating in professional conferences/workshops where the focus is the pedagogy associated with a specific discipline or content area
  - D. Improve their knowledge of the teaching and learning processes
    - Attending and participating in workshops/training that focuses on the teaching and learning processes
    - Developing or enhancing skills in the assessment of the teaching and learning processes within a discipline
    - The activity supports diversity, equity, and inclusion efforts within a profession or discipline

### **1.2B2 Characteristics of Excellence in Professional Development for Lecturers are**

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

### **1.3 CONTRIBUTION TO THE 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. Also valued are those service commitments for promoting and sustaining equity and inclusion for Rowan's diverse students, faculty, and staff, as well as for the larger community.

Understanding that Commencement is one of the most important events in the academic calendar, faculty should make every effort to attend their college/school ceremonies. As such, the administration will recognize attendance at commencement ceremonies as service to the University Community.

For their 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 evaluation in the fourth year of service, faculty must show a developing record of contribution to the University community that provides evidence of progressive growth. For their final evaluation (the tenure review) in the sixth year of service, faculty must clearly demonstrate evidence of a progressive and appropriate record of service at the department, college/school, and university levels.

- A. Active participation and leadership in campus activities and governance includes but is not limited to:
  - 1. Chairing a department, college/school, 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/School 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/school, 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. Candidates may also address ways in which their service roles sustain and develop the University's efforts related to diversity, equity, and inclusion. Letters of testimony attesting to the quality of the service may be referenced in the document and placed in the supplemental folder.

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

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

1.41. Contributions to the professional and wider community describe the work of faculty members aimed at addressing social or institutional issues beyond the Rowan campuses using their expertise, knowledge, and seasoned professional judgments. This expression of scholarship is defined as any of the following: dissemination of discipline-related knowledge, new products and practices, discipline-related partnerships with other agencies, and contributions to disciplinary and professional associations and societies. Ways in which the candidate's contributions to diversity, equity, and inclusion in their discipline or wider professional community may be addressed. While Lecturers are not expected to engage in this form of service, items performed in this category still count in recontracting and promotion applications and should be included as additional forms of service.

For their evaluation in the second year of service, faculty must minimally demonstrate some evidence of contribution to the wider and professional community. For their evaluation in the fourth 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 sixth 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 Evaluations of Teaching and Learning**

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

- Electronic student evaluations should be made accessible to students during the last third of the term. All evaluations should be opened for student completion at least one day prior to the end of the term and preferably earlier. Evaluations **cannot** be opened on the last day of the semester.
- Candidates should use the student evaluation instrument that has been approved by their department.
- Students should be informed that: (1) their participation in the student evaluation process is voluntary, (2) their responses will be anonymous, and (3) that the evaluation results will not be made available to the instructor until the semester has completed and final grades have been submitted to the Registrar.
- The candidate should not use incentives such as bonus points or other things of value to increase response rates, as these can bias the evaluations that are completed.
- The candidate is strongly encouraged to ask students to complete evaluations during class time. Response rates drop precipitously when students are asked to complete evaluations on their own time.
- If class time is utilized for the completion of student evaluations, the faculty member must leave the room while the students complete the evaluation.
- When administering evaluations, use of the script included below is strongly recommended.
- The candidate will prepare a written analysis of the results of the student evaluations and will include these as part of the main recontracting file narrative. Any raw data, summary reports, or tabulations should be placed in the Supplemental File.
- The candidate should receive the summary report within two weeks of time after the deadline for submitting term grades has passed.

### **Suggested Script for the Administration of Student Evaluations**

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. Your feedback is also used for recontracting, tenure, continuing professional development, and promotion. This process is voluntary on your part. Should you decide to participate, please take this responsibility seriously.

The results of your evaluation will not be released until the term is completed and grades have been submitted to the Registrar.

Rowan University recognizes that student evaluations of teaching are often influenced by students' unconscious and/or unintentional biases about the race and gender of the instructor. Women and instructors of color are systematically rated lower in their teaching evaluations than men and in

particular white men, even when there are no actual differences in the instruction or in what students have learned.

As you fill out the course evaluation, please keep this in mind and make an effort to resist stereotypes about professors. Focus on your opinions about the content of the course (the assignments, the textbook, the in-class material, etc.) and not unrelated matters (for example, the instructor's appearance, age, or gender identity).

You are encouraged to complete the open-ended portion of the assessment. Use this portion to better explain your scores. Specific constructive suggestions that focus on your learning are far more useful than general critiques. Comments that are not related to your learning diminish the value of your feedback. Finally, ensure that your comments are respectful and professional.

# APPENDIX C

## EXAMPLES FOR EXECUTIVE SUMMARIES

### Executive Summary (1)

In this application, I have presented detailed analyses of my activities at Rowan University including teaching, scholarship, institutional service, and professional service. Here, I would like to summarize my development in each of these areas with specific focus on the activities developed or added since my Spring 20XX Tenure and Recontracting Application.

#### Teaching

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

#### Scholarship

Since Spring 20XX I have had 5 articles published in peer-reviewed journals and I have submitted 1 patent, bringing my total publications since arrival to Rowan to 14 (including the patent). I just submitted a 6th article. In Spring 20XX, the Dean and Senate recommended that I take a more active role in grant applications. Since 20XX I have applied for 3 major grants as Principal Investigator and several others as Co-Investigator. I have received internal grant funding as Principal Investigator and funding from the NSF (2 grants) as Co-Investigator.

#### Service

Since Spring 20XX I have been elected to the Rowan University Senate and have served on a Senate committee. I have volunteered to be the Chair of a Senate committee starting Fall 20XX. I have served on numerous Departmental committees including the MS Pharmaceutical Sciences admissions committee, and I have served on several College of Science and Mathematics committees including the Science Day committee (as Co-Chair), Curricular Innovations Committee, and Adjusted Load committee. I have served on the Women and Gender Studies advisory board and have been elected to the Women and Gender Studies council. I have also written several course and curriculum changes and proposals including a proposal for a new restricted elective, Environmental Chemistry.

#### Professional Service

I have continued as Treasurer of the South Jersey Section of the ACS, and I have attended two ACS national meetings. I have served as reviewer to numerous scientific journals and have reviewed ~7 manuscripts since Spring 20XX. I also helped organize the Mid-Atlantic Regional Meeting awards dinner at Rowan University in April 20XX.

## Executive Summary (2)

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

### Teaching Effectiveness

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

### Scholarly Activity

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

### Contribution to University Community

- Since 20XX I have served on a total of 7 Department committees (chairing 2), 4 University committees, while also assisting with adjunct evaluations, transfer student orientation, new faculty orientation (*building bridges*), and serving as the Department AFT representative
- I have served as the coordinator of the 60-credit hour program in Clinical Mental Health Counseling and the Certificate of Advanced Graduate Studies program in Mental Health Counseling between April 20XX and August 20XX.

### Contribution to the Wider and Professional Community

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

## **Executive Summary (3)**

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

### **Teaching Effectiveness**

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

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

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

### **Scholarship**

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

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

Currently under review is an article on critical thinking in the Disability Studies classroom with Disability Society Quarterly. For a complete list of publications and other writing projects please see my C.V. Works are further discussed in terms of quality, contribution to the discipline, appropriateness of venue, and their usefulness in contributing to the needs of the discipline beginning on page 59. Descriptions of selected presentations begin on page 66.

### **University and Wider Professional Services**

Rounding out my teaching and scholarship accomplishments are my service contributions to the University, to my College and Department, and to the profession. In conjunction with my teaching

and scholarly activity, my service manifests itself in the same three trajectories: disability studies, writing pedagogy, and teacher development. My service includes:

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

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

# APPENDIX D

## FORMS REQUIRED FOR ALL RECONTRACTING AND TENURE FILES

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

- Signature Sheet for Evaluative Criteria (fully signed)
- Courses Taught and Adjusted Workload Worksheet
- Department Committee Recontracting Recommendation Form (fully signed)
- College/School Committee Recontracting Recommendation Form (fully signed)

One of the following as applicable:

- Recontracting Checklist for Faculty and Librarians
- Recontracting Checklist for Lecturers (NTTF)



**SIGNATURE SHEET FOR EVALUATIVE CRITERIA**

**APPROVED CRITERIA SHALL HAVE ALL REQUIRED SIGNATURES**

Department: \_\_\_\_\_

Department Chair/Head: \_\_\_\_\_

Select one:

\_\_\_\_\_ Evaluative criteria previously approved are applicable. Please specify academic year of approval.

\_\_\_\_\_ Evaluative criteria have been modified. New criteria are attached with changes tracked in the document. Signatures are required below for these new criteria.

Date Sent to Dean: \_\_\_\_\_

Signature  
Approved

Date

Dean: \_\_\_\_\_

\_\_\_\_\_

Provost/designee: \_\_\_\_\_

\_\_\_\_\_

DIRECTIONS: This signature page must accompany the evaluative criteria throughout the entire approval process and serves as a record that all levels have contributed to the approval process. Changes and any new language added to existing and approved criteria documents must be clearly marked in the new criteria document using the Track Changes function. After all levels have approved the evaluative standards, the Provost or designee will send this cover page and the criteria to the Senate office for archiving.

## COURSES TAUGHT AND ADJUSTED WORKLOAD WORKSHEET

Please list the courses taught and other duties with assigned credit for each semester in the current review cycle only.

Semester: **Fall 20XX (EXAMPLE: Please remove before submission)**

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

Semester:

Course/Duty	Credits Assigned/ Percent effort	Notes:

Semester:

Course/Duty	Credits Assigned/ Percent effort	Notes:

Semester:

Course/Duty	Credits Assigned/ Percent effort	Notes:

**DEPARTMENT COMMITTEE  
RECONTRACTING RECOMMENDATION FORM**

CANDIDATE NAME: \_\_\_\_\_  
DEPARTMENT: \_\_\_\_\_  
COLLEGE/SCHOOL: \_\_\_\_\_  
DATE OF APPOINTMENT: \_\_\_\_\_  
YEAR OF SERVICE (2, 3, 4, 5, 6): \_\_\_\_\_  
YEAR(S) APPLYING FOR (3, 4, 5, 6, 7/tenure): \_\_\_\_\_  
DEPT CHAIR/HEAD: \_\_\_\_\_  
DEPT TRP COMMITTEE CHAIR: \_\_\_\_\_

Numerical votes:	Recontract:	_____
	Do Not Recontract:	_____
	Abstain:	_____
	Date:	_____

Attach the committee's assessment of the following areas:

1. Teaching Effectiveness and/or Professional Performance
- 2A. Scholarly and Creative Activity, or
- 2B. Professional Development
3. Service to the University Community
4. Service to the Wider and Professional Community

Committee Members:

<i>Print or type</i>	<i>Signature</i>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Department Committee Chairperson:

_____	_____
<i>Print or type</i>	<i>Signature</i>

Candidate's Signature:  
(Candidate may attach response, if desired):

Date:

**COLLEGE/SCHOOL COMMITTEE  
RECONTRACTING RECOMMENDATION FORM**

CANDIDATE NAME: \_\_\_\_\_  
DEPARTMENT: \_\_\_\_\_  
COLLEGE/SCHOOL: \_\_\_\_\_  
DATE OF APPOINTMENT: \_\_\_\_\_  
YEAR OF SERVICE (2, 3, 4, 5, 6): \_\_\_\_\_  
YEAR(S) APPLYING FOR (3, 4, 5, 6, 7/tenure): \_\_\_\_\_  
COLLEGE/SCHOOL CHAIR COMMITTEE CHAIR: \_\_\_\_\_

Numerical votes:	Recontract:	_____
	Do Not Recontract:	_____
	Abstain:	_____
	Date:	_____

- Attach the committee's assessment of the following areas:
1. Teaching Effectiveness and/or Professional Performance
  - 2A. Scholarly and Creative Activity, or
  - 2B. Professional Development
  3. Service to the University Community
  4. Service to the Wider and Professional Community

**Committee Members:**

<i>Print or type</i>	<i>Signature</i>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**College/School Committee Chairperson:**

_____	_____
<i>Print or type</i>	<i>Signature</i>

**Candidate's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(Candidate may attach response, if desired):

**RECONTRACTING CHECKLIST FOR ALL TT FACULTY / LIBRARIANS**

**CANDIDATE NAME:** \_\_\_\_\_  
**DEPARTMENT:** \_\_\_\_\_  
**COLLEGE/SCHOOL:** \_\_\_\_\_  
**DATE OF APPOINTMENT:** \_\_\_\_\_  
**YEAR OF SERVICE (2, 3, 4, 5, 6):** \_\_\_\_\_  
**YEAR(S) APPLYING FOR (3, 4, 5, 6, 7/tenure):** \_\_\_\_\_  
**DEPT CHAIR/HEAD:** \_\_\_\_\_  
**DEPT TRP COMMITTEE CHAIR:** \_\_\_\_\_

FACULTY / LIBRARIANS appointed after December 31 of the current academic year shall be reviewed the following year as a first-year candidate. The Department Tenure, Recontracting, and Promotion Committee Chairperson should review the file to ensure that all sections of the file are included and initial the appropriate sections below. Please number the pages of the recontracting file and collate in the order listed and include the corresponding starting page number where indicated.

<b>Start Page</b>	<b>#</b>	<b>CHECKLIST ITEM</b>	<b>Dept. TRP Chair Initials</b>
<u>i</u>	<b>1.</b>	Checklist (this page)	_____
<u>ii</u>	<b>2.</b>	Table of contents	_____
<u>1</u>	<b>3.</b>	Curriculum vitae	_____
___	<b>4.</b>	Executive Summary (Not to exceed 3 pages)	_____
___	<b>5.</b>	Courses Taught and Adjusted Workload Worksheet (current review cycle)	_____
___	<b>6.</b>	Teaching/Professional Performance: (Not to exceed 7 pages) <ul style="list-style-type: none"> <li>• Self-assessment</li> <li>• Candidate’s summaries of the student evaluations (current cycle)</li> <li>• Candidate’s responses to the student evaluations (current cycle)</li> <li>• Candidate’s responses to peer observations (current cycle)</li> <li>• Plans for future growth</li> </ul>	_____
___	<b>7.</b>	Scholarly/Creative Activity or Professional Development (Not to exceed 7 pages) <ul style="list-style-type: none"> <li>• Self-assessment</li> <li>• Plans for future growth</li> </ul>	_____
___	<b>8.</b>	For candidates applying for tenure: <ul style="list-style-type: none"> <li>• External review letters (See Appendix E, Librarians excluded)</li> <li>• Candidate response: Not to exceed 2 pages</li> </ul>	_____
___	<b>9.</b>	Service to the University Community (Not to exceed 2 pages) <ul style="list-style-type: none"> <li>• Self-assessment</li> <li>• Plans for future growth</li> </ul>	_____
___	<b>10.</b>	Service to the Wider and Professional Community (Not to exceed 2 pages) <ul style="list-style-type: none"> <li>• Self-assessment</li> <li>• Plans for future growth</li> </ul>	_____
<u>C-1</u>	<b>11.</b>	Current Cycle Letter File <ul style="list-style-type: none"> <li>• Department Committee letter, Department Committee Recontracting Recommendation Form (numerical vote), and minority report (if</li> </ul>	_____

applicable) and candidate's response (if applicable). \_\_\_\_\_

ENSURE THAT ALL SIGNATURES ARE PRESENT.

- College/School Committee letter, College/School Committee Recontracting Recommendation Form (numerical vote), and minority report (if applicable) and candidate's response (if applicable). ENSURE THAT ALL SIGNATURES ARE PRESENT.
- Dean letter and candidate's response (if applicable).

\_P-1\_

**12.** Previous Cycles Letter File (as applicable) and candidate's responses (if applicable) \_\_\_\_\_

- Review for 2<sup>nd</sup>-year contract (Department, Dean\*)
- Review for 3<sup>rd</sup> & 4<sup>th</sup>-year contracts (Department, College/School\*\*, Dean, Senate (if applicable), Provost (if applicable))
- Review for 5<sup>th</sup> & 6<sup>th</sup>-year contracts (Department, College/School\*\*, Dean, Senate (if applicable), Provost  
\*mandatory Provost review prior to Fall 2021  
\*\*no College/School review prior to Fall 2021

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**13.** Supplemental File is MANDATORY and delivered as a SEPARATE SEARCHABLE PDF DOCUMENT \_\_\_\_\_

- Table of contents (WITH HYPERLINKS FOR EASE OF NAVIGATION)
- Job Description (from initial job posting)
- Approved Department Tenure & Recontracting Criteria
- Student evaluations raw data (current and prior cycles)
- Peer observations (current and prior cycles)
- Other supplementary materials (only as needed, not to exceed 10 pages) \_\_\_\_\_

## RECONTRACTING CHECKLIST FOR LECTURERS

**CANDIDATE NAME:** \_\_\_\_\_  
**DEPARTMENT:** \_\_\_\_\_  
**COLLEGE/SCHOOL:** \_\_\_\_\_  
**DATE OF APPOINTMENT:** \_\_\_\_\_  
**YEAR OF SERVICE (e.g., 2nd, 3rd, etc.):** \_\_\_\_\_  
**YEAR(S) APPLYING FOR:** \_\_\_\_\_  
**DEPT CHAIR/HEAD:** \_\_\_\_\_  
**DEPT TRP COMMITTEE CHAIR:** \_\_\_\_\_

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

Start Page	#	CHECKLIST ITEM	Dept. TRP Chair Initials
i	1.	Checklist (this page)	_____
ii	2.	Table of contents	_____
<u>1</u>	3.	Curriculum vitae	_____
___	4.	Executive Summary (Not to exceed 3 pages)	_____
___	5.	Courses Taught and Adjusted Workload Worksheet (current review cycle)	_____
___	6.	Teaching/Professional Performance: (Not to exceed 7 pages) <ul style="list-style-type: none"> <li>• Self-assessment</li> <li>• Candidate's summaries of the student evaluations (current cycle)</li> <li>• Candidate's responses to the student evaluations (current cycle)</li> <li>• Candidate's responses to peer observations (current cycle)</li> <li>• Plans for future growth</li> </ul>	_____
___	7.	Professional Development (Not to exceed 4 pages) <ul style="list-style-type: none"> <li>• Self-assessment</li> <li>• Plans for future growth</li> </ul>	_____
___	8.	Service to the University Community and to the Wider and Professional Community, if applicable (Not to exceed 5 pages) <ul style="list-style-type: none"> <li>• Self-assessment</li> <li>• Plans for future growth</li> </ul>	_____
___	9.	Current Department Committee recommendation, numerical vote, and minority report (if applicable) and candidate's responses (if applicable). (Department Committee Recontracting Recommendation Form) ENSURE THAT ALL SIGNATURES ARE PRESENT.	_____
___	10.	Previous cycle recommendations (as applicable) and candidate's responses (if applicable) Include reviews from Department and Dean	_____
___	11.	<ul style="list-style-type: none"> <li>• Supplemental File is MANDATORY and delivered as a SEPARATE SEARCHABLE PDF DOCUMENT</li> <li>• Table of contents (WITH HYPERLINKS FOR EASE OF NAVIGATION)</li> <li>• Job Description (from initial job posting)</li> <li>• Approved Department Tenure &amp; Recontracting Criteria</li> <li>• Student evaluations – current cycle raw data and prior cycle summaries</li> <li>• Peer observations (current and prior cycles)</li> <li>• Other supplementary materials (only as needed, not to exceed 10 pages)</li> </ul>	_____

# APPENDIX E

## External Reviewer Information

When Chairs of the Department Tenure, Recontracting, and Promotion Committee are vetting the list of potential external reviewers for consideration and selection by the Dean, they should verify to the best of their abilities that each candidate is free of the conflicts of interest as outlined below. If the Dean rejects an individual from the pool of potential external reviewers, the Dean should provide the rationale for rejection to the Department TRP Committee Chair and the candidate should provide an alternative name.

If substantial accomplishments are earned following transmittal of the materials to the reviewer, the candidate may revise the materials and send them to the Department TRP Committee Chair for review and transmittal to the reviewer if the Chair agrees to do so.

Department TRP Committee Chairs are responsible for acquiring CVs for all potential reviewers. Reviewers should have faculty rank that is at least at the level being sought by the candidate. Full professor ranks are preferred. External reviewer letter(s) are sent to the Department TRP Committee Chair who will distribute them to the TRP Committee and to the candidate for inclusion in the file. Candidates may respond to anything contained within the letter(s). This can include comments about accomplishments that were not present in the file sent to the reviewer, but that were earned before the due date of the entire file.

### Sample email to potential reviewer:

Dear Dr. XXX,

I hope this letter finds you well. I am writing to ask if you would be willing and able to serve as an external reviewer for Professor XXX's application for (receipt of Tenure/Promotion to Associate Professor/Full Professor) in the Department of XXX at Rowan University. Given your substantial expertise in the candidate's field, we would greatly value your candid evaluation. Please note that the review would not be confidential.

I'm attaching Dr. XXX's CV to help you determine whether you can write this evaluation. If you accept, I will forward you additional materials (i.e., summary of scholarly and/or creative activity, representative publications/creative materials, any supporting documentation) and the University/Departmental guidelines for promotion/tenure no later than XXX. Please let me know either way as soon as possible, but by XXX at the latest. The (promotion/tenure) committee would ask that we receive your summary/recommendation letter no later than XXX.

Finally, if you are willing and able to complete the evaluation. I would ask you to review the attached document and confirm that you do not have any conflicts of interest to report.

Please do not hesitate to reach out with questions. I know that these letters are a substantial time commitment, and I appreciate your consideration of our request. Thank you in advance.



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

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

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