

KEAN UNIVERSITY

CAREER DEVELOPMENT PROGRAM  
FOR  
TENURED FACULTY MEMBERS

2016-2017

## CAREER DEVELOPMENT PROGRAM FOR TENURED FACULTY MEMBERS

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CAREER DEVELOPMENT PROGRAM FOR TENURED FACULTY MEMBERS

Recommendation of Assessment Committee and Signatures of Its Members

Date Submitted to Dean  
(as President's designee) \_\_\_\_\_

Assessee's Name \_\_\_\_\_ College \_\_\_\_\_

Date of Initial Appointment \_\_\_\_\_ School/Department \_\_\_\_\_

RECOMMENDATION (Check one): "A personal professional deficiency shall be deemed to exist if, and only if, the individual's performance, taken as a whole, does not meet reasonable standards of acceptable performance."\*

- Recommendation without deficiencies
- Recommendation with deficiencies, as specified in Assessment Committee Report.

Signatures of Assessment Committee Members (All Must Sign)\*\*

<u>NAME</u>	<u>FACULTY RANK</u>
_____	Chairperson _____
_____	_____
_____	_____
_____	_____
Assessee's Signature	Date

\*Agreement (2011-2015), Appendix II, IE.

\*\*Signatures indicate membership of the committee and certify its recommendation; signatures do not mean or imply agreement with the recommendation. In the case of disagreement, a signed minority report also may be submitted to accompany this form.

GUIDELINES FOR FORMING AN ASSESSMENT COMMITTEE

I. Membership

- A. Chairperson: The Chairperson of the assessee's department. (In the situation where the department chairperson is the assessee, the most senior member, or next most senior member, of the department will chair that one Assessment Committee.)
- B. Member: A member of the faculty who is competent to review the scholarship of the assessee and to evaluate the assessee's currency and depth of knowledge in his/her discipline and specialty.
- C. Member: A member of the faculty who is knowledgeable about good teaching practices and experiences in instructional assessment.

II. Eligibility

- A. Tenured members of the faculty.
- B. Full, associate, and assistant professors.\*
- C. Members I.B. and I.C. above may be selected from outside the assessee's department, although it is expected that they would be chosen from within.

III. Selection

- A. Members I.B. and I.C. above will be selected by the assessee in consultation with the chairperson of the Assessment Committee. The assessee must provide below a statement of reasons for choices of members I.B. and I.C.

Member I.B. Rationale:

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Member I.C. Rationale:

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\*In exceptional cases where the assessee thinks that the greatest scholarly expertise is represented by a tenured colleague with the faculty rank of Instructor, the assessee, with the approval of members IA and IC of the Assessment Committee, may recommend that tenured Instructor to review the scholarship of the assessee and to evaluate the assessee's currency and depth of knowledge in his/her discipline and specialty.

Assessee's initials \_\_\_\_\_  
Date \_\_\_\_\_

CHECKLIST FOR CHAIRPERSON OF THE ASSESSMENT COMMITTEE

Each item below should be completed and checked as included in this assessment file before the file is forwarded to the Dean (as the President's designee):

1. Self assessment by faculty member. \_\_\_\_\_
  
2. Final report of the Assessment Committee (See pp. 10-11a for guidelines governing preparation of this report.) \_\_\_\_\_
  
3. Notes and other materials generated during classroom observations by at least two members of the Assessment Committee. \_\_\_\_\_
  
4. If appropriate, peer assessment of assigned administrative duties for which released time has been granted during the five-year period under review. \_\_\_\_\_
  
5. SIR II must be attached to file. \_\_\_\_\_
  
6. Assessee and/or Assessment Committee Chairperson has signed at all places indicated and initialed and dated all pages in file. \_\_\_\_\_

Signature of Chairperson \_\_\_\_\_

Date \_\_\_\_\_

Assessee's initials \_\_\_\_\_

Date \_\_\_\_\_

ACKNOWLEDGEMENT BY TENURED FACULTY MEMBER

The Assessee must sign below to acknowledge that the specific actions mentioned below have been taken. Signature also indicates that the Assessee is aware of his/her rights and responsibilities as indicated in items below.

This is to certify that the Assessee:

1. Was notified on or about November 20, 2016 by the Office of the Vice President for Academic Affairs of assessment based on performance over the past five years, and has been apprised of the calendar of assessment procedures.
2. Was informed by the Chairperson of the Assessment Committee of the procedures to be followed as specified in the Agreement (2011-2015) information on the Career Development Program for All Employees. (ref. Agreement, Appendix II).
3. Was shown the final classroom observation notes and materials generated during assessment by peer colleagues, signed by the faculty observers, and, if appropriate, evaluations, signed by the evaluator, of assigned duties other than teaching (See this form, page 10, I.C.), and has had an opportunity to discuss these documents with the members of the Assessment Committee.
4. Has seen all student evaluations.
5. Is aware of the right to respond in writing to the faculty observations, student evaluations, and, if appropriate, peer evaluation of assigned duties other than teaching. Such written response will accompany and be a part of this assessment file.
6. Has had the opportunity to discuss the Assessment Committee's preliminary findings before the preparation of the final report and, where appropriate or necessary, has had the opportunity to provide the Assessment Committee with additional material.
7. Has seen any and all additional material listed in Appendices I and II.
8. Has read the final report of the Assessment Committee and has had the opportunity to respond in writing to it, and, at the assessee's option, to request reconsideration. Such written response will accompany and be a part of this assessment file.
9. In the event that the Assessment Committee has presented a recommended plan for career development for the assessee, he/she has had the opportunity to consult with the Assessment Committee prior to preparation of the plan.

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Assessee's Signature

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Date

SELF ASSESSMENT BY TENURED FACULTY MEMBER \*

Assessment shall be based on the individual's performance primarily during the five years preceding assessment --- September 2011 - December 2016. (Note: the Agreement (2011-2015) specifies that assessment should focus on performance, not credentials.)\*\*

Self-Assessment by Tenured Faculty Member

Self-assessment should amount to a comprehensive statement providing an overview of professional activities (Agreement (2011-2015) Appendix II, Article 1 CI). Self-assessment should describe performance in respect to the following criteria:

1. Teaching effectiveness
2. Effectiveness of performance of other duties and responsibilities
3. Scholarly achievement
4. Contributions to college and community

Self-Assessment under these four headings should follow on pages 6-9.

\*All references in this form are to the Agreement (2011-2015), where the Career Development Program for All Employees is described in Appendix II.

\*\*Agreement (2011-2015), Appendix II, IC.

Assessee's initials \_\_\_\_\_

and date \_\_\_\_\_

SELF ASSESSMENT BY TENURED FACULTY MEMBER

Name \_\_\_\_\_

Self Assessment of Teaching Effectiveness, September 2011 - December 2016

(Self assessment may address such areas as courses taught, new courses developed, new teaching methods, teaching strengths, potential for increasing teaching effectiveness, etc.)

Assessee's initials \_\_\_\_\_

and date \_\_\_\_\_



SELF ASSESSMENT BY TENURED FACULTY MEMBER

Self Assessment of Effectiveness of Performance of Other Duties and Responsibilities, September 2011-December 2016

(Self assessment may address such areas as student advisement, departmental activities, program development, etc.)

Assessee's initials \_\_\_\_\_

and date \_\_\_\_\_

SELF ASSESSMENT BY TENURED FACULTY MEMBER

Self Assessment of Scholarly Achievement, September 2011 - December 2016

(Self assessment may address such areas as research, publications, performances, exhibitions, office held in professional associations, etc.)

Assessee's initials \_\_\_\_\_

and date \_\_\_\_\_

SELF ASSESSMENT BY TENURED FACULTY MEMBER

Self Assessment of Contributions to University and Community, September 2011 - December 2016

(Self assessment may address contributions to university and community not covered in preceding three areas of self assessment.)

Assessee's initials \_\_\_\_\_

and date \_\_\_\_\_

## REPORT OF THE ASSESSMENT COMMITTEE

### I. Consultation

Prior to preparing its report, the Assessment Committee shall meet with the assessee to arrange for peer observation and student evaluation of classroom teaching effectiveness. The Assessment Committee may also solicit from the assessee such additional evidence, information and material as may be deemed relevant and necessary to Committee deliberations.

#### A. Peer Assessment of Teaching Effectiveness

1. The assessee shall arrange to have at least two members of the Assessment Committee observe his/her classes. Each observation shall be made on a separate date, to ensure that at least two class sessions are observed.
2. Observation arrangements shall be made between assessee and observer in advance of the observation and shall include scheduling a post-observation conference.
3. The assessee shall have the opportunity to respond in writing to notes or any materials generated during classroom observations. Such written response will accompany and be a part of this assessment file.
4. The assessee's class meetings chosen for observation should be representative of typical instruction used in the course. Thus, examination sessions and similar non-instructional situations are excluded.
5. Fairness to the assessee would suggest that the observer be present from the very beginning of the class session so that important information and directions given to the students are not missed.
6. To be helpful to the assessee, the observation should be directed to consideration of the following:
  - (a) The assessee's skill in providing clear explanations and in stimulating interest in the content of the course.
  - (b) The assessee's efforts in relating to students in ways which promote mutual respect.
  - (c) The assessee's ability to manage class time effectively.

#### B. Student Evaluation of Teaching Effectiveness

All SIR II's will be collected. At least two courses should be included, representing, if possible, the general mode of instruction used by the assessee. If more than two courses are evaluated, all should be included in developing the Assessment Committee's report. Student evaluation forms should be administered by a student or member of the Assessment Committee not by the faculty member being assessed.

Assessee's initials \_\_\_\_\_  
Date \_\_\_\_\_

- B. Student Evaluation of Teaching Effectiveness (cont'd.)  
 Arrangements for student evaluation shall be made between the Assessment Committee and the assessee in advance of the class session and shall include scheduling a meeting to discuss the student data and, if necessary, to give the assessee an opportunity to respond in writing to the student data. Such written response will accompany and be a part of this assessment file. The assessee must initial the SIR II forms, indicating that he/she has read them.
  
- C. Peer Assessment of Assigned Administrative Duties  
 In the event that the assessee presently receives released time for the performance of duties other than disciplinary research, he/she should, in consultation with the Assessment Committee, select a person to evaluate that performance. The assessee must sign the evaluation and have an opportunity to discuss it with the evaluator and, if necessary, to respond to it in writing. Such written response will accompany and be a part of this file. The written evaluation and the assessee's response, if any, should be submitted to the Assessment Committee prior to the date when the Assessment Committee drafts its final report.
  
- D. Peer Assessment of Scholarship (Currency and Depth of Knowledge in the Discipline)  
 Following a review of the assessee's Self Assessment and an initial comprehensive discussion between the assessee and Member IB of the Assessment Committee of the assessee's current scholarship, the full Assessment Committee will assess Scholarship (the assessee's currency and depth of knowledge in the discipline). The final report of the Assessment Committee will include a summary of the initial comprehensive discussion of scholarship between the assessee and Member IB of the Assessment Committee.

II. Final Report

The Assessment Committee shall prepare a final report including recommendations as to whether or not the assessee is deficient. The Report may also include recommendations for the resources needed for the career development and/or the correction of the deficiency of the individual. The Assessment Committee shall forward the final report to the appropriate College Dean, with a copy to the individual.

Within five (5) calendar days after the issuance of the final report, the assessee may present a written request to the Assessment Committee to reconsider its recommendations. In the request, the individual shall state the specific reasons why he/she feels that the recommendation is inappropriate. If the Assessment Committee grants the individual's request for reconsideration, it will expedite the reconsideration process so as to allow for the overall completion of the assessment process in a timely fashion. The Assessment Committee will advise the President in writing if it grants an individual's request for reconsideration.

A. Deficiency

- 9 A personal professional deficiency shall be deemed to exist if, and only if, the individual's performance, taken as a whole, does not meet reasonable standards of acceptable performance.

Assessee's initials \_\_\_\_\_  
 and date \_\_\_\_\_

II. Final Report (continued)

B. Drafting the Report

The Assessment Committee shall prepare a comprehensive final report on each individual assessed, which shall include:

1. A review of the individual's professional performance and role at the University primarily over the last five years.
2. An identification of the individual's strengths.
3. A specific and detailed identification of the individual's deficiencies, if any. If the individual is not found deficient, the report shall explicitly so state.
4. In addition, the Assessment Committee may prepare a recommended plan of career development tailored to the individual's needs, utilizing the resources available at the University under the Career Development program. In the event that the Assessment Committee intends to prepare such a recommendation, it shall consult with and so advise the assessee.

C. Response

The assessee may forward to the Dean (as President's designee) a written response to the final report of the Assessment Committee. Any response shall be attached to the report. The report of the Assessment Committee and the faculty member's response, if any, should be inserted following this page.

Assessee's initials\_\_\_\_\_

and date\_\_\_\_\_



