

Kean College of New Jersey
Union, New Jersey

LETTER OF AGREEMENT #46

MEMORANDUM OF UNDERSTANDING

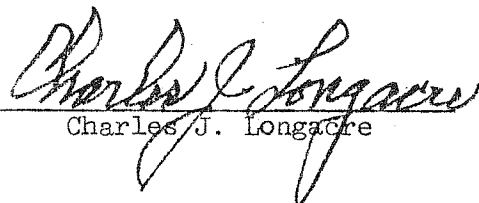
It is hereby acknowledged that the Kean College Federation of Teachers Local #2187 and the Kean College Administration have conducted joint discussions regarding the Local implementation of the A-328 Appendix to the Agreement.

The Understandings reached during the joint discussion and contained in the attached documents will be implemented and followed during the 1977-1978 and 1978-1979 Academic years.

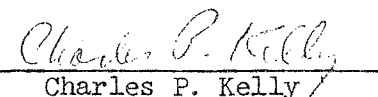
It is further understood that should recommendations for change based on the experience of the first two years arise, changes shall be determined by the College in conjunction with the Local Union.

KEAN COLLEGE OF NEW JERSEY

KEAN COLLEGE FEDERATION
OF TEACHERS



Charles J. Longacre



Charles P. Kelly

Dated: February 2, 1978

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Kean College of New Jersey
Union, New Jersey

CAREER DEVELOPMENT PROGRAM

FOR

TENURED FACULTY MEMBERS

1977--1978

CAREER DEVELOPMENT PROGRAM FOR TENURED FACULTY

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CAREER DEVELOPMENT PROGRAM FOR TENURED FACULTY

Date Submitted to President (Or Designee) _____

_____ Name of Tenured Faculty Member

_____ Department

_____ Date of Initial Appointment

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. ()

Signature of Assessment Committee Members (All Must Sign)*

NAME

RANK

Chpsn.

*(Signatures indicate membership of the committee and certify its recommendation).

Tenured Faculty Member's Signature

Date

KEAN COLLEGE OF NEW JERSEY
UNION, NEW JERSEY

Review and Notification Timetable (Evaluation and Career Development for Tenured Faculty Members (one-fifth of the tenured faculty in 1977-1978, beginning with the most senior).

1977--1978
(On or before)

- October 24: Notification of faculty members to be assessed.
- February 10: Formation of Assessment Committee.
- February 17 Initial meeting of assessee and the Assessment Committee. Assessments shall be based on the individual's performance primarily during the five year period preceding the assessment. Note: (1) Self Assessment, (2) Peer Assessment, and (3) Assessment of teaching effectiveness.
- February 24: Deadline for submitting self-assessment to the Assessment Committee Chairperson.
- March 17: All assessment documents must be completed and on file with the Assessment Committee.
- April 7: Assessment Committee notifies assessee of its recommendations. Prior to preparing its report, the Assessment Committee must discuss its assessment with the assessee.
- April 14: Assessment Committee submits its comprehensive report to the President (or President's designee) and notifies assessee.
- May 12: President (or designee) notifies the assessee of his/her decision. If his/her findings are different from those of the Assessment Committee, he/she will confer with the Assessment Committee and the assessee.
- May 26: Career Development Committee makes recommendations for career development to the President and notifies assessee accordingly.
- June 2: Assessee has the opportunity to respond to the President in writing regarding Career Development Committee recommendations. The President may accept, reject, or modify the Career Development Committee recommendations.
- June 19: President reports to the Board of Trustees for action where necessary.
- June 30: President notifies the assessee of his/her development plan for the assessee.

GUIDELINES FOR FORMING AN ASSESSMENT COMMITTEE

I. Membership

- A. Chairperson: The Chairperson of the assessee's department. (In the situation where the chairperson is the assessee, the most senior member of the department will serve as the Assessment Committee Chairperson.)
- 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 teacher assessment.

II. Eligibility

- A. Tenured members of the Faculty.
- B. Full, associate, and assistant professors.*
- C. Members I.B and I.C. 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. will be selected by the assessee in consultation with the chairperson of the Assessment Committee. The assessee must provide below a statement presenting his/her reasons for his/her choices.

I.B. Rationale: _____

I.C. Rationale: _____

*In exceptional cases where the assessee thinks that the greatest expertise is represented by a tenured instructor, the assessee, with the approval of the other two members of the Assessment Committee, may select the instructor to evaluate the assessee's currency and depth of knowledge in his/her discipline and specialty.

CHECKLIST FOR CHAIRPERSON OF THE ASSESSMENT COMMITTEE

Each item below should be accomplished and checked before forwarding this file to the President (or designee).

1. Self assessment by faculty member. _____
2. Final Report of the Assessment Committee (See Page 7). _____
3. Notes and other materials generated during the classroom observations by at least two members of the Assessment Committee. _____
4. Peer assessment of assigned administrative duties (only for those granted release time). _____
5. Entire raw data of student evaluations attached to file. _____
6. Faculty member has signed at all places indicated and/or initialed and dated all pages in file. _____

Signature of Chairperson _____

Date _____

ACKNOWLEDGEMENT BY TENURED FACULTY MEMBER

The Faculty Member must sign below to indicate that he/she acknowledges that the specific actions mentioned below have been taken. The signature also indicates that the Faculty Member is aware of his/her rights and responsibilities as indicated in items below.

This is to certify that the Faculty Member:

1. Was notified on or about October 24th by the President that he/she would be evaluated on performance over the past five years and was apprised of the calendar for assessment procedures.
2. Was informed by the Chairperson of the Assessment Committee of the procedures to be followed as specified in Appendix II of the Agreement (July 1, 1977 - June 30, 1979).
3. Was shown the final classroom observation notes and materials generated during the observations signed by the faculty observers and when appropriate, evaluation signed by the evaluator of assigned duties other than teaching (See Page 7-A, I.C.) and has had an opportunity to discuss them with the members of the Assessment Committee.
4. Has seen all student evaluations.
5. Is aware that he/she has the right to respond to the faculty observation, peer evaluations and student evaluation.
6. Has had an opportunity to discuss the assessment by the Assessment Committee before the preparation of the Report 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 report of the Assessment Committee and has had an opportunity to respond to it, and, if desired, to request reconsideration.
9. In the event that the Assessment Committee has presented a recommended plan for career development for the faculty member, he/she has had the opportunity to consult with the Assessment Committee prior to preparation of the plan.

Assessee's Signature

Date

SELF ASSESSMENT BY TENURED FACULTY MEMBERS

Assessment shall be based on the individual's performance primarily during the five years preceding the assessment. (Note: Performance, not credentials. Agreement, Appendix II, Art. 1C.)*

1. Self-Assessment by Tenured Faculty Member

A comprehensive statement which shall provide an overview of professional activities (I C 1.). 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 should follow this page. (pp. 6A - 6D)

*All references in this form are to the Agreement, Appendix II.

SELF ASSESSMENT BY TENURED FACULTY MEMBER

Name _____

Assessment of Teaching Effectiveness, 1972-1977

(Courses taught, new courses developed, new teaching methods, teaching strengths, potential for increasing teaching effectiveness, etc.)

Initial _____

SELF ASSESSMENT BY TENURED FACULTY MEMBER

Assessment of Effectiveness of Performance, 1972-1977

(Assessment of Effectiveness of performance of other duties and responsibilities:
student advisement, departmental activities, program development, etc.)

Initial _____

SELF ASSESSMENT BY TENURED FACULTY MEMBER

Assessment of Scholarly Achievement 1972-1977

(Assessment of Scholarly Achievement: Research, publications, performances, exhibitions, office held in professional associations, etc.)

Initial _____

SELF ASSESSMENT BY TENURED FACULTY MEMBER

Assessment of Contributions to College and Community 1972-1977

(Assessment of contributions to college and community.)

Initial _____

REPORT OF THE ASSESSMENT COMMITTEE

I. Consultation

Prior to preparing its report, the Assessment Committee shall meet with the assessee to arrange for peer assessment and student evaluations. The Assessment Committee may also solicit from the individual such additional evidence, information and material as may be deemed relevant and necessary to the Committee's 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.
2. The arrangement shall be made in advance of the observation and shall include scheduling post-observation conferences.
3. The assessee shall have the opportunity to respond in writing to notes or any materials generated during the classroom observations.
4. The assessee's class meetings chosen for observation should be representative of instruction used in the course. Thus, examination sessions and similar situations are excluded.
5. Fairness to the assessee would suggest that the observers 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 considering such as 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 effectively the use of his/her class-time.

B. Student Evaluation of Teaching Effectiveness

All student data shall be collected in regular and systematic fashion and in writing. At least two courses should be included, representing, if possible, the general mode of instruction used by the assessee. If more courses are evaluated, then all should be included. The student evaluation forms should be administered by a member of the Assessment Committee, not by the faculty member being evaluated.

REPORT OF THE ASSESSMENT COMMITTEE

I. Consultation (Continued)

B. Student Evaluation of Teaching Effectiveness

The arrangement for student evaluation shall be made in advance of the class session and shall include scheduling a meeting to discuss and respond to the student data. The assessee must initial the student evaluation forms indicating that he/she has read them.

C. Peer Assessment of Assigned Administrative Duties

In the event that the faculty member presently receives released time for the performance of duties other than discipline 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 and respond to it with the evaluator. The written evaluation and the assessee's response, if any, should be submitted to the Assessment Committee prior to drafting its final report.

D. Peer Assessment of Scholarship (Currency and Depth of Knowledge in the Discipline)

The Assessment Committee will assess Scholarship (currency and depth of knowledge in the discipline) following a review of the Self Assessment and a comprehensive discussion with the assessee by one member of the Assessment Committee. The Final Report of the Assessment Committee will include a summary of the comprehensive discussion.

II. Final Report

The Assessment Committee shall prepare a final report including recommendations as to whether or not the individual 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, and shall forward such report to the President or his/her designee with a copy to the individual.

Within five (5) calendar days after the issuance of the final report, the individual who is the subject of the report 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 of the College in writing if it grants an individual's request for reconsideration. (II E 2)

A. Deficiency

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. (II F)

REPORT OF THE ASSESSMENT COMMITTEE

II. Final Report (Continued)

B. Drafting Report

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

1. A review of the individual's professional performance and role at the College primarily during the preceding five years. (II, 1, D
2. An identification of the individual's strengths.
3. A specific and detailed identification of the individual's deficiency. 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 College under the Career Development program. In the event the Assessment Committee intends to prepare such a recommendation, the Assessment Committee shall consult with the individual.

C. Response

The individual may forward to the President or his/her designee a written response to the Assessment Committee report. Any response shall be attached to the report. (II H) The report of the Assessment Committee and the faculty member's response, if any, should be inserted following this page.

STUDENT APPRAISAL OF TEACHING

Instructor _____	Student Profile (Re: this course)
Course Title _____	Free Elective _____
Course Number _____	General Education Requirement _____
Date _____	Major _____
	Major Elective _____
	Req. Cognate _____
	Anticipated Grade (circle one) A B C D F

Thoughtful student comments can help improve teaching effectiveness. This questionnaire is designed for that purpose. Your assistance is appreciated. You do not have to sign your name.

Please comment on the following statements in the space provided. Also please respond to each statement by checking one of the lines on the right.

SA = Strongly Agree A = Agree D = Disagree SA A D

1. The instructor explained the course material clearly. _____

2. The instructor has demonstrated considerable agreement between the course objectives as presented by the instructor and what was actually taught. _____

3. The instructor encouraged students to express themselves. _____

4. The instructor has made effective use of class time. _____

STUDENT APPRAISAL OF TEACHING

-2-

SA A D

5. The instructor has facilitated your learning of the course subject matter.

6. The instructor has related to you in ways which promoted mutual respect.

7. The instructor has made reasonable provision for consultation with you.

8. The instructor has presented thought-provoking concepts for discussion.

9. Please use the space provided for any additional comments you might have relevant to the course or to the teaching effectiveness of the instructor.

(Please use back of this page for additional comments)