

**University Senate**  
EASTERN CONNECTICUT STATE UNIVERSITY  
UNIVERSITY SENATE BILL COVER SHEET

**SB: 2223-05 Revisions to SB 14/15-9** Clarifying the Criterion and Procedures for Renewal, Tenure, and Promotion Evaluation and Professional Assessment of AAUP Bargaining Unit Members

Sponsoring Parties Personnel Policies Committee

Submitted By Josh Idjadi and Manuel Otero, Chairs Personnel Policies Committee

Semester in which proposed changes would become effective: Fall 2023

Text of Bill: See attached

Introduced in Senate on March 7, 2023

Returned to Committee on \_\_\_\_\_ Resubmitted to Senate on \_\_\_\_\_

Amended by Senate on \_\_\_\_\_ Tabled by Senate on \_\_\_\_\_

Approved By Senate on March 21, 2023 Disapproved by Senate on \_\_\_\_\_


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Presidential action reported to Senate on \_\_\_\_\_.

Referred to \_\_\_\_\_ for implementation on \_\_\_\_\_.

**Official Signatures**

 On 3/22/23  
Stephen A Ferruci  
University Senate President

 Reasons for Disapproval (below)  
Elsa Nunez  
University President

Approved On 3/24/23  
Date

Disapproved \_\_\_\_\_  
Date

Revisions to the revised Bill Clarifying the Criterion and Procedures for Renewal, Tenure, and Promotion Evaluation and Professional Assessment of AAUP Bargaining Unit Members are attached with additions in **bold** and deletions ~~crossed out~~.

Rationale: These changes reflect conformity to the University Strategic Plan and reflect changes asked of the committee to be made to the Evaluation Categories for Librarians.

# The University Senate

## Eastern Connecticut State University

### Senate Bill Clarifying Procedures for Renewal, Tenure, and Promotion...

#### **SB 03/04-1**

#### **Bill Clarifying the Criterion and Procedures**

#### **for Renewal, Tenure, and Promotion**

#### **Evaluation and Professional Assessment of**

#### **AAUP Bargaining Unit Members**

#### Preamble

It is essential to a university that clear standards for evaluation and assessment be consistently applied to all. Candidates for renewal, tenure, promotion evaluation and professional assessment must know the outcome at each stage of the assessment process directly, clearly, and promptly. The criterion, categories, and procedures for that process are contained in this bill in tandem with the AAUP-BOT/CSU Collective Bargaining Agreement (CBA) provisions (especially Article 4.11). The provisions of this bill replace those of SB 91/92-7 after they have been adopted by the University Senate and signed by the University President. They will then be included in the Faculty Handbook (printed and/or electronic) and made available to all evaluating and assessing entities involved in renewal, tenure, promotion, and professional assessment processes.

The policies and procedures contained in this document are based on and consistent with the CBA, and pertain only to full-time members of the ECSU-AAUP bargaining unit. All evaluating and assessing entities must follow the timetable found in the CBA (Table 1). Citations of the CBA and some provisions of this bill may have to be adjusted in the light of subsequent AAUP-BOT/CSU Collective Bargaining Agreements. Review of these policies and procedures to ensure ongoing consistency with the CBA currently in force is herewith mandated. Individuals and committees at every stage of the promotion/tenure process are urged to keep in mind the fact that expectations undergo changes over time, and are urged to take into account the standards in effect in earlier periods.

#### Policies and Procedures

#### **I. The Criterion for Renewal, Tenure, and Promotion: Quality**

Positive actions on renewal, tenure, and promotion are based upon the candidate's professional contributions to the university, the profession, and non-university public. Quality, not quantity, is what matters. A positive renewal, tenure or promotion decision asserts the university's judgment that the candidate has met the standards of excellence of the university as well as her or his discipline and department. There is only one evaluation procedure through which this judgment is made. The procedure is outlined in article 4 of the CSU-AAUP/BOT Collective Bargaining Agreement (CBA). A successful candidate has demonstrated both professional growth and the capacity to adapt to changes in the profession and the institution. The four categories in which the candidate makes contributions are weighted in the order they appear in the CBA. Depending upon the candidate being evaluated, these categories are found in articles 4.11.9.1-4, 6.8.1-4, 6.9.1-4, 7.3.1.1-4, or 8.3.1.1-4 of the CBA.

## **A. Evaluation Categories for Instructional Faculty (4.11.9.1-4)**

### **1. Teaching and Other Load Credit Activity:**

Teaching is the highest priority. The key question is how well the candidate integrates professional preparation with classroom, laboratory, and fieldwork, the objectives of assigned courses, and the nature, needs, and interests of students. Among other things, quality teaching includes activities and accomplishments which develop student capacities, such as laboratory and field investigations pursued with student help, performances and exhibitions which draw on student skills, document searches and interviews carried out with student assistance, and student assisted projects which contribute to the cultural and intellectual life of the Eastern Connecticut State University community. This category may include but is not limited to:

- Classroom effectiveness in one's discipline
- Classroom effectiveness in general education offerings
- Developing effective assignments and responding promptly and effectively to assignments
- Student advising
- Planning, developing, and reviewing instructional proposals, programs, new courses, course materials, etc.
- Developing teaching methods and strategies
- Writing grant proposals for curriculum development
- Participating in developmental and/or honors teaching
- Sponsorship of independent study, internships, and theses
- Adding to one's skills by faculty retraining or development activities in pedagogy
- Training students in research skills

- Mentoring student research, creative projects, internships and theses toward publication/presentation/exhibition of completed work
- Preparing students to accept and use information sources and systems
- Teaching personal and academic coping skills to individuals

Activities performed under reassigned time granted to teaching faculty shall be described in terms of load credits reassigned and evaluated for quality of performance under this category.

## **2. Creative Activity:**

Creative activity is the exercise of one's professional skills and knowledge to enrich one's capacity to teach, one's field, and the culture at large. This category may include but is not limited to:

- Scholarship
- Growing artistically, creatively, or intellectually
- Research and/or continuous study
- Presenting papers and organizing symposia at professional meetings
- Publishing completed works
- Progressing in skills related to one's discipline
- Giving lectures, professional workshops, etc.
- Presenting exhibitions, performances and demonstrations
- Submitting grant proposals and receiving independent support
- Receiving professional honors and awards
- Disseminating ideas toward professional development in pedagogy
- Publishing reviews of published material
- Preparation of bibliographies
- Reviewing grant proposals at the request of granting agencies
- Editing and refereeing manuscripts submitted for publication
- Preparing electronic resources pertinent to the discipline

## **3. Service:**

Service to the department and the university is an important element in a record of professional growth. This category may include but is not limited to:

- Serving on department committees
- Serving on the University Senate and its committees
- Contributing to university governance, planning, and/or evaluation
- Enrollment in advanced development or retraining programs designed to respond to developing university needs
- Assisting in faculty recruitment and mentoring
- Assisting in student recruitment and mentoring for academic success
- Contributing to student organizations and activities
- Presenting demonstrations, workshops, and panel discussions or providing consultations for the university community

#### **4. Professional Activity**

Activities outside the department or the university related to one's profession which may benefit the broader public or professional organizations. This category may include but is not limited to:

- Attending and participating in conferences and workshops
- Membership and service in appropriate professional organizations.
- Working professionally with non-university publics
- Public service appointments related to one's field or predicated upon membership in the university faculty
- Assisting in student recruitment and mentoring in one's discipline
- Presenting demonstrations, workshops, and panel discussions or providing consultations for the general public

### **B. Evaluation Categories for Librarians (8.3.1.1-4)**

#### **1. Load Credit Activity—Professional Library Service:**

Professional effectiveness in providing library service is the highest priority. The key question is how well the candidate integrates professional responsibilities with serving the student, faculty, and community needs in her/his assigned duties. Among other things, high-quality library service includes activities and interactions that integrate the resources of the modern library into the learning environment. Librarians engage in all aspects of the university's mission by supporting the students' intellectual development, scholarly pursuits, and cultural awareness. The dynamic nature of libraries,

librarianship, and higher education results in ever-changing roles for librarians. This category may include but is not limited to:

- Effectiveness in library activities specified in the job description
- Developing and maintaining the library collections of the university
- Developing or implementing methodologies, technologies, procedures or policies that improve library services
- Educating students in library research skills
- Assisting students, faculty, staff and the community in the use information resources and systems
- Working collaboratively with the university community to promote the use of the library

Activities performed under reassigned time granted to librarians shall be described in terms of load credits reassigned and evaluated for quality of performance under this category.

## **2. Professional Activity**

Professional activities help the academic librarian learn new skills and gain exposure to current information and emerging trends in librarianship. This category may include but is not limited to:

- Membership and service in appropriate professional library or information science organizations
- Attending and participating in professional conferences, seminars, **or** workshops
- Successfully completing coursework beyond the MLS for professional development
- Proposing programs, participating in activities, or writing for publications to promote the library or library services
- Reviewing grant proposals or other documents for outside agencies to one's field predicated upon membership in the University Library faculty
- Public service appointments related to one's field or predicated upon membership in the university library
- Recruiting and mentoring within the library profession.
- Presenting demonstrations, workshops, and panel discussions related to areas of expertise.

## **3. Service:**

Service activities help academic institutions and community organizations function with wider input. Service to the J. Eugene Smith Library and the university are important elements in a record of professional librarianship. This category may include but is not limited to:

- Serving on library committees
- Serving on the University Senate and its committees, or other university committees.
- Contributing to university governance, planning, and/or evaluation
- Contributing to professional accreditation or re-accreditation efforts
- Enrollment in advanced development or retraining programs designed to respond to developing university needs
- Assisting in faculty recruitment and mentoring
- Assisting in student recruitment and mentoring
- Contributing to student organizations and activities
- Presenting demonstrations, workshops, and panel discussions or providing consultations for the university community

#### **4. Creative Activity:**

Creative activity appropriate to academic librarianship is the exercise of skills and knowledge to make contributions to the body of scholarship. This category may include but is not limited to:

- Presenting papers, giving lectures or workshops, or poster sessions, or organizing symposia at professional meetings
- Publishing completed research or other works—completed research or other works
- Publishing reviews of published materials, completed research or other works.
- Independent research or continuous study
- Creating significant exhibits, displays, demonstrations, or poster sessions
- Editing and refereeing manuscripts submitted for publication
- Writing grant proposals and receiving independent support

### **C. Categories for Counselors (7.3.1.1-4)**

#### **1. Load Credit Activity—Professional Counseling Services**



Professional counseling services is the highest priority. The key question is how well the candidate integrates professional preparation with clinical work with clients. How well the counselor meets the nature, needs, and interests of the students is to be evaluated. Among other things, high quality counseling services includes activities and accomplishments which develop student capacities, coping strategies, and, when necessary, integrate campus assistance with off-campus agencies. Providing assistance while maintaining professional confidentiality is critical. Interviews with clients are carried out with sensitivity to the cultural psychosocial and educational backgrounds of students at Eastern Connecticut State university community. Counseling services includes, but is not limited to:

- Effectiveness in interpersonal relationships with students
- Effectiveness in assisting students cope with life-issues they face
- Developing effective guidelines and strategies for student assistance
- Assisting students with goal development and achievement strategies
- Planning, developing, and reviewing counseling programs and policies
- Developing counseling methods and strategies
- Adding to one's skills by faculty retraining or development activities in counseling
- Teaching personal and academic coping skills to individuals

Activities performed under reassigned time granted to counselors shall be described in terms of load credits reassigned and evaluated for quality of performance under this category.

## **2. Professional Activity**

Activities outside the department or the university related to one's profession which may benefit the broader public or professional organizations. This category may include but is not limited to:

- Attending and participating in conferences and workshops
- Membership and service in appropriate professional organizations.
- Working professionally with non-university publics
- Public service appointments related to counseling or predicated upon membership in the university counseling faculty
- Presenting demonstrations, workshops, and panel discussions or providing consultations for the general public

## **3. Service:**

Service to the department and the university is an important element in a record of professional growth. This category may include but is not limited to:

- Serving on student affairs committees
- Serving on the University Senate and its committees
- Contributing to university governance, planning, and/or evaluation
- Enrollment in advanced development or retraining programs designed to respond to developing university needs
- Assisting in faculty recruitment and mentoring
- Assisting in student recruitment and mentoring for academic success
- Contributing to student organizations and activities
- Presenting demonstrations, workshops, and panel discussions or providing consultations for the university community

#### **4. Creative Activity:**

Creative activity is the exercise of one's professional skills and knowledge to enrich one's capacity to serve as a counselor for students on campus and for the counseling community at large. This category may include but is not limited to:

- Scholarship
- Growing artistically, creatively, or intellectually
- Research and/or continuous study
- Presenting papers and organizing symposia at professional meetings
- Publishing completed works
- Progressing in skills related to counseling
- Giving lectures, professional workshops, etc.
- Presenting exhibitions, performances and demonstrations
- Submitting grant proposals and receiving independent support
- Receiving professional honors and awards
- Disseminating ideas toward professional development in counseling
- Publishing reviews of published material
- Preparation of bibliographies
- Reviewing grant proposals at the request of granting agencies

- Editing and refereeing manuscripts submitted for publication
- Preparing electronic resources pertinent to the discipline

#### **D. Categories for Coaches (6.8.1-4)**

##### **1. Administration and Conduct of Assigned Sport:**

For coaches, coaching is the highest priority. The key question is how well the candidate integrates professional preparation with the conduct of the assigned sport. This category may include but is not limited to:

- Adherence to institutional policies
- Adherence to applicable external rules governing the assigned sport
- Fundraising to support the assigned sport
- Management of the budget assigned to the sport
- Organization of the program for the assigned sport
- General administration of the sport

Activities performed under reassigned time granted to coaches shall be described in terms of load credits reassigned and evaluated for quality of performance under this category.

##### **2. Relationship with student athletes:**

For coaches, the coach-athlete relationship is critical to the development of the athlete. Maintaining a positive and supportive environment for the team and the individual athlete is one indicator of quality in this relationship. This category may include but is not limited to:

- Recruitment of qualified student athletes
- Maintenance of acceptable graduation rates
- Mentoring and counseling of student athletes
- Team management
- Fostering a climate of good sportsmanship demonstrated in competition
- Developing skills in the athlete and among the team as a whole
- Assessing and practicing athletes to provide for athlete safety and improved performance
- Modeling good sportsmanship before the student athletes in every setting

### **3. Record of student athletes in competitive performance:**

One hallmark of a well-coached sport is solid competitive performance. This category may include but is not limited to:

- Competition results in non-conference play
- Competition results in conference play
- Selection for and performance in post-season tournaments
- Student athlete selection to conference, regional & national teams
- Student selection for academic honors
- Evidence of developmental activity including retreats, camps, workshops etc. for athletes

### **4. Service to the department and university:**

Service to the department and the university, is an important element in a record of professional growth. This category may include but is not limited to:

- Serving on Athletic Department committees
- Serving on the University Senate and its committees
- Contributing to University governance, planning, and/or evaluation
- Enrollment in advanced development or retraining programs designed to respond to developing University needs
- Assisting in faculty recruitment and mentoring
- Assisting in student recruitment and mentoring for academic success
- Contributing to student organizations and activities
- Presenting demonstrations, workshops, and panel discussions or providing consultations for the University community

Professional service to the world beyond the campus includes such activities as:

- Contributing to professional associations and the coaching profession
- Working professionally with non-University publics
- Public service appointments related to coaching or predicated upon membership in the Athletic department

- Presenting demonstrations, workshops, and panel discussions or providing consultations for the general public

## **E. Categories for Athletic Trainers (6.9.1-4)**

### **1. Management of the health care of student athletes:**

An athletic trainer is a professional whose highest priority is preventing injury of student athletes in practice and performance. However, when an athlete is injured in sport, the athletic trainer's focus moves to minimizing trauma, applying appropriate first aid, deciding upon the next steps in treatment, and integrating treatment plans with physicians, surgeons, and therapists. This category may include but is not limited to:

- Injury prevention through proper advice and programming in the training of athletes
- Risk management in terms of facility and field conditions assessment
- Recognition and field evaluation of injuries
- Injury first aid and disposition
- Planning, developing, and reviewing injury prevention programs
- Planning, developing, and reviewing rehabilitation programs for injured athletes
- Organization and administration of services and therapies
- Coordination of services with other sport medicine professionals
- Education and counseling of student athletes

Activities performed under reassigned time granted to athletic trainers shall be described in terms of load credits reassigned and evaluated for quality of performance under this category.

### **2. Demonstrated level of care and professionalism:**

As the health of athletes is entrusted to athletic trainers at critical points in injury and recovery, the trainer must demonstrate appropriate professional concern and care for the student athlete. This category may include but is not limited to:

- Responses of students and parents
- Positive feedback from external sports medicine professionals
- Record of injury among the student athlete population
- Athlete participation in training events and workshops

### **3. Record of continued educational growth and service to the profession:**

Maintain Board of Certification athletic trainer certification credential (ATC), maintain State of Connecticut athletic trainer licensure, and maintain membership and service to national, regional, and state membership organizations. Athletic trainers must practice within federal, state, and local laws, regulations, rules, requirements and professional standards. This category may include but is not limited to:

- Attending and presenting in research/clinical study conferences and workshops
- Membership and service in appropriate professional organizations
- Retraining and development progress in sports medicine and counseling areas

### **4. Service to the department and the university:**

Service to the department and the university, and to the world beyond the campus is an important element in a record of professional growth. This category may include but is not limited to:

- Serving on Athletic Department committees
- Serving on the University Senate and its committees
- Strategic planning
- Contributing to University governance, planning, and/or evaluation
- Enrollment in advanced development or retraining programs designed to respond to developing University needs
- Assisting in faculty recruitment and mentoring
- Assisting in student recruitment and mentoring for academic success
- Contributing to student organizations and activities
- Presenting demonstrations, workshops, and panel discussions or providing consultations for the University community

Professional service to the world beyond the campus may include but is not limited to:

- Working professionally with non-University publics
- Public service appointments related to athletic training
- Assisting in student recruitment and mentoring in Athletics
- Presenting demonstrations, workshops, and panel discussions or providing consultations for the general public

## **II. Procedures for Renewal, Tenure, and Promotion**

Participants in the process for renewal, tenure, and promotion include the candidate, the departmental evaluation committee (DEC), the promotion and tenure committee (PTC: not involved in renewal), appropriate deans and other appropriate administrative personnel (when contractually required), the provost or the president, and the CSU

Board of Trustees. All participants in the evaluation process are bound by the timetable for evaluation published in the CBA (Table 1) including its pertinent footnotes. While many sections of Article 4 correspond to all candidates, there are special provisions found in Articles 6, 7, and 8 for certain candidates. All evaluating bodies shall conform to the policies and procedures established in the CBA for the candidate being evaluated.

### **A. Candidate's Roles and Responsibilities**

Each candidate for promotion or for tenure consideration prior to the penultimate year must inform the DEC by the appropriate date of her/his interest in being evaluated.

By the appropriate date, each candidate shall provide her/his DEC with appropriate documentation of the quality of her/his performance in the categories specified in the pertinent sections of the CBA. Although the candidate may choose the manner s/he regards as best in presenting materials for evaluation, a clearly divided and labeled application should be prepared. This might include, but is not limited to:

- A letter from the candidate which can serve as a guide through the case s/he is presenting
- The candidate's curriculum vitae organized into the pertinent four categories
- Supporting materials organized into the pertinent four categories

The candidate should indicate the quality of the materials included; e.g.:

- What is the status of the journal(s) in which the candidate has published?
- What is the importance of the meeting(s) at which s/he has made a presentation?
- How significant to the field or its pedagogy is the innovation to which the candidate has drawn attention?
- How important are the contributions of the candidate to the department's program, its operation, its mission, and esprit de corps?

All documents used in the evaluation of a faculty member for any purpose shall be available to the candidate for review or copying. All information used in the evaluative process must be in written or other tangible form.

At each step of evaluation (DEC, Dean, PTC), a written recommendation will be prepared and will be sent to the candidate as it is sent to the next step of evaluation. The candidate may rebut the recommendation at each step, and may submit appropriate clarifying materials, so designated, for consideration at subsequent steps.

### **B. Departmental and DEC Roles and Responsibilities (note: 7.3.1 for counselors)**



1. Departments must elect DEC members by September 10 each year. Attendance at DEC meetings shall take precedence over all other meetings. All deliberations on personnel matters shall be confidential.

Departments in the position of having fewer than three (3) tenured DEC members may adopt one of the following alternatives:

- a. DEC members may be constituted with at least two (2) tenured members of the department,
- or b. DEC members may be constituted with eligible DEC members and at least one (1) tenured faculty member from another department selected by the department concerned, or
- c. DEC members may be constituted with eligible DEC members and at least one (1) tenured member from the instructional faculty of the senate personnel policies committee selected by the department concerned.

By the appropriate date, the DEC shall notify in writing any full-time member who is eligible for consideration for renewal, promotion and/or tenure. Members who wish to be considered for promotion or tenure consideration prior to the penultimate year must notify the department chair and the DEC in writing by the appropriate date. In addition, a promotion recommendation for an eligible member may be initiated by the DEC (§4.11.3 and §5.3.5).

Each department shall devise procedures and criteria for peer and student evaluations to be conducted each semester, consistent with the CBA and senate/university bylaws, and shall stipulate them in the department bylaws. In particular, departmental criteria shall not exceed those outlined in the CBA and this document, but may be more detailed in pertinence to the individual department. The results of student evaluations in a given semester shall be communicated to the member promptly in the next semester.

The DEC shall make sure that the candidate's evaluation dossier contains evidence of peer and student evaluation. All evidence of student evaluation will be available to the DEC (and provided to the candidate) for use in developing supporting reasons for their recommendation.

If the DEC judges a dossier to be incomplete, it may, after informing the candidate, seek additional written documentation from any source pertinent to the evaluation process.

A copy of any and all such additional documentation shall be provided to the candidate, who may comment on it in writing.

After deliberation on the candidate's dossier, the DEC shall prepare a written recommendation concerning renewal tenure, or promotion, with supporting reasons, based on its evaluation of the criterion of quality in the four categories specified in the CBA, and weighted in the order presented in the CBA. The recommendation shall be signed by each member of the DEC. The most helpful DEC recommendation letter includes reasons for its evaluation in each category and judges the quality of the evidence the candidate has submitted. The DEC might comment upon items such as, but not limited to:

- What is the status of the journal(s) in which the candidate has published?
- What is the importance of the meeting(s) at which s/he has made a presentation?
- How significant to the field or its pedagogy is the innovation to which the candidate has drawn attention?
- How important are the contributions of the candidate to the department's program, its operation, its mission, and esprit de corps?

All members of the DEC must sign the DEC written evaluation and recommendation. A member or members of the DEC may elect to write a minority report, and shall also sign the minority report. Any minority report shall be appended to the signed DEC written evaluation and recommendation.

By the appropriate date, the DEC shall transmit its written evaluation and recommendation to the dean or other appropriate administrator, together with all materials submitted to and considered by the DEC. At the same time, copies of the recommendation and supporting reasons shall be sent to the candidate as well as to the candidate's personnel file.

The candidate may rebut the DEC's recommendation by submitting clarifying data pertinent to her/his application to the dean and sending a copy of this material to the DEC. This rebuttal must be submitted within three calendar days of the DEC's decision for first-year renewals. This rebuttal must be submitted within seven calendar days of the DEC's decision for all other DEC evaluations and recommendations. The DEC may react to such clarifying data in writing and shall submit such reaction to the Dean within one week.

### **C. Dean's (or appropriate administrator's) Roles and Responsibilities**

1. By the appropriate date, the dean (or appropriate administrator) shall review and consider all of the material submitted and make a recommendation based primarily on that material to the PTC for tenure and promotion cases, or to the appropriate vice- president for renewal cases. The recommendation shall be accompanied by all previously submitted material, and all material used by the dean (or appropriate administrator). A copy of any material other than that submitted by the candidate or the DEC shall be provided to the candidate and to the members of the DEC concerned. Upon issuance of the dean's (or appropriate administrator's) recommendation, copies of the recommendation shall be sent to the candidate and to the candidate's personnel file.

For promotion or tenure considerations, within seven calendar days of the dean's decision, candidates may respond to or rebut the recommendation of the dean (or appropriate administrator), and submit material to the PTC reacting to or rebutting the dean's (or appropriate administrator's) recommendation.

For renewal considerations, the candidate may respond to or rebut the recommendation of the dean (or appropriate administrator) and submit material to the appropriate vice- president or the provost as applicable subject to the time constraints of the CBA.

## **D. PTC Roles and Responsibilities**

The Promotion and Tenure Committee (PTC) is constituted by mandate of the CBA in article 4.11.13. Its composition and procedures are determined by the senate and approved by the President under additional constraints within that article. This bill specifies PTC procedures here, and the composition under part III below.

The PTC is involved in Promotion and Tenure evaluations, but is not involved in Renewal evaluations nor in Professional Assessment.

Additional operating rules pertinent to the PTC established here include:

- a. No PTC member shall participate in discussion, recommendation, or ranking of a member of her/his own department, or of a member of another department currently assigned to teach or team-teach with her/him.
- b. No person elected to the PTC shall serve on the committee in a year when a member of her/his family (as defined in the CBA) is an applicant for promotion.
- c. A PTC member shall be subject to recall upon petition of ten (10) per cent of the instructional faculty and a subsequent majority vote of the instructional faculty.
- d. The University Provost or her/his designee shall convene the first meeting of the PTC each year and preside until a chairperson is elected.
- e. The committee will establish procedures at its first meeting and deposit these among the web pages of the University Senate.
- f. Attendance at PTC meetings shall take precedence over all other meetings. All deliberations on personnel matters shall be confidential. A minimum of five members must participate in all deliberations and decisions of the PTC.

The PTC shall notify each candidate of the opportunity to appear before the PTC prior to making its recommendation.

The PTC shall, after considering all previously submitted material and recommendations, prepare a recommendation based on the stated criterion and pertinent categories, and shall be signed by each member present and voting.

By the appropriate date, the PTC shall transmit its recommendation to the provost, ranking its positive promotion recommendations, together with supporting reports and all materials submitted to and considered by the DEC, the dean, or other appropriate administrator, and the PTC. Upon issuance of the recommendation, copies shall be sent to the candidate and to the candidate's personnel file. In addition to the narrative report, the PTC shall provide each promotion candidate receiving a positive recommendation with a report indicating her/his position relative to all other candidates in the same academic rank, without revealing the names of the other candidates. In the case of candidates not recommended, the PTC shall identify the category(-ies) under the pertinent CBA article where the candidate did not sufficiently demonstrate quality warranting a positive recommendation.

For a period of fourteen (14) days from the date of the notification from the PTC, a candidate for promotion and/or tenure may respond to or rebut the recommendation of the PTC and may submit material to the provost rebutting the PTC recommendation. The candidate is not permitted to contest the ranking of candidates.

### **E. University Provost Role and Responsibilities**

- 1.** The provost shall meet in executive session with the PTC to consult (§1.10) prior to making her/his final tenure or promotion recommendation to the Board of Trustees (BOT/CSU).
- 2.** By the appropriate date, the provost shall make recommendations for promotion and tenure awards to the BOT/CSU. A provost who disagrees with the recommendation of the PTC and who denies tenure after the completion of a member's sixth (6th) year of service, shall provide the PTC and the candidate with a written explanation. A provost who disagrees with the PTC and awards tenure shall provide the PTC with a written explanation. The provost's explanation shall be held in confidence by the PTC subject to applicable statutes.
- 3.** After the provost of the university has made her/his recommendation to the CSU Board of Trustees, the candidate's promotion and or tenure materials (other than those which are part of the official personnel file) shall be maintained in the designated secure area of the Administration Building until September 1 of the next academic year. If a candidate decides to withdraw an application at any stage, the file shall be returned to the candidate immediately.
- 4.** The BOT/CSU shall announce its actions by the appropriate date and shall inform candidates promptly. The current practice is to grant promotion and tenure at the beginning of the subsequent semester following the decision.
- 5.** In the Renewal process, the provost makes the final University decision and informs the member of her/his renewal outcome. The dossier of renewal materials is returned to the member 30 days after the date of the final decision.

### **III. Promotion and Tenure Committee Composition.**

The committee shall be composed of tenured instructional faculty, librarians, and counselors. Four regular and one alternate full professors, librarians, counselors, coach or athletic trainer shall be joined by three regular and one alternate associate professors, librarians, or counselors.

These members shall be nominated and elected at-large from among the full-time instructional faculty, librarians, counselors, coaches, and athletic trainers under the supervision of the Organization Committee of the University Senate. In no case shall there be more than one member from any department, nor more than one librarian, nor more than one counselor. A member of the AAUP bargaining unit applying for promotion and/or tenure is not eligible to serve.

The term of office shall be for two years with members elected on a rotating basis. Upon completion of two consecutive full terms, members will not be eligible to stand

for re- election to another term as a regular member or alternate member for at least the duration of a full term. Alternate members may be elected as regular members immediately following a partial or full term as an alternate providing the member's service does not exceed two consecutive full terms.

The provisions on composition are mandated by the contract to be approved by the senate and signed by the president, which is why they are codified in this bill. Once this bill is adopted, the Senate Bylaws provisions pertaining to the PTC must remain compliant with those given in this bill. Any amendments to Senate Bylaws provisions pertaining to the PTC require an amendment to this bill. Attached to this bill is a proposed bylaws amendment that will put the current Senate Bylaws into compliance with this bill.

#### **IV. Matters Concerning Professional Assessment**

ECSU conforms to the procedure and process for Professional Assessment outlined in article 4.12 of the CBA.

When a faculty member is granted tenure, a six-year clock for Professional Assessment commences. The member must be assessed during the sixth year, or earlier should the member request promotion prior to the expiration of the clock.

The assessment process shall conform to the timetable in the CBA (Table 1).

Assessment is neither a promotion nor a tenure evaluation, so it does not follow the same process or timetable as either promotion or tenure.

The DEC may specify the materials deemed appropriate for an assessment dossier. However, a sufficiently detailed curriculum vitae divided into the categories specified in the CBA, and the departmental teaching student opinion survey results may be considered sufficient materials for assessment of teaching faculty. A selected set of supporting materials may be considered appropriate, but in no case is the assessment dossier to exceed one one-inch binder.

By the appropriate date, the DEC shall make its written assessment based on materials submitted. Part of this assessment shall include establishing the date for the next professional assessment. The next assessment must be scheduled during or before the sixth year after the current assessment cycle. If the member is being evaluated for promotion in the same semester as a professional assessment, then the DEC must issue both a promotion evaluation and a professional assessment. These two separate DEC documents follow different pathways and timetables as specified in the CBA.

The member being assessed shall have an opportunity to review the assessment, and shall have at least two (2) days to append comment to the assessment before the assessment is sent to the dean (or appropriate administrator) for review. The assessment sent to the dean shall be accompanied by all materials reviewed by the DEC, and any comments appended by the member.

By the appropriate date, the dean reviews the assessment made by the DEC.

By the appropriate date, the appropriate vice-president and the provost shall review the assessment made by the DEC, and the DEC's assessment shall be forwarded to the member's personnel file.

The university's chief personnel officer shall note the date for the next professional assessment that the DEC has scheduled, and shall remind the DEC of that impending date in September of the corresponding academic year.

This bill approved by:

ECSU Senate on 10/21/03 \_\_\_\_\_ ECSU  
Senate President

ECSU President on 10/28/03 \_\_\_\_\_ ECSU  
President

SBA 03/04-1

## **Senate Bylaws Amendment**

### **Preamble**

The predecessor bill (SB 91/92-7) contained a section that pertained to the election and composition of the Promotion and Tenure Committee that was redundant and in conflict with University Senate Bylaws 5.2.1 (The Promotion and Tenure Committee). It is felt that the bylaws were the proper exclusive repository for the rules for election and composition of all the senate committees. However, the AAUP contract mandates that these provisions for the PTC be approved by the senate and signed by the President--necessitating inclusion in the accompanying bill. The Personnel Policies Committee urges the University Senate to also pass the bylaws amendment proposed herein. It must be clearly understood that future changes in Senate Bylaws 5.2.1 contractually require parallel passage in the form of a bill signed by the president to amend the bill's language. The proposed language herein reconciles the differences between the bill's

predecessor and the current senate bylaws as well as the recent sub-divisions of the AAUP bargaining unit, to remove unintended exclusions. It is worthy to note that coaches and athletic trainers are not eligible for tenure, but are eligible for promotion. One coach and one athletic trainer are tenured professors in the athletic department under "grandfather" agreements, and are eligible to serve on the committee.

### **The Promotion and Tenure Committee**

#### **General Description/Duties**

The Committee shall recommend, relative to instructional faculty, librarians, counselors, coaches, and athletic trainers, promotions and/or tenure, to the University President .

### **Term**

The term of office shall be for two years with members elected on a rotating basis. Upon completion of two consecutive full terms, members will not be eligible to stand for re-election to another term as regular member or alternate member for at least the duration of a full term. Alternate members may be elected as regular members immediately following a partial or full term as an alternate providing the member's service does not exceed two consecutive full terms.

### **Membership**

Shall be composed of tenured full-time instructional faculty, librarians, and counselors as follows:

Four full professors, librarians, counselors, coach or athletic trainer

One full professor, librarian, or counselor , coach or athletic trainer alternate

Three associate professors, librarians, or counselors

One associate professor, librarian, or counselor alternate

### **Special Requirements**

Committee members shall be nominated and elected at-large from among the full-time instructional faculty, librarians, counselors, coaches, and athletic trainers under the supervision of the Organization Committee of the University Senate.

In no case shall there be more than one member from any academic department. In no case shall there be more than one librarian nor more than one counselor.

A faculty member of the AAUP bargaining unit applying for promotion and/or tenure is not eligible to serve on the Promotion and Tenure Committee.