

Convener and Convening Group Task Force Report

Nov 1, 2024

Co-Chair: Dean Susan Hangen – HGS

Co-Chair: Tim Haase - ASB

Ann LePore – CA

Kokila Kota – TAS

Tae Yang Kwak – HGS

Emily Leskinen – SSHS

Jessica Steinheimer – Center for Student Success

Jenn Hicks-McGowan - Employee Relations (ER)

Index

1. *Introduction*
2. *Executive Summary of Recommendations*
3. *Discussion of Recommendations and Rationale*
4. *Responses to Task Force Charge Items 1 -9*
5. *Appendices*

1. Introduction

The Convener and Convening Group Task Force (CCGTF) was composed of members from the Ramapo College community including one dean, faculty representing each of the five schools, and professional staff representing Employee Relations and the Center for Student Success. The CCGTF met 21 times between the end of the Spring 2024 semester and the first half of the Fall 2024 semester. The charge of the CCGTF was to submit findings, and recommendations, on the following nine (9) points: Review existing documents and data; Review the current structure of convening groups; Examine the role and responsibilities of conveners in academic programs; investigate opportunities for interdisciplinary collaboration; Examine faculty service distribution within convening groups; Investigate the impact of convening group structure on the student experience; Seek input from stakeholders to inform understanding of convening group structure; and conduct benchmarking analysis. The complete list of charges is noted below with details on how we addressed them. The Convener and Convening Group Task force acknowledges the simultaneous work of the Structures Task Force, and in light of this, focused our charge on understanding the current state of conveners and convening groups. Our recommendations are informed by stakeholder input and the metrics listed.

In the Spring 2024 semester, we administered a survey to the 63 individual conveners on record; we received responses from 45 (71.4% response rate). This survey allowed us to gather information on current term structure, ideal term structure, decision making processes, service distributions, rank-ordered responsibilities based on time consumption, and identified areas

where support is needed. The survey data was shared at a workshop for conveners conducted on May 22, 2024 (co-hosted with the Structures TF). There were roughly 50 participants who broke into small focus groups led by task force members where their discussions in response to the survey findings were documented in Google reports. We considered these forms of faculty input, along with benchmarking studies against comparable institutions, to construct our recommendations below.

2. Executive Summary of Recommendations

The recommendations of the CCGTF are:

- **Recommendation 1:** The college should adopt the proposed uniform definition regarding membership in the convening group and clarify decision making processes and responsibilities for convening groups.
- **Recommendation 2:** The college should adopt proposed revisions to the Job Requirements of the Convener to better reflect the current work that is done and better define the expectations for the position.
- **Recommendation 3:** The college should award compensation to the conveners based on metrics reflecting the varying responsibilities of the role across multiple criteria.

3. Discussion of Recommendations with Rationales

Recommendation 1: The college should adopt a uniform definition regarding the composition of convening groups. See [Appendix 1](#) “Statement on membership, composition, and functioning of convening groups”

This document represents a draft recommendation of how Ramapo can define the composition of convening groups in a uniform manner. This aims to be applicable to all convening groups. The primary purpose is to clarify membership and define qualified membership criteria in a manner that permits decision making for program level personnel and curricular matters. We believe that it is necessary to investigate further the exact language that is used here. These specific recommendations for further consideration are:

Convening groups should adopt bylaws that spell out how convening groups make decisions about personnel matters (reappointment, tenure, promotion, sabbatical, etc.) and about curricular change. Decision making processes for personnel issues must follow existing ER policies and processes; curricular issues must follow ARC processes. Convening group decisions about the curriculum may include either a blind ballot with a 50% quorum or via consensus with a method to be stated ahead of time, with rationale. Other methods should also be considered.

If new structures at the college lead to the creation of convening groups that encompass multiple programs, there would need to be levels of membership and decision making responsibilities. In

instances in which convening groups serve multiple academic programs, individual programs should maintain autonomy in curricular decision making for their program. The roles/obligations of the convening group members who are primarily assigned to another convening group should be clarified.

Recommendation 2: The college should adopt the updated the Job Requirements for Conveners to better reflect the current work performed and better define the expectations of the position. See [Appendix 2A](#) and [Appendix 2B](#) “Original” and “Position Description”. The new position description ([Appendix 2B](#)) details the roles and responsibilities of the convener. This includes the reporting structure, academic requirements for service, term limits, and duties. The list of duties has been adjusted from the original 15 duties to 13 duties that more accurately reflect the current work and needs of the position. This focuses on handling curricular and personnel matters, collaborations with the Dean, scheduling, managing assessment, advisement, involvement with search committees, supporting faculty needs, etc.

For clarity, we provide here a summary of changes we made to the job description. We:

1. Expanded on the Job Summary to incorporate adherence to legal requirements and the College’s strategic plan.
2. Elaborated on the role of the convening group as the central academic agent for managing academic programs within the college.
3. Changed the terms of service from annual renewable terms to a three-year term with an option to renew once before cycling out. Fostering a succession plan is important for preserving institutional knowledge and developing leaders on campus.
4. Shortened the list of duties to represent responsibilities current conveners perform and detail the function of the role.
 - a. Removed old duty #5:
 - i. Facilitate, with the support and clerical assistance of the Unit Secretary, the placing of book orders and the ordering of desk copies for all courses taught by adjunct faculty.
 - ii. Rationale: This work is done by individuals via publishers' websites.
 - b. Removed old duty #9
 - i. Interface with the Cahill Center regarding graduate and career assessment and experiential learning and post-graduation placements.
 - ii. Rationale: This work is largely done by Deans who coordinate with conveners as needed.
 - c. Removed old duty #10
 - i. Work closely with transfer students, particularly at transfer orientations, to evaluate their transfer courses within the major, minor, or program. The Convener is also responsible for working with the Associate Vice President for Enrollment Management and the Admissions Office to

review courses offered at community colleges as part of the transfer and articulation processes.

- ii. Rationale: This work is largely done by Deans who coordinate with conveners as needed.

Recommendation 3: The college should award compensation to the conveners based on metrics reflecting the varying responsibilities and workloads of the role across programs. We recommend that compensation be based on multi-factor criteria with the option of review for exceptional circumstances that do not fit the metric. This will be a significant improvement over the current model in which only 8 conveners are compensated. Compensation is of the utmost importance to faculty, we learned at the workshop and in the survey.

The current model, developed by the previous Provost, states the following:

“Conveners of Undergraduate-Level Academic Programs: Compensation depends on the undergraduate program's enrollment. No summer stipends will be awarded, as summer work will be reassigned to Deans &/or professional staff. Undergraduate Conveners will receive 8 credits if enrollment > 300 students & no Asst Dean/additional staff; 4 credits if enrollment is > 200 & < 300 students & no Asst Dean/additional staff; or the maximum of this amount of reassigned time* and whatever is required for accreditation // Note: Compensation awarded during the academic year to Conveners can be provided either as reassigned time* or as stipends. This decision will be made at the Provost's discretion based on course assignment and programmatic needs.”

The current model uses the data points of program enrollment size and the existence or absence of Assistant Deans or professional staff to determine the allocation of compensation. The model overlooks the variety of tasks that conveners conduct for all existing academic programs. Additionally, the current model does not compensate most conveners to continue their roles when off contract, in July and August. Important and urgent situations emerge during these months that require program-level expertise and important curriculum planning work can take place during these months. Deans indicated they would welcome the availability of conveners to participate in program-related work during these months.

We considered convener survey responses related to time spent on convener tasks and qualitative discussions to identify the measurable criteria that can be used to aid in calculating compensation decisions. Additionally, we recommend calculating compensation based on weighting more time-consuming responsibilities more heavily. The criteria below are listed in order of those which should be most heavily weighted to those which should receive the least weight:

1. Enrollment: # of students who are majors, minors, and/or involved in specialized programs or tracks. How to handle second majors and second minors has not been determined. This metric will account for regular academic advisement, graduation advisement, and collaboration with other convening groups or programs, etc.
2. # of sections.
 - a. This will require some finesse because many programs facilitate courses outside of their program identifier (e.g., the Economics program (ECON) facilitates all sections of BADM 225). This metric will account for scheduling duties.
3. # of FTE full time faculty. This metric will account for time required for managing personnel processes, scheduling meetings, sending communications, providing other forms of support, etc.
4. Complexity of the program. This metric will account for the number of tracks, concentrations, articulation agreements, etc. in the program; number of other programs that the convener needs to consider and collaborate with, such is the case for SOSC and DCP).
5. Whether the program is a major (or major and minor) vs standalone minor. Free standing minors require that conveners devote time to advising and scheduling.

Other colleges and universities in New Jersey compensate their program leaders (department chairs) by placing programs in tiers using a weighted multi factor formula. Leaders of programs in each tier receive the same level of compensation. William Paterson University ([Appendix 6a](#)) calculates the median value of all departments using the following criteria: student credit hours, full-time faculty equivalents and total student headcount. Stockton University ([Appendix 6b](#)) calculates department tiers for compensation on the basis of FTE, enrollment in courses, and majors. Chairs of undergraduate degree programs are grouped into 6 tiers based on weighted averages of these criteria. (See sections III.B and IV.B p. 5). We recommend reviewing these models in depth to construct the best formula for determining program tiers and convener compensation at Ramapo College.

4. Responses to Task Force Charge Items 1-9

- 1. Review existing documents and data (e.g., CAP task force meeting notes, 2007 definition of conveners, etc.) to inform the committee's work.**
 - a. The CCGTF reviewed the existing job description of the convener as well as a current appointment letter. (Original Job Description is attached in ([Appendix 2a](#)))
 - b. Acquired the current list of convening groups and conveners
 - c. Acquired the following Fall 2023 data: enrollment data for majors, minors, grad programs; number of sections offered; number of full-time faculty by program
- 2. Convening Group Landscape: Review the current structure of convening groups at Ramapo, including the number of convening groups, their sizes, the distribution**

across disciplines and Schools. Assess the rationale behind the current configuration and its alignment with the college's mission and strategic goal.

- a. The current convening group list at Ramapo has 85 Groups (Majors, Minors, Grad). There are:
 - i. 40 Majors (29 with enrolled minors and/or certificates)
 - ii. 29 Freestanding Minors
 - iii. 13 Graduate Programs (two are 4+1 programs)
 - iv. 2 program areas that deliver multiple programs (Data Science & Mathematics; Teacher Education)
 - v. Library (does not offer academic programs that confer degrees)
 - vi. Some of these programs are combined with other programs to form a convening group (ex: Accounting and Information Technology Management). In the case of ASB, each program has a program coordinator who serves in a capacity similar to that of the convenor.
- b. There are 63 unique individuals who serve as convener (some convene multiple programs; thus the number of conveners is smaller than the number of programs)
- c. Size of Convening Groups: Convening groups vary in size from a single member (e.g., Philosophy, Social Science) to many faculty (e.g., Psychology, Management, Communication Arts, Mathematics, Literature each have 10 or more faculty). In some cases the size of the convening group generally correlates with the number of majors in the program (i.e., a program with a large number of majors tends to have a greater number of faculty in the convening group). However, some smaller programs serve significant general education needs of the College such that the faculty convening group is relatively large compared with the number of majors in the program (e.g., History, English/Literature).
- d. Distribution of convening groups across Disciplines and schools
 - i. A distribution of the current convening group landscape is located in [Appendix 5](#)
 1. The Distribution tab outlines the convening group composition by school including major, minor, and grad levels
 2. The INTD CGs tab lists current convening groups that include courses from other programs
- e. Membership in Convening Groups: Primary convening group membership is generally determined by appointment listed in the faculty member's hire letter. The creation of new majors presents an opportunity for faculty to affiliate with additional convening groups and/or shift groups. At this time there does not appear to be a consistent practice for how faculty members participate in multiple convening groups. Current practices include: informal invitation by other members of a convening group, or appointment to the new convening group by a Dean.
- f. Rationale of current configuration: The current configuration of convening groups has evolved over time in a somewhat piecemeal fashion. The initial design principle at the time the college was founded was that convening groups would function like interest groups, with porous boundaries. This spirit persists in some of the interdisciplinary convening groups such as WAGES. With faculty appointed to and tenured in specific academic programs, the membership in

convening groups that represent academic programs should be more clearly defined. The school affiliation of some of the convening groups has changed over time. For example, AFST moved from SSHS to HGS; Economics moved from SSHS to ASB; Law and Society moved from HGS (then AIS) to SSHS.

3. Conveners Role and Responsibilities. Examine the roles and responsibilities of conveners in academic programs and leadership. Evaluate the extent to which conveners contribute to the overall success of the academic programs and the college as a whole.

- a. In Spring 2024 we surveyed current and recent conveners to gather data on tasks performed by conveners and the relative time spent in different tasks. Using the results from this survey, we ranked the tasks conveners identified based on time spent on each of these tasks (see Charge #8 for elaboration on the survey)
- b. There is a clear consensus on the most time consuming responsibilities, listed here from the most to least time consuming tasks:
 - i. Advising
 - ii. Scheduling
 - iii. Convening Group Meetings
 - iv. Assessment
 - v. Managing Communication within and outside of the group
 - vi. Organizing Events
 - vii. Personnel Processes
 - viii. Mentoring
 - ix. Admission Events
- c. A summary of the survey results are attached in [Appendix 3](#).

4. Interdisciplinary Collaboration: Investigate opportunities for interdisciplinary collaboration and the potential benefits of restructuring or realigning convening groups to enhance interdisciplinary initiatives or to create an alternate structure for oversight of interdisciplinary programs. Consider best practices from other institutions in promoting collaboration across disciplines.

- a. Interdisciplinary programs exist at Ramapo in a variety of forms. Some programs draw from classes from multiple convening groups whereas other programs embed interdisciplinary approaches throughout individual courses.
- b. The typical model at other institutions for encouraging collaboration across disciplines is through joint faculty appointments to multiple programs, with clear criteria for tenure and promotion in each program.
 - i. At Ramapo, this model exists for a few faculty, such as for the two faculty who are in joint appointments in INTL and POLI. However, most interdisciplinary collaborations happen informally on a voluntary basis. For example, the Women's, Gender, & Sexuality Studies (WAGES) minor has no faculty who were officially hired into the program. Rather, faculty from various major convening groups who teach courses that count in the program volunteer to meet and contribute to running the program.
 - ii. While this system does allow for collaboration across disciplines, the question of who is responsible for the program remains unclear. The issue of accountability of each member to different convening groups needs to be clarified.

- c. The Spring 2024 survey included questions about interdisciplinary collaboration. Conveners reported a number of both formal and informal collaborations already existing with 27 out of 45 convener survey responders already engaged in interdisciplinary collaborations of some kind:
 - i. Formal interdisciplinary collaborations at the major level such as interdisciplinary convening groups, contract majors
 - ii. Minors or certificate plans that combine courses from two or more programs, and single courses that are cross-listed in 2 different programs.
 - iii. Informal interdisciplinary collaborations faculty in different programs sharing resources, or planning joint events.
 - iv. We note that there are some promising in-progress merging of programs such as Theater & Film, and Visual Arts & Visual Communication Design, where the original convening groups maintain their structure, share resources and inter-curricular planning, and hold some (not all) joint meetings.
 - d. 11 out of 45 convener survey respondents and 8 of the 10 groups mentioned challenges with interdisciplinary collaborations such as:
 - i. Needing better coordination, more time and more support for the workload of collaborating between one or more additional programs
 - ii. Lack of mutual program interest or issues in maintaining collaborative relationships amid convener turnover
 - iii. Resistance to specific strategies such as cross-listing courses or team teaching
 - iv. Lack of consistent membership and consistent advisement strategies for interdisciplinary programs
 - e. The CCGTF believes that interdisciplinary collaboration is an area to be further developed after any changes to the structure of the college have been determined. The CCGTF recommends a more thorough analysis be done, looking into actionable methods in which interdisciplinary collaboration can be developed and supported such as through cross-listing courses, co-teaching, and bringing faculty together from programs with overlapping elements (e.g., writing, research methods, etc.) and having them discuss ways to collaborate on developing the curriculum.
- 5. Leadership Development: Assess the existing mechanism for leadership development and succession planning for conveners. Propose strategies to ensure a pipeline of effective leaders capable of advancing the college's academic mission.**
- a. The Spring 2024 survey of conveners, questionnaire, and additional workshop discussions, the CCGTF was unable to identify any formal, standardized, existing mechanisms for leader development at Ramapo College.
 - i. When asked "How does your program select a convener?"
 - 1. 50% of respondents (n=19) indicated that selection for conveners fell in the "Other" category
 - 2. Dean Appointed (n=4)
 - 3. Group Vote (n=14)
 - 4. Time at Ramapo (n=1).

5. These responses indicate no standardized existing mechanism of leader development required to serve as a convener.
- b. The CCGFT recommends leader development should be a formalized process that prepares conveners for success in the role as a convener.
 - i. This would ensure a pipeline of effective leaders capable of advancing the college's academic mission
 - ii. A strategic leader development training program for conveners and deliberate term-limiting succession planning should be aligned with the Ramapo College Strategic Plan and the recently published Comprehensive Academic Plan (CAP).
 - iii. The leader development training for conveners would serve as a resource to prepare individuals who are moving into the role of convener.
- c. Proposed strategies to ensure a pipeline of effective leaders capable of advancing the college's academic mission are:
 - i. Solicit knowledge and information from a group of experienced conveners capable of sharing communication skills, leadership advice, and best practices for their respective units
 - ii. Make use of opportunities such as one that was advertised in the June 3-14, 2024 edition of *The Chronicle for Higher Education* titled, "The Chronicle's Strategic-Leadership Program for Department Chairs."
- d. The CCGFT recommends that future analysis of the work currently underway by the Academic Structures Task Force be considered in conjunction with any proposed strategies for building effective leaders.
- 6. The Role of Faculty Service in Convening Groups: Examine faculty service distribution within convening groups and evaluate the allocation of resources to determine the balance of responsibilities for conveners and for faculty. Identify any imbalances or inefficiencies and propose recommendations for optimizing faculty resources to enhance academic experience.**
 - a. We surveyed conveners about how tasks and committee assignments within the convening group are distributed among convening group members. We identified five major themes. In order of frequency (most common to least common):
 - i. Service commitments are filled through volunteering. Many conveners listed that this may be motivated through group consensus, based on individual strengths, or requests from the convener.
 - ii. The second most common response was that the convener does everything. This response was not only from small programs, but larger programs as well.
 - iii. Some conveners reported that work is evenly shared amongst members
 - iv. Three conveners listed peer pressure, begging, and 'dysfunctionally' as the means of service distribution.
 - v. The least common response was Dean appointed service commitments
 - b. The CCGTF recommends (as noted in [Appendix 1](#)) that bylaws should be adopted at the convening group to define the decision making process.
- 7. Student Experience and Success: Aligning with other areas of the CAP, investigate the impact of convening group structure on the student experience, academic success and overall satisfaction. Consider how other strategies detailed in the CAP**

can be implemented to improve coordination and communication within and between convening groups to enhance the Ramapo experience.

- a. The survey conducted in Spring 2024 identified advisement, scheduling, and managing communications as some of the most time consuming tasks for conveners (all within the top 5). Many students receive advisement from CSS and their primary faculty advisers, and will never interact with the convener unless there are exceptional issues. However, conveners play a key role in ensuring that students receive adequate advising in cases in which exceptional issues arise.
 - i. The convener acts as point person for advisement issues for students, the Dean and the Registrar's office.
 - ii. The convener acts as point person for students who may be interested in the declaring the program and are seeking more specialized information.
 - iii. Providing conveners with compensation could ensure that these duties are formally assigned to them and could provide them with time to fulfill these duties. If receiving a course release for their role as convener, we recommend that conveners devote additional office hours (beyond the 3 required for teaching) to on-campus advising. This would add opportunities for advisement, communications, and collaboration to create curricula and schedules that eliminate hurdles for students.
- 8. Stakeholder Input: Seek input from faculty, students, staff and relevant stakeholders through surveys, focus groups, or town hall meetings to ensure a comprehensive understanding of perspectives on the current convening group structure.**
 - a. See introduction for an explanation of the survey and workshop the CCGTF conducted.
 - b. A summary of the survey results appears in [Appendix 3](#).
- 9. Benchmarking and Best Practice: Conduct benchmarking analysis to compare our convening group structure with departmental structure of peer institutions. Identify best practice and innovations in organization to inform potential recommendations.**
 - a. One of the CCGTF members attended the NJASCU Employee/Labor Relations Consortium over the summer. Representatives from other schools shared their Faculty Leadership Models.
 - i. Kean shared their department chair job description with us. It is attached for reference in [Appendix 4](#). Key differences between the convener role at Ramapo and the Department Chair role at Kean are that the chair at Kean manages a department budget and is responsible for supervising faculty in the department. At Ramapo, Deans are responsible for those tasks.
 - b. Current Departmental Landscape in NJ
 - i. No other institutions in NJ maintain a convening group and convener structure like the one at Ramapo. Below is a list of NJ schools and their organizational structure.
 - ii. **Convener Model:** Ramapo College
 - iii. **Department Chair Model:** Kean, Montclair, New Jersey City University, Rowan, TCNJ, TESU, William Patterson
 - iv. **Program Chair Model:** Stockton (Graduate Program Chair, Major Program Chair, Minor Program Chair)

- v. These institutions compensate their Department Chairs, either through reassigned time or stipends.

RAMAPO COLLEGE OF NEW JERSEY

TITLE: Appendix 1: Statement on membership, composition, and functioning of Convening Groups

UNIT/DIVISION: Teaching, Learning and Growth Core

Purpose: To define what convening groups are, how membership will be determined, areas of responsibility (peer review; curricular management) and how decisions will be made

DATE: November 2024

Description:

The Convening Group is the primary central academic and curricular unit at Ramapo, functioning in lieu of the traditional department. The Convening Group is an organizational structure aligning full-time faculty members who teach in major, minor, certificate programs and/or a combination thereof. The Convening Group reports to the Dean of its assigned school.

Convening group members are full time faculty who are appointed to an academic program either in their hire letter or by the Dean and Provost. Faculty may be from one or multiple schools as long as they meet the membership criteria. Convening Groups should be appropriately organized with consideration to size, scale, disciplinary alignment, and with the aim of creating possibilities for the overall student experience to include learning and fostering interdisciplinarity and collaboration. The Convening Group has a shared responsibility in the decision making process for curricular, personnel matters, and other areas as required. The members of the Convening Group comply with applicable College policies and procedures, (e.g. Faculty Handbook); and support the Convener in carrying out their responsibilities.

Primary Convening Group membership:

- Appointment to academic program via hire letter, OR
- Appointment by Dean and Provost

Secondary Convening Group membership:

- Requires consultation with the Dean and Provost and appointment based on: credentials (e.g., degree, scholarship), teaching responsibilities, and/or service to the Convening Group and/or field

Recommendations of issues to be considered by later groups:

1. Convening groups should adopt bylaws that spell out how convening groups make decisions about personnel matters (reappointment, tenure, promotion, sabbatical, etc.) and about curricular change. Decision making processes for personnel issues must follow existing ER policies and processes; curricular issues must follow ARC processes. Decisions at the curricular level may include either a blind ballot with a 50% quorum or via consensus with a method to be stated ahead of time, with rationale. Other methods should be considered.
2. If new structures at the college lead to the creation of convening groups that encompass multiple programs, there would need to be levels of membership and decision making responsibilities. In instances in which convening groups serve multiple academic programs, individual programs should maintain autonomy in curricular decision making for their program.

3. The college should define the roles/obligations of the convening group members who are primarily assigned to another convening group. These secondary members may have a different level of obligation or decision making ability about curricular and personnel issues than those members who are primary members of a convening group.

RAMAPO COLLEGE OF NEW JERSEY
POSITION DESCRIPTION

TITLE: Appendix 2a: CONVENER Job Description (Original)

INCUMBENT:

UNIT/DIVISION: School name/Academic Affairs

DATE:

JOB SUMMARY:

The convening group is the primary academic and curricular unit at Ramapo, functioning in lieu of the traditional department. A convening group is comprised of faculty teaching in the particular major, minor, or program, and reports to the Dean of its primary school. Some convening groups are disciplinary while others are multi- or interdisciplinary. Faculty may be from one school or from several.

TERMS OF SERVICE:

The Convener serves for annual renewable terms. Additional terms are possible upon consultation with the convening group and approval by the Dean. S/he is chosen by the members of the convening group from among the full-time faculty and is approved by the Dean of the School. In the event that the Dean does not accept the recommendation for Convener, s/he will provide the convening group and the Provost with an explanation of the decision.

DUTIES

1. Foster and promote effective collaborative decision-making of the convening group, particularly in curricular and personnel matters, through chairing regular convening group meetings, as well as through individual and small group consultations as needed.
2. Coordinate the development of the curriculum, student learning outcomes, and course reviews and approvals. Because the convening group's primary responsibility is to deliver and assess a curriculum of quality in the faculty's areas of expertise, the Convener is responsible for ensuring that the major, minor, or program requirements are clear and coherent, that regular assessment of the curriculum is in place, that general education courses as well as those for the majors and minors are regularly reviewed and updated, and that all new courses are closely reviewed and approved by the convening group before being submitted for Unit review and review by ARC.
3. Coordinate the Five Year Program Review Process in accordance with guidelines promulgated by the Office of the Provost.
4. Work closely with the Dean, other convening groups, and individuals to coordinate and establish the class schedule.
5. Facilitate, with the support and clerical assistance of the Unit Secretary, the placing of book orders and the ordering of desk copies for all courses taught by adjunct faculty.
6. Coordinate the convening group's contribution to the recruiting and public relations efforts of the college by working closely with the Office of Admissions and the Office of Public Relations
7. Coordinate student advisement. Advising students is a shared responsibility of the entire convening group.

The Convener is responsible for coordinating the process, keeping the convening group advised of policies and procedures concerning students within the program, and acting as an initial arbitrator in cases where problems or disagreements arise.

8. Oversee the process of final graduation audits and orchestrate with the Advisement Center regarding graduation requirements.
9. Interface with the Cahill Center regarding graduate and career assessment and experiential learning and post-graduation placements.
10. Work closely with transfer students, particularly at transfer orientations, to evaluate their transfer courses within the major, minor, or program. The Convener is also responsible for working with the Associate Vice President for Enrollment Management and the Admissions Office to review courses offered at community colleges as part of the transfer and articulation processes.
11. Work with the Dean in establishing search committees for hiring full-time faculty. The Convener, with the approval of the Dean, also has a central role in the hiring and scheduling of adjunct faculty.
12. Help orient new full-time and adjunct faculty. The Convener will provide new faculty with information packets containing sample syllabi for the course(s) they are teaching and other helpful materials such as sample assessments and student assignments, as well as Unit and College policies.
13. Ensure that timely, fair, and professionally responsible reviews, observations, and evaluations of teaching and recommendations for individual faculty members are submitted to the appropriate Unit and all-College personnel committees.
14. Take recommendations to the Deans regarding resource needs of the program and its faculty in mounting the program.
15. Collaborate with the Dean to coordinate the convening group's contributions to the intellectual and cultural life of the campus and the larger community.

REQUIREMENTS

The Convener, who must be a member of the convening group, is chosen by the members of the convening group from among the full-time faculty and is approved by the Dean. The Convener must be from the school which offers the major, minor, or program.

Approved 16 April 2007

RAMAPO COLLEGE OF NEW JERSEY
POSITION DESCRIPTION

TITLE: Appendix 2b: CONVENER Job Description (Proposed)

UNIT/DIVISION: School name/Academic Affairs

DATE: Fall 2024

JOB SUMMARY:

The Convener abides by and adheres to all applicable federal, state, contractual, and local laws, policies, and regulations. In addition, complies with all Ramapo College of New Jersey policies and procedures. Aligns with the College Strategic plan in support of the assigned school while supporting and organizing efforts to fully support the College mission, vision and values. The role reports to and serves as the primary advisor to the Dean concerning their program and communicates the Convening Group's recommendations as necessary regarding hiring, mentoring, promoting and supporting faculty in their efforts of teaching, scholarship, and service.

Conveners will serve as the primary representative of the Convening Group and as a direct report to the Dean. As Convener, this role serves as the primary spokesperson and advocate for their respective Convening Group. The Convener directs the Convening Group to function at the central academic and curricular level at Ramapo, in lieu of academic departments. In some cases, with approval, Conveners may direct multiple related academic programs.

TERMS OF SERVICE:

The Convener is a full-time, tenured faculty member, elected by members of their respective Convening Group in consultation with the Dean and the Office of the Provost who serves for three consecutive academic years (one term), renewable for one additional three-year term, up to six consecutive academic years. Conveners will receive letters of appointment from the Provost's Office, stating the term, duties and terms of compensation. In exceptional cases, additional terms are possible upon consultation with the Convening Group, coordination with the Office of the Provost, and approval by the Dean. Succession planning in this role is highly advised. In the event that the Dean does not accept the recommendation for Convener, the Dean will provide the Convening Group and the Provost with a written explanation of the decision. In turn, the Convening Group will work to provide another viable candidate.

DUTIES OF CONVENER

1. Build a coalition within the Convening Group that promotes and fosters effective communication and collaboration. Facilitate the decision-making processes of the Convening Group, particularly in curricular and personnel matters by chairing regular Convening Group meetings, as well as through individual and small group consultations as needed.
2. Coordinate with faculty to develop curriculum, student learning outcomes, and course reviews and approvals. The Convening Group's primary responsibility is to deliver and assess a curriculum of quality in the faculty's areas of expertise; therefore, the Convener is responsible for ensuring major, minor, and or program requirements are clear and coherent, regular assessment of the curriculum is in place, general education courses as well as those for the majors and minors are regularly reviewed and updated, and all

new courses are closely reviewed and approved by the Convening Group before being submitted for Unit review and review by Academic Review Committee (ARC).

3. As required, assist the Dean and the lead person in coordinating and collaborating with the Convening Group regarding the Five Year Program Review Process in accordance with guidelines promulgated by the Office of the Provost.
4. Collaborate with the Dean, and members of the Convening Group to coordinate and establish the class schedule including classes for adjunct faculty.
5. Collaborate with the Dean to manage the Convening Group's contribution to admissions and public relations efforts.
6. Provide oversight for student advisement. Advising students is a shared responsibility of the entire Convening Group. The Convener is responsible for supporting the student advisement process in accordance with policies and procedures concerning students within the program. The Convener, in communication with the Convening Group and Center for Student Success, maintains updated graduation plans. The convener will also act as the point person for students who are interested in learning more about the program.
7. Ensure that final graduation audits are resolved in a timely manner by working with the Dean and members of the Convening Group as needed.
8. Coordinate with the Dean in establishing search committees for hiring full-time faculty. The Convener, with the approval of the Dean, also has a central role in the recommending adjuncts for Deans to hire
9. Supports the curricular orientation of new full-time and adjunct faculty. The Convener acts as a facilitator providing new faculty with information packets containing sample syllabi for the course(s) they are teaching and other helpful materials such as sample assessments and student assignments, as well as Unit and College policies.
10. Ensures that the Convening Group provides support to faculty during their candidacy for reappointment, promotion, tenure, career development, faculty scholarship, and sabbatical)in accordance with the Faculty Handbook. Provide meaningful feedback to junior faculty moving through the reappointment, promotion and tenure processes and procedures. Ensure that timely, fair, and professionally responsible reviews, observations, and evaluations of teaching and recommendations for individual faculty members are submitted to the appropriate Unit and all-College personnel committees.
11. Collaborate with the Dean to coordinate the convening group's contributions to the intellectual and cultural life of the campus and the larger community.
12. Depending on the needs of the convening group, maintains academic oversight of the program during summer months as required, with specific duties defined based on the needs of the program. Additional compensation will be provided for this work (the exact rate is TBD)
13. Take recommendations to the Deans regarding resource needs of the program and its faculty in mounting the program. The Convener is the point of contact for faculty in communicating all needs of the program.

REQUIREMENTS

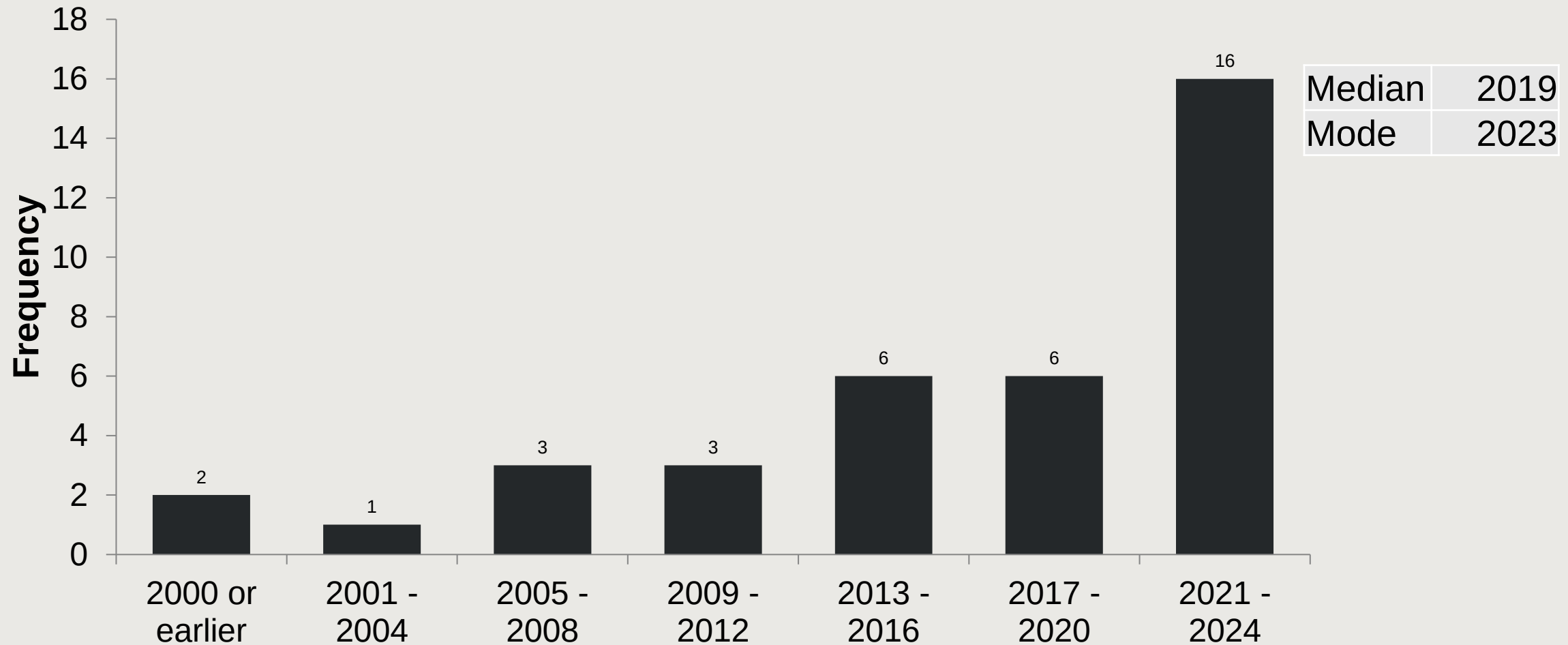
The Convener, who must be a member of the Convening Group, is elected by the members of the Convening Group from among the full-time faculty and is approved by the Dean. The Convener must be from the school which offers the major, minor, or program.

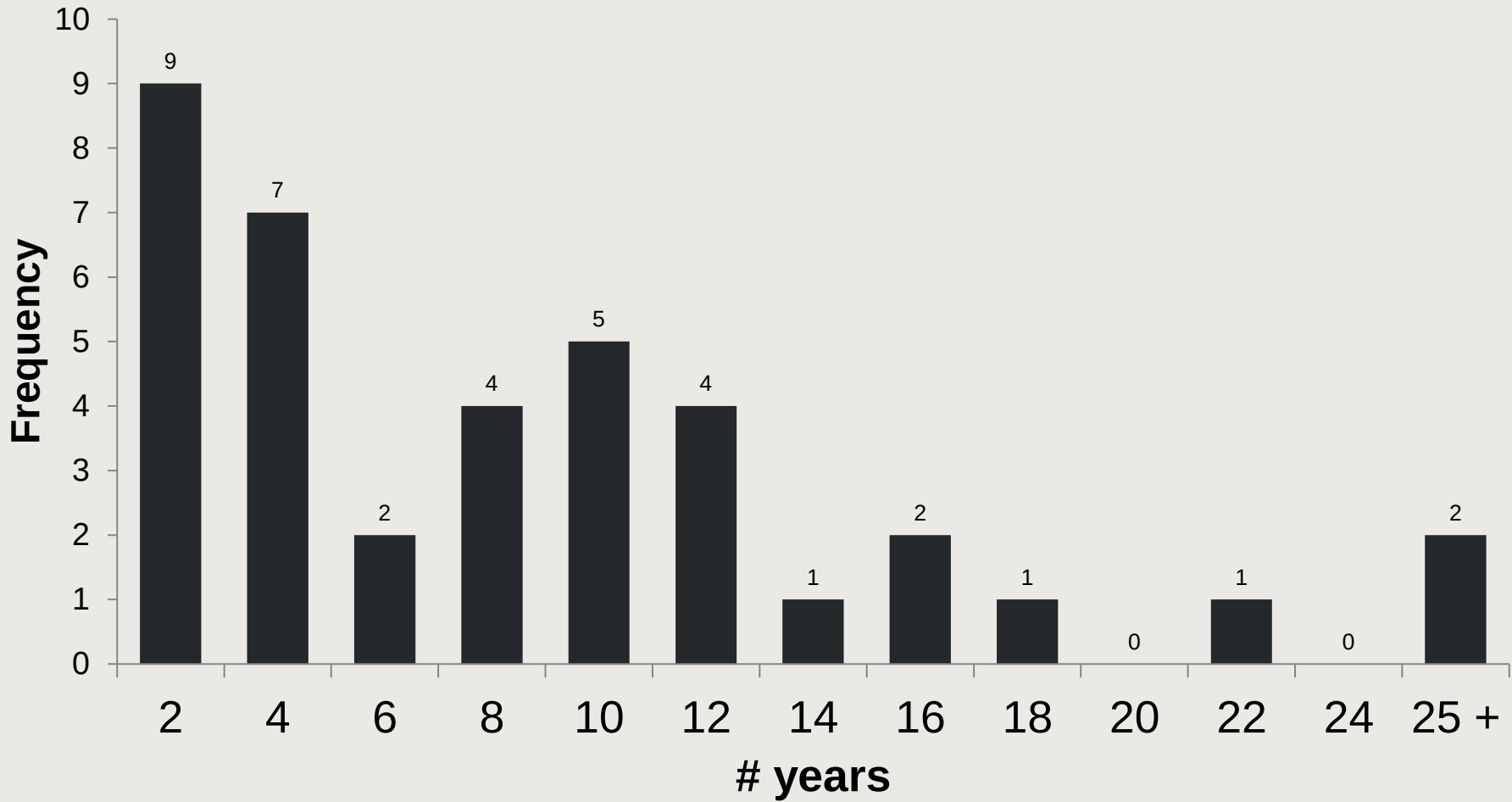
Convener/Convening Group Task Force

May 22, 2024 Workshop



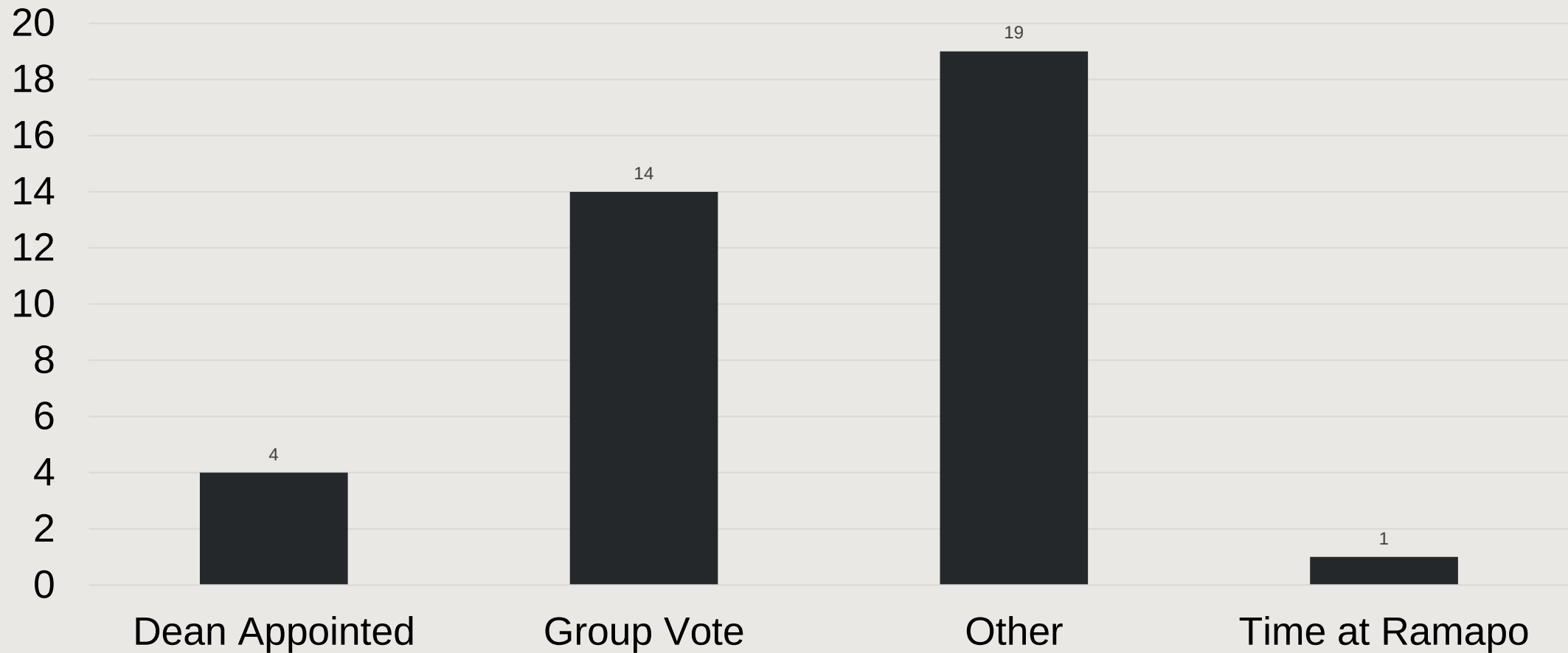
What year did you begin your current role as convener?





Mean	8.02
Median	7
Mode	1

How does your program select a convener?

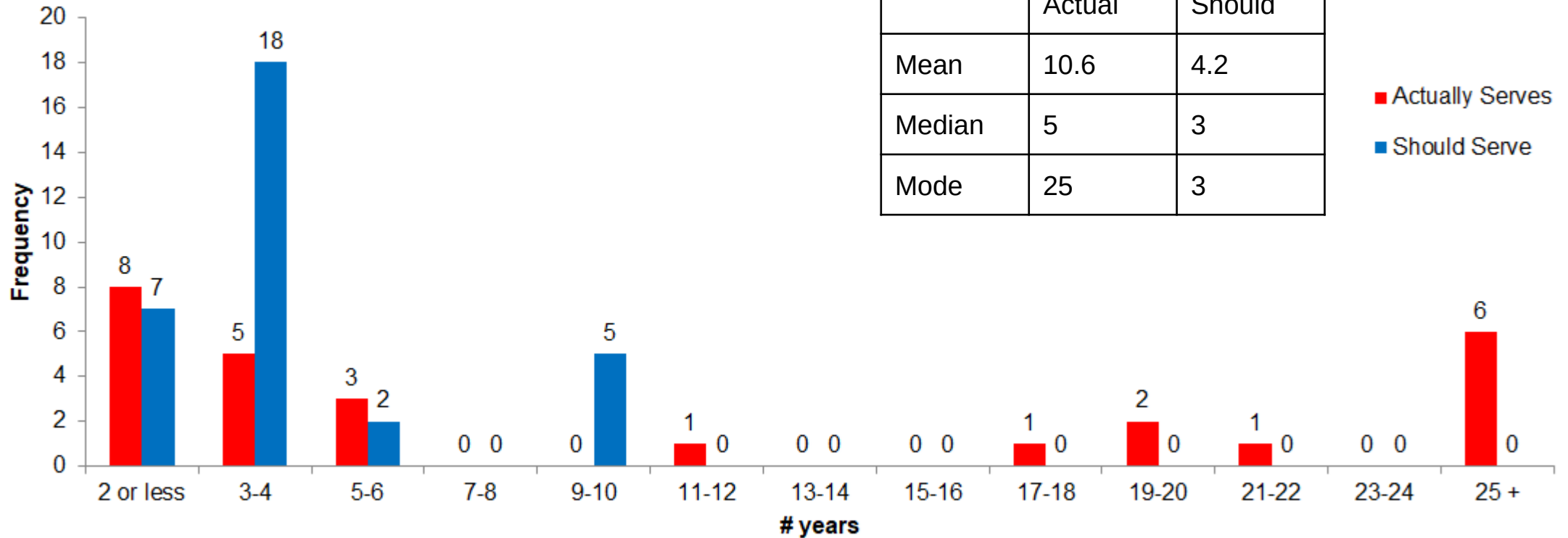


How does your program select a convener? (Other)

- Next in seniority takes the job
- Only one person who can:
 - Convening group of one
 - Only full-time faculty
 - Only one qualified (credentials)
- I created the minor
- A cycle that rotates
- Interest and aligned expertise
- Volunteered
- Certain people are encouraged to do it

How long does a convener of your program serve?

How long does/should a convener serve?



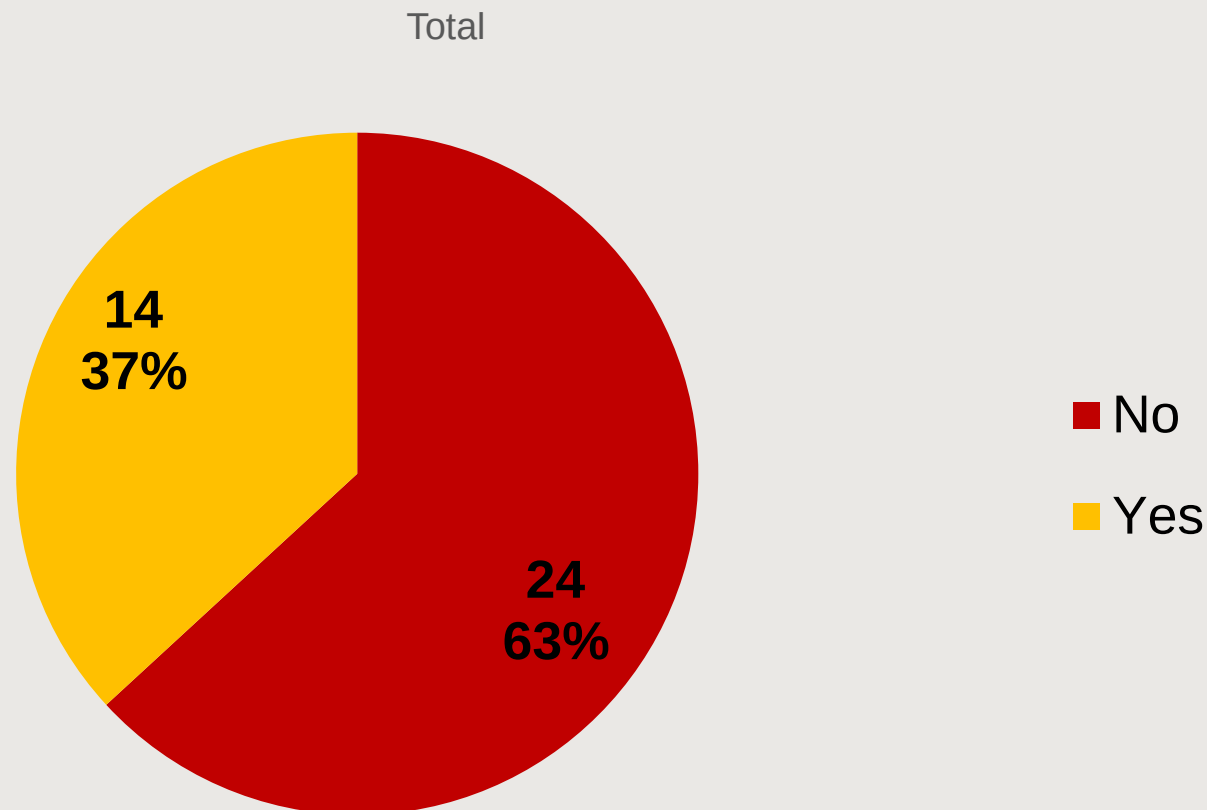
	Actual	Should
Mean	10.6	4.2
Median	5	3
Mode	25	3

■ Actually Serves
■ Should Serve

Count of Does your convening group have an established procedure for making decisions?

Summary of established procedures for making decisions:

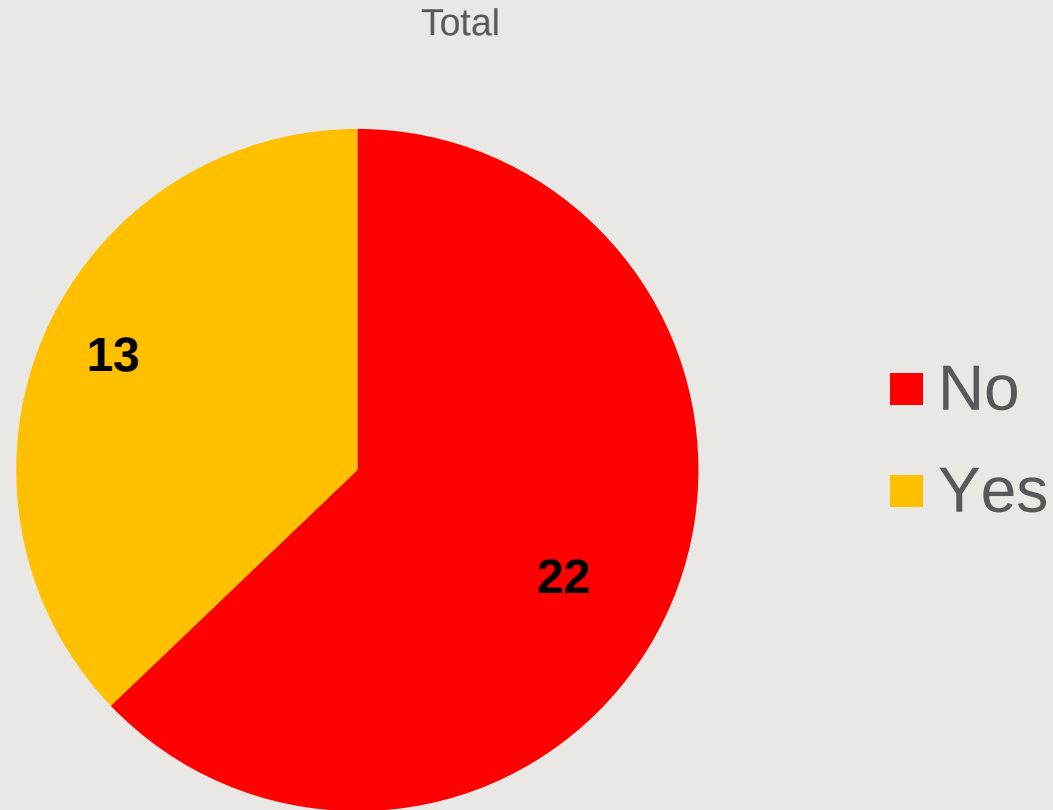
- Group discussion / Majority vote
- Run decisions by affected parties for input



Are there any convener responsibilities that you feel could be better addressed by a different person/office/group?

Summary of 'YES' answers:

- Marketing
- PR
- Recruitment
- Communication
- Event planning
- Secretarial/logistics
- Advising
- Alumni networking
- Assessment



Ranked Responsibilities

1 (most time consuming) 10 (least time consuming)

	Rank										
Category	1	2	3	4	5	6	7	8	9	10	Mean
Advising	12	6	6	0	2	2	2	0	1	0	2.8
Scheduling	10	6	4	6	2	2	0	2	0	1	3.2
Convening Group Meetings	4	6	3	4	6	4	3	1	1	0	4.2
Assessment	2	5	4	2	6	6	1	4	0	0	4.6
Managing Communication - within group	2	3	2	6	3	3	3	4	2	2	5.4
Managing Communication - outside of group	1	2	3	5	1	1	2	5	4	4	6.3
Organizing Events	1	2	4	1	2	2	3	1	1	10	6.7
Personnel Processes	0	1	4	1	1	3	2	3	9	2	6.9
Mentoring Junior Faculty	0	0	0	3	5	4	5	3	3	4	6.9
Admission Events	0	0	0	2	2	7	6	3	4	2	7.0

Are there any convener tasks we did not include that you would like to note? Please list them :

- 1) Budget (n=3): tedious and time taking process**
 - Involves taking recommendations to the Deans regarding resource needs, equipment & classroom maintenance, etc.
- 2) Managing adjunct faculty**
- 3) Student communication and advisement-related (n=3)**
- 4) Supervising annual student scholarships and awards (n=3)**
- 5) Figuring out ways to market and promote the program, both within the College and to potential students (n=4)**
- 6) Maintaining communication (n=4)**
- 7) Coordinate development of curriculum (n=3)**

What are the qualifications for membership in your convening group?

Four major themes:

- Any FT faculty with interest in joining the convening group (n=11)
- Appointment letter (n=8)
- FT faculty to teach courses for the program (n=7)
- Teaching and/or researching in the content area (n=5)

Regarding who gets to be a voting member (2 themes):

- Most reported all FT faculty in the group are involved, or all who show up
- Consider a distinction between "core" members (who are primarily appointed to a program) and "affiliated" members. Major decisions would be left to the core members.

How are tasks & committee assignments distributed among convening group members?

Five major themes:

- Volunteering (n=20)
 - And consensus
 - And asked based on individual strengths
 - And begging
 - And some tasks/assignments cyclical
- Convener does everything (n=8)
 - Some represent small programs; however, multiple larger programs also note this
- Split evenly among members (n=5)
- Peer pressure, begging, dysfunctionally (n=3)
- Dean appointed (n=2)

** Some note challenges in holding peers accountable, all being equals





KEAN

Department Chair Job Description

Under the direction of the Dean, Department Chairs are the collegial leaders of their departments and perform administrative responsibilities designed to enhance academic quality and service to students. Department Chairs are full-time, tenured faculty elected by members of the department and the usual term of service shall be three academic years.

Specific duties of the Department Chair are outlined below:

I. General Responsibilities

- a. Advancing the mission of the University and the academic objectives of the college and the department;
- b. Complying with contractual obligations and State of New Jersey Ethics laws;
- c. Conducting the duties of the office consistent with Federal and State guidelines and University policies and procedures

II. Administration of the Department Responsibilities

- a. Schedules academic courses and prepares faculty schedules and workloads for all programs within the department during the academic year and summer sessions and submits such schedules to the Dean;
- b. Provides leadership in interdisciplinary planning and development of synergies between programmatic areas;
- c. Coordinates in collaboration with Human Resources the hiring process of new faculty or staff, including lecturers and adjuncts, consistent with University policies and equal opportunity and affirmative action guidelines;
- d. Coordinates and verifies in a timely fashion all ARTP and A-328 applications of departmental faculty as provided by the office of the Provost;
- e. Provides formative guidance and feedback to faculty en route to reappointment, tenure, and promotion (RTP); this includes reviewing annual self-assessments submitted by tenure track faculty, meeting with faculty to review and discuss progress in the principal areas of research, teaching, and service, as well as any other considerations relevant to reappointment, tenure, and promotion. As required by established RTP procedures, feedback shall be formally summarized in a written document which will become part of the candidate's record, and will be seen by ARTP committees and the Provost. Should the department chair not be the chair of the ARTP committee, they shall coordinate with the ARTP chair in providing this feedback;
- f. Adheres to all applicable instructional policies of the department, college and the

University;

- g. Coordinates new course development, new programs, the sunsetting of courses and programs and options; as well as updating appropriate student reference material such as guide-sheets, catalogues, accreditation reports and associated functions; this includes working with faculty and the departmental curriculum committee to update all department courses and degree-granting majors and minors as required;
- h. Prepares and implements the academic advisement plan of the department ensuring that all students are provided with competent, up-to-date and timely advisement;
- i. Coordinates policies on released time, overload teaching and distribution of faculty loads during each semester;
- j. Depending on the needs of the department, maintains academic oversight of programs in the department during summer months as required, particularly as this relates to special program admissions interviews. Compensation will be provided for this work (the exact rate is TBD).

III. Operational Responsibilities

- a. Under the supervision of the academic dean:
 - 1. Prepares and manages the departmental budget; including achieving cost-savings through the pooling of program resources within the department;
 - 2. Coordinates the distribution and allocation of departmental resources; this includes overload assignments and adjunct assignments;
 - 3. Recommends travel, training, released time for research and similar duties;
- b. Administers policies on office hours, time and attendance, peer observation of faculty (both full-time, including Lecturers pursuant to contractual negotiations, and adjuncts), class cancellations and reporting as required;
- c. Works closely with any program level coordinators within the department, as applicable;
- d. Coordinates departmental curriculum and other academic committees and assigning faculty to serve on such committees;
- e. Coordinates and reports on departmental assessment and program review activities, collaborating with assessment coordinators as needed, and implements processes to improve student outcomes, including annual graduation and retention rates;
- f. Collaborates with the Dean on strategies to maintain or increase enrollment in academic programs in the department and identify and prioritize new programs for development.
- g. Acts as liaison with the Office of Assessment and other appropriate University offices for purposes of evaluating school program and faculty performance goals;
- h. Handles student grievances as required by University policies in a timely and fair manner;
- i. Provides support to University and governance structures (such as Faculty Senate, UPC, UCC) by providing data, reports and staff assignments;
- j. Promotes and schedules scholarly conferences, panels and forums to advance the University, college and the department;
- k. Supervises department non-teaching staff pursuant to Letter of Agreement XIII and performs annual reviews as required by the Office of Human Resources.

	School	ASB	CA	HGS	Library	SSHS	TAS
	# of Convening Groups	14	8	19	1	22	21
	# that are Interdisciplinary (Ugrad or	5	5	3 INTD majors		6	5
	Major	7	6	9		8	12
	Freestanding Minor	4	1	10 (7 INTD)		8	4
	Grad	3	1	0		5	4
	Other				1	1	1

Academic Year Chairperson Compensation

William Paterson University of New Jersey

WHEREAS a mutual goal of the Union and the University is to foster amicable relations between faculty and the administration and to provide a professional work environment for its employees, and

WHEREAS Department Chairpersons should be fairly and equitably compensated for the roles and responsibilities associated with their position, and

WHEREAS the Union and the University agree that the compensation for Department chairpersons should be based on measurable criteria, the Union and the University hereby agree to the following procedures related to the academic year compensation of Department Chairs:

1. Chair compensation shall be determined by a formula using total student credit hours, full-time faculty equivalents (part-time and adjunct faculty calculated using the IPEDS formula of .33), and total student headcount (undergraduate plus graduate) generated by a department calculated based on fall semester census data of the previous academic year.
2. The minimum compensation for a department chair shall be twelve credits per academic year, and the maximum compensation for a department chairperson shall be eighteen credits per academic year. No chair may utilize more than nine credits of release time during a given semester.
3. The compensation for a department chair shall be determined as follows: the median value of all departments shall be computed for student credit hours, full-time faculty equivalents, and total student headcount (graduate plus undergraduate). If a department has a value above the median for a given category, then it will be assigned three credit hours for that category; and if a department has a value that is less than or equal to the median of all departments for a given category, then it will be assigned two credit hours for that category. The categories shall be weighted as follows: the assigned values for student credit hours and full-time faculty equivalents shall each be multiplied by .3, and the assigned value for student headcount shall be multiplied by 4. These three values shall then be summed and multiplied by two, and the result shall be rounded to the nearest whole number to determine the compensation for an individual department chair for the academic year.
4. The compensation allocations shall be calculated by the Provost Office annually each spring as per this agreement using data from the previous fall semester census. These chair allocations will be reviewed by the Union. Any change in credits shall take effect at the start of the next academic year.
5. If different course codes are assigned to UCC courses, individual departments shall continue to be credited for student credit hours associated with UCC courses taught.

6. Subsequent to the signing of this agreement, the new compensation shall be applied starting AY24-25.

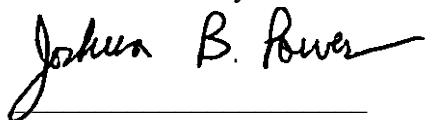
7. The Administration reserves the right to create an assistant chair position in a department. If the Administration assigns this position, it shall begin after the University provides 3 months' notice to the chair and commence subsequent to closure of an academic term. A department chair may also request that duties be shared with an assistant chair subject to approval by the Administration. In either situation, the assistant chair compensation shall be no more than three credits per semester. Chair compensation shall be reduced by the same amount such that the sum of the chair and assistant chair compensation does not exceed the amount calculated in section 4 above and only if the chair roles and responsibilities, as stated in the Faculty and Staff Handbook, are reduced by no more than 3 credits of time and effort. In extenuating circumstances and in consultation with the Union, if the position is created by the Administration mid semester or mid academic year in the absence of agreement by the chair to share duties, no compensation shall be deducted from the chair's compensation until the start of the subsequent academic year.

8. In all cases, the dean shall consult with the respective chair regarding the recommended duties of the assistant chair not to exceed the equivalent of three credits of time and effort. The Administration shall consult with the Union on such duties. All parties retain their rights as provided by the Master Agreement and the NJ Public Employment Relations Act.

9. The respective department chair and faculty shall recommend the candidate for the position by a department election. The dean will provide a separate recommendation to the provost. The Administration shall have the right to accept or reject the department's recommendation. In the case of rejection, the Administration shall provide the reasons for rejecting the recommended faculty member to the department and permit another individual to be recommended and voted on through election. After two election cycles without an agreed upon candidate the provost in consultation with the dean may appoint an assistant chair for a one-year term and elections would take place for the following academic year.

This agreement remains in effect unless either party requests to reopen negotiations in May of each year during the agreement, on any procedures related to the agreement. Either of the parties shall notify the other in writing, of its desire to commence negotiations at the start of the subsequent academic year.

For the University:



Date: 7-12-24

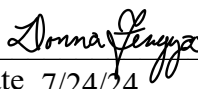


Date:

For AFT Local 1796:



Date: 7/23/24



Date 7/24/24

Memorandum of Agreement Undergraduate, Graduate, and Associate Program Chairs

PREAMBLE: This agreement is informed by Stockton University's embrace of a collection of shared values that support the University's mission. These values include a dedication to teaching and learning and a commitment to shared governance. We recognize that the mission of the University is best achieved through cooperative efforts, when varied expertise and talents are brought to bear in completing administrative tasks. The Stockton University Administration and the Stockton Federation of Teachers (SFT) have negotiated a series of Memoranda of Agreements (MOAs) to support faculty in designated leadership roles. This collection of agreements has been crafted to facilitate the rotation of leadership roles among faculty who coordinate the efforts of their peers and specifies the method of selection of individuals for leadership roles, the duties and responsibilities associated with each role, the evaluation and oversight of the work relevant to these roles, and the agreed-upon terms and compensation associated with these administrative duties. It is further understood that the new title of Program Chair is equivalent to the former title of Program Coordinator or Program Director for all local agreements.

I. DEFINITIONS AND GENERAL PROVISIONS

A. DEFINITIONS

1. **RELEVANT DEAN:** The Dean who serves as the manager and provides administrative oversight of the relevant office that resides in their school. The Dean overseeing a relevant office shall be made clear to the Designated Faculty members upon accepting their roles.
2. **SUPERVISING DEAN:** The Dean who serves as the manager of a Designated Faculty member within a school if different than where an academic program is housed.
3. **DESIGNATED FACULTY:** This term refers to appointed and elected faculty in leadership roles covered in this Agreement.
4. **FACULTY:** Faculty shall include regular tenure-track and non-tenure track full-time faculty, part-time faculty, and faculty appointed under XIII-O during any year when the faculty member is under contract for the following academic year but shall exclude other XIII-O faculty and all XIII-D faculty.
5. **FTE FACULTY:** For purposes of calculating undergraduate and graduate programs to tiers, FTE Faculty are computed each fall term as follows: each full-time faculty member counts 1.0; each part-time (non-adjunct) faculty member holding faculty rank counts at their fraction of full-time, e.g., .5 or .75; for adjuncts teaching in the program, every 12 TCH for the fall semester of teaching counts as 1.0; fractions of this are prorated. Those XIII-D faculty who have been identified by the Administration and Union as those who are not a one-to-one replacement (for example, but not limited to, program development, enrollment growth, coverage for tenure-track lines being searched) shall be counted as faculty for the purposes of determining the number of faculty within a program.

6. SCH: For purposes of calculating compensation for Chairs and Associate Chairs of undergraduate and graduate programs to tiers, SCH refers to “student credit hours,” the number of enrolled students multiplied by the number of credits earned in a course.
 7. FOUNDING PROGRAM CHAIR: refers to the first person to serve as Chair of a newly created program at the undergraduate or graduate level. It is understood by the parties that a new program is officially “created” at the time that students begin their first classes.
 8. NEW PROGRAM: refers to a new degree program at the undergraduate or graduate level.
- B. ADMINISTRATIVE SUPPORT AND COMMUNICATION: At the beginning of each academic year, the Relevant Dean shall meet with the Designated Faculty and provide, to the extent possible, a tentative timetable of important deadlines for the year, to be updated as information becomes available, and shall also provide instructions as to how the Designated Faculty shall obtain clerical and professional staff support from the office of the School or administrative unit. The Center for Teaching and Learning Design (CTLD) shall provide professional development specifically by: 1) offering a “new chair” workshop series, in conjunction with the Union (or a Designated Faculty selected by the Union), that shall run for the first six months of a new term (July 1-December 31); 2) offering continuing education in leadership development for Chairs, including, but not limited to, workshops and speakers; 3) offering support for the annual review process to current Chairs, including, but not limited to, the Director of Academic Assessment assisting with data acquisition. Chairs attending these workshops shall not receive additional summer compensation for these specific professional development opportunities.
- C. EVALUATION OF DESIGNATED FACULTY: In the exceptional circumstance when the Relevant Dean believes the Designated Faculty has not fulfilled the responsibilities outlined in this MOA, there shall be a meeting with the Designated Faculty about their performance. The Relevant Dean shall then provide the Designated Faculty an opportunity to demonstrate improvement over a reasonable amount of time. After that time period has elapsed, if the Designated Faculty has not met their responsibilities, the Relevant Dean shall notify the Designated Faculty of their intention to remove them from this position.
- D. PERIODIC REVIEW AND ACCREDITATION: When an undergraduate or graduate program covered by this Agreement undergoes either a Six-Year Program Review as mandated by the University or a periodic review for re-accreditation mandated by external bodies on a frequency that may be more or less than every six years, the Designated Faculty or another faculty member chosen and approved by the Relevant Dean shall be compensated by receiving four (4) TCH of released time at the senior rank during the year of the review.
- E. ACCREDITATION TIED TO LICENSURE AND CERTIFICATION: Certain degree programs, graduate or undergraduate, are required to maintain external accreditation or certification in order for their graduates to be eligible for

professional licensure. Other programs may seek optional certification, with permission of the Relevant Dean and the Provost. The accrediting or certifying body may require that the Chair perform additional duties not included in this Agreement over and above the periodic Six-Year Program Review, such as, but not limited to, compilation of an annual report that requires substantial analysis and not merely statistical information or detailed annual evaluations on the professional development of program faculty.

1. Where the program can show that there are such duties, the Chair shall receive additional compensation in the form of a four (4) TCH release or monetary compensation to be continued annually as long as the duties remain. Where permitted by the accrediting or certifying body and with the approval of the Relevant Dean, the duties and additional compensation may be assigned to a faculty member other than the Chair. New programs may be added upon consultation between the Administration and the Union.
2. Where the program can show that licensing/accreditation or certification necessitates an unusually detailed and individualized admissions process (e.g., personal interviews, background checks), the Chair shall receive additional compensation in the form of two (2) TCH, to be continued annually as long as the duties remain. Where permitted by the accrediting or certifying body and with the approval of the Relevant Dean, the duties and additional compensation may be assigned to a faculty member other than the Chair.
3. New programs may be added upon consultation between the Administration and the Union.

F. APPOINTMENTS AND TERMS: Designated Faculty (Undergraduate Chairs, Graduate Chairs, and Associate Chairs) shall be appointed as set forth in this Agreement.

1. Unless otherwise stipulated, appointments for Chairs and Associate Chairs shall be made before the end of the fall semester, begin the following July 1, and run for three (3) years, with an opportunity for reappointment.
2. Program Chairs and Associate Chairs are selected by simple majority vote of the program faculty. Upon the request of any member of the program faculty, the Relevant Dean shall conduct the election and require a quorum of at least three quarters (3/4) of the program faculty. The Relevant Dean is responsible for transmitting the program faculty's recommendation to the Provost. In the event of a tied vote, the program shall have one (1) week to resolve the recommendation; if there is no resolution, the faculty shall recommend both candidates to the Relevant Dean for consideration. In this latter case, the Dean shall confer with the Provost, and the Provost shall make the final appointment decision.
3. There shall be a limit of two (2) consecutive terms for all positions, with the ability to serve again after a break of one (1) three-year term.
4. It is the understanding of the parties that persons who accept appointments pursuant to this Agreement shall normally serve for the complete term. In exceptional cases where the Relevant Dean and relevant faculty agree, the person can arrange for an interruption in service for purposes of medical, sabbatical, or other appropriate reasons. During the interruption, a

replacement shall be appointed, according to the usual method to serve during the temporary leave. At the end of the Chair's term, the usual appointment process shall be followed.

5. In the event there is no tenured faculty member able to accept the appointment, the Relevant Dean shall consult with the program faculty and make a recommendation to the Provost for a Chair or Associate Chair who does not meet the usual requirements for this position as set forth in this Agreement.
6. Programs may invoke a process to remove a Chair or Associate Chair from their duties by sending a written request to hold a new election for the next academic year. They must submit this request to the Relevant Dean no later than December 1, and it must be signed by 60% or more of all program faculty.
7. Programs may elect to have two (2) Co-Chairs who shall share the responsibilities and compensation as evenly as practicable. Two (2) faculty Co-Chairs may be preferable in situations where a core course needs to be covered by a Chair, for example. There may be other programmatic reasons to opt for Co-Chairs.
8. NEW PROGRAMS: It is understood by the parties that a new program is officially "created" at the time students begin their first classes. Upon the creation of a new program, a Founding Chair and/or an Associate Chair who is a tenured faculty member shall be elected and appointed by the Provost for an initial term of three (3) years (the Founding term.) The Founding Chair may be, but does not have to be, the same person who was designated or hired to plan for the creation of the new program.
 - a) In the event that there is not a tenured faculty member willing to accept the appointment, the Relevant Dean shall consult with the program faculty and make a recommendation to the Provost for a Founding Chair who does not meet the usual requirements for this position as set forth in this Agreement.
 - b) During the first three (3) years of a new program, if additional work needs to be done that is not part of the normal duties of the position, the Founding Chair and/or Associate Chair may apply through the Relevant Dean to the Provost for additional compensation commensurate with the additional work. Such requests shall be reviewed equitably and shall not be denied without reasons being given to the faculty member and the Union.
 - c) At the end of the Founding term, the program faculty shall recommend appointment of a faculty member to serve as Program Chair, as is the case of all existing programs. It is understood that until a program has been in existence for at least five (5) years, the person recommended may not meet the usual requirements for this position as set forth in this Agreement.

G. ANNUAL REPORTS: Where an annual report is required, the Administration shall provide a template for its completion, and Institutional Research shall provide relevant data.

II. GENERAL PROVISIONS REGARDING COMPENSATION OF DESIGNATED FACULTY

A. PAY DATES: Monetary compensation during the academic year shall be made in

biweekly payments. For purposes of calculating payment for fractions of a term, Designated Faculty terms of service for each year begin on July 1 and end on June 30. Summer stipends shall be paid in two (2) installments: The first half shall be paid during the first pay period after the final pay period for 10-month regular pay; the second half shall be paid two (2) pay periods after that.

- B. **METHOD OF COMPENSATION:** Except where specifically provided otherwise, a Chair or an Associate Chair may provide their preference to be compensated in the form of overload payment and/or in the form of released time in-load. The affected faculty members shall indicate their preference to the Relevant or Supervising Dean who shall normally honor the preference where possible and make the final determination based on program need. Whenever a faculty member elects released time, it shall be scheduled within the same academic year (fall-spring) in which it is earned, except as allowed for below.
- C. **PROCESS TO CALCULATE TIERS FOR COMPENSATION:** Undergraduate and graduate degree programs are placed in tiers based on the weighted averages of a variety of metrics (defined in III.B and IV.B below). Compensated tracks/concentrations are placed in tiers based on headcount (defined in V.B below). The parties agree to re-calculate these tiers once per year by the eighth week of the fall semester, based on designated formulas. These re-calculations may result in tier re-classification. Specifically, the Office of the Provost shall work with the Academic Schools to provide draft calculations to the Union, after which the SFT and Office of the Provost shall work together to finalize these calculations. The Administration (Deans) shall also receive this information and share the relevant program data with their Chairs and Associate Chairs. The current tiers for this and other similarly structured positions (i.e., all positions with tiers) shall be posted on the Academic Affairs website (e.g., locally negotiated agreements) and the SFT website, and both parties reserve the right to verify tiers and compensation at any time.

III. UNDERGRADUATE DEGREE PROGRAM CHAIRS

- A. **ELIGIBILITY:** Eligibility to serve as an Undergraduate Program Chair is limited to tenured faculty members who are in good standing and who satisfy specific criteria established by any outside accrediting agency if necessary.
- B. **COMPENSATION:** Chairs of undergraduate degree programs are grouped in six (6) tiers based on weighted averages assigned by the following formula: $0.5 \text{ (FTE)} + 0.4 \text{ (enrollment)} + 0.1 \text{ (majors)}$. At the time of the signing of this Agreement, Undergraduate Program Chairs were classified into the following tiers based on data gathered in fall 2020 and are listed in order from largest to smallest weighted values:

Table 1: Undergraduate Program Tiers

Tier 1: (weighted average 1-10)	Tier 2: (weighted average 11-20)	Tier 3: (weighted average 21-30)
- Public Health (PUBH) - Philosophy and	- Marine Science (MARS)	- Social Work (SOWK) - Mathematics (MATH)

- Religion (PHIL) - Exercise Science (EXSC) - Africana Studies (AFAN)* - Sustainability (SUST)	- Hospitality and Management Studies (HTMS) - Computer Science (CSCI) - Computer Information Systems (INSY) - Historical Studies (HIST) - Languages and Culture Studies (LCST) - Political Science (POLS) - Economics (ECON)	- Environmental Sciences (ENVL) - Studies in the Arts-Performing (ARTS-PF) - Applied Physics (PHYS) - Studies in the Arts-Visual (ARTS-VS) - Communication Studies (COMM) - Literature (LITT) - Sociology and Anthology (SOCY)
Tier 4: (weighted average 31-50) - Criminal Justice (CRIM) - Chemistry (CHEM) - Nursing (NURS)	Tier 5: (weighted average 51 and above) - Business Studies - Teacher Education (TEDU) - Biology (BIOL) - Psychology (PSYC) - Health Sciences (BSHS)	Tier 6: (FRST-Year Studies only) - First-Year Studies (FRST)

*Still a new program as of fall 2020.

Table 2: Undergraduate Chair Compensation Tiers

Tier 1	Eight (8) TCH and a summer stipend of one (1) TCH at the senior rank per year.
Tier 2	Ten (10)* TCH + summer stipend of one (1) TCH at the senior rank per year.
Tier 3	Twelve (12) TCH + summer stipend of two (2) TCH at the senior rank per year.
Tier 4	Fourteen (14)* TCH + summer stipend of two (2) TCH at the senior rank per year.
Tier 5	Sixteen (16) TCH + summer stipend of three (3) TCH at the senior rank per year.
Tier 6	Sixteen (16) TCH + summer stipend of six (6) TCH at the senior rank per year.

*Chairs who receive a TCH that is not evenly divisible by four (4) shall have the option to carry forward two (2) TCH to the second year of a three-year term to be used for a course release in the second year of the term.

C. RESPONSIBILITIES

- Serve as the point of contact of the program for the Dean, Associate or

Assistant Dean, and other School and University personnel. Assist with the transmittal of information, as needed, from the Dean and other officials of the University to members of the program.

- Convene at least two (2) meetings of program faculty per academic term to deliberate and make recommendations on matters relating to the program's mission. Keep a record of all program minutes and recommendations and, except in unusual circumstances, transmit a copy of these to the Dean.
- Lead the program faculty in creating a recommended teaching schedule for each academic term consistent with guidelines established by the Dean and provide the recommended schedule to the Dean or their designee.
- Coordinate the scheduling of program and General Studies courses over a three-year cycle consistent with University and School needs as outlined by the Dean.
- Consistent with applicable University Policies and Procedures, lead the program in fulfilling its personnel responsibilities.
- Coordinate the personnel process for all current faculty and ensure all requirements of the program and Program Review Committee (PRC) are met according to the deadlines established by the annual Personnel Calendar, including convening the PRC.
- Coordinate the recruitment and hiring of program faculty (including adjuncts).
- Make recommendations on the appointment of program faculty.
- Inform the Dean in a timely fashion of resources and support needed to accomplish the program's goals.
- Serve as steward of program records and facilitate a smooth transition to the Chair's successor.
- Meet with University Relations and Marketing (URM) and submit requests to URM for the following: to update program website(s), develop and publish brochures, produce videos, and more.
- Serve as the primary point of contact for all majors, minors, and other students enrolled in program courses.
- Coordinate the advising activities of program faculty to ensure that all advising obligations, including graduation certifications and program distinction, are met in a timely manner, utilizing appropriate offices and resources.
- On behalf of the program, act as or appoint liaison as needed with other programs, other University units, and external constituencies, including representing the program in arranging articulation agreements with other institutions, and representing the program to donors, potential donors, and partners.
- Understand and ensure program compliance with all State and locally-negotiated agreements.
- Collaborate with program faculty to identify a student learning outcomes assessment plan for the program and communicate that to the Director of Academic Assessment.
- Prepare an annual report that summarizes program activity and achievement of its mission and goals and that presents the program goals in the upcoming year. Programs may choose to include assessment of student learning outcomes and apply for funding pursuant to the [local agreement on Assessment](#). A copy of the annual report shall be forwarded to the Dean and program faculty prior to June 15 of each academic year.
- Coordinate the completion of a Program Self Study every six years. With the approval of the Dean, the program may delegate the responsibilities for

- developing this Self Study to a person other than the Chair.
- Coordinate program faculty participation in activities related to the recruitment of students, such as open houses and other on-campus recruitment events during the academic year.
- Inform the Dean as to when the Chair shall be available during July and August for completing relevant responsibilities, as described here, and preparation for the fall term. It is understood that such consultation and assistance may not always require the Chair's presence on campus.
- In situations in which it appears that an individual faculty member has not or shall not meet their obligations in a timely manner, the Program Chair shall advise the Dean appropriately.

Additional Duties for FRST Chair:

- Serve as the first level of appeal in all matters relating to the academic activities of the program, its faculty, and its students. This would include, but is not limited to, such matters as appeals regarding FRST withdrawal and dismissals, competency requirements, assessment of transfer credit, and where possible, informal resolution of grading appeals and complaints regarding faculty. Inform the Dean, with an explanation, when resolution at the program level is not possible.
- Facilitate the placement by Tutoring Center staff of students into appropriate FRST courses.
- Work with FRST-Writing and FRST-Math Associate Chairs to recruit adjunct instructors for FRST courses.
- Ensure that FRST instructors fully understand the basic skills competency requirements and communicate these to their students.
- Coordinate program faculty participation in activities related to the recruitment of students, such as open houses and other on-campus recruitment events during the academic year.
- Recruit faculty from throughout the University to teach F-designated courses and work with them to design effective assignments.
- Present applications for F-designation to a subcommittee (consisting of the FRST Chair, a FRST program member, and two (2) other faculty who teach F-designated courses) for their review and approval and transmit recommendations and votes of the First-Year Experience Advisory Council to the appropriate persons, including the Dean of General Studies.
- Coordinate review of F-designated courses.
- Facilitate the maintenance of records of currently approved F-designated courses in coordination with General Studies staff.
- Serve on the First-Year Experience Advisory Council to help develop appropriate common programs for the freshmen students, e.g., fall Convocation program, guest speakers, etc.

- IV. **GRADUATE DEGREE PROGRAM CHAIRS:** Stockton University has both stand-alone graduate degree programs without a companion undergraduate Program (e.g. DPT) and graduate degree programs linked to an undergraduate program (e.g., BSW and MSW in Social Work). In cases where there are both undergraduate and graduate degree programs within an overall program (administrative) unit, the program faculty and designated faculty leaders are equal partners in the educational mission, working together, when relevant, toward shared goals.

- A. **ELIGIBILITY:** It is understood by the parties that eligibility to serve as a Graduate Degree Chair is limited to tenured faculty members of a degree program who are in good standing and who satisfy any specific criteria established by any outside accrediting agency.
- B. **COMPENSATION:** Chairs of graduate degree programs are grouped in four (4) tiers based on weighted averages assigned by the following formula: $0.5 (\text{headcount}) + 0.5 (\text{SCH})$. At the time of the signing of this Agreement, Graduate Program Chairs were classified into the following tiers based on data gathered in fall 2020, listed in order from smallest to largest:

Table 3: Graduate Program Tiers

Tier 1: (weighted average 1-10)	Tier 2: (weighted average 11-20)	Tier 3: (weighted average 21-30)	Tier 4: (weighted average 31 and above)
- M.A. in Counseling (COUN) - M.A. in Holocaust & Genocide Studies (MAHG) - M.S. in Data Science and Strategic Analytics (DSSA) - Professional Science Master's in Environmental Science (PSM) - M.A. in American Studies (MAAS) - Doctor of Nursing Practice (DNP)*	- M.S. in Nursing (MSN) - M.A. in Instructional Technology (MAIT) - M.A. in Criminal Justice (MACJ)	- Ed.D. in Organizational Leadership (EDOL) - M.S. in Communication Disorders Program (MSCD)	- Master of Social Work (MSW) - M.S. in Occupational Therapy (MSOT) - Master of Business Administration (MBA) - Doctor of Physical Therapy (DPT) - Master of Arts in Education (MAED)

*Still a new program as of fall of 2020.

Table 4: Graduate Chair Compensation Tier

Tier 1	Eight (8) TCH and a summer stipend of two (2) TCH at the senior rank per year.
Tier 2	Ten (10)* TCH + summer stipend of two (2) TCH at the senior rank per year.
Tier 3	Eleven (11)* TCH + summer stipend of three (3) TCH at the senior rank per year.
Tier 4	Twelve (12) TCH + summer stipend of four (4) TCH at the senior rank per year.

*Chairs who receive a TCH that is not evenly divisible by four (4) shall have the option to carry forward two (2) TCH to the second year of a three-year term to be used for a course release in the second year of the term.

C. RESPONSIBILITIES:

In collaboration with the Dean and other program and School administrators and staff, the Graduate Chair coordinates the efforts of the faculty to carry out the mission of the program through the following activities:

- Serve as the point of contact of the program for the Dean, Associate or Assistant Dean, Director of Graduate Studies, and other School and University personnel. Assist with the transmittal of information, as appropriate, from the School Dean, Office of Graduate Studies, relevant Undergraduate Program Chairs, and other officials of the University to members of the program.
- Convene at least two (2) meetings of program faculty per academic term to deliberate and make recommendations on matters relating to the program's mission. Keep a record of all program minutes and recommendations and, except in unusual circumstances, transmit a copy of these to the Dean.
- As required, meet with the Dean and the Office of Enrollment Management to discuss goals and objectives for the program and budgetary requests and review progress of the graduate program and enrollment.
- As needed, meet with other Graduate Program Chairs to coordinate goals and objectives and review progress of graduate education.
- Work with the Office of Enrollment Management and program faculty to recruit, admit, and retain students, including developing and updating marketing materials, providing appropriate information for the graduate website and other online resources, assuring program participation in open houses and other recruitment events, and leading the faculty participation in the admissions process. Work to review applications and render a decision in a timely manner.
- Respond to Office of Enrollment Management requests for admissions and other materials; utilize University Relations and Marketing (URM) to request that they develop requested materials.
- Meet with URM and submit requests for the following: to update program website(s), develop and publish brochures, produce videos, and more.
- Coordinate advising and assign advising responsibilities to ensure that all advising obligations are met, including graduation certifications and honors, in a timely manner.
- Maintain, and where appropriate, expand local partnerships, student placement, and other opportunities, in conjunction with staff who have responsibilities in these areas.
- In the case of graduate programs not associated with an undergraduate program, consistent with applicable University Policies and Procedures, lead the program in fulfilling its personnel (PRC) responsibilities in a timely fashion.
- Coordinate the personnel process for all current faculty and ensure all requirements of the program and Program Review Committee (PRC) are met according to the deadlines established by the annual Personnel Calendar, including convening the PRC.
- Coordinate the recruitment and hiring of program faculty (including adjuncts).
- Transmit all personnel recommendations for program staffing needs to the Dean.
- Serve as the primary point of contact for all students enrolled in program courses.
- Understand and ensure program compliance with all State and locally-negotiated agreements.
- On behalf of the program, act as, or appoint liaisons as needed, with other programs, other University units, and external constituencies, including

representing the program in arranging articulation agreements with other institutions and representing the program to donors, potential donors, and partners.

- Ensure that all external degree program reporting requirements are met; coordinate and complete any reports needed for achievement and maintenance of program accreditation and other external requirements.
- Prepare an annual report that summarizes program activity and achievement of its mission and goals and that presents the program goals for the upcoming year. A copy of the annual report shall be forwarded to the Dean and program faculty prior to June 15 of each academic year.
- Coordinate the completion of a Program Self-Study every six years. With the approval of the Dean, the program may delegate the responsibilities for developing the Self-Study to a person other than the Chair.
- Serve as steward of program records, ensuring their completeness as they are passed on to the Chair's successor.
- In situations in which it appears that an individual faculty member has not or shall not meet their obligations in a timely manner, the program chair shall advise the Dean appropriately.
- Inform the Dean as to when the Chair shall be available during July and August for completing relevant responsibilities, as described here, and preparation for the fall term. It is understood that such consultation and assistance may not always require the Chair's presence on campus.

- V. ASSOCIATE CHAIRS: Shared governance for the life cycle of programs is governed by [University Procedure 2040](#), which includes various levels of review, including that of the [Faculty Senate Standing Committee on Academic Programs and Planning](#). This involves identifying and defining different types of academic programs and establishing the process through which new and existing programs may apply for designation as a track, concentration, certificate, minor, and major. Compensation for faculty who oversee an academic unit housed within a "program," whether labeled track, concentration, or other name, is determined by workload instead of title. As of this MOA, those compensated for such work shall be designated Associate Chairs, as their work most closely aligns with and supports that of undergraduate or graduate Program Chairs. These exist in the following academic units:

B.S. in Health Science (BSHS): Pre-Communication Disorders
Business B.S. (BUSN): Accounting
Business B.S. (BUSN): Business Analytics
Business B.S. (BUSN): Finance
Business B.S. (BUSN): Management
Business B.S. (BUSN): Marketing
Chemistry (CHEM): Biochemistry and Molecular Biology (BCMB)
Environmental Science (ENVL): Geology (GEOL)
FRST Writing
FRST Math
FRST Critical Thinking
M.A. in Education (MAED): Special Education Certificate
Nursing (NRS4): Accelerated (NUAC)

New academic units within programs that are eligible for this type of leadership position may be added upon consultation between the Administration and the Union.

- VI. **ELIGIBILITY:** Eligibility to serve as an Associate Chair is limited to tenured faculty members who are in good standing and who satisfy any specific criteria established by any outside accrediting agency.
- VII. **COMPENSATION:** Associate Chairs shall be compensated by tier according to headcount. However, an Associate Chair who serves concurrently as Chair of Business Studies or as Chair of First-Year Studies shall oversee their own track without additional compensation.

At the time of the signing of this Agreement, Associate Chairs would be classified into the following tiers based on tentative data gathered in fall 2020:

Table 5: Associate Chair Program Tiers

Tier One: (headcount 1 through 199)	Tier Two: (headcount 200 and above)	FRST:
- Business B.S. Analytics - BSHS Pre-CD - Chemistry Biochemistry and Molecular Biology - Environmental Science - Geology - MAED Special Education Certificate - NURS Accelerated Transcel*	- Business B.S. Accounting - Business B.S. Finance & Financial Planning - Business B.S. Management - Business B.S. Marketing	- FRST Critical Thinking - FRST Writing - FRST Math

Table 6: Associate Chair Compensation Tier

Tier 1	Four (4) TCH during the academic year. *Accelerated Nursing, because it is a year-round program, shall receive two (2) TCH of summer compensation at the senior rank per year.
Tier 2	Eight (8) TCH during the academic year at the senior rank per year.
FRST	Critical Thinking: Five (5) TCH and a summer stipend of one (1) TCH at the senior rank per year. Math: Seven (7) TCH and a summer stipend of two (2) TCH at the senior rank per year. Writing: Eight (8) TCH and a summer stipend of three (3) TCH at the senior rank per year.

- VIII. **RESPONSIBILITIES:** In collaboration with the Relevant Dean and other program and School administrators and staff, the program Associate Chair coordinates the efforts of the faculty to carry out the activities of the track through the following activities:
- A. All Associate Chairs except FRST:
- Serve as the point of contact of the track for the Dean, Associate or Assistant Dean, and other School and University personnel. Assist with the transmittal of information, as needed, from the Dean and other officials of the University to members of the track.
 - Conduct necessary meetings of the track faculty, keep records of its

deliberations, and communicate regularly to the Program Chair and the Relevant Dean or their designee.

- Lead the track faculty in creating a recommended teaching schedule for each academic term consistent with guidelines established by the Relevant Dean and the program and provide the recommended schedule to the Relevant Dean or their designee. Coordinate the scheduling of the track over a three-year cycle consistent with School and program needs as outlined by the Relevant Dean.
- Meet with the Program Chair and the Relevant Dean on an annual basis to set up goals and objectives for the year, discuss budgetary requests, and review the previous year's progress.
- Coordinate advising to ensure that all advising obligations are met in a timely fashion, including verifying graduation certifications.
- Coordinate track faculty participation in activities related to the recruitment of students, such as open houses and other on-campus recruitment events during the academic year.
- Lead the track faculty in ongoing discussions of curricular issues to facilitate meeting the program's missions and goals. This would entail assisting in the coordination of assessment activities.
- Act as liaison, when appropriate, to the program as a whole and to other programs with regard to matters of joint concern, such as program requirements, curriculum development, and facilities requirements.
- Assist in meeting program reporting requirements. This shall include, but not be limited to, the track portion of State-mandated, six-year Program Self-Study or accreditation requirements, annual program report, revisions in *University Bulletin*, and pertinent Admissions information. These are to be submitted to the Dean through the Program Chair.
- Serve as steward of track records and facilitate a smooth transition to the Associate Chair's successor.

B. Additional Responsibilities for MAED Special Education Associate Chair:

- Assist in meeting additional program reporting requirements related to the special education portion of the Program Self-Study (accreditation).
- Act as liaison to the NJ Department of Education, Special Education Unit, on matters related to program and licensure.

C. Responsibilities for FRST Associate Chairs:

- Meet with the FRST Program Chair and the Dean of General Studies on an annual basis to set up goals and objectives for the year, discuss budgetary requests, and review the previous year's progress.
- Serve as first point of contact for student issues, appeals, and complaints.
- Assist with orientation and registration of FRST students.
- Assist the FRST Program Chair in the scheduling of courses to ensure that instructional offerings and requirements are met by the faculty.
- Recruit and train faculty instructors for FRST classes. Identify staffing needs as they relate to reported current and future curricular plans. Chair search committees for faculty and make recommendations for appointment of faculty, including adjuncts, to the program.
- Conduct necessary meetings of the appropriate faculty, keep records of its deliberations, and communicate regularly to the FRST Program Chair and the Dean or their designee.

- Lead the FRST-Writing, FRST-Math, or FRST-Critical Thinking associated faculty, respectively, in ongoing discussions of curricular issues to facilitate meeting missions and goals.
- Act as liaison, when appropriate, to the FRST program as a whole and to other programs with regard to matters of joint concern, such as program requirements, curriculum development, and facilities requirements.
- Explore outreach with high school English and Mathematics programs as appropriate.
- Assist in meeting FRST program reporting requirements and, in the case of the FRST-Writing Associate Chair, with Writing program requirements. This shall include, but not be limited to, the relevant portion of the six-year Program Self-Study, annual FRST report, and revisions in the *University Bulletin*.

D. Additional Responsibilities for FRST-Math and FRST-Writing:

- Assist FRST Program Chair and the Office of General Studies with placement of students.
- Coordinate and run professional development for new and adjunct faculty. This includes, but is not limited to, orientation, training, and formative evaluation of new and adjunct faculty.

Term

This Agreement shall remain in full force and effect from this date until June 30, 2023 unless modified by changes in the Master Agreement or unless a new MOA replaces this one. The Agreement shall automatically be renewed from year to year thereafter, unless either party shall give to the other party written notice of its desire to terminate, modify, or amend this Agreement. Said notice shall be given the other party in writing no later than 30 days prior to June 30, 2023, or 30 days prior to June 30 of any succeeding year for which this Agreement is automatically renewed.

IN WITNESS THEREOF, the University and the Stockton Federation of Teachers have caused this Memorandum of Agreement to be executed this 23rd day of December, 2020.

For: Stockton University

For: The Stockton Federation of Teachers




Harvey Kesselman, President

Rodger L. Jackson, President

Date: 12/23/2020

Date: 12/23/2020