

SIGNATURE SHEET FOR EVALUATIVE CRITERIA
APPROVED CRITERIA SHALL HAVE ALL REQUIRED SIGNATURES

Department/Office: Communication Studies

Department Chair/Head: Joy Cypher

Print Joy M. Cypher Signature Joy M. Cypher
Academic Year (circle): 15-16 16-17 17-18 18-19 19-20
Date Sent to Dean/Supervisor: 9-28-15

Signature [Signature] Date 9/28/15 Approved (Y) P/N
Dean/Supervisor: Lorin B. Arnold

Add'l Admin:

[Signature] 9/30/15 (Y) P/N
Provost/designee:

President/designee:

Y = Approved	P = Approved pending modifications	N = Not approved
--------------	------------------------------------	------------------

For P or N decisions, the departmental committee should be provided with the reasons for non-approval, as well as suggested changes to the criteria within a reasonable time to ensure timely approval for first year candidates.

DIRECTIONS: Sign each line and print or stamp name below the line. This signature page must accompany the evaluative standards throughout the entire approval process, and serves as a record that all levels have contributed to the approval process. After all levels have approved the evaluative standards, this cover page and the criteria shall be duplicated, and a copy sent to the Senate office for archiving. The original criteria packet is returned to the Department/Office.

SUGGESTED TIMETABLE:

DATE

Departmental approval, sent to Dean/Supervisor:

September 25 (earlier if possible)

Dean provides feedback regarding criteria

October 9

Final administrative approval and forwarding to Senate,
Department, and Dean

November 1

SIGNATURE SHEET FOR EVALUATIVE CRITERIA
APPROVED CRITERIA SHALL HAVE ALL REQUIRED SIGNATURES

Department/Office: Communication Studies

Department Chair/Head: Joy Cypher

Print Joy M. Cypher Signature Joy M. Cypher
Academic Year (circle): 15-16 16-17 17-18 18-19 19-20
Date Sent to Dean/Supervisor: 9-28-15

Signature [Signature] Date 9/28/15 Approved (Y) P / N
Dean/Supervisor: Lorin B. Arnold

Add'l Admin: _____ Y / P / N

Provost/designee: _____ Y / P / N

President/designee: _____ Y / P / N

Y = Approved	P = Approved pending modifications	N = Not approved
--------------	------------------------------------	------------------

For P or N decisions, the departmental committee should be provided with the reasons for non-approval, as well as suggested changes to the criteria within a reasonable time to ensure timely approval for first year candidates.

DIRECTIONS: Sign each line and print or stamp name below the line. This signature page must accompany the evaluative standards throughout the entire approval process, and serves as a record that all levels have contributed to the approval process. After all levels have approved the evaluative standards, this cover page and the criteria shall be duplicated, and a copy sent to the Senate office for archiving. The original criteria packet is returned to the Department/Office.

SUGGESTED TIMETABLE:

DATE

Departmental approval, sent to Dean/Supervisor:

September 25 (earlier if possible)

Dean provides feedback regarding criteria

October 9

Final administrative approval and forwarding to Senate,

November 1

Department, and Dean

General Principles for Tenure, Recontracting & Promotion

Department of Communication Studies

Ratified: September 24, 2015

Communication Studies Department Mission Statement

The Department of Communication Studies educates students to understand and apply communication theories and concepts in their professional, social and personal lives. These theories and concepts include the knowledge of how to generate and attribute shared meaning; the use of critical thinking and listening skills; the respect for cultural diversity; the use of communication as a civic responsibility; the use of technology to send and receive messages; the platform experience necessary for professional achievement and social leadership; the recognition of the need for communication education; an understanding of the nature and power of language; and a commitment to communication ethics.

The department offers a wide range of courses that explore all forms of human interaction, promote an understanding of cultural diversity, and emphasize ethical considerations. In this way, Communication Studies prepares students for careers in business and public service as well as for post-graduate education. Recognizing that the study of communication is inherently interdisciplinary, the faculty carefully considers and addresses the intersection of its offerings with a variety of other departments and programs. As one of the departments in the College of Communication, we are working to realize the aims of the collective body.

Description of the Role and Specific Function of the Department Chair

The chair of the department has taken an active role in the evaluation of this candidate, and is eligible to serve on the Tenure and Recontracting Committee. The chair facilitated the appointment of a Tenure and Recontracting Committee for the department members. Additionally, the chair has met with the members of the committee to discuss the process and the departmental standards. Finally, the chair will write a letter of recommendation to be included with the candidate's recontracting file.

Definition of Terminal Degree

The Communication Studies Department, in consultation with the Dean of the College of Communication and Creative Arts, has determined that the terminal degree in this field for full-time, tenure-track candidates at the level of Assistant, Associate or Full Professor is the Ph.D. or the Ed.D., which must be obtained from an accredited doctoral university.

The department and the University agree that three-quarter-time and full-time instructors need at least an MA or an MS. Three-quarter time and full-time instructors are not expected to pursue a higher degree for recontracting. Full time instructors are not expected to pursue a higher degree for tenure at the instructor level.

Process, Rationale, and Sufficiency Of Colleague Assessment

Unless otherwise stipulated as the result of mutual consent between the candidate and the department committee, the process used in colleague assessment is the classroom observation.

The rationale is that firsthand observation of an instructor interacting with a class of students is the most reliable method of assessing the effects the candidate has on a group of students. It provides an observer with a number of insights into the teacher's strengths and shortcomings, including knowledge of subject matter, ability to interest students in the subject, and ability to convey certain information to develop specific skills. In short, it provides an opportunity for the instructor to demonstrate to his or her peers that a high degree of teaching effectiveness does, in fact, occur.

While other kinds of assessment may suffice at time (interviews, for example), the Communication Studies Department believes that the directness and reliability of classroom observations provide a sufficiency that precludes the use of other processes.

Criteria for Classroom Observations (as required by MOA section 2.45, pg. 16)

Peer observations of classroom sessions should speak to the following criteria, as can be observed in a single class session. These criteria follow the criteria for teaching excellence as described in the MOA, Appendix A, section 1.12, pg. 28. We recognize that not all of these criteria may be directly observable during a single class session. However, we expect that a peer observation will speak to a majority of these factors.

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

Peer observation reports must be submitted in hard copy form with an original signature to the candidate no later than two weeks following the observation. Those who provide peer observations must also be available for discussion of the evaluation as requested by the candidate (MOA section 2.6424, pg. 18).

Process for Gathering and Analyzing Student Responses

The Communication Studies Department has determined that the candidate may opt to use the SIR forms, the Banner evaluation process, or the 13-item questionnaire adapted by W. J. McKeachie.

The Process

The paper student evaluations are administered by a member of the Promotion/Tenure & Recontracting committee or another appropriate member of the department/college, as selected by the committee in accordance with the MoA. The questionnaires are numbered in sequence and distributed by the administrator after the instructor has left the room.

After the students complete the form, each student returns the form to the administrator and signs a signature sheet indicating that he/she took part in the procedure. The administrator seals the signature sheet and provides information on the outside to identify the group of respondents – name of instructor, course title, course number, date, day, time, and room. The envelope is then sent to the President's office for filing. The instructor does not have access to this sheet.

In the case of using online evaluations, instructors must initiate the process through the Banner system anytime during the final 5 weeks of the semester.

1. Go to <http://www.rowan.edu/selfservice>
2. Click "Access Banner Services - Secure Area - login Required."
3. Enter User ID and PIN.
4. Click "Faculty & Advisors."
5. Click "Request Student Course Evaluation."
6. Select one of the classes that you are currently teaching.
7. Click "Choose" and enter "Survey open date" and "Survey close date."
8. Click "Submit."
9. Repeat for other classes.

In order to ensure that students complete the evaluations, regular reminders via email and in class are suggested. Additionally, instructors may opt to have the students fill out the online evaluations during class time in a computer lab (if available) or by bringing laptops (if available). However, if the instructor chooses to have students fill out the evaluations during class time, he/she is not to be in the room while the students fill out the forms.

Analysis of Data

The department secretary handles the task of compiling the data from the paper forms. The person who administers the student evaluation will certify the results.

In dealing with open-ended questions, all remarks are provided by the individual compiling the data. In addition, for each "scaled" question, the mean score is provided, as is a grand mean. Finally, both the administrator of the questionnaire and the candidate must sign the document.

Only after this compilation has been completed does the instructor have access to the student response summary. The candidate is then asked to respond to the evaluation in his/her document. The instructor may retain the student evaluation response summary for use in comparing responses on subsequent evaluations as a way of measuring improvement in teaching.

Online evaluations are compiled within the Banner system. Upon the faculty member's submission of final grades into Banner and the Registrar's office submission of the grades into academic history, each instructor will automatically receive a results report, which will be a PDF attachment to an email message. Only the instructor who requested the evaluation for his/her classes will receive the results report. It is the responsibility of the instructor to save these online reports for inclusion in recontracting, tenure or promotion documents, as appropriate and required within the memorandum of agreement.

College of Communication and Creative Arts

General Principles for Recontracting, Tenure, and Promotion

As specified by the memoranda of agreement between Rowan University and the AFT, each program in the College of Communication and Creative Arts has established a set of standards for the analysis of recontracting, tenure, and promotion portfolios. The college codicil contained herein should be understood to represent overarching principles for all such documents and processes.

DOCUMENT STANDARDS

- Whether for recontracting, tenure, or promotion, the document is a rhetorical argument, not a simple recitation of facts. Candidates are expected to clearly align the document with the departmental and university standards, making a well-developed and reasoned case for quality and appropriateness of work in all dimensions under review.
- All candidates should be aware that their packets will be read by evaluators with widely differing backgrounds. Thus, material should be explained in a manner that is accessible to all readers.
- The college requests a table of contents and executive summary to assist candidates in formulating arguments and readers in finding the required elements.
- In the teaching section, a teaching philosophy is required. Candidates should discuss the underlying philosophy that guides creation and planning of course materials and assignments. That philosophy should then be connected to specific discussion of teaching throughout the document.
- Student evaluation summaries included in the packet should contain quantitative results and all verbatim responses to open-ended questions. The candidate's analysis of evaluations should address both qualitative and quantitative student feedback.
- In the section on scholarship and creative activity¹, candidates must make a case for the significance and impact of the work. This argument should include information regarding the journal/conference/venue in which the work was presented (e.g. distribution, readership, attendance, acceptance/rejection rates, membership levels, longevity). This discussion should also address whether the work was subjected to blind peer review, solicited by an editor/curator, reviewed by a committee, evaluated by an editorial/jury board, or selected by a senior or guest editor/curator. Corresponding evidence of such, if not publicly available, should be supplied in supplemental materials.

¹ In the case of candidates for whom this is a requirement of job performance, as specified by the university memoranda of agreement for recontracting and tenure, and promotion.

- Presentation and publication categories of scholarly/creative work, and service are not mutually exclusive, but candidates should present their work in the most appropriate category. Activities should not be redundantly included in multiple categories.
- In discussion of service, all levels expected for the specific candidate's job title should be considered (department, college, university, profession and larger community). Many activities can be considered as service, but if the connection to the field is not obvious, the candidate must make the case. Non-related community service, while commendable, should not be listed. As an example, being a girl scout leader is not likely service; however, doing pro bono PR, graphic design, or internal communication work for Girl Scouts of America may well be, if that is related the candidate's teaching, scholarship, or creative activity.
- While department committees should offer support to the candidate in preparation of the document, and department committee chairs must initial the check sheet, final review of the document before submission, including a check that all required items are present, is the obligation of the candidate. Candidates should not assume that missing material can be added after submission.

SCHOLARLY AND CREATIVE WORK BASIC DEFINITIONS

Scholarly Work

Peer-reviewed and publicly disseminated research that contributes to the field by creating, integrating, and opening new areas of knowledge. Scholarly work may take the form of basic research, research in the scholarship of teaching, or applied research and evaluation. Scholarly work includes:

- Publishing manuscripts/book reviews/abstracts in refereed journals or conference proceedings (print or online).
- Publishing textbooks, refereed scholarly books, or book chapters (not on-demand publishers or self-publication²).
- Writing grant proposals that are reviewed and funded by an outside source.
- Serving as editor of a refereed journal or scholarly book.
- Presenting as an invited speaker or presenting a peer-reviewed paper at a regional, state, or national scholarly/academic/professional meeting.
- Participation in research activities sponsored by academic/scholarly organizations.

² On-demand or self-published items may be considered to fit this category *if/when* they show marks of peer review and approval, such as renewing course adoptions, sales, and awards.

- Serving as a chair, moderator, or discussant on a peer-reviewed panel at a state, regional, national or international scholarly/academic meeting.
- Publishing refereed case studies with teaching notes.
- Translating scholarly work.
- Refereeing grant applicants for state, regional, national or international funding bodies.
- Providing analysis/evaluation of curriculum, policy, or personnel for academic institutions and agencies.
- Development of digital productions to advance scholarly/educational domains (e.g. websites, webinars, videos).
- Other formats for dissemination may be considered if appropriately vetted at departmental and dean level and with evidence of peer review and approval.

Creative Work

Such works include items we consider, culturally, to be “of the arts”- creative fiction and non-fiction, poetry, video and audio productions, visual art, and music. Creative works validated by appropriate experts serve as exemplars of excellence that become part of our understanding of those fields and are then utilized in the education of future creative artists.

Creative work must be judged by experts in the area and disseminated to be contributory. When evaluating the contribution of creative work, attention should be given to the reputation and selectivity of the publishing/exhibiting/ distributing/airing agency, as this provides a mark of expert evaluation. Strong consideration should be given to awards or honors bestowed upon the work, with attention to reputation of the awarding agencies and level of competition. Because creative works are often distributed in the general public, rather than to more restricted scholarly communities, attention should be paid to marks of public approval (i.e. sales, readership, critical reviews, awards), which indicate cultural approval and impact on cultural understandings of the arts. Creative work includes:

- Presenting juried off-campus creative exhibits or performances, whether group or solo, for recognized organizations.
- Publishing creative works (e.g., poems, stories, novels, creative non-fiction, screenplays, visual artworks) in off-campus peer/expert-evaluated venues.
- Presenting at invitational off-campus artistic shows, exhibits, readings, or performances.
- Participating in panel discussions and forums related to the creative process.

- Writing/producing creative media works then screened at competitive off-campus artist festivals or showcases
- Writing/producing creative media works disseminated via web, DVD, or other digital formats.
- Editing a literary journal/other editorial substance (not proofreading) work on a creative publication.
- Serving as an editor for a peer-evaluated creative volume.
- Authoring journalistic work published in non-practitioner books, magazines, newspapers, on-line, or through television and radio broadcasting.
- Curating art, design, or media exhibits or shows.
- Receiving awards, sponsorships, and/or fellowships for creative work.
- Invited lectures regarding creative work presented at museums, galleries, and other fora.
- Creative work produced under contract for off-campus organizations, if that work is then publicly disseminated.
- Other formats for dissemination may be considered if appropriately vetted at departmental and dean level and with evidence of peer/expert review and approval.

SERVICE BASIC DEFINITIONS

Contribution to the University Community

Contribution to the university community represents the tasks that are necessary to the function of the university, beyond teaching and scholarly/creative work. Such service occurs at the departmental, college, and university level. Contribution to the university includes:

- Serving on departmental, college, and university committees, task forces, etc.
- Participation in events such as open houses, career fairs, and major workshops.
- Departmental leadership, including course direction and coordination, and chairing.
- Presenting scholarly and creative work to colleagues at departmental/college/university events.

- Advising student groups.
- Membership in the University Senate.
- Curricular development and review outside of home department/discipline.
- Assistance with campus-wide activities, such as homecoming and commencement.
- Mentoring of other faculty/staff.
- Recruitment and outreach efforts.
- Other activities serving the goals of the university and its units.

Service to the Wider and Professional Community

Service to the wider and professional community reflects discipline-specific contributions to communities beyond the university. A reasonable guideline for evaluation of fit is an examination of whether the effort is off-campus and contributes to the discipline in some way.

Service to the wider and professional community generally falls into four categories. Dissemination of discipline-related knowledge (including practitioner work³), creation of new products and practices in the discipline, discipline-related partnerships with other agencies, and contributions to disciplinary and professional associations and societies.

- Membership, participation and leadership in scholarly organizations.
- Serving on accreditation bodies, governing boards, and taskforces.
- Organizing and/or reviewing submissions for conferences, exhibitions, workshops and publications sponsored by professional and scholarly organizations.
- Engaging in contracted/solicited field-related research, policy analysis, consulting, technical assistance, for an organization (public or private), with results presented to that organization.
- Writing articles, columns, editorials for an off-campus local, regional, or national practitioner publication.
- Editorial work completed for off-campus local, regional, or national discipline-related publications.

³ In some instances, practitioner work may be counted as scholarly/creative activity; however, this is rare, should be a minor portion of a candidate portfolio, and should be vetted on a project-by-project basis at departmental and college level.

- Producing works in print, digital, or broadcast form by request for an off-campus organization.
- Serving as a chair or discussant on a panel during an off-campus practitioner conference/meeting.
- Writing or maintaining a practitioner blog or social media site.
- Presenting lectures and seminars for general audiences.
- Discipline-related voluntary community service.
- Other discipline related efforts in service to the general profession and wider community.

Department of Communication Studies

This section includes the specific standards that are used by the Department of Communication Studies in its assessment of recontracting, tenure and promotion candidates.

Expected Balance Among Areas to Be Evaluated

Consistent with the Memorandum of Agreement for Tenure & Recontracting and for Promotion, candidates for recontracting, tenure and promotion will be evaluated across four areas:

1. Teaching effectiveness
2. Scholarly and creative activity (for Assistant, Associate & Full Professors) and Professional Development (for Instructors & 3/4 time faculty)
3. Contributions to university community
4. Contributions to the wider and professional community

The Department of Communication Studies faculty work in differing categories, and the expectations across these areas vary. Regardless of faculty category, the Department Committee will regard excellent teaching as the most important achievement. However, for each position category—Assistant, Instructor, and 3/4-Time faculty—the breakdown is different, as shown here:

	Assistant	Instructor	3/4-Time
Teaching Effectiveness	40%	60%	70%
Scholarly and Creative Activity (for Assistant, Associate & Full Professors) and Professional Development (for Instructors and 3/4 time faculty)	32%	15-20%*	10%**
Contribution to the University Community	20%	15-20%*	20%**
Contribution to the Wider & Professional Community	8%	5%	0%

*The Department of Communication Studies recognizes that our full-time tenure track instructors will have varying strengths. As such, we permit Instructors to focus on their specific talents by determining whether Professional Development or Contribution to the University Community will play a more prominent role in their responsibilities. Candidates must clearly identify the percentage weighting they have chosen in the sections for Professional Development and Contribution to the University

Community.

****The Department of Communication Studies has decided that for three-quarter time faculty contributions to the university community are more important than professional development, due to the nature of this position. We believe that service to the institution (to the students, to the department and beyond) is central to the faculty serving an integrated member of our community. Furthermore, we believe that service to the university community (including formal advising of students) is an extension of the teaching orientation that is the main focus of this position.**

Explanation of Criteria and Standards⁴ for Recontracting, Tenure and Promotion (ratified September 24, 2015)

In addressing each of these standards in the recontracting, tenure or promotion packet, candidates must speak to the job position announcement under which they were hired. A copy of that announcement must be included within the packet.

Additionally, candidates should consult the Memorandum of Agreement when formatting and organizing their documents.

1. Teaching Effectiveness. (TR1.111 & Appendix A1.1, P2.1)

The Department of Communication Studies recognizes teaching effectiveness as the most important responsibility of our faculty. As such, we expect our faculty to speak to the ways in which they are learning and growing into effective teachers for our students.

This discussion of teaching effectiveness must include:

- The candidate's self assessment, goals, and plans for future growth.
- Student evaluations and the candidate's responses to those evaluations. These responses must acknowledge both strengths and weaknesses, and examine in a thoughtful way the numerical trends as well as patterns within the student comments.
- Peer observations and the candidate's responses to those observation letters.

In addition to these required components, candidates may include additional documents or discussion that will support the argument for teaching effectiveness and excellence. As per the MOA, some of these documents should be submitted as part of the supplemental packet, and may include items such as syllabi, assignment descriptions, correspondence with students, and the like.

- Candidates should consult the MOA, Appendix A 1.2 for specific description of criteria of teaching effectiveness, which include:

⁴ Note: throughout this document, parenthetical references will be given to sections in the memorandum of agreement for recontracting/tenure, which will be denoted by the abbreviation "TR", and to the MOA for promotion, which will be denoted by the abbreviation "P".)

- Excellence in academic instruction
 - Excellence in developing learning activities
 - Excellence in developing as a teacher
 - Excellence in mentoring
- Characteristics of excellence in teaching include (MOA, Appendix A, section 1.12):
 - Teaches in a way that helps students learn
 - Explains clearly
 - Promotes thinking
 - Provides useful feedback
 - Shows fairness and respect
 - Actively engages students
 - Encourages students to express ideas or opinions
 - Prepares course material thoroughly
 - Communicates course and lesson goals
 - Helps students see the relevance of course content
 - Solicits student feedback about the course and instructional methods
 - Applies student learning outcomes to plans for future learning

The self-assessment should speak to four criteria for teaching effectiveness and the ways in which candidates are working toward and/or have achieved the characteristics of excellence. The Department of Communication Studies recognizes that effective teachers learn from experience and must grow into excellence. As such, the ability to achieve the characteristics of excellence should be demonstrated across the years leading to recontracting, tenure or promotion (as relevant). Additionally, the self-assessment must include a teaching philosophy, the principles of which are applied clearly throughout the discussion.

2. Scholarship, Research, Creative Activity (for Assistant, Associate & Full Professors)

Scholarship includes research that contributes to the field by creating, integrating, and opening new areas of knowledge. Scholarly research is peer-reviewed, and publicly disseminated in outlets that are recognized by the discipline on a regional, national or international level. Scholarship also includes grant funded activities.

Creative activity may include written, spoken, visual and mediated works appropriate to the field of study/teaching for which the candidate is responsible. Creative work unrelated to the field is unlikely to be counted toward tenure, recontracting, and promotion.

In cases where work fulfills both a scholarly and creative aspect, this should be clearly articulated by candidates and departments specifically for that project.

Candidates applying for recontracting, tenure or promotion are expected to draft a narrative within their packet, which explains the ongoing connection and development of their research agenda. This narrative should include discussion of previous research as well as plans for extending that research in the future.

The Department of Communication Studies expects that Assistant, Associate and Full Professor candidates will engage in scholarly or creative activity that is appropriate to at least one of the following:

- academic or research field
- teaching and/or department responsibilities
- university responsibilities

Communication Studies is a broad field that overlaps with other disciplines within the social sciences and humanities. As such, we do not have a singular set of journals or outlets that “belong” uniquely to our field, nor is there a single flagship outlet within which all are expected to share their work. Therefore, it is not possible to provide a concrete listing of outlets in which we expect our faculty to disseminate their work. However, we can provide some details regarding our expectations for the quality of these outlets, and the candidate’s responsibility for providing context for those outlets.

Scholarship and creative activity may include, but is not limited to:

- a. Publications in peer reviewed journals (print or online).
- b. Publications of scholarly books (print or online)
- c. Conducting grant funded research
- d. Grant-seeking submissions
- e. Chapters within scholarly books (print or online)
- f. Editing a scholarly book or journal (print or online)
- g. Refereed conference paper.
- h. Refereed conference panel
- i. Non-traditional scholarly publications (including non-print formats such as documentaries, invited taped lectures and the like)
- j. Publication of book reviews in academic journals
- k. Translations of scholarly work
- l. Writing abstracts for scholarly publications
- m. Other conference presentations or invited lectures
- n. Research-based publications or presentations for a lay audience

In some cases, our faculty may co-author work with their peers. The Department of Communication Studies values single and co-authored pieces. We recognize that collaboration within the field and across disciplines is sometimes necessary for the development of research, for grant awards, and for resource-sharing. As such, we believe such collaboration should be encouraged and recognized. In the cases of co-authored pieces, the candidate must elaborate upon his or her role in the research process.

The research narrative within the candidate’s packet must provide a discussion of the significance of the outlets (whatever they may be), and the role of that research within the candidate’s broader research agenda. This discussion of significance may include (but is not limited to): impact factor, acceptance rates, citation across the discipline, recognition of the outlet within the field, readership or attendance rates, adoption rates/sales (in the case of books), and so on.

For a full overview of expectations as they relate to scholarly and creative activity, consult the MOA, appendix A, section 1.2A, as well as the College of Communication & Creative Arts Standards, starting on page 5 of this document.

Candidates must speak to the Characteristics of Excellence in Scholarship at Rowan (MOA, section 1.2A.2):

- The activity requires a high level of discipline-related experience
- The activity can be replicated or elaborated (research activity)
- The work and its results can be documented
- The work and its results can be peer-reviewed
- The activity is innovative, breaks new ground, or demonstrates other types of significance or impact.

3. Professional Development (For Instructors and 3/4 Time Faculty) (TR1.112 & Appendix A1.2, P2.2)

Professional development is an important component for the professional growth of our instructors and ¾ time faculty. Faculty applying for recontracting or tenure (when applicable) or promotion (when applicable) are expected to draft a narrative within their packet which explains the nature of the professional development and the ways in which it supports the faculty member's teaching. This narrative should include discussion of previous professional development as well as plans for the future.

Professional development for faculty with the rank of full time instructor or 3/4 time instructor involves activities which:

- Assist instructors in maintaining currency in their discipline, profession, and/or improving their abilities as teachers
 - Deepen and/or broaden their knowledge of discipline-specific content
 - Strengthen their understanding and application of pedagogy of particular disciplines
 - Improve their knowledge of the teaching and learning process
-
- A. Engage in activities that maintain currency in the discipline and/or improve abilities as teachers
 - a. Acquiring and maintaining specific forms of certification and/or licensure that are appropriate for their discipline or profession
 - b. Engaging in creative activities appropriate for the discipline or profession
 - B. Deepen and/or broaden knowledge of discipline-specific content
 - a. Attend and participate in professional conferences where the focus is the dissemination of new knowledge within a field of inquiry
 - b. Seek additional training or education to improve or expand knowledge
 - C. Strengthen understanding and application of the pedagogy of particular disciplines
 - a. Attending and participating in professional conferences/workshops where the focus is the pedagogy associated with a specific discipline or content area
 - D. Improve knowledge of the teaching and learning processes
 - a. Attend and participate in workshops/training that focuses on the teaching and learning processes

- b. Develop or enhance skills in the assessment of the teaching and learning processes within a discipline

Characteristics of Excellence in Professional Development for Instructors are (MOA, section 1.2A.2)

- The activity is directly related to the area of expertise or area of instruction.
- The activity prepares the instructor for future teaching assignments
- The activity results in certification or licensure that is appropriate for the area of instruction or for the practice of teaching within a specific discipline
- The activity is recognized as maintaining standing within a profession or discipline
- The activity permits the demonstration of leadership within a profession or discipline

Examples of professional development include but are not limited to:

- Participation in professional conferences, including attendance, organizing or chairing sessions and presentations
- Participation in professional organizations, including service and leadership in committees, working groups or task forces
- Participation in or leadership of workshops, training sessions and other courses of study in the scholarship and pedagogy of the instructor

4. Contributions to the University Community (TR1.113, P2.3)

Contributions to the University Community are important for supporting both teaching and research activities. Candidates must provide a discussion of the contributions they have made during their time at Rowan. This discussion should include not just a summary of the activities, but also consideration of how these contributions are contextualized within other aspects of professional responsibilities, such as teaching and research.

Contributions to the university community may include, but are not limited to, a combination of some or all of the following:

- Student academic advisement
- Participation in or leadership of departmental, college, or university committees, task forces, and the like.
- Departmental leadership, such as course direction, chairing, and the like.
- Assistance with and/or coordination of department, college, and/or university events (such as open house, transfer orientation, awards ceremonies, etc.)
- Membership in the University Senate.

As per the MOA section 1.33, Appendix A, contributions to the University Community will be assessed by the following standards:

- The quality of participation and leadership in University endeavors
- The type of committee
- The nature and demands of the endeavor
- The amount of substantive participation

The discussion of service contributions must speak to these criteria.

5. Contribution to the wider and professional community (TR1.114, P2.4)

This includes service to the wider discipline-specific professional community, and/or relevant community groups as they relate to the candidate's area of expertise or teaching.

May include, but is not limited to:

- Attendance at, and participation in, appropriate meetings, conferences, and conventions associated with the Communication Studies Field
- Active participation, and/or leadership of, appropriate professional organizations and other related associations, such as the National Communication Association (NCA), regional associations such as Eastern Communication Association (ECA), or Southern Communication Association (SSCA), cultural association such as Popular Culture Association (PCA) and American Culture Association (ACA), as well as other associations.
- Serving as a reviewer, respondent or chair for association conferences, meetings or conventions.
- Participation or leadership in local, civic, or other community groups as they relate to the candidate's area of expertise or teaching
- Management of websites or newsgroups devoted to the content and pedagogy of Communication Studies (example CRTNET)
- See appendix A in the Memorandum of Agreement (p. 36) for details regarding the ways in which candidates may contribute to the wider and professional community.

The candidate's narrative should describe these activities and explain their context relative to their other responsibilities as a faculty member.

It is our expectation that our candidates at all levels will learn from their experiences each year, and evolve into the characteristics of excellence outlined here and within the Memorandum of Agreement. To help candidates understand general expectations for this evolution, the next section provides an overview of how responsibilities evolve from year to year.

General description of expectations for candidates at each stage of the recontracting, tenure and promotion process.

The following descriptions identify the general expectations for each of the areas identified above of the Department of Communication Studies. These expectations are broken down by year of service and faculty category in the case of three-quarter time and temporary faculty. Questions about adequate progress toward tenure may be addressed to either the department chair, the chair of the tenure and recontracting committee, or both.

THREE QUARTER TIME & TEMPORARY FACULTY RECONTRACTING EXPECTATIONS BY YEAR

First year

- Focus primarily on honing their teaching skills, developing classroom materials, syllabi, etc.
- Learn about the advising process.
- Serve primarily on departmental committees. However, this does not preclude the individual from serving on college or university committees and tasks as they become available.
- Identify opportunities for professional development activities, and develop a plan for engaging in such activities in the coming years.

Second Year

- Demonstrate effectiveness as teachers and advisors.
- Continue to engage in department level service. We expect a good portion of 3/4-time faculty service will be spent engaging in student academic advisement.
- Possess a record of professional development that ties into the teaching area.

Third Year and subsequent evaluations every 3 years thereafter

- Demonstrate excellence as teachers and advisors.
- Continue to serve the university. Service should be primarily to the department, but faculty are also able to serve on college or university committees as the opportunities become available and are relevant to their teaching focus. However, such college and university level service is not expected, and we expect a good portion of 3/4-time faculty service will be spent engaging in student academic advisement.
- Possess a record of professional development that ties into the teaching area.

INSTRUCTOR RECONTRACTING & TENURE EXPECTATIONS BY YEAR

First year

- Focus primarily on honing their teaching skills, developing classroom materials, syllabi, etc.
- Learn about the advising process.
- Serve primarily on departmental committees. However, this does not preclude the individual from serving on college or university committees and tasks as they become available.
- Identify opportunities for professional development activities, and develop a plan for engaging in such activities in more depth in the coming years.

Second Year

- Demonstrate effectiveness as teachers and advisors.
- Continue to engage in department level service, and become involved in service that goes beyond the departmental level.

- Possess a record of professional development that ties into the teaching area.

Third Year

- Demonstrate excellence as teachers and advisors.
- Expand service to include university-wide committees and activities, and begin to demonstrate leadership at the departmental level.
- Demonstrate a consistent record of professional development that clearly ties into their teaching area, and begins to show evidence of leadership.

Fourth Year

- Demonstrate continuing excellence as teachers and advisors.
- Continue to serve the university in a variety of venues and demonstrate participation beyond the departmental level.
- Possess a continuing and consistent record of professional development that ties into teaching area, and that demonstrates evidence of leadership.

Fifth Year/Tenure

- Demonstrate continuing excellence as teachers and advisors.
- Demonstrate that they have made a significant contribution to the department, college, and university.
- Demonstrate that they have made a contribution to the wider and professional community.
- Demonstrate a continuing and consistent record of excellence in professional development that supports their teaching and that demonstrates leadership in this area.

ASSISTANT PROFESSOR RECONTRACTING & TENURE EXPECTATIONS BY YEAR

For candidates hired BEFORE July 16, 2014.

First year

- Focus primarily on honing their teaching skills, developing classroom materials, syllabi, etc.
- Learn about the advising process.
- Service should be primarily on departmental committees. However, this does not preclude the individual from serving on college or university committees and tasks.
- Develop a research agenda and begin preliminary work on that research.

Second Year

- Demonstrate their effectiveness as teachers and advisors.
- Engage in department level service, and should also become involved in service that goes beyond the departmental level.
- Further develop research and begin submitting papers to conferences and/or for publication.

Third Year

- Demonstrate excellence as teachers and advisors.
- Expand service to include university-wide committees and activities, and begin to demonstrate leadership at the departmental level.
- Successfully present research at several conferences and submit materials for publication in appropriate venues.

Fourth Year

- Demonstrate continuing excellence as teachers and advisors.
- Continue to serve the university in a variety of venues and must demonstrate participation beyond the departmental level.
- Possess several conference presentations and publications.

Fifth Year/Tenure

- Demonstrate continuing excellence as teachers and advisors.
- Demonstrate that they have made a significant contribution to the department, college, and university.
- Demonstrate that they have made a contribution to the wider and professional community.
- Engage in ongoing conference presentations
- Publish several significant pieces of scholarship in appropriate venues and must have developed a clear plan for future research endeavors

ASSISTANT PROFESSOR RECONTRACTING & TENURE EXPECTATIONS BY YEAR

*** For candidates hired AFTER July 16, 2014.**

First year

- Focus primarily on honing their teaching skills, developing classroom materials, syllabi, etc.
- Learn about the advising process.
- Service should be primarily on departmental committees. However, this does not preclude the individual from serving on college or university committees and tasks.
- Develop a research agenda and begin preliminary work on that research.

Second Year

- Demonstrate their effectiveness as teachers and advisors.
- Engage in department level service, and should also become involved in service that goes beyond the departmental level.
- Further develop research and begin submitting papers to conferences and/or for publication.

Third Year

- Demonstrate excellence as teachers and advisors.
- Expand service to include university-wide committees and activities, and begin to demonstrate leadership at the departmental level.
- Successfully present research at several conferences and submit materials for publication in appropriate venues.

Fourth Year

- Demonstrate continuing excellence as teachers and advisors.
- Continue to serve the university in a variety of venues and must demonstrate participation beyond the departmental level.
- Have several conference presentations and publications.

Fifth Year

- Demonstrate continuing excellence as teachers and advisors.
- Demonstrate that they have made a significant contribution to the department, college, and university.
- Demonstrate that they have made a contribution to the wider and professional community.
- Engage in ongoing conference presentations.
- Publish several significant pieces of scholarship in appropriate venues, with clear evidence of continued productivity.
- Identify list of external reviewers as per specifications in the MOA .

Sixth Year/Tenure

- Demonstrate continuing excellence as teachers and advisors.
- Demonstrate that they have made a significant and ongoing contribution to the department, college, and university.
- Demonstrate that they have made ongoing contributions to the wider and professional community.
- Engage in ongoing conference presentations.
- Continued publication in appropriate venues with a clearly developed plan for future research endeavors .
- Provide a letter from an approved external reviewer.

Promotion Expectations by category:

EXPECTATIONS FOR INSTRUCTORS WHO SEEK PROMOTION TO ASSISTANT PROFESSOR

- Possess a terminal degree (Ph.D. or Ed.D.) from an accredited doctoral-granting university
- Provide clear evidence of continuing and consistent excellence as teachers and advisors
- Engage as active members of the Rowan Community, participating in service and leadership at the department, college and university levels
- Establish continuing and consistent excellence and leadership in professional development activities that support growth in teaching area
- Demonstrate that they have taken part consistently in activities that support the broader professional community
- Exhibit evidence of a research agenda in keeping with expectations for Assistant Professors

EXPECTATIONS FOR ASSISTANT PROFESSORS WHO SEEK PROMOTION TO ASSOCIATE PROFESSOR

- Demonstrate continuing and consistent excellence as teachers and as advisors.
- Engage as active members of the Rowan Community, participating in service and leadership at the department, college and university levels
- Provide evidence of a meaningful body of research and/or creative activity. Candidates must demonstrate that their work, taken as a whole has made a contribution to the field of Communication Studies.
- Demonstrate that they have consistently taken part in the activities of the Communication Studies profession.

EXPECTATIONS FOR ASSOCIATE PROFESSORS WHO SEEK PROMOTION TO FULL PROFESSOR

- Demonstrate continuing and consistent excellence as teachers and as advisors.
- Provide clear evidence that the candidate has produced a significant and recognized body of research and/or creative activity, since promotion to associate professor. Candidates must demonstrate that their work, taken as a whole has made a contribution to the field of Communication Studies.
- Obtain an external review of research contributions to the field.
- Demonstrate that they have been a consistently active member of the Rowan Community, and have exhibited significant leadership within the Rowan community.
- Demonstrate that they have exercised significant participation and/or leadership within the Communication Studies profession.