

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

Department/Office: PR/Advertising

Department Chair/Head: Suzanne Fitzgerald Suzanne Fitzgerald  
 Signature

Print Academic Year (circle) 15-16      16-17      17-18      18-19      19-20

Date Sent to Dean/Supervisor: Sept. 29 2015

Signature	Date	Approved
<u>[Signature]</u> Dean/Supervisor: <u>LORIN BASDEN ARNOLD</u>	<u>9/28/15</u>	<u>(Y/P/N)</u>

_____	_____	Y/P/N
Add'l Admin:		

<u>[Signature]</u> Provost/designee:	<u>9/30/15</u>	<u>(Y/P/N)</u>
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_____	_____	Y/P/N
President/designee:		

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

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Dean/Supervisor: LORIN BASDEN ARNOLD

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# **Departmental Criteria for Tenure, Recontracting & Promotion**

## **Department of Public Relations and Advertising**

**Ratified: September 23, 2015**

### **Department Mission**

The Department of PR and Advertising at Rowan University combines professional preparation with liberal education about the public relations body of knowledge, the field's role in society, ethical principles related to the practice and study of public relations and relevant scholarship in the discipline. The combination of professional preparation and liberal education prepares our students to become knowledgeable, critical thinkers. Students work in a robust learning environment with faculty members who are experienced educators and accomplished practitioners.

Public relations and advertising students receive a comprehensive education that includes a theoretical grounding in the field of communication with real world experience in writing, research, campaign planning and problem solving. The learning environment is rigorous, yet collegial. Primary goals of the program are to: develop public relations and advertising professionals who possess critical thinking, writing, research and strategic planning skills that will afford them employment in the field upon graduation or entry into top level graduate schools; provide students with an ethical framework that allows them to make sound decisions about the implications of their actions; and develop a framework in which students can provide public relations counseling to their future firms and organizations.

## **Definition of Terminal Degree**

The Department of Public Relations and Advertising, in consultation with the Dean of the College of Communication and Creative Arts, has determined that the appropriate terminal degree in this field for full-time, tenure-track candidates may be the M.A. (for Instructor lines) or the Ph.D./Ed.D. (for Assistant/Associate/Full Professor lines).

## **Role of Department Chairperson**

Consistent with tenure and recontracting Guidelines, the Public Relations/Advertising Department has elected the department chair to serve as an active, voting member of the Tenure and Recontracting Committee. This action was taken during a meeting of the full department in keeping with the time frame outlined in the guidelines.

In addition, the department chair has been elected by the Tenure and Recontracting Committee to serve as committee chair during this academic year.

The department chair has been involved in every aspect of the evaluative process for all Public Relations/Advertising faculty being reviewed this academic year.

## **Process for Gathering and Analyzing Student Responses**

The Public Relations/Advertising Department has determined that the candidate may opt to use the SIR forms, or the 13-item questionnaire adapted by W. J. McKeachie. For online classes, the process utilized by the Global Learning and Partnerships division is appropriate.

The Process - For faculty teaching online courses, the online evaluation is conducted by Global Learning & Partnerships. The paper student evaluations are administered by a member of the Promotion/Tenure & Recontracting Committee or another appropriate member of the department/college. The questionnaires are numbered in sequence and distributed by the administrator after the instructor has left the room.

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

## **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 or 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 times (interviews, for example), we believe that the directness and reliability of classroom observations provide a sufficiency that precludes the use of other processes.

# **General Principles for Tenure, Recontracting, and Promotion**

## **College of Communication and Creative Arts**

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 activity<sup>1</sup>, 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.

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.

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<sup>1</sup> 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.

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-publication<sup>2</sup>).

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.

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.

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<sup>2</sup> 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.

## **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 work<sup>3</sup>), 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.  
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.

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<sup>3</sup> 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.

## **Tenure/Recontracting and Promotion Guidelines**

### **Public Relations/Advertising Department**

#### **Basic Criteria for Recontracting and Tenure**

The department has for many years used the criteria established by the University and the Bargaining Committee of Rowan University's Federation of College Teachers. Those criteria, in order of importance, are:

1. Teaching Performance
2. Scholarly Achievement (for ranks of Assistant Professor and higher)
3. Contributions to Department and College
4. Fulfillment of Professional Responsibilities

During the first two years of any candidate's probationary period, evaluations are based most heavily on teaching performance. For ranks of Assistant Professor and higher, scholarly achievement assumes greater weight in the final years of the probationary period and at the time the candidate is tenured, as well as for promotion applications following tenure.

The Department of Public Relations and Advertising has a 30+ year tradition of seeking scholarly and creative contributions from its faculty members as well as relevant practice and related works in the public relations and advertising professions. The department also seeks active service from all candidates that meaningfully contributes to meet department, college and university needs.

We believe that an effective public relations and advertising department must maintain its currency with the world of professional practice while working to support other educators and the practice in managing the evolving nature found in public relations and advertising issues. The department supports faculty members' service, research and creative activities that support the practice, the department, and our students in this way.

We expect our faculty members to demonstrate a record of service, creativity and scholarship that produce public relations and advertising works of value and to integrate their work and knowledge into their teaching – in all facets of public relations and advertising strategies and tactics.

#### **Evaluation of Teaching Effectiveness For ¾ Instructors, Instructors, Assistant Professors and Associate Professors**

Assessment of teaching is essentially universal across the college, as standard measurements for student evaluation of teaching and observation of teaching policies are used in all departments.

However, the Department of Public Relations and Advertising places particular value on the candidate's ability to represent his or her pedagogical characteristics. For example, if a faculty member discusses the implementation of an innovative instructional method, the department asks that those methods be discussed in some detail and that the discussion depicts their relevance and benefit to both public relations and advertising students and faculty.

Additionally, the department values documentation of the ways in which the faculty establishes associations with the department's students. This can be evidenced in many ways, but when assessing this aspect of a candidate's pedagogy the department looks for examples of how the professor has provided positive influence on students individually – helping students to better link the worlds of theory and practice, creating opportunities for expanding students' understanding of the roles and responsibilities of the practitioner, helping students to begin developing connections in the practice, or actively advising students in ways that help them enrich their educational experiences. Along with the candidate's own documentation, the department also seeks to see evidence in student evaluations that reinforce the candidate's accessibility, openness and willingness to work with students individually in the classroom and outside of it.

In addition to the characteristics described above, all candidates for tenure, re-contracting and promotion also will be evaluated in terms of demonstrated effectiveness in:

- Effective relationship-building between students and the practice communities, evidenced in particular through the development and supervision of internships, and supporting contributions -- in and outside of the classroom -- by appropriate practitioner and other instructional engagements.
- Demonstrated integration of academic theory and professional practice in classroom teaching, including appropriate integration of the faculty member's research and creative work as applicable.
- Meaningful assimilation of emerging professional trends into instruction, including explorations of the practice and current issues in ethics, communication technology or management and accountability.
- Collegiality in the department and in the classroom and in all interactions with other faculty members and students – an essential element of departmental and student success.
- Effective and efficient classroom-management skills. In this area, the department seeks and recognizes as exceptionally valuable: sound organization and presentation of subject matter, effective communication, enthusiastic and respectful interactions with students, fairness in exams and grading, and flexibility in approaches and in addressing individual needs.

For **tenure** or for **promotion** to the rank of **assistant**, **associate** and **full** professor, the department requires documentation of consistent excellence in relevant areas cited above.

## **Evaluation of Scholarly and Creative Achievement For Assistant and Associate Professors**

The Department believes that research and creative activity, including significant works created in the practice of public relations advertising, are important to the academic success of the department and the college.

We consider and encourage a wide range of scholarship and related creative work based on the unique strengths of each candidate. Consequently, candidates for tenure, re-contracting and promotion may demonstrate their achievement by producing a significant body of research and creative activities that reflect their unique role.

It is important to note that the department believes that an effective public relations and advertising program needs active faculty members, each of whom can produce consequential scholarly and creative achievements. We value the capacity of meaningfully integrating academic research with its practical application -- a quality also important to the department's continued Certification in Education for Public Relations by the Public Relations Society of America.

The department believes that no "checklist" can consistently document achievement or assure performance that meets the standards for tenure or promotion. This is a matter of whether an individual faculty member has produced a body of scholarly and creative accomplishments that is relevant to that faculty member's expertise, and the worth of that accumulated body of achievement to the department, other public relations and advertising educators, and the practice. We value work that is relevant to the betterment of public relations and advertising education generally and to our programs and students in particular. For illustration purposes only, achievements in these areas might be documented by activities such as:

- Writing and publishing research-based books about public relations or advertising.
- Writing and publishing textbooks relevant to public relations or advertising education.
- Conducting research, such as opinion surveys, studies of practitioner behavior, or creative issues case studies that are then publicly disseminated.
- Writing and publishing articles of a research, instructive, creative, investigative, explanatory, or critical nature.
- Editing publications when that editing is of a creative nature and/or guides the evolution of a publication, such as editing of anthologies or editing of regularly published works.
- Writing book reviews and feature articles dealing with public relations and advertising issues.
- Scholarly and creative participation or presentation, within the candidate's area of expertise, to relevant professional and academic groups.

While there is no uniform formula for evaluating the weight of candidates' achievements, the department looks to the recognized quality of the venue in which the work appeared or was presented, critical evaluation in terms of reviews, awards, nominations and adoptions, and the overall apparent quality and impact of the body of work, taken as a whole.

<b>Tenure and Recontracting Expectations for Scholarly/Creative Work at Each Review for <u>Assistant Professor</u> rank and <u>higher</u> hired before Sept 2014:</b>	
<b>First Year Review</b>	Candidate should be able to articulate a research platform including plans for presentation and publication (listing appropriate journals).
<b>Second Year Review</b> for Third and Fourth Year Contracts	Candidate should provide evidence of accepted peer-reviewed presentations and/or scholarly articles.
<b>Third Year Review</b> for Fifth Year Contract	Candidate should provide evidence of multiple completed peer-reviewed presentations and/or published scholarly articles.
<b>Tenure Review</b>	Tenure Candidates at Assistant Professor level or above should provide evidence of a consistent pattern of scholarly and creative activity.

<b>Tenure and Recontracting Expectations for Scholarly/Creative Work at Each Review for <u>Assistant Professor</u> rank and <u>higher</u> hired after Sept 2014:</b>	
<b>First Year Review</b>	Candidate should be able to articulate a research platform including plans for presentation and publication (listing appropriate journals).
<b>Second Year Review</b> for Third and Fourth Year Contracts	Candidate should provide evidence of accepted peer-reviewed presentations and/or scholarly articles.
<b>Fourth Year Review</b> for Fifth and Sixth Year Contracts	Candidate should provide evidence of multiple completed peer-reviewed presentations and/or published scholarly articles.
<b>Tenure Review</b>	Tenure Candidates at Assistant Professor level or above should provide evidence of a consistent pattern of scholarly and creative activity.

<b>Promotion expectations for Scholarly/Creative Work:</b>	
<b>Promotion to Assistant Professor</b>	Candidate should be able to articulate a research platform including plans for presentation and publication (listing appropriate journals) and candidate should provide evidence of scholarly and creative activity consistent with the expectations for tenure at the Assistant Professor rank.
<b>Promotion to Associate Professor</b>	Candidate should provide evidence of a consistent pattern of scholarly and creative activity.
<b>Promotion to Full Professor</b>	Candidate should provide evidence of ongoing scholarly and creative activity generating some measure of regional or national prominence or impact.

## Evaluation of Professional Development For Instructors

Professional Development is defined as those activities that improve an Instructor's currency in a field of expertise or teaching, maintains their standing within a profession or discipline, or expands their area of expertise. Probationary faculty with the rank of Instructor should engage in some of the following activities which:

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

Characteristics of Excellence in Professional Development for Instructors are

- A. The activity is directly related to the area of expertise or area of instruction.
- B. The activity prepares the instructor for future teaching assignments
- C. 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
- D. The activity is recognized as maintaining standing within a profession or discipline
- E. The activity permits the demonstration of leadership within a profession or discipline

Evaluation of excellence in professional development will be assessed in terms of the characteristics of excellence, the standards for such activity and the procedures for their assessment as identified in the ratified and approved department criteria.

<b>Tenure and Recontracting Expectations for Professional Development at Each Review for <u>Instructor Rank</u></b>	
<b>First Year Review</b>	Candidate should be able to articulate a professional development plan.
<b>Second Year Review</b> for Third and Fourth Year Contracts	Candidate should provide evidence of professional development activity.
<b>Third Year Review</b> for Fifth Year Contract	Candidate should provide evidence of multiple completed professional development activities.
<b>Tenure Review</b>	Candidate should provide evidence of consistent and ongoing professional development activities.

### **Evaluation of Contributions to University Community For $\frac{1}{4}$ Instructors, Instructors, Assistant Professors and Associate Professors**

The department advocates strong involvement in campus and professional life and activities. Candidates for tenure should demonstrate substantial involvement and service in activities including but not limited to:

- Service on committees and other university- and college-wide groups.
- Leadership within the department, both in terms of initiatives, projects and committees.
- Activity with student groups in addition to activity that is part of a teaching load.

For the initial **re-contracting** period, candidates must demonstrate a commitment to service and a proposed plan for their future service. For the second **re-contracting** period the candidate should demonstrate a record of participation, and for the third **re-contracting** period the candidate should demonstrate evidence of achievement and potential for leadership. For **tenure and promotion to associate professor**, the department looks for consistent excellence in relevant portions of the areas above. For **full professor**, the department expects a record of significant and demonstrated leadership in the relevant areas.

### **Evaluation of Contribution to the Wider and Professional Community For $\frac{1}{4}$ Instructors, Instructors, Assistant Professors and Associate Professors**

We value contributions of our faculty members to the community, involving service activities as well as professional activities.

Candidates for tenure should demonstrate substantial involvement and service in activities including, but not limited to:

- Membership in professional organizations, and demonstrable service to those organizations, including judging, organizing or reviewing submissions, participation in conferences, and writing for publications produced by professional organizations.
- Service to governing boards and task forces.
- Teaching and conducting workshops for professional groups, faculty development programs, writers' organizations, and academic panels.
- Consulting or technical assistance provided to public or private organizations.
- Briefings, seminars, lectures, and conferences targeted for general audiences.
- Collaboration with industries or civic agencies, such as partnering on websites.
- Public relations-related or advertising-related voluntary community service.
- Community development activities.
- Membership and leadership in professional organizations, including service to those organizations though, for example, participation in conferences, writing for publications, or judging professional competitions.
- Earning and maintaining certification or accreditation in appropriate organizations (PRSA, IABC, NSPRA, AAF, AAAA).
- Teaching and conducting workshops to academic and professional associations, including for example professional groups, faculty-development programs, writers' organizations, and academic panels.

For the initial **re-contracting** period, candidates must demonstrate a commitment to service and a proposed plan for their future service. For the second **re-contracting** period the candidate should demonstrate a record of participation, and for the third **re-contracting** period the candidate should demonstrate evidence of achievement and potential for leadership. For **tenure and promotion to associate professor**, the department looks for consistent excellence in relevant portions of the areas above. For **full professor**, the department expects a record of substantial and demonstrated leadership in the relevant areas and some measure of regional or national prominence or impact.