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

Department/Office: Political Science and Economics-Economics Program

Department Chair/Head: Dr. Natalie Reaves — Natalie Reaves
Print — Signature

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

Date Sent to Dean/Supervisor: 10/10/2017

Signature	Date	Approved
Dean/Supervisor:	10/11/17	Y / P / N
		Y / P / N
Add'l Admin:		
Provost/designee:	3-10-18	Y / P / N
		Y / P / N
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**

RE-CONTRACTING AND TENURE CRITERIA

DEPARTMENT OF POLITICAL SCIENCE AND ECONOMICS

ECONOMICS PROGRAM
2017-2018

RECONTRACTING AND TENURE EVALUATION

DEPT. OF POLITICAL SCIENCE & ECONOMICS
PROCEDURES
ECONOMICS PROGRAM

2017-2018

This document details the recontracting and tenure procedures for the Economics discipline within the Department of Political Science and Economics. The Economics discipline's recontracting and tenure procedures are designed to support the mission of Rowan University, the College of Humanities and Social Sciences, and the Department.

<u>The Rowan Mission</u>

Rowan University will become a new model for higher education by being inclusive, agile, and responsive, offering diverse scholarly and creative educational experiences, pathways, environments, and services to meet the needs of all students; maintaining agility by strategically delivering organizational capacity across the institution; and responding to emerging demands and opportunities regionally and nationally.

<u>The College of Humanities and Social Sciences Mission Statement</u>

- Empower students to create innovative academic pathways so that they may become the most successful and adaptable leaders and innovators with a lasting impact on society.
- Faculty and students engage with local and global communities to conduct transformative research that mobilizes useful knowledge to benefit society.
- Grow and develop mutually beneficial connections among students, faculty, and community partners to reimagine the future.

<u>Department of Political Science & Economics-Economics Discipline Mission Statement</u>

The Economics discipline's mission is committed to excellence in instruction, research, and scholarship. The Economics discipline teaches students how to use various economics tools, ideas and theories to construct and deconstruct the real world, to observe complex social phenomena, select adequate economic tools and use them via a method of abstraction, observation, evaluation. The student should accomplish this framework while evolving intellectually in the tradition of the liberal arts, whereby the individual is exposed to a broad multidisciplinary spectrum of ideas and methods. The Economics program provides a theoretical and quantitative background in combination with a series of applied courses exposing students to traditional economic methods. These courses also provide the students with training to either continue their education in economics, business, law and other areas or to gain productive employment.

WHAT IS ECONOMICS?

The American Economic Association defines economics as

> *"Economics is the study of how people choose to use resources.*
>
> *Resources include the time and talent people have available, the land, buildings, equipment, and other tools on hand, and the knowledge of how to combine them to create useful products and services.*
>
> *Important choices involve how much time to devote to work, to school, and to leisure, how many dollars to spend and how many to save, how to combine resources to produce goods and services, and how to vote and shape the level of taxes and the role of government.*
>
> *Often, people appear to use their resources to improve their well-being. Well-being includes the satisfaction people gain from the products and services they choose to consume, from their time spent in leisure and with family and community as well as in jobs, and the security and services provided by effective governments. Sometimes, however, people appear to use their resources in ways that don't improve their well-being.*
>
> *In short, economics includes the study of labor, land, and investments, of money, income, and production, and of taxes and government expenditures. Economists seek to measure well-being, to learn how well-being may increase over time, and to evaluate the well-being of the rich and the poor.*
>
> *Although the behavior of individuals is important, economics also addresses the collective behavior of businesses and industries, governments and countries, and the globe as a whole. Microeconomics starts by thinking about how individuals make decisions. Macroeconomics considers aggregate outcomes. The two points of view are essential in understanding most economic phenomena."*

Economics is usually divided into two areas: applied vs. theoretical economics. Also, economists are usually either microeconomists or macroeconomists. There are almost 20 fields within economics as described by the Journal of Economic Literature (JEL) with each field having various subfields.

Scholarly output in Economics is generally through peer-reviewed journal articles. However, some economists publish books and receive research grants.

<u>Training of Economists</u>
Ph.D. programs typically require candidates to train in two subfields in economics. Within these fields, doctoral students will usually specialize in one specific area for their dissertation. It is not uncommon for Ph.D. students to create a three essay dissertation so that these articles are more publication-friendly once the student completes the Ph.D.

RECONTRACTING AND TENURE EVALUATION PROCEDURES

BALANCE AMONG TEACHING EFFECTIVENESS, SCHOLARLY ACTIVITY, CONTRIBUTIONS TO THE UNIVERSITY COMMUNITY, AND WIDER, PROFESSIONAL COMMUNITY

The Department of Political Science & Economics-Economics Discipline has adopted four performance categories to evaluate faculty members. These categories fall within the guidelines established by the University. They include:

- Teaching Effectiveness
- Scholarly & Creative Activity (for Full-Time Tenure Track Assistant, Associate or Full Professors) or Professional Development (Full-Time Instructors)
- Contribution to the University Community
- Contribution to the Wider and Professional Community

Consistent with the University's and the College's Mission statements, teaching is the most important faculty responsibility. The Department of Political Science & Economics-Economics Discipline will use the percentages listed below for weighting **Full-Time Assistant**, **Associate** or **Full Professor** faculty responsibilities.

- Teaching – 45 percent
- Scholarly & Creative Activity – 40 percent
- Contributions to University community-10 percent
- Contributions to the Wider and Professional Community- 5 percent

The Department of Political Science & Economics-Economics Discipline will use the percentages listed below for weighting **Full-Time Instructor** responsibilities.

- Teaching – 50 percent
- Professional Development – 20 percent
- Contributions to Dept., College & University community-20 percent
- Contributions to the Wider and Professional Community-10 percent

PHILOSOPHY OF EVALUATING CANDIDATES

The Department of Political Science & Economics-Economics discipline believes that the candidate's responsibilities, performance, activities, and contributions since coming to Rowan University are more important than earlier achievements. As a result, the committee's evaluation of a candidate will be based on the candidate's performance since they became a Rowan faculty member.

ROLE OF THE CHAIRPERSON
The Chairperson shall be included in the evaluative process as a member of the Departmental Tenure and Recontracting Committee.

TERMINAL DEGREE REQUIREMENT
A Ph.D. is required for all Full-Time Tenure Track faculty positions

CHARACTERISTICS OF EXCELLENCE AND PROCEDURES FOR ASSESSMENT

I. TEACHING EFFECTIVENESS (All Full-Time Tenure Track Faculty)

Teaching effectiveness includes all of the following four activities: *academic instruction*, developing *learning activities*, *developing as a teacher* and *student mentoring.*

The candidate can use either the SIRs or the Faculty Center's online student evaluations to assess student feedback. The candidate will consistently submit results from <u>one</u> of these assessment tools throughout the recontracting process.

The Economics discipline notes several characteristics that are critically important to achieving excellence in teaching. They are as follows:

1. Good organization of subject matter and course material
2. Effective communication
3. Knowledge and enthusiasm for subject matter and teaching
4. Positive attitudes toward students
5. Fairness in examinations and grading
6. Flexibility in approaches to teaching
7. Appropriate student learning outcomes.

A. ACADEMIC INSTRUCTION

Academic instruction as applied to the Department of Political Science & Economics includes but is not limited to

1. Facilitating learning by instructing Rowan University students in courses, laboratories, clinics, workshops and seminars
2. Managing instruction, e.g., planning and arranging for learning experiences, maintaining student records, grading
3. Supervising students in laboratories, fieldwork, internships, clinical experiences, and independent studies

While no single method of teaching is necessarily superior to another, each faculty member should demonstrate the skill to teach effectively. Whatever the approach, academic instruction should foster critical processes of thought, clarity of expression, comprehension of the subject, and enthusiasm for its pursuit.

General Criteria for the Evaluation of Academic Instruction

The Candidate must demonstrate that he or she excels in academic instruction. Consistent with the Memorandum of Agreement the factors that will be considered in the Committee's review include but are not limited to the following:

1. *Statements of Candidate's goals* for achieving excellence in teaching effectiveness

2. *Student evaluations* from the prescribed number of classes as listed in MOA.

3. *The required number of peer evaluations*. The Committee will carefully assess peer evaluations in the determination of teaching effectiveness. For classroom observations, the Department will follow the procedures in the Memorandum of Agreement.

4. *Maintenance of student records*. The Committee will look for evidence of the candidate's timeliness in matters relating to student records. With the exception of emergency situations, the candidate must return students' tests and papers in a timely manner. The candidate must also consistently turn in grades to the Registrar by the due date as set by the Registrar.

Documentation for the Evaluation of a Candidate's Academic Instruction

The Committee will assess each candidate's academic instruction by evaluating the required and optional documentation as delineated below.

Required Documentation

1. *Statement of the candidate's goals* for achieving excellence in academic instruction
2. *Student evaluations* from the prescribed number of classes using the SIR II's.
3. *The candidate's responses to the student evaluations.* If student comments are submitted, all student comments submitted must be included. In addition, someone other than the candidate should type/compile the student comments.
4. *The required minimum number of peer evaluations* as stated in the MOA.

Optional documentation

1. Letters from students attesting to excellence in academic instruction
2. Teaching awards, special recognition's, or other indications of excellence in academic instruction

B. DEVELOPING LEARNING ACTIVITIES

Contributing to development of learning activities that enhance excellence in academic instruction includes but is not limited to

1. Participation in development, review, and redesign of courses and programs
2. Participation in developing and revising curriculum
3. Developing teaching materials, manuals, software, and computer exercises
4. Developing online courses
5. Contributing to study abroad programs
6. Contributing to service learning programs.

7. Participating in development of learning outcomes assessment tools and analysis of assessment results

Designing and redesigning courses, developing curriculum and teaching materials, and assessing learning outcomes are integral parts of the teaching process. As a part of its evaluation, the Committee will closely examine the candidate's application for evidence of active participation in these activities including regular and ongoing revisions and updating of existing courses and programs.

General Criteria for the evaluation of a Candidate's Development of Learning Activities
The Candidate must demonstrate that he or she excels in the development of learning activities. The factors that will be considered in the Committee's review include but are not limited to the following:

1. *Statement of candidate's goals for the development of learning activities including outcomes assessment.* The Committee will carefully assess the candidate's statement of goals for achieving excellence in the development of learning activities as well as the candidate's plans for and results of learning outcomes assessment.

2. *Updating of Course Syllabi.* The Committee will examine copies of the candidate's course syllabi as well as candidate-prepared teaching materials for each course taught within the past academic year. The candidate is responsible for demonstrating that his or her syllabi are current.

3. *Innovation in Classroom Instruction.* The Committee will closely examine the candidate's application for evidence of innovation in classroom instruction. Candidates may demonstrate teaching innovation in a number of ways such as student projects, handouts, teaching strategies, etc. Especially important are those teaching methods that increase the student's appreciation of economics.

4. *Updating and Developing New Curriculum* the Committee will look for evidence that the candidate has played an active role in curriculum design or redesign.

Documentation for the Evaluation of a Candidate's Developing Learning Activities
The Committee will assess each candidate's progress in developing learning activities by evaluating the required and optional documentation as delineated below:

Required Documentation
1. *Statement of the candidate's goals* for achieving excellence in developing learning activities

2. *Course syllabi, handouts, and any other course materials* for the past academic year (Supplemental Folder)

3. *Course or program proposals* (additions and modifications for individual courses, specializations and degree programs). Summaries may be provided if the proposals are lengthy. The candidate will provide a statement indicating the role he or she played in preparing the proposal. (Supplemental Folder)

4. *Candidate authored/developed teaching materials*, manuals, software, and computer exercises (Supplemental Folder).

Optional Documentation (Supplemental Folder)

1. Letters from colleagues attesting to the candidate's achievements in developing and updating curriculum, teaching materials, etc. (Supplemental Folder)

C. DEVELOPING AS A TEACHER.

Developing as a teacher includes but is not limited to

1. Reflecting on one's instruction and classroom to benefit the teaching-learning experience
2. Attending and participating in development activities at Rowan or through professional organizations
3. Maintaining currency in discipline-specific concepts
4. Maintaining currency in pedagogical practices
5. Collaborating with colleagues in course development, pedagogical research, and team-teaching
6. Observing and providing feedback related to the teaching of colleagues as such observations contribute to one's own development in the classroom.

General Criteria for the Evaluation of a candidate's Development as a Teacher

The candidate must demonstrate that he or she excels in his or her development as a teacher. The factors that will be considered in the committee's review include but are not limited to the following:

1. *Statement of candidate's goals for the developing as a teacher*. The Committee will carefully assess the candidate's statement of goals for achieving excellence in the developing as a teacher.

2. *Record of teaching development activities*. The Committee will assess the candidate's level of teaching development activities including pedagogical research, attendance at professional development conferences, seminars, and classes, as well as other activities that enhance the candidate's development as a teacher.

Required Documentation

1. Statements of the candidate's goals for achieving excellence in his or her development as a teacher

Optional Documentation: (Supplemental Folder)

1. Letters from colleagues attesting to the candidate's achievements in developing as a teacher

2. Summary of attendance at conventions, meetings, seminars, etc. devoted to improving pedagogy in the candidate's subject area.

D. STUDENT MENTORING

As a part of the advising process candidates are expected to advise and mentor students in academic areas and career preparation. They should also be knowledgeable of available University student support services so that they can direct students for appropriate assistance in personal matters as well as for tutoring. Finally, candidates should be available to take an active role in advising student groups and other student-related campus organizations. The Committee will look for evidence of the candidate's excellence in advisement in these matters.

General Criteria for the Evaluation of a Candidate's Student mentoring

The Candidate must demonstrate that he or she excels in student mentoring. The factors that will be considered in the Committee's review include but are not limited to the following:

Student mentoring activities include but are not limited to

1. *Mentoring students*, e.g., with regard to academic, career planning and personal counseling referrals.

2. *Advising students* in senior research projects, theses, dissertations, and other curricular projects
3. *Advising students groups, clubs, and other student activities*

Required Documentation

1. *Statement of candidate's goals* for achieving excellence in student mentoring.

2. *A summary statement* indicating the level of student mentoring, advising, including clubs. The statement will include the number of students advised, clubs advised, and faculty involvement in student organizations.

Optional Documentation: (Supplemental Folder)
1. Letters from students attesting to excellence in student mentoring

2. Awards or other indications of excellence in student mentoring.

E. SCHOLARSHIP OF TEACHING

These are publications that are directly related to teaching and learning. These publications adhere to general scholarship standards. They are*

1. Characterized by clear goals, adequate preparation, appropriate methods, outstanding results, effective communication, and a reflective critique.
2. Work made public through recognized scholarly venues.
3. A body of work that must be reproducible and built on.

*borrowed from Glassik (2000) Boyer's expanded definitions of scholarship, the standard of accessing scholarship, and the elusiveness of the scholarship of teaching. *Academic Medicine, vol 75(9), 877-880*

II. SCHOLARLY ACTIVITY (Assistant, Associate and Full Professor)

Scholarly and creative activity is the pursuit of an active or continuing agenda of reading, writing, speaking, or other forms of scientific or pedagogical inquiry whose purpose is to create new knowledge, integrate knowledge, or open additional knowledge-based areas for further exploration. The work of scholarly and creative activity includes any of the following: basic research, research in the scholarship of teaching, creative activity, applied research and evaluation, and funded research and creative projects. For purposes of recontracting and tenure, the Economics discipline is looking for evidence of a successful record of scholarship and also evidence of an ongoing scholarly agenda.

The department recognizes two criteria for evaluating the scholarly activities of candidates for tenure. These criteria are the (1) quantity and (2) quality of the scholarly output.

ASSESSMENT OF QUANTITY: The types of scholarly works considered in the department's quantity assessment fall into three categories: Tiers 1, 2, 3. The tiers are ranked ordered with the most significant scholarly items listed in Tier #1 and less significant items listed in Tier #3. It is the candidate's responsibility to demonstrate the rationale for including scholarly activity in a particular category.

Tier #1

This category focuses on major contributions to the field through publications, presentations and grant activity. This tier represents the most important scholarly contributions expected of tenure candidates. Examples of Tier #1 contributions might include:

- Publications in peer reviewed journals: This is the most common research expectation for economists. Articles published or accepted for publication in peer reviewed journals, including publication in field, regional and/or general journals
- Chapters authored in peer-reviewed books, edited and published by an academic or university press
- Academic or professional research presentations which are competitive, peer reviewed, or invited
- Books published by an academic or university press (rare in economics)

- Being a Primary Investigator (PI) or Co-PI or contributor on a successful externally funded, peer reviewed or non-peer reviewed grant, project or contract.

Tier #2

This category focuses on vital contributions to the field through publications, conference presentations, and other scholarly activities that aren't major, but nevertheless represent substantive contributions to the field. Examples of Tier #2 contributions might include:

- Chapters authored in editor-reviewed books published by an academic or university press
- Published proceedings from academic meetings
- Presentations at academic or professional meetings that aren't competitive, or peer reviewed
- Moderating a panel at an academic or professional meeting
- Publishing book reviews
- Serving as a referee for an academic journal
- Being a Primary Investigator (PI) or Co-PI or contributor on a successful internally funded, major grant, project or contract.

Tier #3

This tier focuses on lesser contributions to the field. Examples of Tier #3 contributions might include:

- Articles of a scholarly nature published in non-academic, magazines, newspapers, or websites
- Authoring textbooks or other educational materials
- Contributions to the news media
- Encyclopedia articles
- Policy white papers or other applied research
- Being a Primary Investigator or Co-PI or contributor on an unsuccessful attempt to secure external funding where the proposal received favorable reviews with positive prospects for resubmission to that sponsor or another sponsor.
- Being a Primary Investigator (PI) or Co-PI or contributor on a successful internally funded, small grant, project or contract.
- Publications through non-print media e.g. internet. The candidate is responsible for explaining to the Department's T&R committee the process of peer review or other means of assessing the quality of this type of scholarship.
- Invited presentations of research activities to community groups.

ASSESSMENT OF QUALITY: The department will consider at least the following non-ranked factors to assess the quality of scholarly output:

a) The evaluation and professional judgment of the department members with respect to professional impact, research rigor, and consistency of research.

b) Evaluation by outside reviewers

c) Number of citations of a candidate's research

d) Publications inclusion in common academic journal databases, such as The Journal of Economic Literature (Econlit), ABI-Inform, Social Science Index, or Cabell's Directory of Publishing Opportunities, as examples. However, candidates are encouraged to submit additional indicators of quality such as journal rankings published in the American Economic Review or widely used ranking systems (See AEA Web, Resources for Economists, etc.) For non-economic journals, the department will determine the quality of the publication based on the evidence submitted by the applicant as well the department's own evaluation.

e) Acceptance rates, impact factors, and the rigor of the peer-review process.

It is the responsibility of the candidate to indicate both the significance of the scholarly work in the field and the prestige of the journal/publisher. It is then the responsibility of the department's recontracting and tenure committee to verify this information.

Co-Authored Research

The department looks for evidence of capability of independent research. However, there is no expectation that all or even most publications will be single authored. Co-authorship has become increasingly common in Economics to combine different specializations (e.g. knowledge of theory, econometrics, and policy issues) in order to produce a given piece of scholarship. Thus, co-authored scholarship may become part of a candidate's research portfolio. In the cases of co-authored scholarship, the candidate is expected explicitly to explain their contribution to the work.

Dr. Li's primary research is in health economics, industrial organization and a broad range of economics fields. It is expected that he will publish primarily in these areas, publishing as 1st/2nd author in economics journals. However, Dr. Li also collaborates with physicians from the Yale Center for Thoracic Aortic Disease on aneurysm research. Dr. Li has published papers in peer-reviewed medical journals and has new projects in the pipeline with these collaborators.

Although, Dr. Li maybe listed as the 3rd or latter author in peer reviewed medical research publications, his contributions to these projects may be significant. Dr. Li performs the statistical/data analyses, advises as to proper research design, and helps develop the datasets for medical researchers. The department also understands that this medical research may not be published in traditional economics journals, but scholarly medical journals. For example, he has already published in *The Journal of Thoracic and Cardiovascular Surgery* (2016).

If Dr. Li is listed as first or second author in peer-reviewed medical research publications, these will be considered as Tier #1 publications. If Dr. Li is listed as the 3rd or latter author in peer reviewed medical research publications, the publications will be considered as a Tier #2 contributions.

<u>Role of Grant Funding</u>

Recognizing the growing importance of grant funding, candidates are expected to seek internal/external funding. The department gives greater weight to external funding vs. internal funding,

Economics is a small discipline at Rowan with few faculty, which results in junior faculty taking on an unusual amount of unavoidable service work. Furthermore, due to the small size of the economics faculty, it is common for a new faculty member to develop several new courses during their tenure track period, even outside of their area of specialization.

Thus, the economics discipline encourages new faculty to apply for grants, or function as contributors on larger grants. Grant writing is a process that is learned and it often takes time for junior faculty in social sciences to secure them. Hence, it is not expected that junior faculty have major grants. However, an active record of seeking grants is expected.

<u>Research Expectations for Reappointment and Tenure</u>: To qualify for tenure, a candidate is expected to demonstrate a clear and convincing case for tenure through a combination of works in all three tiers from the work produced at Rowan. Note that Tier 3 works are not required if the candidate has established a record of scholarly productivity in Tiers 1 and 2. It is the candidate's responsibility to make clear to the department the nature, depth, range and significance of their scholarship. More importantly, they must show evidence of future plans for an active research agenda beyond the awarding of tenure.

<u>General Criteria for the Evaluation of a Candidate's Scholarly Activities</u>

The candidate must demonstrate that he or she is an effective scholar. Factors that will be considered in the Committee's review include, but are not limited to, the following:

1. Participates regularly in scholarly activities that are in the field of economics

2. Quality of scholarly activities not the quantity is important. The Departmental Committee will read the candidate's scholarly activities and will assess the quality of the activities.

<u>Documentation for the Evaluation of a Candidate's Scholarly Activity</u>

The candidate shall be engaged in scholarship and research. There should be a body of scholarship in evidence.

Characteristics of Excellence in Scholarship at Rowan are

- 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.

The Department Committee will assess each candidate's scholarly activity by evaluating the required documentation as delineated below:

<u>ECONOMICS DISCIPLINE BENCHMARKS FOR SCHOLARLY ACTIVITY BENCHMARKS</u> (Faculty hired before July 14, 2014)

• In the second year of service, faculty must minimally demonstrate a clear and detailed plan for their scholarly activity.

• For their third evaluation in the third year of service, faculty must present evidence of success in scholarly activity.

• <u>Tenure Application</u>: For their fourth evaluation (the tenure review) in the fifth year of service faculty must clearly demonstrate evidence of appropriate accomplishment and a program of continued scholarly productivity.

<u>ECONOMICS DISCIPLINE BENCHMARKS FOR SCHOLARLY ACTIVITY BENCHMARKS</u> (Faculty hired after July 14, 2014)

• In the second year of service, faculty must minimally demonstrate a clear and a detailed plan for their scholarly activity.

• For their third evaluation in the fourth year of service, faculty must present evidence of success in scholarly activity, though publications, and grant applications.

• <u>Tenure Application</u>: For their fourth evaluation (the tenure review) in the sixth year of service, faculty must clearly demonstrate evidence of appropriate accomplishment and a program of continued scholarly productivity. There must be a record of sustained scholarly activity through the five-year period and the expectation that research will continue during the post-tenure period. As outlined in the MOA, an external reviewer for tenure will also provide an evaluation of the candidate's scholarship.

<u>Required Documentation</u>

1. A statement providing a summary (listing) of the candidate's scholarly activities since coming to Rowan University. The statement must clearly indicate how each activity relates to economics as an academic discipline.

2. Copies of relevant publications, reviews, reports, proceedings, and all relevant documents . should be included in the Supplemental Folder(s).

Summary

Each faculty member is expected to maintain currency within his/her chosen field of expertise. It is recognized that this couldn't take place without scholarship and research activities. It is expected that such efforts will clearly enhance the College's mission of providing students with leading-edge environment at all levels of coursework and research.

III. PROFESSIONAL DEVELOPMENT (Instructors Only)

Professional Development for faculty with the rank of Instructor is defined as those activities which improve an Instructor's currency in economics or teaching, maintains their standing within economics, or expands their area of expertise. Probationary faculty with the rank of Instructor should engage in activities which:

A. Assist them in maintaining currency in the economics profession, and/or improving their abilities as teachers.

B. Deepen and/or broaden their knowledge of economics content.

- Attending and participating in professional conferences where the focus is the dissemination of new knowledge within a field of inquiry.
- Seeking additional training or education to improve or expand their knowledge.

C. Strengthen their understanding and application of the pedagogy of economics as an academic discipline.

- Attending and participating in professional conferences/workshops where the focus is the pedagogy associated within economics as an academic discipline.

D. Improve their knowledge of the teaching and learning processes.

- Attending and participating in workshops/training that focus on the teaching and learning processes.
- Developing or enhancing skills in the assessment of the teaching and learning processes within economics as an academic discipline.

CHARACTERISTICS OF EXCELLENCE IN PROFESSIONAL DEVELOPMENT FOR INSTRUCTORS ARE:

A. The activity is directly related to the area of economics.
B. The activity prepares the instructor for future economics 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 economics
D. The activity is recognized as maintaining standing within the economics discipline
E. The activity permits the demonstration of leadership within economics

DOCUMENTATION OF PROFESSIONAL DEVELOPMENT ACTIVITIES

- The candidate should provide a statement providing a summary (listing) of the candidate's professional development activities since coming to Rowan University. The statement should clearly indicate how each activity relates to economics.

- Reflective discussion of scholarship the Instructor has read dealing with subject matter content, pedagogical strategies, student learning styles, assessment, or other relevant topics
- Evidence of participation in workshops, webinars, etc. related to teaching and/or economics
- Active participation in a learning community or other activities directed by Rowan's Faculty Center or similar entities.
- Attendance at professional conferences to learn or contribute to new directions in scholarship and/or new pedagogical strategies or delivery formats, including online or hybrid teaching
- Engagement in the scholarship of teaching, including presentation of those results within the department, college, university, or professional/wider community settings
- Training in and effective use of instructional technology, teaching innovations, etc.
- Acquiring and maintaining certification or licensure relevant to the economics discipline.

IV. CONTRIBUTION TO THE UNIVERSITY COMMUNITY (All Full-Time Tenure Track Faculty)

Contribution to the University community describes the efforts of faculty members to participate in the shared governance process and to use their expertise, knowledge, and professional judgments for the betterment of the institution. Active participation and leadership in campus activities and governance, mentoring other faculty or staff, and representing the institution for its advancement are all aspects of contributing to the University community.

General Criteria for the evaluation of a Candidate's Contribution to The University Community

Candidates for recontracting and tenure are expected to demonstrate participation in meaningful endeavors. Candidates should seek diversity among the major areas listed below. Contributions to the University community are demonstrated by the following exemplary service to the Department, College and University.

A. Active participation and leadership in campus activities and governance includes but is not limited to:

   1. Chairing a department, college, or university committee
   2. Contributing to tasks central to the department's day to day activities serving both students and faculty
   3. Helping the department meet the expectations of the College and the University
   4. Assisting with other campus-wide activities; e.g., Homecoming, Rowan Day, advising student groups
   5. Course and program development, review, and redesign
   6. Chairing a department
   7. Program coordination/Senate participation/Union participation.

B. Mentoring other faculty or staff within the candidate's own Department, or College, or University-wide including but not limited to taking part in the established department, or college mentoring programs or working with the Faculty Center mentoring programs.

C. Representing the institution for its advancement includes but is not limited to:
   1. Participation in open houses
   2. Recruiting students
   3. Outreach for bringing more students or resources to University.

Service to the University Community. The Committee will carefully evaluate the candidate's documented record of service. It is required that all candidates participate actively at all levels within the University structure. The Committee will look beyond the quantity of candidate committee (work group) memberships and special assignments and weigh the candidate's leadership role as well as the nature and demands of the work and the level of activity of the candidate's committees or other assignments. Furthermore, the Committee will consider other factors affecting the candidate's level of contributions such as receiving reallocated time for particular service. Each candidate's contribution should be regular and ongoing.

Ranking of Activities: While all of the options for the candidate's contributions to Department, College and University activities are considered important and potentially equal in weight, the candidate must justify (in terms of time, effort, nature of the duties, etc.) why one or more particular areas of service and/or leadership should be considered as greater in value to the university community.

<u>Documentation for Evaluation of Candidate's Contribution to the University Community</u>

For all areas of service, it is the candidate's responsibility to document the extent and level of service he or she has provided. Documentation may be provided using the methods listed below:

1. *Candidate's statement explaining his or her service* and the importance of that service with dates of service clearly indicated.

2. *Testimony/letters from University, College and Department* committee chairpersons and committee colleagues, may be placed in the Supplemental Folder.

SUMMARY

All faculty members are expected to engage and share in the activities of service to the Department, College and University. Due to the multifaceted nature of service, it encompasses a wide variety of activities as delineated above. The candidate will be expected to have demonstrated the qualification commensurate with the missions of the Department, College and University. Active participation or leadership is important.

V. CONTRIBUTION TO THE WIDER AND PROFESSIONAL COMMUNITY (All Full-Time Tenure Track Faculty)

Contributions to the professional and wider community describe the work of faculty members aimed at addressing social or institutional issues beyond the Rowan campus using their expertise, knowledge, and seasoned professional judgments. This expression of scholarship is defined as any of the following: dissemination of discipline-related knowledge (knowledge mobilization), new products and practices, discipline-related partnerships with other agencies, and contributions to disciplinary and professional associations and societies.

Contribution to the Wider and Professional Community is by the following characteristics:

1. Contribution to private and public sector needs through publications, consulting, presentations and workshops

2. Membership and service in specialized professional organizations and participation in their governing process

3. Commitment to community service and civic responsibility

The candidate is required to demonstrate his/her commitment to the Wider and Professional Community through a development of these characteristics. These characteristics vary in type and importance. It will be the responsibility of the individual faculty member to provide support for extent, weight, and value given to specific activities.

<u>General Criteria for the evaluation of a Candidate's Contributions to the Wider and Professional Community.</u>

Candidates are expected to demonstrate participation in meaningful endeavors. Candidates must seek diversity among the areas listed below.

1. *Service to the Profession.* The Committee will assess various area of service to the candidate's profession. These include but are not limited to the following: A) active participation and service in leadership roles on associations boards or committees, B) consulting services to individuals, government and business clients including employment in areas of specialization while on sabbatical or leave, C) teaching and conducting workshops, D) participating in professional internships or externships served at external agencies, E) speaking engagements and F) publishing activities that do not qualify as scholarly activities.

2. *Service to the Community.* Volunteer and pro bono work performed for individuals, schools, civic and non-profit associations, and other publics including service on boards, speaking engagements, and consulting services shall constitute community service.

3. *Other academic activities.* The Committee will consider the following items as a part of fulfillment of professional responsibilities:

-Organizer, chair, or reviewer at an academic conference
-Elected officer of an academic association
-Attendance at an academic meeting

Ranking of Activities: While all of the options for the candidate's professional service activities are considered important and potentially equal in weight, the candidate must d justify (in terms of time, effort, nature of the duties, etc.) why one or more particular areas of service and/or leadership should be considered as greater in value to the wider and professional committee.
Documentation for Evaluation of Candidate's Contribution to the Wider and Professional Community

For all areas of service, it is the candidate's responsibility to document the extent and level of service he or she has provided. Documentation may be provided using the methods listed below:

- Candidate's statement explaining his or her service and the importance of that service
- Testimony from association or agency leaders
- Professional board reporting forms
- Participant evaluations from seminars, workshops, etc., that the candidate has led
- Testimony/Certification from professional organization leaders
- Copies of publication (e.g., workshop materials, trade journals, etc.)
- Outlines of presentations and workshops.

Supplemental Material for Teaching, Research, Contributions and Professional Responsibilities

The candidate has the right to include any supplemental material in his/her application. The Departmental Committee will review the supplemental material for relevance and for quality assessment.

ASSISTANT PROFESSOR OF ECONOMICS

12/05/2016

Rowan University

Rank: Assistant Professor

Subfield(s): Economics

Specializations: Teaching and Research

Rowan University a comprehensive state-designated research institution with approximately 15,000 students. Its main campus is located in Glassboro, N.J., 20-miles southeast of Philadelphia, and it has a branch campus and medical school in Camden and a second medical school in nearby Stratford. Rowan is only the second university in the country to offer M.D. and D.O. medical-degree granting programs. The School of Osteopathic Medicine has a faculty practice plan that serves approximately 200,000 patients throughout Southern New Jersey. The institution is also home to the South Jersey Technology Park, which fosters the translation of applied research into commercial products and processes. Its business incubator also supports that mission. The University boasts eight colleges--Rohrer College of Business and colleges of Communication and Creative Arts, Education, Engineering, Graduate and Continuing Education, Humanities and Social Sciences, Performing Arts, and Science and Mathematics—and has been called upon by the state to create a College of Health Sciences.

The Department of Political Science & Economics has an opening for a tenure-track Assistant Professor of Economics. We are interested in candidates in applied microeconomics in particular, health and public economics.

Evidence of excellence in undergraduate teaching is required; and class size is typically 35 students. A 3/3 teaching load is guaranteed for the first two years and can be renewed annually with evidence of continuing scholarship. Applicants should demonstrate strong research abilities and the potential to secure external funding for research.

Candidate must have completed their Ph.D. in Economics or related field by August 1, 2017. To assure full consideration, completed applications must be received by December 31st 2016.

Applicants should include a cover letter stating their qualifications and interests in teaching, a C.V., their transcripts, a statement of teaching philosophy, list of courses taught, teaching evaluations and recent research paper. Do not forward reference letters at this time.

Applications and supporting documentation must be submitted electronically through Rowan University's employment website http://www.rowan.edu/@@@@@

Rowan University is an Affirmative Action/Equal Opportunity Employer. Rowan University and the Department of Political Science and Economics are committed diversity.

All positions are contingent upon budget appropriations.

Questions should be e-mailed to Natalie Reaves, reaves@rowan.edu.
