

FORM 8

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

Department/Office: Geology - Goddard

Department Chair: Thomas C. Conolly Jr.  
 Print

Samuel Conolly  
 Signature

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

Date Sent to Dean/Supervisor: 11/20/18

Signature	Date	Approved
<u>[Signature]</u>	<u>11/20/18</u>	<input checked="" type="radio"/> Y / P / N
Dean/Supervisor:		

Add'l Admin:		Y / P / N
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<u>[Signature]</u>	<u>3/17/19</u>	<input checked="" type="radio"/> Y / P / N
Provost/designee:		

President/designee:		Y / P / N
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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.

<b>SUGGESTED TIMETABLE:</b>	<b>DATE</b>
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

**Criteria for Tenure and Recontracting**  
**Department of Geology**  
**Andrea Stevens Goddard, Ph.D.**

**Tenure and Recontracting Committee**

A committee shall be composed according to the Recontracting and Tenure Memorandum of Agreement. The department chair/head shall be a member of the committee.

**Criteria for Evaluation**

- I. **Teaching Effectiveness and Public Communication – 45%**
  - a. Committee's evaluation of formal teaching activities, including:
    - i. Peer observations
    - ii. Student evaluations and candidate's response
    - iii. Curricula, courses and teaching materials developed by the candidate
    - iv. Candidate's self-evaluation of teaching activities
  - b. Committee's evaluation of informal teaching activities (if applicable in this category)
  - c. Candidate's plans for growth and development of future teaching activities
  
- II. **Research/Scholarship Activity – 44%**
  - a. Committee's evaluation of candidate's research activities, including:
    - i. Publication record
    - ii. Funding record
    - iii. Other research-related activities
    - iv. Standing within his/her scientific peer-community
    - v. Candidate's self-evaluation of research activities
  - b. External reviews, in the case of tenure and promotion
  - c. Candidate's plans for growth and development of future research activities
  
- III. **Service: Contributions to the University and Wider Community – 11%**
  - a. Committee's evaluation of candidate's service activities, including:
    - i. Service to Department of Geology
    - ii. Service to School of Earth & Environment/Jean and Ric Edelman Fossil Park
    - iii. Service to University
    - iv. Service to scholarly community
    - v. Scholarly service to broader community
    - vi. Candidate's self-evaluation of service activities
  - b. Candidate's plans for growth and development of future service activities
  - c. Committee's evaluation of informal teaching activities (if applicable to this category)

**I. Teaching & Public Communication**

45 percent

**Formal and Informal Teaching:** In order to achieve tenure, faculty members must demonstrate that they are excellent and dedicated communicators. Both formal and informal teaching are valued activities.

Formal teaching activities, which are counted as teaching, include:

1. Traditional classroom and laboratory instruction, as well as mentoring activities on campus and on field trips.
2. Faculty are encouraged to embrace online teaching and should strive to develop at least one online or hybrid (partially online) course.
3. Contributions to the development of new curricula, including graduate and undergraduate majors, minors, and certificates of undergraduate study is a key educational undertaking and counts as both a teaching and a service activity.
4. Teaching collaborations with faculty both internally and externally are encouraged. The involvement of graduate students in undergraduate pedagogy is encouraged. The development of innovative pedagogical methods is valued. If pedagogical research is conducted and published, it will be counted as a teaching activity and not as research.

Informal teaching activities, which are counted as teaching *or* service include:

1. A wide range of activities: Examples include talks, class lectures or even a lecture series to K-12 school groups, civic groups, university seminars and assemblies, and political forums, such as testifying before a governmental panel and is based on the faculty member's area of specialization.
2. Scholarly engagement with the media in all its forms (both traditional media and new media) is a highly valued activity and an important method of disseminating scholarly information, enhancing the public discourse, and boosting awareness of the university and its programs and activities.
3. Giving public talks is encouraged.
4. Invited talks in high-profile public venues, particularly those later distributed on the Internet, are a highly valued informal teaching activity.
5. Informal teaching engagement with the public will be considered as a contribution to the faculty member's teaching role *and* service role.

When possible, faculty are strongly encouraged to integrate the Jean and Ric Edelman Fossil Park into their formal and informal teaching. Teaching that takes advantage of other university resources, such as the Edelman Planetarium, the observatory, and the Virtual Reality Cave, is also encouraged.

Faculty will have to define within their packet if their informal teaching accomplishment will count as teaching (Section I) or as service (Section III).

## II. Research/Scholarship Activity

### **44 percent**

In order for faculty to achieve tenure and promotion, they must demonstrate a sustained record of excellence and productivity in their fields of study. They must also have laid the foundation, including planning and previous research success, for a productive research agenda that extends beyond the awarding of tenure or promotion.

Research includes a variety of scholarly activities, which include peer-reviewed publications, grant submissions and related activity, applied projects of a scholarly nature, and conference presentations.

The impact of scholarly activities may vary and various activities carry differing weight, with respect to achieving tenure.

### **Peer-reviewed publications:**

Peer-reviewed publications in reputable scholarly journals are of the highest importance. Candidates should appropriately explain the scholarly impact of each publication. Impact factors, Altmetric scores, Plum Analytics scores, number of citations, media coverage, editorial highlights/features, and other metrics can also be used to illustrate the impact of a scholarly publication. Journals carrying a higher impact factors will be

weighted higher. It is recognized that top disciplinary journals in particular fields may carry lower impact factors than broad-topic journals. Nevertheless, publication within top disciplinary journals is important.

Peer-reviewed book chapters and peer reviewed conference proceedings are appropriate scholarly contributions, but carry less weight than peer-reviewed journal publications.

**Authorship:** Sole authorship, first authorship or last corresponding authorship carries the most weight. However, middle authorships will also be considered as valuable contributions. Co-authoring peer-reviewed publications with undergraduate and/or graduate student co-authors is encouraged and enhances the value of the publication from an institutional standpoint. For each publication, the candidate must explain their role and its significance to the study.

**Non-peer-reviewed publications** will generally not be considered as a research contribution for tenure, unless an adequate case can be made, by the candidate, for their scholarly value. Such publications, however, may constitute a contribution to teaching or service, depending on their nature. If a case can be made in the positive, such examples of non-peer-reviewed publications, although not limited to, include workshop reports, publically-available datasets, analytical software and code, etc.

**Books:** Sole authored books, published by a university press or major publishing house, may constitute a major accomplishment. Engaging in a book project, prior to the awarding of tenure, should be carefully considered and weighed against the need for publishing peer-reviewed journal articles, which are essential for a successful tenure application. Books that introduce new scholarly information and/or synthesize information in new and significant ways will be considered as contributions to the faculty member's research and teaching portfolio. Books that primarily review or consolidate existing works, such as textbooks and children's books, will be viewed as part of the candidate's scholarly and teaching output, but (depending on content) might not constitute a contribution to the candidate's research output.

**Research Funding:** Candidates are expected to demonstrate the feasibility and sustainability of their research agenda. It is important to exhibit a sustained effort in applying for grant funding and faculty members working towards tenure are expected to apply for federal funding on a regular basis to the extent necessary to sustain or advance their research agendas or as permitted under the current agenda at the national level of the federal government. Federal research awards add a commonly recognized external validation of candidate's research agenda, in addition to financial support. However, state, local, and foundational awards will also be valued. Additionally, research support generated through philanthropy will also be evaluated positively. Candidates are encouraged to creatively seek a variety of avenues of support for their research.

Faculty members are encouraged to take advantage of internal funding opportunities, which are important for program building and proof-of-concept studies. Internal awards, however, will be weighted lower than external grants if they are peer reviewed and competitive. If they are not peer reviewed and competitive, they will not be recorded as accrued to research funding.

**Research Infrastructure Development:** The establishment and management of analytical facilities at Rowan University that generate data for the regional and/or national research community as well as institutional researchers may be considered as a research contribution for tenure. Time spent developing a user facility that supports and trains both Rowan affiliated and visiting researchers in data acquisition and interpretation is considered an important contribution to the research community that carries a high potential for productivity through collaborations, financial awards, and related publications. Contract work will also be considered as an

investment in the long-term productivity of the candidate, but will carry less weight than development of a user facility.

### Research Expectations for Reappointment and Tenure

#### Pre-tenure reappointment

For recontracting submissions prior to the submission for tenure, the faculty member should provide evidence of:

- I. A well-constructed research plan that includes near-term and long-term goals. This may include but not limited to:
  - a. Publication and collaboration strategy
  - b. Funding strategy
  - c. Plans for experimentation
  - d. Plans for fieldwork
  - e. Equipment plans and needs
- II. Consistent and methodical attempts to secure research funding
- III. A vigorous record of scholarly manuscript submissions

#### Tenure

To qualify for tenure a candidate is expected to have demonstrated a sustained recorded of high-level achievement in his or her scholarly field. The candidate should also have become a recognized authority in his or her field and should, by the time of tenure consideration, have developed a robust program of research poised to make future advances. It is the candidate's responsibility, within the application materials, to elucidate the significance of their research within their discipline and its broader impact to science and society.

Specifically, the tenure committee will look for:

- a. A robust record of peer-reviewed publications
- b. Acquisition of adequate funds to support the candidate's research objectives and a consistently strong track-record of applying for extramural funding.
- c. Evidence that the candidate has developed a strong and sustainable research program/group/lab, that includes the participations of undergraduate and graduate (when available) students
- d. An ambitious and achievable plan for future research
- e. Evidence that the candidate has become a recognized scholar in their field, with some evidence of a national or international reputation, among scholars as evidenced that includes but not limited to invited scholarly contributions to major peer-reviewed journals, organization and convening symposium/conferences/workshops, invited editor of a book or scientific series, and/or service as a panelist or lead on federal funding panels

#### External Review:

The Memorandum of Agreement requires that candidates for tenure hired after July 2014 provide an evaluation of their research by an external reviewer at another institution with expertise appropriate for assessing the candidate's research.

The department will consider and encourages more than one reviewer's comments, if the candidate agrees. A minimum of four reviewers, while voluntary, is considered appropriate. The candidate will provide a list of a minimum of 8 potential external reviews from which the Chair of the R&T committee will select a maximum of 4 to solicit reviews from.

The department will ask the external reviewer(s) to comment on:

- I. The quality of the candidate's scholarship
- II. The appropriateness of the volume of research production
- III. The quality and appropriateness of the candidate's funding sources
- IV. The candidate's standing in the field, including
  - a. Scholarly reputation
  - b. Accomplishments relative to scholars of similar experience at equivalent public institutions

External reviewers will be provided with the candidate's complete R&T application packet, the MOA, information about the university's research infrastructure (both positive and negative) and the candidate's teaching load and will be asked to take these factors into account.

### III. Service: Contributions to the University and Wider Community

11 percent

Service to the department, school, university, academic discipline, and broader public is expected from all tenure-track professors.

#### **Pre-tenure**

Pre-tenure service is expected to be limited and certain functions, such as serving on tenure committees or serving as department chair are prohibited. Pre-tenure faculty are expected to participate in routine departmental meetings and certain departmental, school, and university committees. Pre-tenure faculty are expected to participate in course and curriculum development and are encouraged to engage in various forms of STEM outreach and scholarship-based community service.

#### **Informal Teaching**

As defined in section I on teaching, informal teaching may also be used for service contributions instead of teaching. A candidate must clearly identify informal teaching accomplishments and list them under the category they believe is most appropriate to strengthen their R&T packet.

#### **Notes on Post-tenure Service**

Post-tenure faculty are expected to bear their share of faculty leadership and administrative responsibilities. These duties may include serving on tenure and promotion committees, on faculty senate, on variously high-level departmental, school, or university committees, or as department chair. High-level service to one's discipline is appropriate for post-tenure faculty, such as serving as a journal editor or organizing conferences. Additionally, post-tenure faculty are expected to use their academic standing and platform to engage in vigorous public communication, STEM outreach, community engagement, etc. Senior-level faculty members are expected to demonstrate leadership on scholarly issues both within the university, in their fields of study, and in society.

#### **Collegiality, Professionalism and Intellectual Responsibilities**

While not a separate criterion, collegiality, professionalism, and intellectual integrity influence the efficacy of a professor. Thus, teaching, scholarship, and service occur within a framework of professional expectations. A faculty member's responsibility, with respect to their discipline, is to seek and to state the truth as they see it. At the same time, faculty members must accept the obligation to exercise critical self-discipline and judgment in using and transmitting knowledge. Intellectual honesty is expected of all faculty members. Although faculty members may pursue interests apart from their obligations to the university, these interests must not seriously compromise their freedom of academic inquiry.

Faculty members are expected to conduct themselves in a professional manner and must engage other faculty members, members of the administration, staff, and students with courteousness and respect at all times.

Faculty members must hold themselves and their students to the highest levels of academic integrity. Faculty members are also expected to respect the confidential information of students and colleagues. Faculty members are expected to take appropriate action if instances of discrimination or harassment are observed that directly affect students, faculty or staff.