

**FORM 8**

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

Department/Office: Sociology and Anthropology

Department Chair: Harriet Hartman \_\_\_\_\_ *Harriet Hartman* \_\_\_\_\_  
Print Signature

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

Date Sent to Dean/Supervisor: \_\_\_\_\_

<small>Signature</small> <u><i>Naval Ammar</i></u>	<small>Date</small> <u>March 22, 2019</u>	<small>Approved</small> <input checked="" type="checkbox"/> Y <input checked="" type="checkbox"/> P <input checked="" type="checkbox"/> N
<small>Dean/Supervisor:</small> _____	_____	Y / P / N

<small>Add'l Admin:</small> <u><i>[Signature]</i></u>	<small>Date</small> <u>March 22, 2019</u>	<small>Approved</small> <input type="checkbox"/> Y <input type="checkbox"/> P <input type="checkbox"/> N
<small>Provost/designee:</small> _____	_____	Y / P / N

President/designee: \_\_\_\_\_ Approved Y / P / N

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

**DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY  
TENURE AND RECONTRACTING DOCUMENT for Dr. Jennifer Rich, March, 2019**

The present document reflects the recontracting requirements for the Department of Sociology and Anthropology in the College of Humanities and Social Sciences (CHSS). It is aligned with Rowan University's 2017-2019 Memorandum of Agreement on Tenure and Recontracting.

**ROWAN UNIVERSITY VISIONARY MISSION FOR STUDENT LEARNING,  
RESEARCH EXCELLENCE, AND SERVICE**

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.

**COLLEGE OF HUMANITIES AND SOCIAL SCIENCES (CHSS)  
MISSION STATEMENT**

True to the liberal arts mission, we ask questions fundamental to our increasing complex existence through varied programs of study, with many opportunities of experiential learning, and other co-curricular activities. We offer our students a form of education that encourages them to pursue vocations that are rooted in the desire to improve things and make their world a better place. The College of Humanities and Social Science's mission is to transform, empower and engage:

- 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; and
- grow and develop mutually beneficial connections among students, faculty, and community partners to reimagine the future.

**DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY  
MISSION STATEMENT**

The Department of Sociology and Anthropology offers students an exceptional program for achievement and fulfillment in a dynamic and ever-changing world. Both disciplines continue an enduring commitment to student centered education within a strong liberal arts framework that encourages intellectual, social and personal growth. Academic rigor is part of sustaining a vital learning community focused on the whole student, affording students the opportunity to develop acuity in using the analytical tools with which to link their personal lives to broader

social processes. Through Sociology's scientific approach and humanistic intent, students gain a critical appreciation of the role of logic and the scientific method in the acquisition of knowledge so as to express a deeper appreciation of the fundamental principles influencing human culture and society across time. The training students receive enhances their self-awareness and sensitivity to our culturally diverse world while developing their capacity for critical reasoning, problem solving and communication. Assimilation of the knowledge necessary to participate effectively in our program gives students a breadth of perspective and strategic technical expertise with which to develop careers and successfully participate fully within our institutions and community.

## **RATIONALE FOR THE DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY**

Both Sociologists and Anthropologists within our Department seek to give students an exceptional program for achievement and fulfillment as part of Rowan University's historical commitment to student centered education. We are committed to providing the analytical tools with which students may link their personal lives to broader social processes. Faculty emphasize a scientific approach with humanistic intent geared to helping students gain a critical appreciation of the role of logic and the scientific method in the acquisition of knowledge as well as a deeper appreciation of the fundamental affairs and concerns of human societies, past and present. Our training is meant to enhance student self-awareness and sensitivity to our culturally diverse world while developing their critical reasoning, problem solving and communication skills.

Sensitive to the integral nature of teaching and scholarship, we expect active research agendas. As scholar-teachers commitment to research is expected to vitalize our teaching. Reflective pedagogical strategies, sensitive to diverse learning styles, nourish the kind of active-learning experience faculty offer to students. The classroom is a space where they are active participants but it is not alone as we prepare students for a lifelong process of learning. Through media such as faculty-sponsored student clubs, speaker series, special programs highlighting faculty research, informal round table discussion groups, field trips, and academic/developmental advisement, students come to appreciate the full breadth of academic life, and the University as a whole as well as the wider community is enriched by this.

## **GENERAL TENURE AND RECONTRACTING EVALUATION PROCEDURES**

The categories by which full or part time faculty and Instructor Line candidates are to be evaluated are 1) teaching, 2) research and creative activities and 3) contribution to the university community (CUC) and 4) contributions to wider and professional community (CWPC).

In accordance with the mission of the SOAN Department, which is consistent with the missions of both the University and the College of Humanities and Social Sciences, teaching is the most important faculty responsibility, followed by research, that is, scholarly and creative activity and lastly service, that is, contributions to a) the university community (CUC), and b) the wider and professional community (CWPC). The total for weights must add up to 100%.

For Dr. Jennifer Rich the weights assigned to each category are as follows:

Teaching 35 percent  
Research and Creative Activity: 35 percent  
Service: 30 percent  
    CUC 20 percent  
    CWPC 10 percent

Candidates for faculty tenure and recontracting will submit their application and accompanying documentation to the Department Tenure and Recontracting Committee (DTRC) at the required deadline. Candidates are encouraged to include in their documentation an assessment of their own interpretation of the value and significance of each of their contributions in all sections of the evaluation. Supporting documentation must be produced for each category and placed in supplementals. Other suggestions relating to a candidate's recommendation for tenure and recontracting is contained in each of the parts of the promotion document.

Where there is a mixed vote at the Department Tenure and Recontracting Committee level, the DTRC will follow the process recommended in the university's memorandum of agreement for that year.

## **I. EVALUATION OF TEACHING EFFECTIVENESS**

### Introduction

The Sociology/Anthropology Department has established effective teaching as the most important factor in the consideration for tenure and recontracting. In general terms, and consistent with the university's latest Memorandum of Agreement, the Department of Sociology and Anthropology considers teaching excellence in general terms following the university MOA for AY13 as defined in section 1.11 and 2.1 of the AY13 agreement. The department further defines teaching excellence for its full and part time faculty and Instructor line faculty to consist of 1) knowledge and a passionate commitment to the subject matter of the candidate's discipline (sociology or anthropology), 2) solid organization and effective communication of the subject matter of the course and its materials, 3) is current in teaching pedagogy germane to the field, 4) engages students as active participants in the classroom learning process, 4)uses flexible pedagogical strategies that generate positive student learning outcomes, 5) maintains a class environment that excites and challenges students in the subject matter of the course. While no single method of teaching is necessarily superior to another, teaching excellence is developmental and benefits from the instructor's interest, patience and accessibility in interacting with students.

Consistent with these general principles, teaching includes but is not limited to academic instruction in a course. The Department of Sociology and Anthropology defines teaching as 1) facilitating learning by instructing students in a variety of contexts such as classrooms, laboratories, workshops, seminars among others, 2) managing instruction, that is, planning and arranging for learning experiences, maintaining student records, 3) supervising students in field trips, internships or independent study. Teaching effectiveness may be supported by 1) development, review or redesign of new courses and programs, 2) participation in developing and revising of curriculum, 3) developing teaching materials, manuals, and the like, 4) developing on-line courses, 5) contributing to study abroad programs, 6) contributing to service

learning programs, 7) participating in student mentoring activities, advising and the like as described in the university document. Other activities may be included by the candidate in consultation with the Department Tenure and Recontracting committee (DTRC).

Characteristics of excellence in teaching (see Appendix A, section 1.12 and 1.14 of the university document) include but are not limited to good organization, effective communication, knowledge and enthusiasm for the subject matter as well as the teaching of it, positive attitudes toward students, fairness in examinations and grading, and flexibility in approaches to teaching. Candidate's documents regarding teaching should be guided by Appendix A, section 1.13 of the university document.

In assessing a candidate's teaching effectiveness, the Department Tenure and Recontracting Committee will consider in descending order of importance student evaluations, peer observations, the candidate's self-assessment, advisement, student mentoring and other relevant elements of teaching in sociology and anthropology relating to lab sessions, fieldwork, and the pedagogical practices characterizing effective learning outcomes in our disciplines.

Evaluative categories will demonstrate the candidate's excellence as a teacher of Sociology or Anthropology using both quantitative and qualitative indicators. Based on the data the candidate provides, the Department Tenure and Recontracting Committee (DTRC) will draw an overall composite picture of teaching effectiveness as highlighted in the previous paragraph.

#### I. Student Evaluations

Student evaluations, based on departmental agreement, are to be solicited through the SIR II forms. A minimum of two SIR II evaluations per semester (Rowan university MOA 2017) must be included in the application and administered in classes held no earlier than the two academic years preceding application for tenure and recontracting. The SIR II evaluation will be conducted by the Department Tenure and Recontracting Committee (DTRC) or, if necessary, a designee. Candidates may submit supplementary data in the form of written comments or through other evaluative instruments as they deem appropriate. The DTRC will assess supplementary data consistent with expectations of teaching excellence.

Student evaluations should demonstrate a consistent pattern of excellence in course organization, faculty-student interaction, and communication as well as assignments, exams, and grading. In addition, the evaluations should indicate academic rigor. The DPC will focus its attention on the mean scores for items 1- 21 and 28-40. At the candidate's discretion, items 22-28 (Supplementary Instructional Methods) may be used as well. With regard to other items, the Department Tenure and Recontracting Committee will use its discretion in evaluating the data, taking into account the candidate's personal assessment of these items.

The candidate's submission of class evaluations should be diverse in terms of covering the range of courses they normally teach, focusing on courses in the major or other upper division courses normally part of their regular teaching. If for some reason lower division offerings are important to the value a candidate places on her/his record, i.e., general education courses or lower level courses in the major, these may be justified for inclusion as well.

It is noted that the quantitative standards articulated above are to guide the DTRC as it assesses teaching excellence. The standards are not to be reified. Evidence of teaching

excellence may be inferred apart from and independent of these suggested quantitative standards. Strict and absolute deference to these standards, then, violates the purpose of the evaluation. No matter what a candidate's mean scores might be, it is suggested that other evaluative measures of teaching effectiveness accompany the SIR II analysis wherever the candidate may find it helpful. Where student comments are gathered during the administration of the SIRII, all qualitative responses are to be typed by the department and signed by the faculty member who administered the evaluation

## 2. Peer Evaluations

Classroom observation is the usual method employed for colleague assessment of teaching effectiveness

as per sections 2.642 and 2.664 of the agreement and the Department of Sociology and Anthropology. (Peer evaluation may also take the form of an interview). In the case of observation, the candidate and the peer observer should be aware of the following:

- A. Applicants for regular full time tenure and recontracting will provide a minimum of one observation per semester from the preceding two-year period which must be included in the application. The candidate and the observer will mutually agree on the time and place of the observation. The candidate will convey all necessary information to the observer regarding the designated class. The observer is responsible for producing a diagnostic and evaluation report.
- B. Observations will include the following:
  - a. Knowledge of the course material
  - b. Organization of the course material
  - c. Effectiveness of communication of the course material
  - d. An assessment of teacher-student interaction
  - e. Flexibility in pedagogical approaches to course content
  - f. Currency of course content when appropriate
- C. Additional documents, including course syllabi, curriculum proposals, teaching materials, professional organization documents and the like, where such materials provide evidence of the candidate's teaching excellence.

## 3. Self-Evaluation

Self-evaluation of teaching effectiveness must focus on student learning and pedagogical development. It should include the candidate's general goals for the course, examples of how the instructor integrates pedagogy in helping students achieve these goals, and his/her assessment of whether students have achieved these goals. A candidate may conduct research to enhance the teaching-learning enterprise, attend and participate in professional development activities, and collaborate with colleagues on teaching performance, among other things. Self-evaluation can also include development of learning activities. These involve, among other things, evaluating and revising new and old course materials, and developing teaching and learning assessment materials (manuals, software, computer exercises, and the like). Candidates may quote written comments from students or colleagues in the self-evaluation.

#### 4. Mentoring

As an integral part of the teaching role, faculty members must engage in developmental and academic mentoring. Academic mentoring includes being available to students for counseling and mentoring, advising students on career and academic related issues, keeping sufficient and regular office hours, and being familiar with departmental and university rules. Developmental mentoring refers to utilizing institutional and community-based resources.

There are a variety of ways to show effectiveness in mentoring students. These are connected with developmental advising. Developmental advising begins with a systematic exploration of the student's career goals and personal goals. The mentor helps the student develop a plan designed to achieve career and personal goals, directing and advising them on individual research projects or internships, directing the student to the most successful use of opportunities that are available to them on our campus and outside the classroom.

The candidate will assess his/her mentoring performance and include it in his/her promotion document. The DTRC will carefully evaluate the candidate's materials and designate the appropriate point value.

## II. EVALUATION OF RESEARCH AND CREATIVITY

### Introduction

Evaluation of Candidates for tenure of *Full time faculty*: Research and creativity in the social sciences include a wide variety of scholarly and professional activities. At one level, original research creates new knowledge in the discipline and thereby pushes the frontiers of knowledge forward. These studies may take the form of books, monographs, peer reviewed journal articles, conference presentations, or the like. At another level there is research that synthesizes existing findings into new and innovative patterns – this creates new knowledge even if the work does not generate new data. Review articles, textbooks, and similar works constitute examples of this approach to research. The dissemination of research data through publically accessible venues, such as an educational website, making available to the public research by Rowan students and faculty, also apply here. In both Anthropology and Sociology, there are many opportunities to use the content and techniques of our fields to aid the solution of practical problems. Although such scholarship may not generate new knowledge, it provides the learned insight needed for editing books, journal articles, and reports, organizing scholarly meetings or in other ways aiding in the administration of an Anthropological or Sociological professional organization, as well as meeting new educational goals and practical challenges within community.

### EVALUATION PROCEDURE

The Department of Sociology and Anthropology anticipates that candidates for tenure will show evidence of scholarship from among the examples listed in Categories I, II, and III described below. This list is an attempt to underscore implicit understandings in both Sociology and Anthropology about the types of scholarly work that represent the highest standards of excellence, and those we accept as being closer to the norm. The categories are not to be reified

but simply serve as a guide according to which candidates may judge the strength of their applications. Candidates should demonstrate the quality of a given accomplishment and to clarify his or her role in producing scholarship and other creative activities. Candidates, for instance, should specify the quality of a given journal or book, including electronic publications, and to indicate the degree to which they contributed to a given accomplishment, especially in terms of co-authored scholarship.

Category I references publications with top flight journals and publishers, or having major grants funded by federal level agencies or private foundations. Category II is for the many who publish in competitive and well recognized venues representing what is more typical of monographs, articles, textbooks and the like in a given field. Since electronic publication is subject to the same level of evaluation as the more traditional print publication, it is included here. Unless otherwise stated in the description of a given entry, all items listed must be of the peer-reviewed kind. Category III is an example of scholarly creativity that does not specifically represent the candidate's disciplinary specialty or a related field, but represents participation in the intellectual life of community through film reviews, written works of a general variety, or the like.

For tenure and recontracting of regular full time and part time faculty, productivity in publishing and participation should be evidenced among the items listed below:

#### Category I

- Book published by a prestigious university press or press of equal caliber
- Monograph published by a renowned university press or press of equal caliber
- Book-length translation with commentary published by a highly recognized university press or press of equal caliber
- Top ranked monograph published with an esteemed commercial press in candidate's area of specialization
- Textbooks which are top ranked and of continuing importance in the field
- Article in a top-ranked peer-reviewed journal in the discipline or related field
- Article in an edited volume published by a university press or press of equal caliber
- Major Funded External Grants (Private Foundation or government; International or National)
- Reports of Major Grants of International or National significance
- Invited Plenary Presentations or Distinguished Lectures at International, National or Regional Conferences or Symposia
- Invited Symposia Presentations
- Invited Reviews of a prestigious scholar's work
- Organization of a conference of major significance at the global, international or national level

#### Category II

- Monograph published by commercial press—in candidate's disciplinary specialization
- Article in a journal or edited volume
- Book published by commercial press--general interest
- Book chapter
- Edited volume of original, scholarly essays
- Textbook



Pedagogical article or book chapter  
Electronic publications-books  
Electronic publications-articles  
Paper Presentations at conferences in the discipline or related field  
Other public presentation of research in print or non-print form  
Grants Reports for funded research  
Any Learned Society Conference Paper Presentations  
Participation at International Invited Symposium— International, National or Regional  
Review of book manuscript (requested by journal or book publisher)  
Review of article manuscript (requested by journal or book publisher)  
Reviewer: Journal  
Reviewer: (Book) publishing house  
Review article—disciplinary specialization or related field  
Book review-disciplinary specialization or related field  
Editor of a major journal in the field  
Newsletter Editor for the Discipline --International, National or Regional  
Consultant Paper Presentation, International, National or Regional Forum in candidate's area of expertise  
Documents representing Professional consultation  
Encyclopedia entry representing disciplinary specialty or a related field  
Report of Grant funded Research  
Medium or Small Grants Proposal (external or internal; funded)—Local, Regional, National or International level  
Grant Proposal (external or internal; unfunded) --Local, Regional, National or International level

#### Category III:

Article in anthology (not peer-reviewed)  
Review article-general  
Book review-general  
Film review-general  
Article in popular press-general  
Article in a newspaper or community newsletter  
Entry (general) in encyclopedia  
Discussant at a professional conference  
Presentation of a Paper—general, for a panel related to community participation

#### Discussion:

- Outstanding scholarship and creative activity is characterized by: Commitment to the larger questions representing the field
- Applying disciplinary knowledge to the wider community, regionally, nationally and internationally
- Integrating scholarship and teaching professionally at various levels from regional to international
- Recognition of the worth of the scholarship in various forums from monographs to articles and book chapters as well as to grants proposals and grants funded research

Since book publication, whether electronic or traditional print publication, is the most time-consuming as well as the most prestigious of research activities, it is placed first in terms of representing the highest standards for scholarly productivity. Articles, however, depending on the quality of the ideas presented and the prestige of the journal in which it is published, may outrank a book publication. In general the DTRC should extend the greatest fairness and courtesy to each candidate and his/her long-term progress toward goals that have or will advance the candidate's entire scholarly career. While excellence in scholarship is the endpoint of research, assumptions about how quickly this may happen can stifle productivity, most institutional timelines imposed upon faculty assume that, 1) time is available and there is flexibility in scheduling both the demands of teaching and those of research, and 2) there is a continuous supply of funding and resources to maintain the pace of the research. Candidates' work should be evaluated in terms of the evidenced value of their work as much as by number of articles produced. (Issues such as authored or co-authored in the ranking of an article or other publication fall here as well). Also, while some faculty expand quickly through the dissertation and its research base into a monograph or textbook into planning new projects, flexibility in choosing indicators of success is left to the specific candidate and the DTRC wherever this is reasonable. It is the responsibility of the candidate for tenure to provide sufficient explanation and context so that all involved in the evaluation of the candidate for tenure will be able to correctly judge the value of the candidate's research contribution.

The Department suggests the following as a guideline for assessing the degree of scholarly excellence of the candidate for tenure or recontracting. The candidate is not expected to produce evidence of scholarship for every item listed, but should argue for scholarly productivity based on research activities drawn from the lists above.

### III. EVALUATION OF SERVICE

- A. Contributions to the University Community (CUC)
- B. Contributions to the Wider and Professional Community (CWPC)

#### Introduction

The Sociology and Anthropology Department considers service to be very important to all parts of university and campus life as well as the profession. In keeping with Rowan University's MOA, 2012-2013, the Sociology Department now understands practice and professional service to be defined in terms of two categories of service and shared governance, that is, a) Contributions to the University Community (CUC) and b) Contributions to Wider and Professional Community (CWPC).

For the tenuring of regular full and part time faculty as well as Instructor Line candidates, the kinds of items falling under Contributions to the University Community (CUC) are, for instance, Chairing a department, college or university committee work, contributing to tasks central to the department's daily services both to students and faculty, advising students, involving students in participation at learned society meetings and directing their achievement as they successfully move through their degree programs and into careers; representing the

department on College and the University committee work or task forces, participating in the Senate and its various committees, involvement in union leadership and committee work, contributing to campus-wide activities, e.g., Homecoming. Contributions to the Wider and Professional Community (CWPC) include, for example: consulting or technical assistance provided to public or private organization; public policy analysis for governmental agencies at all levels; briefings, seminars, lectures, and conferences targeted for general audiences; summaries of research, policy and analyses, or position papers for general public and targeted audiences; expert testimony or witness; writing, contributing to or editing journals, books, newsletters, magazines or other publications; electronic productions (e.g., contributing to the development of websites, online seminars or programs). A consistent and increasing pattern of service should be clearly exemplified over time.

### III A. Contributions to the University Community (CUC)

The following distinctions hold specifically for the Department of Sociology and Anthropology regarding service in the CUC category:

1.i) Departmental service to the university, college, Senate or union is exemplified by committee participation, participation in the various institutes and academic programs of the university. *Examples of service appropriate to this section therefore shall include but are not limited to the following:*

- Chair or member of a campus committee
  - Museum leadership/Curator
  - Research expedition leadership
  - Leadership or other participation in campus governance
  - Advising students outside the department
  - Expert consultations to other departments or facilities on campus
  - Faculty associated with research institutes as leaders or members
  - Participation in university sponsored programs e.g., mentoring programs, university Open Houses, Camden based programs and the like
  - Serving as departmental representative on college and university bodies
  - Chairing a campus wide committee
  - Serving on a campus wide committee
  - Serving as an officer of the university Senate
  - Serving on Senate committees of various kinds
  - Representing the university in an official capacity
- ii. Special duties and tasks deemed outstanding and that in some unique way serves the department, Senate, profession, union or the like.

For Dr. Rich, a major part of her Service evaluation will stem from her position as Director of the Rowan Center for Holocaust and Genocide Studies, which encompasses both University and community-wide service activities.

A second part of her Service evaluation will stem from her coordination of the Master's program in Holocaust and Genocide Education.

2. Service to the department shall include the roles of chairperson, coordinator of one of the department's undergraduate or graduate degrees, departmental committee activities and student mentoring, and other departmental contributions. *Examples of service appropriate to this section shall therefore include but are not limited to the following:*

- Chair of Department
- Chair or Member of departmental committees
- Advising Student Clubs

Dr. Rich will be expected to participate in departmental committee activities, student mentoring and other departmental contributions, as are each of the department members.

### III B. Contributions to the Wider and Professional Community (CWPC)

The following distinctions hold specifically for the Department of Sociology and Anthropology regarding service in the CWPC category: The profession is served through activities such as editorial functions for regional, national, or international journals, holding office in a professional organizations or associations, participating in organizational activities for associational meetings, consultancies or special assignments that connect the university and the discipline, such as participation in workshops on campus or representing the field and other professional involvements. *Examples of service appropriate to this section shall therefore include but are not limited to the following:*

- Membership in Professional Organizations
- Leadership or Participation in Professional Organization as Officer of an international, national, regional or local association
- Serving as Session Chair at learned society meetings
- Conference organizer
- Earning special licensure or certification in professional specialization
- Conducting or participating in professional workshops
- Coordinating a series of workshops
- Editorial work on international, national, or regional journals or newsletters
- Speaking to general audiences at briefings, seminars, distinguished lecture series
- Media appearances and commentary on topics representing a candidate's specialization or the discipline

2. Community service will include the candidate's performance in a variety of professionally related roles in which the university is represented to the larger community

through the candidate's efforts. *Examples of service appropriate to this section shall therefore include but are not limited to the following:*

- Developing, leading or participating on community boards
- Consulting or technical assistance to public and private organizations
- Expert testimony or expert witness
- Consultation with policy makers to develop position papers, policy analysis, reports, or making presentations to the public

It is within the DTRC's purview to responsibly and reasonably assess all matters connected with each case for recontracting and tenure to the greatest benefit of the candidate, and the academic community. For examples of service not listed above, the candidate will have the latitude to convince the DTRC of its importance. In addition, candidates should provide evidence of the significance of their service contributions, especially when that service involves extensive time and/or leadership.