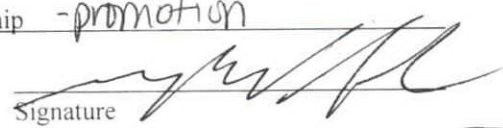


FORM 8

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

Department/Office: Educational Services and Leadership - promotion
 Department Chair: MaryBeth Walpole 
 Print

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

Date Sent to Dean/Supervisor: 10/10/19

Signature  Date 10/25/19 Approved Y P / N
 Dean/Supervisor:

 1/29/20 Y / P / N
 Add'l Admin. Date Approved
 Provost/designee:

 President/designee: _____ 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.

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

Checklist Item 3

Department of Educational Services and Leadership

Promotion Policy

1. Introduction

The Department of Educational Services and Leadership takes seriously its professional responsibility to offer programs of the highest quality. We recognize that our excellence is directly related to the ability, commitment, and continuing development of our faculty. We, hereby, pledge ourselves to the rigorous and on-going assessment of faculty effort.

This policy is intended to contribute to our excellence in several ways. First, it sets the standards for promotion to the ranks of associate professor and professor. We will recommend the promotion of faculty only if they meet our rigorous standards. Second, this policy establishes criteria for reviewing faculty so that they may understand the level of accomplishment necessary to recommend promotion. The Educational Services and Leadership Department offers mainly graduate degrees.

In order to be promoted in rank, an individual must demonstrate the following: excellence in teaching; continuing and successful experience in research and creative activity consistent with the goals and objectives of the Department of Educational Services and Leadership; and active and significant practice and professional service commensurate with the Rowan mission and the purposes of the Department of Educational Services and Leadership. The expected balance among these three categories is set forth in section 4 below.

A description of the criteria to be used to evaluate the attainment of these standards for candidates for promotion to Professor is set forth in section 3 below.

2. Department Mission, Goals and Policies

2.1 Mission Statement

The mission of the Department of Educational Services and Leadership is to create a network of leaders who will facilitate profound and meaningful change for education. We promote the knowledge, skills, professional dispositions, global perspectives and multicultural competencies within collaborative, holistic learning-centered environments. Our highly qualified and diverse faculty, staff and graduates integrate teaching, research, scholarship, and community service to enhance the learning, mental health, leadership and personal development of students and clients in applied settings. We adhere to the highest ethical standards in preparing our students as transformational leaders, scientist-practitioners, and advocates for social justice. The programs of the department are consistent with the Conceptual Framework of the College of Education.

2.2 Goals

- * To prepare educational leaders committed to democratic principles
- * To prepare educational leaders who demonstrate their understanding that educational environments are people environments
- * To prepare educational leaders who are committed to improving learner outcomes
- * To prepare educational leaders with appropriate managerial skills
- * To prepare educational leaders who engage in reflective practice
- * To incorporate rigorous intellectual effort and vigorous personal interaction among students and faculty in all departmental offerings
- * To develop in our students knowledge through study, responsibility through service, and character through challenge.
- * To prepare educational leaders who are committed to data driven decision making.
- * To prepare educational leaders for continued personal and professional development and lifelong learning.

3. Standards and Criteria for Promotion

3.1 Minimum Requirements

Candidates for promotion to Professor must have a minimum of 8 years of professional teaching (full-time) experience at accredited institutions of higher education. Candidates are advised that, taken by itself, longevity is not the sole criterion for promotion from one rank to the other.

The following standards and criteria apply to promotion to Professor.

3.2 Excellence in Teaching

All candidates for promotion must demonstrate a consistent pattern of excellence in teaching. We shall assess the candidate's performance in accordance with the characteristics of excellence in academic instruction as delineated in the University's

promotion policy: good organization of subject matter and course material; effective communication; knowledge and enthusiasm for subject matter and teaching; positive attitudes toward students; fairness in examinations and grading; flexibility in approaches to teaching; and appropriate student learning outcomes. (Each of these characteristics is equally important.) Candidates must provide evidence of excellence in teaching in each of the following areas: peer observations of teaching, student assessment of teaching effectiveness, student learning outcomes, student advising, development of learning activities, and sustained professional development and capacity building. Candidates must provide a self-appraisal of the impact of this evidence on their effectiveness as a teacher. Excellence in teaching will be established by a consistent pattern of compelling evidence using multiple sources of data considered during the assessment.

In presenting such "compelling evidence," candidates are expected to provide sufficient information (i.e., data) that clearly documents a sustained pattern of excellence in teaching, research and creative activity, and practice and professional service over a sustained period of time. While this policy statement neither delineates nor prescribes a minimum period of time over which this evidence must be presented, candidates are strongly encouraged to present information that spans several years. For example, a candidate who wishes to apply for promotion to Professor might plan to present 6-8 years of data to fulfill the "sustained period of time" requirement.

Each candidate will prepare a summary self-appraisal on his/her effectiveness as a teacher showing continuing growth and development in academic instruction. This self-appraisal shall address and incorporate the student assessments of teaching and the written reviews of the peer evaluations. This self-appraisal shall also address the candidate's ongoing development as a teacher, including but not limited to: (a) what the candidate has done in response to the student assessments and peer evaluations; (b) how the assessment of the student learning outcomes has impacted the candidate's teaching; (c) what the candidate has done to maintain currency in the field and with developments in pedagogy; and (d) what the candidate has done to maintain currency in the courses that he/she teaches. Included within the self-appraisal shall be the results of any instructional classroom research (what Boyer, in *Scholarship Reconsidered: Priorities of the Professoriate*, 1990, refers to as the scholarship of teaching) and how such results have impacted the candidate's teaching. The self-appraisal shall also address the areas of student learning outcomes, advising, developmental learning activities, and professional development as they relate to student instruction.

Excellence in teaching will be predicated on evidence presented in a number of areas that must be examined as a whole in arriving at a determination regarding the quality of the candidate's teaching. These areas shall include the following:

Peer Evaluation. A minimum of 1 peer evaluation in the calendar year prior to application for promotion to professor is required. Unless otherwise approved by the department chair, these peer evaluations will be conducted by members of the department's Promotion committee. Candidates who seek formative feedback on their teaching are not required to submit such peer evaluations as part of their promotion

portfolios. Excellence in teaching shall be demonstrated by strong peer evaluations that document teaching excellence without any significant areas in need of improvement in relation to the criteria adopted by the department for peer evaluations over a sustained period of time.

Student Assessment of Teaching Effectiveness. A minimum of two student course assessments in the two years prior to application for promotion, using the officially approved departmental student evaluation process and form are required. Unless otherwise approved by the department chair, these student assessments will include the online faculty center student evaluation form, the global student evaluation form, the SIR II, or the departmental developed evaluation form. A faculty member must detail how the student evaluation forms demonstrate excellence in teaching over a sustained period of time.

Advising. Evidence of satisfactory student advising for a sustained period of time must be provided. Evidence may include student testimonials, successful completion of master's projects or doctoral dissertations (the candidate should indicate whether he or she served as a dissertation committee member or dissertation chair with the latter carrying greater weight) or other indicators of successful advising as may be documented by the candidate. For purposes of this criterion, program advising, student mentoring, and similar activities shall be considered advising.

Developing Learning Activities. Evidence of a sustained pattern of accomplishment in developing learning activities as demonstrated by active participation and contributions in at least three of the following: (a) curriculum development including revisions and updating of course syllabi; (b) curriculum evaluation; (c) program design/re-design; (d) development of program or course learning materials and approaches, including the use of technology as an instructional tool; (e) development of practices/procedures for assessing student learning; or (f) other learning activities as may be documented by the candidate. These accomplishments must be supported by empirically observable evidence (e.g., curriculum proposals, learning materials, assessment protocols) over a sustained period of time.

Professional Development and Capacity Building. Evidence of active professional development and capacity building through demonstrated application of professional development activities (e.g., professional study; attendance and participation at workshops, conferences, seminars, etc.) to programs, teaching, student learning, research and scholarly accomplishments, and/or professional practice and service in the applicant's field is required over a sustained period of time. As part of their continuing professional development and capacity building, candidates are encouraged to be creative and to engage in professional risk-taking (e.g. co-teaching, new course content and new instructional strategies).

The above benchmarks have been established by the department to provide guidance in evaluating the above areas for promotion to Professor. The department recognizes that individuals applying for promotion may not achieve all of these benchmarks. In such

situations, the candidate has the burden of demonstrating to the departmental promotion committee the reasons for not achieving a specific benchmark and why that should not prevent a finding by the committee that the candidate has shown excellence in teaching sufficient to warrant promotion.

3.3 Research and Creative Activity

The department values the intellectual development that accompanies all research and creative activity and the connections formed between scholarship and teaching. For purposes of this promotion policy, however, the department shall only consider research and other scholarly activity that is directly related to the mission of the department, college and university and that advances the knowledge and understanding of the content of the fields of educational leadership, higher education and administration, as well as the context in which educational leadership, higher education and administration occur.

The Department assesses scholarly achievement of candidates for promotion based upon materials presented in the candidate's application that documents the individual's scholarly productivity. Expectations are that candidates will consistently publish in peer-reviewed and publically disseminated sources. Within the candidate's application, he/she should discuss the **quality** (e.g., acceptance rate and rank of journal or other reputational calculation), **impact** (e.g., number of subsequent citations or journal audience size and type (scholarly and/or practitioner)), and **role** (e.g., contribution in co-authored publications or as co-investigator for grants) of his/her work in a specific field. Highest weight will be given to solo or first authorships for publications and presentations. Second and third authorship will result in the publication or presentation being considered in the next lower weight category (i.e., medium for those publications and presentations in the high category and low for presentations in the medium category). Fourth authorship and beyond for publications and presentations will be considered in the lowest category. In addition, it is expected that the candidate will maintain a research agenda that is sustainable and, when possible, fundable. Candidates are encouraged to seek external funding to support their research efforts.

In rank order within categories, examples of scholarly activity may include but not be limited to:

High

- A. Published manuscripts in refereed journals (print or online)
- B. Published refereed scholarly books
- C. Published refereed textbooks
- D. Published book chapter in a refereed scholarly book
- E. Writing successfully reviewed and funded grant proposals as a PI or co-PI
- F. Serving as editor of a refereed journal or scholarly book
- G. Presenting a peer-reviewed paper at a national or international scholarly/academic meeting

- H. Presenting at a national or international professional meeting as an invited speaker
- I. Writing successfully funded program evaluation

Medium

- J. Presenting a peer-reviewed paper at a regional or state scholarly/academic meeting
- K. Participation in research activities sponsored by academic/scholarly organizations
- L. Serving as a discussant on a peer-reviewed panel at a state, regional, national or international scholarly/academic meeting
- M. Participation on a funded grant as key personnel

Low

- N. Publication of a book review in a journal
- O. Serving as a chair on a peer-reviewed panel at a state, regional, national or international scholarly/academic meeting
- P. Refereeing grant applications for state, regional, national and international funding bodies
- Q. Writing abstracts for scholarly publications
- R. Writing grant proposals (although unfunded)
- S. Other formats for dissemination may be considered if appropriately vetted at the departmental and dean level and with evidence of peer review and approval
- T. Assessment reports associated with national accreditation review

The research and scholarly activity that is included with a candidate's request for promotion will be evaluated on a career basis, but must indicate that he/she has an ongoing, substantial, and productive program of scholarship and a clear agenda. As a general rule, an ongoing program of scholarship is one in which the candidate produces in a primary or principal role.

For promotion to Professor-The candidate shall demonstrate sufficient scholarly products that when, taken as a whole, provide clear evidence of a developed line of research and completion of significant scholarly accomplishments since attaining the rank of associate professor and a substantial agenda. The research shall be externally validated pursuant to Section 5.

The candidate's self-appraisal statement shall describe and discuss how his or her scholarly accomplishments satisfy the above criteria. The candidate shall describe each scholarly product, his or her role in producing the work, and the publication venue in sufficient detail that the promotion committee can determine the relative importance of the product in establishing whether the candidate has met the required level of scholarship. The self-appraisal shall also indicate how the accomplishments have

contributed to the relevant body of knowledge and have helped to advance the mission of Rowan University, the College of Education and the Department of Educational Services and Leadership.

The following list provides examples of acceptable scholarly works (the list is not intended to be exhaustive). The promotion committee will determine the relative importance of each scholarly work product in terms of the candidate meeting the required level of scholarship based on its impact on the relevant body of knowledge and professional growth.

- Books and monographs
- Chapters in edited books
- Published articles in nationally prominent and/or highly selective refereed print and electronic journals
- Published articles in nationally prominent and/or highly selective non-refereed print and electronic journals
- Published articles in refereed respected print and electronic journals
- Research or other papers presented in paper sessions or symposiums at national meetings of major scholarly associations
- Research or other articles accepted for publication in refereed journals with publication date (letter from editor)
- Evaluation or other research with educational agencies
- Technical reports
- Presentations at national meetings in roundtables or poster sessions
- Research articles accepted for publication with revision (letter from editor)

The promotion committee will also consider the candidate's contributions to the article and authorship (single author or principal contributor) in determining the relative importance of the scholarly product in terms of the impact on the relevant body of knowledge and professional growth.

Funded research and grants will also be considered as scholarly products. The promotion committee will determine the relative importance of the funded research and grants in terms of the impact on the relevant body of knowledge and professional growth based upon the extent of the funded project and the meaningfulness of the work to the mission of the department, college and university.

The promotion committee shall take into account the goals and expectation set forth in any Professional Development Plan established pursuant to section 7 of this document regarding the relative importance of the scholarly product in terms of the impact on the relevant body of knowledge and professional growth required under this document.

3.4 Practice and Professional Service

The department values all contributions of faculty members to profession and practice and has developed the following list to provide guidance as to the breadth of

contributions that a candidate may present as evidence for this category but candidates need not have engaged in service in every category (committees include ad hoc committees, standing committees and task forces).

For promotion to Professor-The candidate shall demonstrate extensive contributions to profession and practice that taken as a whole provide clear evidence of progressive service to the department, college, university and the profession. These contributions must document service to the department, college and university in important ways. Moreover, the candidate must present evidence of compelling and recognizable service to the professional community.

Examples of Service to Rowan Community

Member of department committee

Chair of department committee

Member of college committee

Chair of college committee

Member of university committee

Chair of university committee

Participant in a university initiative

Representative to university senate

Representative to the AFT

Member of university, college, and/or department search committee

Mentoring new faculty for department or university

Advising campus organizations

Mentoring students

Presentations or workshops to college or campus community

Participating in curriculum or program development activities

Examples of Service to South Jersey/Regional/National/Professional Community

Consulting or advising services for educational organizations

Service on task forces

Service on advisory board

Workshop or presentation for educational organizations

Service on county superintendent roundtables

Invited speeches

Professional/Disciplinary Committee Member

Conference proposal reviewer

Professional association officer

Professional association board member

Professional association division chair or committee chair

Professional association conference program chair/committee

Editor of special editions of scholarly journals

Service on editorial boards of journal or other national publications

Writing or editing newsletters for disciplines

National speeches/speaking engagements/keynotes

Workshops/ presentations pertinent to discipline

National advisory boards

Mentoring in professional associations

Conference panel discussant or chairing panel

Reviewing articles for journals

Service should not be counted under research or teaching without explanation, such as major initiatives or interconnected initiatives.

Service should be presented and described in the candidate's self-appraisal wherein the candidate shall discuss why she/he believes the service to be important. The candidate shall describe each contribution in sufficient detail that the promotion committee can

determine the importance of each contribution in establishing whether the candidate has met the required overall level of service. The more substantial and important the service, the more highly valued it will be. For example, service as chair of a committee may require substantially greater commitment of time and effort than service as a member of that committee and would, therefore be given greater significance by the promotion committee than service as a member of that committee. However, no specific experience will be required in order to meet the requirements of this category.

Letters from agencies, committee chairs, etc. that attest to the specific relevant contributions by the candidate providing the service are strongly encouraged but are not required.

4. Balance for Categories

Departments are required to determine the expected balance among teaching, research and creative activity, and professional service and practice. University policy requires that teaching be given the greatest weight and that professional service and practice not be given a greater weight than research and creative activity.

5. External Assessment for Promotion to the Rank of Professor

An external university review will be conducted of the applicant's Research and Creative Accomplishments pursuant to the University Memorandum of Agreement regarding Faculty Promotion.

6. Orientation and Mentoring

The departmental promotion committee, in concert with the recontracting and tenure committee, shall provide appropriate materials and guidance regarding the university, college and department requirements for promotion.

The department shall assign an official mentor to each new faculty member to provide a resource for understanding institutional policies and practice; institutional resources, and college initiatives. The mentor should be a tenured faculty member and the mentorship shall count toward the candidate's service requirement. The duration and intensity of the mentorship will be agreed on by the new faculty member and the mentor in consultation with the department chair and promotion committee.

7. Professional Development Plan

Faculty members who are contemplating applying for promotion may consider developing a professional development plan to establish the manner through which the candidate will satisfy the requirements of this document and the university. The plan will address goals for teaching, research and creative activity, and service and professional practice and will reflect the criteria set forth in this document and the university's Memorandum of Understanding. The department promotion committee will provide

assistance to department members in developing the plan. The department chair and the dean must approve the plan as the basis for future performance assessments. Candidates may change the plan as new opportunities or concerns arise, however, any changes shall be approved by the department chair and the dean of the College of Education.

8. Process

The schedule of departmental evaluation shall follow the timelines established by the university Memorandum of Understanding.

From time to time, it may become desirable or necessary to revise the standards, criteria, and/or process set forth in this policy statement. To that end, any full-time faculty member in the department may introduce an amendment to this policy by sending a written request and rationale to the department chair. The department as a whole and the dean of the College of Education and the Provost must review the proposed revision and approve it.

9. Effective Date

This policy shall become effective for the 2018-2019 academic year.