

FORM 8

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

Department/Office: Interdisciplinary and Inclusive Education ^{Promotion}
 Department Chair: Lisa Vernon-Dotson ^{Asaf Vundor}
 Academic Year (circle): Print Signature
 15-16 16-17 17-18 18-19 **19-20**

Date Sent to Dean/Supervisor: 10-25-2019

Signature	Date	Approved
<u></u>	<u>10/25/19</u>	<input checked="" type="radio"/> Y / P / N
_____ Dean/Supervisor:	_____	Y / P / N
_____ Add'l Admin:	_____	Y / P / N
<u></u>	<u>1/29/20</u>	<input checked="" type="radio"/> Y / P / N
_____ Provost/designee:	_____	Y / P / N
_____ 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

DEPARTMENT OF INTERDISCIPLINARY AND INCLUSIVE EDUCATION

Promotion Guidelines

October 2019

promo.rev.19

Introduction

"Promotion is the recognition of a measure of stature and a reward for accomplishments by faculty within both the discipline and the profession. Promotion, the conferral of a higher academic rank, is neither automatic nor the result of seniority. At each professional rank, there are required qualifications and expectations. A fully engaged member of the university community recognized for promotion is one who demonstrates teaching effectiveness, engages in scholarly and/or creative activity, and actively participates in service to the community and the profession. For tenured faculty this means that in addition to meeting the contractual obligations to teach, faculty need to maintain scholarly research or creative activity and be fully engaged by demonstrating a commitment to service to the university and the broader professional community with demonstrations of leadership increasing as the years of service increase." (Memorandum of Agreement, 2019-2021)

Candidates' applications for promotion will include evidence of their professional performance as described in this document and in the 2019-2021 Rowan University Memorandum of Agreement.

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Department Mission

The mission of the Department of Interdisciplinary and Inclusive Education is to teach and learn with a collaborative focus across disciplines and content area domains.

Specifically, we seek to develop educators who impact classroom communities by:

- collaborating with families and community partners;
- integrating best practice, current research, and immersing themselves in school communities; and
- preparing and supporting all learners through the development of caring, inclusive classrooms and integrated curriculum.

The Department of Interdisciplinary and Inclusive Education concurs with the guiding principles of the Memorandum of Agreement (2019-21) that excellence in teaching is the most important contribution made by its members and will be given the most weight in promotion decisions (sec. 2.521). However, promotion is based on full engagement as a University member and demonstration of teaching effectiveness, engagement in scholarly and/or creative activity, and active participation in service to the community and the profession.

Teaching Effectiveness

“Teaching Effectiveness– includes academic instruction, student mentoring, developing learning activities, and developing as a teacher. The process for assessing teaching effectiveness shall include two basic components: the candidate’s statement of goals and evidence of success in realizing these goals. Evidence of success shall consist of the candidate’s own perceptions, his/her analysis of student perceptions of the teaching/learning experience, and colleague assessment of the candidate’s teaching effectiveness, which would include classroom observations or other valid methods of assessing teaching effectiveness. Characteristics of excellence and procedures for assessment of developing learning activities will be developed by each department and approved by the respective dean. Assessment of Teaching must be of Rowan classes” (MOA, 2019-21, sec. 4.1).

Academic Instruction (MOA 2019-2021, sec. 4.11)

Excellence in academic instruction will be determined by a record of consistent effectiveness teaching since the last promotion such as those listed below. Evidence will be presented through the candidate’s self-assessment and accompanying documentation.

Characteristics	Possible Evidence	Evaluation Input
1. Good organization of subject matter and the course material	student evaluation instrument; candidate will select and defend his/her choice of instrument (see appendix)	<ul style="list-style-type: none"> • Students • Department Promotion Committee members • Candidate
2. Effective communication		
3. Knowledge and enthusiasm for subject matter and teaching	colleague observation	<ul style="list-style-type: none"> • Department Promotion Committee • Department members/ colleagues • Colleagues from other departments in disciplines relative to the candidate’s teaching responsibilities, with approval from the promotion committee • Candidate
4. Positive attitudes towards students		
5. Fairness in examinations and grading		
6. Flexibility in approaches to teaching	audio/video tapes or other artifacts the candidate may choose to include	<ul style="list-style-type: none"> • Department Promotion Committee • Candidate
7. Appropriate student learning outcomes	reflective journal or other evidence	<ul style="list-style-type: none"> • Department Promotion Committee • Candidate
	candidate’s self-assessment of teaching effectiveness	<ul style="list-style-type: none"> • Department Promotion Committee • Candidate

Student Mentoring (MOA 2019-2021, sec. 4.12)

Excellence in student mentoring will be determined by a record of active involvement in student support since the last promotion such as those listed below. Evidence will be presented through the candidate's self-assessment and accompanying documentation.

Characteristics	Possible Evidence	Evaluation Input
1. Mentoring students on academic opportunities and decisions	student evaluations instrument	<ul style="list-style-type: none"> • Candidate • Students • Department Promotion Committee
2. Personal counseling referral	Candidate's self-assessment of teaching effectiveness	<ul style="list-style-type: none"> • Candidate • Department Promotion Committee
3. Student mentoring on research projects and theses	personal documentation (e.g., student comments, calendar documentation)	<ul style="list-style-type: none"> • Candidate • Student • Department Promotion Committee
	title pages of theses (that include advisors' names)	<ul style="list-style-type: none"> • Candidate • Department Promotion Committee

Developing Learning Activities (MOA 2019-2021, sec. 4.13)

Excellence in the development of learning activities will be determined by a record of active involvement in curriculum development and assessment activities since the last promotion such as those listed below. Evidence will be presented through the candidate's self-assessment and accompanying documentation.

Characteristics	Possible Evidence	Evaluation Input
1. Developing, reviewing, and redesigning courses and/or programs	syllabi	<ul style="list-style-type: none"> • Candidate • Department Promotion Committee
2. Developing and revising curriculum	curriculum proposals	<ul style="list-style-type: none"> • Candidate • Curriculum committees • Department Promotion Committee
3. Develop new teaching materials		
4. Develop and conduct off campus field-based programs (e.g., action research, staff development, professional development schools and partnerships, study abroad)	examples of newly developed teaching materials (e.g., manuals, software, videos, learning exercises and assessments)	<ul style="list-style-type: none"> • Candidate • Department Promotion Committee
	other documentation (e.g., annual plans, agreements, letters of acknowledgement, reports, letters of support)	<ul style="list-style-type: none"> • Candidate • Educators from the Field • Department Promotion Committee
5. Assess learning outcomes	assessment documentation (e.g., sample blank and completed rubrics, CAEP SPA documents)	<ul style="list-style-type: none"> • Candidate • Department Promotion Committee

Developing as a Teacher (MOA 2019-2021, sec. 4.14)

Excellence in the development as a teacher will be determined by a record of active involvement in improving and reflecting upon classroom practices since the last promotion such as those listed below. Evidence will be presented through the candidate's self-assessment and accompanying documentation.

Characteristics	Possible Evidence	Evaluation Input
1. Conduct instructional and classroom research	research reports and summaries	<ul style="list-style-type: none"> • Candidate • Department Promotion Committee
2. Attend and participate in professional development activities, including professional conferences and university and other training	research documentation (e.g., field notes, authored/co-authored manuscripts)	<ul style="list-style-type: none"> • Candidate • Peers • Department Promotion Committee
3. Maintain currency in discipline-specific and pedagogical concepts	records of participation (e.g., conference program, minutes, agendas, certificates, letters/emails of acknowledgement)	<ul style="list-style-type: none"> • Candidate • Peers • Department Promotion Committee
4. Collaborate with colleagues		
5. Evaluating the teaching of colleagues	personal documentation (e.g., letters of support, reflection journal)	<ul style="list-style-type: none"> • Candidate • Peers • Department Promotion Committee
6. Engage in reflection on candidate's own teaching.		<ul style="list-style-type: none"> • Candidate • Peers • Department Promotion Committee

Scholarly and Creative Activity

“Characteristics of excellence and procedures for assessment of scholarly and creative activity will be developed by each Department and approved by the respective dean. Scholarly and Creative Activity may include research; creative works, applied research and evaluation, and funded research and creative projects” (MOA, 2019-2021, sec. 4.2).

Research and Related Activities

Excellence in the scholarly and creative activities will be determined by both quantity and quality of work including impact, significance, selectivity, and overall rigor since the last promotion. Evidence will be presented through the candidate’s self-assessment and accompanying documentation of a variety of activities such as those listed below.

Characteristics	Possible Evidence	Evaluation Input
1. Scholarly peer reviewed books and textbooks	copies of book-covers, title pages, tables of contents	<ul style="list-style-type: none"> • Candidate • Department Promotion Committee • External reviewer (Full Professor candidates)
2. Peer reviewed and invited book chapters	copies of published works (e.g., book chapters, journal articles, in press and pending manuscripts, monographs, conference proceedings, book review)	<ul style="list-style-type: none"> • Candidate • Department Promotion Committee • External reviewer (Full Professor candidates)
3. Peer reviewed journal articles	presentation materials (e.g., handout, agenda, conference program, acceptance notice)	<ul style="list-style-type: none"> • Candidate • Department Promotion Committee • External reviewer (Full Professor candidates)
4. Conference proceedings	grant or funding documents (e.g., copy of grant or summary/abstract, funding notice, letter of funding decision)	<ul style="list-style-type: none"> • Candidate • Department Promotion Committee • External reviewer (Full Professor candidates)
5. Professional and scholarly presentations	other support documents (e.g., letter of acceptance, invitation, citations in other publications, peer review comments, journal cover/editor page)	<ul style="list-style-type: none"> • Candidate • Department Promotion Committee • External reviewer (Full Professor candidates)
6. Book reviews		
7. Editorship of scholarly materials		
8. peer reviewed grant awards		

Contributions to University Community

“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” (MOA, 2019-2021, Appendix A, sec. 1.31).

Contributions and service will be evidenced by the candidate’s self-assessment and documentation of activities such as those listed below.

Characteristics	Possible Evidence	Evaluation Input
1. Chairing a department, college, university committee	Documents (e.g., letters of acknowledgement, certificates, letters of support/thanks, calendar)	<ul style="list-style-type: none"> • Department Promotion Committee • Committee chairs • Peers/colleagues
2. Serving on a department, college, or university committee		
3. Contributing to tasks central to the department’s day-to-day activities	minutes and agendas	<ul style="list-style-type: none"> • Department Promotion Committee • Committee chairs • Peers/colleagues
4. Helping programs and the department in meeting the expectations of the college, university, and accrediting agencies	personal documentation (e.g., letters from colleagues, recommendations)	<ul style="list-style-type: none"> • Department Promotion Committee • Committee chairs • Peers/colleagues • Candidate
5. Assisting with campus-wide activities (e.g., orientation, homecoming, Rowan day)		
6. Serving as the department chair, co-chair, or assistant chair	Copy of dissertation title page, committee, and abstract	<ul style="list-style-type: none"> • Department Promotion Committee • Candidate
7. Serving as dissertation chair		
8. Mentoring new faculty in the Department, College, and university	service awards or recognition	<ul style="list-style-type: none"> • Department Promotion Committee • Candidate
9. Representing the institution for its advancement		

Contributions to Wider and Professional Community

“Contributions to the professional and wider community describe the work of faculty members aimed at addressing social or institutional issues beyond the Rowan campus(es) using their expertise, knowledge, and seasoned professional judgments. This expression of scholarship is defined as any of the following: dissemination of discipline-related knowledge, new products and practices, discipline-related partnerships with other agencies, and contributions to disciplinary and professional associations and societies” (MOA, 2019-2021, Appendix A, sec. 1.31).

Contributions and service will be evidenced by the candidate’s self-assessment and documentation of activities such as those listed below.

Characteristics	Possible Evidence	Evaluation Input
<p>1. Dissemination of discipline-related knowledge</p>	<p>1. Consulting or technical assistance provided to public or private organizations 2. Public policy analysis for governmental agencies at all levels 3. Briefings, seminars, lectures, and conferences targeted for general audiences 4. Summaries of research, policy analyses, or position papers for general public or targeted audiences 5. Expert testimony or witness 6. Writing, contributing to or editing journals, books, newsletters, magazines or other publications 7. Electronic productions (e.g., contributing to the development of websites, online seminars or programs, or programs distributed via DVD)</p>	<ul style="list-style-type: none"> • Department Promotion Committee • Committee chairs • School personnel/agency leaders • Candidate • Colleagues at other universities • Members of professional organizations
<p>2. New products or practices include the design or creation of new products, innovations, or inventions</p>		

<p>3. Discipline-related partnerships with other agencies</p>	<ol style="list-style-type: none"> 1. Short-term collaborations with schools, industries, or civic agencies for program or policy development 2. Exhibits in other educational or cultural institutions 3. Festivals and summer programs 4. Economic or community development activities 5. Discipline-related voluntary community service 	<ul style="list-style-type: none"> • Department Promotion Committee • School personnel/agency leaders • Candidate • Colleagues at other universities • Members of professional organizations
<p>4. Contributions to disciplinary and professional associations and societies</p>	<ol style="list-style-type: none"> 1. Leadership positions in recognized professional organizations 2. Service on accreditation bodies or national examining boards 3. Service to governing boards and task forces 4. Service in organizing or reviewing submissions for annual or regional meetings and conferences sponsored by professional organizations 	<ul style="list-style-type: none"> • Department Promotion Committee • Candidate • Colleagues at other universities • Members of professional organizations

Department Purpose Statement

The role of the Department Promotion Committee is to assess and evaluate the qualifications of its applicants for promotion in accordance with the missions of Rowan University, the College of Education, and the Department of Interdisciplinary and Inclusive Education.

This process is mutually beneficial to both the candidate and the Department, as a whole. The demonstration of excellence in teaching effectiveness, engagement in scholarly and/or creative activity, and active participation in service to the community and the profession leads to full engagement as a University member and the betterment of our programs.

All of the policies, procedures and guidelines stated within this document must be consistent with university policy and approved by the Dean of the College of Education as well as the Executive Vice President/Provost.

Standards: Promotion

Balance Among Teaching, Scholarship, and Service (MOA, 2019-2021, sec. 5.3121)

The Department concurs that the primary responsibility of its faculty is excellence in teaching. Although the Department expects teaching to carry the highest percentage, it is understood that the balance (or mix) may differ from one individual to the next and may change for an individual at different points in his/her career. The Department suggests: 40% for Teaching Effectiveness (both graduate and undergraduate); 30% for Scholarship and Creative Activity (or Professional Development); ~15% for Contribution to the wider University Community; and ~15% for Contribution to the Wider and Professional Community. The candidate has a right to propose changes to the expected departmental balance using the procedures in section 5.3123.

Procedures for Evaluating Candidates

The Department Promotion Committee will conduct a thorough and substantive evaluation of the evidence submitted by the candidate and will determine whether the candidate has met the criteria established by the department promotion document and the 2019-2021 Memorandum of Agreement for promotion to the rank for which the applicant has applied. The following "Promotion Categories Matrix" defines the expectations for the ranks of Assistant, Associate, and Full Professor.

Promotion Categories Matrix

Note: Narrative descriptions of each category are found on previous pages. These descriptors are examples and not all-inclusive categories. They will need to be adapted to individual programs and disciplines.

General Criteria	Assistant Professor	Associate Professor	**Full Professor
	Evidence of potential for excellence in teaching	Minimum of 5 years higher education teaching experience in an accredited institution	Minimum of 8 years higher education teaching experience in an accredited institution
	Pattern of increasing success in all major categories (see 5.3121)	Consistent demonstration of excellence in teaching and demonstrated success in the other two categories (see 5.3121)	Consistent demonstration of excellence across all major categories (see 5.3121)
	Earned terminal degree	Earned terminal degree	Earned terminal degree

****Requires External Review:** External Reviewer must be approved by Department Promotion Committee and College of Education dean.

Criteria for Excellence in Teaching

	Assistant Professor	Associate Professor	Full Professor
Teaching As Academic Instruction	<p>Major "Good to Excellent" ratings for aggregated scores on all indicators of student evaluation excellence; positive peer reviews; student comments; self-appraisal; and analysis of course content and student responses.</p> <p>Evidence of planning and arranging for learning experiences; record keeping; and appropriate and fair grading.</p> <p>Supervision of students in clinical experiences, labs, and independent study.</p>	<p>Consistent "Pattern of Excellence" ratings for aggregated scores on all indicators of student evaluation excellence; positive peer reviews; student comments; self-appraisal; and analysis of course content and student responses.</p> <p>Excellence in planning and arranging for learning experiences; record keeping; and appropriate and fair grading.</p> <p>Excellent supervision of students in clinical experiences, labs, and independent study.</p>	<p>Consistent "Pattern of Excellence" ratings for aggregated scores on all indicators of student evaluation excellence; positive peer reviews; student comments; self-appraisal; and analysis of course content and student responses.</p> <p>Consistent and excellent pattern of planning and arranging for learning experiences; record keeping; and appropriate and fair grading.</p> <p>Consistent pattern of excellence in the supervision of students in clinical experiences, labs, and independent study.</p>
Student Mentoring	<p>Evidence of effective mentoring students with regard to academics and career planning.</p> <p>Evidence of supporting students in senior research projects, theses, dissertations and other curricular projects.</p> <p>Evidence of providing ongoing and consistent support students.</p>	<p>Evidence of excellent student mentoring with regard to academics and career planning.</p> <p>Evidence of effective coaching and mentoring for student research (e.g., senior research projects, theses, dissertations)</p> <p>Evidence of providing ongoing and consistent support students.</p>	<p>Evidence of excellent student mentoring with regard to academics and career planning.</p> <p>Evidence of consistently effective coaching and mentoring for student research (e.g., senior research projects, theses, dissertations)</p> <p>Evidence of providing ongoing and consistent support students.</p>

	Assistant Professor	Associate Professor	Full Professor
Teaching As Developing Learning Activities	<p>Evidence of development efforts in at least one of the following categories:</p> <p>A. Design and develop programs and courses;</p> <p>B. Update redesign, and review current courses and curricula;</p> <p>C. Design and develop teaching materials, manuals, software, and learning activities;</p> <p>D. Conduct off-campus programs; or</p> <p>E. Assess learner outcomes</p>	<p>Consistent pattern of engagement in multiple categories:</p> <p>A. Design and develop programs and courses;</p> <p>B. Update redesign, and review current courses and curricula;</p> <p>C. Design and develop teaching materials, manuals, software, and learning activities;</p> <p>D. Conduct off-campus programs; and/or</p> <p>E. Assess learner outcomes</p>	<p>Consistency and excellence in multiple categories:</p> <p>A. Design and develop programs and courses;</p> <p>B. Update redesign, and review current courses and curricula;</p> <p>C. Design and develop teaching materials, manuals, software, and learning activities;</p> <p>D. Conduct off-campus programs; or</p> <p>E. Assess learner outcomes</p>
Developing as a Teacher	<p>Evidence of teacher development in at least one of the following categories:</p> <p>A. Instructional and classroom research;</p> <p>B. Professional development activities;</p> <p>C. Maintaining currency in discipline-specific and pedagogical concepts;</p> <p>D. Collaborating with colleagues;</p> <p>E. Observing teaching of colleagues; or</p> <p>A. Engaging in reflection on candidate's own teaching.</p>	<p>Consistent pattern of efforts in multiple categories of:</p> <p>A. Instructional and classroom research;</p> <p>B. Professional development activities;</p> <p>C. Maintaining currency in discipline-specific and pedagogical concepts;</p> <p>D. Collaborating with colleagues;</p> <p>E. Observing teaching of colleagues; or</p> <p>F. Engaging in reflection on candidate's own teaching.</p>	<p>Excellence in multiple categories of:</p> <p>A. Instructional and classroom research;</p> <p>B. Professional development activities;</p> <p>C. Maintaining currency in discipline-specific and pedagogical concepts;</p> <p>D. Collaborating with colleagues;</p> <p>E. Observing teaching of colleagues; or</p> <p>F. Engaging in reflection on candidate's own teaching.</p>

Criteria for Excellence in Scholarship and Creative Activity

	Assistant Professor	Associate Professor	Full Professor
Scholarship & Creative Activity	Evidence of effectiveness in more than one of the following areas:	Evidence supporting increasingly and continuously rigorous, significant, and impactful work in the multiple areas:	<u>Extensive</u> evidence supporting increasingly and continuously rigorous, significant, and impactful work in the multiple areas:
	A. Scholarship and a research agenda or sponsored work;	A. Peer reviewed quality publications and presentations that include first and sole authorship;	A. Peer reviewed quality publications and presentations that include first and sole authorship;
	B. Design creative work;	B. Sustained scholarship;	B. Sustained scholarship;
	C. Inclusion of students in faculty directed research; and/or	C. Sponsored research/grant work;	C. Sponsored research/grant work;
	D. Scholarly consulting/evaluation study.	D. Peer reviewed scholarly presentations;	D. Peer reviewed scholarly presentations;
		E. Inclusion of students in faculty directed research; and/or	E. Inclusion of students in faculty directed research; and/or
	F. Scholarly consulting/evaluation study.	F. Scholarly consulting/evaluation study.	F. Scholarly consulting/evaluation study.

Criteria for Excellence in Service

	Assistant Professor	Associate Professor	Full Professor
Contributions to the University Community	<p>Evidence supporting <u>some</u> participation in more than one of the following areas:</p> <ul style="list-style-type: none"> A. Department, college, university committee; B. Committee chair; C. Accreditation tasks; D. Campus wide activities; E. Department chair, co-chair, or assistant chair; F. Course facilitation or program coordination; G. Faculty mentorship; and/or H. Representing the institution. 	<p>Evidence supporting consistent and <u>increasing</u> involvement in more than one of the following areas:</p> <ul style="list-style-type: none"> A. Department, college, university committee; B. Committee chair; C. Accreditation tasks; D. Campus wide activities; E. Department chair, co-chair, or assistant chair; F. Course facilitation or program coordination; G. Faculty mentorship; and/or H. Representing the institution. 	<p>Evidence supporting consistent and <u>extensive</u> involvement and leadership in more than one of the following areas:</p> <ul style="list-style-type: none"> A. Department, college, university committee; B. Committee chair; C. Accreditation tasks; D. Campus wide activities; E. Department chair, co-chair, or assistant chair; F. Course facilitation or program coordination; G. Faculty mentorship; and/or H. Representing the institution.
Contributions to the Wider and Professional Community	<p>Evidence supporting <u>some</u> participation in more than one of the following areas:</p> <ul style="list-style-type: none"> A. Leadership in a professional organization; B. Professional association membership; C. Partnerships with other agencies; D. Collaboration with schools, industry, or civic agencies; E. Professional development; and/or F. Professional Development School liaison. 	<p>Evidence supporting consistent and <u>increasing</u> involvement in more than one of the following areas:</p> <ul style="list-style-type: none"> A. Leadership in a professional organization; B. Professional association membership; C. Partnerships with other agencies; D. Collaboration with schools, industry, or civic agencies; E. Professional development; and/or F. Professional Development School liaison. 	<p>Evidence supporting consistent and <u>extensive</u> involvement and leadership in more than one of the following areas:</p> <ul style="list-style-type: none"> A. Leadership in a professional organization; B. Professional association membership; C. Partnerships with other agencies; D. Collaboration with schools, industry, or civic agencies; E. Professional development; and/or F. Professional Development School liaison.

Schedule for Evaluation and Periodic Review of Standards and Procedures (MOA, 2019-2021, sec. 5.3123)

Consistent with the Rowan University Memorandum of Agreement on Promotion, the Department Promotion Committee will work cooperatively with individual faculty and the academic departments, and within the time constraints set forth in the MOA.

The Department will also review and revise standards and procedures periodically as needed and submit substantive revisions for approval to the college dean and university provost. To be in place for the next academic year, a Promotion criteria document must be submitted to the College of Education dean by May 1. The dean and provost must approve or reject the document within two months. Minor changes may be approved by the Department Promotion Committee. Substantial changes must have the approval of the Department as a whole and the dean and provost.

Faculty Evaluation (MOA, 2019-2021, sec. 5.313)

Plans, standards, criteria, and procedures for faculty evaluation developed within the Department must be approved by the dean and provost.

New Faculty Orientation (MOA, 2019-2021, sec. 5.314)

In accordance with the 2019-2021 Memorandum of Agreement, the Department shall provide appropriate department committee documents, including the process, standards, and criteria for promotion.