

FORM 8

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

Department/Office: Language, Literacy, and Sociocultural Education - Promotion

Department Chair: Beth Wassell Beth Wassell
 Print Signature

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

Date Sent to Dean/Supervisor: 10-1-2019

Signature <u>[Signature]</u> Dean/Supervisor:	Date <u>10/25/19</u>	Approved <u>Y</u> P / N
_____ Add'l Admin:	_____ <u>1/29/20</u>	Y / P / N <u>Y</u> P / N
_____ Provost/designee:	_____	Y / P / N
_____ President/designee:	_____	Y / P / N

Y = Approved P = Approved pending modifications N = Not approved

For P or N decisions, the departmental committee should be provided with the reasons for non-approval, as well as suggested changes to the criteria within a reasonable time to ensure timely approval for first year candidates.

DIRECTIONS: Sign each line and print or stamp name below the line. This signature page must accompany the evaluative standards throughout the entire approval process, and serves as a record that all levels have contributed to the approval process. After all levels have approved the evaluative standards, this cover page and the criteria shall be duplicated, and a copy sent to the Senate office for archiving. The original criteria packet is returned to the Department/Office.

SUGGESTED TIMETABLE:	DATE
Departmental approval, sent to Dean/Supervisor:	September 25 (earlier if possible)
Dean provides feedback regarding criteria	October 9
Final administrative approval and forwarding to Senate, Department, and Dean	November 1

service requirement. The new faculty member and the mentor, in consultation with the department chair and promotion committee, will agree the duration and intensity of the mentorship on.

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 Agreement.

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 2019-2020 academic year.

Checklist Item 3

Language, Literacy and Sociocultural Education *2019 - 2020 Promotion Criteria & Policy*

1. Introduction

"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" (Faculty Promotion Memorandum of Agreement, 2017 – 2019).

The Department of Language, Literacy and Sociocultural Education recognizes that the quality of the department is clearly connected to the to effectiveness, activity, and participation of our faculty. This policy is intended to contribute to our excellence by articulating standards for promotion to the ranks of associate professor and professor.

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; and active and significant practice and professional service commensurate with the Rowan and COEd mission and the purposes of the Department of Language, Literacy, and Sociocultural Education. 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 Associate Professor and for candidates for promotion to Professor is set forth in section 3 below.

2. Department Mission

Our mission is to create a community of educators who link efforts in multicultural education to social justice actions that promote social reform in the wider community through shaping educational practice, policy, and research. We foster this by creating an academic community in which democratic leadership, open dialogue, authentic collegiality, and collaboration are valued. We prepare students to serve diverse populations in formal and informal educational settings. We facilitate the study of language and literacy in conjunction with the study of the cultural, social, political, and economic contexts in which educational events and practices are embedded. Our faculty works actively to effect change through outreach to diverse communities in New Jersey, the nation, and the world.

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 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. The candidate's performance will be assessed 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 characteristic 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.

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. The self-appraisal shall also address the areas of student learning outcomes, advising, developmental learning activities, and professional development as they relate to instruction.

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 over a sustained period of time.

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. 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, 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 evaluation form for Clinical Practice supervision. A faculty member must detail how the student evaluation forms demonstrate excellence in teaching over a sustained period of time.

Mentoring/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 theses/ projects or doctoral dissertations (the candidate should indicate whether he or she served as a dissertation committee member or Chair with the latter carrying greater weight) or other indicators of successful advising, as 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 more than one of the

following areas: (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 research and creative activity and the connections formed between scholarship and teaching. The department shall consider research and other scholarly activity related to the mission of the department, college and university and that advances knowledge and understanding in the fields represented in the Department of Language, Literacy and Sociocultural Education.

The Department assesses scholarly achievement of candidates for recontracting and tenure 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 publicly 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.

The highest weight will be given to solo, first or second authorships for publications and presentations. The department values collaboration in scholarship, but notes that in order to provide evidence of scholarship in collaborative groups with multiple publications or presentations, first authorship should be rotating. Third, fourth, or beyond in authorship will result in the publication or presentation being considered in the "medium" weight category.

Examples of scholarly activity may include but not be limited to:

High

- Published manuscripts in refereed journals (print or online)

- Published refereed scholarly books
- Published refereed textbooks
- Published book chapter in a refereed scholarly book
- Writing successfully reviewed and funded grant proposals as a PI or co-PI
- Serving as editor of a refereed journal or scholarly book
- Presenting a peer-reviewed paper at a national or international scholarly/academic meeting
- Presenting at a national or international professional meeting as an invited speaker
- Writing a successfully funded program evaluation

Medium

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

Low

- Publication of a book review in a journal
- Serving as a chair on a peer-reviewed panel at a state, regional, national or international scholarly/academic meeting
- Refereeing grant applications for state, regional, national and international funding bodies
- Writing abstracts for scholarly publications
- Writing grant proposals that are declined for funding
- Other formats for dissemination may be considered if appropriately vetted at the departmental and dean level and with evidence of peer review and approval
- Assessment reports associated with 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 on-going, 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 Associate Professor

The candidate shall demonstrate sufficient scholarly products that when taken as a whole, provide clear evidence of a developing research agenda and a consistent pattern of scholarly accomplishments since attaining the rank of assistant professor.

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, as per Section 5 below.

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 Language, Literacy and Sociocultural Education.

The following list provides examples of acceptable scholarly works (the list is not intended to be exhaustive).

- 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
- Book contract
- 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)
- Conference proceedings
- Evaluation or other research with educational agencies
- Technical reports
- Directing, coordinating and participating in symposia, roundtables and point-counterpoint discussions at national or international meetings
- Presentations at national or international 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 Professional Service

The department values all contributions of faculty members to the profession 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 Associate Professor

The candidate shall demonstrate contributions to the profession, provide clear evidence of quality service to the department, college and university, and shall also demonstrate some service to either the region or to the profession since attaining the rank of assistant professor.

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. Candidates shall demonstrate clear consistency and leadership in their service contributions to the university since tenure. 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 (not exhaustive)

- 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 Regional/National/Professional Community (not exhaustive)

- 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.

The Department of Language, Literacy and Sociocultural Education has established the following weights:

- Teaching Effectiveness 40%
- Scholarly/Creative Activity 30%
- Contribution to University Community 15%

- Contribution to Wider/Professional Community 15%

These weights reflect the emphasis of the institution on teaching excellence while acknowledging that graduate level faculty must also be intensively engaged in research and service to be effective in the classroom, leaders in the education community and active members of the profession. These weights are not to be used as quantitative absolutes but as a guide to the relative importance of these categories.

Different weights may be used in the evaluation for promotion of a particular candidate provided the modified weights were set forth in a Professional Development Plan approved by the department chair and the dean pursuant to Section 7.

According to the Promotion MOA (2.51), "All faculty are expected to engage in Teaching Effectiveness; Scholarly and Creative Activity; Contribution to University Community; Contribution to the Wider and Professional Community." In this section, we reiterate the overview provided in the MOA:

2.52 Individual faculty may engage in these expressions of scholarship in different degrees and intensities within the following constraints:

2.521 Teaching is the most important activity in which Rowan University faculty engage, and will be given the most weight in promotion decisions.

2.522 The relative weight of Scholarly and Creative Activity (or Professional Development for individuals with the rank of Instructor) in the promotion decisions will be determined by consultation of department colleagues and approved by the appropriate College Dean. The Chair and Dean must provide faculty a signed letter stating the relative weights upon hiring. Any changes in release time must result in new relative weights recorded in another signed letter. Weights used in the Promotion document must be time-weighted averages of the relative weights assigned over the evaluation period.

2.523 Contribution to University Community and Contribution to the Wider and Professional Community shall not be given more weight than Scholarly and Creative Activity (or Professional development for individuals with the rank of Instructor).

2.53 While different manifestations of Teaching Effectiveness, Scholarly and Creative Activity, Contribution to University Community, and Contribution to the Wider and Professional Community may emanate from a single work or activity of a faculty member, a single work or activity of a faculty member should, for purposes of documentation for promotion, not be counted in more than one category.

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 new faculty member and the mentor, in consultation with the department chair and promotion committee, will agree the duration and intensity of the mentorship on.

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 Agreement.

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 2019-2020 academic year.