

FORM 8

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

Department/Office: Marketing/BIS

Department Chair: Berrin Guner
Print


Signature

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

Date Sent to Dean/Supervisor: 12/19/19

Signature  Date 1-12-20 Approved Y/P/N
Dean/Supervisor:

Add'l Admin:  _____ Y/P/N

Provost/designee: _____ 1/29/20 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

**ROHRER COLLEGE OF BUSINESS
INTERPRETIVE STATEMENT OF CRITERIA AND PROCEDURES
FOR
RECONTRACTING OF LECTURER FACULTY
DEPARTMENT OF MARKETING & BUSINESS INFORMATION
SYSTEMS
2019-20**

This document provides the details of the Marketing & Business Information Systems Department re-contracting procedures and evaluative criteria for Lecturer Positions consistent with the Non-Tenured Teaching Faculty Letter of Agreement (LOA), August 2018. The Non-Tenured Teaching Faculty position is hereinafter referred to as Lecturer.

This document specifies criteria that are consistent with the missions of Rowan University and the Rohrer College of Business.

**EVALUATION CRITERIA:
ROLES AND RESPONSIBILITIES OF FACULTY
AND EVALUATION OF FACULTY WORK**

This document provides details of the evaluative criteria for Teaching Effectiveness, Service, and Current and Continuing Professional Experience. Service is delineated as Contribution to the University Community and Contribution to the Wider and Professional Community. Consistent with the 2018 LOA, the duties and responsibilities for the Lecturer position shall not require scholarship, research, or creative activity although such activity may be reflected as part of the other evaluative criteria if appropriate. This Interpretive Statement of the Evaluative Criteria provides more detail as to the types of documentation and evidence to be provided by candidates in the Rohrer College of Business applying for reappointment and promotion. *Additionally, consistent with the AACSB accreditation standards and the "RCOB Faculty Qualification Criteria", lecturers must have current and continuing professional experience substantial in terms of duration and level of responsibility which is linked to the fields of marketing, management information systems, or supply chain & logistics.*

Documentation requirements are indicated in each of the subsequent sections for the criteria, Teaching Effectiveness, Service, and Current and Continuing Professional Experience. Faculty members applying for reappointment are expected to include documentation within each section as appropriate for their rank, years of service, and nature of application (reappointment or promotion).

I. TEACHING EFFECTIVENESS

Consistent with the University MOA, the scholarship of teaching includes all of the following four activities: academic instruction, academic advising, developing learning activities, and developing as a teacher. In the Rohrer College of Business, academic

advising is supplanted by faculty mentoring, due to the presence of embedded professional academic advisors from University Advising Services.

The Letter of Agreement specifies salary ranges for non-tenured teaching faculty for the following titles: Lecturer, Senior Lecturer, and Master Lecturer. According to the LOA, “[p]romotion criteria and standards will be developed by individual Departments in collaboration and consultation with the Dean, and approved by the Provost.” The general expectations of teaching effectiveness for the different levels of Lecturer titles, as developed by the Marketing & Business Information Systems Department, are summarized below:

Lecturer:

- Possesses an advanced degree in area of instruction.
- Shows evidence of potential for excellence in teaching.

Evidence of excellence in teaching is demonstrated by:

- A consistent pattern of excellence in teaching.
- A consistent pattern of excellence in student mentoring.
- Contribution to the development of learning materials.
- Evidence of professional development activities.
- Other relevant evidence.

Senior Lecturer:

- *[The criteria for promotion to Senior Lecturer is still under discussion between Rowan University administration and the AFT, 11-6-2019]*

Master Lecturer:

- *[The criteria for promotion to Master Lecturer is still under discussion between Rowan University administration and the AFT, 11-6-2019]*

Excellence is expected in all areas of teaching as demonstrated by:

- A consistent pattern of excellence in teaching.
- A consistent pattern of excellence in student mentoring.
- Excellence in the development of learning materials.
- Evidence of professional development activities.
- Other relevant evidence.

A. Academic Instruction

Academic Instruction may include, but is not limited to:

- Facilitating learning by instructing Rowan University students in courses, laboratories, theaters, clinics, studios, workshops and seminars.
- Managing instruction; e.g., planning and arranging for learning experiences, maintaining student records, grading.
- Supervising students in laboratories, fieldwork, internship and clinical experiences, and independent study.
- Other activities appropriate to the candidate's program as identified in the ratified

and approved department criteria.

Characteristics of excellence

- 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
- Appropriate student learning outcomes
- Other characteristics appropriate to the candidate's program as identified in the ratified and approved department criteria.

While no single method of teaching is necessarily superior to another, each faculty member should demonstrate the skill to handle effectively several approaches to teaching. Whatever the approach, ranging from traditional to technology-related, excellence in academic instruction should foster critical processes of thought, clarity of expression, comprehension of the subject, and enthusiasm for its pursuit.

General Criteria for the Evaluation of a Candidate's Academic Instruction

The candidate must demonstrate that he or she excels in academic instruction. Consistent with the *Memorandum of Agreement*, Section 2.1, the factors that will be considered in the Committee's review include but are not limited to the following:

- **Candidate's narrative.** Candidate's narrative which includes a description of goals, approaches, innovations, student involvement, evaluation techniques, activities to meet different student learning needs, and a discussion of how these elements correspond to the Rowan vision of excellence in teaching. While addressing the characteristics of excellence, candidates should discuss academic instruction, developing learning activities, developing as a teacher, and student mentoring activities.
- **Student evaluations:** The Committee will carefully assess the candidate's student evaluations and the candidate's accompanying analyses of student responses in the determination of teaching effectiveness for all ranks. For reappointment and promotion, the SIR 2 form or the online course evaluation will be used to obtain student evaluations. Candidates will submit summaries and analyses of student responses to the teaching/learning process. Lecturers will provide student course evaluations for 2 courses per semester.
- **Peer evaluations.** The Committee will carefully assess peer evaluations in the determination of teaching effectiveness for all ranks. Candidates must provide peer class reviews by tenured or tenured-track faculty members within the Department, preferably from faculty members who teach in the same discipline. Ordinarily,

faculty members who do peer evaluations are faculty who serve on the department's T&R or Promotion committee. The number of peer evaluations that are required to be submitted will be one per academic year.

- Record of achievements pertaining to the various characteristics of excellence in instruction listed above. The Committee will carefully assess the candidate's records pertaining to the activities considered to demonstrate excellence in instruction.

Documentation for the Evaluation of a Candidate's Academic Instruction

The Committee will assess each candidate's academic instruction by evaluating the required and optional documentation (when provided) as delineated below:

Required Documentation

- Candidate's narrative for achieving academic instruction excellence.
- Student evaluations (two per semester).
- The candidate's analysis and responses to the student evaluations.
- Peer evaluations (one per academic year).

Optional Documentation

- Letters from students attesting to excellence in academic instruction. Candidate must indicate whether the letters were solicited or unsolicited. Teaching awards, special recognitions, or other indications of excellence in academic instruction.
- Statement describing the use of technology and other learning aids.
- Any other relevant material the candidate wishes to provide the Committee.
- Copies of syllabi, handouts and other course materials from within the two years preceding application for promotion/re-contracting.
- Copies of other representative course-embedded and program learning outcome assessments for two years prior to the year of application for promotion and re-contracting. Along with the assessment reports if they are available, candidates must indicate how they have actually been used for course/teaching improvement.

B. Developing Learning Activities

Developing learning activities may include, but is not limited to:

- Developing, reviewing and redesigning, curriculum, courses and programs
- Developing teaching materials, manuals, software, and computer exercises
- Developing on-line content
- Assessing learning outcomes

General Criteria for Evaluation of a Candidate's Developing Learning Activities

The committee will examine the following in evaluating a candidate's development of learning activities:

- Involvement and leadership in course and curriculum development activities
- A statement summarizing how stakeholder feedback was collected and how this feedback was utilized in developing learning activities
- A statement summarizing how other course-embedded or program learning outcomes assessment information was utilized in developing learning activities
- Representative copies of the candidate's syllabi as well as teaching materials for courses taught within the past year. The Committee will review the syllabi to determine if they are consistent with procedures of the College of Business
- Candidate authored/developed teaching materials, manuals, software, and computer/experiential exercises.

Documentation for the Evaluation of a Candidate's Developing Learning Activities

The committee will assess each candidate's development of learning activities by evaluating the required and optional (when provided) documents as delineated below:

Required Documentation

1. Candidate's narrative for achieving excellence in developing learning activities
2. Candidate authored/developed teaching materials, manuals, software, and computer exercises
3. Representative copies of course syllabi for the past academic year

Optional Documentation

1. Teaching materials and handouts prepared by the candidate
2. Plans for and analysis of the results of learning outcomes assessments for the past year
3. Letters from colleagues attesting to the candidate's achievements in developing and updating curriculum, teaching materials, etc.
4. Course or program proposals (additions and modifications for individual courses, specializations and degree programs). Summaries may be provided if the proposals are lengthy. The candidate will provide a statement indicating the role he or she played in preparing the proposal.
5. If references are made to websites, the full URL should be provided along with any passwords necessary to access the web materials. The reference should make it clear which materials are instructor-authored.
6. Any other relevant material the candidate wishes to provide the Committee.

C. Developing as a Teacher

Developing as a teacher may include, but is not limited to:

- Maintaining currency and standing within area of instruction and professional discipline.
- Attending and participating in professional development activities.
- Maintaining currency in discipline-specific and pedagogical concepts.
- Collaborating with colleagues.
- Evaluating the teaching of colleagues including temporary and adjunct faculty.

Characteristics of Excellence in Developing as a Teacher

Characteristics of excellence in developing as a teacher may include:

- Demonstrated commitment to maintaining discipline-specific and pedagogical currency through attending and participating in professional development activities.
- Demonstrated record of collaboration with colleagues.
- Demonstrated commitment to colleague evaluation.

Documentation for the Evaluation of a Candidate's Developing as a Teacher

The committee will assess each candidate's developing as a teacher by evaluating the following required and optional (when provided) documentation:

Required Documentation:

1. Candidate's narrative in developing as a teacher and his or her perceived success in accomplishing these goals
2. A statement of how the candidate has utilized student evaluation summary feedback in developing as a teacher
3. A statement of how the candidate has collaborated with colleagues including how he or she provided colleague evaluation
4. A statement of professional development activities that the candidate has participated in to enhance knowledge in the area(s) in which he or she teaches
5. A statement of professional development activities that the candidate has participated in to enhance his or her teaching effectiveness

Optional Documentation:

1. Copies of certifications that attest to professional or technical competence in area(s) in which the candidate teaches
2. Summary of attendance at conferences, conventions, meetings, seminars, etc., related to enhancing technical knowledge, pedagogy, or currency in the candidate's subject area
3. Any other relevant material the candidate wishes to provide the committee

D. Student Mentoring and Advising

Mentoring and Advising include:

- Advising and mentoring students, e.g., career, academic, or personal counseling referral
- Advising students in research and/or consulting projects
- Advising student groups and organizations
- Mentoring student groups as part of structured mentoring or engagement program

Characteristics of excellence in mentoring and advising

1. Advises and mentors students, e.g., academic, career, and development
2. Advises student groups, clubs and other organizations

General Criteria for the Evaluation of a Candidate's Advising

The Candidate must demonstrate that he or she excels in academic advising. The factors that will be considered in the Committee's review includes but is not limited to the following:

1. Statement of candidate's mentoring and advising goals. The Committee will carefully assess the candidate's statement of goals for achieving excellence in academic advising.
2. Evidence of achievements pertaining to the various characteristics of excellence in advising listed above.

Documentation for the Evaluation of a Candidate's Mentoring/Advising Effectiveness

The Committee will assess each candidate's mentoring and advising effectiveness by evaluating the required and optional documentation (when provided) as delineated below:

Required Documentation

1. Statement of the candidate's goals for achieving excellence in mentoring and advising.
2. A summary statement indicating the level of student-advising activity (including clubs). The statement will include the number of students mentored each semester, clubs advised, and faculty involvement with student organizations.

Optional Documentation

1. Letters and feedback from students attesting to excellence in advising
2. Awards or other indications of excellence in advising
3. Any other relevant material the candidate wishes to provide the committee

II. SERVICE TO THE UNIVERSITY COMMUNITY

Service to the University community is described as the efforts by faculty members to participate in the shared governance process and use their expertise, knowledge, and professional judgment for the betterment of the institution and profession. As noted above, service is delineated as Contribution to the University Community and Contribution to the Wider and Professional Community." While it is not expected that Lecturers will provide significant service to the wider and professional community, such service will be considered as part of the re-contracting and tenure process.

A. Characteristics of Excellence in Service to the University community

Service to the Department, College or University is expected, consistent with the programmatic needs of the department and the capabilities of individual lecturers.

Lecturer:

Sufficient evidence to the Department, College or University is expected, consistent with the programmatic needs of the department and the capabilities of individual lecturers.

Senior Lecturer:

- *[The criteria for promotion to Senior Lecturer is still under discussion between Rowan University administration and the AFT, 11-6-2019]*

Master Lecturer:

- *[The criteria for promotion to Master Lecturer is still under discussion between Rowan University administration and the AFT, 11-6-2019]*

B. General Criteria for Evaluation of a Candidate's Service to the University Community

The Committee will consider the following in evaluating a candidate's service to the University community:

Service to the Department, College or University-

Lecturers are expected to demonstrate significant participation in service to the Department, College or University. The committee will evaluate the candidate's documented record of service. The committee will look beyond the quantity of candidate committee or workgroup memberships and special assignments, and weigh the candidate's role as well as the nature and demands of the work and the level of activity of his/her committees or other assignments.

Required Documentation

It is the candidate's responsibility to document the extent and level of service he or she has provided. The committee will examine the following in evaluating a candidate's service to the University community:

1. Statement by the candidate explaining his or her service
2. Letters of recommendation
3. Evidence of results from Department, College or University service
4. Evidence of results from the wider and professional community

III. CURRENT AND CONTINUING PROFESSIONAL EXPERIENCE AND PROFESSIONAL DEVELOPMENT

Consistent with the 2018 MOA, lecturers are expected to have currency in their field of expertise or teaching, maintain their standing within a profession or discipline, or expand their area of expertise. Additionally, consistent with the Rohrer College of Business Faculty Qualification Criteria, lecturers must have current and continuing professional experience. While not expected of Lecturers, such experience may include scholarly activity and research.

A. Characteristics of Excellence in Professional Experience and Professional Development may include, but are not limited to:

- Recent history (5 years) of full time or part time work in a professional business capacity related to the area of teaching
- Earn a relevant professional license or certificate in a teaching related area
- Attending and participating in professional conferences
- Attending workshops/training that focuses on the teaching and learning processes
- Working in a part-time professional business capacity
- Serve in key or non-key leadership roles on boards for a for-profit, not-for-profit, or academic organization
- Provide 100 hours of outside business consulting or complete an externship
- Link students to the business community in meaningful way that reflects continuing professional experience
- Organize or present at a professional or academic seminar, workshop, or panel discussion
- Other activities that reflect continuing professional practice or scholarly engagement related to their area of teaching.

Senior Lecturer:

- *[The criteria for promotion to Senior Lecturer is still under discussion between Rowan University administration and the AFT, 11-6-2019]*

Master Lecturer:

- *[The criteria for promotion to Master Lecturer is still under discussion between Rowan University administration and the AFT, 11-6-2019]*