FORM 8

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

Department/Office: _Philosophy and World Religions_

Department Chair/Head: _Ellen Miller_   _Ellen Miller_
        Print   Signature

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

Date Sent to Dean/Supervisor: 11/22/2019

Signature _Rawel Ammar_

Dean/Supervisor: Date 11/24/19   Approved   Y/P/N

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

Philosophy and World Religions Tenure / Recontracting Criteria

Expected Balance Among Areas to Be Evaluated

Following the Memorandum of Agreement for Recontracting and Tenure, the Philosophy and World Religions Department evaluates faculty members by means of the following four categories:

1. Teaching effectiveness
2. Scholarly and creative activity
3. Contributions to the University community
4. Contributions to the wider and professional community

The candidate's file should contain a self-assessment in each of these four areas.

Except in the case of Instructors, the Department has chosen to allot 45% of its candidate evaluation to the area of teaching effectiveness, 35% to scholarship and creative activity, and 20% overall to contributions to the University community and contributions to the wider and professional community.

In evaluating Instructors, the Department weights teaching at 55%, professional development at 25%, and overall contributions to the University, professional, and broader community at 20%. A candidate who wishes to modify these allotments may do so by submitting a professional development plan, approved by the Committee and the Dean, a year before applying for promotion (See MOA 5.315).

Procedure for Scoring Candidates

Upon review and discussion of the documentation supplied by a candidate, the Committee will vote by secret ballot either for or against the candidate's application. The Committee Chair will forward the numerical results of the balloting, as well as any written comments, to the Department Chair. The Department Chair will notify the candidate of the Committee's vote. If the Department Chair is a candidate, the Committee Chair will forward the Committee results to him or her.

Characteristics of Excellence and Procedures for Assessment

Teaching Effectiveness

Outstanding teaching in Philosophy and World Religions is demonstrated by the following faculty characteristics:

1. Demonstrates a command of the current state of the discipline.

2. Develops courses beyond a mere exposition of the textbook.
3. Remains current in teaching pedagogy and is willing to experiment with innovative teaching approaches.
4. Engages students as active participants in the learning process.
5. Encourages critical thinking, theoretical reflection, and cross-cultural awareness and empathy.
6. Helps students acquire skills in close reading and in written argument appropriate to our two disciplines.
7. Maintains a class environment that excites and challenges students in the subject matter of the course and cultivates a positive attitude toward lifelong learning.
8. Models these skills and attitudes for students by appropriately sharing his or her own scholarly questions and investigations with them.
9. Displays interest, patience, and accessibility in interacting with students.

While no single method of teaching is necessarily superior to another, the candidate should demonstrate the skill to handle effectively several different approaches to teaching, tailoring pedagogical technique to the diverse needs of various student populations. (For example, students in an introductory general education course require a different level of instruction and different pedagogical techniques than do majors in a senior-level seminar.) Whatever the approach, effective teaching should foster critical processes of thought, clarity of expression, comprehension of the subject, and enthusiasm for its pursuit.

Good mentoring has also become an important part of each faculty member's job. Accordingly, the application of each candidate for tenure or recontracting must address the following areas in order to establish appropriate professional performance:

1. Excellence in academic instruction.
2. Excellence in developing learning activities.
3. Excellence in developing as a teacher.
4. Excellence in advising and mentoring.

General Criteria and Documentation for Evaluating a Candidate's Teaching and Mentoring

I. The ascandidate must demonstrate that he or she provides excellence in academic instruction. Factors that will be considered in the Committee's review include but are not limited to the following:

   A. Student Evaluations: The Committee will carefully assess the candidate's student evaluations and the accompanying analyses of student responses in the determination of teaching effectiveness.

      1. Student responses will be collected using either the department's student evaluation form (attached), or the recently approved Banner student evaluation form.

      2. Overall teaching ability must be rated as superior.

3. Candidate's response must address any specific scores that are low (less than 4.0 on a 5 point scale).

4. Candidate's response should note and respond to any regular pattern of student comments, especially where these are not solicited.

5. Candidate's self-evaluation should compare the results of student evaluations against department goals and the goals stated in his or her teaching statement, and note evidence of success as well as room for improvement.

In accordance with MOA 4.11241, "Promotion folders must include student evaluations from at least two (2) classes within two (2) academic years of the time of applying for promotion."

If possible, the candidate should submit evaluations demonstrating a range of effective teaching, with evaluation ranging from courses typically enrolled by freshmen and sophomores to courses typically enrolled by juniors and seniors, or ranging from major courses to general education courses.

B. Peer Evaluations: The Committee will carefully assess peer evaluations in the determination of teaching effectiveness for candidates. According to MOA 4.112342, "Each candidate must be observed at least once within the twelve-month period prior to the committee's evaluative deliberations."

C. Self-evaluation: Teaching portfolio

To assist in the process of peer review, the candidate will submit to the Committee a teaching portfolio (including at least two different courses). The portfolio should include (1) a course for which the candidate is regularly responsible and/or (2) a course under consideration in the file through student evaluations or through peer observation. The portfolio will consist of the course syllabus, instructor-prepared handouts, examinations and/or explanations of paper assignments, discussion of assessment techniques, and any other materials the candidate believes is pertinent—e.g., evidence of effective responses to student writing; discussion of various pedagogical techniques used to engage students, to suit diverse learning styles, and/or to exhibit innovative teaching strategies; discussion of the range of preparation required to teach the course; explanation of how the candidate's research interests enhanced course content.

II. The candidate must demonstrate excellence in developing learning activities. Factors that will be considered in the Committee's review include but are not limited to the following:

A. Evidence of Development of Learning Activities

The candidate may supply evidence of development of learning activities that supplement a particular course or the major as a whole. For example, the candidate may include an explanation and/or documentation of field trips undertaken to enrich students' experience of a course; study abroad programs; extracurricular activities made

available to students in attendance at a program held for one of the "monthlies" (Women's History Month, African-American History Month, etc.); or any other enrichment experience that indicates pedagogical creativity.

B. Other

The candidate may supply evidence of having developed teaching materials, manuals, software, computer exercises, etc., that have not been included in the teaching portfolios.

III. The candidate must demonstrate excellence in developing as a teacher. Factors that will be considered in the Committee's review may include but are not limited to the following:

A. Conducting instructional and classroom research (the scholarship of teaching and learning) to benefit the teaching-learning enterprise.

B. Attending and participating in professional development activities. The candidate may include a summary of attendance at conventions, meetings, seminars, workshops, etc., devoted to improving pedagogy. This category includes attendance of on-campus workshops such as those sponsored by the Faculty Center for Teaching Excellence.

C. Maintaining currency in discipline-specific and pedagogical concepts.

D. Collaborating with colleagues.

IV. The candidate must demonstrate that he or she provides excellence in advising and mentoring.

A. Factors that will be considered in the Committee's review include but are not limited to the following:

1. Providing an adequate amount of time to be available to students (in-person/phone/email meetings).

2. Listening to each student's needs and questions and addressing each concern raised by the student to the best of the advisor's ability. This includes:

- Offering guidance in scheduling courses and referring to professional advisor when appropriate

- Offering guidance in resolving problems related to administrative procedures

- Offering suggestions for resolving problems that relate to academic and scholarly issues

- Offering suggestions for resolving academic problems that relate to teacher-student relations

- Suggesting realistic career paths

- Suggesting graduate programs and advising on entrance procedures
- Suggesting learning activities to improve grades
- Informing student of Rowan resources for academic improvement
- Informing student of Rowan resources for psychological guidance, if necessary

B. Method of evaluating advising and mentoring:

Comments by individual advisees and candidate's self-assessment will be used to determine advising and mentoring effectiveness.

The candidate may include evidence of effective advising of individual students who are engaged in advanced academic work and also student groups and organizations. The candidate may also include participation and leadership roles in departmental, CHSS, and university-wide career events, major fairs, workshops, and orientation sessions.

Summary of Documentation Required for Evaluating a Candidate's Teaching and Advising Effectiveness

I. Required Documentation

A. Student evaluations from at least two (2) sections within two (2) academic years of the time of applying for recontracting/tenure.

B. The candidate's response to the student evaluations.

C. A minimum of one peer evaluation.

D. Teaching portfolio for at least two different courses.

E. Evidence that the candidate has taken responsibility for developing as a teacher.

F. Self-assessment of advising effectiveness.

G. If applicable, a statement of advising for selected individual students engaged in advanced academic work and/or for student groups and organizations.

II. Optional Documentation

A. Letters from students.

B. Evidence of curriculum development for the courses evaluated and/or observed.

C. Any other form of support acceptable to the Committee.

The Philosophy and World Religions Department places great emphasis on teaching during the hiring, tenuring, and recontracting process. We recognize that teaching is both a skill to be honed through accumulation of knowledge and an art to be perfected through practice and adaptation of various methodologies. It has been our policy to hire individuals who already show evidence of

being gifted teachers; therefore, we do not expect or require a record of increasingly higher scores on student evaluations, or a record of increasing praise on peer evaluations. In the same way, we expect that all department members will serve as reliable, conscientious mentors and advisors from the outset; we do not expect or require a pattern of improvement in this area.

A further result of our concentration on teaching excellence from the outset is that professional development activities must be tailored to each individual. For example, we do not expect or require candidates for promotion to attend workshops devoted to improving teaching, but candidates who have, for their own benefit (not for the purpose of fulfilling a promotion requirement) attended such workshops are welcome to include documentation in their promotion files and to discuss the various ways in which they have taken advantage of professional development activities.

The teaching portfolio should include, in addition to syllabi, handouts, exams, paper assignments, etc., a narrative explaining briefly how the course fits into the overall curriculum, how the candidate has developed the course pedagogically and philosophically, how the course contributes to the Philosophy and World Religions Department Student Learning Outcomes, and how the course has allowed the candidate to demonstrate the qualities of outstanding teaching expected by the department.

Scholarship and Creative Activity

Definition of Scholarly Research for the Disciplines of Philosophy and World Religions

Research in both the areas of Philosophy and World Religions covers a very wide range of activities. Especially in World Religions, but also in Philosophy, some research aims to generate new knowledge, for example, by discovering new facts, gathering new data, putting hypotheses to the test by way of new experimental evidence or calculations, or furthering the theoretical integration of various domains of phenomena. Other research in both fields seeks to promote new understanding by advancing new interpretations, refining analyses, and the like. A special case of this type of research is conceptual and methodological critique, involving the scrutiny of the basic concepts and methodologies of other disciplines (philosophy) or of religious traditions, communities, or belief systems (World Religions, some philosophy of religion)

The sorts of research just mentioned give an idea of the sorts of research proper to these two disciplines; but they by no means exhaust the possibilities. For this reason, the department favors a functional definition of research as the sort of work that is accepted for publication by a scholarly press or a peer-reviewed journal, or for presentation at a scholarly conference, in either of our two disciplines field.

For Philosophy, the definitions of research in this document may be substantiated by reference to the American Philosophical Association's Statements on the Profession, especially those dealing with Research in Philosophy, and Research Expectations and Support (see their website at www.apaonline.org/governance/statements/index.aspx).

Although no published list of specific guidelines setting standards for scholarship exists in the field of World Religions, certain criteria are widely understood to set such standards. The largest academic association, the American Academy of Religion, meets annually to present new scholarship in the field. It publishes a newsletter, *Religious Studies News*, an annual review of new scholarship, *Critical Review of Books in Religion*, and a periodical, *Religious Studies Review*, as well as a peer reviewed journal on new articles and essays, the *Journal of the American Academy of Religion*. Additionally, the AAR offers grants to subsidize important new works and supports Scholars Press, for those works deemed important to the field but unable to find a publisher elsewhere. Through these vehicles, standards for scholarship in World Religions are set. It is important to note, however, that scholarship in World Religions is often presented in other academic venues, depending on the methodology used in a particular study. For example, associations such as the Organization of American Historians and the Society for the Scientific Study of Religion provide opportunities for scholars in World Religions using either historical or sociological methodologies. Other academic associations provide vehicles for work in this field based on thematic or topical congruence. For example, the Association for Jewish Studies and the American Studies Association provide vehicles for scholarship.

Characteristics of Excellence for Research in Philosophy and World Religions (MOA 4.2)

The primary external standard for excellence in research is the same as that used to define research, namely, peer assessment, as expressed by acceptance for publication or presentation, citation by other scholars, and the like. As of November 2019, there is no current standard resource in either Philosophy or World Religions for assessing the relative significance within the discipline of various publication venues. Candidates should consider including this information for journals and other venues in which they have published or presented their work. For print journals and conferences, this may include number of submissions in a year, percent of submissions accepted, frequency of citation, and other such information. However, it is important to understand that these external measures give at best a superficial indication of the significance of a candidate's work, and in the case of some new electronic media, which are not bound by page limits as traditional print journals are, they can be very misleading.

So far as its time and expertise permits, the committee will also make its own assessment of the depth, originality, thoroughness, and other characteristics of the candidate's work, attending especially to those features which the candidate considers significant. To the extent that these features can be understood by the committee and made clear to others in the faculty evaluation process, they are an integral part of the presentation and assessment of a candidate's work.

Outstanding scholarly activity is demonstrated by the following faculty characteristics:

1. Participates in scholarly activities that contribute to the body of knowledge within a discipline or the wider dissemination, enjoyment and knowledge of the discipline's body of knowledge.

2. Participates in scholarly activities that are in the candidate's field(s) of teaching, with the goal of integrating scholarship and teaching.

3. Integrates scholarship and teaching through the development of new courses (including Selected Topics and Seminar courses), through the development of or contribution to new programs (either within the department or in an interdisciplinary context), through other work directed toward updating or improving the existing curriculum, or through teaching activities and curriculum development that extend beyond the Rowan classroom and beyond the Rowan student community.

General Criteria for the Evaluation of a Candidate's Scholarly Activities

The candidate must demonstrate that he or she is an effective scholar. The following categories suggest, but do not limit the type of evidence acceptable to the Committee. Within each category, an attempt has been made to list contributions in order of significance; but this rank order is not hard and fast. It is the candidate's responsibility to explain the significance of each scholarly activity in such a way that the Committee may make a fair assessment of its worth. The same holds for the relative value of contributions in the different categories. In some cases, for example, editing a collection may have as much significance as writing a book; in other cases this will plainly not be so. Finally, both quantity and quality of work should be considered by the committee. A relatively small quantity of work, of demonstrably high professional caliber, may be of more significance than a larger body of less original work.

Note on electronic media: The department makes no distinction between publication in print media and dissemination in electronic media, since many excellent peer-reviewed electronic journals now exist in both of our two disciplines. It is up to the candidate to indicate the significance of his or her scholarly contributions, including the relative significance within the field of the journal or other venue in which it is presented.

Note on collaborative authorship or editorship: This is less common in our disciplines than in the sciences, and when it occurs it usually has a different meaning. Sometimes there is a primary author or editor; just as often the collaborators contribute equally. Often the collaboration is interdisciplinary, or in some other way represents more rather than less intellectual work on the part of all collaborators. Again, it is the responsibility of the candidate to help the committee understand the nature of any such collaborative work that she or he has done.

Note on "a consistent pattern of scholarly accomplishments": The MOA uses this phrase in stating the requirements for promotion to the ranks of Associate and Full Professor. The department interprets it to mean that there is evidence for continued scholarly activity throughout most of the period since the candidate's last promotion. This activity may be focused on one particular line of research, or may be distributed among several; it may be closely related to the candidate's teaching areas, or may be relatively independent of them. It may fall under the heading of the creation of new knowledge, the integration or wider dissemination of existing knowledge, or the scholarship of teaching. Most scholarly work requires a period of incubation before any worthwhile results emerge; in some cases (such as historical research) the incubation period may easily be as long as ten years. Furthermore, many journals (including several top-tier ones in our disciplines) can take nearly two years to respond to submissions; additional time is added if reviewers suggest resubmission with revisions. For all of these reasons, it is likely that a consistent pattern of scholarly activity may produce few measurable results for a period of years,

then bear fruit in the publication of a book or by several presentations and publications in a relatively short period of time. In such cases the candidate should help the committee see the underlying pattern.

Finally, it is important to recognize the wide variety of successful scholarly careers in our two disciplines. In some cases, international reputations have been made with a very small number of published articles; other prominent scholars are extremely prolific. What counts is not the quantity, but the quality. Also, certain sub-disciplines emphasize books and monographs whereas others emphasize scholarly articles. The department will also consider scholarship deemed equivalent to the categories listed below.

Categories of Scholarship and Creative Activity for Philosophy and World Religions

I. Publications

A. A refereed book or monograph published by a scholarly press (Note: The committee will also consider book contracts from publishers and work completed on a book or monograph).

B. A refereed anthology, textbook, or edited collection published by any reputable press. (Depending on the character of the work, a textbook or a book with scholarly content published by a popular press might be considered by the committee under this category, or under the category of practice and professional service.)

C. An article, whether authorship is single or collaborative, in a refereed journal or collection of essays.

D. An article, whether authorship is single or collaborative, in a non-refereed journal or collection of essays.

E. A peer-reviewed creative work related to Philosophy or World Religions, and accepted as a contribution to the discipline.

F. A scholarly translation of an article, book, or collection of essays.

G. An article, whether authorship is single or collaborative, in a professional/scholarly newsletter.

H. An entry for a reference work.

I. A book review.

II. Scholarly work in certain non-print media

A. Producing, consulting, coordinating or working on video programs, CD-ROMS, TV or radio programs.

B. Contributing to scholarly information available on the Worldwide Web other those in peer-reviewed electronic journals.

III. Editorial Work

A. Editing a journal or book series.

B.   Editing a book.

C.   Guest-editing a journal.

D.   Reviewing an article for a scholarly journal.

E.   Editing a work in a non-print medium. The candidate must help the Committee assess the significance of this work.

F.   Serving as a reviewer for a publisher.

IV.   Presentations

A.   Organizing/Coordinating a conference or other scholarly activity on a regional, national, or international level. (The candidate may choose to present this as a scholarly activity, or as service to the profession.) The candidate should provide additional context regarding the significance and importance of the conference since the committee understands that a regional conference might be more significant than an international conference. The candidate should emphasize how a local, regional, national, or international presentation enhances his or her scholarship.

B.   Delivering a plenary address at a scholarly conference.

C.   Delivering a peer-reviewed or invited paper at a scholarly conference.

D.   Organizing or chairing a session at a conference or other scholarly meeting.

Documentation for Evaluating a Candidate's Scholarship and Creative Activity

I.   Required Documentation

A.   A statement explaining the candidate's scholarly and creative activities; their nature; their value in disseminating knowledge; their significance in terms of contribution to the profession, to the community of learners, to the curriculum.

B.   A statement of plans for future scholarship and creative activities.

C.   A representative sampling of publication (print or non-print), editorial work, or integration of scholarship and teaching.

D.   Copies of programs for presentations.

E.   When applicable, evidence of curriculum development and/or evidence of a broader dissemination of knowledge to students, whether they are drawn from the Rowan community or a more general community of learners.

F.   When applicable, a representative description or sampling of creative works, as well as an explanation or documentation of the value and quality of the work.

G.   For a candidate to whom such work applies, explanation and/or documentation of activities related to grants, sponsored, or contracted research.

II.   Optional Documentation

A. Reviews of the candidate's work, published in either print or non-print media.

B. Any other form of support acceptable to the Committee.

C. A copy of the candidate's professional development plan, if applicable, with an account of how the candidate has followed it.

Context for Evaluating Scholarly Work Within the Humanities

At first, a new faculty member is expected to concentrate primarily on integrating scholarship and teaching, remaining current in the discipline and finding ways to incorporate scholarship into classroom presentations, pedagogy, and perhaps extracurricular work with students. Having established a level of competence in integrating scholarship and teaching, a new faculty member is further expected to become acquainted with the professional parameters of his or her specialty through participating in scholarly presentations and, by the fifth year of service (the tenure decision), showing evidence of both a successful record of scholarship and/or creative activities and an ongoing scholarly agenda. Clarification of the term "successful record of scholarship and/or creative activities" is provided below.

In order to receive tenure, a faculty member is expected to demonstrate a consistent pattern of research and creative activity through integrating scholarship and teaching, through participating in scholarly presentations at a regional, national or international level, and through showing evidence of both a successful record of achievement in scholarship and/or creative activities and an ongoing scholarly agenda.

. For schools such as Rowan, a few peer-reviewed journal articles or a book contract is an acceptable standard for the award of tenure in the Humanities disciplines. This is confirmed by Appendix A of the MOA, which shows the requirements for tenure and for promotion to the various ranks at our sister institutions in the New Jersey state university system, as well as in a selection of other peer and aspirant institutions, as well as some Carnegie Research University I schools.

For these reasons, as well as those mentioned earlier, the Philosophy and World Religions Department is reluctant to quantify too rigidly what constitutes "a few" peer-reviewed journal articles. An article in a top-tier journal may be sufficient for tenure, because that article has likely undergone several revisions and has been rigorously scrutinized by a number of scholarly experts. More typically, we would expect candidates to have two, three, or more peer-reviewed articles either in print or accepted for publication, with the number of articles deemed acceptable to be determined by the quality of the publishing journals. Some external measures of a journal's quality are the number of submissions it receives in a year, the percentage of these that it accepts, and the frequency with which the journal is cited in the field. As noted earlier, while these are useful measures, particularly in the case of new and electronic journals they are not decisive. Faculty members working within a particular area of expertise are almost always aware of the professional reputation of journals within their field. It is the responsibility of the candidate to indicate in some way both the significance of the published or accepted journal article to the field and the prestige of the journal publishing the article. It is then the responsibility of the department's Tenure and Recontracting Committee to verify this information.

A candidate for tenure may also offer a book contract as evidence of scholarly success. In the Humanities, book contracts with peer-reviewed academic presses are highly competitive. For first-time book authors, academic presses generally require a complete or nearly complete manuscript before issuing a book contract. If an academic press issues a contract on the basis of a partial manuscript that indicates an exceptional confidence in the value of the project and also in the author's ability to complete the project by the specified deadline.

Within Rowan's Carnegie classification, then, the Philosophy and World Religions Department deems that a book contract from an academic press is sufficient for tenure. Although a completed manuscript in press or already published would be appropriate for promotion, a book contract is more than adequate for tenure, based upon two factors: (1) The contract signals the publisher's evaluation of the proposal as a significant contribution to scholarship; (2) That evaluation is usually based upon review of a substantial or complete manuscript by at least two scholarly experts in the relevant area. It is the candidate's responsibility to explain to the department's Tenure and Recontracting Committee the process of peer review, the standing of the academic press, the stage of completion, and the timeline for publication of a book for which a contract has been accepted.

We agree there will be an external reviewer for tenure. The procedure and process for determining this reviewer will be done according to guidelines in the MOA.

Professional Development (for Instructors)

For probationary faculty at the rank of instructor, Professional Development replaces the evaluative category of Scholarship and Creative Activity. According to MOA Section 1.25,

Professional Development for faculty with the rank of Instructor involves activities which:

    A.   *Assist Instructors in maintaining currency in their discipline, profession, and/or improving their abilities as teachers*

    B.   *Deepen and/or broaden their knowledge of discipline-specific content*

    C.   *Strengthen their understanding and application of the pedagogy of particular disciplines*

    D.   *Improve their knowledge of the teaching and learning processes*

The Department of Philosophy and World Religions interprets these criteria for our disciplines as follows:

A. Activities that assist Instructors in maintaining currency in their discipline and profession and/or improving their abilities as teachers include but are not limited to:

- Maintaining membership in professional associations.
- Performing scholarly activities that would count in the category of Scholarly and Creative Activity, such as presenting at conferences, reviewing books or publishing papers in

professional journals, publishing monographs or textbooks in the discipline, or books in the scholarship of teaching and learning.

- Participation in learning communities or other activities sponsored by Rowan's Faculty Center.

- Study of the scholarship of teaching, e.g., pedagogical strategies, student learning styles, assessment, or other relevant topics.

No rank order of importance is implied in this list. The candidate's narrative should discuss the contribution of the listed activities to his or her professional development. Especially where the activity is not associated with some documented event or product (e.g., a conference or a publication), the candidate's reflective account of it should help the committee and peer and administrative evaluators to understand its significance for his or her professional development.

Note: Probationary faculty at the rank of Instructor are not required or expected to publish scholarly books and papers, present at conferences, or otherwise engage in those scholarly activities expected of probationary assistant professors. By mentioning them here we do not imply that the department expects this of them. Nevertheless it is not only possible but likely that Instructors hired in our department will from time to time engage in such activities. If so those activities deserve to be recognized in the evaluation process, and the description of Professional Development activities agreed between the Administration and the Union makes it clear that they are best included under the category of Professional Development.

Neither philosophy nor World Religions features any standard professional licenses or certifications other than academic degrees, so we have not included anything about these in our list.

B. Activities which deepen and/or broaden Instructors' knowledge of discipline-specific content may include various items in the previous list; it is up to the candidate to decide where they are best placed. In addition, such activities may include:

- Seeking additional training or education to improve or expand their knowledge, or completing education currently in process (e.g., completion of a PhD program).

- Attending and participating in professional conferences where the focus is the dissemination of new knowledge within a field of inquiry

- Attending or participating in disciplinary study groups, either on campus or regionally (e.g., meetings of the Philadelphia area philosophy consortium jointly sponsored by several area departments, summer seminars in particular academic or pedagogical topics, etc.).

- Continued study of philosophical or religious scholarly work, even where this does not result in publications or presentations (in this case the candidate should reflect on such study in his or her narrative).

C. Activities which strengthen candidates' understanding and applications of the pedagogy of our disciplines might include:

- Attendance at a workshop or seminar on a particular disciplinarily important teaching issue. E.g., attendance at a workshop in the use of group work, or of logic software, in the teaching of logic, or a seminar in the teaching of world religions to an audience of diverse religious backgrounds.
- Preparation of study guides, or leading a departmental seminar, focused on writing in one of our disciplines.

D. Activities that improve candidates' knowledge of the teaching and learning processes include but are not limited to:

- Attending and participating in workshops/training that focuses on the teaching and learning processes.
- Attending and participating in workshops/training related to assessment.
- Developing or enhancing skills in the assessment of the teaching and learning processes within a discipline

Expectations in regard to professional development for Instructors applying for promotion to the rank of assistant professor:

Once they have gained tenure, Instructors are eligible to apply for promotions to the rank of Assistant Professor. Successful candidates will show evidence of excellence in professional development as defined above. The candidate should present the promotion committee with several pieces of such evidence. The department is particularly interested in seeing evidence of professional development that correlates strongly with excellent teaching, and demonstrates a continued practice of maintaining currency in the field.

Differentiation of Ranks:

The Memorandum of Agreement, Section 3.2, specifies general expectations of contributions to the University community for the different ranks, as summarized below:

Assistant Professor:

- Full engagement as a member of the University community.fessor

- Active participation on, or leadership in, Department, College, and University committees or task forces at the University.

Full Professor

- Leadership in Department, College, and University committees or task forces at the University.

Contributions to the University Community

Outstanding performance in this area may be demonstrated by the following faculty characteristics:

- Active service to the Department, College, and University
- Leadership in Department, College, and University governance

General Criteria for Evaluating Contributions to University Community

Candidates for tenure and recontracting are expected to demonstrate full engagement as members of the University community. Candidates should specify the dates, nature, and demands of the work they have performed in service to the University community. The candidate's contributions should be regular and ongoing. The Department Tenure and Recontracting Committee will further take into account the candidate's leadership roles and other factors, such as receiving reassigned time for service.

Documentation for Evaluating a Candidate's Contribution to the University Community

I. Required Documentation

    A. Statement of candidate's contributions to Department, College, and University.

    B. Any supporting documentation to clarify the candidate's statement.

II. Optional Documentation

    A. Letters of recommendation, appreciation, or support from administrators, committee chairs, colleagues, students, or other appropriate individuals.

    B. Any other form of support acceptable to the Committee.

Contributions to the Wider and Professional Community

Outstanding performance in this area may be demonstrated by the following characteristics:

- Membership and service in appropriate professional organizations and participation in their governing process.
- Commitment to community service and civic responsibility in ways that draw upon the candidate's area of professional expertise.

The candidate should provide information about the nature and demands of the candidate's professional responsibilities and how those responsibilities relate to the candidate's academic role. The following list provides examples of professional responsibilities:

1. Dissemination of knowledge to a larger, more general community. Such service may consist of consulting or technical assistance provided to public or private organizations; activities involving the candidate's expertise but targeted for a general audience; expert testimony or witness; writing or editing a newsletter; electronic publications.

2. The design or creation of new products, innovations, or inventions.

3. Partnership with other agencies, including collaborations with schools, industries, or civic agencies for program or policy development; exhibits or performances in other educational or cultural institutions; community development activities; teaching, conducting workshops, or making presentations to school or community groups not affiliated with the University; serving as a peer reviewer or field bibliographer for a journal or publishing company.

4. Contributions to disciplinary and professional associations and societies. These include but are not limited to maintaining membership and assuming leadership roles within professional organizations; serving accreditation bodies or national examination boards; serving governing boards and task forces; organizing meetings and conferences sponsored by professional organizations; responding or commenting on papers presented at such conferences.

Documentation for Evaluating a Candidate's Contributions to the Wider and Professional Community

I. Required Documentation

    A.   Statement of candidate's fulfillment of professional responsibilities.

    B.   Any supporting evidence to clarify the candidate's statement.

II. Optional Documentation

    A.   Any supporting documentation to clarify the candidate's statement (e.g., posters advertising professional or public events, thank you letters for service provided to professional or community groups)

    B.   Any other form of support acceptable to the Committee.