SIGNATURE SHEET FOR EVALUATIVE CRITERIA
APPROVED CRITERIA SHALL HAVE ALL THE REUIRED SIGNATURES

Department Office: Marketing and Business Information Systems

Department Chair/Head: Phillip A. Lewis, Chair

Academic Year: 2020-2021

Date sent to dean: 10/16/2020 (with ratified pandemic statement)

Signature	Date	Approved
Susan Lehmer	10-16-20	(Y) / P / N
Dean/Supervisor		
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:
Departmental approval, sent to Dean/Supervisor: Dean provides feedback regarding criteria
Final administrative approval and forwarding to Senate, Department, and Dean

ROHRER COLLEGE OF BUSINESS
INTERPRETIVE STATEMENT OF CRITERIA AND PROCEDURES
RECONTRACTING, TENURE, AND PROMOTION
DEPARTMENT OF MARKETING/BIS, 2020-2021

This document provides the details of the MKT/BIS Department procedures and evaluative criteria consistent with the Tenure and Re-contracting: Memorandum of Agreement and the Promotion: *Memorandum of Agreement.*

As COVID 19 may have a profound impact on a candidate's performance:
Consideration shall be given to all members who include an impact statement in their package and whose review falls within the period where the pandemic may have had an impact on their performance in any of the three [four sections] areas.

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

This document provides details of the four evaluative criteria, Teaching Effectiveness, Scholarly and Creative Activity, Contribution to the University Community, and Contribution to the wider and professional Community. For the rank of Instructor, the Scholarly and Creative Activity section shall focus on those activities which improve an Instructor's currency and/or standing in his/her area of instruction and professional discipline. 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 re-contracting, tenure, or promotion.

Documentation requirements are indicated in each of the subsequent sections for the four criteria. Faculty members applying for re-contracting, tenure, or promotion are expected to include documentation within each section as appropriate for their rank, years of service, and nature of application (re-contracting, tenure, or promotion).
Section 3.2, Promotion: Memorandum of Agreement provides the definitions of and general expectations for the academic ranks of faculty.

I. TEACHING EFFECTIVENESS

The scholarship of teaching includes all of the following four activities: academic instruction, academic advising, developing learning activities, and developing as a teacher. The Memoranda of Agreement specify general expectations of teaching for the different ranks, as summarized below:

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

Assistant Professor:
- Possesses terminal degree in field of specialization.
- Shows evidence of potential for excellence in teaching.

Associate Professor: In addition to the above, a minimum of five years of professional teaching experience at an accredited institution. Evidence of excellence in teaching is demonstrated by:
- A consistent pattern of excellence in teaching.

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

Full Professor: In addition to the above, a minimum of eight years of professional teaching experience at an accredited institution. Excellence in **all areas** of teaching as demonstrated by:
- A consistent pattern of excellence in teaching.
- A consistent pattern of excellence in advising.
- 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.

<u>General Criteria for the Evaluation of a Candidate's Academic Instruction</u>

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:

1. *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.

2. *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 *Tenure' and Recontracting* The SIR 2 form and for *promotion* SIR 2 form or online course evaluation will be used to obtain student evaluations. Candidates will submit summaries and analyses of student responses to the teaching/learning process collected by the use of the SIR 2 form. The number of SIRs that are required to be submitted for re-contracting and tenure or for promotion are defined in the respective memorandum of agreement for Tenure or Promotion. It is recommended that faculty shall display their SIR evaluations using the Table below:

Semester and Year (e.g., Spring 2013)	Course name and Section number (Principles of Marketing MKT 09.200.1)	Course name and Section number (Principles of Marketing MKT 09.200.2)	RCOB Average For Semester
Response Rate (responses/enrollment)	e.g., 22/28		
Course Organization & Planning	e.g., 4.21		
Communication			
acuity/Student Interaction			
Assignments, Exams, & Grading			
Course Outcomes			
Student Effort & Involvement			
Overall Evaluation			

3. *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 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 SIRs that are required to be submitted for re-contracting and tenure or for promotion are defined in the respective memorandum of agreement for Tenure or Promotion. The candidate may supplement his or her application with peer evaluations from members of other departments but the Committee will not weight these as heavily.

4. *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.

<u>Documentation for the Evaluation of a Candidate's Academic Instruction</u>

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

Required Documentation
1. Candidate's narrative for achieving academic instruction excellence.
2. Student evaluations (number of evaluations defined in Memorandum of Agreement).
3. The candidate's analysis and responses to the student evaluations.
4. Peer evaluations (number of evaluations defined in Memorandum of Agreement.
5. Statement on the integration of scholarly activity and teaching (required only for promotion to full professor).

Optional Documentation
1. 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.
2. Statement describing the use of technology and other learning aids.
3. Any other relevant material the candidate wishes to provide the Committee.
4. Copies of syllabi, handouts and other course materials from within the two years preceding application for promotion/re-contracting.
5. 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

<u>General Criteria for Evaluation of a Candidate's Developing Learning Activities</u>

The committee will examine the following in evaluating a candidate's development of learning activities:
1. Involvement and leadership in course and curriculum development activities
2. A statement summarizing how stakeholder feedback was collected and how this feedback was utilized in developing learning activities
3. A statement summarizing how other course-embedded or program learning outcomes assessment information was utilized in developing learning activities
4. 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

5. Candidate authored/developed teaching materials, manuals, software, and computer exercises.
6. Involvement in experiential learning activities

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 dev loping 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:
- Conducting instructional and classroom research to benefit teaching-learning (for professor positions).
- Maintaining currency and standing within area of instruction and professional discipline (for instructor positions).
- 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:
1. Demonstrated commitment to conducting instructional and classroom research (for professor positions).
2. Demonstrated commitment to maintaining discipline-specific and pedagogical currency through attending and participating in professional development activities.
3. Demonstrated record of collaboration with colleagues.

4. 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

Advising includes:
- Advising and mentoring students, e.g., career, academic, or personal counseling referral
- Advising students in research projects
- Advising student groups and organizations
- Managing the "0" credit MKBI Engagement and Career Exploration (ECE) course

Characteristics of excellence
1. Advises and mentors students, e.g., academic, career, and development
2. Advises student groups, clubs and other organizations
3. Advises and mentors students in the required "0" credit ECE course

General Criteria for the Evaluation of a Candidate's Advising

The Candidate must demonstrate that he or she excels in academic advising. Consistent with the *Memorandum of Agreement,* Paragraph 4.1, the factors that will be considered in the Committee's review includes but is not limited to the following:

1. *Statement of candidate's advising goals.* The Committee will carefully assess the candidate's statement of goals for achieving excellence in

academic advising.

2. *Records of academic advising and student mentoring.* The Committee will carefully assess the candidate's records of student advising and mentoring activities should they be available.

3. *Records of achievements pertaining to the various characteristics of excellence in advising listed above.* The Committee will carefully assess the candidate's records pertaining to the activities considered to demonstrate excellence in advising.

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

The Committee will assess each candidate's 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/advising
2. A summary statement indicating the level of student-advising activity (including clubs, minors, and ECE). The statement will include the number of students advised/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. SCHOLARLY AND CREATIVE ACTIVITY

Instructors are expected to participate in ongoing activities which improve their currency and/or standing in an area of instruction and professional discipline.

Assistant, Associate and Full professors are expected to participate in ongoing research and creative activity (scholarly activity). This activity should enhance or reinforce the faculty member's academic instruction.

The predominant mode of scholarship for faculty in business is through the publication of refereed journal articles although other forms of scholarly and creative activity may also be used. It is the candidate's responsibility to demonstrate that scholarly and creative activities represent high quality research. Measures of quality include but are not limited to acceptance rate (both journal and conference), impact factors, and any other measures that are deemed appropriate.

Characteristics of Excellence in Scholarly and Creative Activity

Outstanding scholarly activity is demonstrated by the following faculty characteristics:

1. Participates in scholarly activities that are consistent with the Rowan University and College of Business mission.

Faculty are expected to produce high quality intellectual contributions that are consistent with the mission, expected outcomes, and strategies of the Rohrer College of Business and Rowan University as well as impact the theory, practice, and/or teaching of business and management. Impact is defined as the difference made or innovations fostered by the scholarly activities. Further:

- "Impactfulness" of a journal publication might be measured in a number of ways, including percentage of intellectual contribution outcomes that align with one or more "mission-related" focus areas for research.

- Awards and recognition are encouraged but not required.

- Publications in journals that are included in the Rohrer College of Business journal lists or in other highly recognized, leading peer-reviewed journals in different fields of the Marketing, MIS, and Supply Chain discipline.

- Number of citation counts and/or the number of download counts for electronic journals may be used to assess impact.

a) For instructors, the impact of the scholarly activities in which they engage will be based on the appropriateness of the activity given their teaching responsibilities, discipline, and professional stature.

b) The scholarly activities may be interdisciplinary in nature as long as they relate to the candidate's field(s) of teaching. They include the following: refereed journal articles, externally and internally funded grant proposals, chapters in books of readings, texts or chapters in texts, refereed published case studies, presentations at academic and professional meetings, and proceedings from academic and professional meetings. In case of co-

authorship, the candidate is required to provide a statement explaining his/her contribution to the article.

c) The primary criterion for judging quality and impact will be the level of journals in which the candidate publishes refereed articles. The department has adopted the approved Rohrer College of Business Journal List to, a priori, help guide research efforts and publication targets. To be recorded as an acceptable peer-review journal article, the article should be published in a journal that appears on this list. In keeping with the Journal List Policy, faculty may petition for journals to be added to the existing list.

Journals are categorized as follows:

Premier Journals (A+)': Impact at the Highest Level if a publication in a Premier Journal is achieved, it is considered an extraordinary accomplishment denoting success in relation to the best research universities worldwide.

Excellent Journals (A): Very Strong Impact Publications in Excellent Journals are encouraged with the understanding that acceptance into an A journal is very challenging. One publication in an A journal is preferred but not required.

Very Good Journals (B): Significant Impact Publications in Very Good Journals are the norm for business schools with three-course per semester teaching loads, similar to RCOB. It is expected that a preponderance of journal publications will be in journals that are Very Good or higher.

Good Journals (C): Moderate Impact Publications in Good Journals count and may play a supporting role in a candidate's research portfolio.

c) Candidates who make a presentation at an academic or professional meeting and have the paper included in the proceedings may count this as a *single* scholarly activity. If a candidate co-authors a paper that is presented at an academic or professional meeting, the presentation counts as a scholarly activity *for all of the authors, including those who do not attend the presentation.* Scholarly activities that are not directly or indirectly related to the candidate's field(s) of teaching may be considered under Professional Practice and Service.

d) Candidates must describe their research stream and outline the future trajectory of research. Candidates may refer to, or include, working papers, papers under review, papers in revise and resubmit status, and being part of research teams that are working on larger and longer term research projects.

2. Publishes regularly in scholarly journals that are in business or business related field(s). Candidates should apply the following general guidelines when selecting journals for publication:

General Criteria for the Evaluation of a Candidate's Scholarly and Creative Activity for faculty at ranks Assistant Professor and above
The candidate must demonstrate that he or she is an effective scholar. Factors that will be considered in the Committee's review include, but are not limited to, the following:
- Consistency of Scholarship with University and RCOB Standards and Expectations for performance and with University and College of Business missions as well as mission of each Discipline and Department.

- Meets the research productivity expectations of the Rohrer College of Business and Rowan University for tenure and promotion. Faculty seeking promotion to full professor will be expected to demonstrate a high standard of excellence and leadership in their research field.
- Participates regularly in scholarly activities that are in the candidate's field(s) of teaching. The candidate is expected to participate in scholarly activities in each of the discipline(s) that he or she teaches.

Ranking Scholarly and Creative Activity for faculty at or applying for rank of Assistant Professor or above

The College of Business considers refereed journals to be the most important type of scholarly activity for professor positions as it is the predominant mode o.f scholarship. The following types of blind-reviewed scholarly activities will be considered next in importance (in no special order): proceedings from academic and professional meetings, chapters in books of readings, texts or chapters in texts, published case studies, and presentations at academic and professional meetings. While probationary faculty are NOT required to seek internal or external grants, obtaining a grant would be considered a significant achievement.

Examples of other impactful scholarly and creative activities include:
- Editorships, associate editorships, editorial board memberships, and/or invitations to act as journal reviewers for recognized, leading peer-review journals
- Elections or appointments to leadership positions in academic and/or professional associations and societies
- Recognitions for research (e.g., Best Paper Award), Fellow Status in an academic society, and other recognition by professional and/or academic societies for intellectual contribution outcomes ·
- Invitations to participate in research conferences, scholarly programs, and/or international, national, or regional research forums
- Inclusion of academic work in the syllabi of other professors' courses
- Competitive grants awarded by major national and international agencies (e.g., NSF and NIH) or third-party funding for research project
- Patents awarded
- Case studies of research leading to the adoption of new teaching/learning practices
  - Textbooks, teaching manuals, etc., that are widely adopted (by number of editions, number of downloads, number of views, use in teaching, sales volume, etc.)
- Publications that focus on research methods and pedagogy
- Research-based learning projects with companies, institutions, and/or non-profit organizations
- Instructional software (by number of programs developed, number of users, etc.)
- Case study development (by number of studies developed, number of users, etc.)
- Mentorship of student research reflected in the number of student papers produced under faculty supervision that lead to publications or formal presentations at academic or professional conferences
- Documented improvements in learning outcomes that result from teaching

innovations that incorporate research methods from learning/pedagogical research projects

- Media citations (e.g., number, distribution, and effect)
- Requests from the practice community to utilize faculty expertise for consulting projects, broadcast forums, researcher-practitioner meetings, faculty/student consulting projects, etc.
- Publications in practitioner journals or other venues aimed directly at improving management expertise and practice
- Consulting reports
- Research income from various external sources such as industry and community/governmental agencies to support individual and collaborative research activities
- Case studies based on research that has led to solutions to business problems
- Adoption of new practices or operational approaches as a result of faculty scholarship
- Presentations and workshops for business and management professionals
- Invitations for faculty to serve as experts on policy formulation, witnesses at legislative hearings, members of special interest groups/roundtables, etc.
- Tools/methods developed for companies

Documentation for the Evaluation of a Candidate's Scholarly and Creative Activity

The committee will assess each candidate's scholarly and creative activity by evaluating the required and optional (when provided) documentation as delineated below:

Required Documentation

I)
   a. A summary (listing) of the candidate's scholarly activities.
   b. Clear indication of the impact and category (basic research, applied research or instructional development) of each scholarly activity undertaken.
   c. A reflective statement as to how the candidate's scholarly activity meets the university, college, and department's expectations and mission.
   d. The statement should indicate how each scholarly activity relates to the candidate's teaching field(s) and research stream(s).
   e. The relationship of the scholarly activity to the candidate's research stream(s), both in the past as well as into the future.
   f. In case of co-authored research, a statement explaining the rationale that was used to determine the sequence in which co-authors' names are listed

2. Copies of selected refereed journal articles, presentation proceedings, books, chapters in books, and other scholarly materials published during the five-year period prior to application for promotion.
3. Copies of program meeting agendas for presentations, colloquia, etc.
4. *For Tenure and Promotion to Full Professor:* Documentation of external review from an external reviewer approved through the contractually negotiated process. Typically, a full professor with similar education degree who is currently employed at a peer or aspirant institution and is actively engaged in research in the candidate's teaching area is used as the external reviewer although other "experts" might be approved through the approval process.

Optional Documentation

1. Documentation to support the quality and impact of the mode of dissemination, such as
   a. Evidence of the number of times that the candidate's articles have been cited in journal articles or other publications including conference papers.
   b. Ranking or classification of the mode of dissemination used by the candidate's department
2. Evidence of other scholarly or creative activities that might be used to support the candidate's application, such as
   a. Works still under review, works that have been rejected for publication or presentation, works in process. Such evidence needs explanation as to their importance to the candidate's application, research stream(s), scholarly or creative efforts
3. Any other relevant material the candidate wishes to provide the committee.

III.   CONTRIBUTION TO THE UNIVERSITY COMMUNITY

In accordance with the Memorandum of Agreement, contribution 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.

Characteristics of Excellence in Contribution to the University community

I. Exemplary service to the Department, College or University consistent with the *Memorandum of Agreement.*
2.   Demonstrated leadership in Department, College or University governance.
The candidate for promotion and T&R is required to demonstrate his or her commitment to the university community through development and demonstration of the above activities. This includes participation in the governance processes of the Department, the College or the University, participation in local or national professional and service organizations, or participation in public sector organizations at the local, regional, state, or national levels.
When evaluating candidates, the Committee will focus primarily on the candidate's service during the five-year period prior to his or her application for promotion. The candidate's service since hire or last promotion will also be considered to get an overall picture of the candidate's general contribution.

A candidate for full professor will be expected to provide leadership in the Department, College, University, or professional organizations.

General Criteria for Evaluation of a Candidate's Contribution to the University Community

The Committee will consider the following in evaluating a candidate's contribution to the University community:
Service to the Department, College or University.
Candidates for promotion to Associate and tenure 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.

Faculty seeking promotion to the rank of full professor must provide evidence of service in leadership roles within the Department, College or University.
The Committee will consider other factors affecting the candidate's level of contributions such as receiving reassigned time for particular services. Each candidate's contribution should be regular and ongoing.

It is expected that all faculty will be fully engaged members of the university community as well as 'the wider and professional community as appropriate for their years of service and rank.

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 contribution to the University community:
1.   Statement by the candidate explaining his or her service
2.   Testimony from Department, College and University committee chairpersons and

committee colleagues
3. Testimony of Department Chairpersons, College and university administrators
4. Letters of recommendation

Evidence of results from Department, College or University service

IV.   CONTRIBUTION TO THE WIDER AND PROFESSIONAL COMMUNITY

Practice and professional service is an important aspect of the professional responsibility of all faculty members. The Practice and Professional Service category includes both services on and off the Rowan University campus.

General Criteria for the Evaluation of a Candidate's Contribution to the Wider and Professional Service
The committee will examine the following in evaluating the candidate's contribution to the wider and professional service

   1. Development of industry expertise through continuing education and ties to the business and public sector communities
   2. Contribution to private and public sector needs through publications, consulting, presentations, and workshops.
   3. Membership and service in specialized professional organizations and participation in their governance process.
   4. Commitment to community service and civic responsibility.
   5. Service as editor, associate editor or reviewer of a refereed journal.
   6. Service as organizer, session chairperson or paper reviewer of an academic conference.
   7. Service as an elected officer of an academic or professional organization.
   8. Participation in contract and other special research projects.
   9, Development, submission and success in seeking research grants.
   10. Being a discussant in academic conferences.

Characteristics of excellence in Contribution to the Wider and Professional Community

Characteristics of excellence in Contribution to the Wider and Professional Community include:

   1. *Service to the Profession.* The committee will assess the various areas of service to the candidate's profession. These include but are not limited to the following:
       a. Membership in professional organizations
       b. Active participation and service in leadership roles of association boards or committees
       c. Consulting services to individuals, businesses and public sector organizations, including employment in areas of specialization while on sabbatical
       d. Teaching and conducting workshops
       e. Participating in professional internships or externships at external agencies
       f. Speaking engagements
       g. Publishing activities that do not qualify as research and creative activity (scholarly activity)
   2. *Participation as a Discussant at Professional Meetings and Conferences.*
   3. *Service to the Community.* Volunteer and pro bono work performed for individuals, educational institutions, civic and non-profit associations, government and other public sector organizations, and other publics including service on boards, speaking engagements, and consulting services shall constitute community service.
   4. *Academic or intellectual activities not related to the candidate's teaching discipline.* The Committee will review those intellectual activities that do not relate to the candidate's teaching responsibilities and assign them a weighting under Professional Practice and Service.
   5. *Other Service Activities.* The Committee will also consider any practical or

professional services not specifically defined above, including but not limited to, continuing education, teaching professional education programs including those offered by the College of Professional and Continuing Education as well as the South Jersey Technology Park, attainment of professional certifications and other activities designed to maintain and/or enhance the candidate's technical and/or pedagogical knowledge and skills.

6. *Attendance at Professional Meetings.* The Committee will consider attendance at professional meetings as a component of Practice and Professional Service Documentation

Documentation for the Evaluation of a Candidate's Contribution to the Wider and Professional Community

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 contribution to the wider and professional community;

1. Testimony from association, profession, industry, or agency leaders.
2. Copies of certifications.
3. Participant evaluations.
4. Copies of publications (e.g., workshop materials, trade journals, etc.).
5. Outlines of presentations and workshops.
6. Promotional materials for seminars and workshops.
7. Client listings and descriptions of consulting services provided.
8. Any other relevant material the candidate wishes to provide.

It is expected that all faculty will be fully e1 1 gaged members of the university community as well as the wider and professional community as appropriate for their years of service and rank.

Summary of Required and Optional Documentation

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
1. Candidate's narrative for achieving academic instruction excellence.
2. Student evaluations (number of evaluations defined in Memorandum, of Agreement).
3. The candidate's analysis and responses to the student evaluations.
4. Peer evaluations (number of evaluations defined in Memorandum of Agreement.
5. Statement on the integration of scholarly activity and teaching (required only for promotion to full professor).

Optional Documentation
1. 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.
2. Statement describing the use of lechnology and other learning aids.
3. Any other relevant material the candidate wishes to provide the Committee.
4. Copies of syllabi, handouts and other course materials from within the two years preceding application for promotion/re-contracting.
5. 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.

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.

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

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

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

Required Documentation
I. Statement of the candidate's goals for achieving excellence in advising
2. A summary statement indicating the level of student-advising/mentoring activity (including clubs, "O" credit ECE course). The statement will include the number of students advised or mentored each semester, clubs advised, and faculty involvement with student organizations.

Optional Documentation
4. Letters and feedback from students attesting to excellence in advising
5. Awards or other indications of excellence in advising
6. Any other relevant material the candidate wishes to provide the committee

Documentation for the Evaluation of a Candidate's Scholarly and Creative Activity

Required Documentation
1. A statement providing:
    a. a summary (listing) of the candidate's scholarly activities, clearly indicating the impact and category (basic research, applied research or instructional development) of each scholarly activity undertaken.
    b. The statement should indicate how each scholarly activity relates to the candidate's teaching field(s) and research stream(s).
    c. The relationship of the scholarly activity to the candidate's research stream(s), both in the past as well as into the future
    d. The impact of the activity as it relates to the content of the work, the outlet used to disseminate the work, the collaborators who participated in the work, the lack of collaborators in generating the work.

2. Copies of selected refereed journal articles, presentation proceedings, books, chapters in books, and other scholarly materials published during the five-year period prior to application for promotion
3. Copies of program meeting agendas for presentations, colloquia, etc.
4. *For Tenure and Promotion to Full Professor:* Documentation of external review from an external reviewer approved through the contractually negotiated process. Typically, a full professor who is currently employed at another institution and is actively engaged in research in the candidate's teaching area is used as the external reviewer although other "experts" might be approved through the approval process.

Optional Documentation
1. Documentation to support the quality and impact of the mode of dissemination , such as
    a. Evidence of the number of times that the candidate's articles have been cited in journal articles or other publications including conference papers.
    b. Ranking or classification of the mode of dissemination used by the candidate's department
2. Evidence of other scholarly or creative activities that might be used to support the candidate's application, such as
    a. Works still under review, works that have been rejected for publication or presentation, works in process. Such evidence needs explanation as to their importance to the candidate's application, research stream(s), scholarly or creative efforts
3. Any other relevant material the candidate wishes to provide the committee.

Documentation for Evaluation of a Candidate's Contribution to the University Community

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 contribution to the University community:
1. Statement by the candidate explaining his or her service
2. Testimony from Department, College and University committee chairpersons and committee

colleagues
3. Testimony of Department Chairpersons, College and University administrators
4. Letters of recommendation
5. Evidence of results from Department, College or University service

Documentation for the Evaluation of a Candidate's Contribution to the Wider and Professional Community

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 contribution to the wider and professional community;
   I. Testimony from association, profession, industry, or agency leaders.
   2. Copies of certifications.
   3. Participant evaluations.
   4. Copies of publications (e.g., workshop materials, trade journals, etc.).
   5. Outlines of presentations and workshops.
   6. Promotional materials for seminars and workshops.
   7. Client listings and descriptions of consulting services provided.
   8. Any other relevant material the candidate wishes to provide.