

FORM 8

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

Department/Office: Public Relations & Advertising

Department Chair: Suzanne Fitzgerald
Print

Suzanne Fitzgerald
Signature

Academic Year (circle): 15-16 16-17 17-18 18-19 19-20 **20-21**

Date Sent to Dean/Supervisor: ~~XXXXXXXXXXXX~~ 2/11/2021

Signature	Date	Approved
Sanford Tweedie <u>S. Tweedie</u>	<u>2/12/2021</u>	<input checked="" type="radio"/> Y / P / N
Dean/Supervisor: _____	_____	_____

_____	_____	Y / P / N
Add'l Admin:	_____	_____

_____	_____	Y / P / N
Provost/designee:	_____	_____

_____	_____	Y / P / N
President/designee:	Text _____	_____

Y = Approved	P = Approved pending modifications	N = Not approved
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For P or N decisions, the departmental committee should be provided with the reasons for non-approval, as well as suggested changes to the criteria within a reasonable time to ensure timely approval for first year candidates.

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

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

Recontracting FY 2020-2021

Department of Public Relations & Advertising

As per the [Memorandum of Agreement of the Impact of Covid-19 on all Members of Rowan AFT, Local 2373](#):

“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 areas” of teaching, scholarly and creative activity, and service within Rowan University.

All highlighted areas have been recently been added

Rowan University Mission Statement

A Visionary Mission for Student Learning, Research Excellence, and Service

Rowan University will become a new model for higher education by being **inclusive, agile, and responsive**, offering diverse scholarly and creative educational experiences, pathways, environments, and services to meet the needs of all students; maintain agility by strategically delivering organizational capacity across the institution; and responding to emerging demands and opportunities regionally and nationally.

Ric Edelman College of Communication & Creative Arts

Mission Statement

The Ric Edelman College of Communication & Creative Arts at Rowan University is dedicated to excellence in undergraduate and graduate education, providing our students with an understanding of communication and creative arts theory and practical application that empowers them in their future career, civic, and personal endeavors.

The College is committed to developing and implementing rigorous and stimulating curricula, creating opportunities for student engagement, guiding creative and artistic development, and enhancing students' critical thinking abilities.

While educating students in the fields of communication and the creative arts, our faculty and staff also shape student awareness of the requirement of responsible citizenship, encourage examination of the ethical dimensions of communication and creativity, and contribute to the larger scholarly and professional communities.

Department of Public Relations & Advertising

Mission Statement

The Department of Public Relations & Advertising at Rowan University combines professional preparation with liberal education about the public relations & advertising body of knowledge, the disciplines' role in society, ethical principles related to the practice and study of strategic communication and relevant scholarship in the discipline. The combination of professional preparation and liberal education prepares our students to become knowledgeable, critical thinkers. Students work in a robust learning environment with faculty members who are experienced educators and accomplished practitioners.

Public relations & advertising students receive a comprehensive education that includes a theoretical grounding in the field of communication with real world experience in writing, research, campaign planning and problem solving. The learning environment is rigorous, yet collegial. Primary goals of the program are to: develop public professionals who possess critical thinking, writing, research and strategic planning skills that will afford them employment in the field upon graduation or entry into top level graduate schools; provide students with an ethical framework that allows them to make sound decisions about the implications of their actions; and develop a framework in which students can provide counsel to their future firms and organizations.

The Department of Public Relations & Advertising

Definition of Terminal Degree

The Department of Public Relations & Advertising, in consultation with the Dean of the College of Communication and Creative Arts, has determined that the appropriate terminal degree in this field for full-time, tenure-track candidates may be either the M.A. (for Instructor lines) or the Ph.D. lines and in some cases the Ed.D. (if advertised as such) for Assistant/Associate Professor dependent upon other experience of the candidate in question.

Faculty members who enter the program as Instructors are expected to demonstrate an ongoing history of excellence in the field of Public Relations and/or Advertising. Such individuals must have held management level positions in corporate, non-profit, or agency public relations and/or advertising and have established a record in the professional domain (as evidenced by career history, portfolio artifacts, and evidence of leadership in the profession).

Job expectations after hiring are dependent upon level, consistent with the recontracting, tenure, and promotion standards of the department.

The Department of Public Relations & Advertising
Tenure/Recontracting Committee
Role of Department Chairperson

Consistent with tenure-recontracting Guidelines, the Public Relations & Advertising Department has elected the department chair to serve as an active, voting member of the Tenure-Recontracting Committee. This action was taken during a meeting of the full department in keeping with the time frame outlined in the guidelines.

In addition, the department chair has been elected by the Tenure-Recontracting committee to serve as committee chair during this academic year.

The department chair will be involved in every aspect of the evaluative process for all Public Relations & Advertising faculty being reviewed this academic year.

The Department of Public Relations & Advertising Process for Gathering and Analyzing Student Responses

The Public Relations & Advertising Department has determined that the candidate may opt to use the SIR forms, or the 13-item questionnaire adapted by W. J. McKeachie.

The Process

The paper student evaluations are administered by a member of the Promotion/Tenure & Recontracting Committee or another appropriate member of the department/college. The questionnaires are numbered in sequence and distributed by the administrator after the instructor has left the room.

Analysis of Data

The department secretary handles the task of compiling the data from the paper forms. The person who administers the student evaluation will certify the results.

In dealing with open-ended questions, all remarks are provided by the individual compiling the data. In addition, for each "scaled" question, the mean score is provided, as is a grand mean. Finally, both the administrator of the questionnaire and the candidate must sign the document.

Only after this compilation has been completed does the instructor have access to the student response summary. The candidate is then asked to respond to the evaluation in his/her document. The instructor may retain the student evaluation response summary for use in comparing responses on subsequent evaluations as a way of measuring improvement in teaching.

The Department of Public Relations & Advertising Process, Rationale, and Sufficiency of Colleague Assessment

Unless otherwise stipulated as the result of mutual consent between the candidate and the department committee, the process used in colleague assessment is the classroom observation.

The rationale is that firsthand observation of an instructor interacting with a class of students is the most reliable method of assessing the effects the candidate has on a group of students. It provides an observer with a number of insights into the teacher's strengths and shortcomings, including knowledge of subject matter, ability to interest students in the subject, and ability to convey certain information or develop specific skills. In short, it provides an opportunity for the instructor to demonstrate to his or her peers that a high degree of teaching effectiveness does, in fact, occur.

While other kinds of assessment may suffice at times (interviews, for example), the Department of Public Relations & Advertising believes that the directness and reliability of classroom observations provide a sufficiency that precludes the use of other processes.

General Principles for Tenure, Recontracting, and Promotion

Ric Edelman College of Communication and Creative Arts

As specified by the memoranda of agreement between Rowan University and the AFT, each program in the College of Communication and Creative Arts has established a set of standards for the analysis of recontracting, tenure, and promotion portfolios. The college codicil contained herein should be understood to represent overarching principles for all such documents and processes.

DOCUMENT STANDARDS

Whether for recontracting, tenure, or promotion, the document is a rhetorical argument, not a simple recitation of facts. Candidates are expected to clearly align the document with the departmental and university standards, making a well-developed and reasoned case for quality and appropriateness of work in all dimensions under review.

All candidates should be aware that their packets will be read by evaluators with widely differing backgrounds. Thus, material should be explained in a matter that is accessible to all readers.

The college requests a table of contents and executive summary to assist candidates in formulating arguments and readers in finding the required elements.

In the teaching section, a teaching philosophy is required. Candidates should discuss the underlying philosophy that guides creation and planning of course materials and assignments. That philosophy should then be connected to specific discussion of teaching throughout the document.

Student evaluation summaries included in the packet should contain quantitative results and all verbatim responses to open-ended questions. The candidate's analysis of evaluations should address both qualitative and qualitative student feedback.

In the section on scholarship and creative activity¹, candidates must make a case for the significance and impact of the work. This argument should include information regarding the journal/conference/venue in which the work was presented (e.g. distribution, readership, attendance, acceptance/ rejection rates, membership levels, longevity). This discussion should also address whether the work was subjected to blind peer review, solicited by an editor/curator, reviewed by a committee, evaluated by an editorial/jury board, or selected by a senior or guest editor/curator. Corresponding evidence of such, if not publicly available, should be supplied in supplemental materials.

Presentation and publication categories of scholarly/creative work, and service are not mutually exclusive, but candidates should present their work in the most appropriate category. Activities should not be redundantly included in multiple categories.

In discussion of service, all levels expected for the specific candidate's job title should be considered (department, college, university, profession and larger community). Many activities can be considered as service, but if the connection to the field is not obvious, the candidate must make the case. Non-related community service, while commendable, should not be listed. As an example, being a girl scout leader is not likely service; however, doing pro bono PR, graphic design, or internal communication work for Girl Scouts of America may well be, if that is related the candidates areas of teaching, scholarship, or creative activity.

While department committees should offer support to the candidate in preparation of the document, and department committee chairs must initial the check sheet, final review of the document before submission, including a check that all required items are present, is the obligation of the candidate. Candidates should not assume that missing material can be added after submission.

¹ In the case of candidates for whom this is a requirement of job performance, as specified by the university memoranda of agreement for recontracting and tenure, and promotion.

SCHOLARLY AND CREATIVE WORK BASIC DEFINITIONS

Scholarly Work

Peer-reviewed and publicly disseminated research that contributes to the field by creating, integrating, and opening new areas of knowledge. Scholarly work may take the form of basic research, research in the scholarship of teaching, or applied research and evaluation.

Publishing manuscripts in refereed journals (print or online).

Publishing refereed scholarly books (not on-demand publishers or self-publication²).

Publishing textbooks (not on-demand publishers or self-publication²).

Writing successful reviewed grant proposals which are funded by an outside source.

Serving as editor of a refereed journal or scholarly book.

Presenting a peer reviewed paper at a regional, state, or national scholarly/academic meeting.

Presenting at a state, regional, national, or international professional meeting as an invited speaker.

Participation in research activities sponsored by academic/scholarly organizations.

Serving as a chair of or discussant on a peer-reviewed panel at a state, regional, national or international scholarly/academic meeting.

Publication of a book review in a journal.

Publishing a manuscript in a refereed conference proceedings.

Publishing refereed case studies with teaching notes.

Writing a book chapter in a refereed scholarly book (as above)

Translating scholarly work.

Refereeing grant applicants for state, regional, national or international funding bodies.

Publishing book reviews in appropriate scholarly venues.

Writing abstracts for scholarly publications.

Other formats for dissemination may be considered if appropriately vetted at departmental and dean level and with evidence of peer review and approval.

² On-demand or self-published items may be considered to fit this category *if/when* they show marks of peer review and approval, such as renewing course adoptions, sales, and awards.

Creative Work

Such works include items we consider, culturally, to be “of the arts”- creative fiction and non-fiction, poetry, video and audio productions, visual art, and music. Creative works validated by appropriate experts serve as exemplars of excellence that become part of our understanding of those fields then utilized in the education of future creative artists.

Creative work must be judged by experts in the area and disseminated to be contributory. When evaluating the contribution of creative work, attention should be given to the reputation and selectivity of the publishing/exhibiting/distributing/airing agency, as this provides a mark of expert evaluation. Strong consideration should be given to awards or honors bestowed upon the work, with attention to reputation of the awarding agencies and level of competition. Because creative works are often distributed in the general public, rather than to more restricted scholarly communities, attention should be paid to marks of public approval (i.e. sales, readership, critical reviews, awards), which indicate cultural approval and impact on cultural understandings of the arts.

Presenting juried off-campus creative exhibits or performances.

Publishing creative works (e.g., poems, stories, novels, creative non-fiction, screenplays, visual artworks) in off-campus peer/expert-evaluated venues.

Presenting at invitational off-campus artistic exhibits, readings, or performances.

Participating in panel discussions and forums related to the creative process.

Writing/producing creative media works then screened at competitive off-campus artist festivals or showcases

Editing a literary journal/other editorial substance (not proofreading) work on a creative publication.

Serving as an editor for a peer-evaluated creative volume.

Authoring journalistic work published in non-practitioner books, magazines, newspapers, on-line, or through television and radio broadcasting.

Curating art or media exhibits or shows.

Other formats for dissemination may be considered if appropriately vetted at departmental and dean level and with evidence of peer/expert review and approval.

SERVICE BASIC DEFINITIONS

Contribution to the University Community

Contribution to the university community represents the tasks that are necessary to the function of the university, beyond teaching and scholarly/creative work. Such service occurs at the departmental, college, and university level.

Serving on departmental, college, and university committees, task forces, etc.
Participation in events such as open houses, career fairs, and major workshops.
Departmental leadership, including course direction and coordination, and chairing.
Presenting scholarly and creative work to colleagues at departmental/college/university events.
Advising student groups.
Membership in the University Senate.
Curricular development.

Service to the Wider Community

Service to the wider community reflects discipline-specific contributions to communities beyond the university. A reasonable guideline for evaluation of fit is an examination of whether the effort contributes to the discipline (by educating others about the area, providing leadership to discipline-related organizations, etc.).

Professional Organization Work

Professional organization work includes membership, participation, and leadership in scholarly organizations.

Scholarly Publication Service Work

Such work may include editorial assistance, manuscript or conference submission reviewing, or organizational efforts.

Practitioner Work

Practitioner work is generally understood as service to the profession, as it represents education of practitioners. In some instances, practitioner work may be counted as scholarly/creative activity; however, this is rare, should be a minor portion of a candidate portfolio, and should be vetted on a project-by-project basis at departmental and college level.

Presenting (selected or invited) at an off-campus local, regional, national practitioner conference/meeting.
Engaging in contracted/solicited field-related research for a profit or non-profit organization, with results presented to that organization.
Writing articles, columns, editorials for an off-campus local, regional, or national practitioner publication.
Producing creative works by request for an off-campus organization.
Serving as a chair or discussant on a panel during an off-campus local, regional, or national practitioner conference/meeting.
Writing or maintaining a practitioner blog or social media site.
Writing/contributing to a practitioner-directed text, pamphlet, etc.

AY 2020 - 2021

Tenure/Recontracting and Promotion Guidelines Department of Public Relations & Advertising

Basic Criteria for Recontracting and Tenure

The department uses the criteria established by the University and the Bargaining Committee of Rowan University's Federation of College Teachers. Those criteria, in order of importance, are:

For Assistant and Associate Professor

1. Teaching Performance – 40%
2. Scholarly and Creative Activity (for ranks of Assistant Professor and higher) – 35%
3. Contributions to the University Community - 15%
4. Contributions to the Wider Community – 10%

For Lecturer/3/4 Time

1. Teaching Performance – 60%
2. Professional Development – 15%
3. Contributions to the University Community – 15%
4. Contributions to the Wider Community – 10%

For Instructor

1. Teaching Performance – 55%
2. Professional Development – 25%
3. Contributions to the University Community – 15%
4. Contributions to the Wider Community – 10%

During the first two years of any candidate's probationary period, evaluations will emphasize the importance of teaching performance. Later reviews will emphasize progress towards all four areas in the percentages expressed above.

The percentages for candidates for **Full Professor** are as follows:

1. Teaching Performance – 40%
2. Scholarly Achievement (for ranks of Assistant Professor and higher) – 40%
3. Contributions to Department and College – 10 %
4. Professional Responsibilities Contributions to Wider Community – 10%

The Department of Public Relations and Advertising has a 50+ year tradition of seeking scholarly and creative contributions from its faculty members as well as relevant practice and related works in the public relations and advertising professions. The department also seeks active service from all candidates that meaningfully contributes to meet department, college and university needs.

We believe that an effective public relations and advertising department must maintain its currency with the world of professional practice while working to support other educators and the practice in managing the evolving nature found in public relations and advertising issues. The department supports faculty members' service, research and creative activities that support the practice, the department, and our students in this way.

We expect our faculty members to demonstrate a record of service, creativity and scholarship that produce public relations and advertising works of value and to integrate their work and knowledge into their teaching – in all facets of public relations and advertising strategies and tactics.

Evaluation of Teaching Effectiveness For ¾ Instructors, Instructors, Lecturers, Assistant Professors and Associate Professors

Assessment of teaching is essentially universal across the college, as standard measurements for student evaluation of teaching and observation of teaching policies are used in all departments.

However, the Department of Public Relations & Advertising places particular value on the candidate's ability to represent his or her pedagogical characteristics. For example, if a faculty member discusses the implementation of an innovative instructional method, the department asks that those methods be discussed in some detail and that the discussion depicts their relevance and benefit to both public relations and advertising students and faculty.

Additionally, the department values documentation of the ways in which the faculty member establishes associations with the department's students. This can be evidenced in many ways, but when assessing this aspect of a candidate's pedagogy the department looks for examples of how the professor has provided positive influence on students individually – helping students to better link the worlds of theory and practice, creating opportunities for expanding students' understanding of the roles and responsibilities of the practitioner, perhaps, helping students to begin developing connections in the practice, or actively advising students in ways that help them enrich their educational experiences. Along with the candidate's own documentation, the department also seeks to see evidence in student evaluations that reinforce the candidate's accessibility, openness and willingness to work with students individually in the classroom and outside of it.

In addition to the characteristics described above, all candidates for tenure, re-contracting and promotion also will be evaluated in terms of demonstrated effectiveness in:

-- Effective relationship-building between students and the practice communities, evidenced in particular through the development and supervision of internships, and supporting contributions -- in and outside of the classroom -- by appropriate practitioner and other instructional engagements.

-- Demonstrated integration of academic theory and professional practice in classroom teaching, including appropriate integration of the faculty member's research and creative work as applicable.

-- Meaningful assimilation of emerging professional trends into instruction, including explorations of the practice and current issues in ethics, communication technology or management and accountability.

-- Effective and efficient classroom-management skills. In this area, the department seeks and recognizes as exceptionally valuable: sound organization and presentation of subject matter, effective communication, enthusiastic and respectful interactions with students, fairness in exams and grading, and flexibility in approaches and in addressing individual needs.

For **tenure** or for **promotion** to the rank of **assistant, associate** and **full** professor, the department requires documentation of consistent excellence in relevant areas cited above.

Evaluation of Scholarly and Creative Achievement for Assistant and Associate Professors

The Department believes that research and creative activity, including works created in the practice of public relations significant to the field and advertising, are important to the academic success of the department and the college.

We consider and encourage a wide range of scholarship and related creative work based on the unique strengths of each candidate. Consequently, candidates for tenure, re-contracting and promotion may demonstrate their achievement by producing a significant body of research and creative activities that reflect their unique role within and contributions to the department.

It is important to note that the department believes that an effective public relations and advertising program needs active faculty members, each of whom can produce consequential scholarly and creative achievements. We value the capacity of meaningfully integrating academic research with its practical application -- a quality also important to the department's continued Certification in Education for Public Relations by the Public Relations Society of America.

The department believes that no "checklist" can consistently document achievement or assure performance that meets the standards for tenure or promotion. This is a matter of whether an individual faculty member has produced a body of scholarly and creative accomplishments that is relevant to that faculty member's expertise, and the worth of that accumulated body of achievement to the department, other public relations & advertising educators, and the

practice. We value work that is relevant to the betterment of public relations and advertising education. For illustration purposes only, achievements in these areas might be documented by activities such as:

-- Writing and publishing research-based books about public relations or advertising.

-- Writing and publishing textbooks relevant to public relations or advertising education.

-- Conducting research, such as opinion surveys, studies of practitioner behavior, or creative issues case studies that are then publicly disseminated.

- Writing and publishing articles of a research, instructive, creative, investigative, explanatory, or critical nature.
- Editing publications when that editing is of a creative nature and/or guides the evolution of a publication, such as editing of anthologies or editing of regularly published works.
- Writing book reviews and feature articles dealing with public relations and advertising issues.
- Scholarly and creative participation or presentation, within the candidate's area of expertise, to relevant professional and academic groups, particularly to the many peer-reviewed associations within the strategic communication field. These presentations serve as an important venue for scholarship as the number of peer-reviewed scholarly journals in these disciplines is limited.

While there is no uniform formula for evaluating the weight of candidates' achievements, the department looks to the recognized quality of the venue in which the work appeared or was presented, critical evaluation in terms of reviews, awards, nominations and adoptions, and the overall apparent quality and impact of the body of work, taken as a whole.

T & R Expectations for Scholarly/Creative Activity Review Level Assistant Professor ranks and higher

T & R Expectations Professional Development Instructor Level

First year review Candidate should be able to articulate a research platform including plans for presentation and publication (listing appropriate journals).

Candidate should be able to articulate a professional development plan.

Second year review Candidate should provide evidence of
For three & four year accepted peer-reviewed presentations and/or
Recontracting scholarly articles.

Candidate should provide evidence of professional development activity.

Fourth year review Candidate should provide evidence of multiple
For fifth & sixth year completed peer-reviewed presentations and/or
Recontracting published scholarly articles.

Candidate should provide evidence of multiple professional development activities.

Sixth year review for tenure

Candidate should have a constant pattern of both peer-reviewed presentations and published articles contributing to the body of knowledge.

Candidate should have constant pattern of multiple completed professional development activities.

Promotion expectations for Scholarly/Creative Activity:

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|---|---|
| Promotion to Assistant Professor | Candidate should be able to articulate a research platform including plans for presentation and publication (listing appropriate journals) and candidate should provide evidence of pattern or scholarly and creative activity consistent with the expectations for tenure at the Assistant Professor rank. |
| Promotion to Associate Professor | Candidate should provide evidence of a consistent pattern of scholarly and creative activity. |
| Promotion to Full Professor | Candidate should provide evidence of ongoing scholarly and creative activity generating some measure of regional or national prominence or impact. |

Professional Development for Instructors and Lecturers

Professional Development is defined as those activities that improve an Instructor's currency in a field of expertise or teaching, maintains their standing within a profession or discipline, or expands their area of expertise. Probationary faculty with the rank of Instructor/Lecturer should engage in some of the following activities which:

- A. Assist them in maintaining currency in their discipline, profession, and/or improving their abilities as teachers
 - 1. Acquiring and maintaining specific forms of certification and/or licensure that are appropriate for their discipline or profession
 - 2. Engaging in creative activities appropriate for the discipline or profession
- B. Deepen and broaden their knowledge of discipline-specific content
 - 1. Attending and participating in professional conferences where the focus is the dissemination of new knowledge within a field of inquiry
 - 2. Seeking additional training or education to improve or expand their knowledge
- C. Strengthen their understanding and application of the pedagogy of particular disciplines
 - 1. Attending and participating in professional conferences/workshops where the focus is the pedagogy associated with a specific discipline or content area
- D. Improve their knowledge of the teaching and learning processes
 - 1. Attending and participating in workshops/training that focuses on the teaching and learning processes
 - 2. Developing or enhancing skills in the assessment of the teaching and learning processes within a discipline

Characteristics of Excellence in Professional Development for Instructors/Lecturers are

- A. The activity is directly related to the area of expertise or area of instruction.
- B. The activity prepares the instructor for future teaching assignments
- C. The activity results in certification or licensure that is appropriate for the area of instruction or for the practice of teaching within a specific discipline
- D. The activity is recognized as maintaining standing within a profession or discipline
- E. The activity permits the demonstration of leadership within a profession or discipline

Evaluation of Contributions to University Community

The department advocates strong involvement in campus and professional life and activities. Candidates for tenure should demonstrate substantial involvement and service in activities including but not limited to:

- Service on committees and other university- and college-wide groups
- Leadership within the department, both in terms of initiatives, projects and committees
- Activity with student groups in addition to activity that is part of a teaching load

Evaluation of Contribution to the Wider and Professional Community

We value contributions of our faculty members to the community, involving service activities as well as professional activities

Candidates for tenure should demonstrate substantial involvement and service in activities including, but not limited to:

- Membership in professional organizations, and demonstrable service to those organizations, including judging, organizing or reviewing submissions, participation in conferences, and writing for publications produced by professional organizations
- Service to governing boards and task forces
- Teaching and conducting workshops for professional groups, faculty development programs, writers' organizations, and academic panels
- Consulting or technical assistance provided to public or private organizations
- Briefings, seminars, lectures, and conferences targeted for general audiences
- Collaboration with industries or civic agencies, such as partnering on websites
- Public relations-related or advertising-related voluntary community service
- Community development activities
- Membership and leadership in professional organizations, including service to those organizations though, for example, participation in conferences, writing for publications, or judging professional competitions
- Earning and maintaining certification or accreditation in appropriate organizations (PRSA, IABC, NSPRA, AAF, AAAA)

Service for University, College and Department Promotion

Assistant/Associate Professors

<p><u>First Year Review</u> Commitment to service and plan for future service.</p> <p><u>Second Year Review</u> Record of participation in college and department service.</p> <p><u>Fourth Year Review</u> Record of participation in University, college & dept. service.</p> <p><u>Sixth Year Review</u> Record of leadership in service on the university, college and or department levels.</p> <p align="center"><u>¾ Time</u></p>	<p><u>Associate</u> Consistent excellence in relevant service for the university, college and department.</p> <p><u>Full</u> Record of significant and demonstrated leadership in all service areas.</p> <p align="center"><u>Instructors</u></p>
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<ul style="list-style-type: none"> • Service on committees and other university and college-wide groups. • Participation in the department in terms of initiatives and committees. • Service to student groups in terms of advisement. 	<p><u>First Year Review</u> Commitment to service and plan for future service.</p> <p><u>Second Year Review</u> Record of participation in college and department service.</p> <p><u>Fourth year Review</u> Record of participation in university, college and department service.</p> <p><u>Sixth Year Review</u> Record of leadership in service on the university, college and department levels.</p>
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Service for the Wider Community

Assistant/Associate Professors

<p><u>First Year Review</u> Commitment to service and plan for future service.</p> <p><u>Second Year Review</u> Record of participation in service to the wider community (e.g. chairing an association panel).</p> <p><u>Fourth Year Review</u> Demonstrate evidence of service achievement and potential leadership (e.g. reviewing journal articles).</p> <p><u>Sixth Year Review</u> Record of leadership in service to the wider community.</p> <p align="center"><u>¾ Time</u></p>	<p><u>Associate</u> Consistent excellence in relevant service to the wider community.</p> <p><u>Full</u> Record of significant and demonstrated leadership in service to the wider community.</p> <p align="center"><u>Instructors</u></p>
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<ul style="list-style-type: none"> • Service on committees and in community groups. • Participation in industry or civic agencies. • Voluntary community service or development activities. • Membership in professional organizations. 	<p><u>First Year Review</u> Commitment to service and plan for future service as well as professional membership.</p> <p><u>Second Year Review</u> Record of participation in the wider community including serving on task forces or governing boards.</p> <p><u>Fourth Year Review</u> Some leadership in service activities such as teaching workshops, consulting.</p> <p><u>Sixth Year Review</u> Record of leadership to the wider community. (could include serving as an officer for a professional association).</p>
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Summary of Lecturer Recontracting Expectations by Years of Service.

Lecturer-level recontracting expectations by years of service				
Years of Service	Teaching	Professional Development	Contributions to the University Community	Contributions to Wider and Professional Community
First and Second	Faculty should focus primarily on refining their teaching skills, developing classroom materials, syllabi, etc. They should also learn about department programs and initiatives. When appropriate, they should provide mentoring on disciplinary or professional issues.	Faculty should refine a Professional Development agenda and begin preliminary work on it.	Service should be primarily on departmental committees. However, this does not preclude the individual from serving on college or university committees.	Faculty should seek ways to contribute to the wider and professional community.
Third and Fourth	Faculty should be able to demonstrate their effectiveness as teachers and mentors.	Faculty must minimally demonstrate work on a clear and detailed agenda for their Professional Development. This may include participation in workshops, conferences or outreach efforts.	Faculty should continue to perform department level service, but should also become involved in service that goes beyond the departmental level.	Faculty should make limited contributions to the wider and professional community.
Fourth through Seventh	Faculty should be able to demonstrate excellence as teachers and mentors.	Faculty should present evidence of success in Professional Development. This may include participation in a variety of areas as defined in Scholarly and Creative Activity, section F, above or a more concerted effort in one of these areas.	Faculty should be expanding their service to include university-wide committees and activities, and should begin demonstrating leadership at the departmental level.	Faculty should make limited contributions to the wider and professional community.
Subsequent	Faculty should be able to demonstrate continuing excellence as teachers and mentors.	Faculty should show evidence of continued success in Professional Development (as defined above).	Faculty should continue to serve the university in a variety of venues and should demonstrate participation beyond the departmental level.	Faculty should make noticeable contributions to the wider and professional community.

Summary of Lecturer Promotion Expectations by Years of Service

Lecturer-level Promotion expectations by rank				
Rank	Teaching	Professional Development	Contributions to the University Community	Contributions to Wider and Professional Community
Lecturer	Faculty demonstrate their effectiveness as teachers and mentors.	Faculty demonstrate a commitment to professional development through participation in activities that align with and enhance their areas of instruction	Faculty demonstrate a record of service to the program, department, and/or university that supports the well-being and productivity of those respective communities.	If they elect to do so, faculty make limited contributions to the wider and professional community that support the well-being and productivity of those communities.
Senior Lecturer	Faculty demonstrate a consistent pattern in excellence as teachers and mentors and that they are innovating curriculum in addition to delivering curriculum, whether in courses the individual continuously teaches or in new courses.	Faculty demonstrate ongoing commitment to their own professional development through participation in activities that align with and enhance their areas of instruction and/or administration. Faculty also demonstrate leadership in professional development; that is, the individual has taken on some responsibility for the professional development of colleagues at Rowan or beyond and/or makes contributions to their field or writing community	Faculty demonstrate an ongoing record of service to the program, department, and/or university and have taken on some leadership roles as part of that service. Faculty also have produced deliverables that benefit the program, department, college, or university community.	If they elect to do so, faculty make limited contributions to the wider and professional community that support the well-being and productivity of those communities. As part of this work, faculty might produce deliverables that benefit those communities.
Master Lecturer	Faculty demonstrate continuing excellence as teachers and mentors, and make significant, innovative contributions to learning activities, whether those are in courses the individual continuously teaches or in new courses.	Faculty demonstrate strong, continuous commitment to their professional development. Faculty also demonstrate leadership and initiative in creating new professional development activities/opportunities for colleagues at Rowan or beyond and/or make contributions to their field or writing community.	Faculty demonstrate leadership and initiative in their service activities, providing significant deliverables that benefit the program, department, college, or university community.	If they elect to do so, faculty make noticeable contributions to the wider & professional community. As part of this work, faculty produce deliverables that benefit those communities.

Three-quarter Time Checklist for Recontracting

$\frac{3}{4}$ Faculty are reviewed every spring in their first three years of service, and then every third year of subsequent continuous service.

The process for $\frac{3}{4}$ faculty review requires a teaching portfolio comprised of the following:

- A teaching philosophy
- A current resume/CV with the courses taught this academic year indicated clearly
- Executive summary that provides brief but specific descriptions of teaching, service, and professional development activities
- A peer observation (current year); candidate may include a response if desired
- One set of student evaluations (current year); candidate may include a response if desired
- Course syllabi from the current year