General Principles for Tenure, Recontracting & Promotion
Radio, Television, & Film Department
Ratified:

This document is intended to serve in conjunction with both the Tenure & Recontracting and Promotion (TR and P) *Memorandums of Agreement* (*Memorandum*). The candidate should familiarize him/herself with the appropriate *Memorandum*s and its components in conjunction with this document. The current *Memorandum*s are located on the Provost's web page (https://sites.rowan.edu/academic-affairs/aftlocalagreements.html). If any conflict between this document and either *Memorandum* exists, the appropriate *Memorandum* shall supersede this document.

The Department's TR and P procedures are designed to support the mission of Rowan University, the College of Communication and Creative Arts, and the Radio, Television, & Film Department, which state:

The Rowan Mission (adopted 2017)
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; maintaining agility by strategically delivering organizational capacity across the institution; and responding to emerging demands and opportunities regionally and nationally.

College of Communication and Creative Arts Mission
The 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 create 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 requirements of responsible citizenship, encourage examination of the ethical dimensions of communication and creativity, and contribute to the larger scholarly and professional communities.

Radio, Television, & Film Department Mission (adopted 2017)
Through a rigorous degree program that nurtures creative expression within a liberal arts and professional context, the Department of Radio, Television, & Film prepares majors for a variety of careers with emphases on writing, critical thinking, media aesthetics and history, artistic expression, technology and professional skills. In addition, the department offers a variety of general education courses and other activities aimed at exposing the entire university community to the rich history and cultural influence of our field.

General Principles for Tenure, Recontracting, and Promotion
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 manner 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 quantitative student feedback.

In the section on scholarship and creative activity[1], 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

[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.

communication work for Girl Scouts of America may well be, if that is related the candidate's 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.

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. Scholarly work includes:

Publishing manuscripts/book reviews/abstracts in refereed journals or conference proceedings (print or online).

Publishing textbooks, refereed scholarly books, or book chapters (not on-demand publishers or self-publication[2]).

Writing grant proposals that are reviewed and funded by an outside source.

Serving as editor of a refereed journal or scholarly book.

Presenting as an invited speaker or presenting a peer-reviewed paper at a regional, state, or national scholarly/academic/professional meeting.

Participation in research activities sponsored by academic/scholarly organizations.

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

Publishing refereed case studies with teaching notes.

Translating scholarly work.

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

Providing analysis/evaluation of curriculum, policy, or personnel for academic institutions and agencies.

Development of digital productions to advance scholarly/educational domains (e.g. websites, webinars, videos).

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 and are 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. Creative work includes:

Presenting juried off-campus creative exhibits or performances, whether group or solo, for recognized organizations.

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 shows, 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

Writing/producing creative media works disseminated via television broadcast or cablecast, video on demand, web, DVD, or other digital formats.

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, design, or media exhibits or shows.

Receiving awards, sponsorships, and/or fellowships for creative work.

Invited lectures regarding creative work presented at museums, galleries, and other fora.

Creative work produced under contract for commercial, educational, government and non-profit organizations, if that work is then publicly disseminated.

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. Contribution to the university includes:

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 and review outside of home department/discipline.
Assistance with campus-wide activities, such as homecoming and commencement.
Mentoring of other faculty/staff.
Recruitment and outreach efforts.
Other activities serving the goals of the university and its units.

Service to the Wider and Professional Community
Service to the wider and professional community reflects discipline-specific contributions to communities beyond the university. A reasonable guideline for evaluation of fit is an examination of whether the effort is off-campus and contributes to the discipline in some way.

Service to the wider and professional community generally falls into four categories. Dissemination of discipline-related knowledge (including practitioner work[3]), creation of new products and practices in the discipline, discipline-related partnerships with other agencies, and contributions to disciplinary and professional associations and societies.

Membership, participation and leadership in scholarly organizations.
Serving on accreditation bodies, governing boards, and taskforces.
Organizing and/or reviewing submissions for conferences, exhibitions, workshops and publications sponsored by professional and scholarly organizations.
Engaging in contracted/solicited field-related research, policy analysis, consulting, technical assistance, for an organization (public or private), with results presented to that organization.
Writing articles, columns, editorials for an off-campus local, regional, or national practitioner publication.
Editorial work completed for off-campus local, regional, or national discipline-related publications.
Producing works in print, digital, or broadcast form by request for a commercial, educational, government or non-profit organization.
Serving as a chair or discussant on a panel during an off-campus practitioner conference/meeting.
Writing or maintaining a practitioner blog or social media site.
Presenting lectures and seminars for general audiences.
Discipline-related voluntary community service.
Other discipline related efforts in service to the general profession and wider community.

[3] 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.

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.

Radio, Television, & Film Department
Definition of Terminal Degree

The Radio, Television, & Film Department, in consultation with the Dean of the College of Communication and Creative Arts, recognizes that the appropriate terminal degree for Television, Film, Sports or New Media Production, Game Design, Animation, or Biomedical Art is a Master of Fine Arts (M.F.A.).

The Radio, Television, & Film Department, in consultation with the Dean of the College of Communication and Creative Arts, recognizes that the appropriate terminal degree for Film and Television Critical Studies is a Ph.D.

Radio, Television, & Film Department
Role of Department Chairperson

The members of the Radio, Television, & Film Department have unanimously decided for the Department Chair to play a pivotal role in the Tenure and Recontracting process. As such, the Chair of the Department has also been elected to serve as the Chair of the Tenure and Recontracting Committee. The Department Chair may serve, but is not required to serve as a member of the Promotion Committee.

Radio, Television, & Film Department
Process for Gathering and Analyzing Student Responses

The Radio, Television, & Film Department has determined that the candidate may opt to use the SIR forms, the Banner evaluation process, or the 13-item questionnaire adapted by W. J. McKeachie.

The Process
The paper student evaluations are administered by a faculty member of the Radio, Television, & Film Department. The questionnaires are numbered in sequence and distributed by the administrator after the instructor has left the room.

After the students complete the form, each student returns the form to the administrator and signs a signature sheet indicating that he/she took part in the procedure. The administrator seals the signature sheet and provides information on the outside to identify the group of respondents – name of instructor, course title, course number, date, day, time, and room. The envelope is then sent to the President's office for filing. The instructor does not have access to this sheet.

In the case of using online evaluations, instructors must initiate the process through the Banner system anytime during the final 5 weeks of the semester.

1. Go to **http://www.rowan.edu/selfservice**
2. Click "Access Banner Services - _Secure Area - _login Required."
3. Enter User ID and PIN.
4. Click "Faculty & Advisors."
5. Click "Request Student Course Evaluation."
6. Select one of the classes that you are currently teaching.
7. Click "Choose" and enter "Survey open date" and "Survey close date."
8. Click "Submit."
9. Repeat for other classes.

In order to ensure that students complete the evaluations, regular reminders via email and in class are suggested. Additionally, instructors may opt to have the students fill out the online evaluations during class time in a computer lab (if available) or by bringing laptops (if available). However, if the instructor chooses to have students fill out the evaluations during class time, he/she is not to be in the room while the students fill out the forms.

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 instructor 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.

Radio, Television, & Film Department
Statement on the Rationale, and Process Of Peer Observation

The department recognizes classroom peer observation as one of the most important measures for analyzing a candidates teaching performance. Firsthand observation by a tenured member of the department of a candidate working with a class of students provides the most reliable method of assessing a candidate's strengths and or weaknesses as a teacher. Because the tenured observer is familiar with the department's curricular goals, he or she is in the best position to evaluate the teaching ability and performance of the candidate. Observations will be conducted during a regularly scheduled class on a date that is mutually agreed upon by the candidate and the tenured faculty observer. Observations should be conducted by a full-time tenured faculty member of the Radio, Television, & Film Department. All observations must be returned to the candidate within two weeks of the peer observation.

Radio, Television, & Film Department
Criteria for Recontracting, Tenure, and Promotion 2019-2020

Preamble:
The Radio, Television, & Film Department is committed to fostering in its faculty a commitment to excellence in undergraduate education and mentoringmentoring; an active creative and/or scholarly research agenda that results in activities that advance faculty members' knowledge of their field in relation to their teaching responsibilities for full-time tenure track faculty, and an active engagement in the university community and the appropriate professional and academic communities. Our criteria for Tenure and Promotion have been designed to promote these goals and to assist our faculty in attaining these goals.

Mission Statement
Through a rigorous degree program within a liberal arts and professional context, the Radio Television & Film Department prepares majors for a variety of careers with emphases on writing, critical thinking, media aesthetics and history, technology and professional skills. In addition, the department offers a variety of general education courses and other activities aimed at exposing the entire university community to the rich history and cultural influence of our field.
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Departmental Goals
1. To provide a Radio, Television, & Film education that is accessible to all qualified students and is relevant to both liberal arts learning and to media career preparation.

2. To provide rigorous career programs that enable major students to meet their lifelong career goals and enjoy the benefits of a liberal arts education.

3. To empower the faculty by promoting their professional achievements as teachers, creators, and scholars.

4. To incorporate technology into the appropriate areas of the curriculum.

5. To provide a positive environment that fosters artistic and scholarly achievement and rigorous intellectual effort.

6. To directly influence the campus culture by fostering artistic learning communities, which span the university and promote aesthetic awareness, artistic freedom, and civic responsibility for all.

7. To utilize a system of student learning outcomes and faculty professional outcomes that will fully reveal the scope and quality of the teaching/learning enterprise.

Weighting of Criteria

The criteria for Tenure and Promotion shall be weighted in the following order, Teaching Effectiveness, Scholarly and Creative Activity, Contribution to the University Community, and Contribution to the Wider and Professional Community. The Department of Radio, Television and Film applies the following percentages for each criterion as it relates to the evaluation of a candidate's portfolio for tenure and promotion:

Full Professor
- Teaching Effectiveness - 40 percent
- Scholarly and Creative Activity - 35 percent
- Contribution to the University Community - 15 percent
- Contribution to the Wider and Professional Community - 10 percent

Associate and Assistant Professor
- Teaching Effectiveness - 50 percent
- Scholarly and Creative Activity - 30 percent
- Contribution to the University Community - 10 percent
- Contribution to the Wider and Professional Community - 10 percent

Lecturers
- Teaching Effectiveness – 60 percent
- Professional Development Activity – 10 percent
- *Service to University and Professional Community– 30 percent

Three Quarter Time Instructors
- Teaching Effectiveness – 60 percent
- Professional Development Activity – 10 percent
- *Service to University and Professional Community– 30 percent

* Candidate must indicate in their T&R materials how they allocated service

Whereas tenure and promotion to Associate Professor is based solely on the record of achievement represented by the candidate's Tenure and Promotion document, promotion to Full Professor is based on an evaluation of the candidate's overall achievement. While the department's promotion committee will focus primarily on the candidate's achievements since promotion to Associate Professor, evidence of consistent excellence in all three areas while a faculty member at Rowan should be considered as part of the department's recommendation for promotion to Full Professor.

Expectations for the Candidate at Each Review Level

The following descriptions identify the Radio Television & Film Department's general expectations for each of the areas identified above by year of service. Questions about adequate progress toward tenure and promotion may be addressed to the department chair and/or the chair of the Promotion Committee.

For Lecturers and Three-quarter Time Faculty:

As previously noted, expectations for these candidates are primarily focused on teaching and service.

- Candidates should focus on refining and documenting teaching skills, developing classroom materials, syllabi, etc. They should also learn about the mentoring process.
- Candidates should be able to demonstrate effectiveness as teachers and mentors.
- The teaching portfolio will document growth and achievements in teaching; however, it is understood that candidates who received outstanding student or peer evaluations throughout their years of teaching will not necessarily be able to demonstrate improvement in these evaluations.
- Service should be primarily at the department level. However, this does not preclude the individual from serving on college or university committees.
- Candidates may define and demonstrate a research or creative agenda, but this is not a requirement. If scholarly or creative work is developed, the candidate should articulate the work in context to its advancement and/or enhancement of his or her teaching and service responsibilities.

First Year Recontracting

- First-year faculty should focus primarily on refining their teaching skills, developing classroom materials, syllabi, etc. They should also learn about the mentoring process.
- Candidate should refine a research or creative 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 may seek ways to contribute to the wider and professional community.

Second Year Recontracting

- Faculty members should be able to demonstrate their effectiveness as teachers and mentors.
- Faculty must be able to articulate an agenda of scholarly and/or creative activity, including plans for presentation, publication, and/or distribution of the work. This may include presentations, exhibitions, contracted works and/or publications.
- Faculty should continue to perform department level service, but should also become involved in university service that goes beyond the departmental level.
- Faculty should make limited contributions to the wider and professional community.

Third & Fourth Year Recontracting

- Faculty should be able to demonstrate excellence as teachers and mentors/advisors.
- Faculty should present evidence of success in scholarly and/or creative activity. This may include exhibitions, presentations, publications, and/or acceptances for in-process works. Scholarly faculty members should be submitting materials for publication in suitable peer-reviewed venues.
- 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.

Fifth & Sixth Year Recontracting

- Faculty should be able to demonstrate continuing excellence as teachers and mentors. The teaching portfolio will document growth and achievements in teaching; however, it is understood that candidates who received outstanding student or peer evaluations throughout their service as an Assistant Professor will not necessarily be able to demonstrate improvement in these evaluations.
- Faculty must clearly demonstrate evidence of sustained scholarly and/or creative accomplishment, including having exhibited, distributed a body of creative works and/or published several significant pieces of scholarship or creative work in suitable venues. In addition, faculty should document a plan for future research endeavors.
- Faculty must clearly demonstrate active and significant participation on, or leadership in, Department, College, and University committees or other acceptable activities. In addition, faculty should document plans for continuing and future contributions.
- Faculty must clearly demonstrate significant activity in practice and professional service at local, state, or national levels.

Tenure

- Continue with the points noted above for fifth and sixth year recontracting
- Candidates for tenure must obtain an external review following guidelines in *Memorandum (2.1114)*. For those at Assistant Professor rank, scholarly and creative activity are reviewed; for those at Instructor rank, professional development activities are reviewed.
- This is normally also the year for Promotion to Associate Professor (for non-Instructor lines)

Criteria for Determining Excellence in Teaching and Advising

In the Department of Radio, Television, & Film, we operate with the perspective that teaching includes all of the following activities: academic instruction, developing learning activities, developing as a teacher, and student mentoring activities. While academic instruction is the cornerstone of teaching, the department believes that the other activities discussed here can fundamentally contribute to the development of excellence in academic instruction

As faculty members begin their time at Rowan, we anticipate that the first year will be primarily dedicated to academic instruction and the development of specific learning activities related to courses taught. In the second and third years, we anticipate that faculty members will continue focusing on academic instruction, with increased attention to development of learning activities and developing as a teacher. In the remaining years to tenure, we expect that attention to these aspects will remain strong, and that focus on student mentoring as an aspect of teaching will increase.

Academic instruction includes, but is not limited to:

1. Facilitating learning by instructing Rowan University students in courses, laboratories, theaters, clinics, studios, workshops and seminars.
2. Managing instruction, e.g., planning and arranging for learning experiences, maintaining student records, grading.

3. Supervising students in laboratories, fieldwork, internship and clinical experiences, and independent study.

Measurement of academic instruction will include a candidate's statement of their teaching philosophy and goals related to teaching effectiveness; peer observations and candidate's response to observations; student evaluations and candidate's response to students' evaluations.

Contributing to development of learning activities that enhance excellence in academic instruction includes, but is not limited to:

1. Participation in development, review, and redesign of courses and programs.
2. Participation in developing and revising curriculum.
3. Developing teaching materials, educational videos, manuals, software, and computer exercises.
4. Developing online courses.
5. Contributing to study abroad programs.
6. Contributing to service learning programs.
7. Participating in development of learning outcomes assessment tools and analysis of assessment results.

Measurement of contribution to the development of learning activities will include a candidate's course packet including syllabi, assignments, copies of electronic teaching materials and other evidence of the organization of the candidate's courses, such as course rewrites or new course proposals, as evidence of the candidate's contributions to curriculum development. The department weights activities related to the candidate's courses more heavily for pre-tenure candidates, and contributions to curriculum development more heavily for candidates for promotion.

Developing as a teacher includes, but is not limited to:

1. Reflecting on one's instruction and classroom to benefit the teaching-learning experience.
2. Attending and participating in development activities at Rowan or through professional organizations.
3. Maintaining currency in discipline-specific concepts.
4. Maintaining currency in pedagogical practices.
5. Collaborating with colleagues in course development, pedagogical research, and team-teaching.
6. Observing and providing feedback related to the teaching of colleagues as such observations contribute to one's own development in the classroom.

Measurements of development as a teacher could include the candidate's statement of goals related to teaching development, and evidence of development activities at Rowan or through professional organizations. Evidence of maintaining currency in discipline specific concepts and pedagogical practice should include regular attendance and participation in professional organization conferences. Candidates for tenure should be attending and presenting at appropriate conferences yearly. Candidates for promotion to full professor should show evidence of continued engagement in pedagogical concerns. Evidence of

this would include a current statement of goals, participation in development activities at Rowan or through professional organizations, and attendance and participation in professional organization conferences and or publications on pedagogical issues.

Student mentoring activities include, but are not limited to:

1. Mentoring students, e.g., with regard to academics and career planning.
2. Mentoring students in senior research projects, theses, dissertations, and other curricular projects.

Evidence of mentoring activities could include letters from student advisees or supervised interns, student organizations and University recognition of outstanding advisement.

Criteria for Determining Excellence through Scholarly Research and Creative Activities

Candidate's documents should present evidence of success in scholarly and creative activities as identified in the ratified and approved department criteria. The following are some examples of evidence. This list should not be considered exhaustive and it is the responsibility of the candidate to petition the department for the inclusion of work not listed below. In addition, all of items listed are not equal, and it is the responsibility of the candidate to put forward a compelling and well-reasoned case for the excellence of any work presented based on variables such as the level of discipline-related experience, level of review applied to the work, significance, impact, or level of dissemination particularly for works created for a general audience. The University Film and Video association, one of the leading academic organizations in our field states that creative work can take a variety of different forms and suggests that "the length of a finished work is significant but not indicative of the effort required to complete it." Thus, candidates should make specific arguments regarding complexity or the work, regardless of length of the final project. Finally, the candidate should additionally demonstrate how the work represents evidence of an active or continuing agenda of scholarly and or creative activity and the applicability of any work to the candidate's discipline and teaching responsibilities.

Appropriate Scholarly Research and Creative Activity:

Publication in peer-reviewed journals.
Publication of scholarly books or monographs.
Publication of chapter(s) in scholarly books and/or editing of a scholarly book or journal.
Refereed conference papers.
Refereed conference panels.
Scholarly and creative grant applications.
Films, Television and Radio feature segments and programs.
Screenplays.
Websites, installations or other new media works.
Management of websites and/or newsgroups devoted to the content, pedagogy, analysis, or history of media production.
Participation in industry sponsored pitch forums and labs.

Translations, adaptations, rewrites, polishes, treatments, abstracts, reviews, or criticisms.
Textbooks.
Commissioned works or invited presentations.
Research-based publications or presentations for mixed academic and general audiences.

The Radio, Television, & Film Department recognizes that faculty work can span a range of areas including traditional scholarly research, narrative films, documentaries, scriptwriting, exhibitions, and online media. Whereas evaluation of traditional scholarship is usually accomplished by means of publication, creative work presents some challenges.

The Department encourages faculty to pursue scholarly research or creative activity that can provide clear evidence of significance in areas that are relevant to our discipline based on specific criteria. For the purpose of assessment of faculty scholarly and creative activity, the Department has determined that three criteria should be applied to each work that the candidate has put forward in the portfolio for evaluation. The criteria are complexity, peer-review, and dissemination. It is the candidate's responsibility to make a full and compelling case for significance of the work based on all three of the above criteria for all work presented.

Complexity

The complexity of the work relates to issues of intellectual rigor, originality of ideas, amount of research involved, technical difficulty, and aesthetic presentation. Creative work can take a variety of different forms and the length of a finished work is significant but not indicative of the effort required to complete it. Shorter films, animations, or new media works may exhibit complexity regardless of their length. Complexity can be verified by testimonials or reviews from respected scholars or practitioners.

Peer-review

Standards for blind and or peer-review in publishing scholarly work are fairly clear, particularly for academic books and journal articles. While peer-review standards are less clear for non-academic books, textbooks, and creative work, they are nonetheless applicable. Awards recognition, acceptance at festivals, material optioned by established media producers, acceptance into selective pitch forums and labs, invited screenings or conference presentations, grants and commissioned work, publisher/conference or festival acceptance rates; reputation of journal or publisher, and testimonials from respected scholars or practitioners are all valid indicators of the rigor of the peer-review process.

Dissemination

The dissemination of faculty work is an important criterion for determining the reach and impact of faculty work. Because scholarship and creative activities have different distribution models, it is important that they be evaluated with different standards. Creative work can also be popular and as such can have mass distribution. Audience statistics can be one method of evaluating dissemination. National distribution of faculty work will have more weight than regional or local distribution. Prestige of festival or conference can be another method of determining dissemination. Scholarship, on the other hand, exists within a smaller world of interest. Evidence

of excellence of dissemination of scholarship can be verified by the circulation or impact rating of the journal or publisher, or the prestige of the conference at which the work is presented.

Measurements of a candidate's development as a scholar and or as a creative artist should include the candidate's statement of a scholarly and creative research agenda, and evidence of scholarly and creative activities at Rowan or through professional organizations. Such evidence would be measured based on the department criteria of complexity, peer-review and dissemination. Minimally, all candidates for tenure and promotion should be attending and presenting scholarship and or creative work at appropriate scholarly and professional conferences yearly. Candidates for tenure should show evidence of scholarship and or creative activity that clearly meets the department criteria of complexity, peer-review and dissemination. Candidates for promotion to full professor should show clear evidence of continued engagement in scholarly and or creative activities since their promotion to associate. The department has determined that candidates for full professor should have a significant body of scholarly and or creative works that demonstrate complexity, peer-review and or dissemination since their promotion to associate to be considered for promotion to full professor. The department values a consistent research agenda and consistent engagement in activities, along with the specific benchmarks - discussed above.

Contribution to University Community

Contribution to the University community describes the efforts of faculty members to participate in the shared governance process and to use their expertise, knowledge, and professional judgments for the betterment of the institution. Active participation and leadership in campus activities and governance, mentoring other faculty or staff, and representing the institution for its advancement are all aspects of contributing to the University community.

In the second year of service, faculty must minimally demonstrate some evidence of contribution to the university community, with the understanding that for most candidates, department level service is all that is available at this stage of the candidate's career. In the third year of service, faculty must show a developing record of contribution to the University community that provides evidence of progressive growth. For the remaining years to tenure, faculty must clearly demonstrate evidence of a progressive and appropriate record of service at the department, college, and university levels.

Candidates for promotion to Associate would be expected to show evidence of continued service. Candidates for Full Professor should additionally show evidence of leadership through chairing committees, curriculum development, and program leadership.

Active participation and leadership in campus activities and governance includes, but is not limited to:

1. Chairing a Department.
2. Chairing or serving on a department, college, or university committee.
3. Contributing to tasks central to the department's day to day activities serving both students and faculty.
4. Helping the department meet the expectations of the College and the University.
5. Assisting with other campus-wide activities; e.g., Homecoming, Rowan Day, advising student groups.
6. Engaging in curricular or programmatic development, review, and redesign.

7. Program coordination/Senate participation/Union participation.
8. Mentoring other faculty or staff within the candidate's own Department, or College, or University-wide, including but not limited to taking part in the established department, or college mentoring programs or working with the Faculty Center mentoring programs.
9. Representing the institution for its advancement, which includes, but is not limited to:
10. Participation in open houses.
11. Recruiting students.
12. Outreach for bringing more students or resources to University.

Candidate documents should provide evidence of contributing to the University community. This would include, but not be limited to, listing the types of service to the University with dates of service clearly indicated. Letters of testimony attesting to the quality of the service may be referenced in the document and placed in the supplemental folder.

Evaluation of Contributions to the University Community

Contributions to the University community can be assessed by the quality of participation and leadership in University endeavors. The type of committee, the nature and demands of the endeavor, and the amount of substantive participation need to be considered.

Contribution to the Wider and Professional Community

Contributions to the professional and wider community describe the work of faculty members aimed at addressing social or institutional issues beyond the Rowan campus (es) using their expertise, knowledge, and seasoned professional judgments. This expression of scholarship is defined as any of the following: dissemination of discipline-related knowledge, new products and practices, discipline-related partnerships with other agencies, and contributions to disciplinary and professional associations and societies.

The Radio, Television, & Film Department expects candidates in their first year of service should minimally being attending appropriate academic conferences. For their second year of service, faculty must minimally demonstrate some evidence of contribution to the wider and professional community. The Department of Radio, Television and Film defines this as minimally attending and presenting at appropriate academic conferences. For their third year of service, faculty must show a developing record of contribution to the wider and professional community that provides evidence of progressive growth. The Department of Radio, Television and Film defines such evidence as continued attendance and presentations at academic conferences. For the remaining years to tenure, faculty must clearly demonstrate evidence of professional activity and involvement in their profession and/or discipline. The Department of Radio, Television and Film defines this clear demonstration as continued attendance, presentations, and or leadership roles within appropriate academic or professional organizations.

Candidates for promotion to Associate would be expected to show evidence of continued service to the professional community. Candidates for Full Professor should additionally show evidence of leadership through chairing committees for professional organizations, and showing evidence of taking on leadership roles in wider and professional community.

Dissemination of discipline-related knowledge includes but is not limited to:

1. Consulting or technical assistance provided to public or private organizations.
2. Public policy analysis for governmental agencies at all levels.
3. Briefings, seminars, lectures, and conferences targeted for general audiences.
4. Summaries of research, policy analyses, or position papers for general public or targeted audiences.
5. Expert testimonies or witness.
6. Writing, contributing to, or editing journals, books, newsletters, magazines, or other publications for a general audience.
7. Electronic productions (e.g., contributing to the development of websites, online seminars or programs or programs distributed via web or DVD).

New products or practices include the design or creation of new products, innovations, or inventions.

Discipline-related partnerships with other agencies include:

1. Short-term collaborations with schools, industries, or civic agencies for program or policy development.
2. Exhibits in other educational or cultural institutions.
3. Festivals and summer programs.
4. Economic or community development activities.
5. Discipline-related voluntary community service.

Contributions to disciplinary and professional associations and societies include, but are not limited to:

1. Leadership positions in recognized professional organizations.
2. Service to accreditation bodies or national examining boards.
3. Service to governing boards and task forces.
4. Service in organizing or reviewing submissions for annual or regional meetings and conferences sponsored by professional organizations.

Candidate documents should provide evidence of contributing to the profession and community. This would include, but not be limited to, listing the types of service with dates of service clearly indicated. Letters of testimony attesting to the quality of the service may be referenced in the document and placed in the supplemental folder.

Evaluation of Contributions to the Professional and Wider Community

Extraordinary contributions of exceptional quality should be rewarded for purposes of promotion. While contribution to the professional and wider community for recontracting and tenure is expected, it cannot be used, in any amount, to substitute for a lack of excellence in teaching, in scholarly activities, or contributions to the University community.

Contributions to the profession can be assessed by the nature and quality of participation in the professional associations of the discipline. Active participation and service in leadership roles on association boards or communities, or as readers or discussants, are examples of service to the profession. Internships or externships served at external agencies are other examples. Testimony from association or agency leaders may be used as assessment evidence.

Contributions to the community can be assessed by the nature and quality of consulting and *pro bono* work performed for individuals, schools, civic associations, and other publics. Testimony from association or agency leaders may be used as assessment evidence.

Other manifestations or dimensions of contributions to the professional and wider community may include other faculty work not included in the above categories. At times, faculty may engage in academic or other scholarly endeavors that do not directly relate to their academic disciplines or to the teaching and learning enterprise. Nevertheless, such endeavors are worthy of recognition because of their contribution to society at large. Such endeavors may be offered as other service within this category.

Addendum to RTF Recontracting, Tenure, and Promotion Document

Adopted September 15, 2017

On July 1 2017, Assistant Professor Amanda Almon was reassigned from the Department of Art to the Radio Television & Film (RTF) Department. In addition, the degree program in Biomedical Art and Visualization (BMAV) will be transferred to the RTF Department during the 2017-2018 academic year (it will be given the 'BMAV' designation). Professor Almon was hired on September 1, 2014 as a full-time professor in the Art Department.

As a result of this reassignment, this Addendum extends to Professor Almon specific language from the Recontracting, Tenure, and Promotion document for the Art Department (her former home) that are relevant to the recontracting and tenure process as she moves forward as a full-time faculty member in the Radio Television & Film Department.

Prior to September 1, 2017, Professor Almon had been utilizing student evaluations that were approved by the Art Department. Starting September 1 2018, Professor Almon will use the students evaluations in use by the RTF Department. The Art Department student evaluations are significantly different from those approved by the Radio Television & Film Department. Therefore, peer evaluations conducted after September 1, 2017 will be conducted by faculty members from the Tenure and Recontracting Committee of the Radio Television & Film Department.

Department of Art Mission

Through rigorous degree programs in studio arts and art education, the Department of Art nurtures creative expression within a liberal arts and professional context, fostering the important humanistic role played by the visual arts in today's society. The Department of Art also prepares majors for creative problem solving with a technological foundation that is relevant for the twenty-first century. Moreover,

courses in art history, art appreciation and non-major studios provide visual art experiences that stimulate and enhance the aesthetic, creative, and cultural literacy of the entire college community.

Department of Art Goals

1. To provide an arts education that is accessible to all qualified students and is relevant to both liberal arts learning and to the world of professional art and design, art education, and art history.
2. To provide rigorous career-oriented programs that enable major students to prepare for lifelong career goals while enjoying the benefits of a liberal arts education.
3. To empower the faculty by promoting their professional achievements as teachers, creators, and scholars.
4. To incorporate advancing technology into appropriate areas of the curriculum.
5. To provide a positive environment that fosters artistic achievement and rigorous intellectual effort.
6. To directly influence the campus culture by fostering artistic learning communities that span the university, promoting aesthetic awareness, artistic freedom, and civic responsibility for all.
7. To utilize a system of student learning outcomes and faculty professional outcomes that assesses and reveals the scope and quality of teaching and learning within the department.

Candidates may reference the mission statements and the above goals as evidence of how their application aligns with the departmental mission and values.

Art Department Characteristics of Teaching Effectiveness

In evaluating a candidate's teaching effectiveness, the Department of Art will consider the candidate's evidence of success in educating students as outlined by NASAD:

In his/her discipline, an effective art/design teacher delivers instruction that prepares students to:
1. Gain functional competence with principles of visual organization, including the ability to work with visual elements in two and three dimensions; color theory and its applications; and drawing.
2. Present work that demonstrates perceptual acuity, conceptual understanding, and technical facility at a professional entry level in their chosen field(s).
3. Become familiar with the historical achievements, current major issues, processes, and directions of their field(s).
4. Be afforded opportunities to exhibit their work and to experience and participate in critiques and discussions of their work and the work of others.
(NASAD Handbook, 2013, p97)

An effective art/design history, theory, and criticism teacher delivers instruction that prepares students to:
1. Learn to analyze works of art/design perceptively and to evaluate them critically.
2. Develop an understanding of the common elements and vocabulary of art/design and of the interaction of these elements, and be able to employ this knowledge in analysis.
3. Acquire the ability to place works of art/design in historical, cultural, and stylistic contexts.
(NASAD Handbook, 2013, p98. An effective art education teacher delivers instruction that prepares students with:
1. The potential to inspire others and to excite the imagination of students, engendering a respect and desire for art and visual experiences;

2. The ability and desire constantly to seek out, evaluate, and apply new ideas and developments in both art and education;
3. The ability to maintain positive relationships with individuals of various social and ethnic groups, and empathize with students and colleagues of differing backgrounds;
4. The ability to articulate and communicate the goals of an art program to pupils, colleagues, administrators, and parents in an effective and professionally responsible manner.
(NASAD Handbook, 2013, p128)

The College Art Association (CAA) has specifically addressed issues of scholarly publishing as follows:
CAA affirms that the escalating cost of publication rights for photographs or digital media provided by museums, commercial archives, galleries, artists' estates, and other sources is an additional impediment to art historians who seek to publish the results of their research. In light of these developments, the College Art Association advises academic institutions that the well-documented "crisis" in scholarly publishing in the humanities is especially acute for art historians, and threatens the integrity and continuity of the discipline if colleges and universities continue to insist on books as the chief criterion for tenure and promotion.

CAA recommends that colleges and universities consider the following forms of publication (whether in print or electronic format) equivalent to single-authored books as vehicles of scholarly productivity:
- *journal articles*
- *essays and substantial entries in museum collections or exhibition catalogues*
- *articles in conference proceedings*
- *unpublished manuscripts, whether or not under contract with a publisher (CAA Standards for Retention and Tenure of Art Historians, 2010)*

Addendum Pertaining to Biomedical Art and Visualization Faculty
Approved in AY1516 by Department of Art RTP Committee and Dean Lorin Arnold

The Department of Art recognizes that scholarly and creative activities for faculty in the area of Biomedical Art and Visualization may not typically include the public exhibition of artwork. The work in this field is often published and disseminated through a third party, such as a pharmaceutical companies, medical device, government, hospitals and healthcare systems, and therefore specific audiences (doctors, patients, corporate, and government entities) have direct access to materials that are published in specific venues and are not broadly distributed or exhibited to the general public. The work is not typically shown in galleries, museums or cultural institutions, unless there is permission to release the work from the third party and/or unless the work is directly created and intended for exhibition. For professionals in the area of biomedical art, a close association with the medical field often necessitates nondisclosure agreements and legal restrictions on human-subject research, patient privacy and product patents and intellectual property that would preclude the public exhibition of work created in this context.