

FORM 8

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

Department/Office: Sociology and Anthropology

Department Chair: Harriet Hartman
Print

Harriet Hartman
Signature

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

Date Sent to Dean/Supervisor: 10-6-2020

Signature	Date	Approved
<i>[Signature]</i>	10/8/2020	Y
_____ Dean/Supervisor:	_____	Y / P / N
_____ Add'l Admin:	_____	Y / P / N
_____ Provost/designee:	_____	Y / P / N
_____ President/designee:	_____	Y / P / N

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

**DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY
TENURE AND RECONTRACTING DOCUMENT, FALL 2020**

The present document reflects the consolidation of Sociology and Anthropology, July 2011, and the new College of Humanities and Social Sciences (CHSS), inaugurated in July 2012. It is aligned with Rowan University's 2020-21 Memorandum of Agreement on Tenure and Recontracting, the 2020 MOA of the Impact of COVID-19 on all members of Rowan AFT, Local 2373 and, as of July 2013, includes evaluation of candidates for the tenuring of Instructor Lines.

**ROWAN UNIVERSITY 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; maintaining agility by strategically delivering organizational capacity across the institution; and responding to emerging demands and opportunities regionally and nationally.

**COLLEGE OF HUMANITIES AND SOCIAL SCIENCES (CHSS)
MISSION STATEMENT**

True to the liberal arts mission, we ask questions fundamental to our increasing complex existence through varied programs of study, with many opportunities of experiential learning, and other co-curricular activities. We offer our students a form of education that encourages them to pursue vocations that are rooted in the desire to improve things and make their world a better place. The College of Humanities and Social Science's mission is to transform, empower and engage:

- empower students to create innovative academic pathways so that they may become the most successful and adaptable leaders and innovators with a lasting impact on society;
- faculty and students engage with local and global communities to conduct transformative research that mobilizes useful knowledge to benefit society; and
- grow and develop mutually beneficial connections among students, faculty, and community partners to reimagine the future.

DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY MISSION STATEMENT

The Department of Sociology and Anthropology offers students an exceptional program for achievement and fulfillment in a dynamic and ever-changing world. Both disciplines continue an enduring commitment to student centered education within a strong liberal arts framework that encourages intellectual, social and personal growth. Academic rigor is part of sustaining a vital learning community focused on the whole student, affording students the opportunity to develop acuity in using the analytical tools with which to link their personal lives to broader social processes. Through Sociology's scientific approach and humanistic intent, students gain a critical appreciation of the role of logic and the scientific method in the acquisition of knowledge so as to express a deeper appreciation of the fundamental principles influencing human culture and society across time. The training students receive enhances their self-awareness and sensitivity to our culturally diverse world while developing their capacity for critical reasoning, problem solving and communication. Assimilation of the knowledge necessary to participate effectively in our program gives students a breadth of perspective and strategic technical expertise with which to develop careers and successfully participate fully within our institutions and community.

RATIONALE FOR THE DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

Both Sociologists and Anthropologists within our Department seek to give students an exceptional program for achievement and fulfillment as part of Rowan University's historical commitment to student centered education. We are committed to providing the analytical tools with which students may link their personal lives to broader social processes. Faculty emphasize a scientific approach with humanistic intent geared to helping students gain a critical appreciation of the role of logic and the scientific method in the acquisition of knowledge as well as a deeper appreciation of the fundamental affairs and concerns of human societies, past and present. Our training is meant to enhance student self-awareness and sensitivity to our culturally diverse world while developing their critical reasoning, problem solving and communication skills.

Sensitive to the integral nature of teaching and scholarship, we expect active research agendas. As scholar-teachers commitment to research is expected to vitalize our teaching. Reflective pedagogical strategies, sensitive to diverse learning styles, nourish the kind of active-learning experience faculty offer to students. The classroom is a space where they are active participants but it is not alone as we prepare students for a lifelong process of learning. Through media such as faculty-sponsored student clubs, speaker series, special programs highlighting faculty research, informal round table discussion groups, field trips, and academic/developmental advisement, students come to appreciate the full breadth of academic life, and the University as a whole as well as the wider community is enriched by this.

GENERAL TENURE AND RECONTRACTING EVALUATION PROCEDURES

The categories by which full or part time faculty and Instructor Line candidates are to be evaluated are 1) teaching, 2) research and creative activities and 3) contribution to the university community (CUC) and 4) contributions to wider and professional community (CWPC).

In accordance with the mission of the SOANTH Department, which is consistent with the missions of both the University and the College of Humanities and Social Sciences, teaching is the most important faculty responsibility, followed by research, that is, scholarly and creative activity and lastly service, that is, contributions to a) the university community (CUC), and b) the wider and professional community (CWPC). The candidate may elect to value differently the points for the two service areas in the following way: 5 points may be redistributed from the two service categories to teaching and/or research for a maximum of 45 in teaching, or 35 in research; b) points for either of the service categories is at the candidate's discretion with the understanding that at least 5 percent must be assigned the lower evaluated of the two.

For Assistant Professor tenure track faculty, the weights assigned (in percentages) to each category are as follows:

Teaching:	40 percent Maximum 45 percent
Research and Creative Activity:	30 percent [maximum 35 percent]
Service:	30 (or 25 percent using the option of 5 %migrating to other categories)
CUC	[at least 10; maximum 20]
CWPC	[at least 10; maximum 20]

For Instructor Line faculty the following weighting will apply:

Teaching	50 percent minimum [60 percent maximum]
Professional Development	10 percent minimum [20 percent maximum]
Contributions to the University Community (CUC)	10 percent minimum [20 percent maximum]
Contributions to the Wider and Professional Community (CWPC)	10 percent minimum [15 percent maximum]

The total for weights must add up to 100%.

Candidates for faculty tenure and recontracting will submit their application and accompanying documentation to the Department Tenure and Recontracting Committee (DTRC) at the required deadline. Candidates are encouraged to include in their documentation an assessment of their own interpretation of the value and significance of each of their contributions in all sections of the evaluation. Supporting documentation must be produced for each category and placed in supplementals. Other suggestions relating to a candidate's recommendation for tenure and recontracting is contained in each of the parts of the promotion document.

Where there is a mixed vote at the Department Tenure and Recontracting Committee level, the DTRC will follow the process recommended in the university's memorandum of agreement for that year.

I. EVALUATION OF TEACHING EFFECTIVENESS

Introduction

The Sociology/Anthropology Department has established effective teaching as the most important factor in the consideration for tenure and recontracting. In general terms, and consistent with the university's latest Memorandum of Agreement, the Department of Sociology and Anthropology considers teaching excellence in general terms following the university MOA for AY20-21 as defined in section 1.11 and 2.1 of the AY20-21 agreement. The department further defines teaching excellence for its full and part time faculty and Instructor line faculty to consist of 1) knowledge and a passionate commitment to the subject matter of the candidate's discipline (sociology or anthropology), 2) solid organization and effective communication of the subject matter of the course and its materials, 3) current teaching pedagogy germane to the field, 4) engagement of students as active participants in the classroom learning process, 4) use of flexible pedagogical strategies that generate positive student learning outcomes, 5) maintenance of a class environment that excites and challenges students in the subject matter of the course. While no single method of teaching is necessarily superior to another, teaching excellence is developmental and benefits from the instructor's interest, patience and accessibility in interacting with students.

Consistent with these general principles, teaching includes but is not limited to academic instruction in a course. The Department of Sociology and Anthropology defines teaching as 1) facilitating learning by instructing students in a variety of contexts such as classrooms, laboratories, workshops, seminars among others, 2) managing instruction, that is, planning and arranging for learning experiences, maintaining student records, 3) supervising students in field trips, internships or independent study. Teaching effectiveness may be supported by 1) development, review or redesign of new courses and programs, 2) participation in developing and revising of curriculum, and revising of curriculum, 3) development of teaching materials, manuals, and the like, 4) development of on-line courses, 5) contribution to study abroad programs, 6) contribution to service learning programs, 7) participation in student mentoring activities, advising and the like. Other activities may be included by the candidate in consultation with the Department Tenure and Recontracting committee (DTRC).

Characteristics of excellence in teaching (see Appendix A, section 1.12 and 1.14 of the university document) include but are not limited to good organization, effective communication, knowledge and enthusiasm for the subject matter as well as the teaching of it, positive attitudes toward students, fairness in examinations and grading, and flexibility in approaches to teaching. Candidate's documents regarding teaching should be guided by Appendix A, section 1.13 of the university document.

In assessing a candidate's teaching effectiveness, the Department Tenure and Recontracting Committee will consider in descending order of importance student evaluations, peer observations, the candidate's self-assessment, advisement, student mentoring and other

relevant elements of teaching in sociology and anthropology relating to lab sessions, fieldwork, and the pedagogical practices characterizing effective learning outcomes in our disciplines.

Evaluative categories will demonstrate the candidate's excellence as a teacher of Sociology or Anthropology using both quantitative and qualitative indicators. Based on the data the candidate provides, the Department Tenure and Recontracting Committee (DTRC) will draw an overall composite picture of teaching effectiveness as highlighted in the previous paragraph.

I. Student Evaluations

Student evaluations, based on departmental agreement, are to be solicited through the accepted university forms. A minimum of two student evaluations per semester (Rowan university MOA 2020-21 must be included in the application and administered in classes held no earlier than the two academic years preceding application for tenure and recontracting. The student evaluations will be conducted online through the accepted university procedures. Candidates may submit supplementary data in the form of written comments or through other evaluative instruments as they deem appropriate. The DTRC will assess supplementary data consistent with expectations of teaching excellence.

Student evaluations should demonstrate a consistent pattern of excellence in course organization, faculty-student interaction, and communication as well as assignments, exams, and grading. In addition, the evaluations should indicate academic rigor. The Department Tenure and Recontracting Committee will use its discretion in evaluating the data, taking into account the candidate's personal assessment of these items.

The candidate's submission of class evaluations should be diverse in terms of covering the range of courses they normally teach, focusing on courses in the major or other upper division courses normally part of their regular teaching. If for some reason lower division offerings are important to the value a candidate places on her/his record, i.e., general education courses or lower level courses in the major, these may be justified for inclusion as well.

It is noted that the quantitative standards articulated above are to guide the DTRC as it assesses teaching excellence. The standards are not to be reified. Evidence of teaching excellence may be inferred apart from and independent of these suggested quantitative standards. Strict and absolute deference to these standards, then, violates the purpose of the evaluation. No matter what a candidate's mean scores might be, it is suggested that other evaluative measures of teaching effectiveness accompany the survey analysis wherever the candidate may find it helpful. Qualitative student comments may be submitted for consideration.

2. Peer Evaluations

Classroom observation is the usual method employed for colleague assessment of teaching effectiveness as per sections 2.642 and 2.664 of the agreement and the Department of Sociology and Anthropology. (Peer evaluation may also take the form of an interview). In the case of observation, the candidate and the peer observer should be aware of the following:

- A. Applicants for regular full time tenure and recontracting will provide a minimum of one observation per semester from the preceding two-year period which must be

included in the application. The candidate and the observer will mutually agree on the time and place of the observation. The candidate will convey all necessary information to the observer regarding the designated class. The observer is responsible for producing a diagnostic and evaluation report.

B. Observations will include the following:

- a. Knowledge of the course material
- b. Organization of the course material
- c. Effectiveness of communication of the course material
- d. An assessment of teacher-student interaction
- e. Flexibility in pedagogical approaches to course content
- f. Currency of course content when appropriate

C. Additional documents, including course syllabi, curriculum proposals, teaching materials, professional organization documents and the like, where such materials provide evidence of the candidate's teaching excellence.

3. Self-Evaluation

Self-evaluation of teaching effectiveness must focus on student learning and pedagogical development. It should include the candidate's general goals for the course, examples of how the instructor integrates pedagogy in helping students achieve these goals, and his/her assessment of whether students have achieved these goals. A candidate may conduct research to enhance the teaching-learning enterprise, attend and participate in professional development activities, and collaborate with colleagues on teaching performance, among other things. Self-evaluation can also include development of learning activities. These involve, among other things, evaluating and revising new and old course materials, and developing teaching and learning assessment materials (manuals, software, computer exercises, and the like). Candidates may quote written comments from students or colleagues in the self-evaluation.

4. Advising

As an integral part of the teaching role, faculty members must engage in developmental and academic advising. Academic advising includes being available to students for counseling and mentoring, advising students on career and academic related issues, keeping sufficient and regular office hours, and being familiar with departmental and university rules. Developmental advising refers to utilizing institutional and community-based resources. The candidate will assess his/her advisement performance and include it in his/her promotion document. The DTRC will carefully evaluate the candidate's advisement materials and designate the appropriate point value.

5. Mentoring

There are a variety of ways to show effectiveness in mentoring students. These are connected with developmental advising. Developmental advising begins with a systematic exploration of the candidate's career goals and personal goals. The mentor helps the student develop a plan designed to achieve career and personal goals, directing and advising them on

individual research projects or internships, directing the student to the most successful use of opportunities that are available to them on our campus and outside the classroom.

6. Laboratory Sessions

In the Anthropology Minor, multiple courses provide the teacher with opportunities to provide laboratory-based instruction, including Human Variation, Human Evolution, Introduction to Archeology and Forensic Anthropology. Laboratory class and field work allow students to apply discipline specific knowledge to practical problem solving in the classroom and the field laboratory. The candidate can provide exemplars of laboratory exercises which detail the desired experiential learning outcomes.

II. EVALUATION OF RESEARCH AND CREATIVITY

Introduction

Evaluation of Candidates for tenure of *Full time faculty*: Research and creativity in the social sciences include a wide variety of scholarly and professional activities. At one level, original research creates new knowledge in the discipline and thereby pushes the frontiers of knowledge forward. These studies may take the form of books, monographs, peer reviewed journal articles, conference presentations, or the like. At another level there is research that synthesizes existing findings into new and innovative patterns – this creates new knowledge even if the work does not generate new data. Review articles, textbooks, and similar works constitute examples of this approach to research. The dissemination of research data through publically accessible venues, such as an educational website, making available to the public research by Rowan students and faculty, also apply here. In both Anthropology and Sociology, there are many opportunities to use the content and techniques of our fields to aid the solution of practical problems. Although such scholarship may not generate new knowledge, it provides the learned insight needed for editing books, journal articles, and reports, organizing scholarly meetings or in other ways aiding in the administration of an Anthropological or Sociological professional organization, as well as meeting new educational goals and practical challenges within community.

EVALUATION PROCEDURE

The Department of Sociology and Anthropology anticipates that candidates for tenure will show evidence of scholarship from among the examples listed in Categories I, II, and III described below. This list is an attempt to underscore implicit understandings in both Sociology and Anthropology about the types of scholarly work that represent the highest standards of excellence, and those we accept as being closer to the norm. The categories are not to be reified but simply serve as a guide according to which candidates may judge the strength of their applications. Candidates should demonstrate the quality of a given accomplishment and to clarify his or her role in producing scholarship and other creative activities. Candidates, for instance, should specify the quality of a given journal or book, including electronic publications, and to indicate the degree to which they contributed to a given accomplishment, especially in terms of co-authored scholarship.

Category I references publications with top flight journals and publishers, or having major grants funded by federal level agencies or private foundations. Category II is for the many who

publish in competitive and well recognized venues representing what is more typical of monographs, articles, textbooks and the like in a given field. Since electronic publication is subject to the same level of evaluation as the more traditional print publication, it is included here. Unless otherwise stated in the description of a given entry, all items listed must be of the peer-reviewed kind. Category III is an example of scholarly creativity that does not specifically represent the candidate's disciplinary specialty or a related field, but represents participation in the intellectual life of community through film reviews, written works of a general variety, or the like.

For tenure and recontracting of regular full time and part time faculty, productivity in publishing and participation should be evidenced among the items listed below:

Category I

Book published by a prestigious university press or press of equal caliber
Monograph published by a renowned university press or press of equal caliber
Book-length translation with commentary published by a highly recognized university press or press of equal caliber
Top ranked monograph published with an esteemed commercial press in candidate's area of specialization
Textbooks which are top ranked and of continuing importance in the field
Article in a top-ranked peer-reviewed journal in the discipline or related field
Article in an edited volume published by a university press or press of equal caliber
Major Funded External Grants (Private Foundation or government; International or National)
Reports of Major Grants of International or National significance
Invited Plenary Presentations or Distinguished Lectures at International, National or Regional Conferences or Symposia
Invited Symposia Presentations
Invited Reviews of a prestigious scholar's work
Organization of a conference of major significance at the global, international or national level

Category II

Monograph published by commercial press—in candidate's disciplinary specialization
Article in a journal or edited volume
Book published by commercial press--general interest
Book chapter
Edited volume of original, scholarly essays
Textbook
Pedagogical article or book chapter
Electronic publications-books
Electronic publications-articles
Paper Presentations at conferences in the discipline or related field
Other public presentation of research in print or non-print form
Grants Reports for funded research
Any Learned Society Conference Paper Presentations
Participation at International Invited Symposium— International, National or Regional

Review of book manuscript (requested by journal or book publisher)
Review of article manuscript (requested by journal or book publisher)
Reviewer: Journal
Reviewer: (Book) publishing house
Review article—disciplinary specialization or related field
Book review-disciplinary specialization or related field
Editor of a major journal in the field
Newsletter Editor for the Discipline --International, National or Regional
Consultant Paper Presentation, International, National or Regional Forum in candidate's area of expertise
Documents representing Professional consultation
Encyclopedia entry representing disciplinary specialty or a related field
Report of Grant funded Research
Medium or Small Grants Proposal (external or internal; funded)—Local, Regional, National or International level
Grant Proposal (external or internal; unfunded) –Local, Regional, National or International level

Category III:

Article in anthology (not peer-reviewed)
Review article-general
Book review-general
Film review-general
Article in popular press-general
Article in a newspaper or community newsletter
Entry (general) in encyclopedia
Discussant at a professional conference
Presentation of a Paper—general, for a panel related to community participation

Discussion:

- Outstanding scholarship and creative activity is characterized by: Commitment to the larger questions representing the field
- Applying disciplinary knowledge to the wider community, regionally, nationally and internationally
- Integrating scholarship and teaching professionally at various levels from regional to international
- Recognition of the worth of the scholarship in various forums from monographs to articles and book chapters as well as to grants proposals and grants funded research

Since book publication, whether electronic or traditional print publication, is the most time-consuming as well as the most prestigious of research activities, it is placed first in terms of representing the highest standards for scholarly productivity. Articles, however, depending on the quality of the ideas presented and the prestige of the journal in which it is published, may outrank a book publication. In general the DPC should extend the greatest fairness and courtesy to each candidate and his/her long-term progress toward goals that have or will advance the

candidate's entire scholarly career. While excellence in scholarship is the endpoint of research, assumptions about how quickly this may happen can stifle productivity, most institutional timelines imposed upon faculty assume that, 1) time is available and there is flexibility in scheduling both the demands of teaching and those of research, and 2) there is a continuous supply of funding and resources to maintain the pace of the research. Candidates' work should be evaluated in terms of the evidenced value of their work as much as by number of articles produced. (Issues such as authored or co-authored in the ranking of an article or other publication fall here as well). Also, while some faculty expand quickly through the dissertation and its research base into a monograph or textbook into planning new projects, flexibility in choosing indicators of success is left to the specific candidate and the DTRC wherever this is reasonable. It is the responsibility of the candidate for tenure to provide sufficient explanation and context so that all involved in the evaluation of the candidate for tenure will be able to correctly judge the value of the candidate's research contribution.

The Department suggests the following as a guideline for assessing the degree of scholarly excellence of the candidate for tenure or recontracting. The candidate is not expected to produce evidence of scholarship for every item listed, but should argue for scholarly productivity based on research activities drawn from the lists above.

Tenure of Instructor Line faculty: PROFESSIONAL DEVELOPMENT:

Instructor Line Faculty Candidates for Tenure: The rigor of a solid research program described in the previous section of this document for the tenure and recontracting of Assistant Professors is not applicable to the tenure and recontracting of Instructors. Instructors are expected to pursue activities that enrich performance of the teaching professional by keeping abreast of current developments in the discipline and in pedagogy. Professional Development for faculty with the rank of Instructor includes activities which assist them in staying current in their discipline, improves their abilities as teachers through scholarly and creative involvements, broadens their knowledge of the discipline, strengthens their understanding and application of disciplinary pedagogy and improves their knowledge of teaching and learning practices and processes.

Probationary faculty with the rank of Instructor should engage in activities which

- A. Assist them in maintaining currency in their discipline, profession, and/or improving their abilities as teachers
 - a. Acquiring and maintaining specific forms of certification and/or licensure that are appropriate for their discipline or profession
 - b. Engaging in creative activities appropriate for the discipline or profession, for example, research that will strengthen the classroom experience and maintain currency in their discipline
- B. Deepen and/or broaden their knowledge of discipline-specific content
 - a. Attending and participating in professional conferences where the focus is the dissemination of new knowledge within a field of inquiry
 - b. Seeking additional training or education to improve or expand their knowledge

- C. Strengthen their understanding and application of the pedagogy of particular disciplines
 - a. 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
 - a. Attending and participating in workshops/training that focuses on the teaching and learning processes
 - b. Developing or enhancing skills in the assessment of the teaching and learning processes within a discipline

Characteristics of Excellence in Professional Development for Instructors 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 excellence in professional development will be assessed in terms of the characteristics of excellence, the standards for such activity and the procedures for their assessment as identified in the university document for tenure and recontracting (2012-2013, sections 1.22 through 1.25).

III. EVALUATION OF SERVICE

- A. Contributions to the University Community (CUC)
- B. Contributions to the Wider and Professional Community (CWPC)

Introduction

The Sociology and Anthropology Department considers service to be very important to all parts of university and campus life as well as the profession. In keeping with Rowan University's MOA, 2020-21, the Sociology Department understands practice and professional service to be defined in terms of two categories of service and shared governance, that is, a) Contributions to the University Community (CUC) and b) Contributions to Wider and Professional Community (CWPC).

For the tenuring of regular full and part time faculty as well as Instructor Line candidates, the kinds of items falling under Contributions to the University Community (CUC) are, for instance, chairing a department, college or university committee work, contributing to tasks central to the department's daily services both to students and faculty, advising students, involving students in participation at learned society meetings and directing their achievement as they successfully move through their degree programs and into careers; representing the department on College and the University committee work or task forces, participating in the

Senate and its various committees, involvement in union leadership and committee work, contributing to campus-wide activities, e.g., Homecoming. Contributions to the Wider and Professional Community (CWPC) include, for example: consulting or technical assistance provided to public or private organization; public policy analysis for governmental agencies at all levels; briefings, seminars, lectures, and conferences targeted for general audiences; summaries of research, policy and analyses, or position papers for general public and targeted audiences; expert testimony or witness; writing, contributing to or editing journals, books, newsletters, magazines or other publications; electronic productions (e.g., contributing to the development of websites, online seminars or programs). A consistent and increasing pattern of service should be clearly exemplified over time.

III A. Contributions to the University Community (CUC)

The following distinctions hold specifically for the Department of Sociology and Anthropology regarding service in the CUC category:

1.i) Departmental service to the university, college, Senate or union is exemplified by committee participation, participation in the various institutes and academic programs of the university. *Examples of service appropriate to this section therefore shall include but are not limited to the following:*

- Chair or member of a campus committee
- Museum leadership/Curator
- Research expedition leadership
- Leadership or other participation in campus governance
- Advising students outside the department
- Expert consultations to other departments or facilities on campus
- Faculty associated with research institutes as leaders or members
- Participation in university sponsored programs e.g., mentoring programs, university Open Houses, Camden based programs and the like
- Serving as departmental representative on college and university bodies
- Chairing a campus wide committee
- Serving on a campus wide committee
- Serving as an officer of the university Senate
- Serving on Senate committees of various kinds
- Representing the university in an official capacity

ii. Special duties and tasks deemed outstanding and that in some unique way serves the department, Senate, profession, union or the like.

2. Service to the department shall include the roles of chairperson, advisement coordinator, departmental committee activities and student mentoring, and other departmental contributions. *Examples of service appropriate to this section shall therefore include but are not limited to the following:*

- Chair of Department
- Chair or Member of departmental committees
- Advising Student Clubs

III B. Contributions to the Wider and Professional Community (CWPC)

The following distinctions hold specifically for the Department of Sociology and Anthropology regarding service in the CWPC category: The profession is served through activities such as editorial functions for regional, national, or international journals, holding office in a professional organizations or associations, participating in organizational activities for associational meetings, consultancies or special assignments that connect the university and the discipline, such as participation in workshops on campus or representing the field and other professional involvements. *Examples of service appropriate to this section shall therefore include but are not limited to the following:*

- Membership in Professional Organizations
- Leadership or Participation in Professional Organization as Officer of an international, national, regional or local association
- Serving as Session Chair at learned society meetings
- Conference organizer
- Earning special licensure or certification in professional specialization
- Conducting or participating in professional workshops
- Coordinating a series of workshops
- Editorial work on international, national, or regional journals or newsletters
- Speaking to general audiences at briefings, seminars, distinguished lecture series
- Media appearances and commentary on topics representing a candidate's specialization or the discipline

2. Community service will include the candidate's performance in a variety of professionally related roles in which the university is represented to the larger community through the candidate's efforts. *Examples of service appropriate to this section shall therefore include but are not limited to the following:*

- Developing, leading or participating on community boards
- Consulting or technical assistance to public and private organizations
- Expert testimony or expert witness
- Consultation with policy makers to develop position papers, policy analysis, reports, or making presentations to the public

It is within the DTRC's purview to responsibly and reasonably assess all matters connected with each case for recontracting and tenure to the greatest benefit of the candidate, and the academic community. For examples of service not listed above, the candidate will have the latitude to convince the DTRC of its importance. In addition, candidates should provide evidence of the significance of their service contributions, especially when that service involves extensive time and/or leadership.

COVID-19 ADDENDUM [October 5, 2020)

Per the 2020 MOA 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 and/or professional performance, scholarly research and/or professional development, and service to the university and to the wider and professional communities.