

FORM 8

Department Chair: *[Signature]*

Date

Approved

Signature

Add'l Admin:

Y/P/N

President/designee:

Y/P/N

For P or N decisions, the departmental committee should be provided with the process for peer approval.

SUGGESTED TIMETABLE:

DATE

Departmental approval, sent to Dean/Superior

September 25/26/27, 1998

Dean provides feedback regarding criteria

October 9

Final administrative approval and forwarding to Senate, Department, and Dean

November 1

Department of Geology
Andrea Stevens Goddard, Ph.D.

Tenure and Recontracting Committee

Criteria for Evaluation

- i. Peer observations
- ii. Student evaluations and candidate's response

B. *Teaching, courses and teaching materials developed by the candidate*

B.1. Candidate's self-evaluations of teaching activities:

- a. Committee's evaluation of individual teaching activities (if applicable in this category)
- c. Candidate's plans for growth and development of future teaching activities

B.2. Research/Scholarship Activities - 33%

B.2.1. Publications

B.2.2. Manuscripts

B.2.3. Offer research-related activities

B.2.4. Scientific writing, book reviews, press communication

- b. External reviews in the case of tenure and promotion

B.3. Service to the Department and the University - 34%

B.3.1. Service to the Department and University

B.3.2. Service to School of Earth & Environment, team and the Edman Fossil Park

B.3.3. Service to the community

I. Teaching & Public Communication

Formal teaching activities include: lectures, seminars, lab courses, field courses, and other activities. Both formal and informal teaching are valued activities.

Formal teaching activities which are charged as teaching include:

or hybrid (partially online) course.

3. Contributions to the development of new curricula, including graduate and undergraduate majors, and a service activity.

4. Teaching collaborations with faculty both internally and externally are encouraged. The development of innovative courses is encouraged. The development of innovative teaching activities is encouraged. If such research is conducted and published, it will be counted as a teaching activity and not as research.

1. A wide range of activities, including seminars, lectures, class sections or other lecture series, at the school groups, civic groups, university seminars and assemblies, and political forums, such as testifying before

2. Scheduled engagement with the media in all its forms (both traditional media and new media) is a highly valued activity and an important method of dissemination scholarly information, enhancing the public

3. Giving public talks is encouraged.

4. Invited talks in high profile public venues, particularly those later distributed on the Internet, are a

5. In general, teaching engagement with the public will be considered as a contribution to the faculty

When possible, faculty are strongly encouraged to integrate the Jean and Ric Edelman Fossil Park into their

teaching (Section I) or as service (Section III).

II. Research/Scholarship Activity

promotion.

Research includes a variety of scholarly activities, which include peer-reviewed publications, grant submissions and related activity, applied projects of a scholarly nature, and conference presentations.

The impact of scholarly activities may vary and various activities carry differing weight, with respect to achieving tenure.

Peer-reviewed publications:

Peer-reviewed publications are an active and key component of scholarly activity. Candidates should appropriately explain the scholarly impact of each publication. Impact factors, Altmetric scores, Plum Analytics scores, number of citations, media coverage, editorial highlights/features, and other metrics can also

weighted higher. It is recognized that top disciplinary journals in particular fields may carry lower impact

However, middle authorships will also be considered as valuable contributions. Co-authoring peer reviewed

publications with a relevant advisor for graduate student co-authors is encouraged and enhances the value of

reports, publicly available datasets, analytical software tools, etc.

Books: Self-authored books published by a university press or major publishing house may constitute a

and teaching portfolio. Books that primarily review or consolidate existing works, such as textbooks and children's books, will be viewed as part of the candidate's scholarly and teaching output, but (depending on content) might not constitute a contribution to the candidate's research output.

Research Funding: Candidates are expected to demonstrate the feasibility and sustainability of their research agenda. It is important to exhibit a sustained effort in applying for grant funding and faculty members are expected to apply for federal funding as a regular basis to the extent necessary to sustain or advance their research agendas or as permitted under the current agenda at the national level of the federal government. Federal research awards add a commonly recognized external validation of candidate's research agenda in addition to financial support. However, state, local, and foundational awards will also be valued. Additionally, research support generated through philanthropy will be considered as well. Candidates are encouraged to seek a variety of sources of support for their research.

Faculty members are encouraged to take advantage of internal funding opportunities, which are important for program building and proof-of-concept studies. Internal awards, however, will be weighted lower than external grants if they are peer reviewed and competitive. If they are not peer reviewed and competitive, they will not be recorded as accrued to research funding.

Research Infrastructure Development: The establishment and management of analytical facilities at Rowan University that generate data for the regional and/or national research community as well as institutional researchers may be considered as a research contribution for tenure. Time spent developing a user facility that supports and trains both Rowan affiliated and visiting researchers in data acquisition and interpretation is considered an important contribution to the research community that carries a high potential for productivity through collaborations, financial awards, and related publications. Contract work will also be considered as a

investment in the long-term productivity of the candidate, but will carry less weight than development of a

Research Expectations for Reappointment and Tenure

Pre-tenure reappointment

For reappointment submissions prior to the submission for tenure, the faculty member should provide

I. A well-constructed research plan that includes near-term and long-term goals. This may

include:

a. Funding strategy

II. Consistent and methodical attempts to secure research funding

III. A vigorous record of scholarly manuscript submissions

Tenure

To qualify for tenure a candidate is expected to have demonstrated a sustained record of high level

research that has been recognized by the academic community. The candidate should be poised to make future advances. It is the candidate's responsibility, within the application materials, to elucidate the significance of their research within their discipline and its broader impact to science and society.

Specifically, the tenure committee will look for:

a. A robust record of peer-reviewed publications

strong track record of applying for extramural funding. Evidence that the candidate has developed a strong and sustainable research

d. An ambitious and achievable plan for future research

of a national or international reputation, including limited to invited scholarly contributions to major peer-reviewed journals, organization and

invited editor of a book or scientific series

or a panelist on a federal funding panel

External Review:

The Memorandum of Agreement requires that candidates for tenure hired after July 2014 provide an evaluation of their research by an external reviewer at another institution with expertise appropriate for assessing the candidate's research.

The department will consider and encourage more than one reviewer's comments, if the candidate agrees. A

of a to solicit reviews from

The department will ask the external reviewer(s) to comment on:

- I. The quality of the candidate's scholarship
- II. The appropriateness of the volume of research production
- III. The quality and appropriateness of the candidate's funding sources
- IV. The candidate's standing in the field, including
 - a. Scholarly reputation
 - b. Accomplishments relative to scholars of similar experience at equivalent public institutions

III. Service: Contributions to the University and Wider Community

11 percent

Service to the department, school, university, academic discipline, and broader public is expected from all tenure-track professors.

Pre-tenure

Pre-tenure service is expected to be limited and certain functions, such as serving on tenure committees or

Informal Teaching

As a criterion in recruitment or promotion, the informal teaching activities should be used for service contributions instead of teaching. A candidate must clearly identify informal teaching activities that they believe is most appropriate to strengthen their R&T packet.

Notes on Post-tenure Service

Post-tenure faculty are expected to bear their share of faculty leadership and administrative responsibilities.

Faculty members are expected to serve on departmental, school, or university committees, or as department chair, college-level service chairs. High level service to one's discipline is appropriate for post-tenure faculty, such as serving as a journal editor or organizing conferences. Faculty members are expected to use their academic standing and platform to engage in vigorous public communication, STEM outreach, community engagement, etc. Senior-level faculty members are expected to lead by example both within the university in their fields of study and in society.

Collegiality, Professionalism and Intellectual Responsibilities

Collegiality, professionalism, and intellectual integrity influence the efficacy of a professor's teaching, research, and service. A faculty member's responsibility, with respect to their discipline, is to seek and to state the truth as they see it. Faculty members must accept the obligation to exercise critical self-discipline and indomitable intellectual honesty. Intellectual honesty is expected of all faculty members. Although faculty members may pursue interests apart from their obligations to the university, these interests must not seriously compromise their freedom of academic inquiry.

Faculty members are expected to conduct themselves in a professional manner and must engage other faculty members, members of the administration, staff, and students with courtesy and respect at all times.

Faculty members must hold themselves and their students to the highest levels of academic integrity. Faculty members are also expected to respect the confidential information of students and colleagues. Faculty members are expected to take appropriate action if instances of discrimination or harassment are observed that directly affect students, faculty or staff.