

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

Date Sent to Dean/supervisor: _____

Signature
Naomi Amman
March 22, 2014 Y/P/N

Date

Approved

Dean/supervisor: _____

Y/P/N

Signature
Jim Allen
Prof/ost/designee: _____

March 22, 2014

Y/P/N

President/Dean: _____

Y/P/N

For P or N decisions, the departmental committee should be provided with the reasons for non-approval, as well as

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

TENURE AND RECONTRACTING DOCUMENT FOR DR. JENNIFER KIEH, MARCH, 2019

The present document fulfills the contractual requirements for the Department of Sociology and Anthropology in the College of Humanities and Social Sciences (CHSS). It is aligned with Rowan University's 2017-2019 Memorandum of Agreement on Tenure and Recontracting.

RESEARCH EXCELLENCE AND SERVICE

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 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 Sciences's mission is to transform, empower and engage:

- empower students to create innovative academic pathways so that they may become the
- 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: ANTHROPOLOGY MISSION STATEMENT

achievement and fulfillment in a dynamic and ever-changing world. Both disciplines continue

that encourages intellectual, social and personal growth. Academic rigor is part of sustaining a

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 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 assessment and expertise with which to develop careers and successfully participate fully within our institutions and community.

Both Sociologists and Anthropologists within our Department seek to give students an essential process for achievement and fulfillment as part of Denver University's historical mission. 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. A scientific approach with humanistic intent geared to helping students gain a critical and 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.

agendas. As scholar-teachers commitment to research is expected to vitalize our teaching. Reflective pedagogical strategies sensitive to diverse learning styles, involving experiential learning, and learning experience faculty offer to students. The media such as faculty-sponsored student clubs, speaker series, special programs highlighting faculty research, informal round-table discussion groups, field trips, and academic/public discussions. In addition, students come to appreciate the full breadth of academic life, and the University as a whole, through the aid of the following:

GENERAL TENURE AND RECOVER LOST EVALUATION PROCEDURES

community (CUC) and 4) contributions to wider and professional community (CWDC)

In accordance with the mission of the SOAN Department, which is consistent with the missions of the University, the Department's primary focus is on research, scholarship, and creative activity and

Teaching 35 percent
Research and Creative Activities 25 percent
Service: 30 percent
CUC 20 percent
CWPC 10 percent

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 strengths and weaknesses in each of the categories of evaluation in all sections of the evaluation. Supporting documentation must be provided for each category and placed in supplements. Other suggestions relating to a candidate's recommendation for tenure and recontracting is contained in each of the parts of the promotion document.

The DTRC will fill the positions recommended by the Department Tenure and Recontracting Committee at the end of the fiscal year. The DTRC will also recommend to the University the number of positions to be filled for that year.

EVALUATION OF TEACHING EFFECTIVENESS

Introduction

The Department of Sociology and Anthropology considers teaching excellence an 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 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

pedagogical strategies that generate positive student learning outcomes, 3) maintains a class environment that invites and challenges students in the subject matter, 4) uses a single method of teaching, in necessarily superior to another, teaching excellence is 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)

laboratories, workshops, seminars, among others, 2) managing instruction, that is, planning and development, review or redesign of new courses and programs, 2) participation in developing and revising curriculum, 3) reviewing training materials, and the like.

learning programs, 7) participating in student mentoring activities, advising and the like as described in the university document. Other activities may be included by the candidate in

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, excellent teaching, effective attitudes toward students, fairness in grading and evaluation, and a willingness to approach teaching

Candidate's documents regarding teaching should be guided by Appendix A section 1.13 of the university document.

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

Sociology or Anthropology using both quantitative and qualitative indicators. Based on the data the candidate provides, the Department Tenure and Reappointment Committee (DTRC) will draw

I. Student Evaluations

Student evaluations, based on departmental assessment, must be collected through the QED must be included in the application and administered in classes held no earlier than the two

designed by the Department Tenure and Reappointment Committee (DTRC) or if necessary 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 grading. In addition, the evaluations should indicate academic rigor. The DPC will focus its 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 the candidate teaches. For instance, evaluations in the major or other upper 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

excellence may be inferred apart from and independent of these suggested quantitative standards.

matter what a candidate's mean scores might be, it is suggested that other evaluative measures of teaching effectiveness accompany the SIP II analysis wherever the candidate may find it helpful.

the evaluation

2. Peer Evaluations

Observation is the procedure by which a peer or colleague assesses teaching effectiveness.

as per sections 2.642 and 2.664 of the agreement and the Department of Sociology and

included in the application. The candidate and the observer will mutually agree on the

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

3. Self-Evaluation

Self-evaluation of teaching effectiveness must focus on student learning and pedagogical

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 material, and developing teaching and learning assessment

comments from students or colleagues in the self-evaluation.

4. Mentoring

Developmental faculty candidates must possess in developmental and academic mentoring, an ability to provide a variety of services, including 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 mentoring requires utilizing institutional and community based resources.

There are several factors to show effectiveness in mentoring students. These are connected with developmental mentoring. Developmental mentoring includes a systematic evaluation of the student's career and professional goals. The mentor helps the student develop a plan designed to achieve career and personal goals, assessing 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 providing information on opportunities that are available to them on our campus and providing information on opportunities that are available to them on our campus.

The candidate will assess his/her mentoring performance and include it in his/her the appropriate point value.

H: 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 consists of the discovery of new knowledge and the creation of new 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 knowledge into new and innovative methods, this creates new knowledge even if the work does not

generate new data. Review articles, textbooks, and similar works constitute examples of this

work. The following list of activities is intended to illustrate the types of research 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 Anthropology and Sociology 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 these are meant to be clear to the reader. The categories are not to be rigidly

application. 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 identify the quality of a given journal or book, including books, 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 refers to publications with top-flight journals and publishers, including 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

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

- 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)

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

Supervisor

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
- 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

the candidate's entire scholarly career. While scholarship is the benchmark in the conduct of research, assumptions about how quickly this may happen can vary. 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'

publications can be as well as they can be. Some faculty explain their productivity in terms of the dissertation and the research they have done in a particular area of research.

reasonable. It is the responsibility of the candidate for tenure to provide sufficient explanation and content so that all involved in the evaluation of the candidate's tenure will be able to correctly judge the value of the candidate's research contribution.

The Department expects the following evidence of scholarship for every item listed, but should argue for scholarly productivity based on research activities drawn from the lists above.

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, 2012-2013, the Sociology Department now understands practice and professional service to be defined in terms of contributions to the University Community, 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 or College and the University committees 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 Wilder and contributing to campus wide activities, e.g. Homecoming, Contributions to the Wilder and

Professional Community (CWPC) include, for example: consulting or technical assistance

all levels; briefings, seminars, lectures, and conferences targeted for general audiences; summaries of research, policy 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.) Departmental service to the university, college, Senate or university committees, participation in the various institutes and academic programs of the university. *Examples of service appropriate to this section therefore shall include but*

- Chair or member of a campus committee
- Museum leadership/Curator
- Research exhibition leadership
- Leadership or other participation in campus governance
- 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

- 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.

For Dr. Rich, a major part of her Service evaluation will stem from her

and in Division of the Department of

A second part of her Service evaluation will stem from her coordination of

2. Service to the department shall include the roles of chairperson, coordinator of one of the department's undergraduate or graduate courses, recruitment committee members,

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

Dr. Rich will be expected to participate in departmental committee activities, student mentoring and other departmental contributions, as are even of the department members.

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

The following distinctions held 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 discipline, such as participation in workshops on campus or representing the field and other professional involvements. Examples of activities appropriate to this category 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
- Giving special honors or certification in one's field
- 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

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:*

- Expert testimony or expert witness
- Consultation with policy makers to develop position papers, policy

latitude to convince the DFRG 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.