**Faculty Promotion Review Rubric**

Name:

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| --- | --- | --- | --- | --- |
| 1. **Teaching and Instructional Activities** | | | |  |
| **Element** | **Excellent (5)** | **Satisfactory (3)** | **Unsatisfactory (1)** | **Score**  **(1-5)** |
| Command of Subject Matter | Candidate’s command of subject matter is consistent, robust and demonstrated in a wide variety of ways. | Candidate’s command of subject matter is consistent but less than robust. Variety of ways demonstrated could be more expansive. | Candidate’s command of subject matter is inconsistent and/or less than robust. Variety of ways demonstrated is limited. |  |
| Rapport with Students | Candidate’s interaction with students exceeds expectations/ requirements of the position and demonstrates excellent communication skills. | Interaction with students meets expectations/ requirements of the position and demonstrates good communication skills that could be improved. | Interaction with students falls below expectations/ requirements of the position and demonstrates mediocre/poor communication skills. |  |
| Advising and mentoring of students | Candidate goes well beyond contractual obligations in advising students and/or offers strong evidence of student mentoring. | Candidate goes beyond contractual obligations in advising students and offers some evidence of student mentoring. | Candidate meets contractual obligations in advising students and offers little to no evidence of student mentoring. |  |
| Curricular Development and Enhancement | Candidate provides multiple examples of curriculum developments or enhancements for which he or she is responsible on a programmatic or course level. | Candidate provides some examples of curriculum developments or enhancements for which he or she is responsible on a programmatic or course level. | Candidate does not provide examples of curriculum developments or enhancements for which he or she is responsible on a programmatic or course level. |  |
| Overall effectiveness as a faculty member | Candidate provides abundant evidence of being an effective faculty member. | Candidate provides some evidence of effectiveness as a faculty member. | Candidate provides little to no evidence of effectiveness as a faculty member. |  |
| Comments for this Section: |  | | | **Total Section 1**: |

Notes:

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| 1. **Scholarly/Creative Endeavors and Professional Growth** | | | |  |
| **Element** | **Excellent (5)** | **Satisfactory (3)** | **Unsatisfactory (1)** | **Score**  **(1-5)** |
| Publications/Creative Performances | Publications and/or creative performances indicate impressive commitment and contributions to the profession. | Publications and/or creative performances indicate solid commitment and contributions to the profession. | Publications and/or creative performances are non-existent or indicate a lack of commitment and contributions to the profession. |  |
| Conference Presentations | Conference presentations indicate impressive commitment and contributions to the profession. | Conference presentations indicate solid commitment and contributions to the profession. | Conference presentations are non-existent or indicate a lack of commitment and contributions to the profession. |  |
| Other Professional Development (such graduate-level courses, specialized certificate or re-certification of existing credential, college-sponsored professional development, other training, etc.) | Record of professional development activities indicates an active and sustained commitment to improve oneself as a professional with a rich variety of activities and clear goals. | Record of professional development activities indicates a solid commitment to improve oneself as a professional; activities may lack variety or clear goals. | Record of professional development activities indicates little commitment to improve oneself as a professional; activities are limited and unfocused. |  |
| Grant/Research Activities | Participation in a significant role with a grant and/or research activity, including student research and the scholarship of teaching and learning (SOTL) | Participation in a contributing role with a grant and/or research activity, including student research and the scholarship of teaching and learning (SOTL) | Little or no participation with a grant and/or research activity, including student research and the scholarship of teaching and learning (SOTL) |  |
| Comments for this Section: |  | | | **Total Section 2:** |

Notes:

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| 1. **Contributions to Community** | | | |  |
| **Element** | **Excellent (5)** | **Satisfactory (3)** | **Unsatisfactory (1)** | **Score**  **(1-5)** |
| Contributions to Department’s Quality and Viability | Contributions to the department’s programs are extensive and varied; the positive effect of the contributions is clearly documented. | Contributions to the department’s programs are notable; the positive effect of the contributions is implied but could be more clearly documented. | Contributions to the department’s programs are limited or non-existent; the positive effect of the contributions is not documented or clear. |  |
| Contributions to the Division’s Quality and Well-Being | Contributions to the division are extensive and varied, including serving on divisional committees; the positive effect of the contributions is clearly documented. | Contributions to the division are notable, including serving on divisional committees; the positive effect of the contributions is implied but could be more clearly documented. | Contributions to the division are limited or non-existent, including serving on divisional committees; the positive effect of the contributions is not documented or clear. |  |
| Contributions to the College’s Quality and Well-Being | Contributions to the college are extensive and varied, including serving on college-wide committees and initiatives; the positive effect of the contributions is clearly documented. | Contributions to the college are notable, including serving on college-wide committees and initiatives; the positive effect of the contributions is implied but could be more clearly documented. | Contributions to the college are limited or non-existent, including serving on college-wide committees and initiatives; the positive effect of the contributions is not documented or clear. |  |
| Contributions to Bergen County and service area | Contributions to the county and service area on behalf of the college are extensive and varied; the positive effect of the contributions is clearly documented | Contributions to the county and service area on behalf of the college are notable; the positive effect of the contributions is implied but could be more clearly documented. | Contributions to the county and service area on behalf of the college are limited or non-existent; the positive effect of the contributions is not documented or clear. |  |
| Comments for  this Section: | | | | **Total Section 3:** |
| **GRAND TOTAL (Add Sections 1, 2 and 3.):** | | | |  |

*Reviewer Name:*

*Reviewer Signature:* *Date:*