

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

Department/Office: Geography & Environment
 Department Chair/Head: John Hassel [Signature]
 Print Signature
 Academic Year (circle): 15-16 16-17 17-18 18-19 19-20

Date Sent to Dean/Supervisor: 9-29-15

Signature [Signature] Date 9-30-15 Approved (Y) P / N
 Dean/Supervisor:

_____ Y / P / N

Add'l Admin: [Signature] 10-21-15 (Y) P / N
 Provost/designee:

_____ Y / P / N
 President/designee:

Y = Approved

P = Approved pending modifications

N = Not approved

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

Criteria for Evaluation Candidates for Tenure and Recontracting
Department of Geography and Environment
Ratified by Department
September 18, 2015

Geography & Environment Vision

Understanding the world, protecting the environment and engaging a sustainable future.

Geography and Environment Program Mission

The Department of Geography and Environment at Rowan University provides a high-quality, rigorous, state-of-the-art general education and a suite of multifaceted and interdisciplinary major programs for a diverse population of students, in order to respond to the growing need for well-rounded, well-trained experts in industry, government, education, and academia.

Throughout our programs, we seek to enrich and enlarge students' knowledge of the range and depth of environments and cultures around the world so that they may better understand, interpret, and appreciate both cultural and natural diversity and prepare for life in global, economic, political, social, and environmental contexts.

In order to prepare students for their future employment or continued education in competitive environments, programs in Geography, Environmental Studies, Planning, and Geographic Information Systems emphasize fundamental quantitative and qualitative subject knowledge and technical skills. In an effort to engage with both scholarly and practitioner communities in the related disciplines, coursework and scholarship seek to integrate theory and practice to produce graduates who are broadly educated in the best tradition of the liberal arts, with the knowledge, skills and perspectives to think critically and creatively about the world.

Program Goals

Goal #1: To maintain and constantly improve the quality of instruction in general education, introductory and upper level courses through the use of a traditional, innovative and technological approaches as appropriate to each teaching and learning situation.

Goal #2: To serve as a strong center for environmental, multicultural and global education for the university and for the larger community.

Goal #3: To stay at the forefront of education in applying technical means to environmental, cartographic and spatial science and to provide other members of the university community with environmental, cartographic and spatial analytical expertise.

Goal #4: To maintain and encourage scholarship designed to advance knowledge and to keep us current in our academic disciplines so that our teaching is always up-to-date.

Goal #5: To use our teaching and research expertise to prepare students for careers related to our departmental programs including: preparation for graduate school and academic positions, environmental analysis and management, geographical information systems (GIS), planning, locational analysis, and related areas.

Goal #6: To continue to work with the College of Education to assist in the preparation of elementary and secondary school teachers.

Goal #7: To serve the broader community through applied research, and outreach projects, web-based information dissemination, presentations to community groups, consulting, and through summer institute activities.

Goal #8: To maintain the existing high level of collegiality and community that has served our department well.

Tenure and Re-contracting Committee

The departmental vision, mission and goals articulated above provide guidance for the outcomes that we envision for our programs. The tenure and recontracting procedures of the department are grounded in evaluating the demonstrated abilities of a candidate for helping the department realize its programmatic objectives.

The evaluation of the faculty member will be carried out by a committee composed of three or five tenured members from the Geography and Environment Department preferably with the rank of full or associate professor. Normally, the Department Chair shall be a member of and may chair the Committee.

Criteria for Evaluation of Faculty Members in Geography and Environment:

- I. Teaching [45 percent: Assistant, Associate, and Full Professor; 60 percent: Instructors]
 - a. Classroom peer observations
 - b. Scores on student evaluations and candidate's response
 - c. Candidate's self-appraisal of teaching effectiveness
- IIa. Research/scholarship [35 percent: Assistant, Associate and Full Professor]
 - a. Candidate's review and evaluation of scholarly activities
- IIb. Professional Development [20 percent: Instructors]
- III. Service [20 percent: all Full-Time Tenure Track Faculty]
 - a. Candidate's statement of contributions to the Geography and Environment Department, College and University
 - b. Candidate's statement of contributions to his/her profession
- IV. Candidate's statement of goals regarding plans for future professional growth

Assessment of Teaching

45 percent: Assistant, Associate and Full Professor

60 percent: Instructors

The Department's Tenure and Recontracting Committee will gauge the candidate's teaching effectiveness using a variety of approaches, which may include:

1. **Classroom observation of the candidate's teaching:** A candidate's teaching will be evaluated on the following specific dimensions:
 - **Mastery of content**
 - Accuracy and clarity of factual material
 - Subject relevance within the curriculum and the field
 - Ability to put material into a context that accessible to the students
 - **Structure and organization**
 - Structure and flow of the course
 - Effective use of class time within each session
 - Use of class space, materials, and resources for instruction
 - Development and maintenance of course schedules
 - Consistent, fair, and effective evaluation of student learning outcomes
 - **Effective communication**
 - Comprehensive presentation of the theories, knowledge, and values that comprise the content of the course material.
 - Clarity of presented material and instructions
 - Responsiveness to student questions and comments
 - Timely information on variation in syllabus and schedule
 - Consistent, timely, and clear feedback to students on evaluation and progress in the course
 - **Appropriate teaching methods**
 - Clear and consistent written and oral delivery of materials
 - Emphasis on student-centered and inquiry-based teaching
 - Engagement with a consistent and appropriate model of inquiry
 - Promotion of interaction, respect, and learning by students
 - Cumulation of learned material to contextualize new concepts
 - Application of appropriate technology for both skills and subject
 - **Promotion of positive learning environment**
 - Enthusiasm of subject conveyed to audience
 - Fairness and impartiality in classroom conduct and evaluation
 - Cultivation of student comfort to participate and question
 - Promotion of student participation and appropriate classroom behavior
 - Diversity and creativity of student engagement strategies

2. **Student evaluations of teaching effectiveness:** Candidates effectiveness for teaching will be based on the students responses to official online evaluations, SIR forms, or other evaluation measure accepted at Rowan for items dealing with:

- communication effectiveness
- organization and planning
- overall quality of teaching

The spirit of student evaluations is to solicit the students' collective and individual opinions regarding the instructor's abilities to promote and enable student learning. This information is gathered in spite of the many studies that demonstrate the bias in such data (e.g., *easy teachers get better marks*), and we therefore use this data with care, caution, and context.

3. **Examination and evaluation of the candidates teaching materials and procedures:** The candidate will be evaluated on the quality, clarity, breadth, depth, and effectiveness of materials and procedures the candidate uses to communicate the organization and objectives of courses taught. Items which may be evaluated include course syllabi, in-class activities, web sites, multi-media presentations, or other relevant matter.
4. **Curricular currency and innovation:** The periodic and progressive review, evaluation, and update by an instructor of the course material, context, and applications is essential. Review of a candidate's development and implementation of high quality curricular innovations is an important component of the evaluative process.
5. **Trajectory of teaching quality:** In addition to evaluating the current level of a candidate's teaching competence, we believe that the tenure and recontracting process must also consider the direction of change in teaching performance over time. The candidate needs to provide evidence that there is an ongoing and successful effort to develop and implement a strategy for continuous teaching improvement. In the case of very high initial assessments, we expect candidates to maintain those high levels as they progress toward tenure.

Research and Creative Activity:

35 percent: Assistant, Associate and Full Professor

N/A: Instructors

The department expects that, in order for probationary faculty to achieve tenure, they must demonstrate an appropriate record of scholarship as well as evidence of future plans for an active research agenda beyond the awarding of tenure.

Research and creative activity in our disciplines encompass a wide variety of activities. We recognize scholarship to include any or all of the following: peer-reviewed publications, grant-related activities, applied projects, establishment of research centers and/or educational outreach institutions, professional presentations, creative/artistic projects, invited

lectures/panel presentations, and research designed to improve the content and methods by which existing knowledge is imparted to learners.

Various forms of scholarship, however, require different quantities of effort and may result in different levels of contribution to their field as well as society at large. Therefore the department has established guideline categories by which the impacts of a candidate's work can be assessed. **Despite the suggestions contained in these categories, ultimately, and in each instance, it is the responsibility of the candidate to explain the impact of the item and their role in it.** The candidate shall self-rank the scholarly elements being requested by describing the nature of the venue, impact factors, citation references or other indications of impact (such as exemplary comments of a reviewer). It is the responsibility of the candidate to demonstrate the rationale for including any scholarly items in question in the appropriate category.

Category I - Substantial Peer-Reviewed Publications, Presentations, and Successful Grant Activity within the Field: Primary research publications represent the acquisition of new information that helps to push the frontiers of knowledge forward, thereby making a substantive contribution to the field. Examples of work in Category 1 might include:

- A. Peer-reviewed articles published in pre-eminent journals of national/international disciplinary standing, or pre-eminent journals within a subfield, and in which the candidate has had a substantial role in the research and publication of the paper;
 - i. Scholarship of teaching and learning can be considered Category I work if published in peer-reviewed journals of national or international standing,
 - ii. Category I may also include review papers that synthesize existing work in novel ways such as using quantitative metrics to illuminate areas that need greater attention;
- B. Books published by academic or university presses;
- C. Scientific and/or professional presentations, submissions for which are competitive, and peer-reviewed, and have published proceedings;
- D. Being a Primary Investigator (PI), Co-PI, or Contributor (with correspondingly ranked importance) on a successful externally funded, peer-reviewed grant or projects.

NB: the availability and award amounts vary widely between the physical, human and technical sub-fields of geography and environmental research which will be articulated by the candidate and taken into consideration by the committee.

Category II – Minor Peer-Reviewed Publications, Editor-Reviewed Publications and Presentations, Successful non-Peer Reviewed Grant Activity within the Field: Examples of work in Category II might include:

- A. Research publications that still report novel findings, but appear in journals with more limited disciplinary or sub-disciplinary recognition,

- B. Research publications that appear in edited volumes (such as a book chapter in a scholarly compilation),
- C. Research publications in pre-eminent journals of national/international disciplinary standing, or pre-eminent journals within a subfield, BUT in which the candidate has played only a minor role in the research and publication of the paper
- D. Being a Primary Investigator (PI), Co-PI, or Contributor (with correspondingly ranked importance) on a successful externally funded, non-peer-reviewed grant, project, or contract (including applied work)
 - a. Major non-peer reviewed publications and reports emanating from such grants, projects, or contracts should also be considered Category II since they would not exist without first having secured external funding for their production.

Category III - Unfunded Applied Work and Non-Peer-Reviewed Conference Activity (NB:

Across geography, planning, and environmental studies there are many opportunities to use the content and techniques of our fields to aid the solution of practical problems. Although applied research may not generate new knowledge, it can provide valuable service and knowledge to broad audiences and thus it is important to include it along with other types of scholarly activity) Examples of work in Category III might include:

- A. Policy white papers and other applied research reports associated with unfunded projects;
- B. Oral and/or poster presentations of research at scientific meetings where proposals are not first peer-reviewed (e.g., Association of American Geographers Annual Meeting), including also:
 - a. invited presentations at professional events (e.g., being a keynote speaker), and
 - b. participating on a panel at a scientific meeting;
- C. Invited talks at other academic institutions;
- D. Invited presentations of research activities to community groups, funding agencies, and government officials;
- E. Editorials and introductory matter for special issues or other organized publications;
- F. Authoring textbooks or substantive educational materials

Category IV - Other Publications and Unsuccessful Attempts at Securing External Funding:

Examples of work in Category IV might include:

- A. Encyclopedia articles;
- B. Book reviews;
- C. contributions to news media;
- D. Minor contributions to textbooks or educational materials;
- E. public outreach materials;
- F. Being a Primary Investigator (PI), Co-PI, or Contributor (with correspondingly ranked importance) on an unsuccessful attempt to secure externally funded,

peer-reviewed research funding where, although the application was unsuccessful, the proposal received favorable reviews with positive prospects for resubmission

The candidate shall rank their own scholarly activities into one of the above categories and explain the context of each work so that the Committee can understand its significance and the contribution that it makes to the field. In addition, the candidate should explain the caliber of a publication venue, the context of a piece within that venue (such as a special issue).

Candidates for tenure and recontracting will maintain a record of their scholarly activities in a supplementary portfolio, which they will present to the committee for review and assessment. The committee will evaluate the quality of the works in the portfolio and will assess the requested category rankings presented.

Regarding publications in which the candidate is not the only author, the candidate is expected to explain and contextualize the specific role that s/he played in the production of the publication as well as the research underlying that publication. While the candidate need not be the primary author on all publications, the candidate should be making original contributions appropriate for an independent researcher. In many cases, the candidate's authorship will adequately convey the significance of the candidate's contributions, e.g., if the candidate is the sole, lead, or (in the case of publications where a student in the candidate's lab is the lead author) last author. In those cases where authorship does not indicate the candidate's contributions, he or she should more explicitly explain his or her role in the production of the publication and the science behind it.

In sum, both the quantity and quality of work should be considered by the committee. A relatively small quantity of work, of demonstrably high professional caliber, may be evaluated favorably in comparison to a larger body of less impactful work.

Research Expectations for Reappointment and Tenure

The level of research and scholarly activity expected by the department for tenure will not be determined by an explicit mechanical formula since many factors must be considered in the overall combined works and impact of those works on the field. To qualify for tenure, a candidate is expected to demonstrate a clear record of substantial scholarly contribution to the field through a combination of Category I, II, III, and IV works produced by the candidate while at Rowan. It is the candidate's responsibility to make clear to the Committee the nature, depth, range, and significance of scholarship in order to make possible a fair assessment of the impact of their scholarly accomplishment contribution to furthering knowledge. In so doing, the committee will evaluate and consider the overall scholarly trajectory of the candidate.

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 more than one reviewer if the candidate wishes to provide more. The department will ask the external reviewer to comment on 1) the quantity and quality of the candidate's research, and 2) the merit of the candidate's accomplishments in scholarship taking into account Rowan's infrastructure, institutional support for research, and other institutional factors that affect research productivity.

Pre-tenure reappointment

For recontracting submissions prior to the submission for tenure, the faculty member should provide evidence that s/he has established a clear research plan and is making steady progress to fulfill that plan, producing appropriate outcomes for earning tenure. Initially, this will include the organization of a research plan at Rowan and (possibly) the acquisition of related materials. By the second year, this plan should include evidence that the faculty member is producing results that will lead to publication within the second and/or third year and beyond. It is also expected that the faculty member will be attending and presenting at relevant professional and academic conferences on a regular (typically annual) basis.

A thoughtful narrative outlining the applicant's plans for future research will provide evidence for promise of continued scholarship.

Professional Development:

N/A: Assistant, Associate and Full Professor

20 percent: Instructors

Professional Development for faculty with the rank of Instructor is defined as those activities which improve an Instructor's currency in geography/environment or teaching, maintain their standing within geography/environment, or expand their areas of expertise. Probationary faculty with the rank of Instructor should engage in activities that:

- A. Assist them in maintaining currency in the geography/environment profession, and/or improving their abilities as teachers
- B. Deepen and/or broaden their knowledge of geography/environment content
 - Attending and participating in professional conferences where the focus is the dissemination of new knowledge within a field of inquiry
 - Seeking additional training or education to improve or expand their knowledge
- C. Strengthen their understanding and application of the pedagogy of geography/environment

- Attending and participating in professional conferences/workshops where the focus is the pedagogy associated with geography/environment and related interdisciplinary applications
- D. Improve their knowledge of the teaching and learning processes
- Attending and participating in workshops/training that focuses on the teaching and learning processes
 - Developing or enhancing skills in the assessment of the teaching and learning processes within geography/environment

Characteristics of Excellence in Professional Development for Instructors

Some indicators of excellence in professional development for instructors include:

- A. The activity is directly related to the area of geography/environment and related applications.
- B. The activity prepares the instructor for future geography/environment 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 geography/environment
- D. The activity is recognized as maintaining standing within the geography/environment discipline
- E. The activity permits the demonstration of leadership within the geography/environment academic, governmental, or practitioner communities

Documentation of Professional Development Activities

- The candidate should provide a statement providing a summary (listing) of the candidate's professional development activities since coming to Rowan University. The statement should clearly indicate how each activity relates to geography/environment.
- Reflective discussion of scholarship the Instructor has read dealing with subject matter content, pedagogical strategies, student learning styles, assessment, or other relevant topics
- Evidence of participation in workshops, webinars, etc. related to teaching and/or geography/environment
- Active participation in a learning community or other activities directed by Rowan's Faculty Center or similar entities.
- Attendance at professional conferences to learn or contribute to new directions in scholarship and/or new pedagogical strategies or delivery formats, including online or hybrid teaching

- Engagement in the scholarship of teaching, including presentation of those results within the department, college, university, or professional/wider community settings
- Training in and effective use of instructional technology, teaching innovations, etc.
- Acquiring and maintaining certification or licensure relevant to the geography/environment discipline.

Service:

20 percent: Assistant, Associate and Full Professor

20 percent: Instructors

Service to the department and university are a significant aspect of faculty development. Effective service is vital for the health and function of the department and contributes to the evolution of the programs within the department. The expectations of the G&E Department reflect the need for a probationary faculty member to learn about the institution, participate in the non-academic operations that are necessary for the functioning of the academic enterprise, and contribute to the institution in rewarding ways. At the same time, the expectations reflect the need for probationary faculty to balance commitments to service with their responsibilities for teaching and research.

The following categories of service to the department, institution, and profession are recognized here:

Basic Departmental Service: This category includes those functions in which all or most of the faculty would normally participate, including participating in department meetings and serving on committees that do not have membership restrictions.

NB: This is the most appropriate type of service for probationary faculty.

Advanced Departmental Service: This category includes service to the department that is generally more involved than basic service. Development of new programs, majors, minors, certificates, and courses is an example of this level of service. Some types of advanced service may be restricted to faculty with tenure, such as serving on committees for T&R or promotion. It also includes serving as a representative for any committee with a significant workload, such as CHSS Curriculum Committee.

NB: Probationary faculty members are welcome to engage in advanced service to the department at this level if opportunities arise, but such service is not expected

Departmental Leadership: This category includes leadership roles within the department, such as:

- chairing committees in the Advanced Departmental Service category
- serving as department Chair
- serving as departmental representative to the University Senate.

NB: Probationary faculty members are not expected to engage in departmental service at the leadership level.

Basic University Service: This category includes participation in college or university committees that are generally open to all faculty members. Typical examples of this level of service include attending College Assembled and University Assembled gatherings, serving on (but not chairing) college or university committees that are not restricted in their membership (e.g., Senate T&R Committee) and are not heavy in workload (e.g., college or university curriculum committees). The Campus Aesthetics and Environmental Concerns Committee is one example of this type of committee work that fit comfortably in the Basic University Service category, as would participating or leading mentoring activities for the College or Faculty Center.

NB: This type of service is appropriate for probationary faculty and expected in order to become familiar with the culture of the institution.

Advanced University Service: This category includes participation in university committees that have responsibilities or workloads that exceed what should be expected of junior faculty. Committees in this category often require faculty members to have tenure or promotion above the Assistant Professor level, or evaluate numerous submissions from various departments or individuals across the college or university. Examples of such committees include:

- Senate committees, including T&R, Promotion, Curriculum, Sabbatical Leave, and others
- CHSS Promotion, Adjusted Load, or other special need
- Search committees for senior administrators or faculty outside of the home department

NB: Probationary faculty members are welcome to engage in service to the profession at this level if opportunities arise, but such service is not expected

University Leadership: This category includes taking on leadership roles in service to the college or university, such as:

- chairing college or university committees
- serving as an officer in the Senate or AFT

NB: Probationary faculty members are not expected to engage in college or university service at the university leadership level.

Basic Service to the Profession: This category includes maintaining membership in academic organizations and other scientific societies appropriate to the faculty member's field.

NB: This is the most appropriate type of service for probationary faculty.

Advanced Service to the Profession: This category includes more active levels of engagement in the profession than basic service, such as:

- serving as a reviewer of manuscripts for publication
- serving on committees of appropriate organizations
- serving as a reviewer of grant proposals
- chairing or moderating technical sessions at meetings.

NB: Probationary faculty members are welcome to engage in service to the profession at this level if opportunities arise, but such service is not expected

Professional Leadership: This category includes leadership roles within the profession, such as:

- serving as an officer of an appropriate organization
- serving on an editorial board or as an editor for a journal
- organizing regional, national, or international meetings of an appropriate organization.

NB: Probationary faculty members are not expected to engage in service to the profession at this level.

Service Expectations for Reappointment and Tenure

Probationary faculty members in their first two years are expected to participate in basic departmental service. During the first year, tenure track faculty members will focus on learning about the department and institution. During the second year, more active engagement in basic departmental service is expected. Basic service is the only category of departmental service expected of probationary faculty.

In the third year, it is expected that the probationary faculty member will engage in basic university service and continue at this level through the application for tenure.

The department expects that faculty will remain engaged in the promotion and development of their disciplines by participating in academic organizations appropriate to their fields of expertise and inquiry.

Probationary faculty members are expected to demonstrate at least basic service to the profession throughout their probationary period in order to earn tenure.

Collegiality and Professionalism

Colleagues within academic programs typically work closely with one another in what are often career-long relationships. The success of an organization is highly dependent upon the service contributions of its members in both the specific tasks that are accomplished as outlined in the preceding sections but also in their contribution to build a positive and productive departmental environment and collegial atmosphere where people can perform to their highest potential. While professional disagreements are inevitable and a natural part of any collaborative setting, efforts of faculty to contribute to a positive and productive departmental culture and to work together professionally and respectfully in a constructive problem solving and proactive manner are valued as an important dimension of service.

Statement of Goals Regarding Future Plans for Professional Growth

Candidates are expected to include a statement of goals regarding plans for future professional growth as part of their application for tenure and recontracting as well as promotion. While

the statement can be provided in any manner or style appropriate for the candidate, it should at a minimum address the following elements:

- a. Goals for continued development of teaching effectiveness
- b. Goals for future research plans (Assistant Professor)
- c. Goals for future professional development (Instructor)
- d. Goals for future contributions to the department and university
- e. Goals for future contributions to the profession