

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

Department/Office: Geography, Planning, and Sustainability

Department Chair/Head: Patrick Crumrine

Signature Patrick Crumrine

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

Date Sent to Dean/Supervisor: Original draft initially sent on 8/23/2016. Final draft sent on 5/5/2017

Signature <u>[Signature]</u>	Date <u>5/5/17</u>	Approved <input checked="" type="radio"/> Y / P / N
Dean/Supervisor:		

Signature _____	Date _____	Approved Y / P / N
Add'l Admin: Y / P / N		

Signature <u>[Signature]</u>	Date <u>5/15/17</u>	Approved <input checked="" type="radio"/> Y / P / N
Provost/designee:		

Signature _____	Date _____	Approved 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.

<b>SUGGESTED TIMETABLE:</b>	<b>DATE</b>
Departmental approval, sent to Dean/Supervisor:	<b>September 25 (earlier if possible)</b>
Dean provides feedback regarding criteria	<b>October 9</b>
Final administrative approval and forwarding to Senate, Department, and Dean	<b>November 1</b>

**Criteria for Tenure and Recontracting**  
**Department of Geography, Planning & Sustainability**  
**Mahbubur Meenar, Ph.D.**

**Mission**

The Department of Geography, Planning and Sustainability 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 Environmental Studies, Geography, 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.

**Tenure and Recontracting Committee**

A committee shall be composed according to the Recontracting and Tenure Memorandum of Agreement. The department chairperson shall be a member of the committee.

**Criteria For Evaluation**

**I. Teaching Effectiveness – 45%**

- a. Committee's evaluation of formal teaching activities, including:
  - i. Peer observations
  - ii. Student evaluations and candidate's response
  - iii. Curricula, courses and teaching materials developed by the candidate
  - iv. Candidate's self evaluation of teaching activities
- b. Candidate's plans for growth and development of future teaching activities

**II. Research/Scholarship Activity – 44%**

- b. Committee's evaluation of candidate's research activities, including:
  - i. Publication record
  - ii. Funding record
  - iii. Other research-related activities
  - iv. Evidence of research impact
  - v. Candidate's self evaluation of research activities
- b. External reviews, in the case of tenure and promotion
- c. Candidate's plans for growth and development of future research activities

- III. Service: Contributions to the University and Wider Community – 11%**
- a. Committee's evaluation of candidates service activities, including:
    - i. Service to Department of Geography, Planning, & Sustainability
    - ii. Service to School of Earth & Environment
    - iii. Service to University
    - iv. Service to scholarly community
    - v. Scholarly service to broader community
    - vi. Candidate's self-evaluation of service activities
  - b. Candidate's plans for growth and development of future service activities

**Teaching Effectiveness**

**45 percent**

**Formal Teaching:** In order to achieve tenure, faculty members must demonstrate that they are effective educators who facilitate the achievement of learning objectives by students. Formal teaching includes traditional classroom and laboratory instruction, as well as mentoring activities on and off campus. The Department's Tenure and Recontracting Committee will gauge the candidate's teaching effectiveness using a variety of approaches, which are highlighted in Appendix A.

When possible and appropriate, faculty are encouraged to integrate university resources outside the classroom into their teaching such as the Jean and Ric Edelman Fossil Park, Edelman Planetarium and Observatory, and the Virtual Reality Cave among others. Faculty are also encouraged to take advantage of the rich inventory of field sites available in close proximity to Rowan University such as the cities of Camden and Philadelphia, Tall Pines State Preserve, and the Wharton State Forest among others.

Faculty are encouraged to develop and teach online courses where compatible with faculty background and training, department needs and goals as well as Rowan Global policies. Teaching collaborations such as team teaching and developing new pedagogical approaches are encouraged. The development of innovative pedagogical methods is valued.

**Curricular development activities for Mahbubur Meenar:** The candidate is expected to lead the development of a proposal for a Master's degree in Planning and facilitate the accreditation process for the undergraduate and graduate (if/when approved) programs in planning. This effort will require significant collaboration among all members of the Department of Geography, Planning, and Sustainability and the candidate will assume a prominent role in this endeavor.

**Research/Scholarship Activity**

**44 percent**

In order for faculty to achieve tenure and promotion, they must demonstrate a sustained record of excellence and productivity in their fields of study. They must also have laid the foundation, including planning and previous research success, for a productive research agenda that extends beyond the awarding of tenure or promotion.

Research includes a variety of scholarly activities, which include peer-reviewed publications, grant submissions and related activity, applied projects of a scholarly nature, conference presentations, and creative/artistic projects. The impact of scholarly activities may vary and various activities carry differing weight, with respect to achieving tenure.

**Peer-reviewed publications:**

Peer-reviewed publications in reputable scholarly journals are of the highest importance. It is incumbent upon the candidate to explain the significance and prominence of each journal where the candidate's published work appears. Impact factors, altmetric scores, number of cites, number of downloads, coverage by media, and other metrics can also be used to illustrate the impact of publications. It is recognized that top disciplinary journals in particular fields may carry lower impact factors than broad-topic journals. Nevertheless, publication within top disciplinary journals is important.

Unless specifically outlined as a focus area in the position description, peer-reviewed publications in Scholarship of Teaching and Learning (SOTL) will be viewed as complementary to the candidate's publications in their primary research area and will carry less weight.

Peer-reviewed book chapters and peer-reviewed conference proceedings are appropriate scholarly contributions, but carry less weight than peer-reviewed journal publications.

**Authorship:** In the fields of Geography and Planning, sole authorship and first authorship usually carries the most weight. Beyond that, weight generally depends on the order an author's name appears. For example, in a paper with three authors, the second or middle author is the second-most important. Third author or the last author is the least important. Exceptions to these conventions such as authors being listed alphabetically or "senior author" listed last must be explicitly stated by the candidate. Co-authoring peer-reviewed publications with undergraduate and/or graduate student co-authors is encouraged and enhances the value of the publication from an institutional standpoint. For each publication, the candidate must explain their role and its significance to the study.

**Non-peer-reviewed publications and other creative works** (e.g., developing or designing master plans, site plans, informational or topic-based websites, toolkits, visualization), that have an impact on the field can be considered as a research contribution for tenure, if the candidate can make an adequate case for their scholarly value. For Dr. Meenar, specifically, because practical application is an important aspect of the profession and scholarship of planning, applied planning activities will be considered in the tenure application, with appropriate justification and explanation of their scholarly value.

**Books:** Sole and co-authored books, published by a university press or major publishing house, may constitute a major accomplishment. Engaging in a book project, prior to the awarding of tenure, should be carefully considered and weighed against the need for publishing peer-reviewed journal articles, which are essential for a successful tenure application. Books that introduce new scholarly information and/or synthesize information in new and significant ways will be considered as contributions to the faculty member's research 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 output, but (depending on content) might not constitute a contribution to the candidate's research output. Edited volumes, in which the candidate has assumed a lead role in the selection and curation of varied scholarship on a theme, introduced/contextualized it, and/or contributed a chapter (s) may be considered part of the candidate's research output depending on the degree to which information presented is synthetic or novel. It is incumbent upon the candidate to contextualize contributions to books and the candidate must explain their role in each project.

**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 adequate grant funding and faculty members working towards tenure are expected to apply for federal funding on a regular basis to the extent that it is necessary to sustain their research agenda. Federal research awards add a commonly recognized external validation of a candidate's research agenda, in addition to financial support. That said, the departmental committee acknowledges that availability of federal funding is dependent on congressional appropriations to funding agencies which are strongly influenced by incumbent political administrations. In addition, there is significant variability in the amount of grant funding available to scholars across the diverse subfields of Geography, Planning and Environmental and Sustainability Studies. These points will be considered when evaluating candidates for recontracting and tenure. In addition, seeking state, local, and foundational awards is encouraged and valued. Research support generated through philanthropy will also be evaluated positively. Candidates are encouraged to creatively seek a variety of avenues 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 will not be weighted as highly as external funding as the level of competition for these awards is generally orders of magnitude lower than for external funds.

## **Research Expectations For Reappointment and Tenure**

### **Pre-tenure reappointment**

For recontracting submissions prior to the submission for tenure, the faculty member should provide evidence of:

- I. A well-constructed research plan that includes near-term and long-term goals. This may include:
  - a. Publication and collaboration strategy
  - b. Funding strategy
  - c. Plans for data collection
  - d. Plans for fieldwork
  - e. Equipment plans and needs
- 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 achievement in his or her scholarly field. By the time of tenure consideration, the candidate should have developed a robust program of research 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/or society.

Specifically, the tenure committee will look for:

- a. A robust record of peer-reviewed publications
- b. Acquisition of adequate funds to support the candidate's research objectives and a consistently strong track-record of applying for extramural funding. The availability and award amounts vary widely between the physical, human and technical sub-fields of geography, planning, and environmental research which will be articulated by the candidate and taken into consideration by the committee.
- c. Evidence that the candidate has developed a strong and sustainable research program/group/lab, that includes the participation of students
- d. An ambitious and achievable plan for future research

### **External Review:**

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

The department will consider and encourages more than one external reviewer's comments, if the candidate agrees. The department encourages two external reviewers in addition to the one required in Memorandum of Agreement for a total of three external reviews. If the candidate chooses to solicit feedback from these additional external reviewers, they will be solicited as per the protocol outlined in the Memorandum of Agreement approved in Sept. 2016. The departmental committee will select 1 individual and the candidate will select 1 individual from this list to complete an external review.

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

External reviewers will be provided with the Recontracting and Tenure Memorandum of Agreement, the candidates complete T&R application file, information about the university's research infrastructure (both positive and negative), and the candidate's teaching load. External reviewers will be asked to take these factors into account when completing their evaluation.

### **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 serving as department chair are prohibited. Pre-tenure faculty are expected to participate in routine departmental meetings and certain departmental, school, and university committees. Pre-tenure faculty are expected to participate in course and curriculum development and are strongly encouraged to engage in various forms of STEM outreach and scholarship-based outreach.

Scholarship-based outreach depends on the faculty member's areas of specialization and includes a wide range of activities. Examples include talks to K-12 school groups, civic groups, university seminars and assemblies, and political forums, such as testifying before a governmental panel. Scholarly engagement with the media in all its forms (both traditional media and new media) is a highly valued activity and an important method of disseminating scholarly information, enhancing the public discourse, and boosting awareness of the university and its programs and activities. Giving public talks is encouraged. Invited talks in high-profile public venues, particularly those later distributed on the Internet, are a highly valued outreach activity. Scholarship-based outreach is an important activity that connects the work of scholars in the academy to the broader public. As such, the Department of Geography, Planning, and Sustainability places considerable value on this activity and encourages candidates to take advantage of such opportunities when available and appropriate.

### **Collegiality, Professionalism and Intellectual Responsibilities**

While not a separate criterion, collegiality, professionalism, and intellectual integrity influence the efficacy of a professor. Thus, teaching, scholarship, and service occur within a framework of professional expectations. A faculty member's responsibility, with respect to their discipline, is to seek and to state the truth as they see it. At the same time, faculty members must accept the obligation to exercise critical self-discipline and judgment in using and transmitting knowledge. 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 courteousness 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 effect students, faculty or staff.

Appendix A. Criteria for evaluating teaching effectiveness in the Department of Geography, Planning, and Sustainability.

**1. Classroom observation of the candidate's teaching:**

- **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.