

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

Department/Office: Interdisciplinary & Inclusive Education

Department Chair/Head: Sydney Kuder Sydney Kuder
 Print Signature

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

Date Sent to Dean/Supervisor: 10/2/15

Signature: [Signature] Date: _____ Approved: (Y)/P/N
 Dean/Supervisor: _____

Add'l Admin: _____ Approved: Y/P/N
 Provost/designee: [Signature] 10-2-15 (P)/P/N

President/designee: _____ Approved: Y/P/N

Y = Approved	P = Approved pending modifications	N = Not approved
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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:

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

Department of Interdisciplinary and Inclusive Education

Criteria for Recontracting and Tenure

2015-2016

Rationale: The the Department of Interdisciplinary and Inclusive Education adheres to the criteria for evaluating candidates for recontracting and tenure as outlined in the University Recontracting and Tenure Memorandum of Agreement (MOA). Moreover, the Tenure and Recontracting Standards in place at time of faculty member's hire governs the recontracting and tenure decisions for that faculty member unless he/she chooses to be judged by a subsequent Recontracting and Tenure Memorandum of Agreement (MOA). Additional explanation of each of the areas is provided below:

Evaluation of Academic Instruction

In addition to the "Characteristics of excellence in teaching at Rowan" (Appendix A, section 1. 12 of the 2015-2016 Memorandum of Understanding, the Department of Interdisciplinary and Inclusive Education uses as criteria for evaluating academic teaching effectiveness the seven characteristics of effective teaching that are described in Centra and Froh's Guide to Evaluating Teaching for Promotion and Tenure (1987). Evaluation of teaching includes:

1. Good organization of subject matter and course material as evidenced by:
 - Learning objective/s clearly stated to students
 - Prepares course material thoroughly
 - Logical sequence of presentation
 - Preparation, including materials and technology
 - Use of a variety of resources to support instruction
 - Classroom activities and assessments that align with stated learning objective
 - Communicates course and lesson goals
2. Effective communication as evidenced by:
 - Questioning techniques that elicit student responses
 - Modification of instruction in response to student responses
 - Accurately responds to both non-verbal and verbal cues from students
 - Communication is clear and comprehensible
 - Explains information clearly
 - Teaches in a way that helps students learn
3. Knowledge and enthusiasm for subject matter and teaching as evidenced by:
 - Accurate, current presentation of content
 - Student engagement in instruction
 - Actively engages students
4. Positive attitudes toward students as evidenced by:
 - Engaging in supportive interactions toward all students
 - Providing assistance to students when needed
 - Responds to student problems quickly and in a manner that provides students with a better understanding of professional behavior
 - Professional behavior in interactions with students
 - Demonstrates fairness and respect
 - Encourages students to express ideas or opinions

5. Fairness in examinations and grading as evidenced by:
 - Examinations that reflect learning objectives for class
 - Clearly stated criteria for grading
 - Responsiveness to student questions about examination content and grading
 - Provides useful feedback to students

6. Flexibility in approaches to teaching as evidenced by:
 - Adjusting instruction in response to student responses
 - Use of a variety of instructional methods
 - Use of a variety of group sizes

7. Appropriate student learning outcomes as evidenced by:
 - Student knowledge of lesson/course outcomes
 - Solicits student feedback about the course and instructional methods
 - Applies student learning outcomes to plans for future learning

Documentation of effective academic teaching should reflect these criteria and includes the candidate's description of his/her teaching goals, peer observations and analyses, and student course evaluations. The Department recognizes that field-based supervision is an aspect of teaching.

Development of Learning Activities

Tenure candidates at instructor and assistant ranks in the Department of Teacher Education are expected to participate on course committees and in the regular review, development, and redesign of courses, course syllabi, and programs as appropriate to their assignments. This should be done at the course level in the first year and increase to the program level by the spring of the third year. Full-time temporary candidates and ¾ time candidates should participate in all course committees supporting courses they teach, as well as any modification discussions that take place on the course committees for courses they teach. These candidates are also encouraged to take part in program modification discussions as well. Additional examples of candidates' own effective teaching related to the development of learning activities should also be discussed by all candidates. These could include:

- Developing teaching materials to accompany courses
- Developing custom textbooks for courses
- Developing online courses
- Participating in development of learning outcomes assessment tools and analysis of assessment results
- Developing teaching tools to be used in courses they teach
- Developing online or other materials to support field experiences and clinical practice

Developing as a Teacher

Self-examination, reflection, and improvement through professional development are cornerstones of the teacher education profession and all of our department's programs. Therefore, documentation

of effective teaching related to developing as a teacher should include continual engagement in reflective work, with an increasing level of engagement in such work over time. This work might include any combination of the following:

- Reflecting or conducting self-studies on one's instruction and classroom to benefit the teaching-learning experience
- Attending and participating in development activities at Rowan or through professional organizations
- Maintaining currency in discipline-specific concepts
- Maintaining currency in pedagogical practices
- Collaborating with colleagues in pedagogical research and team-teaching
- Observing and providing feedback related to the teaching of colleagues as such observations contribute to one's own development in the classroom

Student Mentoring

Teacher educators in our department are expected to engage in a host of informal mentoring efforts as these relate to academic teaching, ranging from in-class advice, after class discussions, office hours and scheduled appointments, e-mail assistance, regular journal exchanges, field-based support and advice, production of letters of recommendations, and preparation for job interviews. All candidates by the beginning of their second year should be able to document active involvement in selected examples of such mentoring. By the beginning of the sixth year, all tenure candidates should be able to document increased activity in these areas and are encouraged to also document: advising students in senior or graduate level research projects, theses, dissertations, portfolio production, and other curricular projects and guidance of students who provide the faculty candidate with research assistance.

Evaluation of Scholarly Achievement

The Department utilizes the criteria for scholarly achievement found in Appendix A, section 1.2A2 of the Memorandum of Agreement:

- The activity requires a high level of discipline-related experience
- The activity can be replicated or elaborated (research activity)
- The work and its results can be documented
- The work and its results can be peer-reviewed
- The activity is innovative, breaks new ground, or demonstrates other types of significance or impact.

Tenure candidates at the assistant and associate rank in the Rowan University Department of Teacher Education should demonstrate a progressively increasing and consistent level of productivity in their scholarship, as defined by them in the agendas they lay out in their application files. This productivity would include both publication in competitive peer-reviewed journals and regular competitive peer-reviewed presentations at international and national association meetings.

The Department assesses scholarly achievement of Tenure Track faculty based on a consistent record of productivity over 6 years focusing on:

- Professional publications in peer-reviewed, national level professional journals in the faculty member's major field of research. Quality of publication will be rated on the following criteria:
 - Authorship: All authorship is recognized and valued. First authorship rated highest.
 - Ranking of journal: Based on impact rating and/or selectivity
 - Rationale for publication
- Professional presentations. Quality of professional presentations will be rated on the following criteria:
 - Peer review: Peer review process utilized.
 - Scope of conference: International/National/State/Local
- Books or book chapters in the faculty member's major field of research produced by publishers that utilize a peer-review system
- Grant submission as Principal Investigator or Co-Principal Investigator for external funding (i.e. outside the university) and/or awards of internal funding through a peer-review process. Quality of funding will be rated on the following criteria:
 - Source of funding: External (National/State/Local)/Internal
 - Role of candidate: Principal Investigator/Investigator/Consultant

Contributions to the University Community

Contributions to the university community are considered to be a fundamental characteristic of a university citizen and are reflected within the department, college, and university arenas. They include, but are not limited to:

- Serving on a department, college, university committee;
- Chairing a department, college, or university committee;
- Contributing to tasks central to the department's day-to-day activities serving both students and faculty;
- Helping the department meet the expectations of the college and the university and of accrediting agencies;
- Assisting with other campus-wide activities; e.g., homecoming, Rowan day, advising student groups, freshman, transfer, and graduate student orientations;
- Serving as the department chair;
- Serving as a dissertation committee chair, as well as serving on dissertation committees;
- Course and program facilitation/coordination, senate participation, and union participation; formally and informally mentoring other faculty or staff within the department, college, or university; and
- Representing the institution for its advancement, including through such events as open houses, student recruitment initiatives, and outreach for bringing more students or resources to the university.

All candidates are expected to contribute to the work of the department, and tenure candidates at the assistant and associate ranks should demonstrate steadily increasing contributions at the department, college, and university levels. They are also encouraged to begin to assume leadership by the time of their application for tenure.

Contributions to the Wider and Professional Community

In order to keep abreast of developments in, contribute to, and transform the profession, teacher educators are expected to be active members in varied state, regional, and national professional associations (see list from above). Tenure candidates at the assistant and associate rank should be actively involved in the committee work of these organizations by the time application for tenure is made. Examples of service to the field might include:

- Committee membership in state, regional, national, or international associations
- Discipline-related partnerships with other agencies
- Collaborations with schools, industries, or civic agencies for program or policy development
- Professional development to local district educators;
- Professional development school liaison responsibilities;
- Participation in county roundtables;
- Discipline-related voluntary community service.

References

- Association of Teacher Educators (2007). Standards for Teacher Educators. Retrieved on September 8, 2010 from <http://ate1.org/pubs/Standards.cfm>.
- Boyer, E.L. (1997). *Scholarship reconsidered: Priorities of the professoriate*. San Francisco: Jossey-Bass.
- Centra, J. A., R. C. Froh, P.J. Gray, L.M.Lambert. (1987). *A Guide to Evaluating Teaching for Promotion and Tenure*. Acton, MA: Copley Publishing Group.
- Schön, D.A. (1983). *The reflective practitioner: How professionals think in action*. New York: Basic Books.