FORM 8

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

Department/Office: _STEAM_

Department Chair: _Monika Shealey_
      Print   Signature _NA_

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

Date Sent to Dean/Supervisor: _____

Signature   Date   Approved

_____   _____   Y / P / N
Dean/Supervisor:

_____   _____   Y / P / N
Add'l Admin:

_____   _____   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,   **November 1**
Department, and Dean

Definition of Terminal Degree (2.113)

The Doctor of Philosophy or the Doctor of Education are the standard terminal degrees for this department. All tenure candidates at the rank of assistant or higher must have an earned doctorate of Philosophy, of Education, or in a related field.

Department Criteria for 2016-2017 (1.2 and 2.41)

Rationale: The Department of STEAM Education has adhered to the general criteria provided in the University Recontracting and Tenure Memorandum of Agreement. In pursuing excellence in STEAM Education, the Department's criteria are also guided by the Association for Teacher Educators' *Standards for Teacher Educators* (2007), which set forth indicators for excellence for accomplished teacher educators in nine areas: teaching, cultural competence, scholarship, professional development, program development, collaboration, public advocacy, teacher education profession, and vision. The Department's approval of the following specific criteria, for all faculty hired September 1, 2016 and after that, reflects a firm commitment in the department to excellence in teaching and modeling excellent teaching for our students who are teachers or teacher candidates, themselves, as well as commitments to the concepts of teacher-scholar and university and community citizen which characterizes the work of teacher educators. Tenure track candidates seeking tenure at all levels of rank: instructor, assistant, and associate, should show increasing levels of accomplishment within each category: teaching, scholarship, contributions to the university community, and contributions to the wider professional community, and this should be reflected with increasing years of work at the university. Temporary full-time hires should minimally show strength in academic teaching; however, they should also seek to develop scholarship and service agendas as well and will be evaluated on these aspects of their work at Rowan. Part-time faculty should show strength in academic teaching and are encouraged to contribute to departmental committee work as well as to pursue their own scholarly agendas.

Evaluation of Teaching

Academic Teaching

The Department of STEAM 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 (1987):
1. Good organization of subject matter and the course
2. Effective communication
3. Knowledge and enthusiasm for subject matter and teaching
4. Positive attitudes towards students
5. Fairness in examinations and grading
6. Flexibility in approaches to teaching
7. Appropriate student learning outcomes

Documentation of effective academic teaching should reflect these criteria and should triangulate (a) the candidate's description of his/her teaching goals, means of attempting to achieve those goals, and his/her perceptions of success in achieving them with (b) peer observations and analyses of those and (c) student feedback on formal course evaluations, including clinical practice supervision, collected in the last five weeks of each semester or teaching term, along with analyses of the feedback. Other materials that provide further evidence of effective teaching may also be incorporated into this documentation and analysis as appropriate, including:

1. informal student feedback collected throughout the semester,
2. unsolicited comments offered by students about their learning experiences from the candidate,
3. collegial assessments from collaborators in schools in the field, or
4. other material and evidence the candidate may present.

By the spring of their third year of teaching, all candidates' (instructor, tenure, and part-time) overall scores, comments, and feedback, taken as a whole, should provide evidence of academic teaching effectiveness in all seven of the categories listed above. For all candidates where this is not the case, the candidate should be able to cogently discuss reasonable plans for improvement, and tenure candidates at instructor and assistant ranks should provide, by the beginning of the sixth year of teaching, consistent evidence of academic teaching effectiveness through overall scores, comments, and feedback, taken as a whole, in all seven of the categories listed above.

Development of Learning Activities

Tenure candidates at instructor and assistant ranks in the Department of STEAM 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:

1. developing teaching materials to accompany courses,
2. developing custom textbooks for courses,
3. developing online courses,
4. participating in development of learning outcomes assessment tools and analysis of assessment results,
5. developing teaching tools to be used in courses they teach, and
6. developing online or other materials to support field experiences and clinical practice.
7. Participating or sponsoring the submission of curriculum proposals

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:

1. Reflecting or conducting self-studies on one's instruction and classroom to benefit the teaching-learning experience
2. Attending and participating in development activities at Rowan or through professional organizations
3. Maintaining currency in discipline-specific concepts
4. Maintaining currency in pedagogical practices
5. Collaborating with colleagues in pedagogical research and team-teaching

6. 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:

1. advising students in senior or graduate level research projects, theses, dissertations, portfolio production, and other curricular projects and
2. guidance of students who provide the faculty candidate with research assistance.

Evaluation of Scholarly Achievement

According to the Association of Teacher Educators' Standards (2007),

> The scholarship of an accomplished teacher educator is conceptualized through Boyer's model of scholarship (1997) which includes four foci: discovery, integration, application, and teaching. Accomplished teacher educators continually ask questions to deepen existing knowledge and to create new knowledge in teaching and teacher education. This is achieved through systematic inquiry and the subsequent sharing and/or dissemination of the results. Teacher educators engage in discourse within a community about the quest for new knowledge. This community, for example, can be broadly defined as a community of academics whose discourse takes place within publications <u>or a community of inquirers who dialogue around their "reflection on action"</u> [emphasis added] (Schön, 1983). In addition to discourse around new knowledge, teacher educators integrate their learning about practice within the field of teacher education together with their knowledge across disciplines and contexts in order to elucidate connections between their own work and the broader educational landscape. Teacher educators bridge their theoretical and practical knowledge to create new understandings and interpretations in theory and practice of teaching and teacher education. Finally, accomplished teacher educators strive to teach others and to foster learning about teaching and teacher education. (p. 3)

Tenure candidates at the assistant and associate levels should establish and demonstrate a record of submission and publication in top-tiered peer-reviewed journals, as well as submission and publication in other academic and professional outlets, including and not limited to, lower-tiered peer reviewed journals, professional journals, and chapters in reviewed books. In the field of teacher education, presentation of one's scholarly work at peer-reviewed international and national conferences *is also considered competitive and rigorous via the peer review process* and recognized as a common form of scholarly exchange and accomplishment. Obtaining external and internal funds is also considered a form of scholarship in the Department of STEAM Education. Finally, the type of scholarship candidates might pursue includes such well-accepted approaches as self-studies, action research, historical research, program evaluation, case studies, biographies, ethnographic and qualitative investigations, and more purely experimental inquiries. The department values an inclusive view of scholarship in the recognition that knowledge is acquired and advanced through discovery, integration, application, and teaching. Given this perspective, promotion and tenure reviews will recognize original research contributions in peer-reviewed publications. Dissemination of work

findings derived from the preparation of regular accreditation review documents may also be considered a form of scholarship in the Department of STEAM Education, if published in peer reviewed journals and/or presented at international or national conferences.

Tenure candidates at the assistant and associate rank in the Rowan University Department of STEAM 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. Full time dual appointees with STEAM as their home department, full-time temporary, ¾ time candidates, and tenure candidates at the rank of instructor are also encouraged to seek to present their scholarship at conferences as well.

Tenure candidates at the rank of instructor should engage in and provide documentation of professional development activities which assist them in maintaining discipline currency, deepening and broadening their knowledge of disciplinary content, strengthening their application of teacher education pedagogy, and improving their knowledge of teaching and learning processes. Such documentation might include sharing their new knowledge and pedagogical insights at venues such as: Rowan Faculty Center, STEAM Education program or course committees, in-service workshops for teachers, department and college retreats, workshops at professional development schools, and College of Education student clubs.

For all candidates, peer-reviewed presentations at state and regional meetings are encouraged and recognized; however, national and international conferences are considered more competitively reviewed and prestigious venues. Following is a partial listing of some of the recognized national educational associations where such presentations are made (there are many more not listed):

American Association of Colleges of Teacher Education (AACTE)
American Council on the Teaching of Foreign Languages (ACTFL)
Association of Childhood Education International (ACEI)
Association for Play Therapy (APT)
American Educational Research Association (AERA)
American School Health Association (ASHA)
Association for Mathematics Teacher Educators (AMTE)
Association for Science Teacher Education (ASTE)
Association of Supervision and Curriculum Development (ASCD)
Association of Teacher Educators (ATE)
Council for Exceptional Children (CEC)
Holmes Group
International Play Association (IPA)
International Reading Association
International Society of Technology in Education (ISTE)
Kappa Delta Pi International Honor Society
National Art Education Association (NAEA)
National Association of Early Childhood Teacher Educators (NAECTE)
National Association for the Education of Young Children (NAEYC)
National Association for Music Education (NAfME)
National Association for Research in Science Teaching (NARST)
National Association of Multicultural Education (NAME)
National Association of Professional Development Schools (NAPDS)
National Council of Supervisors of Mathematics (NCSM)
National Council for Teachers of Mathematics (NCTM)

National Science Teachers Association (NSTA)
North American Chapter for the International Group for the Psychology of Mathematics Education (PME-NA)
Phi Delta Kappa
Society for Health and Physical Education (SHAPE)
Society of Public Health Education (SOPHE)

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:
1. serving on a department, college, university committee;
2. chairing a department, college, or university committee;
3. contributing to tasks central to the department's day-to-day activities serving both students and faculty;
4. helping the department meet the expectations of the college and the university and of accrediting agencies;
5. assisting with other campus-wide activities; e.g., homecoming, Rowan day, advising student groups, freshman, transfer, and graduate student orientations;
6. serving as the department chair;
7. serving as a dissertation committee chair, as well as serving on dissertation committees;
8. course and program facilitation/coordination, senate participation, and union participation;
9. formally and informally mentoring other faculty or staff within the department, college, or university; and
10. 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 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:

a. committee work in state, regional, national, or international associations,
b. discipline-related partnerships with other agencies;
c. short-term collaborations with schools, industries, or civic agencies for program or policy development;
d. professional development to local district educators;
e. professional development school liaison responsibilities;
f. participation in county roundtables;
g. 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.

Role of Department Chairperson (2.4)

The Department Chairperson will serve on the Department Tenure and Recontracting committee unless the chair is already serving on the Senate Recontracting Committee.