FORM 8

SIGNATURE SHEET FOR EVALUATIVE CRITERIA
APPROVED CRITERIA SHALL HAVE ALL REQUIRED SIGNATURES
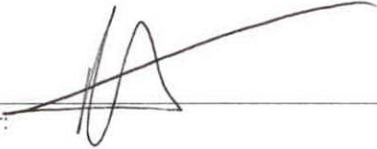
Department/Office: __Interdisciplinary and Inclusive Education__

Department Chair: __Dr. Joy Xin__   Signature _(signed)_
                     Print

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

Date Sent to Dean/Supervisor: __9/21/2017__

Signature _(signed)_   Date __9-21-17__   Approved **(Y)** / P / N

Dean/Supervisor:

Add'l Admin: _(signed)_   Y / P / N

Provost/designee: __3-10-18__   **(Y)** / P / N

President/designee: Y / P / N

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**

Department of Interdisciplinary and Inclusive Education

Criteria for Recontracting and Tenure

2017-2019

Contents

T & R Criteria

Rationale

The Department of Interdisciplinary and Inclusive Education adheres to the criteria for evaluating candidates for recontracting and tenure as outlined in the 2017-2019 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 MOA.

The Department of Interdisciplinary and Inclusive Education's Tenure and Recontracting Committee evaluates effectiveness based on both quality and quantity of evidence provided. Recognizing the subjective nature of this evaluation, the peer-review process by a committee of teacher-scholars elected by Department faculty ensures that each faculty member is rigorously evaluated solely on the evidence presented.

Additional explanation of each of the areas is provided on the following pages.

TEACHING

In addition to the criteria outlined in the 2017-2019 Memorandum of Agreement for Teaching .
Effectiveness (Appendix A, Section 1.1), the Department of Interdisciplinary and Inclusive
Education evaluates effectiveness of teaching activities based on the compilation of evidence in
the following areas: Academic Instruction, Learning Activities, Teacher Development, and
Student Mentoring. Other evidence to support effectiveness in teaching activities will be
accepted and considered. The Department also recognizes that field-based supervision is an
aspect of teaching.

The Department utilizes the criteria for excellent teaching found in Appendix A, section 1.12 of
the MOA:

  A. Teaches in a way that helps students learn
  B. Explains clearly
  C. Promotes thinking
  D. Provides useful feedback
  E. Shows fairness and respect
  F. Actively engages students
  G. Encourages students to express ideas or opinions
  H. Prepares course material thoroughly
  I. Communicates course and lesson goals
  J. Helps students see the relevance of course content
  K. Solicits student feedback about the course and instructional methods
  L. Applies student learning outcomes to plans for future learning
  M. Other characteristics appropriate to the candidate's program as identified in the
  ratified and approved department criteria.

Evaluation of Academic Instruction

> *"Academic instruction includes but is not limited to*
>
> > *1. Facilitating learning by instructing Rowan University students in courses, laboratories, theaters, clinics, studios, workshops and seminars*
> >
> > *2. Managing instruction; e.g., planning and arranging for learning experiences, maintaining student records, grading*
> >
> > *3. Supervising students in laboratories, fieldwork, internship and clinical experiences, and independent study*
> >
> > *4. Other activities appropriate to the candidate's program as identified in the ratified and approved department criteria"*
>
>   (2017-2019 MOA, p. 34)

Documentation of effective academic instruction for the Department of Interdisciplinary and Inclusive Education should include the following expected and other supporting evidence:

Expected Supporting Evidence

- Peer observations with analysis
- Student course evaluations with analysis
- Statement of teaching goals

Other Supporting Evidence

- Statement of teaching philosophy
- Documentation of courses taught at a rigorous level
- Demonstration of the ability to translate educational theory to practice

Development of Learning Activities

> *"Contributing to development of learning activities that enhance excellence in academic instruction includes but is not limited to*
>
> *1. Participation in development, review, and redesign of courses and programs*
>
> *2. Participation in developing and revising curriculum*
>
> *3. Developing teaching materials, manuals, software, and computer exercises 4. Developing online courses*
>
> *5. Contributing to study abroad programs*
>
> *6. Contributing to service learning programs*
>
> *7. Participating in development of learning outcomes assessment tools and analysis of assessment results*
>
> *8. Other activities appropriate to the candidate's program as identified in the ratified and approved department criteria"*
>
> (2017-2019 MOA, p. 34-35)

Documentation of effectiveness in the development of learning activities for the Department of Interdisciplinary and Inclusive Education should include the following expected and other supporting evidence:

Expected Supporting Evidence

- Participation on course committees[1]
- Engagement in regular review, development and redesign of courses and course syllabi[1]
- Contributions to program development and continuous improvement
- Participation in development of learning outcomes assessment tools and analysis of assessment results
- Development of online courses

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[1]Strongly encouraged for candidates at the rank of ¾ instructor, instructor, and assistant professor.

Other Supporting Evidence

- Development of teaching materials to accompany courses
- Development of custom textbooks for courses
- Development of teaching tools
- Development of online or other materials to support field experiences and clinical practice

Developing as a Teacher

"Developing as a teacher includes but is not limited to

1. Reflecting 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 course development, 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

7. Other activities appropriate to the candidate's program as identified in the ratified and approved department criteria"

(2017-2019 MOA, p. 35)

Self-examination, reflection, and improvement through professional development are cornerstones of the teacher preparation profession and all of the 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. Documentation of effective development as a teacher for the Department of Interdisciplinary and Inclusive Education should include any combination of the following supporting evidence:

- Demonstration of reflection through conducting self-studies on one's instruction and classroom to benefit the teaching-learning experience
- Attendance at and participation in development activities at Rowan and/or through professional organizations
- Demonstration of currency in discipline-specific concepts
- Demonstration of currency in pedagogical practices
- Collaboration with colleagues in pedagogical research and practice
- Demonstration of the ability to observe colleagues and provide constructive feedback related to the teaching
- Participation in professional learning opportunities related to teaching
- Demonstration of leadership in professional development related to teaching

Student Mentoring

> *"Student mentoring activities include but are not limited to*
>
> *1. Mentoring students; e.g., with regard to academics and career planning*
>
> *2. Mentoring students in senior research projects, theses, dissertations, and other curricular projects*
>
> *3. Other activities appropriate to the candidate's program as identified in the ratified and approved department criteria"*
>
> (2017-2019 MOA, p. 35)

Tenure and recontracting candidates in the Department are expected to engage in a host of informal mentoring efforts. Documentation of effectiveness in student mentoring for the Department of Interdisciplinary and Inclusive Education should include any combination of the following supporting evidence:

- Mentorship related 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/or
    - preparation for job interviews.

- By the beginning of the sixth year, all tenure candidates should be able to document increased activity in:
    - advising students in senior or graduate level research projects,
    - theses,
    - dissertations,
    - portfolio production, and/or
    - other curricular projects and guidance of students who provide the faculty candidate with research assistance.

SCHOLARSHIP

In addition to the criteria set forth in the 2017-2019 Memorandum of Agreement for scholarly and creative activity (Appendix A, section 1.2A), the Department of Interdisciplinary and Inclusive Education evaluates effectiveness based on an accumulation of scholarly activities: both expected and other supporting evidence.

Assistant Professor Rank and Higher

The Department utilizes the criteria for scholarly achievement found in Appendix A, section 1.2A.2 of the Memorandum of Agreement:

> Characteristics of Excellence in Scholarship for professors at the Assistant and Associate rank are:
>
> A.   The activity requires a high level of discipline-related experience
> B.   The activity can be replicated or elaborated (research activity)
> C.   The work and its results can be documented
> D.   The work and its results can be peer-reviewed
> E.   The activity is innovative, breaks new ground, or demonstrates other types of significance or impact.

Evaluation of Scholarly Achievement

The Department recognizes the criteria for excellence in scholarly achievement set forth in the 2017-2019 MOA:

A. Basic research includes scholarly efforts leading to presentation and publication as defined in the candidate's discipline.

B. Research in the scholarship of teaching includes but is not limited to conducting instructional and classroom research to benefit the teaching-learning experience.

C. Creative activity is an expression of the scholarship of discovery and integration for those faculty engaged in disciplines for which research, as it may be traditionally defined, may not apply.

D. Applied research and evaluation.

E. Funded scholarly and creative projects.

(p.p. 36-37)

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

The Department assesses scholarly achievement of tenure track faculty based on a consistent record of productivity over six years.

Expected Supporting Evidence (in order of importance):

- Publications in peer-reviewed journals[2] (quality of publications rated on authorship, journal ranking, and selectivity)
- Funded external grants and/or awards (quality based on funding source and competitiveness of award)
- Peer-reviewed books and/or book chapters
- Peer-reviewed presentations at regional, national, and international professional meetings and/or conferences

Other Supporting Evidence:

- Applied or pedagogical study (e.g., Professional Development School)
- Evaluation study (e.g., program, policy, personnel)
- Journal editor or review board
- Funded internal grant or award for scholarship
- Published book review

These lists are not exhaustive. It is up to the candidate to make the case for his/her tenure package.

Instructor Rank

The Department utilizes the criteria for scholarly achievement found in Appendix A, section 1.2A.2 of the 2017-2019 Memorandum of Agreement:

Characteristics of Excellence in Professional Development for Instructors are

A. The activity is directly related to the area of expertise or area of instruction.
B. The activity prepares the instructor for future 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 a specific discipline
D. The activity is recognized as maintaining standing within a profession or discipline
E. The activity permits the demonstration of leadership within a profession or discipline

Documentation of professional development for the Department of Interdisciplinary and Inclusive Education should include any combination of the following supporting evidence:

- Obtaining certification or licensure related to discipline
- Attendance and presentation of work at local, state or regional conferences
- Participation in workshops or instruction-related professional learning
- Active membership in professional organizations related to discipline or teaching assignment
- Holding leadership position in community or professional organization that is related to discipline

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[2] It is unlikely that the Tenure and Promotion Committee will support candidates for tenure who do not hold multiple peer-reviewed publications. The Department expectations include a minimum of 4-6 peer reviewed journal articles with a strong record of additional supporting evidence in a variety of other scholarly activities.

SERVICE

According to the 2017-2019 MOA, Appendix A, section 1.31, service is recognized in activities related to both contributions to the university community and to the wider and professional community. The Department's criteria parallels that of the university.

Contributions to the University Community

> The Department recognizes the criteria for contributions to the wider and professional community as indicated in the 2017-2019 MOA:
>
> A. *Active participation and leadership in campus activities and governance*
>
> B. *Mentoring other faculty or staff within the candidate's own department, College, or University-wide includes but is not limited to taking part in the established mentoring program or working with the Faculty Center mentoring programs*
>
> C. *Representing the institution for its advancement*
>
> (p. 39)

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, co-chair, or assistant 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
- 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 programs and the Department. Tenure candidates at the assistant and associate ranks should demonstrate a steady increase in service 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

> The Department recognizes the criteria for contributions to the wider and professional community as indicated in the 2017-2019 MOA:
>
> A. *Dissemination of discipline-related knowledge*
>
> B. *New products or practices include the design or creation of new products, innovations, or inventions*
>
> C. *Discipline-related partnerships with other agencies*
>
> D. *Contributions to disciplinary and professional associations and societies*
>
> (p.p. 40-41)

In order to remain abreast of developments in, contribute to, and transform the profession, tenure and recontracting candidates in the Department 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:

- Leadership in a professional organization related to discipline
- 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