

FORM 8

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

Department/Office: Environmental Science - Durah
 Department Chair: Beth Christensen [Signature]
 Print Signature
 Academic Year (circle): 15-16 16-17 17-18 18-19 19-20

Date Sent to Dean/Supervisor: 11/8/18

Signature	Date	Approved
<u>[Signature]</u> Dean/Supervisor:	<u>11/12/18</u>	<input checked="" type="radio"/> P/N
_____	_____	Y/P/N
Add'l Admin: <u>[Signature]</u>	<u>3/17/19</u>	<input checked="" type="radio"/> P/N
Provost/designee: _____	_____	Y/P/N
President/designee: _____	_____	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:	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 Lecturer Recontracting
Department of Environmental Science
Daniel Duran, Ph.D.**

Mission

To push the frontiers of environmental science to better understand how Earth systems work, and how they are being influenced by human activity. Ignite fascination about environmental science in students and the public through excellent teaching and outreach to create more rational citizenry, skilled environmental problem solvers, and dynamic environmental scientists.

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

Dr. Daniel Duran is appointed as a Lecturer in the Department of Environmental Science in the School of Earth & Environment. This position was created to satisfy the terms of a shared services agreement between Rowan University and Gloucester County.

The Department of Environmental Science Tenure and Recontracting Committee and the Dean of the School of Earth and Environment will evaluate Dr. Duran's activities as a lecturer. While the shared services agreement is in effect, 50% of Dr. Duran's teaching load will be reassigned, so that he may engage in nature programming and administration for Scotland Run Park. His performance in this role will be evaluated separately by Gloucester County. Thus, this document addresses the formal evaluation for the remaining 50% of his time.

His work as a lecturer is to focus on the development and delivery of field-based courses, based on the biota of the mid-Atlantic region and southern New Jersey specifically. Whenever possible, a substantial portion of each course should be based on the natural resources of the Edelman Fossil Park. Other sites may be incorporated for breadth and comparison, as appropriate.

Further, Dr. Duran is tasked with developing, growing, and curating the biological wet and dry collections for the Department of Environmental Science. These collections may be housed on campus or at the future Edelman Fossil Park Museum.

Dr. Duran is also expected to develop and deliver public nature programming for the Edelman Fossil Park. These activities may include regular nature walks, informal classes, public lectures, and other forms of delivery.

Department of Environmental Science

1. Teaching Effectiveness – 35%

- 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

- v. Candidate's plans for growth and development of future teaching activities
2. **Public Communication and Informal Teaching – 35%**
- a. Committee's evaluation of Public Communication and informal Teaching, including:
 - i. Peer observations
 - ii. Participant evaluations
 - iii. Programs and materials developed by the candidate
 - iv. Candidate's self evaluation of public communication and informal teaching activities
 - v. Candidate's plans for growth and development of public programming
3. **Professional Development Activity – 15%**
- a. Committee's evaluation of candidate's professional development activities, including:
 - i. Maintaining academic currency within his field. While not a requirement, optional accomplishments in research, grant writing, and publishing will count towards this goal.
 - ii. Engagement in the scholarship of teaching and learning
 - iii. Participation in workshops, conferences, and professional meetings
 - iv. Candidate's self evaluation of professional development activities
 - v. Candidate's plans for growth and development of future professional development activities
4. **Service: Contributions to the University, School, Department & Wider Community – 15%**
- a. Committee's evaluation of candidates service activities, including:
 - i. Service to Department of Environmental Science, for example the development and curation of the department's biological collections
 - ii. Service to School of Earth & Environment, including service to the Edelman Fossil Park
 - 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

35 percent

Formal Teaching: Lecturers must demonstrate that they are highly effective educators who facilitate the achievement of learning objectives by students. In the case of Dr. Duran, formal teaching will include field-based courses, focused on the natural resources of the Edelman Fossil Park and other localities. Classroom and laboratory work will be included, when appropriate. The dean may grant exceptions to the curricular focus outlined here. 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.

Curricular development activities for Daniel Duran: The candidate is expected to contribute to the development of the B.S. and B.A. in Environmental Science as well as the Ph.D. in Environmental Science. His involvement in Rowan Global programs is also encouraged.

Public Communication & Informal teaching

35 percent

Informal Teaching & Public Communication: In order to be recontracted, Dr. Duran must develop and delivery a range of public programs, focused on the natural resources of the Edelman Fossil Park. These activities may include regular nature walks, informal classes, public lectures, and other forms of delivery. More broadly, direct public engagement or engagement through the media are valued activities within this category, particularly on topics related to sustainability, global warming, environmental degradation, and the worldwide biodiversity crisis. In support of a robust program of public communication and informal teaching, substantial activities in these areas may be offset by adjusted load at the discretion of the Dean.

Professional Development

15 percent

Dr. Duran must maintain currency in the overall field of environmental science and his areas of specialty within. Further, he must remain abreast of developments and techniques in teaching that enhance student learning. Professional development for Dr. Duran includes a variety of activities that can help achieve these objectives including but limited to:

- Publishing peer-reviewed manuscripts and book chapters
- Submission of governmental and foundation grant applications
- Attending and presenting at professional conferences
- Attending workshops and webinars and participating in faculty learning communities.
- Seeking additional training or education to improve or expand knowledge.
- Developing or enhancing skills in the assessment of the teaching and learning processes in environmental science

Service: Contributions to the University, School, Department, and Wider Community

15 percent

Service to the department, school, university, academic discipline, and broader public is expected from all Lecturers.

Lecturers are expected to participate in routine departmental meetings and certain departmental, school, and university committees. Lecturers are expected to participate in course and curriculum development. In the case of Dr. Duran, service includes the development and curation of the department's biological collections.

Collegiality, Professionalism and Intellectual Responsibilities

While not a separate criterion, collegiality, professionalism, and intellectual integrity influence the efficacy of a faculty member. Thus, teaching 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 affect students, faculty or staff.

Appendix A. Criteria for evaluating teaching effectiveness in the Department of Environmental Science.

1. Classroom observation of the candidate's teaching:

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

- a. communication effectiveness
- b. organization and planning
- c. 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, gender, appearance, etc), 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, multimedia 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.