

FORM 8

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

Department/Office: Geography, Planning, and Sustainability

Department Chair: Kevin Keenan
 Print

Kevin Keenan
 Signature

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

Date Sent to Dean/Supervisor: 9/24/18

Signature
[Signature]
 Dean/Supervisor:

Date
11/8/18

Approved
 Y P/N

Add'l Admin:

[Signature]
 Provost/designee:

3/17/19

Y/P/N

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:

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

Criteria for Recontracting
School of Earth and Environment
Department of Geography, Planning, and Sustainability

Definition of Terminal Degree

For lecturers, a master's level degree is adequate. Pursuit of a higher degree is not required for recontracting.

Introduction

This document is intended to serve in conjunction with the Tenure & Recontracting *Memorandum of Agreement (Memorandum)*. The candidate should familiarize him/herself with the appropriate *Memorandum* and its components in conjunction with this document. The current *Memorandums* are located on the Provost's web page (<https://sites.rowan.edu/academic-affairs/aftlocalagreements.html>). If any conflict between this document and the *Memorandum* exists, the *Memorandum* shall supersede this document.

Department Mission

The Department of Geography, Planning, and Sustainability at Rowan 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 Geography, Environmental Studies, Community and Environmental 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.

Periodic Review of Department Tenure and Recontracting Procedures

The Geography, Planning, and Sustainability Department will review and, if necessary, revise this document each year, with formal ratification taking place in the fall after the release of the *Memorandums* but prior to the evaluation of candidates.

Election of Committee Members

All tenured faculty within the Geography, Planning, and Sustainability Department will serve on the recontracting committee provided they are available to do so (i.e., not on sabbatical). The committee shall elect a chair or the department chair may act as the chair.

Lecturers

Lecturers (non-tenured teaching faculty) will follow performance criteria as outlined in this document and the *Memorandum*. If there is any conflict between this document and the *Memorandum*, the *Memorandum* shall rule. Lecturers must submit their packets for departmental review by November 1.

Evaluative Criteria Percentage Distribution

Teaching Effectiveness: 60%

Professional Development Activities: 10%

Contribution to the University Community: 25%

Contribution to the Wider & Professional Community: 5%

1. Teaching Effectiveness (60%)

The application of each candidate for recontracting must address the following areas in order to establish his or her teaching effectiveness:

- I. Excellence in academic instruction
- II. Excellence in developing learning activities
- III. Excellence in developing as a teacher
- IV. Excellence in mentoring

Candidates are advised to explicitly address their compliance with each of these criteria along with supporting evidence in the form of data and interpretations.

I. Criteria for Excellence in Academic Instruction

Excellence in academic instruction is demonstrated by a combination of several of the following characteristics, by which the candidate:

1. Engages students as active participants in the learning process, encouraging critical and creative thinking rather than passive retention of material.
2. Maintains a class environment that interests and challenges students in the subject matter of the course and cultivates a positive attitude toward lifelong learning.
3. Demonstrates a command of the current state of the discipline.
4. Remains current in teaching pedagogy and is willing to experiment with innovative teaching approaches.
5. Demonstrates knowledge of and enthusiasm for the subject matter and teaching.
6. Organizes the subject matter, including appropriate pacing and adherence to departmental syllabi and policies.
7. Identifies appropriate student learning outcomes via course materials.
8. Provides opportunities for interaction with students outside of class.
9. Articulates and applies fair and consistent standards in designing assignments and in grading student work.

The Geography, Planning, and Sustainability Department recognizes that different teaching methodologies should be applied depending on the context, goals of the class, and lesson. The candidate should demonstrate the skill to handle effectively several different approaches to teaching, tailoring pedagogical technique to the diverse needs of various student populations.

Documentation for Evaluating a Candidate's Excellence in Academic Instruction

Factors that will be considered in the Committee's review include but are not limited to

A. Self-reflective narrative

The candidate's self-reflective narrative should include the following, but does not necessarily need to be composed in this order:

1. Philosophy of Teaching
2. Summary of the candidate's teaching responsibilities and activities
3. Description and analysis of pedagogical strategies
4. Discussion of modalities of student assessment utilized by the candidate

B. Course content analysis

The course content analysis should include descriptions and analyses by the candidate of all courses taught or currently being taught since being hired. The candidate may locate his or her discussion within relevant values and outcomes corresponding to each collection of courses (first-year writing program, major courses, graduate courses, etc.).

C. "Student Evaluation of Teaching Effectiveness Reports" (referred to as Student Summaries in the Checklist) and Candidate Analyses

Lecturers should refer to the Memorandum of Agreement Section 2.65 for charts showing the frequency of when student evaluations should be performed over the course of the periods of review.

Where possible, the candidate should submit evaluations demonstrating a range of effective teaching in a variety of courses.

The candidate must include a statement reflecting on the outcomes of the student evaluations.

The Committee will carefully assess the candidate's student evaluations and the accompanying analyses of student responses in the determination of teaching effectiveness. The departmentally approved student evaluation form(s) will be the standard measure of student perceptions.

D. Peer Observations and Candidate Analyses

Lecturers should refer to the Memorandum of Agreement Section 2.642 for charts showing the frequency of when peer observations should be performed over the course of the periods of review.

Peer evaluations are accomplished when a member of the department committee observes a class session taught by the candidate and writes a report of that observation. The peer evaluation should include a summary of material presented in the class as well as an evaluation of the candidate's organization of the material, ability to communicate, currency of subject matter knowledge, variety and effectiveness of pedagogical techniques, and conduciveness of classroom environment to learning.

As stated in Appendix A 1.13 C of the *Memorandum* candidates are required to respond to the peer evaluation(s).

II. Criteria for Evaluating Excellence in Developing Learning Activities

The candidate must demonstrate excellence in developing learning activities that enhance students' learning outcomes. This excellence can be demonstrated at the classroom and curricular levels. Factors that will be considered in the Committee's review include but are not limited to those outlined in the *Memorandum* (Appendix A, 1.11, B):

- *Participation in development, review, and redesign of courses and programs*
- *Participation in developing and revising curriculum*

- *Developing teaching materials, manuals, software, and computer exercises*
- *Developing online courses*
- *Contributing to study abroad programs*
- *Contributing to service learning programs*
- *Participating in development of learning outcomes assessment tools and analysis of assessment results*
- *Other activities appropriate to the candidate's program as identified in the ratified and approved department criteria.*

Documentation of Excellence in Developing Learning Activities

- I. The candidate must include a written statement explaining how he or she has exhibited excellence in developing learning activities. The candidate should address each of the criteria mentioned above where appropriate and possible. Provide supporting evidence.

III. Criteria for Evaluating Excellence in Developing as a Teacher

The candidate must demonstrate excellence in developing as a teacher. Factors that will be considered may include but are not limited to those outlined in the *Memorandum* (Appendix A, I.11, C):

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.*

Documentation of Excellence in Developing as a Teacher

- II. The candidate must include a written statement explaining how he or she is developing as a teacher. The candidate should address each of the criteria mentioned above where appropriate and possible. Provide supporting evidence.

NOTE: This is the area that overlaps most significantly with the Professional Development category outlined below. It is recommended that candidates include the bulk of such activity under the Professional Development section, leaving some smaller part to mention under the current section, while not repeating mention of any one activity in both sections. However, if the candidate has done significant amounts of professional development in the profession or discipline beyond teaching (e.g., achieving AICP certification), that should be included under the

Professional Development section while development as a teacher should be included in this section.

IV. Criteria for Evaluating Excellence in Mentoring

The candidate must demonstrate excellence in mentoring students on disciplinary or professional issues. Academic advising (helping students create schedules or select courses) is not expected, though candidates should be familiar with all department programs sufficient to provide students general guidance as necessary. Because mentoring is an important corollary to classroom teaching, the candidate will submit a statement of self-assessment addressing perceived performance in three possible areas:

1. Mentoring students 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.

Documentation of Excellence in Mentoring

- I. The candidate should include a written statement describing in detail his or her approach to mentoring students and in what capacity mentoring has been offered. Where appropriate, the candidate should include a list of students mentored and the accomplishments with each student. Provide supporting documentation.

2. Professional Development (10%)

Professional Development is defined as those activities which improve a Lecturer's currency in a field of expertise or teaching, maintain their standing within a profession or discipline, or expand their area of expertise. Lecturers should engage in activities which:

- A. Assist them in maintaining currency in their discipline, profession, and/or improving their abilities as teachers
 - 1. Acquiring and maintaining specific forms of certification and/or licensure that are appropriate for their discipline or profession
- B. Deepen and/or broaden their knowledge of discipline-specific content
 - 1. Attending and participating in professional conferences where the focus is the dissemination of new knowledge within a field of inquiry
- C. Strengthen their understanding and application of the pedagogy of particular disciplines
 - 1. Attending and participating in professional conferences/workshops where the focus is the pedagogy associated with a specific discipline or content area
- D. Improve their knowledge of the teaching and learning processes
 - 1. Attending and participating in workshops/training that focuses on the teaching and learning processes
 - 2. Developing or enhancing skills in the assessment of the teaching and learning processes within a discipline

Characteristics of Excellence in Professional Development for Lecturers 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

Examples of Professional Development include but are not limited to:

- A. Participation in professional conferences, including attendance, organizing or chairing sessions and presentations
- B. Participation in professional organizations, including service and leadership in committees, working groups or task forces
- C. Participation in workshops, training sessions and other courses of study in the scholarship and pedagogy of the candidate's field
- D. Participation in and organizing of community outreach efforts with other teachers/practitioners in the candidate's field at the K-12 or higher education levels, as well as the regional community at large

Documentation of Professional Development Activities

- I. The candidate should provide a statement summarizing the candidate's professional development activities since coming to Rowan University. The statement should clearly indicate how each activity relates to the department's mission.

- II. Reflective discussion of scholarship the Lecturer has read dealing with subject matter content, pedagogical strategies, student learning styles, assessment, or other relevant topics
- III. Evidence of participation in workshops, webinars, etc. related to teaching and/or the department's specialties
- IV. Active participation in a learning community or other activities directed by Rowan's Faculty Center or similar entities.
- V. Attendance at professional conferences to learn or contribute to new directions in scholarship and/or new pedagogical strategies or delivery formats, including online or hybrid teaching
- VI. Engagement in the scholarship of teaching, including presentation of those results within the department, college, university, or professional/wider community settings
- VII. Training in and effective use of instructional technology, teaching innovations, etc.
- VIII. Acquiring and maintaining certification or licensure relevant to the candidate's discipline.
- IX. Ongoing involvement and participation in professional organizations related to the department's specialties
- X. Engagement in community outreach related to the department's specialties

3. Contribution to University Community (25%)

Candidates are expected to demonstrate full engagement as a member of the University community. Candidates should specify the dates, nature, and demands of the work they have performed in service to the University community. The candidate's contributions should be regular and ongoing.

The Department Committee will further take into account the candidate's leadership roles and other factors, including whether he or she has received reassigned time for service that is included here. Because leadership does not mean simply chairing committees, candidates should discuss the impact of their roles on the committee and/or larger context surrounding the activity.

A. Active participation and leadership in campus activities and governance includes but is not limited to:

1. Chairing a department, college, or university committee
2. Contributing to tasks central to the department's day to day activities serving both students and faculty
3. Helping the department meet the expectations of the College and the University
4. Assisting with other campus-wide activities; e.g., Homecoming, Rowan Day, advising student groups
5. Course and program development, review, and redesign
6. Chairing a department
7. Program coordination/Senate participation/Union participation
8. Creating cross-discipline collaborations across university departments
9. Other activities appropriate to the candidate's program as identified in the ratified and approved department criteria.

B. Mentoring other faculty or staff within the candidate's own Department, or College, or University-wide including but not limited to taking part in the established department or college mentoring programs or working with the Faculty Center mentoring programs.

C. Representing the institution for its advancement includes but is not limited to

1. Participation in open houses
2. Recruiting students
3. Outreach to bring more students or resources to the University
4. Other activities appropriate to the candidate's program as identified in the ratified and approved department criteria.
 - a. Building awareness of the publicly available university and departmental resources; e.g. Edelman Fossil Park of Rowan University; GeoLab, and other appropriate faculty led research centers

- b. Participating in informal education opportunities that educate the public about the disciplines within the School of Earth and Environment

Documentation for Evaluating a Candidate's Contributions to University Service

I. Required Documentation:

- A. Professional activities vary in type and importance. The candidate should provide a list of each service activity or assignment as well as detail regarding the nature and demands of the work for each activity or assignment. The candidate should discuss leadership roles and other factors, such as if reassigned time was provided for such service.
- B. The candidate must include specific dates of participation and details of demands of each activity in the statement.

II. Optional Documentation

- A. In addition, the candidate may include supporting documentation including but not limited to letters of recommendation, appreciation, or support from administrators, committee chairs, colleagues, students, or other appropriate individuals.

4. Contribution to the Wider and Professional Community (5%)

Candidates are expected to demonstrate engagement as a member of the wider and professional community. Candidates should specify the dates, nature, and demands of the work they have performed in service to the wider and professional community. The candidate's contributions should be regular and ongoing.

Faculty members will demonstrate significant activity in practice and professional service at local, state, or national levels. Such activities shall be appropriate to (1) the faculty member's academic or research field or (2) to his or her teaching and department or (3) his or her university responsibilities.

Service to the profession may include but is not limited to

1. holding leadership positions in recognized professional organizations
2. organizing meetings and conferences sponsored by professional organizations
3. chairing panels, organizing or participating in workshops
4. serving as chairs, organizers, reviewers, or discussants at professional meetings
5. serving accreditation bodies or national examination boards
6. managing, creating, or maintaining professional web sites or discussion groups
7. maintaining membership in professional organizations

Service to the community may include but is not limited to

1. presenting or participating in panel discussions, workshops, and seminars delivered to K-12 education professionals and other professional organizations
2. serving as a visiting writer, such as a Poet in the Schools
3. contributing to academically relevant local, civic and other community groups
4. consulting activities with other educational organizations, universities or public sector entities
5. serving as a peer reviewer or field bibliographer for a journal or publishing company
6. writing or editing academic newsletters
7. contributing to community groups and projects
8. giving guest lectures

The Department Committee will further take into account the candidate's leadership roles and other factors, such as receiving reassigned time for service that is included here. Because leadership does not mean simply chairing committees, candidates should discuss the impact of their roles on the committee and/or larger context surrounding the activity.

Documentation for Evaluating a Candidate's Contributions to the Wider and Professional Community

I. Required Documentation

- A. Statement of candidate's fulfillment of professional responsibilities.

II. Optional Documentation

- A. Any supporting documentation to clarify the candidate's statement (e.g., posters advertising professional or public events, thank you letters for service provided to professional or community groups)
- B. Any supporting evidence to clarify the candidate's statement.

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.

Statement of Goals Regarding Future Plans for Professional Growth

Candidates are expected to include a statement of goals regarding plans for future professional growth as part of their application for recontracting. While the statement can be provided in any manner or style appropriate for the candidate, it should at a minimum address the following elements:

- a. Goals for continued development of teaching effectiveness
- b. Goals for future professional development
- c. Goals for future contributions to the department and university
- d. Goals for future contributions to the profession