FORM 8

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

Department/Office: __**Chemistry and Biochemistry**__

Department Chair: __**Subash Jonnalagadda**__   Signature _____
Print

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

Date Sent to Dean/Supervisor: __12/18/2019__

Signature _____   Date   Approved

Dean/Supervisor: 1/14/2020   (Y) / P / N

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

_____   1/24/20   (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, Department, and Dean   **November 1**

DEPARTMENT OF CHEMISTRY AND BIOCHEMISTRY
Lecturer Recontracting Criteria 2019-20

TERMINAL DEGREE STATEMENT
The terminal degree for the teaching faculty in the Department of Chemistry and Biochemistry is the Ph.D.

ROLE OF CHAIRPERSON

The Department Chairperson / Department Head serves as a member of the Recontracting Committee. Administrative Department Heads are prohibited from serving as the chair of the Recontracting Committee but elected Department Chairs may serve as the chair of the Recontracting Committee. The Department Head may not provide any additional statement of his/her position to the Dean beyond the departmental committee letter.

CRITERIA FOR EVALUATION OF CANDIDATES FOR RECONTRACTING
Lecturers will be evaluated based on excellence in Teaching, Service, and Professional Development responsibilities. The candidate will be evaluated in the following areas (in rank order)

  A. Teaching Effectiveness
     a. Candidate's self-appraisal of teaching effectiveness
     b. Classroom observations
     c. Scores on student evaluations and candidate's response

  B. Service
     a. Contributions to the Department, College, and University
     b. Contributions to his/her professional field or discipline

  C. Professional Development
     a. Maintaining currency in their field and area of expertise
     b. Maintaining currency in modern teaching pedagogies and technologies

A. CRITERIA FOR TEACHING EFFECTIVENESS

PEER CLASSROOM OBSERVATION
1. Mastery of subject matter discussed

2. Interactions with students:
- Rapport, sensitivity to student's difficulties, impartiality, respect, humor, flexibility, avoidance of sarcasm

3. Classroom presence:
- Awareness of physical conditions in classroom
- Avoidance of distracting behavior and mannerisms
- Awareness of students as a group and of students as individuals
- Enthusiasm for subject taught
- Interest generated in subject matter

4. Organization and technique
- Development of presentation
- Use of chalkboard / whiteboard and other teaching aids
- Planning of assignments, laboratory experiments, and evaluations
- Encouragement and handling of questions from the class.
- Ability to stimulate thinking
- Flexibility in use of techniques and materials
- Use of illustrative examples

PEER LABORATORY OBSERVATION

1. Mastery of subject matter discussed

2. Interactions with students:
- Rapport, sensitivity to student's difficulties, impartiality, respect, humor, and flexibility, avoidance of sarcasm

3. Laboratory presence:
- Awareness of physical conditions in the lab
- Avoidance of distracting behavior and mannerisms
- Awareness of students as a group and of students as individuals
- Enthusiasm for subject taught
- Interest generated in subject matter
- Adherence to safety rules

4. Organization and technique
- Development of presentation (if any)
- Use of chalkboard /whiteboard and other teaching aids.
- Planning of laboratory experiments and evaluations
- Encouragement and handling of questions from the class.
- Ability to stimulate thinking
- Flexibility in use of techniques and materials
- Use of illustrative examples

USE OF STUDENT EVALUATION DATA AND RESPONSE

The spirit of student evaluations is to solicit the students' collective and individual opinions concerning the instructor's abilities to help the students learn. We do this in spite of the many studies that demonstrate the bias in such data and therefore the data must be used with care and not over interpreted. At some point we must begin to assess if students are learning in a given course and use that data to judge teaching techniques.

In the meantime, a candidate may elect to use any of the many instruments that are available and approved by the department, but use the form consistently for the course of the recontracting process. For instance, many departments on the campus use the ETS SIR form. Other choices include the nationally recognized Student Assessment of Learning Gains system for online evaluation. In any case, the candidate should discuss issues that the students perceive to be problem areas.

B. CRITERIA FOR SERVICE

SERVICE TO THE UNIVERSITY COMMUNITY

The following activities are considered in judging the contributions of a candidate to the Department and College.

- Active participation in Departmental discussions concerning the regular business of the Department.
- Service on Departmental Committees (regular or ad hoc).
- Service on School Committees (regular or ad hoc).
- Service on College Committees (regular or ad hoc).
- Coordination or significant involvement in departmental logistics and activities (such as lab coordination, exam coordination, etc.)
- Participation in student-related activities and being the "champion" for extracurricular experiences that reach a large number of students. Some of these activities could include:
  - Organizing the tutoring program, selecting, assigning, mentoring, training to ensure a top quality, structured program.
  - Sponsoring the student club and helping students create a long-standing, sustainable club participating in service to both the university and community.
  - Leading the LA program, helping to select, train, mentor, assign LA's (teaching LA course would not count). Helping recruit and train faculty using LAs.
  - Organizing and maintaining a Peer Mentoring program for the department.
  - Creating service opportunities that help students gain significant skills outside of the classroom.
  - Coordinating a large number of sections of an intro course to ensure consistency in course coverage, rigor, grades, and assessment.

SERVICE TO THE WIDER AND PROFESSIONAL COMMUNITY

The following activities are considered in judging the fulfillment by a candidate of his/her professional responsibilities.

- Active participation in professional societies (Leadership positions including chair of significant committees, organizing or presenting workshops and symposia).
- Attendance at professional society meetings and conferences.
- Membership in professional societies.
- Participation in public activities (committees, boards, panels) where the individual's professional expertise is requisite for appointment.
- Participation in outreach activities to elementary, middle and high schools. This includes such items as speaking to classes, demonstrations, judging science fairs, etc.
- Other activities e.g., review of textbook or journal manuscripts, review of academic science programs at other institutions, review of grant proposals, interpreting science to the public.

C. CRITIERIA FOR PROFESSIONAL DEVELOPMENT

The following is a non-exhaustive list of possible avenues of professional development and maintaining currency in the field.

- Development of new programs, courses or syllabi using discipline-based, evidence-based research (DBER) methods.
- Writing grants to obtain funding for curricular or instrumental improvements.
- Attend or present (when applicable) evidence-based best teaching practices in their disciplines at local/regional or national conferences (when held locally).
- Attend workshops, meetings, trainings focused on current and innovative pedagogical methods (e.g. Magna Series webinars, Biannual Rowan Teaching Connection Conference, Faculty Online Teaching Course, etc.)
- Participate in programs aimed at improving professional workplace competence (e.g. implicit bias trainings, Safe Zone trainings, Stars & Stripes trainings, emergency preparedness training; Foundations of Diversity, Equity & Inclusions Certificate, Faculty Learning Communities, Networking Events, etc.)