FORM 8

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

Department/Office: _____ *Computer Science* _____

Department Chair: _____ *Vasil Hnatyshin* _____   *Hnatyshin Vasil*
                     Print   Signature

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

Date Sent to Dean/Supervisor: _____

Signature _____

Dean/Supervisor:

Date: 1/14/2020   Approved: (Y)/ P / N

Add'l Admin: _____   Y / P / N

Provost/designee: _____   1/24/20   (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**

Lecturer Evaluation Criteria
Computer Science Department

2018

1. STATEMENT OF TERMINAL DEGREE

Minimum of master's degree in Computer Science or closely related field is required for appointment to Lecturer position or higher ranks.

2. BALANCE AMONG TEACHING, SERVICES AND PROFESSIONAL DEVELOPMENT

The Department T&R Committee will use the following weighting system for the evaluation of candidates.

Teaching Effectiveness	50%
Service to Department & University	40%
Professional Development	10%

3. CRITERIA FOR EVALUATING TEACHING EFFECTIVENESS

Successful candidate should illustrate his or her teaching effectiveness in the following categories:
- Academic Instruction
- Developing learning activities
- Developing as a teacher
- Student Mentoring

3.1. Academic Instruction

Desirable characteristics of Academic Instruction are:
- Teaches in a way that helps students learn
- Explains clearly
- Promotes thinking
- Provides useful feedback
- Shows fairness and respect
- Actively engages students
- Encourages students to express ideas or opinions
- Prepares course material thoroughly
- Communicates course and lesson goals
- Helps students see the relevance of course content
- Solicits student feedback about the course and instructional method
- Applies student learning outcomes to plans for future learning
- Appropriate use of instructional technologies

These characteristics will be assessed through self-assessment, peer observation, student surveys, and department T&R committee review. The candidate will submit materials which will enable the department T&R committee to evaluate performance in the characteristics listed above. These materials will include:
- Student surveys (e.g., SIR II's, Rowan on-line student survey, or other department approved instruments). At least four student surveys collected since the previous evaluation must be included in each application for recontracting.
- Self-assessment, which must address each of the characteristics and indicate strengths and areas needing improvement.
- Peer observations, which should directly address most or all of the above characteristics that can be observed in a classroom setting as appropriate. Observers are assigned (or approved) by the department T&R committee chair for class session(s) chosen by the candidate. At least two peer observations since the last evaluation must be included in each application for recontracting.

Other relevant materials may also be submitted by the candidate and evaluated by the department T&R committee. A list of examples that can be used to evaluate candidate's performance in category *Academic Instruction* is provided in Appendix A.

The candidate is expected to provide evidence of adequacy in all and excellence in many of the above characteristics of academic instruction.

3.2. Developing Learning Activities

For this category successful candidate should provide evidence of developing and revising computer science curriculum. A list of examples that can be used to evaluate candidate's performance in category *Developing Learning Activities* is provided in Appendix A.

The candidate is expected to provide evidence that he or she has been active in developing effective classroom learning activities.

3.3 Developing as a Teacher

For this category successful candidate should provide evidence of efforts to improve oneself as a teacher. A list of examples that can be used to evaluate candidate's performance in category *Developing as a Teacher* is provided in Appendix A.

The candidate is expected to provide evidence that he or she has been actively working to develop as a teacher.

3.4. Student Mentoring

For this category successful candidate should provide evidence of student advising and mentoring. A list of examples that can be used to evaluate candidate's performance in category *Student Mentoring* is provided in Appendix A.

The candidate is expected to provide evidence that he or she has actively taken on the role of a student mentor.

4. CRITERIA FOR EVALUATING CONTRIBUTION TO THE UNIVERSITY COMMUNITY

Responsibilities/activities connected with Contribution to the University Community include:
- Contributions to the Department and
- Contributions to the College and University

The Department recognizes service to the Department, College, and University as a significant aspect of faculty development. The expectations of the Department reflect the need for a probationary faculty member to learn about the institution, participate in the non-academic operations that are necessary for the functioning of the academic enterprise, and contribute to the institution in rewarding ways. At the same time, the expectations reflect the need for probationary faculty to balance commitments to service with their responsibilities for teaching and professional development. A list of examples that can be used to evaluate candidate's *Contributions to the Department, College, and University* is provided in Appendices B and C.

The candidate is expected to demonstrate services in all areas and consistent and substantive services in at least one area.

5. CRITERIA FOR EVALUATING PROFESSIONAL DEVELOPMENT

Professional Development is defined as those activities that improve an individual's currency in a field of expertise or teaching, maintain their standing within a profession or discipline, or expand their area of expertise. Probationary faculty should engage in activities that will:

A. Assist them in maintaining currency in their discipline, profession, and/or improving their abilities as teachers or professionals

B. Deepen and/or broaden their knowledge of discipline-specific content

C. Strengthen their understanding and application of the pedagogy of particular disciplines

D. Improve their knowledge of the teaching and learning processes

The candidate is expected to continue his or her professional development through participation and attendance of training sessions, workshops, and other events that contribute to candidate's professional growth. Computer Science Education plays an important aspect of the candidate's professional development. Professional development in the field of CS education includes but is not limited to conducting instructional and classroom initiatives that will benefit the teaching-learning experience and that may lead to presentations and/or publications at various local, regional, and national venues as well as attending various events that contribute to the candidate's development as a CS educator.

6. METHOD FOR COLLEAGUE ASSESSMENT OF TEACHING EFFECTIVENESS

The Computer Science Department will use classroom observation as the primary method for colleague assessment of teaching effectiveness. We believe that this is the most effective method for gaining information about the new faculty member's teaching effectiveness and also provides a good opportunity for more experienced faculty members to act as mentors for less experienced teachers. The observers are encouraged to comment on both good things that they see in the class presentation and those areas that need improvement. The observers should directly address most or all of the following characteristics that can be observed in a classroom setting as appropriate:
- Teaches in a way that helps students learn
- Explains clearly
- Promotes thinking
- Provides useful feedback
- Shows fairness and respect
- Actively engages students
- Encourages students to express ideas or opinions
- Prepares course material thoroughly
- Communicates course and lesson goals
- Helps students see the relevance of course content
- Solicits student feedback about the course and instructional method
- Applies student learning outcomes to plans for future learning
- Appropriate use of instructional technologies

7. PROCESS FOR COLLECTING AND UTILIZING STUDENT RESPONSES

Student responses will be collected using SIRs and/or Banner Student Course Evaluations in classes of the candidate's choice during the last 5 weeks of the spring and fall semesters or last 2 weeks of the summer sessions. In the case of SIRs, the department T&R committee chairperson will designate (or approve) an individual to administer each survey.

8. ROLE OF DEPARTMENT CHAIRPERSON ON TENURE AND RECONTRACTING

The Department Chairperson or Department Head is a voting member of the Department's T&R Committee. Only an in-unit Chairperson can serve as Chair if elected by the committee.

9. APPENDICES

Appendix A: Examples of activities used to evaluate candidate's Teaching Effectiveness

Academic Instruction:
- Facilitating learning by instructing Rowan University students in courses, laboratories, tutorials, workshops, and seminars.
- Managing instruction, e.g., planning and arranging for learning experiences, maintaining student records, grading.
- Supervising students in laboratories, fieldwork, internship experiences, and in independent study.

Developing learning activities:
- Participation in development, review, and redesign of courses and programs.
- Participation in developing and revising curricula.
- Developing teaching materials, manuals, web pages, PowerPoint presentations, 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.
- Creating assignments including written exercise, programming problems, laboratory projects.
- Building or maintaining a laboratory or technologically equipped classroom.
- Developing an archive or portfolio for one or more courses, illustrating the high quality of the candidate's work on the course or courses; a portfolio could include electronic versions of lectures (PowerPoint, HTML, etc.), demonstration programs, handouts, tests, homework assignments and projects.
- Developing courseware for a course.
- Incorporating collaborative learning techniques in a class.
- Pioneering a new use of technology in the classroom and disseminating information both within and beyond the department.
- Presenting a seminar on a new technology at the department colloquium.
- Successfully proposing a new curricular program or major changes to an existing one.
- Successfully proposing or teaching a new course.
- Successfully making a major modification in an existing course.

Developing as a teacher:
- Reflecting on one's instruction and classroom to benefit the teaching-learning experience.
- Attending and participating in professional development activities.
- Maintaining currency in discipline-specific and pedagogical concepts.
- Collaborating with colleagues.
- Observing and providing feedback related to the teaching of colleagues as such observations contribute to one's own development in the classroom.
- Attending a professional conference.
- Attending a pre- or post-conference workshop at a professional conference.
- Attending teaching workshops either at Rowan or outside of Rowan.
- Auditing a course or a part of a course taught by a senior faculty member.
- Taking a course at other institutions.
- Obtaining, using, and evaluating new hardware, software, etc.
- Working under the guidance of a senior faculty member.
- Supporting teaching activities at venues such as the Faculty Center for Excellence in Teaching and Learning.
- Team teaching a course.
- Serving as a reader for an ETS AP Computer Science Exam.

Student Mentoring:
- Mentoring students; e.g., with regard to academics and career planning.

- Serving as project sponsor and mentor for a project in a course such as Software Engineering and Senior Project.
- Supporting and supervising student research projects.
- Serving as a faculty mentor for a student poster at Rowan's STEM symposium
- Serving as a member of a master's thesis committee.
- Serving as a mentor to minority, underrepresented, or foreign students.
- Supervising a master's student in thesis work.
- Supervising and/or training the student workers with responsibility for maintaining the department's local network servers and the advanced computing lab.
- Teaching a heavy project-based course such as Senior Project and Software Engineering.
- Teaching the Computer Field Experience course.
- Teaching a Rowan Seminar Course.

Appendix B: Examples of accomplishments used to evaluate candidate's Contributions to the Department:
- Directly Supporting CS Students
  - Advising a CS student club
  - Advising a CS student research group
  - Assisting with or maintaining the department's job and internship listserv
  - Organizing or contributing to the department's Learning Community
  - Serving as a liaison/contact person for department's alumni; e.g., keeping track of alumni achievements, introducing alumni to current students, setting up departmental events for alumni, inviting alumni to give presentations and/or talks in the department.
  - Serving as the coordinator/leader for various department student-oriented programs/events such as internship and co-op, Learning Assistants, Tutoring, Student Mentoring, etc.
  - Serving as a department representative at various advising student sessions such as admissions open house, freshman or transfer orientation, exploratory studies workshops, etc.
- Directly Supporting CS Faculty and Staff
  - Mentoring other faculty or staff within the department
  - Reviewing material written by colleagues within the department prior to submission to a conference, journal, etc.
  - Serving as a mentor to a junior faculty member in the department.
  - Working with Instructional Technology to support software, hardware, or laboratories
  - Serving as a department liaison for industrial partners; e.g., reaching out to outside companies and helping students secure internships with them, inviting representatives from outside companies to give presentations and/or talks to students and faculty in the department, etc.
- Supporting CS Courses, Degrees, Governance, Programs, and Research
  - Assisting with departmental activities; e.g. New Student Orientation.
  - Chairing the department
  - Contributing to tasks central to the department's day to day activities serving students and/or faculty
  - Departmental course and program development, review, and redesign
  - Departmental program or course coordination
  - Developing or managing a laboratory
  - Participating, chairing, or leading the formal assessment process for departmental programs
  - Participating, chairing, or leading the development of new academic programs within the department
  - Preparing materials such as labs, courseware, or a set of web pages for use by other faculty and/or students within the department
  - Serving as a member or chair of a departmental committee
  - Serving as departmental advising coordinator
  - Serving as the coordinator of a graduate program
- Supporting CS Beyond the Department
  - Assisting with or editing a department newsletter
  - Assisting with or heading the development and maintenance of the department web page
  - Assisting with or heading the development and maintenance of the departmental facebook page

- Helping the department meet the expectations of the College and the University
- Participating in the formal assessment process for the college and/or university
- Representing the department for its advancement, e.g. participation in major/minor fairs, high school outreach, open houses, student recruitment, outreach for bringing more resources to the department, participation in institutional planning, participation in the development of new academic programs, etc.
- Representing the Department on the College adjusted load committee
- Serving as the department's representative to the AFT
- Serving as the department's representative to the university senate
- Supporting Department efforts for external accreditation and other recognition
- Supporting Department efforts to maintain connections with area employers of CS students.

Appendix C: Examples of accomplishments used to evaluate candidate's Contributions to the College and University:

- Directly Supporting Students
  - Advising a non-CS student club
  - Assisting with or maintaining university listservs
  - Organizing or contributing to university student programs such as EOF/MAP, Rowan After Hours, STARS, etc.
- Directly Supporting Faculty and Staff
  - Working with Instructional Technology to support software, hardware, or laboratories
  - Mentoring other faculty or staff outside the CS department
  - Reviewing material written by non-CS colleagues within the department prior to submission to a conference, journal, etc.
  - Serving as a mentor to a junior faculty member outside the CS department.
- Supporting College and University Courses, Degrees, Governance, Programs, and Research
  - Assisting with campus-wide activities; e.g. Homecoming, Rowan Day, New Student Orientation, etc.
  - Contributing to tasks central to the College's and/or University's day to day activities serving students and/or faculty
  - Course and program development, review, and redesign
  - Interdisciplinary program or course coordination;
  - participation in institutional planning
  - Participating or chairing the formal assessment process
  - Participating or chairing the development of new academic programs
  - Preparing materials such as labs, courseware, or a set of web pages for use by other faculty and/or students in the College or University
  - Serving as a member or chair of a College or University committee
  - Serving as a university senator
  - Serving as an AFT representative
- Supporting the College and University Externally
  - Assisting with or editing external newsletters
  - Assisting with or heading the development and maintenance of web pages
  - Assisting with or heading the development and maintenance of the Facebook pages
  - Participating in the formal assessment process for the college and/or university
  - Representing the College and University for its advancement, e.g. participation in major/minor fairs, high school outreach, open houses, student recruitment, outreach for bringing more resources to the college and University, participation in institutional planning, participation in the development of new academic programs, etc.
  - Supporting College and University efforts for external accreditation and other recognition