

FORM 8

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

Department/Office: Environmental Science (Charles Schutte)

Department Chair: Beth Christensen
Print [Signature] Signature

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

Date Sent to Dean/Supervisor: _____

Signature [Signature] Date 1/15/20 Approved Y/P/N

Dean/Supervisor: _____ Y/P/N

Add'l Admin: [Signature] 2/4/20 (Y) 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:

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

Teaching & Public Communication

45 percent

Formal and Informal Teaching: In order to achieve tenure, faculty members must demonstrate that they are excellent and dedicated communicators. Both formal and informal teaching are valued activities.

Formal teaching activities, which are counted as teaching, include:

1. Traditional classroom and laboratory instruction, as well as mentoring activities on campus and on field trips.
2. Faculty are encouraged to embrace online teaching and should strive to develop at least one online or hybrid (partially online) course.
3. Contributions to the development of new curricula, including graduate and undergraduate majors, minors, and certificates of undergraduate study is a key educational undertaking and counts as both a teaching and a service activity.
4. Teaching collaborations with faculty both internally and externally are encouraged. The involvement of graduate students in undergraduate pedagogy is encouraged. The development of innovative pedagogical methods is valued.

Informal teaching activities, which are counted as teaching or service include:

1. A wide range of activities: Examples include talks, class lectures or even a lecture series to K-12 school groups, civic groups, university seminars and assemblies, and political forums, such as testifying before a governmental panel and is based on the faculty member's area of specialization.
2. Scholarly engagement with the media in all its forms (both traditional media and new media) is a highly valued activity and an important method of disseminating scholarly information, enhancing the public discourse, and boosting awareness of the university and its programs and activities.
3. Giving public talks is encouraged.
4. Invited talks in high-profile public venues, particularly those later distributed on the Internet, are a highly valued informal teaching activity.
5. Informal teaching engagement with the public.

When possible and appropriate, faculty are encouraged to integrate university resources outside the classroom into their teaching such as the Jean and Ric Edelman Fossil Park, Edelman Planetarium and Observatory, and the Virtual Reality Cave among others. Faculty are also encouraged to take advantage of the rich inventory of field sites available in close proximity to Rowan University such as the cities of Camden and Philadelphia, Tall Pines State Preserve, Scotland Run Nature Park, and the Wharton State Forest among others. Faculty are encouraged to develop and teach online courses where compatible with faculty background and training, department needs and goals as well as Rowan Global policies. Teaching collaborations such as team teaching and developing new pedagogical approaches are encouraged. The development of innovative pedagogical methods is valued.

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.

Faculty will have to define within their packet if their informal teaching accomplishment will count as teaching (Section I) or as service (Section III).

Books: Sole and co-authored books, published by a university press or major publishing house, may constitute a major accomplishment. Engaging in a book project, prior to the awarding of tenure, should be carefully considered and weighed against the need for publishing peer-reviewed journal articles, which are essential for a successful tenure application. Books that introduce new scholarly information and/or synthesize information in new and significant ways will be considered as contributions to the faculty member's research portfolio. Books that primarily review or consolidate existing works, such as textbooks and children's books, will be viewed as part of the candidate's scholarly and teaching output, but (depending on content) might not constitute a contribution to the candidate's research output. Edited volumes, in which the candidate has assumed a lead role in the selection and curation of varied scholarship on a theme, introduced/contextualized it, and/or contributed a chapter (s) may be considered part of the candidate's research output depending on the degree to which information presented is synthetic or novel. It is incumbent upon the candidate to contextualize contributions to books and the candidate must explain their role in each project.

Research Funding: Candidates are expected to demonstrate the feasibility and sustainability of their research agenda. It is important to exhibit a sustained effort in applying for adequate grant funding and faculty members working towards tenure are expected to apply for federal funding on a regular basis to the extent that it is necessary to sustain their research agenda. Federal research awards add a commonly recognized external validation of a candidate's research agenda, in addition to financial support. That said, the departmental committee acknowledges that availability of federal funding is dependent on congressional appropriations to funding agencies which are strongly influenced by incumbent political administrations. In addition, there is significant variability in the amount of grant funding available to scholars across the diverse subfields of Environmental Sciences. These points will be considered when evaluating candidates for recontracting and tenure. In addition, seeking state, local, and foundational awards is encouraged and valued. Research support generated through philanthropy from private foundations, institutions, individuals, or other entities will also be evaluated positively. Candidates are encouraged to creatively seek a variety of avenues of support for their research.

Faculty members are encouraged to take advantage of internal funding opportunities, which are important for program building and proof-of-concept studies. Internal awards, however, will be weighted lower than external grants if they are peer reviewed and competitive. If they are not peer reviewed and competitive, they will not be recorded as accrued to research funding.

3. The quality and appropriateness of the candidate's funding sources
4. The candidate's standing in the field including
 - a. Scholarly reputation
 - b. Accomplishments relative to scholars of similar experience at equivalent public institutions

External reviewers will be provided with the Recontracting and Tenure Memorandum of Agreement, the candidates complete T&R application file, information about the university's research infrastructure (both positive and negative), and the candidate's teaching load. External reviewers will be asked to take these factors into account when completing their evaluation.

Service: Contributions to the University and Wider Community

11 percent

Service to the department, school, university, academic discipline, and broader public is expected from all tenure-track professors.

Pre-tenure

Pre-tenure service is expected to be limited and certain functions, such as serving on tenure committees or serving as department chair are prohibited. Pre-tenure faculty are expected to participate in routine departmental meetings and certain departmental, school, and university committees. Pre-tenure faculty are expected to participate in course and curriculum development and are strongly encouraged to engage in various forms of STEM outreach and scholarship-based outreach.

Informal Teaching

As defined in section I on teaching, informal teaching may also be used for service contributions instead of teaching. A candidate must clearly identify informal teaching accomplishments and list them under the category they believe is most appropriate to strengthen their R&T packet.

Notes on Post-tenure Service

Post-tenure faculty are expected to bear their share of faculty leadership and administrative responsibilities. These duties may include serving on tenure and promotion committees, on faculty senate, on variously high-level departmental, school, or university committees, or as department chair. High-level service to one's discipline is appropriate for post-tenure faculty, such as serving as a journal editor or organizing conferences. Additionally, post-tenure faculty are expected to use their academic standing and platform to engage in vigorous public communication, STEM outreach, community engagement, etc. Senior-level faculty members are expected to demonstrate leadership on scholarly issues both within the university, in their fields of study, and in society.

Collegiality, Professionalism and Intellectual Responsibilities

While not a separate criterion, collegiality, professionalism, and intellectual integrity influence the efficacy of a professor. Thus, teaching, scholarship, 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.

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.