

# FORM 8

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

Department/Office: Geography, Planning & Sustainability (Ashley York)  
 Department Chair: Kevin Keenan Kevin Keenan  
 Print Signature

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

Date Sent to Dean/Supervisor: 9/30/19

Signature [Signature] Date 1/15/20 Approved  
 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.

<b>SUGGESTED TIMETABLE:</b>	<b>DATE</b>
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

**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.

## **1. Teaching Effectiveness (55%)**

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

- *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, 1.11, 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

## 2. Professional Development (20%)

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.

### **3. Contribution to University Community (20%)**

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

#### **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**

## **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