

FORM 8

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

Department/Office: Language, Literacy, and Sociocultural Education - Faculty

Department Chair: Beth Wassell *Beth Wassell*  
 Print Signature

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

Date Sent to Dean/Supervisor: 10/11/19

Signature	Approved	Date	
<u><i>Danteo J. M.</i></u>		<u>10/25/19</u>	<u>Y</u> / P / N

Dean/Supervisor: \_\_\_\_\_ Y / P / N

Add'l Admin: *[Signature]* \_\_\_\_\_ Y / P / N

Provost/designee: 1/29/20 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)**

***External Review Letter***

Candidates applying for their seventh year and tenure must include a report from an external reviewer in their packets. Per Section 2.1114 of the Tenure and Recontracting MOA, tenure applicants must provide the department chair and the department T & R committee with the CVs and other information of at least three potential external reviewers by April 30<sup>th</sup> of their fifth year. Potential reviewers must be tenured faculty at other institutions and scholars in the candidate's field with no personal connections to the candidate. The department chair and the committee will "vet" the potential reviewers and submit the list to the dean of the College of Education, who will select the reviewer and notify the candidate, department chair, and committee. The candidate will send a summary of their scholarly and creative activity to the reviewer, requesting the review. The candidate will add the review to the packet.

***Automatic Promotion to Associate Professor***

"...Assistant Professors hired on or after July 16, 2014 will be promoted to Associate Professor on the first day of tenured service, unless they have been recommended for tenure without promotion" ([Faculty Promotion Memorandum of Agreement 2017](#), p.3).

### **III. Contribution to University, College and Department**

The Department assesses contributions to the department, college and university based on materials submitted by the candidate to document involvement in a number of activities across the three following areas (this list is not exhaustive):

- Department
  - Participating on one or more department committees
  - Chairing one department committee after the third year
  - Participating in program development and review activities
  - Preparing an assessment report for a course and/or program
  - Serving on a department search committee
  - Serving as a mentor to adjunct faculty
  - Serving on hiring committees
  - Advising a department-based student organization
  
- College
  - Participating on one or more College committees
  - Serving on College of Education search or hiring committees
  - Serving on Ph.D. Faculty Council
  - Advising a College-based student organization
  - Participating in professional development school activities
  - Serving on College of Education-sponsored activities
  
- University
  - Participating on one or more university committees
  - Advising a university-wide student organization
  - Serving as a Faculty Senator
  - Serving on the AFT Executive Committee or participating on the bargaining committee

*In developing a narrative around service activities, candidates may consider the value of their service commitments for promoting and sustaining equity and inclusion for Rowan's diverse students, faculty, and staff, as well as for the larger community.*

### **IV. Contribution to the Professional and Wider Community**

The Department assesses this area through documentation submitted by the candidate related to:

- Leadership in state, regional, national and/or international organizations
- Membership and active involvement in organizations relevant to the profession (e.g. reviewer of a professional journal sponsored by the organization, chair of a subcommittee, leading a topic/theme group at a conference)
- Public and/or school involvement
- Consultancies, paid and volunteer
- Professional speaking engagements relevant to the field
- Service to community organizations

from science, social science, and the humanities. In the humanities, single authorship is often the norm. In science and social science fields, research teams are common, and many publications are written by more than one person. Research teams may work together for many years, alternating authorship on their publications.

The Department assesses scholarly achievement of Tenure Track faculty based on a consistent and developing record of productivity over time. The Department looks for a sustained research agenda, with the understanding that research agendas can change over time for good, supportable reasons.

Candidates will focus on producing:

- **Professional publications** in peer-reviewed, national level professional journals in the faculty member's major field of research. Quality of publication will be rated on the following criteria:
  - Authorship: First or second authorship rated highest
  - Ranking of journal: Based on impact rating or acceptance rate
- **Grants** awarded as Principal Investigator or Co-Principal Investigator for external funding (i.e. outside the university) and/or awards of internal funding through a peer-review process. Quality of funding will be rated on the following criteria:
  - Source of funding: External (national, state, or local) or internal, with external rated highest
  - Role of candidate: Principal investigator, investigator, or consultant
- **Books or edited volumes** in the faculty member's major field of scholarship produced by publishers that utilize a peer-review system
- **Book chapters** in the faculty member's major field of scholarship produced by publishers that utilize a peer-review system
- **Grants submitted** but not awarded as Principal Investigator or Co-Principal Investigator for external funding (i.e. outside the university) and/or awards of internal funding through a peer-review process
- **Professional presentations** that are peer-reviewed. Quality of professional presentations will be evaluated on the following criteria:
  - Peer review: Peer review process utilized
  - Scope of conference: International, national, state, local
- **Publications** such as books, book chapters, or articles that do not undergo peer review.

When reflecting on the significance and impact of scholarly and creative work, candidates may include discussion on the social impact of their work in terms of diversity, equity, and inclusion for their audience, their discipline, the university, research subjects, and for communities beyond the university.

Evaluation of teaching includes, but is not limited to:

1. Good organization of subject matter and course material as evidenced by:
  - Learning objective/s clearly stated to students
  - Logical sequence of presentation
  - Preparation, including materials and technology
  - Use of a variety of resources to support instruction
  - Classroom activities and assessments that align with stated learning objectives
  
2. Effective communication as evidenced by:
  - Questioning techniques that elicit student responses
  - Modification of instruction in response to student responses
  - Accurately responding to both non-verbal and verbal cues from students
  - Communication is clear and comprehensible
  
3. Knowledge and enthusiasm for the subject matter and teaching as evidenced by:
  - Accurate, current presentation of content
  - Student engagement in instruction
  
4. Positive attitudes toward students as evidenced by:
  - Engaging in supportive interactions toward all students
  - Providing assistance to students when needed
  - Responding to student problems quickly and in a manner that provides students with a better understanding of professional behavior
  - Professional behavior in interactions with students
  
5. Fairness in examinations and grading as evidenced by:
  - Assessments that reflect learning objectives for class
  - Clearly stated criteria for grading
  - Responsiveness to student questions about examination content and grading
  
6. Flexibility in approaches to teaching as evidenced by:
  - Adjusting instruction in response to student responses
  - Use of a variety of instructional methods
  - Use of a variety of group sizes
  
7. Appropriate student learning outcomes as evidenced by:
  - Student knowledge of lesson and/or course outcomes

## **II. *Scholarly Achievement***

MOA Appendix A, Section 1.2A, discusses research and creative activity. Faculty in the Department of Language, Literacy, and Sociocultural Education utilize research methods

**Criteria for Tenure & Recontracting -- Assistant Professor**  
**Department of Language, Literacy, and Sociocultural Education**  
**2019 - 2020**

***Introduction***

Departmental criteria for recontracting and tenure for assistant professors have been developed in accordance with the [Tenure and Recontracting Memorandum of Agreement](#) (MOA) between Local 2373 of the American Federation of Teachers and the university administration. The MOA contains information about due dates, procedures, and format in addition to the criteria. Candidates are expected to refer to the MOA throughout their employment as assistant professor as well as attending to the information in this department document.

As noted in the MOA, (p. 14) "The evaluation criteria developed in the first year of service between the probationary member and his/her immediate supervisor shall stay in effect for the duration of the probationary period." The Dean of the College of Education is the immediate supervisor. Therefore, candidates should take careful note of oral and written communications from the Dean.

***Weighting of Criteria***

Per MOA Section 1.2, evaluations of Assistant Professors are normally weighted in the order below.

1. Teaching effectiveness
2. Scholarly and creative activity
3. Service to the university community
4. Service to the wider and professional communities

Please see MOA Section 1.2 for information and procedures about changing criteria weighting and interpretation during the probationary period. Note that, "In any case, teaching effectiveness/professional performance must be the most heavily weighted criterion" (p. 15).

**I. *Evaluation of Teaching***

The Department assesses the performance of individual instructors in accordance with the University Tenure and Recontracting MOA Appendix A, Section 1.1, which states, "As faculty members begin their time at Rowan, we anticipate that the first year will be primarily dedicated to academic instruction and the development of specific learning activities related to courses taught. In the second and third years, we anticipate that faculty members will continue focusing on academic instruction, with increased attention to development of learning activities and developing as a teacher. In the fourth and fifth years, the Department expects that attention to these aspects will remain strong, and that focus on student mentoring as an aspect of teaching will increase."

Evaluation of teaching includes the candidate's description of his/her teaching goals, peer classroom observations and analyses, and student course evaluations. The Department recognizes that field-based supervision, curriculum and program development, mentoring, and advising are aspects of teaching. Candidates may reflect on their impact for diversity, equity, and inclusion in their discussion of teaching effectiveness.