

NTTF

FORM 8

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

Department/Office: Mathematics

Department Chair/Head: Dexter C. Whittinghill III
Print

Dexter C Whittinghill III
Signature
17-18 18-19 19-20

Academic Year (circle): 15-16 16-17

Date Sent to Dean/Supervisor: 24-Sept-2019

Signature [Signature]
Dean/Supervisor:

Date 1/14/2020 Approved
Y/P/N

Add'l Admin: [Signature]
Provost/designee:

1/29/20 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

**DEPARTMENTAL EVALUATION CRITERIA FOR RECONTRACTING
NON-TENURE TEACHING FACULTY
DEPARTMENT OF MATHEMATICS
ACADEMIC YEAR 2019-2020**

The Department of Mathematics will evaluate non-tenure teaching faculty (NTTF) or Lecturers for recontracting, using the following criteria, as defined in the AFT contract.

- **Teaching Performance**
- **Contributions to University Community**
- **Professional Development**
- **Contributions to Wider and Professional Community**

This document interprets these criteria in terms of the scholarly conventions of teaching and professional development in the mathematical sciences. It outlines the types and range of activities that are expected of Lecturers (NTTF) and identifies the appropriate evidence for documenting these activities and their consequences.

ROLE OF DEPARTMENT CHAIRPERSON/HEAD

The Department Chairperson can serve as a member of the Committee, as well as in the evaluation process of individual candidates. The Department Chairperson can serve as the Chair of the Committee, if elected by the members of the Department.

The Department Head is an out-of-unit employee. The Head may not serve on the Committee. However, the Head may serve as an *ex officio* member at the invitation of the Committee.

DEPARTMENT OF MATHEMATICS MISSION STATEMENT

The Mathematics Department has a three-fold mission involving preparation of majors, service to other departments, and general education. Our primary mission is to prepare our majors for mathematical careers in education, government, business, and/or industry. This means preparing our majors either for jobs or for graduate school (which will then lead to jobs). Our service mission is to provide appropriate, effective, and efficient courses for students in other majors. Our general education (and service) mission is to prepare all students to be capable, productive and creative individuals in the handling of numerical and symbolic data in a highly technological society. The Mathematics Department will strive to provide all its students with an exceptional environment for achievement through challenging courses of study and personal interaction with professors. This environment should also promote a community of scholars with a diversity of backgrounds and learning styles that enhances the reputation and development of mathematics throughout the Rowan University community.

WEIGHTING OF EVALUATION CRITERIA

	Lecturers (NTTF)
Teaching Performance	60%
Contributions to University Community	At least 20% Department, at least 5% College and University
Professional Development	10%
Contributions to Wider and Professional Community	At most 5%

DEPARTMENT OF MATHEMATICS CRITERIA FOR EVALUATION FOR EFFECTIVE TEACHING.

The Department expects faculty to demonstrate the following teaching competencies:

Mastery of content. This category includes:

- Appropriate background for courses taught
- Knowledge of subject
- Up-to-date in fields relevant to courses

Appropriate structure and organization. This category includes:

- Use of class time/Canvas for online courses
- Appropriate syllabi
- Development and maintenance of course outlines
- Use of appropriate devices and standards for evaluation of student learning

Effective communication. This category includes:

- Clarity of instruction
- Responsiveness to student questions and other input
- Timely information on changes in syllabus
- Feedback to students on their progress

Appropriate teaching methods. Examples of appropriate teaching methods include:

- Student-centered teaching
- Inquiry-based teaching
- Engagement of students in learning
- Promotion of interaction among students and students learning from each other
- Using learned concepts to solve new problems

Promotion of a positive learning environment. This category includes:

- Enthusiasm for subject
- Fairness and impartiality
- Student comfort in asking questions, engaging in discussion, or approaching instructor
- Promotion of student participation in some aspect of course activities

Teaching Expectations for Reappointment.

Courses assigned to non-tenure teaching faculty should reflect, at least in part, the role for which the faculty member was hired. The evidence for the faculty member's competency in the various categories given above will include the following:

- Peer observations
- Candidate self-assessment
- Student evaluations
- Other testimonials related to instruction

For non-tenure teaching (NTTF) submissions, the candidate will be expected to show competency in each of the categories of criteria, to provide appropriate reflection on teaching effectiveness, to develop a thoughtful plan for rectifying any deficiencies, and develop a plan to grow as a teacher.

The Department would like to close with a quote from Morris Kline:

“There is no definitive characterization of good teaching. A teacher who stimulates his students to learn is good. Of course, she or he should be doing more but he is doing something vital. A teacher who is boring in class but fully aware of the difficulties students have, presents the material clearly in class, and meets them after class to provide additional help is good. Even the person who is neither stimulating nor especially careful in his presentations but gets to know his students and makes them feel that she or he is their friend to whom they can come for any kind of help or advice is a good teacher. Every good teacher must know the average student's background and prepare his lectures and choose a text accordingly. Student evaluations must be taken with a grain of salt.”¹

DEPARTMENT OF MATHEMATICS CRITERIA FOR EVALUATION OF CONTRIBUTIONS TO THE UNIVERSITY COMMUNITY

The Department recognizes service to the Department and University as a significant aspect of faculty development. The expectations of the Department reflect the need for a non-tenure teaching faculty

¹ (Taken from An Interview with Morris Kline, Part 1, by G. L. Alexanderson, in The Two-Year College Mathematics Journal, Volume 10, 1979, page 176. Morris Kline wrote many books including Why Johnny Can't Add and Why the Professor Can't Teach. He wrote numerous mathematical research papers as well as papers on mathematical education and the history of mathematics.)

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 faculty to balance commitments to service with their responsibilities for teaching and professional development.

The following categories of service to the Department and institution are recognized here:

Basic departmental service.

This category includes those functions in which all or most of the department faculty would normally participate, including participating in department meetings and serving on departmental committees that do not have membership restrictions. This is the most appropriate type of departmental service for non-tenure teaching faculty.

Academic Advising/Mentoring.

The Department has an embedded advisor that we share with the Department of Physics. The advisor works with all incoming students, including first-year students, internal transfers, and external transfers. Upon beginning classes at Rowan, external transfers are assigned to faculty advisors/mentors. Native students and internal transfers are assigned to faculty advisors/mentors in their second year; however, an advanced internal transfer may be assigned an advisor immediately following the transfer process.

Non-tenure teaching faculty members are expected to spend their first year learning about the institution in preparation for their role as academic advisors to Mathematics majors. In their second year, non-tenure teaching faculty will be assigned a reduced share of advisees. In the third year, non-tenure teaching faculty will be assigned a proportionate share of advisees and may receive a proportionate share of new advisees each subsequent year. Due to students wishing to work with faculty in their area of interest, students may request permission to switch advisors, at the permission of the new advisor. When this happens, the advising load will be balanced as new advising assignments are made during future semesters.

An additional aspect of Lecturer (NTTF) advising involves meeting with students who wish to discuss career plans associated with a faculty member's expertise. The embedded advisor and other members of the Department will forward students to an appropriate faculty member when the subject matter is best discussed with a specific individual.

Advanced departmental service.

This category includes service to the Department that is generally more involved than basic service and often is restricted to faculty with tenure, such as serving on departmental committees for T&R or promotion. It also includes serving as a departmental representative for any committee with a

significant workload, such as the CSM Curriculum Committee. Non-tenure teaching faculty members are not expected to engage in departmental service at this level.

Departmental leadership. This category includes leadership roles within the department, such as:

- Chairing committees in the advanced service category
- Serving as a departmental representative to the University Senate.

Non-tenure teaching faculty members are not expected to engage in advanced departmental service or departmental leadership in their first 4 years.

Basic university service.

This category includes participation in college or university committees that are generally open to all faculty members. Typical examples of this level of service include serving on (but not chairing) college or university committees that are not restricted in their membership (e.g., Senate T&R Committee would not be in this category) and are not heavy in workload (e.g., college or university curriculum committees would not be in this category).

Advanced university service.

This category includes participation in university committees that have responsibilities or workloads that exceed what should be expected of junior faculty. Committees in this category often require faculty members to have tenure or promotion above the Assistant Professor level, or evaluate numerous submissions from various departments or individuals across the college or university. Examples of such committees include:

- Senate T&R
- Senate Curriculum
- CSM Curriculum
- Search committees for senior administrators

Non-tenure teaching faculty members are not expected to engage in college or university service at this level in their first 4 years.

University leadership: This category includes taking on leadership roles in service to the college or university, such as:

- Chairing college or university committees
- Serving as an officer in the Senate or AFT.

Departmental and University Service Activities for the Non-Tenure Teaching Faculty

Due to the recent addition of the Lecturer line, the College of Science and Mathematics has developed a list of viable service activities appropriate for non-tenure teaching faculty at this rank. This list includes

- Coordinator for introductory courses
- New student orientation sessions
- Coordinator for Peer Advising Program
- Liaison for advising with the University Advising Center (UAC)
- Strong involvement with student club activities, external/outreach events (e.g., Math Team, Pi Mu Epsilon, South Jersey Math Alliance, Philly Science Fest, Homecoming and other alumni events, Rowan Sciences Day). Depending on the activity/event, this type of service may be counted as service to the wider and professional community.
- Non-research oriented departmental duties that support instruction (e.g. the Techniques for Teaching and departmental technology committees)

DEPARTMENT OF MATHEMATICS CRITERIA FOR EVALUATION OF PROFESSIONAL DEVELOPMENT

Candidates recontracting at the rank of Lecturer (NTTF) do not have the expectation to develop a research program. Rather, their scholarly and creative activities are designed to focus on maintaining currency in their field, with respect to current state-of-the-art methods of instruction in their area of expertise. The candidate-written self-appraisal should focus on how they have maintained currency, and include detailed plans for maintaining that currency in a separate section on plans for future growth. The Mathematics Department recognizes that engaging in fundamental, applied, or pedagogical research activities is one way to stay current, but the research itself is not the goal, rather one possible mechanism towards achieving the goal of maintaining currency.

Scholarship of pedagogy.

This category includes the conduct, presentation, and publication of peer-reviewed research on the teaching of the mathematical sciences at, generally, the 100-200 level. This category distinguishes scholarship of pedagogy from research in any mathematical subfield for which the candidate was trained.

Textbook development.

This category includes the development of manuscripts for the teaching of the mathematical sciences at the 100-200 level.

? External grant submissions and awards for pedagogical development.

This category includes all forms of external funding for pedagogically related activities, though greatest weight is given to competitive programs that incorporate peer review in the evaluation process. Unfunded submissions are valued as evidence of scholarly output, especially if the submission received favorable reviews.

DEPARTMENT OF MATHEMATICS CRITERIA FOR EVALUATION OF FULFILLMENT OF RESPONSIBILITIES TO THE WIDER AND PROFESSIONAL COMMUNITY

The Department expects that Lecturers (NTTF) will remain engaged in the promotion and development of their teaching disciplines by participating in organizations appropriate to their fields of expertise.

The following categories of service to the profession are recognized here:

Basic service to the profession.

This category includes maintaining membership in scientific societies and other academic organizations appropriate to the faculty member's field.

Advanced service to the profession. This category includes more active levels of engagement in the profession than basic service, such as:

- Serving as a reviewer of manuscripts for publication
- Serving on committees of appropriate organizations
- Serving as a reviewer of grant proposals
- Chairing or moderating technical sessions at meetings.

Non-tenure teaching faculty members are not expected to engage in service to the profession at this level in the first 4 years.

Professional leadership. This category includes leadership roles within the profession, such as:

- Serving as an officer of an appropriate organization
- Serving on an editorial board or as an editor for a journal
- Organizing regional, national, or international meetings of an appropriate organization.

Non-tenure teaching faculty members are not expected to engage in service to the profession at this level in the first 4 years.

Expectations for Service to the Profession for Reappointment

As indicated above, non-tenure teaching faculty members are not expected to demonstrate more than basic service to the profession throughout their first 4 years. Of course, a faculty member who performs advanced service to the profession or engages in professional leadership would exceed the requirements

for recontracting. Service for any faculty member can include coordination of introductory courses, coordination of laboratory instruction, coordinating peer advising, and/or advising student clubs or coordinating outreach activities.