

PTT

# FORM 8

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

Department/Office: Molecular and Cellular Biosciences

Department Chair/Head: Mary L. Alpaugh

Print

Signature ML Alpaugh

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

17-18 18-19 19-20

Date Sent to Dean/Supervisor: \_\_\_\_\_

Signature Kare Magee Sam

Date 10/24/19

Approved

Y/P/N

Dean/Supervisor: \_\_\_\_\_

Add'l Admin: \_\_\_\_\_

Y/P/N

Provost/designee: \_\_\_\_\_

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:

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

# **DEPARTMENT OF MOLECULAR AND CELLULAR BIOSCIENCES**

## **Tenure and Recontracting Criteria (2019-2020)**

The Department of Molecular and Cellular Biosciences has adopted three performance categories to evaluate candidates for Tenure & Recontracting, as defined in the AFT contract and the University guidelines:

- Teaching Effectiveness
- Research and Scholarly Activity
- Contributions to the University Community and to the Wider and Professional Community

This document outlines the kinds and range of activities that are expected of Candidates and identifies the appropriate evidence for documenting these activities and their consequences.

The Tenure and Recontracting Criteria in place when a candidate is hired govern the tenure and recontracting decisions for that faculty member, unless the faculty member chooses to be judged by a subsequent Tenure and Recontracting agreement. If expectations are increased after a person is hired, they will be judged by the criteria in place when they started at Rowan University.

### TERMINAL DEGREE STATEMENT

The terminal degree for faculty in the Department of Molecular and Cellular Biosciences is the Ph.D.

### SELECTION AND COMPOSITION OF THE RECONTRACTING COMMITTEE

The selection and composition of the Department Tenure and Recontracting Committee will be conducted in accordance with the Memorandum.

### ROLE OF DEPARTMENT CHAIRPERSON

The Department Chairperson can serve as a member of the Tenure and Recontracting Committee and can also serve as its chair, if elected by the committee.

### ROLE OF DEPARTMENT HEAD

The administrative Department Head can serve on the Tenure and Recontracting Committee but cannot serve as a chair of the committee. The Department Head may not provide any additional statement of his/her position to the Senate Tenure and Recontracting Committee beyond the departmental committee letter.

## WEIGHTING OF EVALUATION CRITERIA

The Department of Molecular and Cellular Biosciences will evaluate probationary faculty on the following weighted criteria:

	Assistant Professors
Teaching Effectiveness	50%
Scholarly and Research Activity	45%
Service to the University and to the Wider and Professional Communities	5%

The specific expectations for each evaluative component are described below.

### **CRITERIA FOR THE EVALUATION OF TEACHING EFFECTIVENESS**

Assessment of the candidate's teaching effectiveness will be based on performance in five areas:

**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
- Use of class space, materials, and equipment for instruction
- Appropriate syllabi
- Development and maintenance of course schedules
- 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 of syllabus and schedule
- Timely feedback to students on their progress

**Appropriate teaching methods.** This category includes:

- Student-centered teaching
- Inquiry-based teaching
- Engagement of students in learning
- Incorporation of scientific methodology into the course
- Promotion of interaction among students
- 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
- Promotes appropriate classroom behavior

The candidate must demonstrate competency in the aforementioned areas of teaching effectiveness by providing the following required evidence:

1. Candidate's self-appraisal of teaching effectiveness
2. Classroom observations
3. Scores on student evaluations and candidate's response

Optionally, the candidate may provide additional testimonial of instruction, such as letters from students, teaching and/or advising awards, etc.

For pre-tenure review cycles, the candidate will be expected to show competency in each of the categories of standards, or to provide appropriate reflection on teaching effectiveness, and a thoughtful plan for rectifying any deficiencies.

For tenure, the candidate should demonstrate positive outcomes for each of the categories directly related to instruction. If any categories are still deficient, the candidate should provide evidence of significant progress in addressing the deficiencies since they were identified in prior review cycles, and that there is a reasonable expectation that these deficiencies will be satisfactorily overcome within a short time after tenure.

## **CRITERIA FOR EVALUATION OF RESEARCH AND SCHOLARLY ACTIVITY**

The candidates are expected to demonstrate successful and sustained evidence of scholarly achievement in his or her area of research and provide a concrete plan for future growth. Such accomplishments must go beyond the completion of the appropriate terminal degree. However, we recognize that the faculty member's research at Rowan will build upon efforts prior to his or her arrival here and may incorporate proposals, data collection, and/or results from pre-Rowan work.

The candidate's area of research typically includes research in a subfield of Molecular and Cellular Biosciences or a related field. Note that *scholarship of teaching* falls into this category only if the candidate was hired specifically to contribute as a scholar of Molecular and Cellular Bioscience (or general science) education. At the same time, research scholars may elect to contribute to science education projects, but such activities will not be evaluated as a substitute for the expected contributions to basic and/or applied research projects in their respective fields.

The Department of Molecular and Cellular Biosciences has defined four major categories of scholarship, that include, but do not limit, the kinds of evidence acceptable for tenure and recontracting. No ranking is implied by the order of the categories listed. Within each category, it is the candidate's responsibility to explain the nature, depth, and significance of each scholarly activity in such a way that a fair assessment of accomplishment can be made.

### **Types of evidence of scholarly activity**

**Peer-reviewed publications in the candidate's area of research.** Publication in peer-reviewed journals is the primary form of dissemination of research results. Publications in other peer-reviewed venues, such as edited volumes and monographs, also fall into this category.

Venues for publications in this category should be peer-reviewed and have a readership appropriate to the segment of the scientific community interested in the candidate's subfield. The department does not use metrics such as impact factors to set any minimum standards of significance for a peer-reviewed venue. However, the department recognizes publication in especially selective venues as a significant accomplishment. The candidate should provide some brief discussion of the quality and appropriateness of the journals and other venues in which he or she publishes.

While the candidate need not be the primary author on all publications, the candidate should be making original contributions appropriate for an independent researcher. In many cases, the candidate's authorship will adequately convey the extent and significance of the candidate's contributions, e.g., if the candidate is the sole, lead, or senior/corresponding author. In those cases where authorship alone does not indicate the candidate's contributions, he or she should discuss his or her role in the production of the publication and the science behind it.

**Grant submissions and awards.** This includes all forms of external and internal funding, although greatest weight is given to competitive external programs that incorporate peer review in the evaluation process. Competitive internal grants are also valued. Unfunded, favorably reviewed submissions are valued as evidence of scholarly effort.

The general expectation of the department is that a candidate demonstrates the ability to sustain his or her research without additional direct support from the institution beyond start-up funds, adjusted load, and allocated laboratory space. Thus, the candidate is expected to pursue external funds for other direct costs required for the execution of his or her research. The department does not specify any dollar amount, only that the candidate is able to obtain sufficient funds to maintain research productivity.

Grant submissions and awards are useful in other ways to the evaluation process. First, they provide evidence of the value of the candidate's research through peer reviews of proposals and through the validation of successful funding. Second, because they reflect ongoing or future research, they speak to the candidate's prospects for future productivity.



**Presentation of research.** This category includes oral and poster presentations of research at scientific meetings, as well as invited talks at other institutions in the candidate's area of research. As with publications, the relative significance of the candidate's contributions to presented research should be reflected by authorship, or else the candidate should explain his or her role in the presented research. Greatest weight will be placed on those presentations where the candidate has the greatest responsibility for bringing the research to the attention of his or her fellow scientists, particularly where either the candidate or his or her student is the presenter.

**Student mentoring.** This category includes any evidence pertaining to the mentoring of Rowan undergraduate or graduate students in research activities, where the student is an active participant in the scientific process. Evidence of student mentoring includes formal inclusion of students in scientific pursuits, either for credit or for pay, participation of students in presentation of research at institutional or extramural scientific conferences, and student authorship on peer-reviewed publications. The department recognizes that, because of the need for students to be trained in project specific research methods, and because student aptitudes for research can vary greatly, research conducted with students progresses at a much slower pace than faculty research.

### **Research Expectations Pre-Tenure**

For recontracting submissions prior to the submission for tenure (i.e., first, second, and third review cycle submissions), the faculty member should provide evidence that his or her research program is being established and is on schedule to produce the appropriate outcomes for receiving tenure. Initially, this will include the use of any start-up funds to outfit a research lab and later should include evidence that the faculty member's research is producing results that peers in the candidate's area(s) of work will recognize as contributing to advancing knowledge in the discipline. Typical evidence for this would include authorship on presentations at national or international scientific conferences or regional conferences of the national organization of the discipline, as well as peer-reviewed publications and proposals.

### **Research Expectations for Tenure**

The totality of a candidate's scholarly production and the promise of future quality research will determine whether tenure is warranted. The types of evidence should generally fall into the categories described above and should be appropriate in terms of quantity and quality for disciplinary norms given the length of the tenure clock and the constraints of necessary institutional support. Because of the variety of types of scholarship, some of which are valued more heavily than others, it is impossible to provide a precise number of what is expected.

The Memorandum of Agreement requires that candidates for tenure provide an evaluation of their research by one external reviewer at another institution with expertise appropriate for assessing the candidate's research. The Department will facilitate solicitation of more than one review if the candidate wishes to receive multiple external evaluations. The Department will ask the external reviewer(s) to comment on:

- The quantity and quality of the candidate's research, and
- The merit of the candidate's accomplishments in scholarship taking into account Rowan's infrastructure, institutional support for research and other institutional factors that affect research productivity.
- The appropriateness of the research plans for future sustainability of the candidate's research program

### **CRITERIA FOR EVALUATION OF SERVICE: CONTRIBUTIONS TO THE DEPARTMENT, COLLEGE, UNIVERSITY, AND TO THE WIDER AND PROFESSIONAL COMMUNITIES**

Candidates are expected to engage in and share activities of professional practice and service to the Department, College, University. Candidates are also expected to contribute to the professional and wider community by work aimed at addressing social and institutional issues beyond the Rowan campus, using their expertise, knowledge, and professional judgement.

The nature of service is multi-faceted and involves a wide range of activities. The following are examples of activities that can be considered by the Department in judging the contributions of a candidate to all levels of service.

- Active participation in discussions concerning the regular business of the Department
- Coordination or significant involvement in departmental logistics and activities (such as syllabus, lab, and/or exam coordination for multiple course sections, etc.)
- Service on Departmental Committees (regular or ad hoc)
- Service on College Committees (regular or ad hoc)
- Service on University Committees (regular or ad hoc)
- Development of new programs, courses, class activities, projects or syllabi
- Participation in student-related activities
- Membership in professional societies
- Active participation in professional societies as committee chair, session/workshop moderator and/or organizer
- Reviewing manuscripts, grant proposals, conference abstracts (regular or ad hoc)
- Participation in public activities (committees, boards, panels) where the individual's professional expertise is requisite for appointment
- Participation in outreach activities to elementary, middle and high schools. This includes such items as speaking to classes, demonstrations, judging science fairs, etc.

For all levels of service, before tenure, candidates are expected to have a more limited level of commitment (e.g., engage in basic departmental service, be members in professional organizations). Being members of college and university committees or taking on leadership roles in his or her professional activity will be viewed as exceptional service beyond the typical level of expectation.