


FORM 8

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

Department/Office: Psychology

Department Chair: Tom Dinzeo
Print


Signature

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

Date Sent to Dean/Supervisor: 1/8/2020

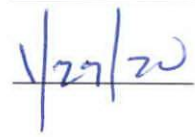
Signature _____
Dean/Supervisor:

Date
1/14/2020

Approved
(Y) P / N

 _____
Add'l Admin:

Y / P / N

_____ 
Provost/designee:

1/27/20

(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:	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

**Psychology Department
Recontracting for Lecturers
2019-2020**

**SELECTION & COMPOSITION OF THE
RECONTRACTING COMMITTEE**

The Departmental Recontracting Committee for Lecturers will be the Recontracting/Tenure Committee within the department. The Department Head has the right to serve on the Committee, but cannot chair it.

**BALANCE AMONG TEACHING, PROFESSIONAL
DEVELOPMENT, AND PRACTICE AND PROFESSIONAL SERVICES**

The Departmental Tenure and Recontracting Committee will adopt the following weighting system for the evaluation of candidates for Lecturer.

Component	Tenuring and Recontracting of Lecturers
Teaching Effectiveness	60%
Professional Development	10%
Service to University Community	25%
Service to Wider and Professional Community	5%

RECONTRACTING CRITERIA

I. TEACHING

Candidates are expected to maintain currency of knowledge and use effective pedagogic technique in their classroom/discussion and laboratory sessions. The evaluation will include: 1) peer observations of classroom performance; 2) student evaluations; 3) assessment of course content; 4) student mentorship activities; and 5) a statement by the faculty member that includes a self-assessment and a plan for development as a teacher.

1. Criteria for the Evaluation of Classroom Performance (The committee relies primarily upon peer reviews in assessing these criteria).

1. Evaluation of Teaching Content. The Instructor:
 - a. Includes the objectives of the instructional program as stated in the course syllabus
 - b. Is prepared for class meetings
 - c. Follows a planned procedure with tolerance for deviation to optimize the learning experience
 - d. Shows expertise in the subject

2. Teaching Techniques. The Instructor:
 - a. Challenges and stimulates students
 - b. Demonstrates skill in methods of instruction appropriate to the course
 - c. Provides evidence of transfer of skills and ideas from previous lessons and assignments
 - d. Provides supportive evidence of frame of reference given for opinions or conclusions expressed
 - e. Uses appropriate feedback techniques
 - f. Provides constructive help for students
 - g. Uses evaluative devices appropriate to the course organization and objectives
 - h. Uses appropriate audiovisual aids and illustrative examples

3. Patterns of Classroom Interaction. The Instructor:
 - a. Encourages students to express or to question ideas
 - b. Provides for or facilitates relevant student expression
 - c. Encourages many individuals to respond to the topic
 - d. Accommodates individual needs without compromising the objectives of the course and the rights of other students

4. Professional Characteristics. The Instructor:
 - a. Shows enthusiasm, resourcefulness, and flexibility in relating to individual students and colleagues; ability to deal with emergency situations and conditions necessitating a change in plans; and openness to criticism
 - b. Shows ability to communicate the content of the course
 - c. Is ethical in the use of his/her position within the classroom, as defined by the Faculty Senate Statement on Ethics and the American Psychological Association
 - d. Behaves in a manner that does not detract from the learning process

2. Criteria for the Use of Student Evaluations and Response

Teaching will be evaluated by classroom observations made by members of the Department Tenure and Recontracting Committee or by other Tenured members of the Department under the direction of the Department Committee charged with evaluating the candidate (hereafter referred to as the Committee), and by ratings and comments collected from students using the survey instrument approved by the Department of Psychology or similar student instructional surveys, such as the Banner instructional evaluation system and the SIR published by Educational Testing Service, Inc., Princeton, NJ. *Because the highest rating of excellence is a perfect score (5) in the evaluations, a 5 is not expected as an average rating.*

The candidate should use her/his student evaluations to present evidence that her/his teaching has an overall high quality. A candidate should be rated by students as good or better in most teaching qualities (mean score exceeding 3.00 indicating approval on the scores on the survey), and very good or better in at least some teaching qualities (mean score exceeding 4.00 indicating strong approval on the survey). If the candidate has any weaknesses in teaching (indicated by a low approval rating on specific questions or other qualitative measures), these should be few and substantially outweighed by the assemblage of teaching qualities in which she/he is rated as good or better.

The candidate's response must address any mean scores in specific questions or other qualitative measures indicating a poor or fair performance, and should describe his or her plans to improve those areas. Excluded are questions in the evaluation that do not measure aspects of the candidate's performance, such as course-related material or technology outside the control of the candidate. The candidate may choose to address scores indicating a rating or good or better for the purposes of describing her/his plans for further development as a teacher. However, such a choice does not imply that the candidate's performance in those aspects is inadequate for Recontracting.

3. Criteria for Evaluation of Course Content

Syllabi should reflect the collective decision of the faculty of the Department of Psychology, and University policy. Such decisions may include items such as objectives, content reviewed, laboratory and recitation experiences, texts, and goals. Learning activities should be student-centered and have a clear relationship to course and program goals. Tools for learning outcomes assessment should be appropriate.

4. Criteria for Evaluation of Student Development and Mentorship

Student development can be evaluated in numerous ways. The candidate may provide documentation on student perceptions of the quality of development they received from the candidate through e-mail or during advising sessions. These documents may include faculty-generated evaluations, standardized forms of evaluation available through various external entities, unsolicited documents received from advisees, and reports from student development and mentoring sessions.

Examples of appropriate mentorship activities might include serving as a supervisor of undergraduate student research, independent study projects; providing informational lectures or presentations to student clubs on campus related to professional development and professional activities; and/or engaging in career advisement and guidance during advising sessions.

Examples of research mentorship can include (but are not limited to) supervision of a semester- or year-long student research project, research resulting in presentation at the Rowan University Student Scholars Symposium (RUSSS; formerly STEM Symposium), Psychology Research Conference, and student/faculty research colloquium opportunities at Rowan or at an external site.

It is the faculty member's role to offer academic and career choice advice. This includes advice about course selection, internships, scholarships, postgraduate examination requirements, etc. In addition, a candidate will encourage the student to make additional contacts regarding career opportunities and preparation. Faculty mentors must be available to the students. While advisees are not required to communicate with faculty, examples of such communication may be included as supplemental evidence of quality advisement.

5. Criteria for Evaluating the Self-Assessment and the Plan for Development as a Teacher

The candidate will provide a self-assessment including details of course revisions, new materials and exercises, new types of activities, and other accomplishments that the candidate thinks constitute development. Candidates should discuss the underlying principles that guide the creation and planning of course materials and assignments. These principles should be connected to specific discussion of teaching throughout the self-assessment.

Other areas that could be included in the assessment are conducting instructional and classroom research to benefit the teaching-learning experience, attending and participating in professional development activities, maintaining currency in discipline-specific and pedagogical concepts, collaborating with colleagues, and evaluating teaching of colleagues (as listed in section 2.14 of the Memorandum).

The following items can be considered in judging the candidate in developing as a teacher and are not ranked in order of importance.

Participation in learning communities and workshops, seminars and conferences to improve instructional techniques or learn new/alternative techniques.

Maintaining and updating curricular content to reflect advancements in the field of study, and in pedagogy.

Utilizing teaching techniques to help meet the Department's mission and goals.

Demonstrated acquisition and sharing of new knowledge within the faculty member's field of expertise.

Seeking internal and extramural funding for developing as a teacher

SPECIFIC REQUIREMENTS FOR RECONTRACTING (TEACHING)

Candidates for Recontracting shall present a teaching portfolio that contains items listed below. As stated in the "Guiding Principles" section of this document, candidates shall receive a holistic review, and the sum of the candidate's teaching accomplishments will be the basis for the recommendation for Recontracting.

Student and peer evaluations of teaching.

The candidate will submit a minimum of two sets of student evaluations and two peer

evaluations (from different peers) from courses taught in the previous two academic years in which the candidate taught classes. At the candidate's discretion, evaluations from summer courses may be used. If the Rowan University and AFT Recontracting agreement specifies other restrictions, these too will apply.

Self-assessment statement of teaching, development of learning activities, and plans for development as a teacher.

This self-assessment shall include goals for development of learning activities and development as a teacher.

Self-assessment of advising/mentoring responsibilities.

This area includes academic advising, mentoring undergraduate and graduate students, and/or advising student organizations.

Representative course syllabi and teaching materials, or other evidence of the candidate's efforts to develop learning activities and to develop as a teacher.

The Departmental Committee recognizes that no single method of teaching is necessarily superior to another. Whatever the approach, excellence in instruction should foster critical thought processes, clarity of expression, comprehension of the subject, and enthusiasm for its pursuit. The Departmental Committees value academic rigor, student-centeredness, and innovations in instruction. Demanding more than a non-directive approach to students, student-centeredness requires that a teacher create instruction to match each and every student's needs and interests while maintaining a high level of academic rigor. Further, we recognize that a teacher achieving excellence requires up-to-date knowledge of the discipline.

II. PROFESSIONAL DEVELOPMENT

Candidates for recontracting at the rank of Lecturer 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 to be able to instruct students in the current state of the art in their area of expertise and to use modern pedagogical and technological tools and methods to do so. Candidate narratives should focus on how they have maintained currency (consistent with departmental guidelines) in their self-assessment and their detailed plans for maintaining currency in the section on plans for future growth. The administration recognizes that engaging in fundamental or applied research activities is one way to stay current, but the research itself is not the goal, but rather one possible mechanism towards achieving the goal of maintaining currency.

Professional development for Lecturers are activities used to maintain currency in their subject matter as well as their teaching skills/abilities.

Lecturers should engage in activities which:

1. Assist them in maintaining currency in their discipline, profession, and/or improving their abilities as teachers
 - a. Acquiring and maintaining specific forms of certification and/or licensure that are

- appropriate for their discipline or profession
 - b. Engaging in creative activities appropriate for the discipline or profession
 - 2. Deepen and/or broaden their knowledge of discipline-specific content
 - a. Attending and participating in professional conferences where the focus is the dissemination of new knowledge within a field of inquiry
 - b. Seeking additional training or education to improve or expand their knowledge
 - 3. Strengthen their understanding and application of the pedagogy of particular disciplines
 - a. Attending and participating in professional conferences/workshops where the focus is the pedagogy associated with a specific discipline or content area
 - 4. Improve their knowledge of the teaching and learning processes
 - a. Attending and participating in workshops/training that focuses on the teaching and learning processes
 - b. 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

1. The activity is related directly to the area of expertise or area of instruction
2. The activity prepares the instructor for future teaching assignments
3. 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
4. The activity is recognized as maintaining standing within a profession or discipline
5. The activity permits the demonstration of leadership within a profession or discipline

III: CONTRIBUTION TO THE UNIVERSITY COMMUNITY

The Department of Psychology recognizes that service to the Department, College, and University are vital professional contributions; however, Lecturers are expected to focus their contributions to departmental service. Ideally, the service should utilize the professional and technical expertise of the candidate. The candidate should describe his or her contributions to each of the service activities.

Faculty members should participate in program-related and career-related activities for students. Examples include (but are not limited to) participating in open house events for student recruitment, orientation meetings for new students, service in registration, and maintaining web-based information for students. As part of the Recontracting portfolio the candidate should submit evidence for such activities.

The Departmental Tenure and Recontracting Committee will evaluate the following items for the purpose of recontracting:

The candidate:

1. Constructively participates in departmental responsibilities as the chair of committees as well as being active member on committees.
2. Active participation in the regular business of the department including
 - a. Coordinating introductory courses
 - b. Supervising, evaluating, and/or mentoring adjunct and $\frac{3}{4}$ time faculty members

- c. Coordinating peer advisement programs
 - d. Attending open houses and orientation sessions
 - e. Representing the department at college/university events (e.g., Homecoming)
 - f. Heading and assisting with program assessment activities
 - g. Helping plan and staff departmental events
3. Other appropriate activities that reflect Contribution to the University Community.

IV: CONTRIBUTION TO THE WIDER AND PROFESSIONAL COMMUNITY

The following activities are considered in judging the contributions of a candidate to the wider and professional community. Candidates should address any and all activities within the written self-appraisal. Any evidence of service may be placed in the Supplemental Folder.

1. Active participation in professional societies.
2. Attendance at professional, national society meetings and conferences or regional conferences if an instructor
3. Membership in professional societies
4. Consultancies in which the individual's professional expertise is a requisite appointment, such as reviewing of textbooks.
5. Conducting outreach to local schools such as speaking to classes, judging science fairs, etc.
6. Other appropriate activities that reflect Contribution to the Wider and Professional Community.