

DEPARTMENT OF INTERDISCIPLINARY AND INCLUSIVE EDUCATION

T & R Criteria

2020-2021

Rationale

The Department of Interdisciplinary and Inclusive Education adheres to the criteria for evaluating candidates for recontracting and tenure as outlined in the August 2020 Memorandum of Agreement for Recontracting and Tenure. Moreover, the Tenure and Recontracting Standards in place at time of faculty member's hire governs the recontracting and tenure decisions for that faculty member unless he/she chooses to be judged by a subsequent MOA.

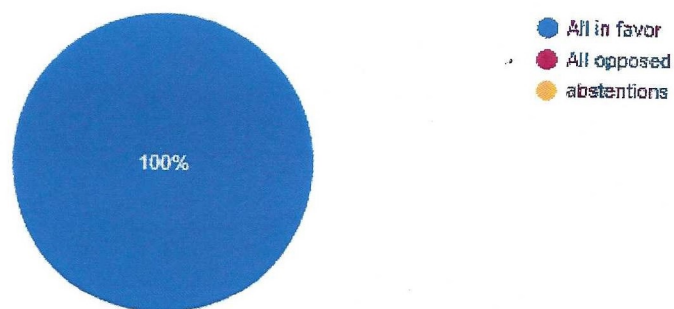
The Department of Interdisciplinary and Inclusive Education's Tenure and Recontracting Committee evaluates effectiveness based on both quality and quantity of evidence provided. Recognizing the subjective nature of this evaluation, the peer-review process by a committee of teacher-scholars elected by Department faculty ensures that each faculty member is rigorously evaluated solely on the evidence presented.

Additional explanation of each of the areas is provided on the following pages.

Vote of the IIE Department:

100% Approval (Voting members = 19)

19 responses



Contents

DEPARTMENT OF INTERDISCIPLINARY AND INCLUSIVE EDUCATION	1
T & R Criteria	1
Rationale.....	1
Vote of the IIE Department.....	1
TEACHING.....	3
Evaluation of Academic Instruction.....	3
Development of Learning Activities	4
Developing as a Teacher.....	5
Student Mentoring.....	6
SCHOLARSHIP	7
Assistant Professor Rank and Higher.....	7
Instructor and Lecturer Ranks.....	9
SERVICE.....	10
Contributions to the University Community	10
Contributions to the Wider and Professional Community.....	12
T&R MOA Supplement (Impact of COVID-19)	14

NOTE: "Consideration shall be given to all members who include an impact statement in their package and whose review falls within the period where the pandemic may have had an impact on their performance in any of the three areas." (MOA of the Impact of COVID-19 on all members of Rowan AFT, Local 2373, p. 2)

TEACHING

In addition to the criteria outlined in the current Memorandum of Agreement for Teaching Effectiveness (Appendix A, Section 1.1), the Department of Interdisciplinary and Inclusive Education evaluates effectiveness of teaching activities based on the compilation of evidence in the following areas: academic instruction, learning activities, teacher development, and student mentoring. Other evidence to support effectiveness in teaching activities will be accepted and considered. The Department also recognizes that field-based supervision is an aspect of teaching.

The Department utilizes the criteria for excellent teaching found in Appendix A, section 1.12 of the MOA (p. 40):

- A. Teaches in a way that helps students learn
- B. Explains clearly
- C. Promotes thinking
- D. Provides useful feedback
- E. Shows fairness and respect
- F. Actively engages students
- G. Encourages students to express ideas or opinions
- H. Prepares course material thoroughly
- I. Communicates course and lesson goals
- J. Helps students see the relevance of course content
- K. Solicits student feedback about the course and instructional methods
- L. Applies student learning outcomes to plans for future learning
- M. Other characteristics appropriate to the candidate's program as identified in the ratified and approved department criteria.

Evaluation of Academic Instruction

"Academic instruction includes but is not limited to

- 1. Facilitating learning by instructing Rowan University students in courses, laboratories, theaters, clinics, studios, workshops and seminars*
- 2. Managing instruction; e.g., planning and arranging for learning experiences, maintaining student records, grading*
- 3. Supervising students in laboratories, fieldwork, internship and clinical experiences, and independent study*
- 4. Other activities appropriate to the candidate's program as identified in the ratified and approved department criteria"*

(August 2020, MOA, p. 39)

Documentation of effective academic instruction for the Department of Interdisciplinary and Inclusive Education should include the following expected and other supporting evidence:

Expected Supporting Evidence

- Peer observations with analysis
- Student course evaluations with analysis
- Self-assessment and plans for future growth

Other Supporting Evidence

- Statement of teaching philosophy
- Documented use of instruction that is consistent with teaching philosophy
- Documented efforts to seek and respond to feedback to develop teaching effectiveness (e.g., Mid-Semester focus)
- Demonstrated ability to translate educational theory to practice

Development of Learning Activities

"Contributing to development of learning activities that enhance excellence in academic instruction includes but is not limited to

- 1. Participation in development, review, and redesign of courses and programs*
- 2. Participation in developing and revising curriculum*
- 3. Developing teaching materials, manuals, software, and computer exercises*
- 4. Developing online courses*
- 5. Contributing to study abroad programs*
- 6. Contributing to service learning programs*
- 7. Participating in development of learning outcomes assessment tools and analysis of assessment results*
- 8. Other activities appropriate to the candidate's program as identified in the ratified and approved department criteria"*

(August 2020 MOA, p. 39-40)

Demonstrated effectiveness in the development of learning activities for the Department Of Interdisciplinary and Inclusive Education should include the following expected and other supporting evidence:

Expected Supporting Evidence

- Development, review, and redesign of programs¹
- Engagement in regular review, development and redesign of courses and course syllabi¹
- Contributions to program development and continuous improvement

¹Strongly encouraged for candidates at the rank of instructor, lecturer, and assistant professor.

- Participation in development of learning outcomes assessment tools and analysis of assessment results
- Development of online courses

Other Supporting Evidence

- Development of teaching materials to accompany courses
- Development of custom textbooks for courses
- Development of teaching tools
- Development of online or other materials to support field experiences and clinical practice

Developing as a Teacher

"Developing as a teacher includes but is not limited to

- 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"*

(August 2020 MOA, p. 40)

Self-examination, reflection, and improvement through professional development are cornerstones of the teacher preparation profession and all of the Department's programs. Therefore, documentation of effective teaching related to developing as a teacher should include continual engagement in reflective work, with an increasing level of engagement in such work over time. Documentation of effective development as a teacher for the Department of Interdisciplinary and Inclusive Education should include any combination of the following supporting evidence:

- Demonstration of reflection through conducting self-studies on one's instruction and classroom to benefit the teaching-learning experience
- Attendance at and participation in development activities at Rowan and/or through professional organizations
- Demonstration of currency in discipline-specific concepts
- Demonstration of currency in pedagogical practices
- Collaboration with colleagues in pedagogical research and practice
- Demonstration of the ability to observe colleagues and provide constructive feedback related to the teaching

- Participation in professional learning opportunities related to teaching
- Demonstration of leadership in professional development related to teaching (e.g., Professor-in-Residence at Professional Development School)

Student Mentoring

"Student mentoring activities include but are not limited to

- 1. Mentoring students; e.g., with regard to academics and career planning*
- 2. Mentoring students in senior research projects, theses, dissertations, and other curricular projects*
- 3. Other activities appropriate to the candidate's program as identified in the ratified and approved department criteria"*

(August 2020 MOA, p. 40)

Tenure and recontracting candidates in the Department are expected to engage in a host of informal mentoring efforts. Documentation of effectiveness in student mentoring for the Department of Interdisciplinary and Inclusive Education should include any combination of the following supporting evidence:

- Mentorship related to academic teaching, ranging from
 - in-class advice, after class discussions, and/or virtual meetings,
 - office hours and scheduled appointments,
 - email assistance, regular journal exchanges,
 - field-based support and advice,
 - production of letters of recommendations, and/or
 - preparation for job interviews.
- By the beginning of the sixth year, all tenure candidates should be able to document increased activity in:
 - advising students in senior or graduate level research projects,
 - theses,
 - dissertations,
 - portfolio production, and/or
 - other curricular projects and guidance of students who provide the faculty candidate with research assistance.

SCHOLARSHIP

In addition to the criteria set forth in the current Memorandum of Agreement for scholarly and creative activity (Appendix A, section 1.2A), the Department of Interdisciplinary and Inclusive Education evaluates effectiveness based on an accumulation of scholarly activities: both expected and other supporting evidence.

Assistant Professor Rank and Higher

The Department utilizes the criteria for scholarly achievement found in Appendix A, section 1.2A.2 of the Memorandum of Agreement (p. 42):

Characteristics of Excellence in Scholarship for professors at the Assistant and Associate rank are:

- A. The activity requires a high level of discipline-related experience
- B. The activity can be replicated or elaborated (research activity)
- C. The work and its results can be documented
- D. The work and its results can be peer-reviewed
- E. The activity is innovative, breaks new ground, or demonstrates other types of significance or impact.

Evaluation of Scholarly Achievement

The Department recognizes the criteria for excellence in scholarly achievement set forth in the 2020-2021 MOA:

- A. *Basic research includes scholarly efforts leading to presentation and publication as defined in the candidate's discipline.*
- B. *Research in the scholarship of teaching includes but is not limited to conducting instructional and classroom research to benefit the teaching-learning experience.*
- C. *Creative activity is an expression of the scholarship of discovery and integration for those faculty engaged in disciplines for which research, as it may be traditionally defined, may not apply. Such faculty may sometimes, but not always, focus on disciplines in the fine, performing, or communicative arts.*
- D. *Applied research and evaluation includes but is not limited to*
 - 1. *Applied study or applied pedagogical or scientific research (e.g., work in Professional Development Schools)*
 - 2. *Sponsored or contracted study or research (e.g., Engineering clinic projects)*
 - 3. *Program, policy, or personnel evaluation, study, or research for the local campus or other institutions or agencies*
 - 4. *Leadership in multidisciplinary centers and task forces.*
- E. *Funded scholarly and creative projects include but are not limited to*
 - 1. *Grant-seeking and proposal development to public and private sponsoring agencies for research*
 - 2. *Supervision and management of sponsored creative and artistic projects*

(August MOA, p.39-40)

Tenure candidates at the assistant and associate rank in the Rowan University Department of Interdisciplinary and Inclusive education should demonstrate a progressively increasing and consistent level of productivity in their scholarship, as defined by them in the scholarly agendas they lay out in their application files. This productivity must include both publications in competitive peer-reviewed journals and professional presentations in competitive, peer-reviewed international and national association meetings.

The Department assesses scholarly achievement of tenure track faculty based on a consistent record of productivity over the five years prior to tenure review at the beginning of the sixth year.

Expected Supporting Evidence (in order of importance):

- Publications in peer-reviewed journals² (quality of publications rated on a combination of journal ranking, selectivity, and/or impact on intended audience)
- Authorship is evaluated based on role in publication, with consideration given to mentoring students and/or practitioners in publications
- Funded external grants and/or awards (quality based on funding source and competitiveness of award)
- Peer-reviewed books and/or book chapters
- Peer-reviewed presentations at regional, national, and international professional meetings and/or conferences

Other Supporting Evidence:

- Applied or pedagogical study (e.g., Professional Development School)
- Evaluation study (e.g., program, policy, personnel)
- Unfunded external grant and/or award proposals (quality based on funding source and competitiveness of award)
- Funded internal grant or award for scholarship
- Journal editor or review board
- Published book review

These lists are not exhaustive. It is up to the candidate to make the case for their tenure package.

² It is unlikely that the Tenure and Promotion Committee will support candidates for tenure who do not hold multiple peer-reviewed publications. The Department expectations include a **minimum** of 6-8 peer reviewed journal articles with a strong record of additional supporting evidence in a variety of other scholarly activities.

Instructor and Lecturer Ranks

The University defines professional development as "...those activities that improve an individual's currency in a field of expertise or teaching, maintains their standing within a profession or discipline, or expands their area of expertise" (1.2B p. 43).

The Department utilizes the criteria for scholarly found in Appendix A, section 1.2B of the August 2020 Memorandum of Agreement.

Characteristics of Excellence in Professional Development for Instructors 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

Documentation of professional development for the Department of Interdisciplinary and Inclusive Education should include any combination of the following supporting evidence:

- Acquiring and maintaining specific forms of certification and/or licensure that are appropriate for their discipline or profession
- Attending and participating in professional conferences where the focus is the dissemination of new knowledge within a field of inquiry
- Attending and participating in professional conferences/workshops where the focus is the pedagogy associated with a specific discipline or content area
- Attending and participating in workshops/training that focuses on the teaching and learning processes
- Attending and participating in workshops/training that focuses on the teaching and learning processes
- Developing or enhancing skills in the assessment of the teaching and learning processes within a discipline

Collaborating with faculty on activities that have professional learning value

SERVICE

According to the current Memorandum of Agreement, Appendix A, section 1.3 and 1.4, service is recognized in activities related to both contributions to the university community and to the wider and professional community. The Department's criteria parallels that of the university.

Contributions to the University Community

The Department recognizes the criteria for contributions to the wider and professional community as indicated in the 2020-2021 MOA:

- 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. *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, College, or University-wide includes but is not limited to taking part in the established mentoring program 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 for bringing more students or resources to University*
 4. *Other activities appropriate to the candidate's program as identified in the ratified and approved department criteria.*

(p. 44-45)

Contributions to the university community are considered to be a fundamental characteristic of a university citizen and are reflected within the department, college, and university arenas. They include, but are not limited to:

- Serving on a department, college, university committee
- Chairing a department, college, or university committee
- Contributing to tasks central to the department's day-to-day activities serving both students and faculty (e.g. serving on program committees, participation in student program orientations, participation in student support or enrichment activities);

- Helping the department meet the expectations of the college and the university and of accrediting agencies
- Assisting with other campus-wide activities; e.g., Homecoming, Rowan day, advising student groups, freshman, transfer, and graduate student orientations
- Serving as the department chair, co-chair, or assistant chair
- Serving as a dissertation committee chair, as well as serving on dissertation committees
- Course and program facilitation/coordination, senate participation, and union participation; formally and informally mentoring other faculty or staff within the department, college, or university
- Representing the institution for its advancement, including through such events as open houses, student recruitment initiatives, and outreach for bringing more students or resources to the university
- Mentoring other faculty or staff within the candidate's own department, College, or University-wide includes but is not limited to taking part in the established mentoring program or working with the Faculty Center mentoring programs

All candidates are expected to contribute to the work of programs and the Department. Tenure candidates at the assistant and associate ranks should demonstrate a steady increase in service contributions at the department, college, and university levels. They are also encouraged to begin to assume leadership by the time of their application for tenure. Lecturers should demonstrate a combination of service contributions at the department and college level and build up to university service for multi-year contracts.

Contributions to the Wider and Professional Community

The Department recognizes the criteria for contributions to the wider and professional community as indicated in the 2020-2021 MOA:

- A. *Dissemination of discipline-related knowledge includes but is not limited to*
 - 1. *Consulting or technical assistance provided to public or private organizations*
 - 2. *Public policy analysis for governmental agencies at all levels*
 - 3. *Briefings, seminars, lectures, and conferences targeted for general audiences*
 - 4. *Summaries of research, policy analyses, or position papers for general public or targeted audiences*
 - 5. *Expert testimony or witness*
 - 6. *Writing, contributing to or editing journals, books, newsletters, magazines or other publications*
 - 7. *Electronic productions (e.g., contributing to the development of websites, online seminars or programs, or programs distributed via DVD)*
 - 8. *Other activities appropriate to the candidate's program as identified in the ratified and approved department criteria.*
- B. *New products or practices include the design or creation of new products, innovations, or inventions*
- C. *Discipline-related partnerships with other agencies include*
 - 1. *Short-term collaborations with schools, industries, or civic agencies for program or policy development*
 - 2. *Exhibits in other educational or cultural institutions*
 - 3. *Festivals and summer programs*
 - 4. *Economic or community development activities*
 - 5. *Discipline-related voluntary community service*
 - 6. *Other activities appropriate to the candidate's program as identified in the ratified and approved department criteria.*
- D. *Contributions to disciplinary and professional associations and societies include but are not limited to*
 - 1. *Leadership positions in recognized professional organizations*
 - 2. *Service on accreditation bodies or national examining boards*
 - 3. *Service to governing boards and task forces*
 - 4. *Service in organizing or reviewing submissions for annual or regional meetings and conferences sponsored by professional organizations*
 - 5. *Other activities appropriate to the candidate's program as identified in the ratified and approved department criteria.*

In order to remain abreast of developments in, contribute to, and transform the profession, tenure and recontracting candidates in the Department are expected to be active members in varied state, regional, and national professional associations (see list from above). Tenure candidates at the assistant and associate rank should be actively involved in the committee work of these organizations by the time an application for tenure is made, with a progressive increase in involvement and/or leadership. Lecturers in Years 1 and 2 should focus on service in the department and college. Following Year 2, lecturers should engage in a minimum 1-2 of the following activities with increasing and sustained engagement thereafter:

Examples of service to the field might include:

- Consulting or technical assistance provided to public or private organizations
- Public policy analysis for governmental agencies at all levels
- Briefings, seminars, lectures, and conferences targeted for general audiences
- Summaries of research, policy analyses, or position papers for general public or targeted audiences
- Writing, contributing to or editing journals, books, newsletters, magazines or other publications
- Electronic productions (e.g., contributing to the development of websites, online seminars or programs, or programs distributed via DVD)
- Leadership in a professional organization related to discipline
- Committee membership in state, regional, national, or international associations
- Service on accreditation bodies or national examining boards
- Service to governing boards and task forces
- Service in organizing or reviewing submissions for annual or regional meetings and conferences sponsored by professional organizations
- Discipline-related partnerships with other agencies
- Short-term collaborations with schools, industries, or civic agencies for program or policy development
- Exhibits in other educational or cultural institutions
- Festivals and summer programs
- Community development activities
- Professional development to local district educators
- Professional development school liaison responsibilities
- Participation in county roundtables
- Discipline-related voluntary community service

T&R MOA Supplement (Impact of COVID-19)

A MEMORANDUM OF AGREEMENT OF THE IMPACT OF COVID-19 ON ALL MEMBERS OF ROWAN AFT, LOCAL 2373

Beginning in mid-March of 2020 spring semester, a global pandemic associated with the novel coronavirus, COVID-19, prompted a nationwide shutdown of public establishments and businesses of every type in New Jersey and throughout the country. The shutdown was deemed necessary to protect the health and safety of its citizens. The public health emergency related to COVID-19, Executive Order 104 and other governmental actions, required major campus closures and changes in operations that affected the entirety of Rowan University. In response, Rowan provided a range of academic offerings, including remote, hi-flex and in person, in accordance with the related directives from the Governor of the State of New Jersey. Extensive modifications and adjustments in all aspects of instruction, research, and campus operations were made and may continue for the Fall 2020 semester and beyond. In addition, Rowan University incurred and is continuing to incur significant expenditures, reductions in campus operations revenues, and reductions in state operating appropriations.

The purpose of this statement is for inclusion within documentation relating to any deficiencies in anticipated benchmarks and achievements of AFT employees during this unprecedented time. All levels of evaluations of the performance and production of AFT employees for the purposes of probationary recontracting, tenure, multi-year recontracting, promotion, sabbatical, and any other related evaluations should not be affected negatively because of the effects of the pandemic. All applicable Memorandum of Agreements (MOAs) regarding all applicable evaluations listed above should continue to be consulted and followed with regards to process and procedures.

During the pandemic, some of the modifications and adjustments may have included, but should not be limited to, the following examples:

- Professional duties of most AFT employees were shifted to remote work, which led to barriers to conducting certain types of job responsibilities and research activities.
- The shift to remote instruction led to adaptations of pedagogy, course delivery, and material covered, and to the decision to not administer student and peer evaluations during the Spring 2020 semester.
- In-person, laboratory graduate and undergraduate research ceased for the vast majority of operations for 4 months. Resumption of additional in-person research activities occurred only as permitted pursuant to the Restart Standards issued by the Office of the Secretary of Higher Education, and only when requisite documentation was submitted to the University administration relating to laboratory safety and best practices for prevention of infection. Some research activities were able to resume during Summer 2020, while some research activities have yet to resume for a variety of reasons relating to the protection of health and safety of the employees and students involved.
- The pandemic caused global restrictions on travel and large gatherings, which have resulted in the cancellation, postponement, or remote alternatives to professional conferences and meetings, leading to fewer opportunities for lectures, presentations, poster sessions, or other related activities.
- Academic advising was and continues to be performed primarily through remote interaction with students, namely through online meetings using WebEx, Zoom, or some other suitable platforms.

although some face-to-face advising occurred during the Summer and Fall semesters of 2020 with appropriate precautions to protect the health and safety of the advisor and advisee.

- Remote teaching and working environments may have led to AFT employees exerting extra effort set up home offices, redesigning of courses and/or job responsibilities, and the balancing of work and family life.
- Many funding cuts and/or appropriations were made to all areas of university operations, including, but not limited to, cuts to teaching and research activities, department/office and college budgets, seed funding, travel funding, professional development and career advancement funding.
- In addition to the professional effects of the pandemic, there are numerous personal and family-related issues, such as health issues of the candidate; health issues of family members; childcare, daycare, and schooling issues of dependent children; as well as increased anxiety and/or stress.


As a result, the AFT Local 2373 and the Administration of Rowan University agreed on the following provisions of the Memorandum of Agreement with respect to the impact of the COVID-19 Pandemic on Tenure and Re-Contracting Packages:

1. COVID-19 may have a profound impact on a candidate's performance in the three areas: teaching and/or professional performance, scholarly research and/or professional development, and service to the university and to the wider and professional communities. Committees recognize the potential impact and departments will add to their Tenure and Re-Contracting criteria the following statement:
 - a. "Consideration shall be given to all members who include an impact statement in their package and whose review falls within the period where the pandemic may have had an impact on their performance in any of the three areas."
2. All candidates for Tenure and Re-contracting impacted by COVID-19 may include an impact statement in their Tenure and Re-contracting packet detailing the specific impact of COVID-19 on the three areas of evaluation--Research, Teaching, and Service. Candidates may also include an explanation of all the professional activities that they performed to adapt to any negative impact that the pandemic may have had and to maintain their work productivity.
3. Each department Tenure and Re-contracting Committee, along with the subsequent College Committee, will be required to address in the evaluation of candidates the impact of COVID-19 on the three areas of evaluation, and also address candidates' description of the activities that they performed to adapt in order to maintain work productivity to the extent that the candidate includes an Impact Statement. If a candidate does not submit such statement, neither the department nor College committee is required to address same.
4. Individual deans, the provost and appropriate vice-presidents or appropriate administrators will also be required to address the impact of COVID-19 on their evaluation of the packets, and also address candidates' description of the activities that they performed to adapt in order to maintain work productivity to the extent that such impact statement is included in Candidate's packet as noted above.
5. Adverse impact of COVID-19 that results in a less than favorable review of a candidate can be


made part of any appeal to the office of the President, and it will be given consideration in any appeal process.

The above will go into effect on the date of signing the agreement and will remain in effect until the agreement is updated, or until all parties agree the pandemic ends and ceases to affect the areas listed above.

AFT LOCAL 2373

By: 
Name: Joseph Basso
Title: President, AFT Local 2373
Date: 9/24/2020

ROWAN UNIVERSITY

By: 
Name: Theresa A. Dye
Title: Chief Human Resource Officer
Date: 9/24/2020