

## Departmental Criteria for Tenure & Recontracting

2020-2021

### Introduction

The STEAM Education Departmental Criteria for Tenure and Recontracting for candidates seeking tenure and promotion to associate, tenure track candidates and lecturers seeking recontracting lecturers have been developed in accordance with the Tenure and Recontracting Agreement 2020-2021 Memorandum of Agreement (MOA) (<https://sites.rowan.edu/academic-affairs/docs/fy21-tr-moa-final-signed.pdf>) between the American Federation of Teachers (AFT, Local 2373) and the administration of Rowan University as noted on page 11 of the MOA. The Tenure and Recontracting criteria established at the time of initial hire for tenure-track candidates and lecturers shall "stay in effect for the duration of the probationary period." (Section 1, p. 11) and will govern the tenure and recontracting decisions for all candidates unless they choose to be assessed by a subsequent MOA. The department of STEAM Education faculty note that the Dean of the College of Education will make an independent decision regarding tenure and recontracting. The role of the Departmental Tenure and Recontracting committee is to provide peer review to support the dean in making an informed, evidence-based and fair evaluation.

### Department Criteria for 2020-2021 (1.2 and 2.41)

**Rationale** The Department of STEAM Education has adhered to the general criteria provided in the University Recontracting and Tenure Memorandum of Agreement. In pursuing excellence in STEAM Education, the Department's criteria are also guided by the Association for Teacher Educators' *Standards for Teacher Educators* (2007), which set forth indicators for excellence for accomplished teacher educators in nine areas: teaching, cultural competence, scholarship, professional development, program development, collaboration, public advocacy, teacher education profession, and vision. The Department's approval of the following specific criteria for all tenure-track candidates and lecturers hired September 1, 2019 and after reflects a firm commitment in the department to excellence in teaching, research, and service to the benefit of students, department, college, and university. Tenure-track candidates seeking tenure and promotion to associate should show increasing levels of accomplishment within each category: teaching, scholarship, contributions to the university community, and contributions to the wider professional community, and this should increase with increasing years of work at the university. Recontracting candidates seeking contract renewal at the rank of lecturer should show increasing strength in the areas of academic teaching and service, with encouragement and opportunity to develop leadership roles (e.g. advisors to student clubs, directing clinical services, course coordinators, program coordinators) These criteria will allow each candidate to be rigorously supported and evaluated by a committee of teacher-scholars elected by department faculty. Additional explanation of each of the criteria of evaluation is provided on the following pages.

### Weighting of Criteria

In accordance with the guidelines described in the 2020-2021 MOA (p.18) The Department of STEAM Education weighs the criteria in the following order for probationary faculty:

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



Evaluations of Lecturers are weighted in the order below:

1. Teaching effectiveness
2. Professional Development
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. 18).

### **Evaluation of Teaching**

#### *Academic Teaching*

The Department of STEAM Education values criteria for evaluating academic teaching effectiveness grounded in seven characteristics of effective teaching described in Centra and Froh's Guide to Evaluating Teaching for Promotion (1987):

1. Good organization of subject matter and the course
2. Effective communication
3. Knowledge and enthusiasm for subject matter and teaching
4. Positive attitudes towards students
5. Fairness in examinations and grading
6. Flexibility in approaches to teaching
7. Appropriate student learning outcomes

The Department of STEAM Education evaluates the performance of candidates seeking tenure and promotion to associate and lecturers and tenure-track candidates seeking recontracting, based on the collection of evidence in the areas of: Academic Instruction, Learning Activities, Teacher Development, and Student Mentoring. The department utilizes the criteria found in Appendix A, section 1.12 of the 2017-2019 MOA:

- 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.

Documentation of effective academic instruction should include but not be 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"

(2020-2021 MOA, p. 39)

Additionally, other materials that may be incorporated to provide further evidence of effective teaching include: a) informal student feedback collected throughout the semester, b) unsolicited comments offered by students about their learning experiences from the candidate, c) collegial assessments from collaborators in schools in the field, and or other materials and evidence the candidates may provide.

#### *Development of Learning Activities*

Candidates seeking tenure and promotion to associate and lecturers and tenure-track candidates seeking recontracting in the Department of STEAM Education are expected to participate in the "development of learning activities that enhance excellence in academic instruction" (2017-2019 MOA). Indicators can include but are 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

(2020-2021 MOA, p. 39-40)

The Department of STEAM Education supports the inclusion of documentation that supports the development of, and participation in learning activities. For example the items listed below are exemplars of recommended types of supporting evidence:

#### *Recommended Exemplars of Supportive Activities*

1. Developing teaching materials to accompany courses
2. Developing custom textbooks for courses
3. Developing online courses
4. Participating in development of learning outcomes assessment tools and analysis of assessment results
5. Developing teaching tools to be used in courses they teach
6. Developing online or other materials to support field experiences and clinical practice
7. Participating or sponsoring the submission of curriculum proposals



### *Developing as a Teacher*

Self-examination, reflection, and improvement through professional development are cornerstones of the teacher education profession and all of our department's programs. Therefore, documentation of effective teaching should include continual engagement in reflective work, with an increasing level of engagement in such work over time. This work might include any combination of the following:

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 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

(2020-2021 MOA, p. 40)

In the Department of STEAM Education, documentation of effective teacher development should display efforts made over time to continued steps toward self-improvement. Documentation of effective teaching related to developing as a teacher should include any combination of the following supporting evidence:

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

### *Student Mentoring*

In the Department of STEAM Education, initial teacher certification programming is a central focus. Candidates seeking tenure and promotion to associate and lecturers and tenure-track candidates seeking recontracting are expected to engage in informal mentoring efforts as they relate to academic instruction including, but 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

(2020-2021 MOA, p. 40)

Candidates seeking tenure and promotion to associate and lecturers and tenure-track candidates seeking recontracting are expected to engage in mentoring efforts as they relate to academic instruction including, ranging from but not limited to:

1. In-class advice, after class discussions,
2. Office hours and scheduled appointments,
3. E-mail assistance, regular journal exchanges,
4. Field-based support and advice,
5. Production of letters of recommendations, and/or
6. Preparation for job interviews.

Tenure-track candidates seeking recontracting and candidates seeking tenure with promotion to associate should also be able to document increased activity in mentoring advanced student scholarship, for example:

1. Advising students in senior or graduate level research projects,
2. Theses,
3. Dissertations,
4. Portfolio production, and/or
5. Other curricular projects and guidance of students who provide the faculty candidate with research assistance.

### **Evaluation of Scholarship**

The Department of STEAM Education values criteria for evaluating scholarship grounded in the Boyer Model of scholarship, validated by the Association of Teacher Educators' Standards (2007),

"The scholarship of an accomplished teacher educator is conceptualized through Boyer's model of scholarship (1997) which includes four foci: discovery, integration, application, and teaching. Accomplished teacher educators continually ask questions to deepen existing knowledge and to create new knowledge in teaching and teacher education. This is achieved through systematic inquiry and the subsequent sharing and/or dissemination of the results. Teacher educators engage in discourse within a community about the quest for new knowledge. This community, for example, can be broadly defined as a community of academics whose discourse takes place within publications or a community of inquirers who dialogue around their "reflection on action" [emphasis added] (Schön, 1983). In addition to discourse around new knowledge, teacher educators integrate their learning about practice within the field of teacher education together with their knowledge across disciplines and contexts in order to elucidate connections between their own work and the broader educational landscape. Teacher educators bridge their theoretical and practical knowledge to create new understandings and interpretations in theory and practice of teaching and teacher education. Finally, accomplished teacher educators strive to teach others and to foster learning about teaching and teacher education". (p. 3)

### **Tenure-Track Candidates and Higher**

The Department of STEAM Education utilizes the criteria for scholarly achievement found in Appendix A, section 1.2A.2 of the Memorandum of Agreement:

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

1. The activity requires a high level of discipline-related experience
2. The activity can be replicated or elaborated (research activity)
3. The work and its results can be documented
4. The work and its results can be peer-reviewed
5. The activity is innovative, breaks new ground, or demonstrates other types of



significance or impact.

Additionally, the Department of STEAM Education recognizes the criteria for excellence as set forth in the 2017-2019 Memorandum of Agreement:

1. Basic research includes scholarly efforts leading to presentation and publication as defined in the candidate's discipline.
2. Research in the scholarship of teaching includes but is not limited to conducting instructional and classroom research to benefit the teaching-learning experience.
3. 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.
4. Applied research and evaluation.
5. Funded scholarly and creative projects.

(2020-2021 MOA, p. 42)

Tenure-track candidates in the Department of STEAM Education should demonstrate a progressively increasing and consistent level of productivity in their scholarship, as well as the formulation of defined research agenda. This productivity must include both publications in competitive peer-reviewed journals, specialty and practitioner based peer-reviewed journals, and professional presentations in competitive, peer-reviewed international and national association meetings. Over six years, the Department assesses scholarly achievement of tenure track candidates based on a consistent record of productivity. The committee encourages all candidates to strive to tell their story, speak to truth, and bring life to their tenure portfolio.

Exemplars of scholarship: (in order of importance):

- Publications in peer-reviewed journals<sup>1</sup> (quality of publications rated on authorship, journal ranking, and selectivity)
- 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

Exemplars of Additional Supporting Evidence:

- Applied or pedagogical study (e.g., Professional Development School)
- Evaluation study (e.g., program, policy, personnel)
- Journal editor or review board
- Funded internal grant or award for scholarship
- Published book review
- Recommendations from evaluators outside the institution. Per MOA, p. 13: 3.143 Excellence in Scholarly and Creative Activity (as defined in Appendix A) attesting to the appropriateness of the individual's research and scholarly activities reflective of a consistent pattern.

---

<sup>1</sup> It is strongly recommended by the Departmental Tenure and Recontracting Committee that tenure-track candidates strive to attain peer-reviewed publications (e.g. 4-6 peer reviewed journal articles with a strong record of additional supporting evidence in a variety of other scholarly activities).

### **Recontracting Candidate (Lecturer)**

The Department of STEAM Education utilizes the criteria for excellence in Professional Development found in Appendix A, section 1.2B.2 of the 2020-2021 Memorandum of Agreement:

Characteristics of Excellence in Professional Development for Lecturers are

1. The activity is directly related 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.

The Department of STEAM Education proposes that lecturers seeking recontracting should demonstrate a progressively increasing and consistent level of expertise via the inclusion of any combination of the following supporting documentation:

1. Obtaining certification or licensure related to discipline
2. Attendance and presentation of work at local, state or regional conferences
3. Participation in workshops or instruction-related professional learning
4. Active membership in professional organizations related to discipline or teaching assignment
5. Holding leadership position in community or professional organization that is related to discipline

### **Evaluation of Service**

The Department of STEAM Education utilizes the criteria of the 2020-2021 MOA, Appendix A, section 1.31, to define service. Service is recognized in the professional activities undertaken related to making contributions at the departmental, college, university, and on the community and the wider and professional community levels.

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 (2020-2021, MOA). This service might include but is not limited to any combination of the following:

- 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
- 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

All candidates are expected to contribute to the work of programs and the Department. The STEAM Departmental Committee recommends that all candidates seeking tenure and promotion to associate and lecturers and tenure-track candidates seeking recontracting 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.

#### Contributions to the Wider and Professional Community

The Department of STEAM Education recognizes the criteria of the 2020-2021 MOA, pp. 46-47 to define contributions to the wider and professional community. Service is recognized in the professional activities undertaken related to making contributions at the departmental, college, university, and on the community and the wider and professional community levels.

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 below). The following is a partial listing of some of the recognized national educational associations where such presentations are made (there are many more not listed):

American Association of Colleges of Teacher Education (AACTE)  
 American Council on the Teaching of Foreign Languages (ACTFL)  
 Association of Childhood Education International (ACEI)  
 Association for Play Therapy (APT)  
 American Educational Research Association (AERA)  
 Association for Mathematics Teacher Educators (AMTE)  
 Association for Science Teacher Education (ASTE)  
 Association of Supervision and Curriculum Development (ASCD)  
 Association of Teacher Educators (ATE)  
 Council for Exceptional Children (CEC)  
 Holmes Group  
 International Play Association (IPA)  
 International Reading Association  
 International Society of Technology in Education (ISTE)  
 Kappa Delta Pi International Honor Society  
 National Art Education Association (NAEA)  
 National Association of Early Childhood Teacher Educators (NAECTE)  
 National Association for the Education of Young Children (NAEYC)  
 National Association for Music Education (NAfME)  
 National Association for Research in Science Teaching (NARST)  
 National Association of Multicultural Education (NAME)  
 National Association of Professional Development Schools (NAPDS)  
 National Council of Supervisors of Mathematics (NCSM)  
 National Council for Teachers of Mathematics (NCTM)  
 National Science Teachers Association (NSTA)  
 North American Chapter for the International Group for the Psychology of Mathematics Education (PME-NA)  
 Phi Delta Kappa  
 Society for Health and Physical Education (SHAPE)  
 Society of Public Health Education (SOPHE)  
 American School Health Association (ASHA)  
 National Association for Kinesiology in Higher Education (NAKAHE)  
 Teaching for Personal and Social Responsibility Alliance (TPSR)



Candidates seeking tenure and promotion to associate should be actively involved in the committee work of the proposed levels of service by the time application for tenure is made. Examples of service to the field might include:

1. Leadership in a professional organization related to discipline
2. Committee membership in state, regional, national, or international associations
3. Discipline-related partnerships with other agencies
4. Collaborations with schools, industries, or civic agencies for program or policy development
5. Professional development to local district educators
6. Professional development school liaison responsibilities
7. Participation in county roundtables
8. Discipline-related voluntary community service
9. Serving as a reviewer for discipline related journals and conferences

#### **COVID-19 Impact Statement**

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.

#### **References**

- Association of Teacher Educators (2007). Standards for Teacher Educators. Retrieved on September 8, 2010 from <http://ate1.org/pubs/Standards.cfm>.
- Boyer, E.L. (1997). *Scholarship reconsidered: Priorities of the professoriate*. San Francisco: Jossey-Bass.
- Centra, J. A., R. C. Froh, P.J. Gray, L.M.Lambert. (1987). *A Guide to Evaluating Teaching for Promotion and Tenure*, Acton, MA: Copley Publishing Group.
- Schön, D.A. (1983). *The reflective practitioner: How professionals think in action*. New York: Basic Books.

Rowan University Writing Arts Department (2020). *Statement of COVID-19's effect on productivity*

#### **Role of Department Chairperson (2.4)**

The Department Chairperson will serve on the Department Tenure and Recontracting committee unless the chair is already serving on the Senate Recontracting Committee.