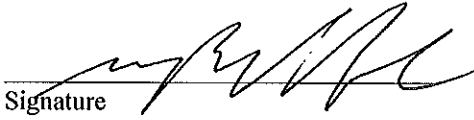


FORM 8

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

Department/Office: EdSL

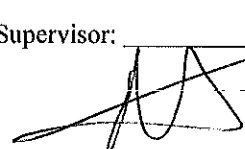
Department Chair: Marybeth Walpole
 Print

Signature 

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

Date Sent to Dean/Supervisor: _____

Signature _____



Date _____

Approved

Y / P / N

Dean/Supervisor _____

Add'l Admin: _____

Provost/designee: _____

President/designee: _____

Y / P / N

Y / P / N

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

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 persons who sign this page must accompany the
 the original archive. After all approvals are obtained, the copies are to be placed in a folder 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 TIMELINE:

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

Checklist Item 3

INTERPRETING THE CRITERIA TO BE UTILIZED IN EVALUATING

Rationale: The Educational Services and Leadership Department adheres to the criteria for evaluating candidates for recontracting and tenure as outlined in the University Recontracting

Standards in place at time of faculty member's hire governs the recontracting and tenure

Recontracting and Tenure Memorandum of Agreement (MOA). Additional explanation of each of the areas is provided below:

Evaluation Criteria (Criteria are weighted in the order listed below)

1. TEACHING EFFECTIVENESS

The Department assesses the performance of individual candidates for recontracting and tenure based upon multiple criteria including student evaluation data, peer observations, and other materials presented in the candidate's application. The Department recognizes field-based supervision, chairing dissertations, masters theses or the equivalent, and advising/mentoring are aspects of teaching.

The Department recognizes the importance of striving for excellence in teaching. In general, faculty should demonstrate skilled teaching, a commitment to student learning, and engagement with thoughtful instructional practices. Candidates will be evaluated using the measures of teaching effectiveness described in the MOA.

Academic instruction, development of learning activities, development as a teacher, and student mentoring activities. Peer observations evaluation will include the following areas: instructional practices, student evaluation and feedback to students, currency, enthusiasm/interpersonal skills and knowledge of the content.

According to Appendix A, MOA 2014-2015, p. 28, characteristics of excellence in teaching at Rowan University include:

- 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 candidate's program

2. SCHOLARLY AND CREATIVE ACTIVITY/ PROFESSIONAL DEVELOPMENT

The Department will consider the achievement of candidates for promotion and tenure based upon materials presented in the candidate's application that documents the individual's scholarly productivity. Expectations are that candidates will consistently publish in peer-reviewed and publicly disseminated sources. Within the candidate's application, he/she should discuss the quality (e.g., acceptance rate and rank of journal or other reputational calculation), impact (e.g., number of subsequent citations or journal audience size and type (scholarly and/or practitioner)) and role (e.g., contribution in co-authored publications or as co-investigator for grants) of his/her work in a specific field. Highest weight will be given to solo or first authorship for publications and presentations. Second and third authorship will result in the publication or presentation being considered in the next lower weight category (i.e., medium for those publications and presentations in the high category and low for presentations in the medium category). Fourth authorship and beyond for publications and presentations will be considered in the lowest category. In addition, it is expected that the candidate will maintain a research agenda that is sustainable and, when possible, fundable. Candidates are encouraged to seek external funding to support their research efforts.

In rank order within categories, examples of scholarly activity may include but not be limited to:

High

- A. Published manuscripts in refereed journals (print or online)
- B. Published refereed scholarly books
- C. Published refereed textbooks
- D. Published book chapter in a refereed scholarly book
- E. Writing successfully reviewed and funded grant proposals as a PI or co-PI
- F. Serving as editor of a refereed journal or scholarly book
- G. Presenting a peer-reviewed paper at a national or international scholarly/academic meeting
- H. Presenting at a national or international professional meeting as an invited speaker
- I. Writing successfully funded program evaluation

Medium

- J. Presenting a peer-reviewed paper at a regional or state scholarly/academic meeting
- K. Participation in research activities sponsored by academic/scholarly
- L. Serving as a discussant on a peer-reviewed panel at a state, regional, national or international scholarly/academic meeting
- M. Participation on a funded grant as key personnel

Low

- N. Publication of a book review in a journal
- O. Serving as a chair on a peer-reviewed panel at a state, regional, national or international scholarly/academic meeting
- P. Participating in grant applications for state, regional, national and international funding bodies
- Q. Writing abstracts for scholarly publications
- R. Writing grant proposals (although unfunded)
- S. Other formats for dissemination may be considered if more readily available

F. Assessment reports associated with national accreditation review

3. CONTRIBUTIONS TO THE DEPARTMENT,

COLLEGE AND UNIVERSITY

The Department assesses the contributions to department, college and university

following (which may include but not be limited to):

- A. Service on Department, College-wide Committees and University Committees
- B. Revision of course syllabi
- C. Serving as a course leader
- D. Serving on dissertation and master thesis committees
- E. Chairing a department
- F. Participation in Department program planning, revision and evaluation
- G. Leadership in P-12 collaboration activities such as Professional Development Schools
- H. Program coordination

~~4. FULFILLMENT OF PROFESSIONAL RESPONSIBILITIES~~

The Department assesses this area through documentation submitted by the candidate related to the following (which may include but not limited to those listed below). Activities at the national and international level are considered more highly than those at the state/regional and local level.

- A. Engaging in Professional Services
- B. Participating in Professional Organizations
- C. Participation in Conferences