

APPROVED CRITERIA SHALL HAVE ALL REQUIRED SIGNATURES

Department/Office: Interdisciplinary & Inclusive Education

Department Chair/Head: Sydney Kuder Sydney Kuder
Print Signature

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

Date Sent to Dean/Supervisor: 10/6/15

Signature



Date

Approved

Dean/Supervisor: _____

Y / P / N

Add'l Admin: _____

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 must meet with the Dean/Supervisor to discuss the decision. For Y decisions, the departmental committee must meet with the Dean/Supervisor to discuss the decision. For P or N decisions, the departmental committee must meet with the Dean/Supervisor to discuss the decision. For Y decisions, the departmental committee must meet with the Dean/Supervisor to discuss the decision. For P or N decisions, the departmental committee must meet with the Dean/Supervisor to discuss the decision. For Y decisions, the departmental committee must meet with the Dean/Supervisor to discuss the decision.

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 process. If 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 Chair.

SUGGESTED TIMELINE

Departmental approval, sent to Dean/Supervisor:

DATE

September 25 (earlier if possible)

Dean provides feedback regarding criteria:

Final administrative approval and forwarding to Senate:

Department Chair/Dean:

Department of Interdisciplinary and Inclusive Education

Criteria for Recontracting and Tenure

Rationale: The the Department of Interdisciplinary and Inclusive Education adheres to the

for evaluation techniques in recruitment and tenure as outlined in the University Recruiting and Tenure Memorandum of Agreement (MOA). Moreover, the Tenure and Recontracting Standards in place at time of faculty member's hire govern the recontracting and tenure decisions.

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

Evaluation of Academic Instruction

In addition to the "Characteristics of excellence in teaching at Rowan" (Appendix A, section 1. 12 of the 2015-2016 Memorandum of Understanding the Department of Interdisciplinary and Inclusive Education uses criteria for academic excellence that are effective in the evaluation of effective teaching that are described in Centra and Froh's Guide to Evaluating Teaching for Promotion and Tenure (1987). Evaluation of teaching includes:

1. Good organization of subject matter and course activities as evidenced by:

- Learning objectives clearly stated to students

- Clear and concise material incrementally

- Logical sequence of presentation

- Organization including materials and technology

- Use of a variety of resources to support instruction

2. In-person activities and assessments that align with stated learning

- Communicates course and lesson goals

3. The instructor's contribution to individual student achievement

4. Instructional methods and materials that are effective

5. Instructor's response to both non-verbal and verbal cues from students

- Teaches in a way that helps students learn

3. Knowledge and enthusiasm for subject matter and teaching as evidenced by:

- Accurate, current presentation of content

- Student engagement in instruction

- Actively engages students

4. Positive attitudes toward students as evidenced by:

- Engaging in supportive interactions toward all students

5. Fairness in examinations and grading as evidenced by:

- Examinations that reflect learning objectives for class
- Clearly stated criteria for grading
- Responsiveness to student questions about examination content and grading
- Provides useful feedback to students

6. Flexibility in approaches to teaching as evidenced by:

- Adjusting instruction in response to student responses
- Use of a variety of instructional methods
- Use of a variety of group sizes

7. Appropriate student learning outcomes as evidenced by:

- Student knowledge of lesson/course outcomes

Collects student feedback about the course and instructional methods

Documentation of effective pedagogy in teaching should reflect the candidate's description of his/her teaching goals, peer observations and analyses, and student course evaluations. The Department recognizes that field-based candidates should also include

Development of Learning Activities

Tenure candidates at instructor and assistant ranks in the Department of Teacher Education are expected to participate on course committees and in the regular review, development, and evaluation of courses. Candidates should also be involved in the development of new courses and in the improvement of existing courses. The Department expects candidates to increase the number of courses they teach and to increase the number of courses they teach at the college level and increase the number of courses they teach at the university level by the end of the second year.

Full-time temporary candidates and 3/4 time candidates should participate in all course committees supporting courses they teach, as well as any modification discussions that take place on the course committees for courses they teach. These candidates are also encouraged to take part in modification discussions as well. Additional examples of candidates' own effective teaching related to the development of learning activities should also be discussed by all candidates. These could include:

Developing teaching materials to

Developing custom textbooks for courses

Developing online courses

of effective teaching related to developing as a teacher should include continual assessment in

Reflecting or conducting self-studies on one's instruction and classroom to benefit the

contribute to one's own development in the classroom

Student Mentoring

Teacher educators in our department are expected to engage in a host of informal mentoring efforts

selected examples of student activities. The following activities should be able to document increased activities in the classroom

with research assistance.

Evaluation of Scholarly Achievement

The Department utilizes the criteria for scholarly achievement found in Appendix A of the 1990

The activity requires a high level of discipline-related experience

The activity can be published or shared (research activity)

The work and its results can be documented

The work and its results can be peer-reviewed

The activity is innovative, breaks new ground, or demonstrates other types of significance or

Teacher Education should demonstrate a progressively increasing and consistent level of productivity in their scholarship, as defined by them in the agendas they lay out in their application

The Department assesses scholarly achievement of Tenure Track faculty based on a consistent record of productivity over 6 years focusing on:

- Ranking of journal: Based on impact rating and/or selectivity
- Peer review: Peer review process utilized
- Scope of conference: International/National/State/Local
- Books or book chapters in the faculty member's major field of research produced by publishers that utilize a peer-review system

• Grant submission as Principal Investigator or Co-Principal Investigator for through a peer review process. Quality of ranking will be rated on the following criteria:

- Source of funding: External (National/State/Local)/Internal

○ Role of candidate: Principal Investigator

university citizen and are reflected within the department, college or university.

include, but are not limited to:

Serving on a department, college, 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

groups, residential transfer, and graduate student organizations;

Course and program facilitation/coordination, grant acquisition, and union negotiations;

College or university-wide

houses, student recruitment initiatives, and outreach for bringing more students or

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All candidates are expected to contribute to the work of the department, and tenure candidates at the assistant and associate ranks should demonstrate steadily increasing contributions at the department and university levels. They are also encouraged to begin to assume leadership roles of their application for tenure.

Contributions to the Wider and Professional Community

In order to keep abreast of developments in, contribute to, and transform the profession, teacher educators 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 for the time period of their application for tenure. Examples of service to the field might include:

- Committee membership in state, regional, national, or international associations
- Discipline-related partnerships with other agencies
- Collaborations with schools, industries, or civic agencies for program or policy development
- Professional development at schools
- Participation in county roundtables;
- Discipline-related voluntary community service.

References

Association of Teacher Educators (2007). Standards for Teacher Educators. Retrieved on September 8, 2010 from <http://ate1.org/links/Standards.cfm>

Bass,

Schau, J. R., K. C. Iron, T. J. Gray, D. M. Calibert. (1987). *A Guide to Evaluating Teaching for Promotion and Tenure*. Acton, MA: Copley Publishing Group.

Schön, D. A. (1992). *The reflective practitioner: How clinical thinking can transform professional work*. New York: Basic Books.