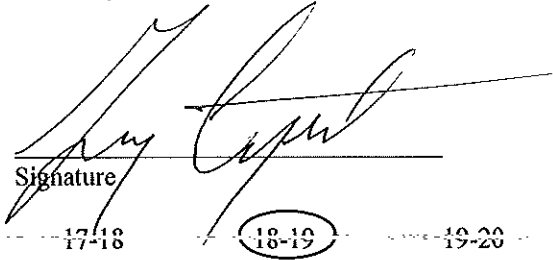


FORM 8

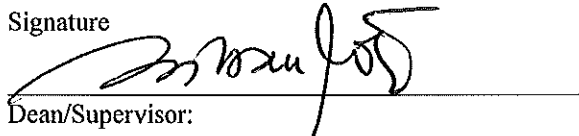
SIGNATURE SHEET FOR EVALUATIVE CRITERIA  
APPROVED CRITERIA SHALL HAVE ALL REQUIRED SIGNATURES

Department/Office: Chemistry/Biochemistry

Department Head: Greg Caputo  
Print

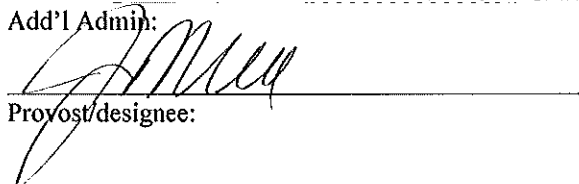
Signature   
Signature

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

Signature   
Dean/Supervisor:

Date  
12/12/2018

Approved  
Y/P/N

Add'l Admin:   
Provost/designee:

3/17/19

Y/P/N

President/designee:

Y/P/N

**V = Approved**      **P = Approved pending modifications**      **N = Not approved**

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:**  
Departmental approval, sent to Dean/Supervisor:

**DATE**  
**September 25 (earlier if possible)**

Dean provides feedback regarding criteria

**October 9**

Final administrative approval and forwarding to Senate, Department, and Dean

**November 1**

**DEPARTMENT OF CHEMISTRY AND BIOCHEMISTRY**  
**Tenure & Recontracting Criteria 2018-19**

TERMINAL DEGREE STATEMENT

The terminal degree for the teaching faculty in the Department of Chemistry and Biochemistry is the Ph.D.

## ROLE OF CHAIRPERSON

The Department Chairperson (Department Head) serves as a member of the Training and Development Committee.

Administrative Department Head is prohibited from serving as the chair of the Training and Development

Recontracting Committee beyond the departmental committee level.

## CRITERIA FOR EVALUATION OF CANDIDATES FOR TENURE & RECONTRACTING

The candidate will be evaluated in the following areas

1. Teaching Effectiveness
  - a. Candidate's self-appraisal of teaching effectiveness
  - b. Classroom observations
  - c. Scores on student evaluations and candidate's response
2. Scholarly and Research Activity (Excluding Instructors)
  - a. Development of an independent, sustainable research program
  - b. Dissemination of scholarly activity
  - c. Mentoring/training students in research
  - d. Actively seeking funding to support research
3. Service / Professional Activity
  - a. Contributions to the Department, College, and University
  - b. Contributions to the profession
  - c. Contributions to the community
  - d. Contributions to his/her professional field of discipline

## WEIGHTING OF CRITERIA FOR EVALUATION

	Assistant Professors	Instructors
Teaching Effectiveness	50%	60%
Scholarly and Research Activity / Professional Development (Instructors only)	40%	10%
Service	10%	30%

## CRITERIA FOR TEACHER CLASSROOM OBSERVATION

1. Mastery of subject matter discussed
2. Interactions with students:
  - Rapport, sensitivity to student's difficulties, impartiality, respect, humor, flexibility, avoidance of sarcasm
3. Classroom presence:
  - Awareness of physical conditions in classroom
  - Avoidance of distracting behavior and mannerisms
  - Awareness of students as a group and of students as individuals
  - Enthusiasm for subject taught
  - Interest generated in subject matter
4. Organization and technique
  - Development of presentation

- Use of chalkboard and other teaching aids
- Planning of assignments, laboratory experiments, and evaluations
- Encouragement and handling of questions from the class
- Ability to stimulate thinking
- Flexibility in use of techniques and materials
- Use of illustrative examples

### CRITERIA FOR PEER LABORATORY OBSERVATION

1. Mastery of subject matter discussed
2. Interactions with students.
  - Rapport, sensitivity for students' uncertainties, inquisitively, curiosity, manner, and readiness, receptance of
3. Laboratory presence.
  - Awareness of physical conditions in the lab
  - Avoidance of distracting behavior and mannerisms
  - Awareness of students as a group and of students as individuals
  - Enthusiasm for subject taught
  - Interest generated in subject matter
  - Adherence to safety rules
4. Organization and technique
  - Development of presentation (if any)
  - Use of chalkboard and other teaching aids.
  - Planning of laboratory experiments and evaluations
  - Encouragement and handling of questions from the class.
  - Ability to stimulate thinking
  - Flexibility in use of techniques and materials
  - Use of illustrative examples

### CRITERIA FOR THE USE OF STUDENT EVALUATION DATA AND RESPONSE

The main objective of student evaluation is to collect the students' reactions and to identify the instructor's ability to help the students learn. We do this in spite of the research that demonstrates the bias in response if students are learning in a given course and use that data to judge teaching techniques.

In the meantime, a candidate may elect to use any of the many instruments that are available and approved by the

candidate use the F.T.S. form. Other choices include the following: randomized student assessment of teaching

be problem areas.

## CRITERIA FOR SCHOLARLY ACHIEVEMENT:

### A. Tenure-Track Instructors:

Candidates for tenure and recontracting at the rank of instructor 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 methods. Research is not the goal, but the research itself is not the goal, but rather one possible mechanism towards achieving the goal of maintaining currency.

### B. Tenure-Track Faculty:

The following are ranked in order of importance in science education. The following are not ranked in order of importance.

#### **Scholarship:**

- Demonstrated development of an independent, sustainable research program.
- Demonstrated acquisition and sharing of new knowledge within the faculty's field of expertise
- Presentations at national, international scholarly meetings, and regional meetings of the national organization of the discipline.

In all activities, the faculty member's role in the deliverable should be clearly described.

#### **Traditional Research Activities:**

- Basic or applied research in chemistry or biochemistry published in refereed (peer-reviewed) journals.

especially selective venues as a significant accomplishment. The candidate should provide some information on the venue where the candidate publishes.

- Publications with the candidate as the primary corresponding author are given highest priority. Publications co-authored by someone within the faculty are secondary. It is incumbent upon the candidate to highlight and describe their role in the study and publication.

- Mentoring research students in projects, especially those that lead to publications or presentations by the student at scientific meetings.

- Oral or poster presentations of research.

the study and presentation.

- Generally, presentations (talks) are more highly valued than poster presentations, although it is

venue.

Presentation of research as invited talks in appropriate University and industrial venues are also valued.

Development and submission of funding proposals to federal, state, and private foundation funding agencies is expected.

The candidate is expected to assume external funds for other direct costs required for the execution of his or her research. The department does not specify any dollar amount, only that the candidate

This includes all forms of external funding, though greatest weight is given to competitive proposals

are valued as evidence of scholarly effort.

It is incumbent upon the candidate to highlight and describe the fundability and/or future potential for fundability of a given project.

- Business, industrial, and public body consultancies and contracts
- Unpublished research leading to patents / intellectual property through the University.

It is incumbent upon the candidate to highlight and describe their role in the intellectual property

- Unpublished ongoing research in science.

starting a new research laboratory and initial deliverables.

### Science Education Research:

Scholarship of pedagogy includes the conduct, presentation, and publication of peer-reviewed research on the teaching of the chemistry at any level. This category distinguishes scholarship of pedagogy from research in the chemistry and field research that the candidate was hired. If a candidate were hired as a scholar of chemistry education

then this distinction would not exist and scholarship of pedagogy would be considered the same as the candidate's area of research for evaluating publications and presentations.

- Research in science education, published in refereed journals.

Writing and publication of science textbooks, laboratory manuals, or computer software (Publication by commercial off-campus publishers)

Development of courses, lectures, invited lectures at professional meetings.

industrial and public constituencies.

agencies.

### External Evaluation:

The Memorandum of Agreement now requires that candidates for tenure provide an evaluation of their research.

The Department will consider more than one

will ask the external reviewer(s) to comment on:

- The quantity and quality of the candidate's research, and
- The merit of the candidate's accomplishments in scholarship taking into account Rowan's infrastructure, institutional support for research and other institutional factors that affect research productivity.

### CRITERIA FOR SERVICE TO UNIVERSITY COMMUNITY

The following activities are considered in judging the contributions of a candidate to the Department and College.

- Service on School Committees (regular or ad hoc).
- Service on College Committees (regular or ad hoc).
- Development of new programs, courses or syllabi.
- Writing grants to obtain funding for curricular or instrumental improvements.
- Participation in student related activities.

### CRITERIA FOR SERVICE TO THE WIDER AND PROFESSIONAL COMMUNITY

The following activities are considered in judging the fulfillment by a candidate of his/her professional responsibilities.

- Active participation in professional societies (Leadership positions including chair of significant committees, organizing or presenting workshops and symposia).
- Attendance at professional society meetings and conferences.
- Membership in professional societies.
- Participation in public activities (committees, boards, panels) where the individual's professional expertise is requisite for appointment.

- Other activities: review of textbook or journal manuscripts, review of scientific research proposals, review of grant proposals, review of course materials, review of research proposals, etc.