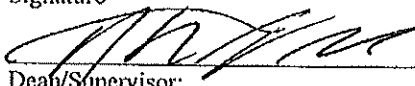


Date Sent to Dean/Supervisor: 11/8/18

Signature


Dean/Supervisor: _____

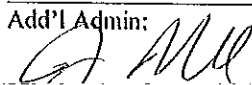
Date

11/12/18

Approved

Y/P/N

Add'l Admin:



3/17/19

Y/P/N

Y/P/N

Provost/designee:

President/designee:

Y/P/N

Y = Approved

P = Approved pending modification

In all decisions, the departmental committee should be provided with the reasons for non-approval, as well as 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 remain with the standards throughout the approval process. After all levels have approved the evaluative standards, this cover page and the criteria shall be unnumbered, 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)

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

November 1

Criteria for Lecturer Recontracting
Department of Environmental Science

Daniel Duran, Ph.D.

with the public through outreach, including environmental education, environmental advocacy, and environmental problem solvers, and dynamic environmental scientists.

Dr. Daniel Duran is appointed as a Lecturer in the Department of Environmental Science in the School of Earth & Environment. This position was created to satisfy the terms of a shared services agreement.

The Department of Environmental Science Tenure and Recontracting Committee and the Dean of the

his work as a lecturer is to focus on the development and delivery of field-based courses, based on the portion of each course should be based on the natural resources of the Edelman Fossil Park. Other sites may be incorporated for breadth and comparison, as appropriate.

Further, Dr. Duran is tasked with developing, creating, or curating the highest level of activities at the Edelman Fossil Park. These activities may include regular nature walks, informal classes, public lectures, and other forms of delivery.

v. Candidate's plans for growth and development of future teaching activities

ii. Peer observations

iii. Programme and materials developed by the candidate

a. Committee's evaluation of candidate's professional development activities, including:

ii. Engagement in the scholarship of teaching and learning

iii. Participation in workshops, conferences and professional meetings

4. Service: Contributions to the University, School, Department & Wider Community – 15%

a. Committee's evaluation of candidate's service activities, including:

i. Service to Department of Environmental Science, for example the development of...

ii. Service to University

iv. Service to scholarly community

vi. Candidate's self-evaluation of service activities b. Candidate's plans for growth

Teaching Effectiveness

or persons

Formal Teaching: Lecturers must demonstrate that they are highly effective educators who facilitate the

high-level courses, focused on the personal development of the individual student and other identified

Public Communication & Informal teaching

35 percent

Informal teaching & Public Communication: In order to be recontracted, a Lecturer must develop and

at the discretion of the Dean.

Professional Development

- submission of governmental and foundation grant applications
- Attendance and presenting at professional conferences

Environmental science

15 percent

Service to the department, school, university, academic discipline, and broader public is expected from all Lecturers.

Lecturers are expected to participate in routine departmental meetings and certain departmental, school, and university committees. Lecturers are expected to participate in course and curriculum development, in the care of the department's biological collections, and in the maintenance of the department's biological collections.

Collegiality, Professionalism and Intellectual Responsibilities

Faculty must exercise their professional responsibilities and intellectual integrity to the best of their ability. A faculty member's responsibility, with respect to their discipline, is to seek and to state the truth as they see it. At the same time, faculty members must accept the obligation to exercise critical self-discipline and judgment in using and transmitting knowledge. Intellectual honesty is an obligation to the university; these interests must not seriously compromise their freedom of academic inquiry.

Faculty members are expected to conduct themselves in a professional manner and must engage other faculty members, members of the administration, staff, and students with courtesy and respect at all times. Faculty members must hold themselves and their students to the highest levels of academic

Appendix A. Criteria for evaluating teaching effectiveness in the Department of Environmental Science.

a. Classroom observation of the candidate's teaching:

- a. Mastery of content
 - i. Accuracy and clarity of factual material
 - ii. Subject relevance within the curriculum and the field

b. Ability to use material in a context that addresses the students'

1b. Structure and organization

i. Effective use of class time within each session

ii. Use of appropriate materials and technology in the classroom

1c. Effective communication

i. Comprehensive presentation of the theories, knowledge, and values that

- ii. Clarity of presented material and instructions
- iii. Responsiveness to student questions and comments
- iv. Timely information on variation in syllabus and schedule

d. Appropriate teaching methods

- i. Clear and consistent written and oral delivery of materials
- ii. Emphasis on student-centered and inquiry-based teaching
- iii. Engagement with a consistent and appropriate model of inquiry
- iv. Promotion of interaction, respect, and learning by students
- v. Accumulation of learned material to contextualize new concepts
- vi. Application of appropriate technology for both skills and subject

- i. Enthusiasm of subject conveyed to audience
- ii. Fairness and impartiality in classroom conduct and evaluation
- iii. Cultivation of student comfort to participate and question
- iv. Promotion of student participation and appropriate classroom behavior
- v. Diversity and creativity of student engagement strategies

2. Student evaluations of teaching effectiveness: Candidates effectiveness for teaching will be

based on the students responses to official online evaluations, SIR forms, or other evaluation measure accepted at Rowan for Items dealing with:

- a. communication effectiveness
- b. organization and planning
- c. overall quality of teaching

regarding the instructor's ability to monitor and enable student learning and motivation

gathered in spite of the many studies that demonstrate the bias in such data (e.g., easy teachers

and context.

3. Examination and evaluation of the candidates teaching materials and procedures: The

candidate's presentations, or other relevant matter

candidate's career and experience: the candidate's previous teaching experience

candidate's development and professional growth: the candidate's professional development

important assessment of the candidate's teaching practice

5. Trajectory of teaching quality: In addition to evaluating the current level of a candidate's teaching competence, we believe that the tenure and content of the

candidate's teaching practice should be taken into account

candidate's teaching practice should be taken into account

candidate's teaching practice should be taken into account

candidate's teaching practice should be taken into account