

FORM 8

SIGNATURE SHEET FOR EVALUATIVE CRITERIA

Department Chair: Beth Christensen [Signature]
Print Signature

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

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

Signature [Signature]
Dean/Supervisor:

Date 11/12/18 Approved (Y) P/N

Add'l Admin: [Signature]

Date 2/17/19 Approved (Y) P/N

Provost/designee: _____

Date _____ Approved _____

President/designee: _____

Date _____ Approved _____

Y = Approved P = Approved pending modifications N = Not approved

After all levels have approved the evaluative standards, this cover page and the criteria shall be signed by the department chair and a copy sent to the dean for monitoring. The original criteria package is returned to the Department/Office.

SUGGESTED TIMETABLE: DATE
Departmental approval sent to Dean/Supervisor: September 25 (earliest if possible)

Final administrative approval and forwarding to Senate, Department, and Dean November 1

Criteria for Tenure and Recontracting

Department of Environmental Science

to push the frontiers of environmental science so we can better understand how Earth systems work, and how they are being influenced by human activity. Ignite fascination about environmental science in students and the public through excellent teaching and outreach to create more rational citizens.

Agreement. The department chairperson shall be a member of the committee.

Criteria For Evaluation

1. Teaching Effectiveness & Public Communication – 45%

I. Course Assessment

Student evaluations and comments

II. Curricula, courses and teaching materials development by the candidate

Development of new courses, textbooks, etc.

III. Publication record

iv. Funding record

v. Other research related activities

iv. Evidence of research impact/Standing within peer-community

v. Candidate's self evaluation of research activities

b. External reviews, in the case of tenure and promotion

c. Candidate's plans for growth and development of department

I. Service to Department of Environmental Science

a. Service to academic careers of Environmental Science

II. Service to University

a. Service to university community

b. Candidate's plans for growth and development of department

Teaching & Public Communication
45 percent

See also Faculty and Instruction Committee Report on Faculty Involvement in Teaching Activities

tel: 410.516.1100

4. Teaching collaborations with faculty both internally and externally are encouraged. The Department

Further teaching activities, which are counted as teaching or service include:

public discourse, and hearing surveys of the university and its programs and activities.

See also Faculty and Instruction Committee Report on Faculty Involvement in Teaching Activities

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Camden and Philadelphia Tall Pine State Preserve, Scotland Run Nature Park, and the Wharton State

The Department's Faculty and Instruction Committee oversees and reports on the Department's teaching

Faculty will have to define within their contract if their inherent teaching responsibilities will exist as

Curricular development activities for Eli Moore: The candidate is expected to contribute to the curriculum in Moore's area, not have teaching responsibilities during his first year, as the department curricula is under development. There are several levels of contribution.

In order for faculty to achieve tenure and promotion, they must demonstrate a sustained record of excellence and productivity in their fields of study. They must also have led the foundation of the faculty and academic research efforts for a productive research agenda that extends beyond the awarding of tenure or promotion. Research includes a variety of scholarly activities which include peer-

Peer-reviewed publications:

Peer-reviewed publications in reputable scholarly journals are of the highest importance. It is incumbent

on all faculty to publish in refereed journals, which will be viewed as complementary to the candidate's

publications in their primary research area and will carry significant weight in the evaluation process. Peer-reviewed conference proceedings are appropriate scholarly contributions, but carry less weight

than peer-reviewed journal publications.

Authorship: In the field of Environmental Science and related fields such as Biology, Chemistry, and

signifying significant weight. In this case, the principal author is usually also the corresponding author

contribution.

Non-peer-reviewed publications and other creative works (e.g., developing environmental impact statements, informational or topic-based websites, toolkits, datasets) that have an impact on the field

Books, Solo and co-authored books published by a university press or major publishing house, may

and/or synthesize information in new and significant ways will be considered as contributions to the faculty member's research portfolio. Books that primarily review or consolidate existing works, such as

Edited volumes, in which the candidate has assumed a lead role in the selection and curation of varied scholarship on a theme, introduced/contextualized it, and/or contributed a chapter (s) may be

Research Funding. Candidates are expected to demonstrate the feasibility and sustainability of their research agenda. It is important to exhibit a sustained effort in applying for adequate grant funding and

Incumbent political administrations. In addition, there is significant variability in the amount of grant

and foundational awards is encouraged and valued. Research support generated through philanthropy

Candidates are encouraged to creatively seek a variety of avenues of support for their research.

Faculty members are encouraged to take advantage of internal funding opportunities, which are important for program building and proof-of-concept studies. Internal awards, however, will be weighted lower than external grants if they are peer reviewed and competitive. If they are not peer reviewed and competitive, they will not be recorded as received research funding.

3. A vigorous record of scholarly manuscript submissions

Tenure

achievement in his or her scholarly field. By the time of tenure consideration, the candidate should have developed a robust program of research poised to make future advances. It is the candidate's responsibility within the application materials to articulate the significance of their discipline and its broader impact to science and/or society.

Specifically, the tenure committee will look for

taken into consideration by the committee:

invited to invited scholarly contributions to major peer-reviewed journals, invitation to speak at

as a panelist or lead on federal funding panels

External Review: The Memorandum of Agreement requires that candidates for tenure hired after July 2014 provide an evaluation of their research by one external reviewer at another institution with expertise appropriate for assessing the candidate's research

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

1. The quality of the candidate's scholarship
2. The appropriateness of the volume of research production

4. The candidate's standing in the field including
 - a. Scholarly reputation

these factors into account when completing their evaluation.

11 percent

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

Pre-tenure

Pre-tenure service is expected to be limited and certain functions, such as serving on tenure committees or serving as department chair are prohibited. Pre-tenure faculty are expected to participate in routine departmental activities and certain departmental, school, and university committees. Pre-tenure faculty are expected to participate in course and curriculum development and are strongly encouraged to

Informal teaching

As defined in section 1 on teaching, informal teaching may also be used for service contributions instead

Post-tenure faculty are expected to bear their share of faculty leadership and administrative responsibilities. These duties may include serving on tenure and promotion committees, on faculty

the truth as they see it. At the same time, faculty members must accept the obligation to exercise

... conduct themselves in a professional manner and must engage other

... directly. Faculty members are also expected to support the University's

... assessment are observed that an entity must adhere to



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

1. Classroom observation of the candidate's teaching:

a. Mastery of content

i. Accuracy and clarity of factual material

- ii. Similar relationships with subject referenced within the curriculum and the field
- iii. Ability to put material into a context that accessible to the students

ii. Effective use of class time within each session

v. Consistent, fair, and effective evaluation of student learning outcomes

c. Effective communication

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

ii. Clarity of presented material and resources

iii. Responsiveness to student questions and comments

iv. Timely information on variation in syllabus and schedule

the course

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

based on the students responses to official online evaluations, SIR forms, or other evaluation

measure an attempt at how far it goes in doing with

a. communication effectiveness

b. organization and planning

The spirit of student evaluations is to solicit the students' collective and individual opinions regarding the instructor's abilities to promote and enable student learning. This information is gathered in spite of the many studies that demonstrate the bias in such data (e.g. easy teachers get better marks, gender, appearance, etc.) and we therefore use this data with great caution.

3. **Examination and evaluation of the candidate's teaching materials and procedures:** The

and procedures the candidate uses to communicate the organization and objectives of courses taught. Items which may be evaluated include course syllabi, in-class activities, web sites, multimedia presentations, or other relevant matter.

update by an instructor of the course material, content, and applications is essential. Review of candidate's development and implementation of high quality standards for instruction is an important component of the evaluative process.

5. **Trajectory of teaching quality:** In addition to evaluating the current level of a candidate's teaching competence, we believe that the tenure and recontracting process must also consider the direction of change in teaching performance over time. The candidate needs to provide

candidates to maintain those high levels as they progress toward tenure.