



Department of Education

Criteria	Description	Rating	Remarks
1. Curriculum	The curriculum is relevant and up-to-date.	4	
2. Instructional Materials	Instructional materials are adequate and appropriate.	3	
3. Instructional Methods	Instructional methods are effective and varied.	4	
4. Assessment	Assessment methods are appropriate and valid.	3	
5. Learning Environment	The learning environment is safe and conducive.	4	
6. Teacher Performance	Teachers are qualified and perform well.	4	
7. School Management	School management is efficient and effective.	3	
8. Community Involvement	The school is well-supported by the community.	4	
9. Overall Performance	The school is performing well overall.	4	

Overall Rating: 4

Remarks: The school is performing well overall, with strong instructional methods and teacher performance.

Signature: _____

Date: _____

Signature: _____

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Date: _____

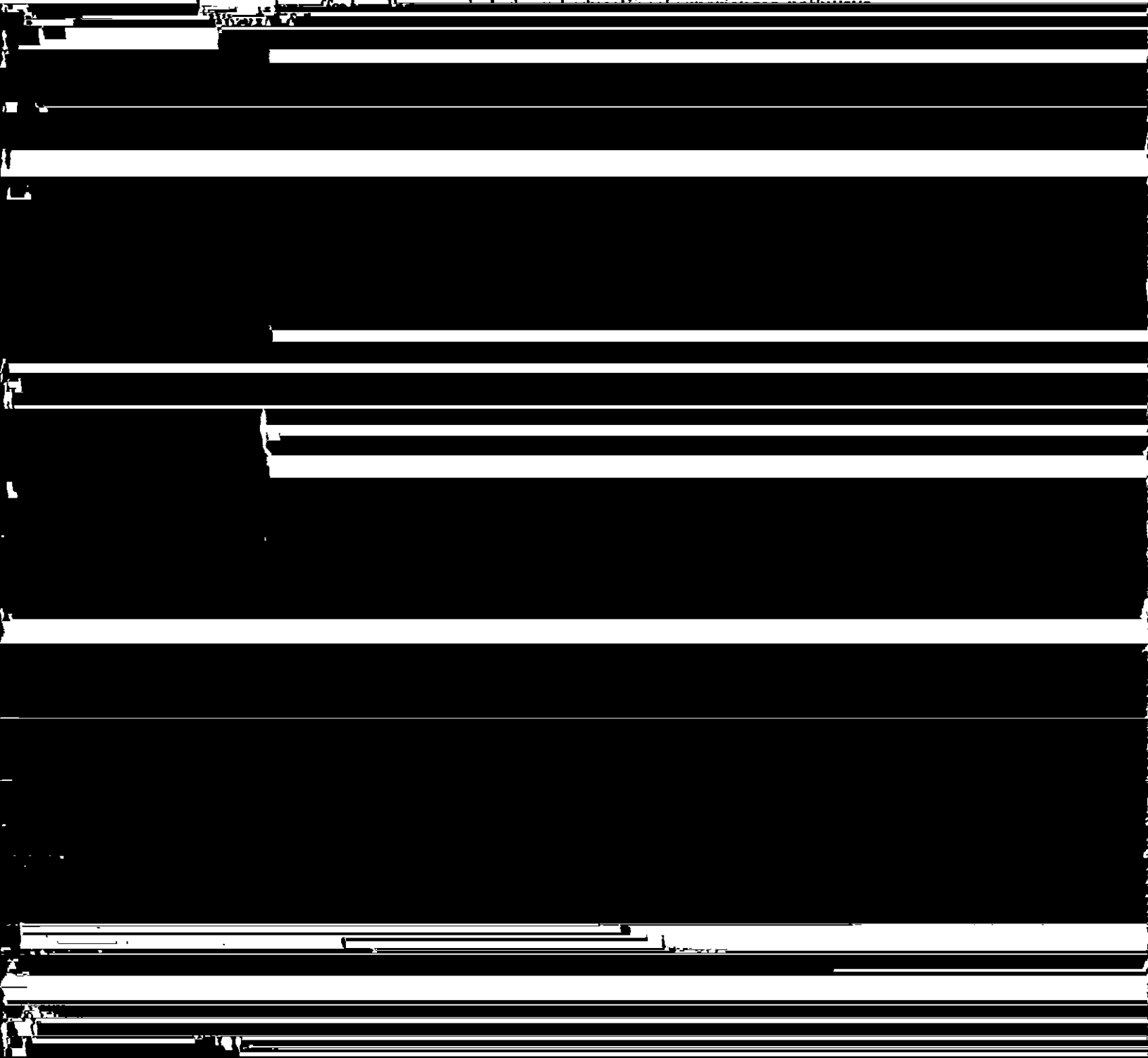
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Department of Law and Justice Studies
Revised Tenure and Recontracting Criteria
(For faculty hired after July 14, 2016)

The Rowan Mission: A Visionary Mission for Student Learning, Research Excellence and Service

Rowan University will become a new model for higher education by being inclusive, agile,



thorough understanding of the intended and unintended consequences of criminal justice decision-making on social and community justice, victims and offenders.

Introduction- Law and Justice as an Academic Discipline

The Department of Law and Justice Studies is committed to the pursuit and dissemination of knowledge in the discipline of Criminal Justice. Criminal Justice has been and remains a multidisciplinary field of study, with roots in Law, Humanities, Social Sciences, Public Policy, and other fields. It is concerned with the study of crime and deviance and the reactions of society

The Department of Law and Justice Studies regards the following indicative of teaching effectiveness:

- A. Demonstrating command of the current state of the discipline
- B. Developing courses beyond a mere exposition of the textbook.

- C. Fluency in major pedagogical approaches
- D. Motivation to experiment and incorporate innovative teaching techniques
- E. Engaging students in the learning process
- F. Creating a challenging class environment for students
- G. Demonstrating a positive attitude toward teaching and learning
- H. Taking an interest in student success
- I. Documented work performed in pursuit of the advancement of the scholarship of teaching

Use of Student Evaluations

Methods of Student Evaluation: Teaching effectiveness will be demonstrated primarily through the use of standard Student Instructional Reports II (SIRs) or University-approved online evaluations. In addition, we will recognize other methods of evaluation when these forms may not be appropriate. For instance, at the graduate level, the faculty member may be required to use an alternate or an additional form of evaluation acceptable to the University and the department.

In-class peer observations must be conducted and written by tenured faculty members; the number submitted must be in accordance with the latest MOA. It is expected that these observations will show sufficient student engagement, a high level of content expertise,

G. Obtaining or applying for research grants

H. Creating and working with a dataset

I. Collecting, coding and transcribing interview and/or focus group data

J. Papers, roundtables, or demonstrations presented at academic or professional meetings

K. Acting as a Chair or a Discussant of a panel at a professional meeting

L. Invited talks to academic institutions, criminal justice agencies and professional organizations based on original research

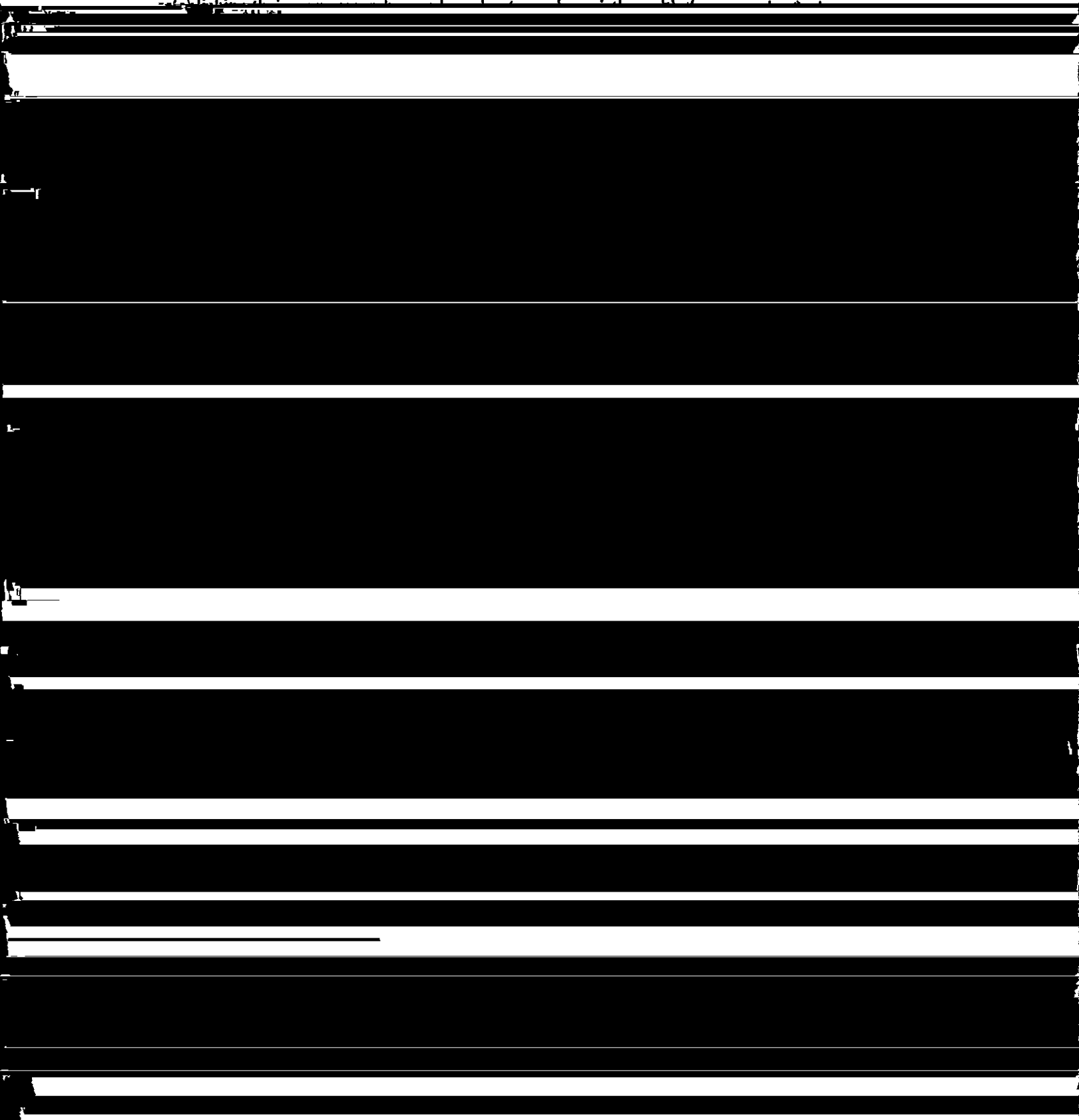
M. Acting as a reviewer for the research of others

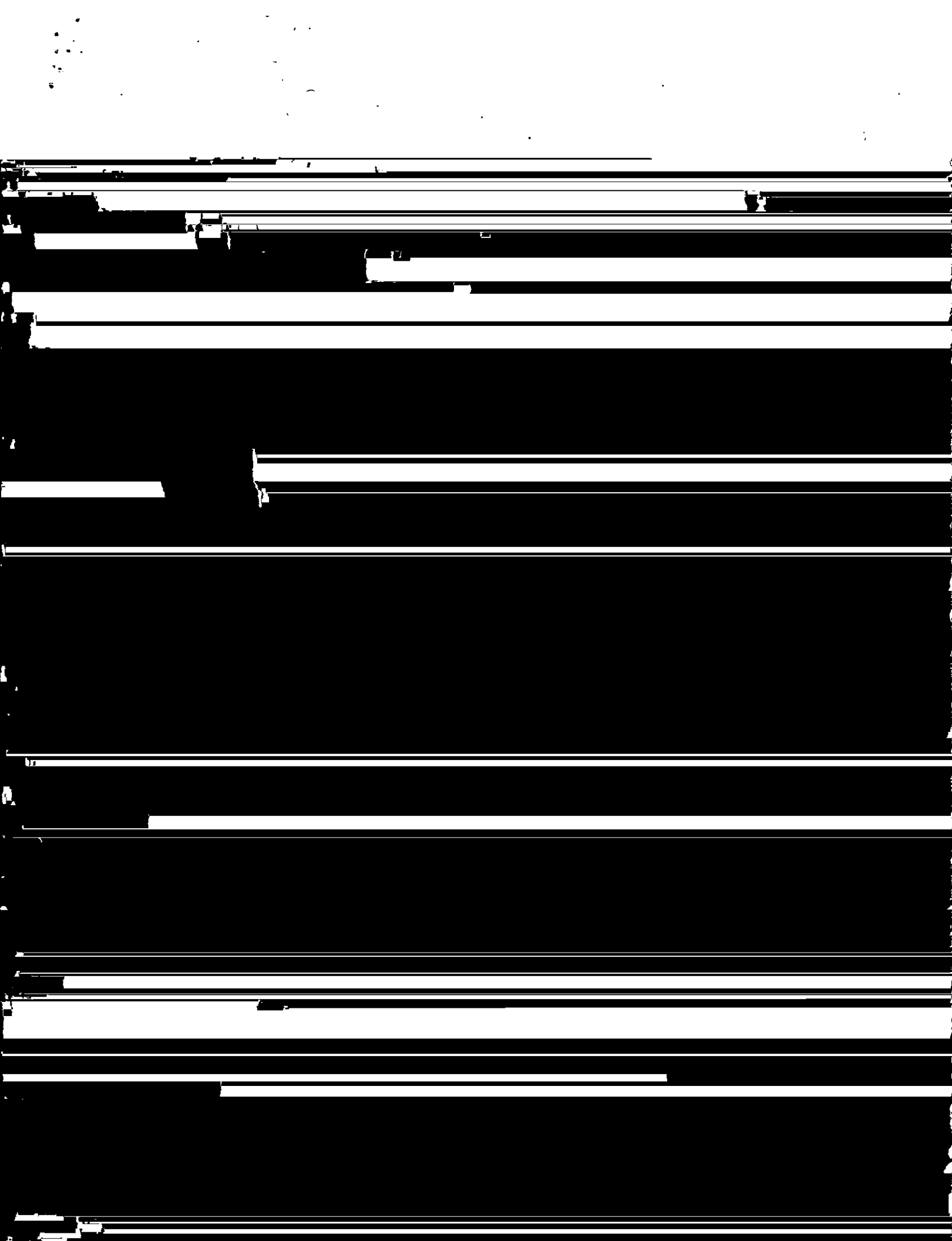
N. Other papers and reports (e.g., policy, trade, in-house, government or technical)

O. Articles appearing in professional publications or the popular press aimed at disseminating research results or contributing to empirically based policies

expect evidence of an ongoing research agenda that shows the promise of future publications at the early stages of the candidate's career. However, an active research record and trajectory of

they must explain why they were listed as first author. It must be clear that candidates are





G. Mentoring other faculty or staff within the candidate's own Department, College, or University

H. Representing the institution