

FORM 8

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

Department/Office: Health & Exercise Science *Lecturer*

Department Chair: Robert Sterner
Print

[Handwritten Signature]
Signature

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

Date Sent to Dean/Supervisor: 12/5/2018

Signature *[Handwritten Signature]*
Dean/Supervisor:

Date 12/14/2018

Approved
 Y / P / N

Add'l Admin: *[Handwritten Signature]*
Provost/designee:

3/17/09

Y / P / N

President/designee:

Y / P / N

Y = Approved	P = Approved pending modifications	N = Not approved
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For P or N 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 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:	DATE
Departmental approval, sent to Dean/Supervisor:	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 Health & Exercise Science's Interpretation and Weighting of
Re-contracting Criteria for AY 19
~Lecturers~**

Criteria, Weighting, & Departmental Responsibilities

1. Criteria & Weighting

1.1 Candidates for tenure and re-contracting will be evaluated according to the criteria of professional involvement in four areas, as defined in the Recontracting and Tenure Memorandum of Agreement (henceforth the MOA) for 2018- (https://sites.rowan.edu/senate/docs/tenure/tenure_rec_moa_2018.pdf), and in the following order: a) Teaching Effectiveness, b) Service to the University, c) professional development, and d) Service to the Wider Professional Community.

2.4. Department Responsibilities (MOA, 2018-, p. 18)

2.41. Statement interpreting the Criteria: Each year, by October 1, and before evaluation of candidates, each department (including part-time faculty and staff) will prepare and formally ratify a statement interpreting the criteria used in evaluating candidates for recontracting.

Terminal degree statement: The terminal degree for faculty in the Department of Health & Exercise Science (HES) is a PhD or EdD for Lecturers. The minimal degree requirement is a Master's.

Criteria for Evaluation of Candidates for Recontracting:

The Department of Health & Exercise Science within the College of Science & Mathematics and School of Health Professions is dedicated to excellence in teaching, research and service. It is determined to support its Tenure Track Faculty and Lecturers in their development in the classroom in order to produce excellent graduates, and to support research faculty in their pursuit of excellence in disseminating high quality research and successfully seeking external funding. The HES department has five criteria for successful recontracting for lecturers, which incorporates the candidate's academic record, and their self-appraisal of that record, as the basis for assessment in the areas of teaching, professional development, and service, as required for recontracting:

1. **Teaching effectiveness** based on student evaluation scores and comments and peer observations and candidate self-appraisal of evaluations/observations; as well as evidence of mentoring of students, developing learning activities, and developing as a teacher.
2. **Service** to the department, School/College, and/or University
3. **Professional development** in order to stay current in content matter and pedagogical techniques (Instructors, Lecturers).
4. **Service** to the wider and professional community.
5. **Appropriate statement of goals** and plans for future development in all the above areas.

Criteria for Teaching Effectiveness

Characteristics of teaching effectiveness are provided in Appendix A Section 1.1 of the MOA. Assessment will be based on performance in the four areas below.

Academic Instruction as assessed through classroom observation, student evaluations, self-assessment of teaching effectiveness, and other evidence provided in the candidate's portfolio. Peer observation and student evaluations will be weighted highest of these forms of evidence. Evaluation of teaching effectiveness for HES Full Time Tenure Track Faculty also includes the following:

Student Mentoring and support outside of the classroom, including but not limited to serving as an advisor to a student club or group, participating in the interview process for our majors as they enter their academic programs, and/or providing help to graduating students preparing for job interviews;

Developing Learning Activities including but not limited to creating, reviewing, and redesigning learning experiences or work on course development;

Developing as a Teacher including but not limited to participating in professional development, conducting classroom research, collaborating with colleagues in, and maintaining currency in the pedagogy of the discipline.

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~Lecturers~

Criteria for Service to the University

All HES Faculty are expected to engage in service at the departmental, college and university level, and to engage in professional service in the wider and appropriate professional communities. Descriptions and examples of both areas of service are provided in Appendix 1.3 and 1.4 of the MOA. Lecturers are expected to both significantly contribute to, and evolve to leadership positions in, departmental and college level service, especially that which most involves students and curriculum. For lecturers, departmental service takes priority. Such service includes but is not limited to service on committees, leadership in the development of instructional strategies and instructional quality, leadership in curriculum development, course coordination, participation on program teams, and advising student clubs. Service at the college/school level is encouraged in addition to, but not in place of, departmental service, especially where it aligns with departmental service. Service at the university level may be appropriate, especially where it aligns with departmental and/or college level service.

Criteria for Scholarly Professional Development

Lecturers are expected to participate in professional development activities which keep them current with their subject matter and which improve their ability to help their students learn and apply the content of their courses. Examples of professional development activity include but are not limited to attending workshops sponsored by the Faculty Center or other entities within Rowan, attending external workshops or meetings where appropriate and practicable, and reading professional literature related to the content and pedagogy of their subject area(s). Professional development may include the scholarship of pedagogy, however this is not a requirement for lecturers.

Criteria for Service Wider and Professional Community

All faculty are expected to make contributions to their professional fields, including membership and leadership in professional organizations. While service to the department, college and/or university takes precedence, lecturers are expected to participate in appropriate professional organizations and other professional activities outside of Rowan that are related to the content and pedagogy of their subject area. In addition, lecturers may participate in educational outreach activities to the wider community.