

FORM 8

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

Department/Office: HEALTH AND EXERCISE SCIENCE

Department Chair/Head: GREG BIKEN
Print or type

[Signature]
Signature

Academic Year (circle): 16-17 17-18 18-19 19-20 20-21

Date Sent to Dean/Supervisor: 9/14/2020

Signature	Date	Approved
_____ Dean/Supervisor:	_____	Y / P / N
_____ Add'l Admin:	_____	Y / P / N
_____ Provost/designee:	_____	Y / P / N
_____ President/designee:	_____	Y / P / N

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

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
Re-contracting Criteria
Lecturers
2020-21

Dr. Greg Biren:_____

Department of Health & Exercise Science
Re-contracting Criteria
Lecturers
2020-21

Lecturer candidates for re-contracting will be evaluated according to the criteria of professional involvement in four areas, as defined in the Re-contracting and Tenure Memorandum of Agreement (henceforth the MOA) in the following order: a) Teaching Effectiveness, b) Service to the University, c) Professional Development, and d) Service to the Wider Professional Community.

This document interprets these criteria in terms of the mission of the Department of Health and Exercise Science. It outlines the kinds and range of activities that are expected of Lecturers and identifies the appropriate evidence for documenting these activities.

Mission Statement

The Department of Health and Exercise Science provides a rigorous and enlightening intellectual environment for the professional development, achievement and distinction of leaders within its diverse number of Programs. Consistent with the University Mission Statement, the Department offers a liberal education as a core, in concert with a challenging sequence of discipline specific courses, to a diverse community of learners.

The Department of Health and Exercise Science faculty are considered the pivotal element in realizing the departmental mission and goals. We strongly believe all faculty members should be encouraged and assisted in the development of their professional careers. This professional development should mirror the re-contracting and tenure criteria described below, and, in so doing, will allow our department as well as individual faculty to become members of Rowan University's distinguished community of scholars.

Weighting of the standards for Lecturers are reflected below:

- a. Teaching Effectiveness = 55%
- b. Service to Department and University = 30%
- c. Professional Development (Developing as a Teacher) = 10%
- d. Service to the Wider Professional Community = 5%

Teaching excellence at the graduate and undergraduate levels will be rated as equally important. Documentation of contributions in each of the criterion areas will be required as detailed in the University Memorandum of Agreement (MOA). The MOA can be found online at:

https://sites.rowan.edu/senate/tenure_recontracting/index.html

Schedule for Evaluation

The candidate must submit materials to the Department Tenure and Recontracting committee according to the schedule in the University tenure and recontracting MOA. Candidates will have faculty teaching observations completed within one year of the deadline for submitting materials to the Department Committee. Scheduling of the Department evaluation will involve the candidate and the Department Committee in accordance with University timelines.

Criteria for Evaluation of Teaching Effectiveness

The Department of Health and Exercise Science identifies “teaching” as the primary function of faculty. Included in “teaching” are the following components:

Academic Instruction

Student Mentoring

Developing Learning Activities

(note: Developing as a Teacher is included in the Professional Development section)

In the teaching self-assessment, candidates must discuss the underlying principles that guide the creation and planning of course materials and assignments. These principles should then be connected to specific discussion of teaching throughout the document.

Academic Instruction: The classroom instructional experience is seen as the vital function of each professional within the department. While various fields of study are contained within the umbrella of the Health and Exercise Science Department, distinguished faculty teaching behavior, and high quality instructional procedures are expected at all times.

Assessment of Academic Instruction: Candidates for re-contracting will be assessed by members of the Department Tenure and Re-contracting Committee in the fall of the year of application in accordance with the relevant MOA (with the exception of the first year of employment, when review will take place in the spring, or second semester, of the school year). Assessment will be based on classroom observation, student evaluation, 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.

Classroom observations will be conducted by a tenured department member mutually agreed upon by the candidate and the department committee. A pre and post observation conference will be conducted. During the pre-observation conference, the candidate will provide written course overview, explain how the class is being conducted, including how students are to be formally and informally evaluated. The candidate will also demonstrate planning for the immediate lesson has taken place by providing the observer with an overview of the lesson. Specific criteria are to be identified by both the observer and the candidate. These will include:

- A clear goal of the specific instruction
- The use of appropriate instructional strategies
- Demonstration of effective organizational management

- Knowledge of specific lesson content
- A professional attitude, sensitive to student needs and receptive to comments
- Demonstrated opportunity for student involvement
- Evidence of evaluation criteria communicated to the student

Within one week following the lesson, a post-observation conference will be held. The candidate will be given a chance to reflect upon the lesson and to discuss any issues brought up during the class.

Classroom observations may be conducted anytime during the semester. A minimum of one lesson should be observed each semester preceding the application for re-contracting.

Student evaluations will be conducted through the use of forms approved by the department and administered during the last four weeks of classes following University procedures.

Student Mentoring: Mentoring and supporting students outside of the classroom takes many forms and is seen as a strong component of the complete educational experience. Examples of student mentoring include serving as an advisor to a student club or group, participating in the interview process for departmental majors as they enter their academic programs, and/or providing help to graduating students preparing for job interviews.

Assessment of Student Mentoring: The department recognizes developmental advising as an important component of teaching. The candidate's portfolio should include a variety of evidence to assess developmental advising. This may include self-assessment, student assessment, a log of advisement interactions, samples of student work or activities, letters of support or other appropriate supplemental materials.

Developing Learning Activities: The design, implementation and evaluation of teaching materials and student assessments are considered an ongoing and important component of the professional educator.

Assessment of Developing Learning Activities: The department believes that an effective teacher is one who reviews and updates his/her curriculum and teaching strategies on a continuous basis. This may be accomplished through creating, reviewing, and redesigning learning experiences or work on curriculum changes. The candidate's portfolio should include a variety of evidence to assess progress in this area, such as sample learning activities and curriculum change proposals.

Criteria for Re-contracting

Candidates must demonstrate favorable evidence of academic instruction based on student evaluations and peer observations, as well as evidence of student mentoring, active participation in learning activities, and participation in professional development activities related to professional knowledge, skills and/or dispositions. Student evaluation scores should be close to comparative mean scores (e.g., college, university and comparative means of four-year institutions). The candidate should demonstrate positive outcomes for each of the

categories directly related to instruction, including mean student evaluations scores close to (with some higher than) comparative means. If any categories are still deficient, the candidate should provide evidence of significant progress in addressing the deficiencies since they were identified in prior submissions.

Criteria for Professional Development (and Development as a Teacher)

Lecturers are expected to participate in scholarly professional development activities which keep them current with their subject matter and improve their ability to help their students learn and apply the content of their courses. The faculty member is viewed as a life-long learner and will cultivate professional involvement and growth through participation in the professional activities and programs that embellish the teaching component.

Assessment of Professional Development: The department encourages Lecturers to be active participants in the life-long learning process. This may be accomplished through a variety of professional development activities and interactions. These could include participating in professional organizations, conducting classroom research, collaborating with colleagues in the teaching/learning process, and maintaining currency in the discipline. The candidate's portfolio should include a variety of evidence to assess development and progress in this area. Activities in this area may include:

- Attending workshops sponsored by the Faculty Center or other entities within Rowan
- Evidence of classroom research
- Attendance at meetings, conferences and other professional activities
- Reading professional literature related to the content and pedagogy of their subject area(s)
- Evidence of collaboration and interactions with colleagues.

Professional development may include the scholarship of pedagogy; however this is not a requirement for lecturers.

Criteria for Evaluation of Contributions to the Department and University

Service to the Department and University is a significant aspect of faculty development. Lecturers are expected to both significantly contribute to and evolve to leadership positions in departmental, college, and university 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.

The following categories of service to the department and institution are as follows:

Departmental service: This category includes those functions in which all or most of the department faculty would normally participate, including participating in department meetings and serving on or leading departmental committees that do not have membership restrictions. Examples include:

- Maintaining internal Department web pages for programs
- Coordinating events, such as the annual Department Awards Ceremony
- Advising student clubs within the major
- Coordinating the Professional Development Hour system for the major
- Serving on faculty search committees
- Serving as departmental representative to the University Senate

Lecturers are expected to perform service at the basic level beginning in their first year of service.

Advanced departmental service and/or leadership: This category includes service to the department that is generally more involved than basic service. These may include:

- Chairing or serving as a member of a committee with a significant workload, such as the departmental Curriculum Committee.
- Chairing faculty search committees
- Serving as the Senior Internship Coordinator for a Department major

Lecturers in their third year and beyond are expected to perform service at the advanced level.

College/University service: This category includes participation in college or university committees that are generally open to all faculty members. Typical examples of this level of service include serving on (but not chairing) college or university committees that are not restricted in their membership to tenured faculty members and do not carry significant workloads. Examples include, but are not limited to, service on the following committees:

- Diversity, Equity and Inclusion
- Campus Aesthetics
- Technological Resources
- Research
- Awards

Lecturers in their third year and beyond may be asked to serve at the College/University level. While service at the Department level is primary; service at the College or University level is also appropriate in fulfilling the service expectations of a Lecturer.

Criteria for Evaluation of Service to The Wider and Professional Community

The department expects that Lecturers will remain engaged in the promotion and development of their disciplines by participating in academic organizations appropriate to their fields of expertise and inquiry.

The following types of service to the profession are recognized here:

Basic service to the profession: This category includes maintaining membership in professional societies and other academic organizations appropriate to the faculty member's field.

Lecturers are expected to engage in service to the profession at this level.

Advanced service to the profession: This category includes more active levels of engagement in the profession than basic service, such as:

- Serving as a reviewer of manuscripts for publication
- Serving on committees of appropriate organizations
- Serving as a reviewer of grant proposals
- Chairing or moderating sessions at meetings
- Serving as an officer of an appropriate organization
- Serving on an editorial board or as an editor for a journal
- Organizing regional, national, or international meetings of an appropriate organization

Lecturers are encouraged, but not required, to engage in service to the profession at this level. Those who do are exceeding the requirements of Lecturers and should receive recognition for their efforts.