

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

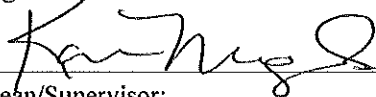
Department/Office: Health & Exercise Science

Department Chair/Head: Peter Rattigan

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

Date Sent to Dean/Supervisor: 9-15-2015

Signature



Dean/Supervisor:

Date

9/17/15

Approved

(Y) P / N

Y / P / N

Add'l Admin:



Provost/designee:

9/30/15

(S) P / N

Y / P / N

President/designee:

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:

Departmental approval, sent to Dean/Supervisor:

DATE

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 Tenure and Recontracting Criteria 2015-2016

Candidates for tenure and recontracting will be evaluated according to the criteria of professional involvement in four areas, as defined in the AFT contract: a) Teaching, b) Scholarly and Creative Activity, c) Service to the University, 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 pre-tenure faculty and identifies the appropriate evidence for documenting these activities and their consequences. Descriptions of the types of evidence identified by the department as well as the department's assessment of appropriate expectation for tenure are provided in this document and characteristics of excellence and detailed evidence of artifacts can be found in the appendices.

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 in Health and Physical Education, Athletic Training and Health Promotion and Fitness Management. 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 recontracting 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 are reflected below:

1. For **assistant, associate and full professor**, weighting will be:
 - a. Teaching Effectiveness = 45%
 - b. Scholarly/Creative Activities = 40%
 - c. Service to University = 10%
 - d. Service to the Wider Professional Community = 5%
2. For **instructor**, weighting will be:
 - a. Teaching Effectiveness = 60%
 - b. Scholarly/Creative Activities = 10%
 - c. Service to University = 20%
 - d. Service to the Wider Professional Community = 10%

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 tenure/recontracting Memorandum of Agreement (MOA). The Tenure/recontracting MOA for 2014-2014 can be found online at:

<http://www.rowan.edu/provost/aft/Tenure%20and%20Recontracting%20MOA%202014-2105.pdf>

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.

Department of Health & Exercise Science Criteria for Evaluation of Teaching Effectiveness

In accordance with the Rowan University Faculty tenure and recontracting MOA documents, 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
Developing as a Teacher

In the teaching self-assessment, candidates should 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 as well as high quality instructional procedures are expected at all times.

Assessment of Academic Instruction: Candidates for tenure and recontracting will be assessed by members of the Department Tenure And Recontracting 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 evaluation 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 two lessons should be observed within the year preceding the application for tenure/recontracting

Student evaluations will be conducted through the use of the SIR II or other forms approved by the department and administered during the last four weeks of classes following university procedures as outlined in Appendix B of the university tenure/recontracting MOAs.

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 our 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 is 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 development and progress in this area, including sample learning activities, identification of curriculum change proposals, etc.

Developing as a Teacher: The faculty member is viewed as a life long learner and will cultivate personal and professional involvement and growth through participation in the professional activities and programs that embellish the teaching component.

Assessment of Developing as a Teacher: The department encourages teachers 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. This may include: evidence of classroom research; attendance at meetings, conferences and other professional activities; letters of support; and evidence of collaboration and interactions with colleagues.

Criteria for Recontracting and Tenure in Teaching

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). For tenure, 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, and that there is a reasonable expectation that these deficiencies will be satisfactorily overcome within a short time after tenure.

Department of Health & Exercise Science Criteria for Scholarly and Creative Activity

Excellence in Scholarly and creative activity includes disciplined inquiry as research, creative works, applied research and evaluation, or funded research and creative projects, as described under 4.2 of the Memorandum of Agreement. Examples of scholarly and creative activity should

- Contribute to the knowledge base in the field;
- Exhibit a high level of discipline-related experience;
- Be able to be replicated or elaborated;
- Be able to be documented or cited;
- Be able to be peer-reviewed; and
- Be innovative, break new ground, or demonstrate significance or impact.

Scholarly and Creative Activity includes the areas of **Research, Creative Activity, Applied Research and Funded Research and Creative Projects**. In this section, each of these areas is discussed as it specifically relates to the variety of disciplines within the Health and Exercise Science Department.

Established definitions set by professional associations or an outside expert

To provide a framework for evaluating scholarly and creative activity within Health and Exercise Science, Boyer's Scholarship Reconsidered and Scholarship Assessed have been utilized to recognize scholarly endeavors and identify criteria for the evaluation process. Scholarship of **Discovery, Integration, Application and Teaching** will be recognized. Scholarship will be evaluated according to the candidate's success in **Establishing Clear Goals, Adequate Preparation, Use of Appropriate Methods, Identification of Significant Results, Effective Presentation, and a Reflective Critique** of the work.

Order of importance and/or priority for each type of Scholarly and Creative Activity

While the types of activities performed by candidates may vary widely, it is important to have a basis for comparing and prioritizing the importance of each. The following factors will be considered in evaluating a candidate's work in each area.

1. Professional expertise and preparation required to conduct the activity
2. Amount of time and resources dedicated to the activity
3. Recognition by external peers, i.e., through peer reviewed publications or presentations that are recognized as maintaining an appropriate level of rigor in the review process
4. Impact of publications and presentations
5. Evidence of continuous production throughout one's academic career

Definition of forms and/or types of scholarly activity worthy of recognition and reward

Within the Department of Health and Exercise Science, scholarly and creative activity could include the following:

1. **Basic Research:** This would include recognized scholarly endeavors to answer a research question through a systematic process of data collection, analysis and interpretation using methods including, but not limited to, **Experimental and Quasi-Experimental designs, Survey research and Case Studies.** This would be documented by peer-review publication and presentation in scholarly books/chapters, journals and through professional conferences and symposia or serving as editor of a book or journal.
2. **Creative Activity:** This would include scholarly endeavors in which **new knowledge or understanding** in a professional area is **developed and disseminated** within the field. This could include the development of models, theories or programs, or instructional strategies, publication of editorials and other non-traditional research writings, multi-media development (videos, computerized software) and presentations to professional audiences based on one's experience and views rather than research one has conducted.
3. **Applied Research:** This would include scholarly endeavors to evaluate currently existing programs or projects, or apply them to **new** settings. Documentation of this activity would include peer-review publication and presentation in scholarly books, journals and through professional conferences.

Types of evidence of scholarly activity.

The department recognizes the following categories of evidence of productive scholarship:

1. **Peer-reviewed publications in the candidate's area of research.** This includes research in the categories described above. Publication in peer-reviewed journals is the primary form of dissemination of research results. Publications in other peer-reviewed venues, such as edited volumes and monographs, also fall into this category. Venues for publications in this category should be peer-reviewed and have a readership appropriate to the segment of the scholarly community interested in the candidate's area(s) of scholarship. The department does not use metrics such as impact factors to set any minimum standards of significance for a peer-reviewed venue. However, the department recognizes and encourages publication in especially selective venues as a significant accomplishment.

While the candidate need not be the primary author on all publications, the candidate should be making original contributions appropriate for an independent researcher. In many cases, the candidate's authorship will adequately convey the significance of the candidate's contributions, e.g., if the candidate is the sole or lead author. In those cases where authorship alone does not indicate the candidate's contributions, he or she should discuss his or her role in the publication and the scholarly work behind it.

2. **External grant submissions and awards.** This includes all forms of external funding, though greatest weight is given to competitive programs that incorporate peer review in the evaluation process. *Unfunded, favorable reviewed submissions are valued as evidence of scholarly effort.* The candidate is expected to pursue external funds for other direct costs required for the execution of his or her research. The department does not specify any dollar amount, only that the candidate is able to obtain sufficient funds to maintain research productivity. Foundation and internal grants, while they do not carry the same weight as external, peer reviewed grants, will be taken into account as evidence of actively seeking funding
3. **Presentation of research and other scholarly activity.** This category includes oral and poster presentations of research at scholarly meetings,, as well as invited talks at other institutions in the candidate's area of research. As with publications, the relative significance of the candidate's contributions to presented research should be reflected by authorship, or else the candidate should explain his or her role in the presented research. Greatest weight will be placed on those presentations where the candidate has the greatest responsibility for bringing the scholarly activity to the attention of his or her fellow professionals, particularly where either the candidate is the presenter.
4. **Scholarship of pedagogy.** This category includes the conduct, presentation, and publication of peer-reviewed research on the teaching of health and exercise science related content. This category distinguishes scholarship of pedagogy from research in the health/exercise science subfield for which the candidate was hired. This category applies to faculty hired as **instructors**; however this is only in the sense of the expectation that their scholarly activity is directed at remaining **current in their content area**, and incorporating this into their teaching. Instructors may also present their scholarship in this area at conferences and workshops.
5. **Student mentoring.** This category includes any evidence pertaining to the mentoring of Rowan undergraduate or graduate students in research activities. Evidence of student mentoring includes formal inclusion of students in scholarly pursuits, either for credit or for pay, participation of students in presentation of research at conferences, and student authorship on peer-reviewed publications. The department recognizes that, because of the need for students to first be trained in the appropriate research methods, and because student aptitudes for research can vary greatly, student research progresses at a much slower pace than faculty research. The department recognizes also that this is a new area for the department and the expectation for pre tenure faculty is primarily in areas 1, 2 and 3, above.

Research Expectations For Reappointment And Tenure

Pre-tenure reappointment

For recontracting submissions prior to the submission for tenure (i.e., first, second, and third year submissions), the faculty member should provide evidence that his or research program is being established and is on schedule to produce the appropriate outcomes for receiving tenure. Initially, this will include the use of any start-up funds to outfit a research lab or fund projects or Graduate Assistants, and later should include evidence that the faculty member's research is producing results that peers in the disciplinary community will recognize as contributing to advancing knowledge in the discipline. Typical evidence for this would include authorship on presentations at national or international scientific conferences or

regional conferences of the national organization of the discipline, as well as peer-reviewed publications and proposals.

Appointment with tenure and role of the external evaluator

It is expected that applicants for tenure will provide evidence of research productivity and promise for continued scholarship. The types of evidence should generally fall into the categories described above and should be appropriate in terms of quantity and quality for disciplinary norms given the length of the tenure clock and the constraints of necessary institutional support. Given wide variation in areas and sub disciplines in health and exercise science, it is inappropriate to assign a single number or measure for a given type of evidence. In addition, simple quantities of deliverables might not properly reflect the quality of the research that produced them. The descriptions provided in Appendix III illustrate a rough estimate of what might be expected, based on the requirements of institutions with cultures and constraints similar to those of Rowan. It includes descriptions for both assistant professor and higher lines, and instructor lines.

Candidates for tenure and recontracting at the rank of instructor do not have the expectation to develop a research program. Rather, their scholarly and creative activities are designed to focus on maintaining currency in their field to be able to instruct students in the current state of the art in their area of expertise and to use modern pedagogical and technological tools and methods to do so. Candidate narratives should focus on how they have maintained currency (consistent with departmental guidelines) in their self-assessment and their detailed plans for maintaining currency in the section on plans for future growth. The administration recognizes that engaging in fundamental or applied research activities is one way to stay current, but the research itself is not the goal, but rather one possible mechanism, towards achieving the goal of maintaining currency

The Memorandum of Agreement now requires that assistant professor rank and higher candidates for tenure provide an evaluation of their research by an external reviewer at another institution with expertise appropriate for assessing the candidate's research. The department will consider more than one reviewer if the candidate wishes to provide more. The department will ask the external reviewer to comment on 1) the quantity and quality of the candidate's research, and 2) the merit of the candidate's accomplishments in scholarship taking into account Rowan's infrastructure, institutional support for research, and other institutional factors that affect research productivity.

Department of Health & Exercise Science Criteria for Evaluation of Contributions to the Department and University

The department recognizes service to the department and university as a significant aspect of faculty development. The expectations of the department reflect the need for a probationary faculty member to learn about the institution, participate in the non-academic operations that are necessary for the functioning of the academic enterprise, and contribute to the those operations in appropriate ways. At the same time, the expectations reflect the need for probationary faculty to balance commitments to service with their responsibilities for teaching and scholarly activity. The criteria defined here reflect this balance.

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

Basic 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 departmental committees that do not have membership restrictions. This is the most appropriate type of departmental service for probationary faculty.

Advanced departmental service: This category includes service to the department that is generally more involved than basic service and often is restricted to faculty with tenure, such as serving on departmental committees for tenure and recontracting or promotion. It also includes serving as a departmental representative for any committee with a significant workload, such as the departmental Curriculum Committee. Probationary faculty members are not expected to engage in departmental service at this level.

Departmental leadership: This category includes leadership roles within the department, such as:

- Chairing committees in the advanced service category
- Serving as departmental chair or assistant chair
- Serving as departmental representative to the University Senate.

Probationary faculty members are not required to but may engage in departmental service at this level.

Basic 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 (e.g., Senate T&R Committee would not be in this category) and are not heavy in workload (e.g., college or university curriculum committees).

Advanced university service: This category includes participation in university committees that have responsibilities or workloads that exceed what should be expected of junior faculty. Committees in this category often require faculty members to have tenure or promotion above the Assistant Professor level, or evaluate numerous submissions from various departments or individuals across the college or university. Examples of such committees include:

- Senate Tenure and Recontracting
- Senate Promotion
- Senate Curriculum
- Sabbatical Leave
- CLAS/SBHSP Promotion
- CLAS/SBSHP Adjusted Load.
- Search committees for senior administrators

Probationary faculty members are not expected to engage in college or university service at this level.

University leadership: This category includes taking on leadership roles in service to the college or university, such as:

- Chairing college or university committees
- Serving as an officer in the Senate or AFT.

Service Expectations For Reappointment And Tenure

Probationary faculty members at both instructor and assistant professor ranks are expected to participate in basic departmental service in their first two years, with the first year focusing on learning about the department and institution, and the second year seeing the faculty member engage in some actual basic departmental service. Basic departmental service is the only category of departmental service expected of probationary faculty.

In the third year, it is expected that the probationary faculty member will engage in basic university service and continue at this level through the application for tenure.

Department Of Health & Exercise Science Criteria For Evaluation Of Fulfillment Of Responsibilities To The Wider And Professional Community

The department expects that faculty 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 categories 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.

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.

Probationary faculty members may but are not expected to engage in service to the profession at this level.

Professional leadership: This category includes leadership roles within the profession, such as:

- 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.

Probationary faculty members are not expected to engage in service to the profession at this level.

Expectations For Service To The Profession For Reappointment And Tenure

As indicated above, probationary faculty members at both instructor and assistant professor ranks are not expected to demonstrate more than basic service to the profession throughout their probationary period in order to receive tenure. Of course, a faculty

member who performs advanced service to the profession or engages in professional leadership would exceed the requirements for tenure and should receive recognition as such. Appropriate service for full time, tenure track instructors include:

1. Coordinator for Introductory Courses (or other courses as appropriate for purposes of accreditation)
2. Coordinator for Introductory Lab Instruction
3. Supervising/Evaluating/Mentoring Adjunct and new 3/4-faculty
4. Coordinator for Peer Advising Program
5. Liaison for Advising with UAC
6. Strong involvement with student club activities, external/outreach events (e.g., Philly Science Fest, Homecoming, Alumni events, High School Science Day)
7. Non-research oriented departmental duties that support instruction

APPENDIX I: MISSION AND GOALS

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 in Health and Physical Education, Athletic Training and Health Promotion and Fitness Management. 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 recontracting 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.

Department of Health and Exercise Science Goals:

To immerse students in experiences that forge knowledge, create discipline and foster responsibility as reflected in the goals described below.

1. To prepare Health and Physical Education teachers to enter the profession and become leaders in the field, as well as effective and respected educators.
2. To develop outstanding health promotion and fitness management professionals who, upon entering the field will provide leadership in corporate, hospital and community health settings.
3. To educate and place athletic trainers in positions that will utilize their skills in the prevention and treatment of athletic injuries.
4. To develop a community of learners within the department that values a rigorous education and graduates with pride and respect for the department and Rowan University.
5. To foster a climate of research and scholarship within the department that encourages and recruits student input and involvement.
6. To develop an atmosphere in which faculty and students seek out means for both community and campus wide involvement and service.
7. To provide mentoring that supports and supplements professional advising and maximizes students' opportunities for success within our programs.
8. To encourage all departmental faculty members to develop, implement and evaluate a personal Professional Development Plan.
9. All of the policies, procedures and guidelines stated within this document, must be consistent with university policy and approved by the Dean of the School of Biomedical Science & Health Professions, and the Vice President/Provost.

APPENDIX II: CHARACTERISTICS OF EXCELLENCE IN TEACHING

Teaching Effectiveness: Includes academic instruction, student mentoring, developing learning activities, and developing as a teacher.

Academic Instruction

Characteristics of Excellence

An excellent teacher is one who contributes positively to the learning community by showing enthusiasm for the subject, keen interest in student outcomes, and a clear understanding of the learning process. Excellence in teaching will include the criteria listed below.

Criteria	Possible Evidence	Who Will Assess
A. Facilitating learning for students, including good organization of subject matter and the course	<ul style="list-style-type: none">• Student evaluations using either SIR II, Student Opinion of Field Supervision (rev.2006), or other university approved evaluations	<ul style="list-style-type: none">• Students enrolled in graduate and undergraduate classes and in field experiences
B. Managing instruction (e.g. planning and arranging learning experiences, maintaining student records, grading)	<ul style="list-style-type: none">• Candidate's analysis of student evaluations	<ul style="list-style-type: none">• Department committee members
C. Effective communication	<ul style="list-style-type: none">• Candidate's self-assessment of teaching effectiveness	<ul style="list-style-type: none">• Candidate self-assessment
D. Knowledge of and enthusiasm for subject matter and teaching	<ul style="list-style-type: none">• Colleague assessment	<ul style="list-style-type: none">• Department members/colleagues through observations
E. Positive attitudes toward students	<ul style="list-style-type: none">• Audio/video tapes or other artifacts the candidate may choose to include	<ul style="list-style-type: none">• Colleagues from other departments in disciplines relative to the candidate's teaching responsibilities, with approval from the departmental committee
F. Fairness in examinations and grading	<ul style="list-style-type: none">• Reflective journal or other evidence	
G. Flexibility in approaches to teaching, with opportunities for student involvement.		
H. Appropriate student learning outcomes		
I. Other characteristics appropriate to candidate's program		

Student Mentoring

Characteristics of Excellence

A record of consistent advisement in activities such as those listed below will determine excellence in student mentoring. Evidence will be presented through the candidate's self-assessment and accompanying documentation.

[Not all activities will be applicable to all candidates.]

Activities	Possible Evidence	Who Will Assess
Advising students during field experiences	<ul style="list-style-type: none"> • Supervisor assessment forms • Log of advising appointments • Copies of e-mails • Personal documentation 	<ul style="list-style-type: none"> • Candidate • Students • Department committee
Writing letters of reference for students	<ul style="list-style-type: none"> • Letters of reference • Personal documentation 	<ul style="list-style-type: none"> • Candidate • Department committee
Advising graduate students on research projects, independent study, etc.	<ul style="list-style-type: none"> • Student comments • Notes on students' work • Copies of e-mails • Calendar documentation • Title pages of theses (that include advisors' names) • Personal documentation 	<ul style="list-style-type: none"> • Candidate • Students • Department committee
Advising student clubs/organizations	<ul style="list-style-type: none"> • Organization's documents showing advisors' names • Copies of e-mails • Student survey 	<ul style="list-style-type: none"> • Candidate • Students • Department committee
Personal contact with new students prior to acceptance (e.g. open house presentations, phone admissions recruitment, freshmen orientation)	<ul style="list-style-type: none"> • Personal documentation • Copies of e-mails • Calendar documentation • Log of calls 	<ul style="list-style-type: none"> • Candidate • Students • Department committee
Mentoring students with special projects, scholarships, honors programs, academics, career planning	<ul style="list-style-type: none"> • Calendar documentation • Copies of e-mails • Personal documentation • Student comments 	<ul style="list-style-type: none"> • Candidate • Students • Department committee
Assisting students with personal and developmental advisement (e.g. developing professional portfolio, counseling students with respect to course assignments/responsibilities)	<ul style="list-style-type: none"> • Calendar/log documentation • Copies of e-mails • Personal documentation • Student comments 	<ul style="list-style-type: none"> • Candidate • Students • Department committee

Developing Learning Activities

Characteristics of Excellence

Excellence in the development of learning activities will be determined by a record of active involvement in curriculum development and assessment activities such as those listed below. Evidence will be presented through the candidate's self-assessment and accompanying documentation.

Activities	Possible Evidence	Who Will Assess
Design and develop new courses, including distance/online classes	<ul style="list-style-type: none"> • Syllabi • Curriculum proposals • NCATE documents • Examples of newly developed teaching materials • Personal documentation • Blackboard 	<ul style="list-style-type: none"> • Candidate • Department committee
Assess learning outcomes	<ul style="list-style-type: none"> • Sample blank and completed rubrics • NCATE documents • Personal documentation 	<ul style="list-style-type: none"> • Candidate • Department committee
Update, redesign and review current courses and curricula	<ul style="list-style-type: none"> • Syllabi • Personal documentation 	<ul style="list-style-type: none"> • Candidate • Department committee
Develop new teaching materials (e.g., manuals, software, videos, learning exercises and assessments.)	<ul style="list-style-type: none"> • Examples of newly developed teaching materials • Personal documentation 	<ul style="list-style-type: none"> • Candidate • Department committee
Conduct off campus field-based programs (e.g., action research, staff development, professional development schools and partnerships)	<ul style="list-style-type: none"> • Annual plans • Agreements • Letters of acknowledgment/commitment • Reports • Letters of support • Personal documentation 	<ul style="list-style-type: none"> • Candidate • Educators from the field • Department committee

Developing as a Teacher

Characteristics of Excellence

Excellence in developing as a teacher will be determined by a record of regular participation in a variety of professional activities such as those listed below. Candidates will show through their self-assessment and evidence submitted how participation in these activities has enhanced their teaching.

Activities	Possible Evidence	Who Will Assess
Conduct instructional and classroom research	<ul style="list-style-type: none">• Research reports and summaries• Field notes• Personal documentation	<ul style="list-style-type: none">• Candidate• Department Committee
Attend and participate in professional development activities, including professional conferences and university and other training	<ul style="list-style-type: none">• Minutes and agendas• Certificates• Letters and e-mails of acknowledgment• Personal documentation	<ul style="list-style-type: none">• Candidate• Department Committee
Maintain currency in discipline-specific and pedagogical concepts (e.g., reading current research)	<ul style="list-style-type: none">• Personal documentation	<ul style="list-style-type: none">• Candidate• Department Committee
Collaborate with colleagues (e.g., course development, pedagogical research, team-teaching)	<ul style="list-style-type: none">• Letters of support• Email exchanges• Co-authored reports and articles• Personal documentation	<ul style="list-style-type: none">• Candidate• Department Committee
Observe the teaching of colleagues	<ul style="list-style-type: none">• Letters from colleagues• Personal documentation	<ul style="list-style-type: none">• Candidate• Department Committee
Engage in reflection on candidate's own teaching	<ul style="list-style-type: none">• Reflection journal• Field notes• Personal documentation• Video of own teaching	<ul style="list-style-type: none">• Candidate• Department Committee

APPENDIX III: CHARACTERISTICS OF EXCELLENCE IN SCHOLARLY ACTIVITY

Excellence in Scholarly and Creative Activity Matrix:

Note: Narrative descriptions of each category are found in the main body of this document. These descriptors are examples and not all-inclusive categories.

Recontracting	Tenure
<p>Professor Track:</p> <ul style="list-style-type: none"> • Establishing a research/scholarship program • Submission of manuscript or book chapter • Presentation at national or international professional meeting • Submission of external grant proposals • An award received for scholarly work 	<p>Professor Track:</p> <ul style="list-style-type: none"> • Publications of appropriate scholarly material • Presentations of appropriate scholarly material at appropriate national or international professional conferences • Submission of external grant proposals • Scholarships, fellowships, or honors • Established and productive research/scholarship agenda
<p>Instructor Track:</p> <ul style="list-style-type: none"> • Maintain currency in discipline • Participation in professional development • Development of varied instructional skills (e.g., use of technology) • Participation in the scholarship of teaching and learning 	<p>Instructor Track:</p> <ul style="list-style-type: none"> • Consistent maintenance of currency in discipline • Consistent record of professional development • Mastery of varied instructional skills (e.g., use of technology) • Consistent record of participation in the scholarship of teaching and learning.

Excellence in Scholarly and Creative Activity Matrix

Note: Narrative descriptions of each category are found in the main body of this document.
These descriptors are examples and not all-inclusive categories.

Activities	Possible Evidence	Who Will Assess
Scholarly books and textbooks	<ul style="list-style-type: none"> • Copies of covers, title pages, tables of contents • Letters of acceptance • Letters from colleagues documenting professional contributions • Scholarly references in other publications • Type of publication [National/International, peer-reviewed; etc] 	<ul style="list-style-type: none"> • Candidate • Department committee
Peer reviewed and invited chapters in books	<ul style="list-style-type: none"> • Copies of chapters • Letter of acceptance • Letters from colleagues documenting professional contributions • Scholarly references in other publications • Peer review comments • Copies of covers, title pages, tables of contents • Type of publication [National/International, peer-reviewed; etc] 	<ul style="list-style-type: none"> • Candidate • Department committee
Peer-reviewed journal articles	<ul style="list-style-type: none"> • Copies of articles • Letter of acceptance • Letters from colleagues documenting professional contributions • Scholarly references in other publications • Peer review comments • Copies of journal covers, title pages, tables of contents • Type of publication [National/International, peer-reviewed; etc] 	<ul style="list-style-type: none"> • Candidate • Department committee
Articles that advance knowledge in the field	<ul style="list-style-type: none"> • Copies of articles • Letter of acceptance • Letters from colleagues documenting professional contributions • Scholarly references in other publications • Copies of journal covers, title pages, tables of contents • Type of publication [National, regional, state; peer-reviewed, non peer reviewed, etc.] 	<ul style="list-style-type: none"> • Candidate • Department committee
Other works that demonstrate high standards of professional practice	<ul style="list-style-type: none"> • Copies of the work • URL for electronic/internet publications • Letters from colleagues • Scholarly references in other publications • Type of publication [National/International, peer-reviewed; etc] 	<ul style="list-style-type: none"> • Candidate • Department committee
Invited and peer-reviewed monographs	<ul style="list-style-type: none"> • Copies of monographs • Letter of acceptance • Letters from colleagues documenting professional contributions • Peer review comments • Scholarly references in other publications • Type of publication [National/International, peer-reviewed; etc] 	<ul style="list-style-type: none"> • Candidate • Department committee

Invited professional presentations	<ul style="list-style-type: none"> • Letter of invitation • Copy of handout • Status of venue • Presentation agenda • Listing of presentation in conference agenda 	<ul style="list-style-type: none"> • Candidate • Department committee
Published proceedings of professional presentations	<ul style="list-style-type: none"> • Copies of the paper • Letter of acceptance • Letters of colleagues documenting professional contributions • Scholarly references in other publications • Copies of proceeding covers, tables of contents • Type of publication [National/International, peer-reviewed; etc] 	<ul style="list-style-type: none"> • Candidate • Department committee
Book reviews	<ul style="list-style-type: none"> • Copy of the review • Letter of acceptance • Letters from colleagues documenting professional contributions • Scholarly references in other publications • Copies of journal covers, title pages, tables of contents • Type of publication [National/International, peer-reviewed; etc] 	<ul style="list-style-type: none"> • Candidate • Department committee
Editorship of scholarly materials	<ul style="list-style-type: none"> • Copy of cover, table of contents, editor's note, or other documentation of editorship • Type of publication [National/International, peer-reviewed; etc] 	<ul style="list-style-type: none"> • Candidate • Department committee
Electronic or video productions that demonstrate new knowledge or contribute to existing scholarly knowledge	<ul style="list-style-type: none"> • Published and unpublished descriptive summaries • Letters from colleagues documenting professional contributions • Scholarly references in other publications • Type of publication [National/International, peer-reviewed; etc] 	<ul style="list-style-type: none"> • Candidate • Department committee
Peer reviewed scholarly papers and presentations delivered at professional organization meetings	<ul style="list-style-type: none"> • Copy of the paper, presentation, or handouts • Letter of acceptance • Letters from colleagues documenting professional contributions • Peer review comments • Scholarly references in other publications • Type of publication [National/International, peer-reviewed; etc] 	<ul style="list-style-type: none"> • Candidate • Department committee
Peer reviewed grant awards	<ul style="list-style-type: none"> • Copy of the grant or face page and summary/abstract • Letter of acceptance or acceptance with revisions • Peer review comments • Type of publication [National/International, peer-reviewed; etc] 	<ul style="list-style-type: none"> • Candidate • Department committee

APPENDIX III: CHARACTERISTICS OF EXCELLENCE IN SERVICE

Contribution to the University Community

Service includes participation in departmental/college/ university activities.

Characteristics of Excellence

Excellence in services described the efforts of faculty members to participate in the shared governance process and to use their expertise, knowledge and professional judgments for the betterment of the institution. Excellence in service contributions to the university community includes:

[Not all of the activities will be applicable to all candidates.]

Activities	Possible Evidence	Who Will Assess
Department		
Committee chair/co-chair Committee member Program coordination Student Advisement Dissertation chair/committee member Program/course development NCATE/CAEP/SPA report preparation and ongoing data collection Mentoring new faculty	Departmental written documentation, e.g. department committee structure, minutes of meeting, etc. Candidates description in T&R application	Departmental T&R Committee/ Dean/Senate/ Provost
College		
Committee chair/co-chair Committee member College Assembled presentation College retreat presentation Representative on task force	College written documentation	Departmental T&R Committee/ Dean/ Senate/Provost
University		
Committee member Committee chair/co-chair Senate/All University Committee/Task Force Union Representation Presentation/Organizing Event e.g., speaker, event planning Dissertation chair, member or external reviewer	University written documentation	Departmental T&R Committee/ Dean/ Senate/Provost