

Department of Health & Exercise Science

Tenure and Re-contracting Criteria

Tenure-Track Faculty

2020-21

Candidates for tenure and re-contracting 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 members and identifies the appropriate evidence for documenting these activities. 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 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 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%



2. For **Lecturer**, weighting will be:

- a. Teaching Effectiveness = 60%

b. ~~Service to University = 30%~~

c. ~~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 Memorandum of Agreement (MOA). The MOA for 2019-20 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.

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 (tenure track and lecturers) 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 tenure or 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 tenure or re-contracting.

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/re-contracting 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 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.

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 Re-contracting and Tenure in Teaching for Tenure-track Faculty and Lectures

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-track faculty and re-contracting (probationary tenure-track faculty and lecturers), 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 in 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
6. Evidence of the candidate's consistent attempts to obtain external funding for research.



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:

The department recognizes the following categories of evidence of productive scholarship for tenure track faculty:

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. While the candidate need not be the primary author on all publications, they should be making original contributions appropriate for an independent researcher.
2. **External funding 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. Candidates should be PI, Co-PI or Co-Investigator status.
3. **Presentation of research and other scholarly activity.** This category includes oral and poster presentations of research at conferences, as well as invited talks at conferences and other institutions.
4. **Scholarship of Accreditation.** This category includes data collection, analysis, interpretation and implementation to gain information necessary to write self-studies/annual reports for the maintenance of program accreditation.
5. **Student mentoring. Mentoring Student Researchers.** 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, participation of students in presentations at conferences, and student authorship on peer-reviewed publications.

Research Expectations For Reappointment And Tenure Eligible Faculty

Pre-tenure reappointment

For recontracting submissions prior to the submission for tenure (i.e., first, second, and fourth 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. The faculty member should demonstrate a consistent effort to obtain external grant funding to support her or his research. 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. be peer-reviewed publications, grant proposals, and presentations at national or international scientific conferences or regional conferences of the national organization of the discipline. The faculty member should demonstrate a consistent effort to obtain external grant funding to support her or his research.