



ROWAN-VIRTUA
Rita & Larry Salva
School of Nursing
& Health Professions

Faculty and Staff
Handbook
2026-2027

Revised August 2026

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Vision, Mission Statement, Core Values and Professional Goals of the Salva School of Nursing & Health Professions

Salva School Vision:

The Salva School of Nursing & Health Professions at Rowan University will be a leading force in

- Preparing exemplary practitioners, providers and leaders in health promotion and health care for a global society,
- Promoting innovative education, scholarship, and evidence-based practice to improve health and health care, and
- Producing and interpreting knowledge to improve health through outstanding scholarship

Salva School Mission Statement

As a dynamic and interprofessional organization, Rowan's School of Nursing & Health Professions prepares nurses and health professionals to promote, maintain and restore health for a global society through excellence in education, clinical practice, scholarship and service.

Salva School Core Values

As members of the Salva School of Nursing & Health Professions professional community, we are committed to the following core values:

- A safe and welcoming environment where everyone is treated with compassion, dignity and respect
- The highest standards of professional, academic, service and scholarly excellence, ethical conduct, and personal and social responsibility
- A collaborative, engaged community of learners where students develop a passion for their professions, are committed to lifelong learning, and become sought-after graduates for employers
- Commitment to effectiveness, accessibility, affordability, and quality in our education and the resources that we provide to our students
- A teaching and learning environment that embraces and rewards inquiry, innovation, resourcefulness and flexibility where all students can flourish
- A learning community with fruitful partnerships among faculty, staff, and students that supports work, learning, interprofessional education, and global collaboration
- Excellence in leadership that advances nursing and health professions practice and helps shape equitable policy in health care delivery systems and health promotion
- Accountability in our work, in our effective use of resources, and in our service to the community

Salva School Professional Goals

- Provide educational and experiential learning opportunities that enhance the knowledge, disposition and skills of all students.
- Create a teaching and learning environment that embraces and rewards inquiry, innovation, resourcefulness and flexibility.
- Develop and maintain programs that provide affordable pathways to Baccalaureate and Graduate degrees.
- Foster a collaborative, engaged community of learners committed to lifelong learning, and become sought-after graduates for employers.
- Educate outstanding future professionals who will lead innovation and growth in their professional communities and expand services to the underserved.
- Build and maintain partnerships among faculty, staff, and students that supports work, learning, interprofessional education, and global collaboration.
- Promote leadership among students and faculty that advances nursing and health professions practice and policy.
- Engage in scholarly activity that advances knowledge, improves healthcare, public health and wellness outcomes and leverages the skills of undergraduate students, graduate students, faculty and community partners.

University, College and School Resources

University Mission, Strategic Pillars, Institutional Goals, Operational Values, and Strategic Domains:

https://www.rowan.edu/_docs/official-mission-statement-operational-context.pdf

University Digital Faculty Handbook

This site provides links to important Rowan resources and information:

<https://sites.rowan.edu/academic-affairs/facultycenter/handbook/>

University (Administrative) Policies

This site provides links to all Rowan University policies and procedures for Board of Trustees, Research, Health Sciences, Administration and Operations, Facilities, Finance, Human Resources, IRT, Legal and Governance, and Student Life/Student Affairs:

<https://confluence.rowan.edu/spaces/POLICY/pages/39946516/Administrative+Policies>

College and School Websites

The Rita & Larry Salva School of Nursing & Health Professions is one of three schools under the Virtua Health College of Life Sciences of Rowan University (VHC).

VHC Landing Page

Describes Virtua Health College and provides access to the three schools in the college:

- Rowan-Virtua School of Osteopathic Medicine
- Rowan-Virtua School of Translational Biomedical Science & Engineering
- Rowan-Virtua Rita & Larry Salva School of Nursing & Health Professions

<https://sites.rowan.edu/vhc/>

Salva School Landing Page

Describes Salva School mission, administration, etc., and provides access to landing pages for each of its three departments:

- Allied Health
- Health & Exercise Science
- Nursing

<https://sites.rowan.edu/snhp/>

Rowan-Virtua Rita & Larry Salva School of Nursing & Health Professions

List of programs

Allied Health

- Respiratory Therapy (BS RT)
 - Entry Into Practice (2+2 with RCSJ)
 - Degree Advancement (program completion/3 +1, online)

Programs under consideration:

- Master of Science in Occupational Therapy
- Doctor of Physical Therapy

Health & Exercise Science

Undergraduate and Graduate Programs

- Athletic Training (MS AT)
 - 5-year Accelerated 3+2 program;
 - 3 years undergraduate, 2 years Graduate courses with yr. 4 at UG tuition rate
 - BS in Athletic Training Studies exit degree (applicants must apply for the MSAT but may graduate with the BS ATS if they cannot or choose not to complete the MSAT)
- Exercise Science (BS ES)
- Nutrition- Coordinated Program in Nutrition and Dietetics
 - BS in Nutrition
 - BS-MS in Nutrition and Dietetics (Accelerated 4+1 program)
- Public Health and Wellness (BS PHW)
- Public Health and Medical Sciences (BS PHMS) (New AY 27)
- ~~Wellness Management (BA WM)~~ (Being sunsetted beginning AY 26)
- Wellness & Lifestyle Management (Graduate online program: MA WLM, online)
 - Certificate of Graduate Study in Wellness Coaching (approved by the National Board of Health and Wellness Coaches)

Degree completion programs:

- ~~BA in Fitness Management (3+1 with RCSJ)~~ (being sunsetted beginning AY 27)
- BA in Health Studies (2+2, 3+1 with AS/AAS degree)

Pending programs:

- BS in Public Health Administration (MS PHA, online)
- MS in Nutrition (online)
- MS in Sport and Performance Psychology (online/hybrid)
- MPH (4+ 1 dual degree program with Rowan B.S. in PHW or B.S. in PHMS with medical school tracks)

Nursing

Undergraduate

- RN-BSN (3+1 with RCBC, RCSJ, CCC/Virtua Our Lady of Lourdes School of Nursing; anyone with an RN can apply)
- Cooperative BSN (Rowan 1st Year > Virtua OLOLSON diploma program > Rowan RN to BSN)

Graduate

- MSN with 5 different concentrations:
 - Nurse Educator
 - Nurse Executive
 - Nurse Practitioner
 - Adult Gerontology Acute Care NP
 - Family NP
 - Psychiatric Mental Health NP

Pending programs:

- DNP

Service, Scholarship and Professional Development Programs

Early Intervention Program

Description

Get FIT @Rowan Program

Established in 2008, the Get FIT @ Rowan program has focused on two goals:

- Improve access to wellness programs for people with intellectual and developmental disabilities (IDD) and their caregivers
- Increase the capacity of the field in health and exercise science to serve individuals with disabilities by providing undergraduate and graduate students with direct involvement in designing, implementing and evaluating the program.

Each fall and spring semester, over 100 undergraduate and graduate students serve as volunteer fitness trainers and an additional 8-10 students serve as managers of this supervised, structured fitness program offered in the Fitness Lab of the HES department under the direction of faculty member Dr. Leslie Spencer. About 45 adults with disabilities and their caregivers participate in hour-long fitness sessions 2 or 3 times each week. 16 weekly sessions are offered over the 10-week program each fall and spring semester.

EIP Program

The Rowan University Early Intervention Program is part of the Department of Health's Early Intervention system following State and Federal IDEA Part C regulations. We are designated as a comprehensive service provider in Atlantic, Camden and Gloucester counties providing Developmental Intervention, Occupational therapy, Physical therapy, Family training, and Speech therapy to children aging from birth to three in their homes or other natural environments. The EIP functions as the primary targeted evaluation team in Gloucester County

and the exit and back-up evaluation team to Atlantic County. They are also a vendor for Burlington, Cape May, Salem, and Cumberland counties. Services are usually preferred to be in the natural environment with services in the office as needed. The EIP program is autonomous but is officially housed under the Salva School for purposes of academic articulation. Its director and PI is a Rowan University professional staff employee and its founder and its clinical consultant is a Rowan associate professor of Psychology.

Day to day operation

EIP utilizes several sites daily

- 7 Broadcast Spreadsheets to review and accept children waiting for services. Practitioners must match time and locations parents request.
- Bracket spreadsheet listing of all children in our area needing evaluations
- EIMS to assign practitioners to children for services and evaluations, monitor practitioner notes and evaluations, review all check payments

EIP responds to Rowan and Early Intervention System emails, trains and assists all practitioners with adhering to Rowan and Early Intervention system policies and procedures. It monitors the budget, approve timesheets of employees and payments to vendors, maintains and verifies paperwork signed by parents for services, reconciles services reported by practitioners with check payments, maintains training contracts and assists students participating in the program

Key personnel

- Michael Cook, M.A., coordinator
- Roberta Dihoff, Ph.D., clinical consultant
- Anna Frisone, administrative assistant overtime
- 25-hour bilingual administrative assistant who can also serve as interpreter (pending)
- AY 2027: 9 part-time Developmental Interventionists, 9 part-time speech and language pathologists, 4 part-time occupational therapists, 3 part-time physical therapists

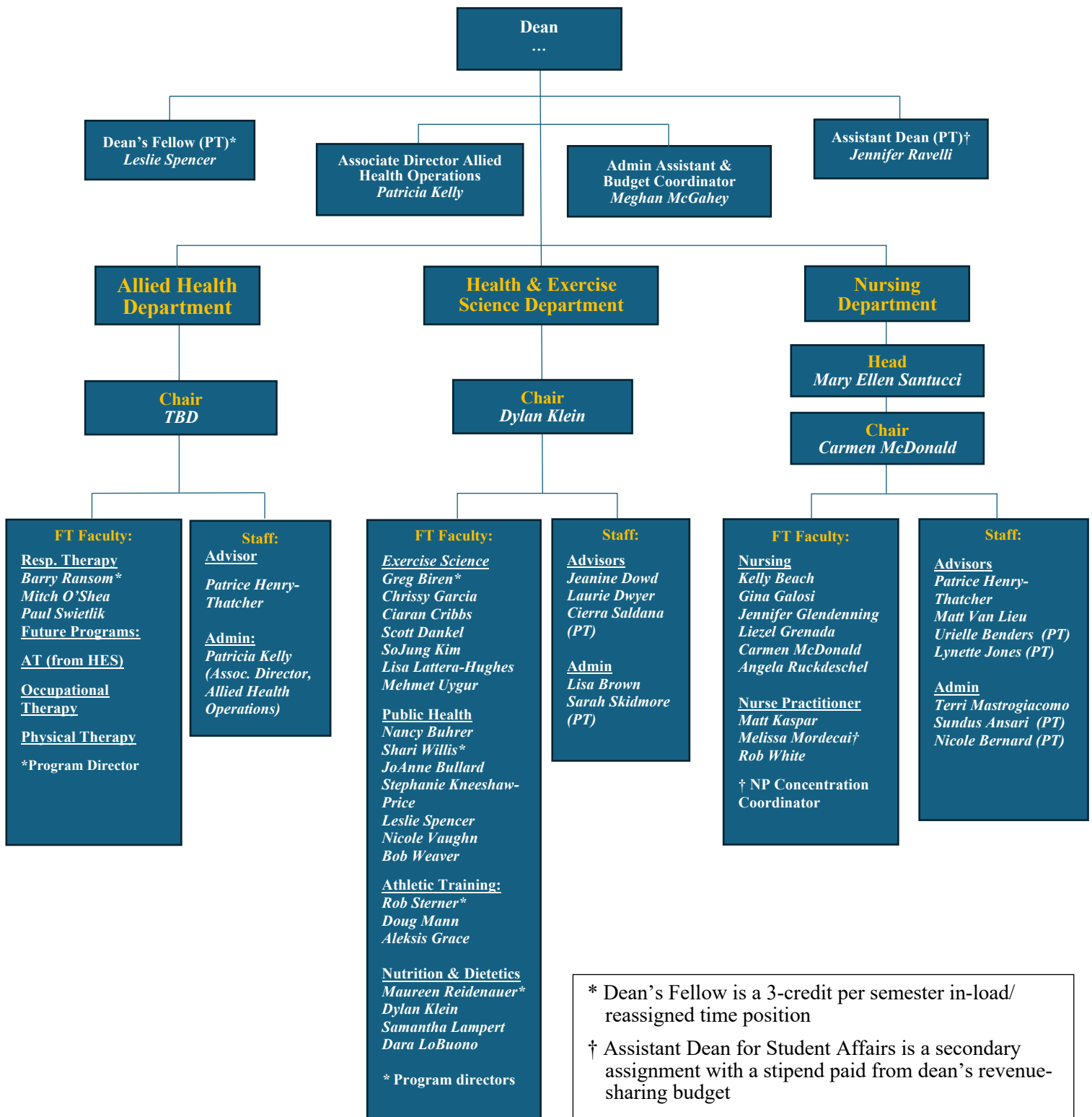
Funding

Rowan has an ongoing contract with the Department of Health that began in 2004 with no end date. Funding is fee-for-service, covering all expenses that pertain to the program. At any point in time, EIP serves over 300 children receiving direct services and completes 80 evaluations monthly.

Salva School Academy for Student Scholarship (SSASS) Program

This is a program to fund undergraduate and graduate student research assistants from the dean's revenue sharing budget. **See pp. 12-13**

Organization Chart for Salva School of Nursing & Health Professions Academic Year 2026-27



Salva School Faculty and Staff Expectations

The Salva School of Nursing & Health Professions provides expectations for excellence in teaching, scholarship, professional development and service to the university and wider professional community as described in the MOA for tenure track faculty and non-tenure track faculty, and as specifically described in departmental criteria documents that interpret the MOA for their specific disciplines.

The MOA for tenure track faculty and non-tenure track faculty can be found on the AFT agreements landing page under “Faculty Downloads”:

<https://sites.rowan.edu/academic-affairs/aft-agreements/>

Current departmental criteria documents can be found in the appendices of this handbook, in addition to key School/College level committees and committee chairs. Note that, at minimum, full-time faculty and staff are expected to participate at appropriate levels in department, school and university committees, commencement, open houses, department meetings/retreats, and University and School Assembled events. For 10-month faculty, there are no service expectations for the off-contract months of July and August. For service that falls under 10-month load (reassigned time) and needs to be continued through July and August (e.g., program coordinator), a **summer non-teaching** stipend is provided from department and/or dean’s revenue-sharing fund.

The Salva School of Nursing & Health Professions follows expectations for professional and administrative staff as detailed in the MOA for professional staff and the ePAR evaluation system for administrative staff.

The MOA for professional staff can be found on the AFT agreements landing page under “Professional Staff Downloads”:

<https://sites.rowan.edu/academic-affairs/aft-agreements/>

An overview of the ePAR system and process can be found here:

<https://sites.rowan.edu/hr/ePar/overview.html>

More specific ePAR information can be found at the State of NJ Civil Service Commission:

<http://www.nj.gov/csc/employees/programs/performance/index.html>

http://www.nj.gov/csc/employees/programs/performance/par_policy.html

Faculty and Staff Support

Resources are available within the department, School and University for mentoring and support, as listed below. Note that the default process for addressing student issues follows the chain of command – instructor, department chair (or head if appropriate), assistant dean for student affairs.

Rowan's website contains a comprehensive policy confluence landing page at:

<https://confluence.rowan.edu/spaces/POLICY/pages/39946516/Administrative+Policies>

Specific policies among this comprehensive list can be found under the following key subheadings:

- Academic Affairs: <https://confluence.rowan.edu/spaces/POLICY/pages/45777128/Academic+Affairs>
- Research: <https://confluence.rowan.edu/spaces/POLICY/pages/45777130/Research>
- Administration: <https://confluence.rowan.edu/spaces/POLICY/pages/60656345/Administration>
- Public Safety: <https://confluence.rowan.edu/spaces/POLICY/pages/39946558/Public+Safety>
- Employee Relations: <https://confluence.rowan.edu/spaces/POLICY/pages/39946558/Public+Safety>
- Employment Equity: <https://confluence.rowan.edu/spaces/POLICY/pages/39946590/Office+of+Employee+Equity>
- Information Security: <https://confluence.rowan.edu/spaces/POLICY/pages/59670931/Information+Security>
- IRT: <https://confluence.rowan.edu/spaces/POLICY/pages/45777283/IRT>
- Ethics: <https://confluence.rowan.edu/spaces/POLICY/pages/39946594/Ethics>
- Student Life and Student Affairs: <https://confluence.rowan.edu/spaces/POLICY/pages/39946602/Student+Life+Student+Affairs>

The Salva School supports a culture of support for all faculty and staff, including new faculty, that includes open communication from faculty to Academic Program Coordinators/Directors, to department chairs/heads. Mentoring of new employees by veteran employees is encouraged, and new employees are encouraged to ask for help. The assistant dean, dean's fellow and dean can provide additional levels of support beyond the department level as needed, provided this level is necessary.

Rowan University provides comprehensive support for faculty for professional development, tenure/recontracting and promotion, and faculty interest groups through the **Faculty Center for Excellence in Teaching and Learning** (<https://sites.rowan.edu/academic-affairs/facultycenter/>), known as the Faculty Center.

The Faculty Center also contains the **Digital Faculty Handbook** (<https://sites.rowan.edu/academic-affairs/facultycenter/>), which itself is a comprehensive resource for all faculty.

Salva School Policy on Financial Support for Faculty Scholarship and Professional Development

Research Funding Support

The Salva school provides a culture of support for new tenure track faculty. This includes startup funding from the dean's revenue sharing budget intended to provide financial support for the first year, potentially extendable to a second year, to assist in building a coherent, independent and externally fundable research agenda. Startup funding will be determined by the dean based on negotiated agreement with the successful tenure track faculty hire and written into the term sheet (agreement prior to signing hire letter) and into the hiring letter/contract.

Tenure-track faculty who have research projects that require work to be conducted during the off-contract months of July and August are eligible for research summer salary, paid for by the dean's revenue-sharing funds. Interested faculty need to apply in the spring by submitting an application for review by the department head/chair. All applications approved by the dean will be funded, between 1 and 3 credit overload salary equivalent based on the scope of the project and amount of time involved, as determined by the application.

A copy of the current application form can be found [here](#). Application will be invited by the department head/chair during spring semester, and the application process to be used will be provided via email at that time.

Professional Development Support

All full-time faculty in the Salva School of Nursing & Health Professions will be supported by the dean's revenue-sharing funds for costs associated with activities related to their professional development. These activities include, but are not limited to:

- a. Registration and travel expenses to attend professional conferences and meetings in their field of study
 - Priority may be given to individuals conducting presentations or workshops at conferences; however, attendance is considered part of professional development and scholarship
- b. Registration and fees for professional training and certification that directly benefits their research and/or teaching
- c. Publication fees for manuscripts published in professional journals
- d. Fees associated with the maintenance of professional accreditations that are relevant to their Rowan responsibilities as faculty and researchers.

All full-time faculty will be financially supported for activities up to \$4,000 annually. Faculty requiring additional funds may petition the dean with their request. Faculty who obtain external grant funding for research are expected to incorporate funding for project-related conferences and publications into the grant budget when possible. The Dean's revenue-sharing funds may be used to cover costs not covered by an external grant.

Salva School Policy on Financial Support for Student Scholarship and Professional Development

Undergraduate and graduate student research assistants are essential to faculty engaging in research. Student research assistants enable all aspects of the design, implementation, evaluation and dissemination of the research process and enhance the productivity of research faculty. Student research assistants also gain significant educational benefits from working under the guidance of faculty researchers. This experience enhances their ability to pursue advanced degrees and/or professional employment upon graduation. Both undergraduate and graduate students are eligible to become student research assistants.

The Dean's revenue-sharing funds are used to support the payment of student research assistants for up to 20 hours per week at the University-established hourly rates. Students must be enrolled in a degree program offered within the School to be considered for this opportunity. Research faculty may each request up to 3 student research assistants in the fall, spring and summer semesters. Requests for more than 3 students in a given semester will be considered by the dean on a case-by-case basis.

Each department in the School will establish guidelines for the recruitment and selection of student research assistants that is fair and equitable to all students in their department. Faculty are strongly encouraged to seek outstanding students for whom this income provides an atypical opportunity for them to benefit from financial support that also advances their knowledge, skills and scholarly dispositions. The selection process will be used at least once an academic year to identify potential student research assistants. Faculty have the right to make the final decision on their choice of student research assistants.

A copy of the application form can be found [here](#). Faculty are encouraged to seek diverse student RAs and students are encouraged to reach out to faculty if interested.

Dean-Supported Student Research Assistant Programs

1. SPUR (Semester Program for Undergraduate Research)

This program runs during fall and spring semester; faculty recruit students for their projects for either one semester or one academic year

2. SURF (Summer Undergraduate Research Fellowship)

This program runs during the summer, and coordinates some activities with the College of Science and Mathematics (CSM) SURP (Summer Undergraduate Research Program); faculty recruit students for their summer-salary projects, specifically for summer and with a view to having students participate in some SURP activities

NOTE: Student participation in SPUR does not preclude their participation in SURF, and vice-versa

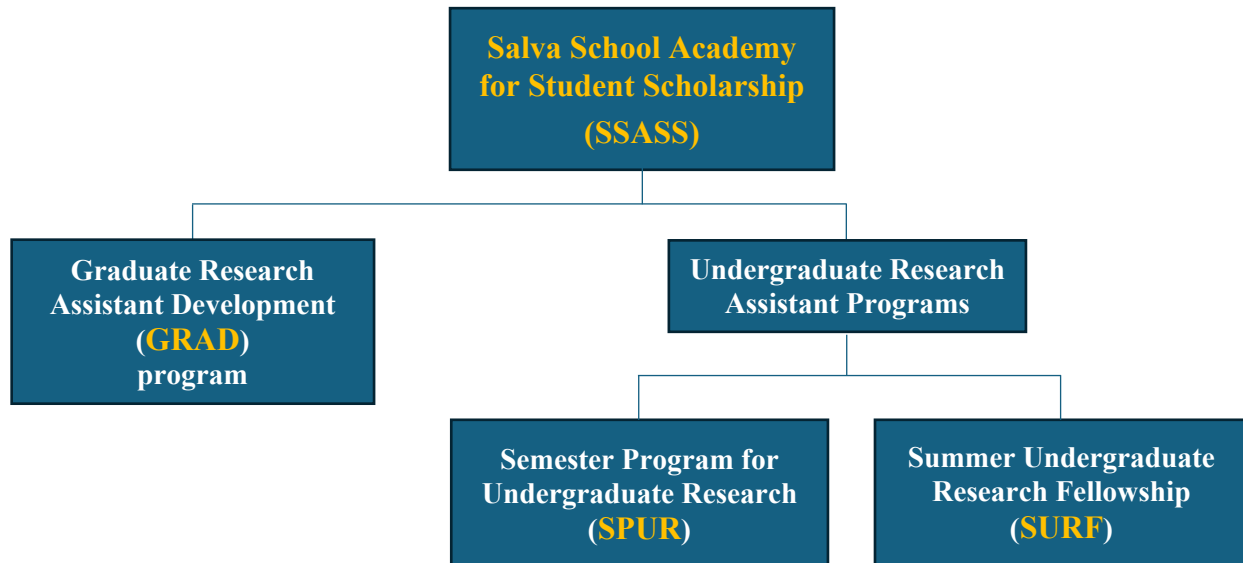
3. GRAD (Graduate Research Assistant Development) Program

Graduate students in thesis and non-thesis programs are eligible to join research faculty programs and receive a stipend for their work with research faculty

Salva School Academy for Student Scholars (SSASS)

Purpose: to catalyze student research activity and leadership through recruiting and employing diverse graduate and undergraduate research assistants to work with faculty on research projects

Organizational Chart for SSASS



APPENDICES

APPENDIX I

Department of Health & Exercise Science Virtua Health School of Nursing and Health Professions

Criteria for Evaluating Candidates for Recontracting, Tenure, and Promotion -- Full-time, Tenure-Track and Tenured Faculty --

This document describes the criteria used to evaluate tenure-track faculty for re-contracting, tenure, and promotion to Associate and Professor rank. This document functions within the framework of Rowan University's faculty MOA. Candidates are strongly encouraged to carefully review the MOA directly while preparing their portfolios.

This document has been ratified by the faculty of the Department of Health and Exercise Science (HES), the Dean of the Rowan-Virtua Rita & Larry Salva School of Nursing & Health Professions, and the University Provost during AY 2023-24. The conditions outlined below will apply to full-time, tenure-track faculty hired thereafter.

Overview of Recontracting

Candidates for re-contracting will be evaluated according to the criteria of professional involvement in three areas, as defined in the MOA: 1) teaching, 2) scholarly and creative activity, and 3) service to the University and to their professional and wider communities. During the recontracting period (i.e., first-, second-, and fourth-year submissions), the Department and University expect that candidates will show professional growth and development. Candidates in the recontracting (pre-tenure) phase should focus on developing their program of scholarship and skills in teaching effectiveness during the first two years of their probationary period. Skills in teaching excellence should progress throughout, along with the progression of a clear scholarly agenda that will lead to an independent, externally funded program of scholarship/research. Candidates should gradually extend their service activities throughout this period as well, commensurate with a positive tenure decision.

To earn tenure and promotion to Associate Professor, candidates are expected to demonstrate progress in three main areas – teaching, scholarship, and service. Once favorable progress has been made and tenure is secured, further development in the three areas is expected to continue as the candidate pursues promotion to a higher rank. In addition to ongoing development of a scholarly profile, this includes advanced levels service to the Department, University, and to professional and wider communities. Tenured faculty are expected to progress in these areas to become eligible for promotion to Full Professor.

Criteria as defined by the Department of Health and Exercise Science (HES)

The following elaborates on the criteria used to assess excellence in a) teaching, b) scholarship, and c) service.

1. Teaching

In their self-assessment narrative, candidates must discuss the underlying principles that guide the creation and planning of course materials. These principles should connect with the

discussion of teaching throughout their re-contracting document. The candidate's portfolio should address each of the following four components of teaching:

- ✓ Academic instruction
- ✓ Student mentoring
- ✓ Developing learning activities
- ✓ Developing as a teacher

- a) **Academic instruction** -- The classroom instructional experience is seen as the vital function of each professional within the Department. Assessment of academic instruction will be based on peer observations, student evaluation, and other evidence of teaching performance provided in the candidate's portfolio.

Peer observation and student evaluations will be weighted as highest among these components of teaching. Peer observations will be conducted by a tenured department member. A pre- and post- observation conference will be conducted between the candidate and the peer observer. Criteria for peer observations are supplied on the Peer Observation Form (Appendix A). Within one week following the lesson, a post-observation conference may be held between the candidate and peer observer. The candidate will be given a chance to reflect upon the lesson and to discuss any issues brought up during the observed class. Classroom observations may be conducted anytime during the semester. A minimum of one lesson should be observed each semester preceding the application for recontracting of tenure.

Student evaluations will be conducted through the use of forms approved by the Department and administered during the last four weeks of classes, in accordance with procedures outlined in MOA for recontracting and tenure.

- b) **Student Mentoring** – Student mentoring outside of the classroom takes many forms and is seen as an important component of the student's educational experience. For instance, student mentoring would include advising students concerning their major, graduate programs, or careers, engaging with students in research activities, or preparing them for academic or public presentations.

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 – e.g., a log of advisement interactions, samples of student work or activities, letters of support or other appropriate supplemental materials.

- c) **Developing Learning Activities** -- The design, implementation and evaluation of course materials may include (but are not limited to): assignments, intra-course assessments, etc. The development of learning activities is considered an ongoing and important component of the professional educator.

An effective teacher is viewed as one who routinely reviews and updates their curriculum and teaching strategies. This may be accomplished through creating or redesigning learning experiences, or through work on curriculum changes. The candidate's portfolio should include evidence of progress in this area, such as samples of learning activities, syllabus revisions, or curriculum change proposals.

- d) **Developing as an Instructor** -- The Department encourages instructors 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 (but is not limited to): evidence of classroom research; attendance at meetings, conferences and other professional development activities; letters of support; and evidence of collaboration and interactions with colleagues.

Teaching Expectations for Re-contracting

Pre-tenured professors. Candidates for re-contracting 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. Any necessary improvements should be addressed early so progress may be made in subsequent recontracting submissions.

Teaching Expectations for Promotion to Associate or Full Professor

From Assistant to Tenured Associate Professor. For promotion to the rank of Associate Professor with Tenure, the candidate must demonstrate evidence of excellence in academic instruction based on student evaluations and peer observations. In addition, candidates must show excellence in at least two of the following areas: ongoing student mentoring, active participation in the development of learning activities, and participation in professional development that increases professional knowledge, skills, and dispositions. Mean student evaluation scores should compare favorably to comparative scores (e.g., IDEA comparative means).

From Associate to Full Professor. For promotion to the rank of **Full Professor** the candidate must present evidence of excellence in **all areas** of teaching effectiveness, student mentoring, development of learning activities and professional development/development as an instructor.

2) Scholarly and Creative Activity

In their self-assessment narrative, candidates for recontracting, tenure, and promotion should discuss the nature and trajectory of research program (basic or applied), along with evidence of their progress and success. The candidate's record must provide evidence of an independent scholarly agenda and impact.

- a. **Scholarly independence** – Candidates should develop their own research program, one that is independent of former advisors or senior colleagues. Collaboration with others is encouraged, but candidates should maintain primary/lead-author and PI status on major publications and funded projects. Evidence of scholarly independence includes (but is not limited to):

- Regular application for grant funds sufficient to support their research program. While internal grants are recognized, submission to external funders is required;
 - Regular submission of manuscripts for publication in peer-reviewed journals and other venues as appropriate;
 - Regular presentation in professional conferences;
- b. **Scholarly impact** – Candidates should demonstrate the impact of their research program on other scholars in their field and in the community. Evidence of scholarly impact includes (but is not limited to):
- Publications in peer-reviewed journals in their area of expertise;
 - Published books or book chapters, edited volumes;
 - Receipt of funds from external funders;
 - Development of programs that multiply research collaboration and research output;
 - Ventures designed to foster research and disseminate output;
 - Organizing or serving as a discussant on conference panels;
 - Invited presentations, lectures, keynote presentations, etc. at international, national, and regional levels;
 - Citations.¹

Scholarship expectations for Re-contracting

Pre-tenured (Assistant) professors. Candidates for re-contracting must demonstrate favorable evidence of scholarship based on the criteria presented above. Candidates are expected to consistently pursue external grant funding to support their research program. Evidence of scholarly independence and impact will be gauged in terms of quantity and quality of output typical for junior colleagues in the discipline and given the extent of institutional support granted to pursue the candidate's research program (load re-assignment, start-up funds, teaching and service assignments, etc.). Scholarly output is expected to increase during the probationary period. This includes,

1. After the first year, the submission (as PI or co-PI) of at minimum one externally funded grant proposal per year to support their research program. An exception to this would include a substantial grant with significant funding over several years.
2. During years 4, 5 and 6 several work products that show scholarly impact from category 2-b from above;
 - Submitted or published manuscripts in peer-reviewed journals as the primary author who has led the project and development of the manuscript (depending upon the field, this may be first author, last author, and/or corresponding author);
 - Submitted or published manuscripts in peer-reviewed journals as a secondary author;
 - Submitted or funded external grants as PI or Co-PI;
 - Presentation of research at a peer-reviewed professional conference as the primary author

¹ NOTE: The "impact-factor" of journals may be noted, though it is recognized that this metric may favor more popular research areas, frequency of publication, or the availability of open-access. Also, where opportunities for open-access publications are limited, citation numbers may be depressed.

Scholarship expectations for Promotion to Associate or Full Professor

From Assistant to Tenured Associate Professor. For promotion to the rank of Associate Professor with tenure, the candidate is expected to show evidence of scholarly contributions to the field based on the criteria presented above. The volume of production is expected to increase during pre-tenured years to show clear prospects of ongoing scholarly development and productivity into the future. This includes continuous efforts to secure external support for their research program, consistent and successful production of quality (e.g., peer-reviewed) scholarship generated from this research, along with other indications of scholarly production.

From Associate to Full Professor. Candidates for promotion to full professor should demonstrate a continuing, consistent record of scholarly impact throughout their tenure at the University. As outlined above, scholarly impact may be demonstrated through successes in fostering scholarly engagement, collaboration, and grant funding, along with the traditional metrics used to assess scholarly impact – e.g., publications of peer-reviewed research, books and book chapters, or other scholarly reports and manuscripts.

Candidates for promotion to full professor should also demonstrate a consistent record of research presentations at national conferences. Invited presentations at national or international levels serve as additional evidence of a candidate's readiness for promotion to full professor. Research-related honors or awards from professional organizations, editorships or guest editorships to journals, research annuals, or collections also indicate prominence and respect in their field of study and are considered as evidence of the candidate meeting the criteria for promotion.

3) Contributions to the University, and Wider and Professional Communities

Service contributions to the University is important for faculty development. They are also essential for the ongoing operations and development of departments and the University at large. Service contributions are expected to expand with years in service and in rank. These contributions constitute the third component of faculty member's progress. Candidates must show evidence of their contributions to the University and to their professional and wider community.

Contributions to the University Community

The MOA (see Appendix A) outlines various ways candidates may contribute to the University community. This includes contributions made at the Department, School, or University levels. Listed below (adapted from the MOA) are several ways candidates may contribute to the University.

Committee and other Service activities

- Attending Commencement Ceremonies
- Engagement in Diversity, Equity, and Inclusion (DEI) activities
- Serving on Departmental/School committees -- e.g., Awards, Curriculum, Budget, Research, etc.

- Serving on ad hoc Departmental committees (e.g., search committees)
- Serving as Departmental representative to the AFT or University Senate.
- Service to the Department's routine activities – e.g., open houses, advising student groups, Rowan Day, etc.
- Service to accreditation efforts for specific programs
- Serving Senate committees (TRP, Curriculum, Sabbatical Leave)
- Serving on other School or University committees
- Serving on the University IRB committee
- Serving on search committees for senior administrators

Leadership

- Chairing the Department
- Chairing Departmental/School/University committees (e.g., Awards, Curriculum, Budget, Research, etc.)
- Developing, reviewing, redesigning courses or academic programs
- Coordinating academic programs
- Chairing or serving as a member of a committee with a significant workload, such as the Departmental Curriculum Committee.
- Chairing faculty search committees
- Leading the accreditation process for academic programs
- Creating new projects and initiatives designed to promote the development and visibility of the Department and University

The above list is not exhaustive, and it is recommended that candidates check the MOA for further details. It is critical that candidates document their service contributions, including dates of service. Candidates also should document additional responsibilities associated with those committees that carry heavier loads or commitments.

Apart from needed service on various committees, evidence of leadership activities is also important. Candidates should clearly document those activities that show engagement in initiatives beyond what is typically required of a committee member. Evidence of leadership at the University carries additional weight in decisions concerning promotion to full professor, especially for candidates who seek promotion based on service and leadership (see below).

Contributions to Wider and Professional Communities

The MOA outlines various ways candidates may contribute to their professional and wider communities. These include contributions candidates make to address issues that require their expertise and judgment. Three types of contributions are especially relevant here:

- 1) Dissemination of discipline-related knowledge. Examples include:
 - Consultation, technical assistance to organizations
 - Invited talks to professional or public audiences
 - Webinars, newsletters, other communications to the public or target audiences
 - Electronic media outlets to promote broader dissemination of knowledge (e.g., podcasts, websites, etc.)

- 2) Discipline-related partnerships with other agencies. Examples include:
 - Collaborations and partnerships designed to contribute outside organizations
 - Community programs designed to promote health and well-being. Participation in health and wellness fairs, exhibitions, and other public events
- 3) Contributions to disciplinary and professional associations. Examples include:
 - Participation in professional associations, committees and sub-committees
 - Serving on accreditations bodies
 - Organizing professional conferences, conference panels
 - Serving as journal editor, reviewer of journal submissions

The above list is not exhaustive. Candidates should document their contributions to professional and wider communities and include dates of service and other results generated by this service.

Service expectations for Re-contracting

Pre-tenured professors. Candidates for re-contracting should demonstrate evidence of basic service contributions to the Department. At this stage, candidates will focus most of their effort on excellence in teaching and scholarship. As candidates progress toward their tenure, service contributions to the Department, University, and professional community are expected to expand correspondingly, although the emphasis on teaching and scholarship remains.

Service expectations for Promotion to Tenured Associate Professor or Full Professor

From Assistant Professor to Tenured Associate Professor. For promotion to the rank of Associate Professor with tenure, the candidate is expected to show evidence of growth in service contributions commensurate with their years in service. For tenure review in the sixth year of service, candidates must clearly show evidence of a progressive and appropriate record of service at the Department or University levels, and/or in wider and professional communities.

From Associate Professor to Full Professor. As tenured members of their Department and University, Associate Professors must demonstrate a consistent record of excellence in service to the University and wider and professional communities. Tenured members are also encouraged to play larger roles committee service, and to undertake new projects and initiatives as appropriate.

Candidates should clearly document their contributions and achievements in their service activities, as not all service assignments demand equivalent commitment or effort. While all service contributions are valued, chairing a committee or other leadership activities will be given greater weight than membership. Likewise, time in service in any one position also will be weighed accordingly. For example, chairing an important committee for 4 years will be weighed more heavily than chairing that committee for 2 years.

Service expectations for promotion to full Professor based on “Service/Leadership”

Service and leadership offer a substantial and necessary contributions to the functioning and growth of departments and the University as a whole. Some faculty engage in exceptional work

beyond what is normally expected under general service expectations in addition to teaching and/or research load, or as part of faculty load.

Departments, programs, majors, and student enrollment grow as a consequence of these activities. Thus, the MOA opens a pathway to promotion to Professor based on service/ leadership. This pathway is available to faculty who:

- a) were hired before AY2013-2014 and
 - b) have “not been receiving load adjustment for Scholarly and Creative Activity”.
- (Promotion MOA, 2022-23, Section 1.2)

It may be available to faculty hired after AY 2013-14 who:

- a) have not been receiving load adjustment for scholarly and creative activity, and
- b) have been pre-approved to apply by their dean and by the provost. (Promotion MOA, 2022-23, Section 1.2)

In all such cases, candidates should clearly show an “extraordinary record of leadership, outstanding teaching, and exceptional service” (Promotion MOA, 2022-23, Section 1.2) Excellence in teaching is, of course, expected of all faculty members, irrespective of the path they follow for promotion. Likewise, a certain level of service is expected from all faculty members. Those who follow the service/ leadership pathway, however, focus mainly on substantive service contribution rather than on scholarly production. Thus, their service and leadership are expected to be exceptional.

Exceptional service/leadership is assessed by the responsibilities and accomplishments associated with engagement in the various service activities or leadership initiatives. These activities and initiatives may be directed toward the growth of the Department or University, the profession or the wider community. Many of these activities are listed above and in the MOA. Many activities involve service on large, University-wide committees that is essential for departments and the University to operate and grow, but which carry different responsibilities and commitment. This is particularly the case for candidates who have taken a leadership role in these activities and initiatives.

Service also relates to pedagogical activities that foster the growth of the Department and majors in the candidate’s discipline. For instance, these involve the development of new programs and new majors, curricular design, leading accreditation efforts, the development of Centers that enhance the Department’s (and Rowan’s) visibility and service to the community.

Time in service also factors into the assessment – the greater the time in service, the greater the contribution to the University. Consistent performance over many years, especially if reassign time was nominal or not granted at all for the service, will be considered in the assessment. The following unordered list includes, but is not limited to:

- Serving as a Department Chair
- Serving on a committee requiring significant time and effort, such as the Tenure, Recontracting & Promotion or Curriculum committees
- Program director or coordinator; clinical coordinator
- Leading accreditation process(es) to successful initial accreditation or re-accreditation
- Serving as an officer of the Senate or AFT

- Exceptional service activities to the profession or a wider community (e.g., officer in professional organization, organizing professional conferences, journal editor, site visitor for accreditation)

The overall time commitment should reflect service that is long-term and consistent. The candidate should demonstrate at least 10 years of consistent service in some combination of leadership roles such as those identified above. The Department recognizes that compensation for equivalent service activities varies across the University, and this should also be weighed during the assessment. Consistent performance implies a commitment to the well-being of the University, a commitment that is likely to continue if promotion is granted.

As always, candidates for promotion should clearly document the responsibilities and accomplishments associated with their service. Documentation should include at least one “external reviewer” (Promotion MOA, 2022-23, Section 3.1). The external reviewers should be faculty members who hold or have held positions similar to the people applying for promotion. For instance, someone who applied last year had served for years as Department Chair, so all of her external reviewers had served in the same position. In most cases, I think external reviewer who can speak to the candidates' leadership roles and background would be appropriate.

Appendix A

Department of Health & Exercise Science Peer Observation Form – Full and Part Time Faculty

Faculty Observer: _____

Faculty Observed: _____

Class: _____

Date of observation: _____

Organization/Preparation

Outcomes/Objectives of class

Overview of Lesson

Instructional Strategies (including use of technology) and Lesson Pacing

Communication and Interaction with Students

Knowledge of Subject Matter

Overall Strengths of Lesson

Potential Areas of Growth

Observing Faculty Signature

Date

Observed Faculty Signature

Date

APPENDIX II

HES Departmental Criteria Document for Non-Tenure Track (NTT) Faculty

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 at the Assistant Professor Level in the Department of Health & Exercise Science (HES) is a PhD or Ed D for Instructors and NTT Faculty.

Criteria for Evaluation of Candidates for Recontracting:

The Department of Health & Exercise Science within the Rowan Virtua Rita and Larry Salva School of Health Professions is dedicated to excellence in excellence in teaching, research and service. It is determined to support its Tenure Track Faculty and NTT Faculty 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 NTT Faculty, 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, NTT Faculty).
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.

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. NTT Faculty 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 NTT Faculty, 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

NTT Faculty 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 NTT Faculty.

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, NTT Faculty 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, NTT Faculty may participate in educational outreach activities to the wider community.

APPENDIX III

**Rowan University
Rita & Larry Salva School of Nursing & Health Professions
Department of Nursing
Teaching Professor Criteria for Recontracting
2024-2025**

Criteria, Weighting, & Departmental Responsibilities

1. Evaluation Criteria and Responsibilities for Probationary Faculty

1.11-1.14 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 MOA) for 2021-22 (https://sites.rowan.edu/senate/_docs/tenure_information/moa_ten_recon_final_fy22.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, 2021-22, p. 17)

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 or review and then formally ratify a document” interpreting the criteria used in evaluating candidates for recontracting.

Terminal degree statement: The terminal degree for faculty at the Assistant Professor Level and Associate Teaching Professors in the Department of Nursing is a PhD, Ed D, and/or DNP and for Instructors and Assistant Teaching Professors is a minimum of an MSN.

Criteria for Evaluation of Candidates for Recontracting:

The Department of Nursing within the School of Nursing & Health Professions is dedicated to excellence in teaching, scholarship and service. It is determined to support its Tenure Track Faculty and Teaching Professors in their development in the classroom in order to produce excellent graduates, and to support faculty in their pursuit of excellence in scholarship. The Nursing department has five criteria for successful recontracting for teaching professors, 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 in Nursing of these forms of evidence. Evaluation of teaching effectiveness for DON 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, collaborating with colleagues in, and maintaining currency in the pedagogy of the discipline.

Criteria for Service to the University

All DON 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. Teaching Professors 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 teaching professors, 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 in their concentration. 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

Teaching Professors 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 practice.

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, teaching professors 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.