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October 4, 2021

Dr. Greg Farnell
Department of Exercise Science
and Sports Studies
John Carroll University

Dear Dr. Farnell,

I have received the department's Policies and Procedures for Tenure and Promotion updated on October 1, 2021, and I am in agreement with Dr. Bonnie Gunzenhauser that the department has responded carefully to issues.

I hereby approve the October 1, 2021, Department of Exercise Science and Sports Studies' Policies and Procedures for Tenure and Promotion (copy attached.)

Thank you for your careful attention to this matter.

Sincerely,

A handwritten signature in blue ink that reads "Steven T. Herbert".

Steven T. Herbert, Ph.D.
Provost and Academic Vice President

Attachment

cc: Dr. Bonnie Gunzenhauser
Dr. James Krukones

John Carroll University
Department of Exercise Science & Sports Studies
Tenure and Promotion to Rank of Associate Professor
Policies and Procedures

Guidelines for Tenure and Promotion to Rank of Associate Professor

1. The tenure/promotion evaluation process should aid candidates in developing into the type of faculty that John Carroll University wishes to promote, a faculty member who implements the University mission to inspire students to excel in learning, leadership, character and service.
2. The tenure/promotion evaluation process should be open and candid.
3. The tenure/promotion process should make candidates aware of the criteria for tenure and promotion, the type of evidence that is to be used, and the evidence they are expected to supply.
4. All tenure/promotion evaluations and decisions will be in writing and should be given to the candidates.

Policy and Procedures – See Appendix J in the *Faculty Handbook* for tenure guidelines, and Appendix K in the *Faculty Handbook* for promotion guidelines. All deadlines for submission of documents will be in accordance with the *Faculty Handbook*. It is the faculty member's responsibility to be aware of the dates and guidelines relevant to their specific tenure and promotion process.

The Department faculty who have voting rights as defined in the *Faculty Handbook* will develop a statement on procedures and standards for tenure and promotion. The document will be approved by a vote of all faculty with voting rights. The Academic Vice President must approve this statement.

The Department Tenure Committee is comprised of all tenured members of the Department who are on faculty contract, and have voting rights as defined in the *Faculty Handbook*.

The Department Promotion Committee is comprised of all tenured members of the Department who are at or above the rank being requested, are on faculty contract, and have voting rights as defined in the *Faculty Handbook*.

At the beginning of each academic year, the T&P Committee elects its Chair from among its members.

The T&P Committee seeks input from all members of the Department in determining its recommendations.

The annual and final recommendation of the Department's T&P Committee is transmitted in writing from the Committee to the candidate and to the Council of Academic Deans (COAD.)

Tenure/Promotion to Rank of Associate Process Timetable

Faculty in tenure-track positions will have their progress reviewed annually by no later than March 15th by the T&P Committee. Candidates will turn in their dossier each year by the second Monday in February and meet with the T&P Committee to present a review of their progress towards tenure by March 15th. By April 1st, the candidate will receive a letter from the T&P Committee that includes an evaluative perspective on the candidate's progress toward tenure. The intent of this annual evaluation is to aid the candidate. The candidate will have one week to respond to the letter. All letters will be submitted to the Dean by April 15th. A 50% vote of the T&P Committee is necessary for continuance.

Faculty completing their third year with the University will have a third-year review as required by the University. The candidate will submit a dossier reflecting all work done towards tenure in the past three years by the second Monday in February. (If a candidate's 3rd year review is to be held in the fall semester, as outlined in the candidate's initial contract letter then the dossier is due by September 30th.) The dossier, along with the T&P Committee's evaluation, will be forwarded to COAD for further evaluation by April 1st. The Provost and Academic Vice President will consider the recommendations of both the tenure committee and COAD. Candidates will be provided feedback from both the T&P Committee and the Dean regarding their progress towards tenure based on the Third Year Review prior to the completion of the academic year.

A candidate who is being considered for Tenure and Promotion will provide the dossier to the Tenure Committee by September 30th. After October 1st, and before October 15th, the candidate will have an opportunity to present the dossier to the T&P Committee. When the Committee has discussed and evaluated the candidate, they will vote on whether or not to recommend him/her for tenure. Voting will take place through written ballots. The Chair of the T&P Committee will count ballots. A two-thirds vote of the T&P Committee is required for its recommendation of tenure.

A fifty percent vote of the Department's Promotion Sub-committee is required for a favorable recommendation for promotion to associate professor. Voting will take place through written ballot. Ballots will be counted by the Chair of the Promotion Sub-committee.

The Tenure and Promotion Committee will inform the candidate in writing of the Committee's decision, and that information will also be forwarded to the Dean of the College by October 31st.

The annual review, third-year review and tenure and promotion review process will consist of 2 meetings by the T&P Committee: 1) the first meeting is for the candidate to present their dossier, and engage in a discussion with the T&P Committee on evidence of progress toward tenure; 2) the second meeting is for the T&P Committee to discuss the candidate's body of work, and to conduct a vote for continuance on the tenure track, or for tenure and promotion, depending on the candidate's stage in the process.

Criteria for Tenure and Promotion to Rank of Associate Professor

Teaching

The Department of Exercise Science and Sports Studies recognizes the importance of teaching as a criterion for granting tenure and promotion as referenced in the University's *Faculty Handbook*. The mission of the Department of Exercise Science & Sports Studies is to prepare students to develop the knowledge, skills and dispositions for careers in professions dedicated to the science of human movement, the study of human behavior, and the respect for the dignity of the human person. To achieve this mission, excellence in teaching is required of all tenured faculty members. The Department places a major emphasis on teaching, including all the various components and activities that lead to the development and growth of students. It is expected that excellence in teaching will be a priority of each candidate for tenure and/or promotion. Appendix A provides a rubric of categories to display evidence of teaching.

Teaching excellence will be identified and evaluated along multiple measures: Candidates for tenure are expected to structure their courses to align with the specific agencies that oversee the content areas for their disciplines, the university mission and learning outcomes, and the department mission and learning outcomes. Candidates will provide evidence of these alignments as well as how their teaching is focused to meet the individual learning needs of their students. Teaching excellence also entails that faculty demonstrate evidence for maintaining currency in their areas of expertise, and teaching responsibilities. The methods used to convey course content and encourage active student engagement, the materials and resources introduced, and the ways in which students' knowledge, skills and dispositions are assessed, will reflect faculty excellence in course preparation, teaching, assessment, evaluation and modification, and the mentoring of students, to become outstanding candidates for graduate school and professions. Excellence in teaching requires that a faculty member engage in a systematic analysis of peer and student teaching evaluations, self-reflection and self-critique, and provide evidence of course and/or teaching adjustments based on this analysis and reflection.

Where possible, candidates should contribute to the integrative curriculum.

- Professional Development

As continued professional growth and development are essential for teaching excellence, tenure/promotion candidates are expected to maintain an ongoing professional development plan based on feedback from colleagues and students, as well as on the changing needs of students and their profession. Tenure-Track faculty should create and maintain a professional

development action plan to address areas targeted for development, to document efforts to implement the plan, and to collect evidence of the outcome and effectiveness of the plan.

- Academic Advising

Faculty are expected to be accessible to students in their role as advisor and be knowledgeable about the Department's programs, the policies and procedures of the University, various University services that are available to students, and professional, graduate, and career opportunities accessible to them. Faculty should provide evidence of their advising style, how they assess the effectiveness of their advising and how their assessment has informed changes in their advising styles. Faculty are expected to participate in the University's cohort advising program as well as in major advising.

- High-impact pedagogies

Faculty are encouraged to develop assignments, course materials, and use pedagogies that reflect the best practices in teaching. In addition, faculty should demonstrate evidence of the use of high impact pedagogies, such as faculty-student research, and experiential learning. Tenure-track faculty should provide evidence of the use of high-impact pedagogies, their alignment with learning outcomes, the assessment of the value and learning attributed to these pedagogies, and modifications made based on these analyses.

Scholarship

The Department of Exercise Science and Sports Studies recognizes the importance of scholarship as a criterion for granting tenure and promotion as referenced in the University's *Faculty Handbook*. Candidates for tenure/promotion are expected to remain current within the exercise science, sports studies, and/or related discipline while developing an active and coherent research agenda that strives to make meaningful contributions to the profession in general, as well as their specific area of expertise. Candidates are responsible for demonstrating this coherent research agenda and for presenting evidence of the quality and significance of their work in fulfilling their agenda.

The following categories represent Department's expectations related to scholarship. Candidates for tenure and promotion are expected to concentrate their scholarly work in the first category, publications. Appendix B provides rubrics of categories to display evidence of scholarship.

- Publications

Publishing articles in refereed journals is considered the strongest type of publication. The reputation of the journal, the acceptance rate and impact scores are important factors when evaluating someone's accomplishment in this category. First authorship is considered strongest in multi-authored publications, and candidates should clearly defend their contribution when multiple authorships are identified. In cases where authors are listed alphabetically, the contribution of each author is considered equal. Authoring scholarly books or book chapters is considered second strongest in the publication category. Other forms of publication, such as book reviews, editorials, edited works, grant reports that have received external review, and digital formats, may also be considered in this second category. Significant work in this category would be work that has had a positive impact within their profession or area of expertise. A minimum of three peer-reviewed, published articles is required for tenure and promotion.

- Presentations

Conference presentations, which have been accepted following peer review, are considered a meaningful type of scholarship. The reputation of the conference/professional organization and the level of the particular meeting (e.g., national, state) are important factors when considering accomplishments in this category.

Additional Areas for consideration:

Publications and presentations represent the traditional categories for consideration of a scholarly research agenda, and therefore hold a higher weight in the tenure and promotion decision. But, there are additional outlets that a faculty member may pursue in addition to publications and presentations to expand upon their research agenda, to enhance research skills, to pursue alternative types of research, and to assist in the preparation of future researchers within their profession. These areas are in addition to publications, and presentations, are peer-reviewed, and demonstrate evidence of enhancing a person's overall research agenda.

- Student Research

Faculty involvement/mentoring in student research including the development of a research design, and all components of the research process, that culminates in a public presentation of the student work, e.g., Celebration of Scholarship, a conference presentation, a publication, or some equivalent presentation of student scholarly work. This type of faculty-led research is encouraged and supported within the department.

- Funding

Candidates for tenure/promotion may have the opportunity to pursue funding from outside sources, e.g., grants that may culminate in support of an active research agenda. The research should result in scholarly presentations and/or manuscripts within a reasonable amount of time. This work needs to be peer-reviewed, demonstrate evidence of scholarly potential, and result in scholarly work-products.

- Peer-Reviewed Alternative Forms of Scholarship

This category is included to recognize potential alternative forms for disseminating scholarly work. Such products, however, need to be peer-reviewed as well as fully explained and thoroughly defended by a candidate for tenure and promotion.

Service

The Department of Exercise Science and Sports Studies recognizes the importance of service as a criterion for granting tenure and promotion as referenced in the University's *Faculty Handbook*. The performance of service is integral to the mission of the University and of the Department. Service may be directed towards the Department, the University, professional organizations, and the broader community. Service to the University and Department are considered most essential to the attainment of tenure and promotion. Appendix C provides a rubric of categories to provide evidence of service.

- Service to the Department and University

Service to the University may also include participation on University committees, development of, or participation in university service activities, and in domestic and international immersion experiences.

- Service to the Profession

Active membership and leadership in professional organizations, including reviewing manuscripts or proposals, being an officer, serving as editor of a journal and planning conferences are examples of professional service.

- Service to the Community

Volunteer service to the broader community may include areas such as, giving talks and interviews, conducting workshops and providing relevant services appropriate to specific areas of expertise.

Tenure/Promotion to Associate Criteria Appendix

Evidence for Dossier

Appendix A: Teaching

1. Statement of Philosophy of Teaching
2. Course Syllabi
 - Department syllabi template used for all syllabi, to include:
 - Alignment of: Mission//learning outcomes /course objectives
 - Performance-based assessments:
 - Assignment and Rubric
 - Knowledge base integral to the course
3. Teaching Methods/Materials
 - Discussion of teaching style
 - Discussion, with examples, of types of methods used
 - Analysis of strengths/areas for improvement of teaching style and methodology
 - Written reviews of peer-teaching observations
4. Evidence of Impact on Student Learning
 - Course goal(s) and means used to assess candidate progress toward goal(s)
 - Data that demonstrate achievement or change in regard to course goal(s)
 - Evaluation/analysis of PBA sub-scores/overall score data
 - Course modifications based on data
5. Analysis of Student course evaluations: Expectation: Conducted every semester, every course, using department evaluation form.
 - Inclusion of raw score data, and statistical analysis of data
 - Discussion of areas for improvement, and identification of areas for change
 - Modifications made to teaching based on student feedback
6. Analysis of peer evaluations: Expectation: One or more done each semester by member(s) of T&P Committee:
 - Discussion/analysis of peer evaluations
 - Modifications made that demonstrate attention to feedback
7. Professional Development Plan, including measure of progress
 - Goals: Long-Term and Short-Term
 - Overview of past goals and accomplishments

- Action plans to accomplish present goals
 - Measures of progress
8. Statement of Philosophy of Advising and information about advisement efforts
- Number of advisees: Fr/Soph.; Jr/Sr.
 - Advising process
 - Statement of assessment on effectiveness of advising strategies
 - Evidence/documentation of positive outcomes in advising process
9. Awards won for outstanding teaching

Appendix B: Scholarship

1. Statement of Philosophy of Scholarship

2. Scholarship Agenda/Scholarly Map/Scholarship Timeline

- Statement of research interests, research goals and research agenda
- Explanation of how completed, active, and planned scholarly works, are connected to stated research goals
- Scholarship map, or Table, demonstrating the alignment of the research agenda, and research goals to all areas of research, e.g., completed, active, planned, publications, and presentations.
- Yearly updates as to the focus of the scholarly agenda, the timeline for achieving goals and progress made.

3. Information/Evidence to support the quality and significance of candidate's published and presented research

- A copy of each publication (3 peer reviewed published articles is considered minimum)
- A copy of each conference presentation
- To demonstrate the rigor of the review process, and impact to the profession, information about, and documentation of, the review process must be included for each publication and/or presentation, including:
 - Acceptance rates, readership/circulation, impact scores and/or information about the professional organization/conference;
 - External letters of support solicited by the candidate from professionals with the credentials to judge the quality and significance of the candidate's scholarly work;

- Explanations of specific contributions to the candidate's research and publication process;
- Explanation of role of the candidate in a multi-authored publication or presentation; ;
- The ability to discuss and support the design and research methodology for both planned and published works
- Citations of candidate's published works
- Awards won for outstanding research

4. Student Research (If applicable)

- Statement of philosophy for engaging in student research;
- Listing of each student research project with the names of the students, dates, purpose of the research, expected outcomes, e.g., presentation, course requirement, publication;
- Outcomes of all student research to date.

5. Information/Evidence to support funding/grants (If applicable)

- Information /documentation about the funding source, the review process, and the acceptance rates;
- Explanation of impact of the grant-related research to specific research agenda, research goals, and/or to the profession
- Copies of reports/results of grant.

6. Alternative Forms of Scholarship (If applicable)

- Copies of all work-products;
- Evidence of peer-review process
- Discussion/evidence of impact on research agenda, long-term impact on scholarly contribution to the profession.

Appendix C: Service

1. Statement of candidate's philosophy of service
2. Informative description of service provided, including verification when possible
3. Awards won for outstanding service

Guidelines for Promotion to Rank of Professor

The criteria applicable to appointment at the rank of Professor of Exercise Science or Sport Studies are those already indicated as applicable to the rank of Associate Professor in the Department of Exercise Science and Sports Studies *Tenure and Promotion to Rank of Associate Professor Policies and Procedures*. In addition to the criteria for rank of Associate Professor, candidates for appointment at rank of Professor should be clearly established and highly regarded as scholars in the fields of Exercise Science or Sport Studies, and have demonstrated the ability to direct a targeted research agenda and engage students as part of this research.

Appointment or promotion to the rank of Professor of Exercise Science or Sport Studies is not an expected or guaranteed progression of the career but rather a recognition of outstanding performance; an individual must have a sustained period of scholarly activity since promotion to Associate Professor that is apparent through publications, other forms of scholarly communication, presentations, and or grants that companion a clear research program. Teaching quality is expected to be maintained and improved and the candidate should have made additional contributions to the academic community through committee assignments (often as chair) at the department, school and University levels. Furthermore, the candidate is expected to have made service contributions to his/her/their scientific community and/or professional organizations.

Outstanding accomplishments are standard for those faculty holding rank of Professor of Exercise Science or Sport Studies. Clear and convincing evidence must be submitted as part of a thorough dossier (See Department of Exercise Science and Sport Studies *Tenure and Promotion to Associate Criteria Appendix: Evidence for Dossier*) to demonstrate that each candidate has the credentials to achieve the rank of Professor of Exercise Science or Sport Studies.

Criteria for Promotion to the Rank of Professor

The candidate demonstrates outstanding accomplishments in the following categories of the Tenure/Promotion policy:

Teaching

The Department of Exercise Science and Sport Studies recognizes the importance of teaching as a criterion for promotion as referenced by the University's *Faculty Handbook*. Candidates are expected to demonstrate outstanding accomplishments in teaching. A commitment to improving teaching can be demonstrated by strong and ongoing professional development. See *Tenure/Promotion to Associate Criteria Appendix* for a rubric of categories to display evidence of teaching.

In addition to meeting the teaching *Criteria for Promotion to Rank of Associate Professor*, promotion to rank of Professor requires:

- **High-impact Pedagogies**

Candidates for promotion to rank of Professor should include course materials, tasks and activities that reflect a thorough and deep understanding of the discipline founded in current and

evidence-based knowledge, skills, and abilities that align with expectations from ACSM/NSCA/NASSM standards. Courses should include reliable, valid, and transparent assessments that are both formative and summative in nature and that accurately measure students' knowledge, skills and abilities. The assessment plan should also incorporate opportunities for student self-assessment and reflection and incorporate principles of universal design to ensure equitable assessment for all students.

- **Academic Advising**

Candidates for promotion to rank of Professor should have an established method of assessing advising for effectiveness and student satisfaction. The advising assessment method should include a demonstration of adjustments incorporated into the advising process.

- **Professional Development**

Candidates for promotion to rank of Professor should maintain a discipline-related, high quality professional development action plan that includes effective and thorough plan assessment. Professional development activities should further increase the candidate's knowledge, skills, and abilities that align with ACSM/NSCA/NAASM standards.

- **Curriculum Development**

Candidates for promotion to rank of Professor should demonstrate increasingly significant curricular revision(s) and/or evidence of contributions to new program development. They may also demonstrate evidence of leadership in curriculum development, interdisciplinary collaboration and/or curriculum committees.

Scholarship

The Department of Exercise Science and Sport Studies recognizes the importance of scholarship as a criterion for promotion as referenced by the University's *Faculty Handbook*. Evaluation of the candidate's scholarship will be based primarily on the candidate's publication record. Only works published or accepted for publication after the date that the candidate submitted their dossier and application for the rank of associate professor may be included. The Promotion Committee will also consider other signs of the candidate's scholarly growth and development, such as direction of student-authored research, regular and high-level presentations or papers at local, state, and national conferences, and grant awards received by the candidate. See *Tenure/Promotion to Associate Criteria Appendix* for a rubric of categories to display evidence of scholarship.

The candidate should include the following (as applicable):

1. A well-articulated description of the candidate's research agenda that indicates the connection or relationship within research projects.
2. A table that lists publication information such as acceptance rate; type of review; circulation numbers; impact factor of journal.
3. A table that provides information about professional presentations (e.g. level of conference; acceptance rates).

4. A table that lists grants and contracts submitted and/or funded and includes funding sources; amounts and target group; contribution to university mission.

In addition to meeting the scholarship *Criteria for Promotion to Rank of Associate Professor*, promotion to rank of Professor requires:

- **Publications**

Candidates for promotion to rank of Professor should continue to publish manuscripts in top-tier journals with high impact scores. Emphasis will be placed on first authorship and significance of contribution to the field. Additionally, involvement and direction of student-authored research is expected. Publication of books or chapters in books from top-tier publishers with well-known editors in discipline related content will also be considered. A minimum of three peer-reviewed publications while at rank of associate is expected.

- **Presentations**

Candidates for promotion to rank of Professor should continue to present at state, regional and national conferences in the field. Other presentations outside of conferences may also be considered should they be high-level.

- **Grants**

In addition to publications and presentations, grant attainment is often a highly valued scholarly endeavor. External funding can be from Federal, State, Foundation, or Industrial sources. Grantsmanship should be commensurate with the field of research with the recognition that the dollar amount of awards varies among fields/projects. Grantsmanship is not a requirement for promotion to Professor but may be considered in similar merit of scholarship as publications depending on the amount and overall impact of the grant.

Service

The Department of Exercise Science and Sport Studies recognizes the importance of service as a criterion for promotion as referenced by the University's *Faculty Handbook*. Evaluation of service to the Department, University, profession, and community will be based upon the candidate's unique and exemplary contributions. According to the University's *Faculty Handbook*, the candidate must be recognized as outstanding and a leader. See *Tenure/Promotion to Associate Criteria Appendix* for a rubric of categories to display evidence of service.

In addition to meeting the service *Criteria for Promotion to Rank of Associate Professor*, promotion to rank of Professor should include service in each of the following areas:

- **Service to the Department/School/College/University**


Candidates for promotion to rank of Professor should strive to maintain an active leadership role in Department/School/College/University committees. Other areas of service could include program or curriculum development or restructuring. Other areas of service may include but are not limited to program or curriculum development/restructuring, and unique efforts contributing to the growth and success of the candidate's respective Department/School/College/University, etc.

- **Service to the Profession**

Candidates for promotion to rank of Professor should maintain active membership in discipline-related associations/organizations (such as ACSM, NSCA, NAASM) with an emphasis on participation in committees and potential leadership roles. Additionally, serving as a peer reviewer for journals, book chapters, and books will also be considered.

- **Service to Community**

Candidates for promotion to rank of Professor should strive to be an active member of the community and volunteer their time in discipline specific activities.

Approved: 
Provost & Acad. V.P.
10/4/2021