

Kean University

Tenure and Promotion Guidelines for Professorial Rank Faculty:
Department Expectations for Scholarship, Teaching and Service
Department of Health and Human Performance
College of Health Professions and Human Services

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PURPOSE

To articulate the standards and procedures for promotion and/or tenure for the Department of Health and Human Performance.

APPLIES TO

Tenure-Track Faculty within the Department of Health and Human Performance.

CAMPUS

KU and WKU

ORIGINS OF THESE CRITERIA

In the development of these criteria, the Health and Human Performance department was guided by the policies suggested by University-Wide Tenure and Promotion Guidelines.

MISSION OF THE DEPARTMENT

The criteria presented within this document are designed to promote the fulfillment of the Department's mission.

The mission of Kean University's Department of Health and Human Performance is to prepare our students to become leaders, educators, practitioners, clinicians, therapists and researchers in their respective health professions including exercise science, public health, recreational therapy and recreation administration: community recreation and sport and event management. We accomplish our mission by our commitment to academic excellence, evidence-based practice, and engagement in research and interprofessional education with Kean academic disciplines, with community organizations and programs throughout New Jersey.

HHP Goals

1. To ensure that all HHP academic programs provide students with the tools needed to be successful health advocates, and practitioners by providing them with a world class education through academic programs that are accredited and reflect best practices in their respective fields.
2. To advocate and promote inclusion, health equity, reduction of health disparities and the right of all individuals to have access to health opportunities, programs and services.

3. To partner with communities and other disciplines to maximize opportunities to educate our students and their constituencies in how to achieve healthy lifestyles.
4. To contribute to growth of our prospective professions through faculty research and grant initiatives.
5. To promote a multidisciplinary/interdisciplinary approach to health that includes the fields of exercise science, public health, recreational therapy and recreation administration and others.

CONTEXT

The Department of Health and Human Performance offers both undergraduate and graduate courses across four disciplines including Exercise Science, Public Health, Recreation Administration, and Recreational Therapy. Within the department, there are a Bachelor of Science programs in Exercise Science and Exercise Science Pre-AT/PT, a Bachelor of Science in Public Health, and a Bachelor of Arts program in Recreation Administration, and a Bachelor of Arts program in Recreational Therapy. Additionally, the department provides a Master of Arts program in Exercise Science.

Departmental Expectations for Scholarship

In the following sections the procedures and standards for scholarship in the Department of Health and Human Performance are provided for tenure-track faculty seeking tenure and/or promotion to the rank of associate or full professor. These criteria are aimed at acknowledging and rewarding excellence in research, scholarly activities, and academic contributions. They encourage continuous professional development and contributions to one's field. The criteria cover various academic endeavors, including publishing peer-reviewed journals, authoring books, securing grant finds, presentations, student collaborations, and other scholarly engagements. The following guidelines serve as the benchmark for the Department of Health and Human Performance's scholars and those evaluating their work, outlining the essential standards for both the quality and quantity of academic activities necessary for tenure and/or promotion at Kean University. Faculty members are expected to demonstrate a consistent record of research and scholarly activities in the following three categories:

A. Tier 1 Scholarship

- Publications (published or accepted) in “Peer-reviewed” scholarly journals, including:
 - Empirical studies
 - Critical review of literature (systematic reviews or meta-analyses)
 - Methodological articles
 - Conceptual or theoretical articles
 - Peer-reviewed practical studies
 - Case studies
 - Studies focusing on teaching in the field
 - Interdisciplinary studies
- Successfully funded “peer-reviewed” external grant proposal as Principal or Co-Investigator

B. Tier 2 Scholarship

- Publications of scholarly books, chapters, or textbooks
- Presentations (poster/oral) of peer-reviewed work at conferences
- Invited talk/presentations (e.g., keynote speaker, invited lectures, conference speaker, etc.) at conferences, workshops, or institutions
- Participation as a panelist or speaker in workshops, panel discussions, presentations, or research briefs at conferences
- Publications in referred conference proceedings
- Successfully funded internal grant at Kean or non-peer-reviewed external grant
- Publications of book reviews, interviews, or introduction to the Special Issue published in journals
- Creative activities, exhibitions, or performances at international, national, or regional levels (may qualify for Tier 1 based on scale and quality)
- Scholarly innovation (e.g., apps, educational materials, patents, research tools, innovative products, etc.) in the field

C. Tier 3 Scholarship

- Publications in non-peer-reviewed sources (e.g., government publication, newspaper or magazine article, etc.)
- Editorial or reviewer roles for scholarly journals, conferences, or books
- Research collaboration with students excluding class research projects
- Mentorship (as advisor/chair/member) in thesis or dissertation project
- Submission of internal and external grant applications
- Submission of scholarly articles under review

**High Impact Journal/Article:*

- Journal ranked 'Q2' or higher in the [Scimago Journal & Country Rank \(SJR\)](#)
- Journal ranked 'B' or higher in the [Australian Business Deans Council \(ABDC\) Journal Quality List](#)
- 1 or higher impacted journal in Journal Impact Factor by [Journal Citation Reports \(JCR\)](#)

***External peer-reviewed Grant (\$ 50,000 and over):*

- Federal/State/Foundation Grants (NIH, NSF, NJ Health, NJ Human Services, etc.)
- Private (competitive or continuation) peer-reviewed grants

Tenure and/or promotion to the rank of associate professor.

In the Department of Health and Human Performance, the following scholarship expectations to meet University standards apply for the award of tenure and/or promotion to the rank of associate professor:

Promotion to ASSOCIATE PROFESSOR

Candidates should demonstrate a sustained record of high-quality research and scholarly activities with significant involvement across three tiers. Require a minimum of six entries, including at least two in high-impact journals* or external grants** in Tier 1, two entries in Tier 2, and two entries in Tier 3.

Tenure and/or promotion to the rank of professor.

In the Department of Health and Human Performance, the following expectations to meet University standards apply for promotion to the rank of professor:

Promotion to FULL PROFESSOR

Candidates must exhibit ongoing and steady scholarly contributions across all tiers, with seven entries, including three in high-impact journals or external grants in Tier 1, two entries in Tier 2, and two entries in Tier 3.

Departmental Expectations for Teaching

In addition to the criteria established in the general university guidelines, in the following sections the procedures and standards for teaching in the Department of Health and Human Performance are provided for tenure-track faculty seeking tenure and/or promotion to the rank of associate or full professor.

Teaching is a core activity of the university, and all faculty members are expected to achieve excellence in this role. Each one of the degree programs in the Department of Health and Human Performance have a professional association, accrediting body and/or certification body that contribute to the overall competencies or expectation of what a faculty member assigned to that program may specifically expect to reflect in their teaching.

These agencies include:

American Public Health Association
Council on Accreditation for Public Health
American Therapeutic Recreation Association
National Council or Therapeutic Recreation Certification
Committee on the Accreditation of Allied Health Programs
Committee on Accreditation of Recreation Education (CARTE)
Committee on Accreditation for the Exercise Sciences
American College of Sports Medicine
Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT)
National Recreation and Park Association
Commission on Sport Management Accreditation (COSMA)

While at the current time none of our programs are formally accredited, all programs are expected to follow the guidelines of the existing accrediting and certification agencies as they pertain to the qualifications for faculty. While not accredited, each program should follow the criteria established for accreditation as closely as possible and this includes all course outlines to reflect that criterion.

HHP supports the Boyer Model of Scholarship. This model defines teaching as including:

The teaching element of scholarship “recognizes the work that goes into mastery of knowledge as well as the presentation of information so that others might understand it.” “Teaching, at its best, means not only transmitting knowledge, but transforming and extending it as well” – and by interacting with students, professors themselves are pushed in creative new directions. These scholars ask “How can knowledge best be transmitted to others and best learned?” Boyer, Ernest L., 1990. Scholarship reconsidered: priorities of the professoriate, A special report. The Carnegie Foundation for the Advancement of Teaching, Princeton University Press, 151 p.

Simply put, teaching involves sharing information and experiences in an organized manner, grounded in specific subject matter, with the intention of promoting psychological and intellectual growth in the individuals with whom we interact as teachers. In HHP, teaching settings include:

- Traditional classrooms setting
- Online instruction
- One to one instruction
- Laboratory
- Clinical Work
- Community engaged learning
- Non-classroom instruction such as
 - independent study
 - supervision of interns/ student teachers – a major portion of our programs
 - co-op students

Additionally, important responsibilities of teaching in HHP include course and program design based on best practices,

- Revising and creating (a) new course(s) including courses, hybrid/online and other service-learning formats
- Creating (a) new undergraduate or graduate degree(s) in collaboration with other department faculty as well as when appropriate across disciplines based on community needs
- Mentoring and advisement of students outside of the classroom, yet relevant to teaching and learning

The department criteria for teaching have been based on a review of multiple sources of teaching effectiveness both in class and outside of direct class teaching and are applicable for tenure and/or promotion.

Sources for providing feedback include:

- Peer evaluation
- Student observation
- Course syllabus review
- Grading and assignment review
- Adherence to the course outline
- Timely completion of Canvas shell for each class
- Teaching at the beginning of assigned start time until the assigned end time for each class
- Timely submission of all university requests for information including submitting never attending student reports, academic alerts, student participation updates and timely submission of grades.
- Timely communication with students, other faculty and the administration (via Canvas, Teams, email, etc.)
- Adherence to office hours
- Quality of student advisement and mentorship as an extension of teaching

Tenure and/or promotion to the rank of associate professor.

The Statement on Teaching goes beyond teaching philosophy. It should be a reflective and detailed response to peer and student evaluations with an action plan. The action plan should be specific, including timelines and specific implementation details. If there are no specific concerns the statement should contain self-reflection on teaching experience with plans for increasing the overall effectiveness of the course and considerations for updating course materials and adding new content.

- Tenure track faculty must submit a statement of teaching every year for reappointment. Currently tenured faculty assistant professors are not required to complete a teaching statement.
- For current assistant professors planning to apply for promotion to associate professors, HHP suggests that faculty should submit all student evaluations from courses taught as an assistant professor and at least the two most recent years of peer evaluations. Applicants should also include a teaching statement describing how the faculty member responded to recommendations and concerns identified expressed in these evaluations.
- Faculty teaching effectiveness as reflected in student evaluations should be reviewed. Student evaluations provide important feedback on the effectiveness of the course instruction. However, student evaluations in their current format provide minimal insight into an instructor's effectiveness. While there is no fixed score, faculty should strive for scores that reflect above average to excellent teaching.
- Faculty should be engaged in training sessions offered by the university at least 2 times a year on enhancing teaching skills, technology, problem solving and advisement.

Classroom management is an essential component of good teaching.

- Faculty should start classes on time, and the class should run the full established class time.
- The chair should be informed about all schedule changes and adaptations.
- Additionally, grading should be done within an appropriate time so that students have a true understanding of their grades throughout the semester.
- Office hours are maintained on a regular basis. Student appointments are honored and documented in Navigate 360.
- The course syllabi should be submitted on time and be detailed in its information including grading scales, brief descriptions of assignments, exams and other expected requirements including attendance and class participation.
- Submission of required student reports including never attending, student class status should be completed by the established deadline.
- Faculty should maintain all necessary certifications and licenses required by accrediting bodies to teach specific classes. For example, Recreation Therapy certification and accreditation required that all TR courses are taught by Certified Therapeutic Recreation Specialists.
- Faculty should actively engage in department faculty meetings.

Collegiality – There is an expectation that faculty act professional and create a collegial work environment.

- Active participation in course review, development and updates as reflected in participating in HHP curriculum committee.
- Evidence of engaging students in research initiatives.
- Engage in respectful dialogue with faculty, staff and students. Dress appropriately for the work environment.

Tenure and/or promotion to the rank of professor.

In HHP, the criteria for teaching maintains a prominent place in recommending someone for promotion to Full Professor. We are a department predominately with undergraduate programs graduating students who will be practitioners in their chosen fields. Thus, teaching effectiveness is an essential and ongoing component of our degree programs.

For faculty primarily assigned to an undergraduate program, we recommend the following formula:

- 35% Teaching
- 45% Scholarship
- 20% Service

For faculty primarily assigned to a graduate program, we recommend the following formula:

- 30% Teaching
- 50% Scholarship
- 20% Service

Departmental Expectations for Service

In addition to the criteria established in the general university guidelines, in the following sections the procedures and standards for service in the Department of Health and Human Performance are provided for tenure-track faculty seeking tenure and/or promotion to the rank of associate or full professor.

Tenure and/or promotion to the rank of associate professor.

Service should include:

- Active participation in department, college and university committees, task forces and fellowships. When possible, HHP faculty should serve on at least two departmental committees and on at least one senate or college committee.

- Involvement in at least 1 professional association through having an active role on committees, task forces and elected leadership. This reflects active engagement in the profession.
- Community service to support members outside of the Kean community through volunteering and assisting with community projects
- Participation in collaborative programs and/or agencies in the community such as Special Olympics etc.
- Service awards from the university or outside agencies.

Tenure and/or promotion to the rank of professor.

- For faculty choosing to apply for the rank of professor engagement in service should involve service beyond the department level and should involve service at the college but more importantly at the university level. This includes senate committees and Task Forces formed at the University level. This service should include more leadership roles, such as Committee Chair or serving on an Executive Board in the university.
- History of service to the profession
- History of community involvement

DEPARTMENT PROCEDURE

ARTP Ratings for Performance

Using the criteria described above, the candidate's performance in the areas of teaching, scholarship, and service will be rated using the terms "exceeds", "meets", or "needs improvement", defined as follows:

1. "Exceeds" means the candidate exceeds expectations for tenure and/or promotion to this rank.
2. "Meets" means the candidate meets expectations for tenure and/or promotion to this rank.
3. "Needs Improvement" means the candidate falls below expectations for tenure and/or promotion to this rank.

Absent exceptional circumstances, no candidate may be recommended for promotion or tenure without meeting standards in all applicable areas of performance, and strong candidates are likely to exceed expectations in one or more categories.

APPROVED BY:

APPROVED ON:

DATE

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Department of Health and Human Performance
College of Health Professions and Human Services

The aforementioned disciplinary expectations detailed have been developed reviewed and approved by the departmental faculty, the College Dean, and the Provost.

NOTE: For candidates for reappointment, the disciplinary standards in effect during a faculty member's first year of employment are used for reappointment and tenure decisions. Candidates for promotion use the disciplinary standards in effect in the year in which they apply for promotion.

Department Chair

Date

College Dean

Date

Provost

Date

Review and Approval:

Effective Date: September 1, 2026

Policy Review Cycle: Years ending in 0 and 5 or as needed

This document may be amended by a two-thirds vote of the department's tenured and tenure-earning faculty. After an amendment, it must be approved by the Offices of the Dean and Provost.

Change History: