

DEPARTMENT OF HEALTH, HUMAN PERFORMANCE, AND RECREATION
FACULTY PROMOTION AND TENURE POLICY
Revisions approved by the department November 7, 2005

The promotion policy of the Department of Health Human Performance and Recreation is consistent with the University's Faculty Promotion Policy (Faculty Senate Bill 03-A-06) on academic rank. The Department's criteria address each area of faculty duties: teaching effectiveness, professional growth, and service.

Candidates are responsible for **documenting** their levels of performance in teaching effectiveness, professional growth, and service. In addition to the written Record of Service, candidates must compile and provide supportive evidence to substantiate entries. The template for the Record of Service on the following pages is not intended to be all-inclusive. Candidates may include entries that are not specifically mentioned in the following listing. This allows candidates to include additional evidence that is supportive of their application for promotion. Candidates should write sufficient narrative descriptions to clarify the relevance and significance of entries in the Record of Service. Candidates must recognize that these narratives need to clarify and convince readers outside the candidate's discipline of the professional significance of their activities pertinent to promotion to the next rank. This is of special importance in the Teaching Effectiveness and Professional Growth categories where the candidate must present a case for high quality or very high quality activities.

Performance standards under each area of faculty duties are graded as Unsatisfactory, Good, Superior, or Outstanding. Eligibility for each academic rank is based upon the performance under each level of the faculty performance standards. The minimum standards for each academic rank are as follows:

- Assistant Professor: A rating of superior in teaching effectiveness and a rating of good in professional growth and service.
- Associate Professor: Two ratings of superior, one of which must be in teaching effectiveness, and one rating of good.
- Professor: Two ratings of superior and one rating of outstanding.

Definitions

1. *Sustained* indicates that accomplishments are not single or isolated occurrences during the evaluative period. Sustained does not equate with "continuous" or "unrelenting" nor does sustained require that entries for each category be made every year. The candidate may choose to be evaluated over the entire time in service at the current rank or at minimum over the most recent four year period. The candidate should make such distinction on the cover page of the record of service.
2. *Significant* relates to a level of performance which is more closely defined in the Performance Standards for each of the areas to be evaluated.

3. *Effective teaching* involves the use of teaching strategies to achieve course objectives to the satisfaction of all those concerned with the academic process, consistent attempts to improve teaching content and communication with students while accommodating students of varying learning patterns, involvement in the process of curricular development through the examination of current curriculum. An expanded definition is presented at the start of the Teaching Effectiveness section of the template.
4. *Quality* in the area of Professional Growth is to be determined by factors such as the level and extent of involvement in professional organizations and activities, the quality of journals in which one publishes (using criteria required in template), the extent of peer-review of presentations, the scope of the journals in which one publishes, the nature of the setting at which one presents research (national v. regional; discipline specific v. out of discipline), competitiveness of grants received, etc.

Tenure

The same template is to be used in preparation of the Record of Service for Tenure. In accordance with the Faculty Handbook decisions regarding tenure shall essentially conform to departmental standards for promotion from assistant to associate professor. (Faculty Senate Bill 03-A-05) Candidates should consult the Faculty Handbook for the calendar for tenure consideration, evaluation procedures, appeal processes, and a definition of tenure. Candidates are encouraged to familiarize themselves with this procedure prior to applying for tenure consideration.

RECORD OF SERVICE

The Record of Service will include a cover page in the following format:

RECORD OF SERVICE FOR (PROMOTION/TENURE)*

Name _____ Department _____

Present Rank _____ Length of Service at University _____

Years of Service at Each Rank:

Instructor _____ Associate Professor _____

Assistant Professor _____ Professor _____

Academic years being evaluated _____

Degrees Held; Institution; Date

*Candidate will indicate if document is intended as Record of Service for Tenure or Promotion. If the Record of Service is for Promotion the header should include the rank for which the candidate is applying (i.e., Record of Service for Promotion to the Rank of Associate Professor). Candidate must also include page numbers and a running head which includes the candidate's surname (i.e., Smith Record of Service for Promotion).

I. Teaching Effectiveness

Effective teaching involves the use of teaching strategies to achieve course objectives to the satisfaction of all those concerned with the academic process: students, faculty peers, institutional administrators, and the instructor. An effective teacher is one who consistently improves teaching content and communication with students while accommodating students of varying learning patterns through the use of a variety of teaching methods. Faculty members should also be involved in the process of curricular development through the examination of current curriculum as it meets the requirements of external reviewers (e.g., accreditation boards, program review boards) and those with an interest locally, such as students, employers, and internship supervisors.

A. Evaluative Support for Teaching (must include numbers 1-4)

1. Evaluation of college dean

2. Evaluation of departmental chairperson

Using departmentally-approved peer evaluation form and/or a written evaluation of candidate's teaching after classroom observation and/or through examination of Web course contents.

3. Peer assessments

- a. Using the departmentally approved peer evaluation form colleagues from the department or another closely related department evaluate classroom teaching of the candidate. If a faculty member from another department provides an evaluation, the candidate should explain why this individual was chosen.
- b. Up to three letters of support from colleagues of equal or higher rank whose qualifications and experience lend validity to the candidate's assessment.

4. Student evaluations

The candidate must provide some form of student evaluation data. In accordance with Section III.C.10. of the *Faculty Handbook* (Faculty Senate Bill 99-A-03), faculty are not required to provide traditional classroom evaluations. The candidate is encouraged to supply student evaluation data using the departmentally approved instrument. In addition to narrative, the candidate shall provide data in a form that is easily referenced, such as in a summary table of student evaluations.

5. Self assessment information

In this section the candidate presents information that is reflective in nature. The candidate will discuss weaknesses and or shortcomings that have been identified in previous evaluations and identify how these issues have been addressed. The candidate should also highlight strengths and attempts which

have been made to meet student needs, including accommodations for students of varying learning styles.

6. Other

Criteria other than IDEA evaluations that reflect on classroom performance may be submitted. Each activity presented must be annotated by the candidate to provide support for the enhancement of teaching effectiveness, including a self-evaluation statement indicating the relationship of the activity to the candidate's own teaching assignments.

B. Curricular Involvement

1. New courses developed and/or taught

Indicate if candidate was primary, secondary, or a contributor in the development of the course. In addition, if final course approval has been achieved the dates of approval need to be identified.

2. Revision of established course. Include syllabi where appropriate.

Indicate if candidate was primary, secondary, or a contributor in the revision of the course; the degree to which revisions were required (e.g., a change of course description would be considered minor while a change of 50% of course content and the order of presentation would be considered major); and the significance of the revision (e.g., accreditation, addressing perceived weaknesses in program, etc.).

3. Evidence of involvement in curriculum development.

Indicate if candidate was primary, secondary, or a contributor in the activity. Describe each activity and its significance. In addition, if final approval of the curriculum has been achieved the dates of approval need to be identified.

4. Development of Web course or other alternative methods of instruction.

5. Other

Any other accomplishment in the area of curricular involvement that the candidate does not feel fits into any of the above categories.

C. Teaching Responsibilities

1. Courses taught (course numbers and titles)

2. Efforts to improve individual teaching

Identify workshops, symposia, etc. which were designed to improve instruction or approaches to teaching (e.g., CSTL Workshops). The candidate must identify the purpose of the activity and its significance. The candidate may also discuss innovations to courses that have improved learning of concepts,

addressed different learning styles of students, access to information (course web sites), enhanced experiential learning, assessment, etc.

3. Advising

Academic advising of undergraduate and graduate students. Indicate number of advisees and any special activities (i.e., group advising sessions) in which the candidate was involved. Also to be included in this category are activities such as participation in First-Step and Transfer Orientation.

4. Other

Candidates are encouraged to include up to 5 letters from former students. Indicate if the letters were solicited. In addition, the candidate may include any other information that may be pertinent but do not fit into another category, such as uncompensated overloads.

Performance Standards

- Outstanding = A sustained record of effective teaching in all evaluation categories (Items A1-A5) and evidence of significant involvement in sections B and C. Significant involvement is demonstrated by involvement in major course or curricular revision/development or development of Web or alternative methods of instruction.*
- Superior = A sustained record of effective teaching in all evaluation categories (Items A1-A5) and evidence of involvement in sections B and C.*
- Good = A sustained record of effective teaching in all evaluation categories (Items A1-A5) and involvement in section C.*
- Unsatisfactory = Does not meet criteria for performance standard of Good.*

II. Professional Growth

A faculty member in the Department of Health, Human Performance, and Recreation is expected to focus on scholarly or creative agenda that demonstrates progress from the initial inquiry to a distinct product that is tangible, public and/or peer reviewed. Professional growth may be demonstrated by contributing to new knowledge, professional and scholarly involvement within the professional field of expertise, continued education and/or recognition of expertise. In addition, the faculty member is expected to actively seek opportunities to enhance his/her knowledge as a teacher-scholar in ways that relate to teaching, learning, and dissemination of knowledge, critical thinking skills, and creative activities. (When documenting activities, **do not** list entries twice, even if a presentation and a publication resulted from the same body of work. It is acceptable to note in parentheses that "a presentation also resulted from the body of work".)

A. Professional Development

1. Education or professional experience contributing to effectiveness as a faculty member.
Identify the specific activity or activities and discuss the significance of each. Graduate and/or post-graduate education which is a requirement for the position may not be considered in this category.
2. Travel which contributes to effectiveness as a faculty member.
Identify the specific activity or activities and discuss the significance of each. Examples of items that fit into this category would be touring facilities to gather information to share with students in class or interacting with professionals in ways that broaden one's knowledge of the field. Travel to collect data for dissertation projects, to meet with dissertation advisor or committee, or to defend the dissertation may not be included in this category. Similarly, travel to conferences may not be counted in this category as there is a separate category for that activity.
3. Professional institutes, seminars, and conferences attended (give place and date).
4. Professional organizations actively participated in as an officer or on program (give place and date).
5. Current memberships in professional organizations.
6. Honors received, including fellowships awarded, research support, and professional listings.
7. Other.

B. Scholarly Activities

In this category those activities which are peer-reviewed are considered to be of greater value than are others. While a premium is placed on peer-reviewed periodical publications and professional presentations, other activities that demonstrate that the candidate successfully competed for space/time with other professionals are of similar value. In the disciplines represented by this department few books are truly peer-reviewed. However, if a book or monograph is peer-reviewed, it would be considered equal to peer-reviewed periodical publications and professional publications.

1. Professional publications.

For all items in this category it is essential that the candidate indicate their level of involvement. The work in this area must demonstrate scholarly involvement beyond editing, work processing, or creation of tables or diagrams.

a. Books

Indicate if book is peer-reviewed and the process (blinded/non-blinded) for the review including the number of reviewers.

b. Book Chapters

Indicate if book chapter or book is peer-reviewed and the process (blinded/non-blinded) for the review including the number of reviewers.

c. Peer-reviewed periodical publications (include descriptive information such as journal circulation, rejection rate, review process [refereed, # of reviewers], author contribution to the article [conception and design; acquisition, analysis, and interpretation of data; drafting, critical revision, and approval of article])

d. Proceedings

Indicate if peer-reviewed and the review process

e. Professional Reports

Indicate if peer-reviewed and the review process

f. Book Reviews

Indicate if peer-reviewed and the review process

g. Abstracts

Indicate if peer-reviewed and the review process

h. Non-peer reviewed periodical publications (magazine, newsletter, newspaper)

2. Creative/Scholarly activities.

a. Professional Presentations (arrange into appropriate categories [national, regional, state, local] [invited, oral, poster] and include review process)

b. Grants (Arrange into appropriate sections: internal, external)

3. Identify work in progress.

4. Other.

(e.g., Reviewing for refereed journal submissions)

Performance Standards

- Outstanding = A sustained record of very high quality scholarly and professional activities including significant involvement in three categories from A, as well as B1c and B2a. In order to be significant the candidate must be involved in professional organizations beyond membership and/or have demonstrated efforts to enhance professional development, plus peer-reviewed professional activities (presentation and publication) on a national level. Thus, the candidate is expected to have published and presented at the national level. The number of publications required is to be balanced with the quality of the peer-reviewed journal in which they appear.*
- Superior = A sustained record of high quality scholarly and professional activities including significant involvement in A, B1c and B2a. In order to be significant the candidate must be involved in professional organizations beyond membership and/or have demonstrated efforts to enhance professional development, plus peer-reviewed professional activities (presentation and publication) on a national level. Thus, the candidate is expected to have published and presented at the national level. The number of publications required is to be balanced with the quality of the peer-reviewed journal in which they appear.*
- Good = A record of quality scholarly and professional activities including involvement in A, B1c and B2a. Thus, the candidate is expected to have published and presented at the national level. The number of publications required is to be balanced with the quality of the peer-reviewed journal in which they appear.*
- Unsatisfactory = Does not meet criteria for performance standard of Good.*

III. Service

A faculty member in the Department of Health, Human Performance, and Recreation is expected to provide service to the university and civic communities. In the process, faculty members are expected to demonstrate some leadership within committees and organizations with which they become involved. Faculty members are expected to share their professional scholarly expertise and gifts with the civic community for the enhancement of the community.

A. University Service

1. Membership on departmental committees. Indicate whether chairperson and note years of service. Identify subcommittees on a separate line under the main committee
2. Membership on college-level committees. Indicate whether chairperson and note years of service. Identify subcommittees on a separate line under the main committee
3. Membership on University-level committees. Indicate whether chairperson and note years of service. Identify subcommittees on a separate line under the main committee
4. Non-teaching duties. Indicate if release time or other compensations were granted and the amount of release (e.g., 0.25 FTE) or compensation
Student recruitment activities, such as Show-Me Days, preparation of recruitment materials, etc. are to be included in this category.
5. Supervision (list date and other pertinent information, such as titles, number, credit hours, etc.)
 - a. Supervision of independent studies.
Identify student and the work done in the independent study
 - b. Thesis adviser of graduate students.
Identify student, title, graduation year, and other committee members
 - c. Other supervision of graduate students.
In cases of applied research papers (papers associated with HL 691) the candidate should identify the student, title, and graduation year.
 - d. Member of thesis or honors committees.
Identify student, title, graduation year, and committee chair
 - e. Supervision of course papers of graduate students.
Identify student, title, graduation year, and committee members (if applicable)
 - f. Supervision of assistants, undergraduate and graduate
List the number of students and nature of supervision.
 - g. Advising of professional student organizations within the department.
 - h. Other.

6. Sponsorship of campus organizations or groups (department, college, or University-wide), other than student professional organizations listed in III.A.5.f. above.
7. Contributions to classes either intradepartmental or interdepartmental
Includes any speeches, exhibitions, performances, demonstrations, etc. provided for classes either in traditional settings or in continuing education classes.
8. Contributions to student or faculty/staff groups
Includes any speeches, exhibitions, performances, demonstrations, etc. to groups associated with the University (e.g., CPR certification for staff, AED instruction, lectures to staff organizations, or staffing the employee Wellness Screening)
9. Other.

B. Professionally-Related Community Service

1. Contributions to off-campus groups
Identify the contribution and the relationship to the candidate's area of expertise. Entries in this category may include membership on a board or task force; lectures, speeches, presentations, or demonstrations; contributions to projects initiated by community organizations, etc.
2. Service to area schools
Identify the nature of the service, (e.g., speaking at career day, consultation, etc.)
3. Other professionally-related activities
Identify the nature of the activity and the relationship to the candidate's area of expertise.

Performance Standards

Outstanding = Sustained significant record in at least 4 numbered items from A, 2 of which must come from A1, A2, or A3, and at least 1 numbered item from B. In order to be considered significant the candidate must have demonstrated leadership of committees/organizations at some level (departmental, college, university). Leadership is not restricted to chairing committees, but documented evidence (i.e., letters of support) that show that the candidate spearheaded efforts in some way.

Superior = Sustained significant record in at least 3 numbered items from A, 2 of which must come from A1, A2, or A3, and at least 1 numbered item from B. In order to be considered significant the candidate must have demonstrated leadership of committees/organizations at some level (departmental, college, university). Leadership is not restricted to chairing committees, but documented evidence (i.e., letters of support) that show that the candidate spearheaded efforts in some way.

Good = Significant record in any 2 of the following: A1, A2, or A3, as well as 1 numbered item from B. In order to be considered significant the candidate must have demonstrated leadership of committees/organizations at some level (departmental, college, university). Leadership is not restricted to chairing committees, but documented evidence (i.e., letters of support) that show that the candidate spearheaded efforts in some way.

Unsatisfactory = Does not meet criteria for performance standard of Good.

Appendix A

General Guidelines for Preparing Promotion and Tenure Record of Service

1. Follow the University's procedures and timetables specified in the Faculty Handbook. The Faculty Handbook is online at <http://www2.semo.edu/provost/handbook/> The Promotion and Tenure information may be found in section II. FACULTY POLICIES AND PROCEDURES.
2. Collect and provide documentation that substantiates the candidate's professional profile and performance.
3. Include a minimum of three letters from colleagues from within or external to the university of equal rank or above in section I.A.3.b. The candidate shall request the writer to speak mainly to one of the three categories being evaluated. Each of the three areas must be addressed by at least one peer evaluation letter. Colleagues submitting letters should send them to the Chairperson of the Department. The Chairperson will inform the candidate when each letter has arrived.
4. Record of Service entries and supporting materials to be considered for promotion and tenure shall be relevant to the candidate's field of professional expertise. The candidate should provide explanation for inclusion of items that might appear to not be directly related to the field of professional expertise in the Record of Service. Entries in the Record of Service should include adequate description so that reviewers from outside of the candidate's discipline can understand their significance.
5. Entries should have been completed since the time of the candidate's previous promotion. Exceptions may be made in order to demonstrate a sustained effort of continuation of a particular scholarly or pedagogical trend.
6. Entries should not be duplicated within the Record of Service. For instance, if a presentation is listed and an abstract was published in association with the presentation, the abstract should not be listed. A candidate may choose to list the abstract and not the presentation. Exceptions are made when selected abstracts or proceedings are published. A candidate can list attendance at a conference, symposia, or workshop at which a presentation was made, the assumption being that the conference, symposia, or workshop includes more information than the candidate's presentation(s).
 - Other examples of duplicate listings that should be avoided:
 - listing a manuscript, book, book chapter, or abstract as submitted and as published
 - listing attendance at a workshop to improve teaching under I.C.2 – Efforts to improve individual teaching and I.A.5. – Self assessment information.
 - listing items under II.A.4. – Professional organizations actively participated in as an officer and III.B.1. – Contributions to off-campus groups or III.B.3. – Other professionally related activities
7. The candidate should take every opportunity to discuss with the Promotion and Tenure Advisory Committee or Chair of the Department entries and how they should be listed and what information should be included in the entry description.