

**Department of Kinesiology and Health Promotion**  
**Tenure and Promotion Guidelines**  
**Regular Title Series Associate Professor and Professor**

The Department of Kinesiology and Health promotion resides within a R1 Research Institution, and seeks to serve its local, state, regional, national, and global communities in a number of ways.

Vital to this mission is scholarship that addresses the concerns and opportunities of these communities. Such scholarship:

- involves intellectually rigorous projects that engage faculty members in a collaborative and sustained manner with those communities;
- works to solve the problems of and further the interests of those communities; and
- results in external funding, peer-reviewed publications, peer-reviewed collaborative reports, and other peer-reviewed documents, where peers are defined as the constituency for whom the product is produced.

**The** evaluation of a faculty employee's performance should be commensurate with his or her approved distribution of effort agreement".

These criteria should be viewed as a general guide versus a rigid checklist. The Department recognizes and affirms that an individual's scholarly and creative agenda and discipline reflect unique characteristics, and these factors may necessitate different—but equally appropriate patterns of productivity. It is incumbent upon the candidate to make a compelling case for the strength of the scholarly and creative record in all cases, but particularly in those that differ from the standards outlined in this document. This case should be made in the candidate's scholarship statement. Furthermore, while these guidelines describe the baseline level of accomplishment, the simple attainment of this level of productivity does not guarantee promotion.

**Promotion to Associate Professor**

**1. Effectiveness in Teaching and Mentoring**

Types of evidence for effectiveness in teaching and mentoring include the following:

- Command of the subject
- Ability to organize and present subject matter in a logical and meaningful way
- Ability to motivate undergraduates
- Ability to stimulate creativity in graduate students
- Creative and effective use of innovative teaching methods and curricular innovations

**Examples of documentation for teaching and mentoring include the following:**

- Statement of teaching philosophy
- Course materials
- Systematic student evaluations for each course each semester (including summer and previous spring) as documented in teacher course evaluations (TCE)
- Grade distribution (and comments, if desired, about relationship of grades and nature of course)

- Evidence of supervision of student projects and other forms of mentorships
- Evaluation by department chairs
- Comments of peers (i.e., peer teaching evaluations), colleagues and/or pedagogical experts
- Teaching awards
- Obtaining mid-semester feedback, reflecting, and documenting action steps taken

**Evaluation Criteria to Indicate Effective Teaching and Mentoring:**

- Demonstrate satisfactory performance in TCE
- A minimum of 2 peer evaluations that demonstrate satisfactory outcomes

**2. Effectiveness in Research and Scholarly/Creative Activities**

Types of evidence and documentation for effectiveness in research and scholarly/creative activities include the following:

- Research Grants/Contracts: Faculty member should be able to demonstrate a record of seeking and/or receiving external and internal funding to support research agenda.
- Publications: e.g., appropriate textbooks, books or chapters in books, articles in refereed journals, monographs, refereed and non-refereed conference proceedings, book reviews and other related items, written reviews and evaluations by qualified peers. In order to provide for appropriate review of solo or first/last author papers, faculty should provide information as to senior authorship recognition within the faculty's respective field for articles/publications. Senior author publications are expected as the faculty member develops a domestic/international presence in their respective research-based field. Publications with trainees are also highly valued and demonstrate the faculty member's ability to mentor a trainee through a project.
- Papers presented: Peer-reviewed papers presented at local, state, regional, national and international professional meetings (significance of the content and selection process should be considered in the process of reviewing such presentations).
- Performances or exhibitions: e.g., performances or exhibitions that are invited or juried by nationally or regionally recognized members or groups within the discipline.
- Research in progress: e.g., verification of stages or development for research in progress is mandatory.
- Contributions to the art of teaching: e.g., appropriate textbooks or education articles in peer review forum, development of computer software or audiovisual media, etc.

**Evaluation Criteria to Indicate Effectiveness in Research and Scholarly/Creative Activities:**

- Demonstrate progress towards development of a *regionally/nationally* recognized independent research program through the publication of data-driven, senior author-based scientific articles.
- Demonstrate an impact of scholarly work within respective scientific community. This will be evaluated through the use of quality-based metrics (i.e. journal impact factors, citation index metrics, etc.) and quantity of publications in a manner that is relevant to the faculty member's field of research.

**3. Professionally Related Service**

Types of evidence and documentation for professionally related services include the following:

- Service to the University; e.g., participation and leadership roles in departmental, college or school and university committees; participation in university governance; administrative service; advising students; recruitment activities; service to student organizations; other related activities
- Service to one's discipline; e.g., memberships and leadership roles in professional organizations at state, regional, or national levels. These roles can include providing expertise in reviewing manuscripts/journal articles, conference abstracts, etc.
- Service to the larger society; e.g., presentations related to the discipline; professional advice and counsel to groups or individuals; other types of service, particularly in the university's service area.

**Evaluation Criteria to Indicate Effective Professional Service:**

- Demonstrate satisfactory service at the Departmental, College or University level.
- Demonstrate satisfactory service to discipline- or professional-based organizations

**4. Other Factors for Consideration in Promotion and Tenure**

- Professional growth of the faculty member which includes courses taken for credit, courses audited, seminars attended and independent study activities (much of this evidence will be submitted on the section on teaching, service, research, and scholarly/creative activity)
- Collegiality is an intrinsic part of the review of any candidate. It should not, however, be considered apart from teaching, scholarship/research, and service. Rather, it should be considered to be essential to the role that the faculty member plays in each of the areas considered for Promotion and Tenure.

As a colleague, the faculty member:

1. Respects the free inquiry of colleagues.
2. Shows due respect for the opinions of others in exchanges of criticism and ideas.
3. Acknowledges the contributions of others to the faculty member's academic work.
4. Strives to be objective when engaged in the professional judgment of colleagues
5. Does not engage in exclusionary, exploitative, harassing, discriminatory, or retaliatory behavior towards colleagues.
6. Treats colleagues with civility, understanding and respect.

## **Promotion to Full Professor**

### **1. Effectiveness in Teaching and Mentoring**

Types of evidence for effectiveness in teaching and mentoring include the following:

- Exhibit leadership in curriculum/course development, pedagogical innovation, etc.
- Command of the subject
- Ability to organize and present subject matter in a logical and meaningful way
- Ability to motivate undergraduates
- Ability to stimulate creativity in graduate students
- Creative and effective use of innovative teaching methods and curricular innovations

**Examples of documentation for teaching and mentoring include the following:**

- Statement of teaching philosophy
- Course materials
- Systematic student evaluations for each course each semester (including summer and previous spring) as documented in teacher course evaluations (TCE)
- Grade distribution (and comments, if desired, about relationship of grades and nature of course)
- Evidence of supervision of student projects and other forms of mentorships
- Evaluation by department chairs
- Comments of peers (i.e., peer teaching evaluations), colleagues and/or pedagogical experts
- Teaching awards
- Obtaining mid-semester feedback, reflecting, and documenting action steps taken

**Evaluation Criteria to Indicate Effective Teaching and Mentoring:**

- Demonstrate satisfactory performance in TCE
- A minimum of 2 peer evaluations that demonstrate satisfactory outcomes

### **2. Effectiveness in Research and Scholarly/Creative Activities**

Types of evidence and documentation for effectiveness in research and scholarly/creative activities include the following:

- Research Grants/Contracts: Faculty member should be able to demonstrate a record of seeking and/or receiving external and internal funding to support research agenda.
- Publications: e.g., appropriate textbooks, books or chapters in books, articles in refereed journals, monographs, refereed and non-refereed conference proceedings, book reviews and other related items, written reviews and evaluations by qualified peers. In order to provide for appropriate review of solo or first/last author papers, faculty should provide information as to senior authorship recognition within the faculty's respective field for articles/publications. Senior author publications are expected as the faculty members develop an international presence in their respective research-based field. Publications with trainees are also highly valued and demonstrate the faculty member's ability to mentor a trainee through a project.

- Papers presented: Peer-reviewed papers presented at local, state, regional, national and international professional meetings (significance of the content and selection process should be considered in the process of reviewing such presentations).
- Performances or exhibitions: e.g., performances or exhibitions that are invited or juried by nationally or regionally recognized members or groups within the discipline.
- Research in progress: e.g., verification of stages or development for research in progress is mandatory.
- Contributions to the art of teaching: e.g., appropriate textbooks or education articles in peer review forum, development of computer software or audiovisual media, etc.

**Evaluation Criteria to Indicate Effectiveness in Research and Scholarly/Creative Activities:**

- Demonstrate progress towards development of a *nationally/internationally* recognized independent research program through the publication of data-driven, senior author-based scientific articles.
- Demonstrate an impact of scholarly work within respective scientific community. This will be evaluated through the use of quality-based metrics (i.e. journal impact factors, citation index metrics, etc.) and quantity of publications in a manner that is relevant to the faculty member's field of research.

### **3. Professionally Related Service**

Types of evidence and documentation for professionally related services include the following:

- Service to the University; e.g., participation and leadership roles in departmental, college or school and university committees; participation in university governance; administrative service; recruitment activities; service to student organizations; other related activities
- Service to one's discipline; e.g., memberships and leadership roles in professional organizations at state, regional, or national levels. These roles can include providing expertise in reviewing manuscripts/journal articles, conference abstracts, grant applications, etc.
- Service to the larger society; establishment of community partnerships and community engagement; e.g., presentations related to the discipline; professional advice and counsel to groups or individuals; other types of service, particularly in the university's service area providing scientific knowledge to patient advocates or consumers.

**Evaluation Criteria to Indicate Effective Professional Service:**

- Demonstrate satisfactory service at the Departmental, College or University level.
- Demonstrate satisfactory service to disciplined- or professional-based organizations

### **4. Other Factors for Consideration in Promotion and Tenure**

- Professional growth of the faculty member which includes courses taken for credit, courses audited, seminars attended and independent study activities (much of this evidence will be submitted on the section on teaching, service, research, and scholarly/creative activity)
- Collegiality is an intrinsic part of the review of any candidate. It should not, however, be considered apart from teaching, scholarship/research, and service. Rather, it should be

considered to be essential to the role that the faculty member plays in each of the areas considered for Promotion and Tenure.

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2. Shows due respect for the opinions of others in exchanges of criticism and ideas.
3. Acknowledges the contributions of others to the faculty member's academic work.
4. Strives to be objective when engaged in the professional judgment of colleagues
5. Does not engage in exclusionary, exploitative, harassing, discriminatory, or retaliatory behavior towards colleagues.
6. Treats colleagues with civility, understanding and respect.

Revised 2/27/25



**Tenure and Promotion Guidelines**

**College: College of Education**

**Unit: Kinesiology and Health Promotion**

**Approved by Provost: Tannock, 4/9/2025**

**Approved by College Dean: 2/27/2025**

**Approved by Unit Director (Indicating Approval by Faculty): 2/27/2025**