

**Department of  
Kinesiology, Sport & Recreation Management  
Criteria for Tenure and Promotion**

**Guidelines and Criteria for Tenure and Promotion**

The faculty member seeking promotion and/or tenure is to be rated by program/departmental faculty as (a) having **exceeded** program and department expectations for promotion and/or tenure; (b) having **met** program and department expectations for promotion and/or tenure; or (c) having **failed to meet** program and department expectations for promotion and/or tenure. In considering the criteria below, program and departmental faculty shall consider course load as a context for their decisions. The program and department faculty shall support any person's application that meets or exceeds department expectations, listed below, and university and TBR criteria for promotion in rank and/or tenure.

**TENURE**

**To Gain Tenure in the Department of Kinesiology, Sport and Recreation Management:**

**Qualitative Expectations in Teaching**

1. A clearly defined philosophy of education with a self-evaluation of how the faculty member pragmatically applies that philosophy.
2. A description of the connection between the faculty member's philosophy of education and the College of Education model.
3. Consistently good/positive written evaluations from students, both formally and informally, obtained by the candidate.
4. Consistently meets expectations in teaching as evidenced by written evaluations from the Chair of the department and program/department peers.

**Quantitative Expectations in Teaching**

1. Demonstration of effectiveness in at least three (3) of the following nine (9) categories: (a) articles on teaching; (b) presentations/workshops on teaching; (c) guest lectures; (d) participation in teaching classes, courses, conferences, seminars, workshops, etc.; (e) participation in seminars/courses on technology in the classroom; (f) development of new

courses; (g) revision of existing courses, particularly to utilize technology; and (h) teaching awards, (i) formal instructor ratings (e.g., from the SAI's) in the range from good to excellent in at least 80% of the tenure-review period.

### **Qualitative Expectations in Research and Scholarly Activity**

1. A clearly defined research and scholarly activities plan (broadly defined within one's primary discipline), complete with a focus on what kind of voice the person wishes to have and what kind of contribution the person wishes to make to her or his field.

### **Quantitative Expectations in Research and Scholarly Activity**

1. During the period of service as assistant professor, at least **three** (3) articles, chapters, or significant scholarly grant(s) (or any combination of **three** [3]) published or accepted for publication, in state\*, national or international refereed journals, or national publications\*\*.

\*A "state journal" article is permitted to count **once** as one of the three articles required.

#### **\*\*Equivalencies:**

**A nationally published book or textbook in which the faculty member is a first or second author will count as the equivalent of two (2) articles, chapters, or scholarly grants.**

**Further, any two (2) of the following shall count, once, as the equivalent of one (1) of the three (3) required articles, chapters, or scholarly grants: (a) presentation of a research-based refereed paper or a competitively selected poster or convention presentation at a national or international professional meeting; (b) research-based articles in refereed regional journals; or (c) research-based monographs or edited proceedings from professional meetings or seminars.**

A candidate whose normal duties have significantly changed due to administrative roles, time "bought out", or other reasons may be granted an alteration in the quantitative expectations in research and scholarly activity for the tenure and promotion process. This alteration will be determined, agreed upon, and documented by the candidate, Department Chair, and Dean prior to, or at the time of the change of the candidate's duties.

### **Qualitative Expectations in Service**

1. A clearly defined service plan, complete with a focus on meeting the needs of the program, department, college, university, and professional discipline.
2. Active participation and responsibility in **one** (1) of the following:
  - Faculty member's assigned program area,
  - Department/college/university area,
  - Professional/community area.
  - Serving on an editorial board of a national or international refereed journal.
3. Support letters that specifically address quality of service in any professional area in which service is offered.
4. Effective professional mentoring of students.
5. Effective academic advisement of students.

### **Quantitative Expectations in Service**

1. Documentation of service involvement through (a) minutes; (b) brochures; (c) surveys conducted; (d) letters; (e) PowerPoint; etc.
2. Membership in **one** (1) professional organization.

# PROMOTION

## To Gain Promotion from Instructor to Assistant Professor:

### Qualitative Expectations in Teaching

1. A clearly defined philosophy of education with a self-evaluation of how the faculty member pragmatically applies that philosophy.
2. A description of the connection between the faculty member's philosophy of education and the College of Education's Conceptual Framework .
3. Consistently good/positive written evaluations from students (both formally and informally obtained).
4. Consistently meets expectations in teaching as evidenced by written evaluations from the chair of the department and program/department peers.

### Quantitative Expectations in Teaching

1. An earned terminal degree from a regionally accredited university in a field or discipline associated with the program in which the person was hired.
2. Formal instructor ratings (e.g., from the SAI's) are primarily in the range from good to very good with few exceptions.
3. Demonstration of effectiveness in at least **two** (2) of the following **eight** (8) categories: (a) articles on teaching; (b) presentations/workshops on teaching; (c) guest lectures; (d) participation in teaching courses, conferences, seminars, workshops, etc.; (e) participation in seminars/courses on technology in the classroom; (f) development of new courses; (g) revision of existing courses, particularly to utilize technology; and (h) teaching awards.

### Qualitative Expectations in Research and Scholarly Activity

1. A clearly defined research and scholarly activities plan (perhaps broadly defined within one's primary discipline), complete with a focus on what kind of voice the person wishes to have and what kind of contribution the person wishes to make to her or his field.

### Quantitative Expectations in Research and Scholarly Activity

1. At least **five** (5) articles, chapters, or scholarly grants significantly developed with a reasonably planned date for submission to a state\*,

national or international refereed journal, a national publisher, or scholarly grant agency.

\*A “state journal” article is permitted to count **only once** as one of the five articles required.

### **Qualitative Expectations in Service**

1. Promise of productive service.

## **To Gain Promotion from Assistant Professor to Associate Professor:**

### **Qualitative Expectations in Teaching**

1. A clearly defined philosophy of education with a self-evaluation of how the faculty member pragmatically applies that philosophy.
2. A description of the connection between the faculty member’s philosophy of education and the College of Education model.
3. Consistently good/positive written evaluations from students, both formally and informally obtained by the candidate.
4. Consistently meets, and often exceeds, expectations in teaching as evidenced by written evaluations good/positive written evaluations from the chair of the department and program/department peers.

### **Quantitative Expectations in Teaching**

1. Demonstration of effectiveness in at least three (3) of the following nine (9) categories: (a) articles on teaching; (b) presentations/workshops on teaching; (c) guest lectures; (d) participation in teaching classes, courses, conferences, seminars, workshops, etc.; (e) participation in seminars/courses on technology in the classroom; (f) development of new courses; (g) revision of existing courses, particularly to utilize technology; and (h) teaching awards, (i) formal instructor ratings (e.g., from the SAI’s) in the range from good to excellent in at least 80% of the tenure-review period.

### **Qualitative Expectations in Research and Scholarly Activity**

1. A clearly defined research and scholarly activities plan (broadly defined within one’s primary discipline), complete with a focus on what kind of voice the person wishes to have and what kind of contribution the person wishes to make to her or his field.

## **Quantitative Expectations in Research and Scholarly Activity**

1. During the period of service as assistant professor, at least **five** (5) articles, chapters, or significant scholarly grant(s) (or any combination of **five** [5]) published or accepted for publication, in state\*, national or international refereed journals, or national publications\*\*.

\*A “state journal” article is permitted to count **once** as one of the five articles required.

### **\*\*Equivalencies:**

**A nationally published book or textbook in which the faculty member is a first or second author will count as the equivalent of two (2) articles, chapters, or scholarly grants.**

**Further, any two (2) of the following shall count, once, as the equivalent of one (1) of the five (5) required articles, chapters, or scholarly grants: (a) presentation of a research-based refereed paper or a competitively selected poster or convention presentation at a national or international professional meeting; (b) research-based articles in refereed regional journals; or (c) research-based monographs or edited proceedings from professional meetings or seminars.**

A candidate whose normal duties have significantly changed due to administrative roles, time “bought out”, or other reasons may be granted an alteration in the quantitative expectations in research and scholarly activity for the tenure and promotion process. This alteration will be determined, agreed upon, and documented by the candidate, Department Chair, and Dean prior to, or at the time of the change of the candidate’s duties.

## **Qualitative Expectations in Service**

1. A clearly defined service plan, complete with a focus on meeting the needs of the program, department, college, university, and professional discipline.
2. Active participation in **two** (2) of the following:
  - Faculty member’s assigned program area.
  - Department/college/university area.
  - Professional/community area.
  - Serving on an editorial board of a national or international refereed journal.

3. Support letters that specifically address quality of service and responsibilities in any professional area in which service is offered.
4. Effective professional mentoring of students.
5. Effective academic advisement of students.

### **Quantitative Expectations in Service**

1. Documentation of service involvement through (a) minutes; (b) brochures; (c) surveys conducted; (d) letters; (e) PowerPoint; etc.
2. Membership in **one** (1) professional organization.
3. Documented service to the profession.

## **To Gain Promotion from Associate Professor to Professor:**

### **Qualitative Expectations in Teaching**

1. A clearly defined philosophy of education with a self-evaluation of how the faculty member pragmatically applies that philosophy.
2. A description of the connection between the faculty member's philosophy of education and the College of Education.
3. Consistently good/positive written evaluations from students, both formally and informally obtained by the candidate.
4. Consistently meets and/or exceeds expectations in teaching as evidenced by written evaluations from the chair of the department and program/department peers.

### **Quantitative Expectations in Teaching**

1. Demonstration of effectiveness in at least three (3) of the following nine (9) categories: (a) articles on teaching; (b) presentations/workshops on teaching; (c) guest lectures; (d) participation in teaching classes, courses, conferences, seminars, workshops, etc.; (e) participation in seminars/courses on technology in the classroom; (f) development of new courses; (g) revision of existing courses, particularly to utilize technology; and (h) teaching awards, (i) formal instructor ratings (e.g., from the SAI's) in the range from good to excellent in at least 80% of the tenure-review period.

### **Qualitative Expectations in Research and Scholarly Activity**

1. A clearly defined research and scholarly activities plan (broadly defined within one's primary discipline), complete with a focus on what kind of voice the person wishes to have and what kind of contribution the person wishes to make to her or his field.

### **Quantitative Expectations in Research and Scholarly Activity**

1. During the period between achieving the rank of Associate Professor and the application for Full Professor, at least **five (5)** articles, chapters, or scholarly grants (or any combination of **five (5)**) published or accepted for publication, in state\* national or international refereed journals, national publishers, or awarded a scholarly grant by an external grant-funding agency\*\*. Of the **five (5)** articles, **one (1)** or more must be first or senior author.

\*A "state journal" article is permitted to count **only once** as one of the five articles required.

- For those who apply after a period longer than the minimum required years in rank as Associate Professor, the quantity expected for promotion shall be at least **five (5)** articles, chapters, or scholarly grants\* (or any combination of **five (5)**) published or accepted for publication in state\*, national or international refereed journals, national publishers, or awarded a scholarly grant by an external grant-funding agency, **in the previous six (6) years**.

\*A "state journal" article is permitted to count **only once** as one of the five articles required.

#### **\*\*Equivalencies:**

**A nationally published book or textbook in which the faculty member is a first or second author will count as the equivalent of two (2) articles, chapters, or scholarly grants.**

**Further, any two (2) of the following shall count, once only, as the equivalent of one (1) of the five (5) required articles, chapters, or scholarly grants: (a) presentation of a research-based refereed paper or a competitively selected poster or convention presentation at a national or international professional meeting; (b) research-based articles in refereed regional journals; or (c) research-based monographs or edited proceedings from professional meetings or seminars. Two (2) internal scholarly institutional grants will count the equivalent of one (1) external scholarly grant.**

A candidate whose normal duties have significantly changed due to administrative roles, time “bought out”, or other reasons may be granted an alteration in the quantitative expectations in research and scholarly activity for the tenure and promotion process. This alteration will be determined, agreed upon, and documented by the candidate, Department Chair, and Dean prior to, or at the time of the change of the candidate’s duties.

### **Qualitative Expectations in Service**

1. A clearly defined service plan, complete with a focus on meeting the needs of the program, department, college, university, and professional discipline.
2. Active participation and responsibility in **three** (3) of the following:
  - a. Faculty member’s assigned program area.
  - b. Department.
  - c. College.
  - d. University area.
  - e. Professional associations.
  - f. The community area.
  - g. Serving on an editorial board of a national or international refereed journal.
3. Leadership in 1 area listed in #2.
4. Support letters that specifically address quality of service in any professional area in which service is offered.
5. Effective professional mentoring of students.
6. Effective academic advisement of students.

### **Quantitative Expectations in Service**

1. Documentation of service involvement through (a) minutes; (b) brochures; (c) surveys conducted; (d) recruitment letters; (e) PowerPoint (f) appointment or recognition letters; etc.
2. Membership in **one** (1) professional organization.
3. Documented service to the profession.