

**DEPARTMENT OF KINESIOLOGY
GENERAL CRITERIA FOR RETENTION, TENURE AND PROMOTION
Approved by the Provost September 2008**

The following document represents the general criteria for retention, tenure and promotion within the Department of Kinesiology, San Francisco State University. The document contains information from the SFSU Faculty Manual, from revised Academic Senate Policy, as well as specific information on criteria unique to the Department of Kinesiology. Criteria for both promotion from Assistant to Associate as well as from Associate to Full Professor are given.

According to the revised Academic Senate Policy S07-241 (see attached document), “the criteria for retention, tenure, and promotion are divided into three areas (a) teaching effectiveness, (b) professional achievement and growth, and (c) contributions to campus and community. Candidates for retention, tenure, and promotion shall be evaluated on all criteria. For teaching faculty, excellence in teaching is required. For faculty whose primary assignment is other than teaching, excellence in the primary assignment is required. To merit tenure and/or promotion all candidates must meet the standard of excellence normally expected of faculty and required by the University. Effective teaching is exhibited in the classroom, research laboratory, or in the community. It is demonstrated when faculty join with students to develop knowledge and skills through classroom experiences, scholarly research, creative activities, and community service. Departments should decide the priority of non-teaching criteria.”

Probationary Period

The probationary period for promotion and tenure is six years beginning from the time of the initial appointment. In special circumstances, the President may award promotion and tenure earlier than the normal six-year probationary period. More details about the probationary period can be found in the attached Academic Senate Policy S07-241.

Periodic Meetings with the Retention, Tenure and Promotion (RTP) Committee, the Chair and the Candidate are required by the Department.

It is the policy of the Department of Kinesiology that in the first probationary year, meetings between the RTP Committee and the candidate will occur at the beginning and end of the academic year. After the first probationary year, a second meeting at the end of the academic year can be requested by the candidate or the department. The meeting at the beginning of the year will include a discussion of the candidate’s written goals in the areas of teaching, scholarly work and service. These goals will focus on expected accomplishments for the upcoming school year. At the end of the year meeting, the RTP committee and candidate will evaluate the progress made by the candidate in achieving the goals. Suggestions and strategies for improvement in the areas of teaching, scholarly work and service will be discussed at this meeting. The Department feels strongly that these meetings are one important means of providing feedback to the candidate throughout the probationary period. Periodic meetings between the candidate and the Chair of the Department are also expected.

Promotion and Tenure Criteria

The Kinesiology Department expects differing profiles from each faculty member being considered for promotion and tenure. However, all individuals must meet the minimal standards established by the University and the Department. Within each area of evaluation, there are many types of evidence that can be used to evaluate performance. Specific examples of this evidence are shown at the end of each of the following sections. The RTP committee will evaluate the available evidence in each category provided by the candidate. However, the Department has certain expectations that generally apply to all candidates, and these expectations are described within each of the categories

Teaching Effectiveness

A faculty member should maintain a scholarly level of instruction, show commitment to high academic and pedagogic standards, be effective in instructing and advising students, guide and motivate students, and apply evaluative standards fairly and appropriately with respect to all students. All candidates must meet that standard of excellence which is normally expected of faculty and which is required by the University.

Within the Department of Kinesiology, we expect both non-tenured and tenured faculty to maintain a high level of teaching excellence. By teaching excellence, we mean very favorable student and peer evaluations in all courses, with comments from the students and colleagues being predominantly positive. We expect the reading materials for each class (e.g., text and/or supplemental reading materials) to be as current as possible. The syllabi for each course should be well organized, containing a description of the class, behavioral objectives for the class, bibliographic referencing of the text and any reading materials, dates of exams, grading policy, add/drop procedures, credit/no credit policy and a statement about academic dishonesty policy. While it is not a requirement, faculty are encouraged to use the internet and/or email to facilitate the effectiveness of the course. Laboratory classes are expected to be run efficiently, with exercises developed to enhance concepts taught in the lectures.

We expect our faculty to utilize thoughtful and dynamic approaches to teaching and learning and to demonstrate teaching that is kept vital and responsive to comments from students and colleagues, and to current trends and advances in the discipline. The assertion that one's teaching includes these characteristics should be supported through commentary which includes specific examples. In addition, faculty must include commentary and examples to support how advising responsibilities are undertaken equitably and effectively and to highlight meaningful participation in at least one form of out-of-classroom learning experience such as:

- 699/899 Independent research mentoring
- Department of Kinesiology Student Research Expo
- Community service learning
- Thesis or project mentoring
- Journal Club supervision
- Supervision of field experience; internships; student teaching

Communication with students both in and out the classroom is viewed by the Department as an important element in the assessment of teaching. We expect all faculty members to keep their office hours (four hours minimum per week). We encourage the faculty to arrive early to their classes, whenever possible, and to stay a few minutes after class to allow for further interaction with the students who may have questions or issues to address.

The Department expects all faculty to be familiar with both the undergraduate and graduate programs with respect to necessary coursework and graduation requirements. We also expect that the faculty will be familiar with various career and professional opportunities, certifications, and other academic programs/degrees for students graduating with a degree in Kinesiology, and particularly those post-graduation opportunities in the faculty member's area of interest.

To the extent possible, we also encourage our faculty to engage in both interdisciplinary and cross-disciplinary applications of the course. By interdisciplinary we mean that the faculty member shows the relevancy of the course within the field of Kinesiology. By taking the course, the students should gain a contemporary understanding of the field of study that the course represents. For example, do the experiences and content provided in, say, the undergraduate exercise physiology class, adequately reflect a contemporary understanding of exercise physiology within the field of Kinesiology? In addition, the Department strongly encourages the faculty member to expose students to *cross-disciplinary* aspects of the course wherever appropriate. For example, students in the undergraduate sport and exercise psychology class might learn how the concept of motivation has relevancy to the study of exercise training. The Department strongly encourages an integrative approach to the understanding of Kinesiology, and one way to promote this understanding is to demonstrate how courses in a given sub-field relate to other sub-fields within Kinesiology. We allow each candidate to address this philosophy in a way that is appropriate for each course they teach.

We understand that some new non-tenured faculty may arrive in the Department with limited teaching experience and may need time to develop a level of achievement that demonstrates excellence. Two to three semesters of teaching *on average*, should provide the newly hired faculty member sufficient time to develop the skills necessary to achieve this level of performance. Therefore, the Department expects to see evidence that the faculty member has made efforts to improve their teaching in addition to evidence that supports overall excellence in teaching.

This evidence is listed below:

- Student evaluations (minimum of two classes per semester), both rating scores, and written comments (a number of factors are considered in relation to the student evaluations such as class size, level, elective/required)
- Colleague observations, typically one or two per year

- Academic standards –evidence that the candidate provides appropriate types of class syllabi, assignments, classroom or laboratory experiences, contemporary readings and textbooks, and technological supporting materials or mechanisms.
- Advising of undergraduate and graduate students - evidence of knowledge of programs and procedures appropriate to assisting students in progress towards graduation
- Mentoring of undergraduate and/or graduate students that may result in special projects, theses, posters, presentations or scholarly manuscripts
- In some exceptional cases, mentoring of post-doctoral fellows or researchers
- Personal statement by the faculty member on their teaching philosophy and a description of their efforts and accomplishments in the area of teaching

For promotion to full professor, we expect teaching excellence to be maintained. In addition, we expect the faculty member to be more engaged in mentoring undergraduate and graduate students (both within and possibly outside the department) in special projects, theses, presentations, manuscript preparation and other scholarly work.

Professional Achievement and Growth

The Department expects that each faculty member will engage in scholarly work that contributes to the body of knowledge within their specific sub-field of Kinesiology. A pattern of increased productivity should be demonstrated from the time of arrival on campus to the time of tenure evaluation (subsequently called ‘junior’ faculty), and a pattern of sustained scholarly productivity on the part of tenured faculty seeking promotion from associate to full professor. In the field of Kinesiology as well as other scientific disciplines, the ‘gold standard’ for the evaluation of scholarly work is publication in refereed (peer reviewed) journals, relevant and specific to the faculty member’s interests. Other types of scholarly works may be considered, but these works must be peer reviewed and viewed as acceptable products of scholarly activity by the Department and the University. In addition, the Department would prefer to see the junior faculty member focus their scholarly work in a given interest area within their specialty.

The demands for securing extramural grant money have clearly increased over the last several years here at SFSU. However, we recognize the difficulties inherent in obtaining extramural grant monies and that the opportunities for extramural funding are different in the various sub-fields of kinesiology. It is important to emphasize that the field of kinesiology is diverse, examining socio-cultural, psychological, behavioral and the physiological factors associated with humans engaged in physical activity. While the opportunities to publish in high quality refereed journals exist for all these areas, extramural funding opportunities are not as available. Thus, the department values and encourages the faculty to pursue funding, regardless of the source (internal, extramural, grants, contracts, endowments, private agencies, donations), to help support scholarly work. It is the Department’s view that the primary reason for funding is to facilitate the faculty member’s scholarly pursuits and that the amount of money necessary for this purpose is likely to be different for each faculty member, depending on their specific area of interest.

There is also an expectation that faculty in the Department contribute to curricular innovation, such as development of new courses or revisions of courses at the undergraduate or graduate levels, or that they are involved in curriculum revisions and development.

Professional achievement and growth may be exhibited in a variety of ways.

- Evidence of consistent publication in appropriate peer reviewed journals or edited volumes, *with the expectation of one publication per year on average during the probationary period*
- Evidence that candidate played a leading role in many of the publications
- Publication of a book that contributes to the knowledge base in kinesiology
- Evidence that an independent research program was attained under the direction of the candidate
- Evidence of systematic efforts to attain external funding to support scholarly work
- Evidence of presentations/invited presentations/symposia/invited symposia at scholarly meetings or at academic institutions on a regular basis
- Evidence of collaborations with other scholars that have contributed to professional achievement or growth
- Evidence of special certifications, honors or awards that contribute to or recognize professional achievement or growth
- Evidence of curricular innovations

For promotion from Associate to Full Professor, additional criteria are considered:

- Evidence that an independent research program has been maintained
- Evidence of a higher level publication rate than that required during the probationary period
- Evidence of continued efforts to attain external funding
- Evidence of an increase in invited presentations at scholarly meetings
- Evidence of national recognition for scholarly work, including supportive letters from scholars at the local, state, national and/or international levels in the candidate's specialty area
- Evidence of leadership within the candidate's specialty area such as within professional organizations

Contributions to Campus and Community

The Department expects involvement in such departmental activities as the Student Research Expo, community service learning, advising to student groups, supervision of field experiences, internships and student teaching, advisor to student groups (e.g., KSA, journal committee), and mentoring junior faculty or post-doctoral fellows.

For tenured faculty seeking promotion to Full Professor, we expect significantly higher level involvement in one or more of these activities.

Evidence supporting departmental involvement may include descriptions of the nature and extent of work accomplished, committee documents, letters from students and/or colleagues and project reports. These should include assessments of the nature and quality of the work.

The ability to work productively with one's colleagues is seen as one of the most important attributes of a Kinesiology Department faculty member. The faculty member should also 'demonstrate professional ethics and principles' (SFSU Faculty Handbook).

Collegial activities are expected to include several of the following:

- Consistent and valuable contributions to departmental meetings and sub-committee meetings
- Development of projects or services designed to benefit the workings of the Department
- Evidence of expert advisement of fellow faculty members in support of faculty scholarship
Guidance in statistical analysis, computer software, web page development, writing style and instructional strategies are a few of the many areas where collegial support can be offered
- Collaborate with departmental colleagues on external and internal research grant proposals, scholarly publications (journal articles, book chapters, web pages, software development and related activities)
- Collaborate with departmental colleagues on curricular modifications in any of the departmental areas of concentration or GE course offerings

Individuals may serve the community by using their professional expertise to provide service at the community, city, state, national and/or international levels. Such service must clearly benefit both the community and the University, as well as enhance the relations between the University and the community. Emphasis should be placed on those community activities in which the academic expertise of the faculty member is directly applied.

For faculty seeking tenure and promotion, we expect to see participation in community service at one or more levels. For tenured faculty seeking promotion to Full Professor we expect to see demonstrated evidence of both participation *and* leadership.

Community service involves participation in professional societies or other professional activities such as:

- Membership and offices held in professional and/or community societies
- Committee activities
- Participation on editorial boards or in refereeing journal articles and grant proposals for internal and external funding agencies
- Services provided as a consultant or member of the community

These should include assessment of the nature and quality of the work.

For promotion from Associate to Full Professor, additional criteria are emphasized. Any of the following are examples:

- Elected chair within professional expertise societies at the community, city, state, regional, national or international level
- Development of university or community programs or committee leadership in planning and development of community programs
- Chair steering committee for conference planning or university planning

Individuals may serve the University by actively participating in any of the following activities (note: this list is not exhaustive):

- Administrative assignments
- Faculty governance
- Committee work
- Special advising assignments
- Program/curriculum development
- Sponsorship in organizations
- Direction of non-instructional activities and projects.

For promotion from Associate to Full Professor, additional criteria are emphasized. The following list provides examples of possibilities:

- Development of university or community programs or committee leadership in planning and development of community programs
- Chair steering committee for conference planning or university planning
- Chair of all university committee