

Department of Kinesiology
College of Health & Social Sciences
(Revised October 2020)
Approved by the Office of Faculty Affairs &
Professional Development Fall 2021

Criteria for Retention, Tenure, and Promotion¹⁾

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¹⁾This Retention, Tenure and Promotion Criteria is a revision of the RTP criteria approved by the Office of Faculty Affairs in Fall 2008 and approved by the College of Health & Social Sciences and the Provost. It is expected that the Department RTP Criteria is revisited at least once every 6 years for any updates and potential revisions.

PREAMBLE

The following document represents the criteria for retention, tenure and promotion for the Department of Kinesiology, San Francisco State University (SFSU). The document contains information from the [Faculty Manual](#) by the office of Faculty Affairs and Professional Development, revised Academic Senate Policy (# F19-241), and [the Retention, Tenure and Promotion Handbook](#) by the College of Health & Social Sciences (CHSS, Spring 2018), as well as specific information on criteria unique to the Department of Kinesiology. Criteria for promotion from Assistant to Associate as well as from Associate to Full Professor are provided.

Pursuant to the revised Academic Senate Policy (# F19-241), the criteria for retention, tenure, and promotion are divided into three areas: (a) teaching effectiveness (TE), (b) professional achievement and growth (PAG), and (c) contributions to campus and community (Service). Candidates for retention, tenure, and promotion shall be evaluated on all criteria. To merit tenure and/or promotion all candidates must meet the standard of excellence in all three areas normally expected of faculty and required by the University. Effective teaching is exhibited in the classroom, research laboratory, or in the community (i.e., a teaching-scholar model). It is demonstrated when faculty join with students to develop knowledge and skills through classroom experiences, scholarly research, creative activities, and community service. For faculty whose primary assignment is other than teaching (e.g., department chairs), primary emphasis shall be on effectiveness in assignment. Evidence of effectiveness in assignment must be based on systematically gathered data. The candidate's assignment must be clearly explained and documentation provided on the quality and impact of performance. In addition, teaching effectiveness shall be evaluated in courses taught by the candidate.

The Kinesiology Department expects unique profiles from each faculty member being considered for promotion and tenure. However, all individuals must meet the minimum 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 Retention, Tenure, and Promotion (RTP) committee will evaluate the available evidence in each category provided by the candidate.

The Department RTP committee serves the Department to support and evaluate faculty earning tenure and/or promotion to Associate Professor and earning promotion to Professor. The committee also provides resources and support for tenure track faculty in retention and post-tenure processes. The RTP Committee will review the e-portfolio, meet with faculty throughout their career, make recommendations about the process, and offer guidance and mentorship for teaching, service and professional development. The RTP committee conducts holistic evaluative reviews of TE, PAG, and Service, along with the candidate's overall profile in terms of their progress, accomplishments, and future trajectory, including feedback and suggestions for further improvements and innovation.

1. EXPECTATIONS AND RESPONSIBILITY

- A. Probationary Period and Early Tenure and/or Promotion to Associate Professor:** The probationary period for promotion and tenure is normally six years beginning from the time of the initial appointment. In most cases, probationary faculty are considered for tenure and promotion to Associate Professor at the same time during their 6th year. In special circumstances, the President may award promotion and tenure earlier than the usual six-year probationary period. In line with the Academic Senate Policy ([# F19-241](#)), in the Department of Kinesiology, probationary faculty may request early tenure and promotion or just promotion to Associate Professor independent from tenure in any probationary year.

Candidates applying for early tenure and/or promotion to Associate Professor must meet all department and college criteria as required by the end of a traditional probationary term in the areas of TE, PAG, and Service. The Department will consider promotion review to Associate Professor separate from tenure review. The number of years and achievements prior to the current rank and position at SF State can be counted for this separate promotion to Associate Professor review. The candidate shall demonstrate no major areas of concern or weakness in the three key areas (TE, PAG, and Service) of the evaluation. In the area of PAG, the candidate must satisfy all department criteria required by the end of a traditional probationary term. For the early tenure and/or promotion to Associate professor consideration, the candidate may request external reviews as part of their review process.

Before requesting early review consideration, the candidate must discuss the merits of the case with the Department RTP committee and the Chair no later than the month of May before the Fall semester in which the candidate's file is due.

- B. Periodic Meetings with the RTP Committee and the Department Chair:** It is the policy of the Department of Kinesiology that meetings between the RTP Committee and the candidate will occur at the beginning of each academic year, at least two weeks before the closing of the WPAF. The meeting will include a discussion of the candidate's written goals in the areas of teaching, scholarly work and service, and progress made by the candidate in achieving the goals. For the faculty at Associate Professor rank, the RTP committee and candidate will also meet at the beginning of each academic year by the end of October to review the progress, achievements, and plans toward promotion to Full Professor. Suggestions and strategies for improvement in the areas of teaching, scholarly work and service will be discussed at this meeting. Additional meetings to review the progress of each successive year's work may be requested by either the candidate or the department. The Department feels strongly that these meetings are important for providing feedback to the candidate throughout the probationary period. Periodic meetings between the candidate and the Chair of the Department are also expected.
- C. Self-Statement and the Organization of the WPAF:** The faculty candidates are to include a self-statement in each of the 3 areas summarizing progress, accomplishments, and future goals that include further improvements and/or innovations. The statements should be approximately 750 words for each of the areas of TE, PAG and service. The candidate's statement should provide an evaluative and analytical summary of their accomplishments as documented in the Working Personnel Action File (WPAF). The candidate has primary responsibility for providing the correct, error-free and sequential organization of the WPAF e-portfolio organized according to recommended [guidelines](#) by the office of the Faculty Affairs and Professional Development.

D. External Review and Process: Candidates seeking external reviews for scholarly work must commence the process with the RTP committee and the Chair of the Department by April 1st prior to their targeted review year. A candidate for tenure and promotion to Associate Professor may request that the RTP committee seek external reviews to offer additional professional assessments of the quality of the candidate's discipline-specific scholarly work. A candidate for promotion to Full Professor is required to have external reviews and include the external review letters in their WPAF. The following are the general guidelines for the external review process:

- A candidate submits at least six names to the RTP committee who are faculty members outside of SFSU who can objectively and professionally evaluate the quality of the candidate's scholarly work. At least two reviewers should be from an institution equivalent to the SF State profile (e.g., other CSU campuses or equivalent).
- External reviewers should be at a higher rank than the candidate being reviewed.
- Reviewers cannot have collaborated with the candidate (e.g., co-authors, dissertation advisor, etc.), and have no potential conflicts of interest in conducting the review.
- The RTP committee chooses three outside reviewers and the Department Chair sends invitations with instructions, review materials, and the department RTP criteria.
- The RTP committee may also solicit assessments from other professional and objective reviewers.
- Invitations for external reviews should be sent out no later than the month of May before a candidate's file is due.

2. TEACHING EFFECTIVENESS

The faculty in the Department of Kinesiology 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 that is normally expected of faculty, which is required by the University.

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 and contain basic information required by the University policy on course syllabi ([S15-257](#)) and additional recommendations from [the College of Health & Social Sciences](#) (CHSS). The course student learning outcomes (SLOs) should be delineated within the program learning outcomes (PLOs) in course syllabi. We expect our faculty to utilize thoughtful and dynamic approaches to lecture and laboratory classes, which are expected to be run efficiently, with exercises developed to enhance concepts taught in the lectures.

The ability to work productively with one's colleagues is seen as one of the most important attributes of a Kinesiology Department faculty member. Faculty members are expected to promote a culture of civility in the workplace "where staff, students, faculty and administrators are treated respectfully,

collegially, and courteously” ([CHSS Policy Manual](#)). Faculty members can contribute to collegial activities in Teaching in the following manner, but not limited to:

- 1) Collaborate with departmental colleagues on curricular modifications in any of the departmental areas of concentration or GE course offerings.
- 2) Develop both in person and online courses related to the latest trends in Kinesiology.
- 3) Participate in the CHSS teaching academy and/or CEETL

The Department of Kinesiology also believes in and supports key principles and characteristics of social justice in Teaching. We see social justice as working towards a society that is inclusive and affirming of human agency, where all individuals and groups should have access to an equitable, respectful and just society. We examine movement, sport, physical activity, and barriers to those activities as an issue of social justice with an underlying premise that all individuals have a fundamental right to move that is often threatened by environmental, political, and social actions. Faculty members can contribute to social justice in Teaching in the following manner, but not limited to:

- 1) Participate in workshops and courses on social justice pedagogy (i.e. through CHSS Teaching Academy and/or CEETL)
- 2) Engage in efforts to include social justice characteristics in course syllabi, lectures, discussions, and assignments
- 3) Certify courses for Community Service credit for students

To meet expectations in TE, all of the following criteria (2.A through 2.E) should be addressed with examples demonstrating evidence by the candidates in their WPAF.

A. Description of the Course Design and Course Materials: The Department expects all faculty members to develop instructional styles appropriate to the needs of the full range of SFSU students’ economic and cultural diversity, and varying levels of academic preparation. They are expected to create a safe and effective learning environment in the classroom. The Department strongly encourages an integrative approach to the understanding of Kinesiology. One way to promote this understanding is to demonstrate how courses in each subfield relate to other subfields (i.e., interdisciplinary and cross-disciplinary approaches) within Kinesiology. The candidate should address this philosophy in every course they teach, along with class syllabi, assignments, classroom or laboratory experiences, contemporary readings and textbooks, and technological or online (i.e., iLearn) supporting materials or mechanisms. Candidates should also include examples in their WPAF such as the following:

- 1) A brief description of the pedagogical approach to each course taught.
- 2) Innovative course assignments and activities.
- 3) Documentation of course evolution over time as demonstrated by course syllabi, course materials, and/or overall teaching philosophy.

B. Office Hours and Communications: Communication with students both in and out of 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 (three hours minimum per week) and timely communications by responding to email within 72 hours during the week (see [the College Policy Manual](#) for Office Hours Policy and Timely Communications Guidelines). Faculty are encouraged to have virtual or in-person (or ideally a combination of virtual and in-person) office hours available

and online appointment scheduling to facilitate dynamic and effective communication with the students.

C. Student Evaluation for Teaching Effectiveness (SETE): The Department expects candidates for tenure and promotion to receive overall mean scores that range between 1.0 to 2.0 ('1' being the highest and '5' being the lowest). The quantitative student evaluations will be considered in the context of peer reviews and written student comments. In general, the department recognizes the variation in scores due to a wide variety of class types, including class sizes, complexity of subject matter, required/elective, service courses to the university or other programs, and/or non-major GE courses. With equal weight, numerical and qualitative data should be contextualized and examined primarily as longitudinal, trend data. 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. The Department expects improvement over time and places greater emphasis on the final two years prior to tenure if the earlier teaching evaluations fall outside the department mean scores.

We expect our faculty to be *responsive* to comments from students and colleagues, and to current trends and advances in the discipline. Therefore, the Department expects to see evidence that the faculty member has made efforts to improve their overall excellence in teaching. Examples of evidence are as follow:

- 1) *All student evaluations (SETE scores)* from semesters assigned (the candidate's discretion for summer courses), both rating scores and written comments. The candidate may display SETE scores within the historical scores of the course along with grade distributions data and other data that may further contextualize the SETE scores and class types.
- 2) *Innovative methods and/or approaches* in courses and course design (e.g., Zero cost teaching materials, online course certified for the CSU CourseMatch).
- 3) *Student letters* about the candidate's teaching effectiveness. Unsolicited letters and letters solicited by the RTP committee are valued. However, candidates may not solicit letters from students themselves. Letters must be signed, dated, and addressed to the RTP committee or the Department Chair.
- 4) *Continued professional development* such as attending pedagogy workshops and training programs when available.

D. Colleague Peer Teaching Observations: Peer class observations by fellow faculty members are vital for assessing the true dynamics and quality of the candidate's pedagogy. The faculty member performing the observation will observe at least one class session and should be given access to the course syllabus and other relevant materials prior to the observation. The RTP Committee is responsible for scheduling and conducting peer reviews at least once per year for all candidates. The RTP committee, the Chair, and/or candidates can schedule additional observations if needed. Following the peer observation, the observer will complete the departmental peer observation form and schedule a time to review it with the candidate.

E. Advising and Mentorship: In addition, candidates must include commentary and examples to support how advising responsibilities are undertaken equitably and effectively to serve diverse student needs. The following are some examples:

- 1) *Advising of undergraduate and graduate students* – evidence of knowledge of programs and procedures appropriate to assisting students in progress towards graduation; a brief written assessment of the candidate’s effectiveness in advising from the Chair or designee.
- 2) *Mentoring of undergraduate and/or graduate students* that may result in special projects, theses, posters, presentations or scholarly manuscripts.
- 3) *Mentoring of post-doctoral fellows or researchers* - in some exceptional cases.
- 4) Highlights of meaningful participation in at least one form of out-of-classroom learning experience such as:
 - a. 699/899 Independent research mentoring.
 - b. 620/621 Advanced Practicum in Kinesiology mentoring.
 - c. Department of Kinesiology Student Research Expo.
 - d. Graduate Students Research Competition and Expo.
 - e. College Student-Faculty Research Expo.
 - f. Community service learning.
 - g. Thesis or project mentoring.
 - h. Departmental student Clubs or student association supervision.
 - i. Supervision of field experience; internships; student teaching.

F. Promotion to Full Professor: The Department expects candidates to demonstrate continued efforts of excellence in the areas mentioned above (2.A to 2.E). In addition, they must demonstrate *leadership and leading roles* in developing and advancing departmental teaching more broadly. Evidence for leadership and leading roles can be in a variety of forms including supporting letters, course materials, reports, publications, course teaching assignments, etc. Example leadership roles are as follows:

- 1) Increased engagement in mentoring undergraduate and graduate students (both within and possibly outside the department) in special projects, theses, presentations, manuscript preparation and other scholarly work.
- 2) Leading program development, evaluations, and/or revisions.
- 3) Ongoing innovation or development of new courses or modification of existing ones where appropriate, including general education in the department or more broadly within the university.
- 4) Engaging in development and demonstration of student success efforts and activities.
- 5) Participating in teaching interdisciplinary introductory and/or capstone courses in undergraduate and/or graduate.
- 6) Mentoring junior faculty and lecturer faculty through classroom observation and sharing teaching techniques.

3. PROFESSIONAL ACHIEVEMENT AND GROWTH

The Department expects that each faculty member will be engaged in a variety of scholarly work that contributes to the field of Kinesiology and the diverse communities we serve through their

interdisciplinary and/or cross-disciplinary approaches. In the evaluation of Professional Achievement and Growth, the Department values five important qualities that provide a comprehensive account of the candidate's scholarly work including the candidate's productivity, ethical behavior, collaboration with others, visibility and mentorship²⁾.

- 1) *Original and Ethical* - original work (by the candidate), fair and ethical treatment of others (students, colleagues, etc.) involved in the candidate's scholarly work.
- 2) *Productive*- evidence of consistent peer-reviewed work over the review period, and other non-peer reviewed work that is supportive of the candidate's area of expertise.
- 3) *Collaborative work* - while independent work is valued, we also value collaborative work with colleagues locally, nationally and/or internationally, and/or with students (undergraduate and/or graduate) on the candidate's scholarly work.
- 4) *Visibility*- presenting at conferences, other types of professional meetings, local/community meetings relevant to the candidate's scholarly work, and/or television/radio interviews. Providing leadership roles in professional organizations.
- 5) *Mentorship*- with students (undergraduate and graduate), post-docs, and other faculty, in the promotion of quality scholarly activity.

In addition, the Department would prefer to see probationary faculty members focus their scholarly work on issues related to their substantive fields of study and home disciplines, which for our faculty is often interdisciplinary. For faculty seeking promotion from Associate Professor to Full Professor, the Department requires a pattern of sustained scholarly productivity with an independent line of research and a cohesive research agenda.

Although all faculty are encouraged to seek extramural grant funding, we recognize the difficulties inherent in obtaining funding and that the opportunities for extramural funding are different in the various subfields of kinesiology. Faculty are not required to seek extramural funding; however, it is strongly recommended that they apply for funding, especially if it is necessary to conduct their research. It is important to emphasize that the field of kinesiology is diverse, examining educational, socio-cultural, psychological, behavioral and physiological factors associated with physical activity. While the opportunities to publish in high quality refereed journals exist for all these areas, extramural funding opportunities are not always available. Thus, the department values and encourages faculty to pursue funding, regardless of the source (internal, extramural, grants, contracts, endowments, private agencies, donations), to help support their scholarly work.

²⁾ See Appendix 1 for the full description of the Five Overarching Qualities in the Faculty's PAG

It is the Department's view that the primary reason for funding is to facilitate a 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.

The Department defines "publication" as both paper-ink and digital publication of books, journals, and other scholarly media and products. In addition, the Department considers works in other languages to qualify as equally meritorious to English-Language works under the assumption that the same standards

of peer review process are conducted. The candidate is responsible for providing a summary of submitted work in another language in English including its scope, impact, and significance.

Similar to Teaching, the ability to work productively with one's colleagues is seen as one of the most important attributes of a Kinesiology Department faculty member for PAG. Faculty members are expected to promote a culture of civility in the workplace "where staff, students, faculty and administrators are treated respectfully, collegially, and courteously" ([CHSS Policy Manual](#)). Faculty members can contribute to collegial activities in PAG in the following manner, but not limited to:

- 1) Evidence of expert advice for fellow faculty members in support of faculty scholarship.
- 2) Guidance in data analysis (statistical and/or qualitative), computer software, writing style and/or instructional strategies.
- 3) Collaborate with departmental colleagues on external and internal research grant proposals, scholarly publications (journal articles, book chapters, web pages, software development and related activities).
- 4) Collaborate with department colleagues in graduate student thesis and projects committees.

The Department of Kinesiology also believes in and supports key principles and characteristics of social justice in PAG. Faculty members can contribute to social justice in PAG in the following manner, but not limited to:

- 1) Engage in community-oriented research
- 2) Communicate information generated through research to the public (social media posts, podcasts, media appearances, magazine and newspaper articles, etc.)
- 3) Collaborate with community partners to conduct and publish research and/or develop research-informed community policies
- 4) Publish research that explicitly addresses social justice issues

We expect each candidate to address the scope, impact, and significance of their scholarly work in their PAG statement with evidence. The expectation for professional achievement and growth may be exhibited in a variety of the following ways:

A. Primary Evidence of Scholarly Activity: The RTP committee will base its evaluation on the quantity as well as the quality and impact of the candidate's work including, but not limited to, the peer-reviewed journal's reputation, the significance of the audience reached, indicators that the publication has been widely read and recognized (e.g., citations and awards), an impact on the profession or body of knowledge and/or policies/programs/practices, and the assessments of the external reviewers, if included. In general, six primary scholarly activities are expected during the probationary period. In addition, based on the candidate's justification in their PAG narrative and acknowledging that certain types of research and scholarship in the field of Kinesiology require extensive time for publication, the RTP committee may adjust the quantitative measure of scholarly output employed below to take into consideration the depth of research associated with a project, or the project's impact on the field. The RTP Committee will offer explicit justifications for such a determination, in consultation with external referees when necessary.

The Department considers a combination of the following *primary* scholarly activity as strong evidence of scholarly activity. We value a diverse portfolio of scholarship. Evidence that the

candidate played a leading role in publications is important. Also, evidence that an independent research program was developed under the direction of the candidate will be significantly weighted. The candidate can address their productivity by reflecting on the five Professional Achievement and Growth qualities. Primary scholarly activity in categories 3.A.2) through 3.A.4) may count for more than one piece of evidence based upon the justification provided by the candidate in their PAG narrative and after review by the RTP committee as described below.

- 1) Evidence of consistent publication in appropriate and acceptable *peer reviewed journals or book chapters in edited volumes by reputable publishers*. As aforementioned, the RTP committee will carefully evaluate the quality of journals based on the evidence of robust peer reviews, indexing in other major academic databases (e.g., PubMed), and other sources including the assessment of the external reviewers if available.
- 2) *Publication of scholarly books, monographs, or textbooks*, particularly in the candidate's subject area or research specialty for a professional audience. The weight given to a book in this category will be up to six primary scholarly activities based on its quality and impact in the field. In evaluating the quality and impact, the RTP committee will consider a range of factors that include the reputation of the publisher, whether it is peer-reviewed, the breadth and significance of the audience reached, indicators that the publication has been widely read and recognized (e.g., citations and awards), the length and depth of the book; and the assessments of external reviewers if available.
- 3) *Successful federal/national grant (or equivalent international) applications* that provide support for the candidate's primary research goals and/or support for collaborating with other faculty members and/or student research projects. The weight given to any grant may be evaluated as equal to one or more primary scholarly activities depending on the RTP Committee review on its impact and significance.
- 4) *Films, videos and other multimedia productions*-Faculty who engage in creative work (e.g. film, websites and similar multi-media products) need to demonstrate its merit and research basis by presenting evidence that it has been subject to review and criticism comparable to peer review for publication. Such review may include scrutiny and acceptance by an editor or producer, jury review in a competition, critique by respected academic peers from other institutions or disciplinary organizations, acceptance of the work for distribution by recognized professional or industry organizations or established media experts.
- 5) *Full length peer-reviewed published conference paper* (e.g., Institute of Electrical and Electronics Engineers, IEEE).

B. Supplemental Evidence of Scholarly Activity: Papers, panels and posters presented at conferences are valued and considered in terms of their contributions and implications. The Department encourages candidates to balance their contributions by including presentations at scholarly and professional conferences, which may lead directly to publications or other forms of productivity. The candidate should address the implications and impact of their presentations and other relevant supplemental scholarly activity in their PAG statement. The department also values the candidate's participation in professional activities related to the discipline or subdiscipline (e.g., unfunded grant proposals for internal and external funding agencies).

The following items are considered valuable supplemental evidence of scholarly activity. The Department weighs more significantly manuscripts under review and revision as well as full length

unpublished conference papers. The candidates are expected to have at least *one activity per year on average* in this supplemental scholarly activity during the review period.

- 1) Peer-reviewed manuscripts under review or revision.
- 2) Full length unpublished conference paper, but the abstract was peer-reviewed and accepted for the presentation (e.g., North American Society for Sport History, NASSH).
- 3) Funded internal grants that provide support for the candidate's primary research goals and/or support for collaborating with other faculty members and/or student research projects.
- 4) Books or book chapters for broader audiences (e.g., Coaching books, Books for personal trainers, Physical education teachers).
- 5) Book reviews and review essays in scholarly journals.
- 6) Articles for broader audiences (e.g., magazine articles, encyclopedia entries).
- 7) Evidence of presentations/invited presentations/symposia/invited symposia at professional meetings, scholarly meetings or at academic institutions.
- 8) Evidence of curricular innovations.
- 9) Evidence of digital productions that are in line with the candidate's scholarship (e.g., short films, blogs, podcast, YouTube videos).
- 10) Laboratory development that takes a substantial amount of time and effort.
- 11) Evidence of special certifications, honors or awards that contribute to or recognize professional achievement or growth.

C. Promotion to Full Professor: The department expects candidates to reflect on the five Professional Achievement and Growth qualities stated earlier and productivity in both primary and supplementary scholarly activities. The Department requires a similar level of publication rate as required for promotion to Full Professor. However, the Department also requires an *established* independent line of research or research program. The following additional criteria are considered for Promotion to Full Professor:

- 1) Evidence of continued efforts to attain external funding if required for scholarship activity.
- 2) Evidence of an increase in invited presentations at scholarly meetings.
- 3) 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.
- 4) Evidence of leadership within the candidate's specialty area such as within professional organizations.
- 5) Evidence of digital productions that significantly impact the field of Kinesiology or its subfields in terms of its practice, programs, and/or education.

4. CONTRIBUTIONS TO CAMPUS AND COMMUNITY

The Department defines Contributions to Campus and Community as service to University life at the department, college, and university level, and service to professional and local civic communities at local cities, 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.

We expect each candidate to address the scope, impact, and significance of their service contributions with evidence supporting service departmental involvement that may include descriptions of the nature and extent of work accomplished, committee documents, project reports, and/or letters/memos of recognition, thanks, acknowledgement from committee chair, from students and/or colleagues, and project reports. These should include assessments of the nature and quality of the work in all levels of service.

A. Campus Service: The Department expects faculty involvement in such departmental activities as the Student Research Expo, community service learning, supervision of field experiences, internships and student teaching, advisor to student groups (e.g., Kinesiology Student Association, student Clubs), and mentoring junior faculty or post-doctoral fellows. For faculty seeking tenure and promotion, we expect to see participation on a college committee and/or 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 (see Appendix 2 for suggested guidelines for campus service).

Similar to teaching and PAG, the ability to work productively with one's colleagues is seen as one of the most important attributes of a Kinesiology Department faculty member for Service. Faculty members are expected to promote a culture of civility in the workplace "where staff, students, faculty and administrators are treated respectfully, collegially, and courteously" ([CHSS Policy Manual](#)). Faculty members can contribute to collegial activities in Service in the following manner, but not limited to:

- 1) Consistent attendance at and valuable contributions to departmental meetings and events, sub-committee meetings, and college events.
- 2) Development of projects or services designed to benefit the workings of the Department.
- 3) Collaborate with department colleagues in graduate student thesis and projects committees.
- 4) Contribute to College or University Committee work.
- 5) Contribute to University or college-based institutes and centers.

The Department of Kinesiology also believes in and supports key principles and characteristics of social justice in Service. Faculty members can contribute to social justice in Service in the following manner, but not limited to:

- 1) Promote social justice/physical justice in the community through collaborating with social justice-oriented non-profit organizations or public initiatives
- 2) Contribute to or initiate efforts to increase physical justice for all individuals in the university and/or community
- 3) Serve on social justice-oriented committees in professional academic organizations, or at the University, College, or Department level on campus

B. Community Service: We expect the candidate to participate in professional societies and/or other professional activities such as the following:

- 1) Membership and offices held in professional and/or community societies.
- 2) Committee activities in professional and/or community organizations and agencies.

- 3) Participation on editorial boards or in refereeing journal articles and grant proposals for internal and external funding agencies.
- 4) Services provided as a consultant or member of the community.

C. Promotion to Full Professor: Additional criteria are emphasized and included as examples:

- 1) Chair of departmental committee and/or task force work.
- 2) Mentor junior faculty in the Kinesiology department and across campus.
- 3) Contribute to interdisciplinary programs, general education, or equivalent work within the Department, College, and/or University.
- 4) Elected chair or board member within professional expertise societies at the community, city, state, regional, national or international levels.
- 5) Development of university-based tasks, community programs, and/or committee leadership in the planning and/or development of community programs.
- 6) Chair steering committees for conference planning or university planning.
- 7) Chair of all university committees.
- 8) Administrative assignments at the Department, College and/or University level.
- 9) Participation in other University level activities including faculty governance, special advising assignments, program/curriculum development, student success activities and projects.

6. INTERIM PROVISIONS FOR THE DEPARTMENT RTP CRITERIA

This revised RTP criteria for the Department of Kinesiology introduced substantial changes in the criteria for retention, tenure and promotion at the Departmental Level to match with the revised Academic Senate Policy on the RTP policy and expectations from both the College and University. Faculty members who are currently working toward retention, tenure and promotion based on the criteria delineated in the former department policy (2008 version) may be disadvantaged by the changes in criteria. Therefore, faculty members with an academic appointment that began prior to Fall 2020 may make a one-time, non-reversible choice at the time of the next WPAF review to be evaluated according to the criteria as delineated in the former Department RTP Criteria (2020 version).

Appendix 1. Five Overarching Values in the Faculty's Professional Achievement and Growth

The Department expects that each faculty member seeking tenure and promotion to Associate Professor will be engaged in scholarly work that contributes to the body of knowledge within their specific sub-field of Kinesiology, and/or other sub-fields or related disciplines, within the diverse communities we serve. In the evaluation of Professional Achievement and Growth, the Department values several important components that provide a comprehensive account of the candidate's scholarly work including the candidate's productivity, ethical behavior, collaboration with others, visibility and mentorship.

Productivity- In general, we expect that the candidate will demonstrate evidence of consistent published and peer reviewed scholarly activity during the candidate's probationary years. The faculty in the Department of Kinesiology strongly endorse the peer review process defined as subjecting an author's scholarly work, research or ideas to the scrutiny of others who are experts in the same field to check its validity and evaluate its suitability for publication. In addition, the Department also values other non-peer reviewed scholarly work that helps to demonstrate the candidate's productivity as a scholar.

Ethical behavior- Examples of ethical behavior are insuring the authenticity of collected data, adherence to the SFSU Office of Research and Sponsored Programs Institutional Review Board Protocol, the avoidance of personal relationships that would compromise the integrity of the candidate's role as a faculty member, and the fair and ethical treatment of others (students, colleagues, faculty, staff). The faculty in the Department of Kinesiology also strongly endorse the Statement on Professional Ethics by the American Association of University Professors, and expects to see adherence to these guidelines from all of our faculty, including candidates seeking tenure and promotion to Associate Professor (<https://www.aaup.org/report/statement-professional-ethics>).

Collaboration with Others- The faculty in the Department of Kinesiology strongly value the collaboration with others to enhance the quality of the candidate's scholarly activity. In this vein, the Department strongly encourages both cross-disciplinary (within Kinesiology) and interdisciplinary (with other disciplines) collaboration. Thus, collaboration can be with other colleagues in the Department, in other Departments within SFSU, in the State, nationally or internationally. The Department also expects to see collaboration with students in the candidate's scholarly work, whether they be undergraduate and/or graduate students. Working with students on independent study or internship is particularly valued in the Department. In general, the benefits of collaboration for the candidate, the institution and academic community have been well recognized (e.g. <https://www.sciencemag.org/careers/2018/02/collaborating-win>). The faculty can pursue independent publications when appropriate.

Visibility- The Department also expects to see candidates who have demonstrated their visibility to the community through scholarly activity presented or highlighted within the University, locally, and at state, national and international conferences and meetings. In general, the Department values the dissemination, accessibility, and recognition of scholarship produced by all our Faculty, including candidates seeking tenure and promotion to Associate Professor.

Mentorship- The Department strongly promotes the development of a supportive and nurturing environment within which scholarly work is performed. Mentorship for undergraduate and graduate students and for other colleagues involved in the candidate's scholarly activity contributes to this type of environment. Helping others, beyond one's own personal scholarly goals, is highly valued within the Department. The Department expects to see some type of mentorship, particularly with students, that has contributed to development of the mentee's knowledge and skills in scholarly activity. Evidence for this kind of behavior could be gleaned from co-authorship of published papers, presentations at scholarly meetings, or non-solicited statements from mentees.

Appendix 2. General Suggested Guidelines for Campus Service Activities

Assistant Professor

- **Year 1 – Year 2**
 - ✓ One or two department committee/services.
- **Year 3 – Year 4**
 - ✓ One or two department wide committee/services, chair of one of these or an additional committee/services.
- **When applying for tenure and Promotion to Associate Professor, the following is suggested.**
 - ✓ Two department wide committee/services, chair of one of these or a third department committee/services.
 - ✓ One college committee/service or one university committee/service.

Associate Professor

- **Year 7 – Year 8**
 - ✓ Two department wide committees/services, chair of one of these or a third department committee/service.
 - ✓ One college committee/service and one university committee/service.
- **Year 9 – Year 10**
 - ✓ Two department wide committees/services, chair of one of these or a third department committees/services.
 - ✓ One college committee/service and one university committee/service with a chair position for one of these committees/services, or an additional college or university committee/service.
- **When applying for Promotion to Full Professor, the following is suggested.**
 - ✓ Two department wide committees/services, chair of one of these or a third department committee/service.
 - ✓ One college committee/service and one university committee/service with a chair position for one of these committees/services, or an additional college or university committee/service.

Full Professor/Post Tenure Review

- ✓ Two department wide committees/services, chair of one of these or third department committee/service.
- ✓ One college committee/service and one university committee/service with a chair position for one of these committees/services, or an additional college or university committee/service.

Appendix 3. COVID-19 Pandemic Addendum to this RTP Criteria Guidelines

The Department of Kinesiology recognizes the severe impact of the COVID-19 Pandemic on professional development, teaching effectiveness, and service activities of all faculty and lecturer faculty. The RTP Committee will take into consideration its impact and the structural conditions of this time in RTP reviews. More details of considerations will be in line with the University RTP policy Resolution ([# 20-241](#)) and the [Provost's letter](#) regarding the effects of the COVID-19 Pandemic and impact on faculty work. Additional resolutions and supporting documents from the University and/or the College concerning the impact of the COVID-19 Pandemic on faculty work will be considered in the RTP Review and evaluations in the Department of Kinesiology.