Criteria for Tenure and Promotion
Kinesiology Department

Performance Appraisal Criteria

The recommendation of a faculty member for tenure, promotion, or merit pay must be supported by performance appraisal evidence in relation to the functions of teaching, scholarship (to include research), service, advisement, and professional development. The items within categories suggest types of information which may be included by faculty members in support of tenure, promotion, and merit pay. Items within categories have been rated by department faculty as having low (L), medium (M), or high (H) importance. The ratings provided serve only as guidelines, a judgment of quality must underscore ratings in each instance. Also, ratings should be considered within categories. That is, a rating of High in one category of evaluation is not necessarily more important than lower ratings in other categories. Examples of Evidence for each category are not rated, but do correlate with the listed items. Categories and/or groups of categories have been weighted as follows: Teaching approximately one-third; Scholarship approximately one-third; the combined categories of Service, Professional Development, and Advising approximately one-third.

A. Teaching

H 1. Preparation/Planning

H 2. Classroom Performance (including laboratory and field-based experiences as applicable)
   a. Teaching skills and strategies
   b. Teacher-student interaction
   c. Teaching improvement

H 3. Validity of Examinations
   a. Quantitative evaluation
   b. Qualitative evaluation

H 4. Theses supervised as major professor

M 5. Service on thesis committees. Major advisor or committee member on comprehensive finals
M 6. Time spent with students outside of class
M 7. Internships, practica, special problems, etc.

Examples of Evidence:

1. Copies of class syllabi, assignments, exams, class packets, audio visual materials, etc.

2. Analysis of teaching, more effective teaching strategies, improved class assignments, etc.

3. Student evaluations and feedback

4. Quantitative item analysis (i.e., index of difficulty, index of discrimination, item function)

5. Qualitative assessment of examinations (i.e., matching test items to course objectives, modifying or discarding objective items based on quantitative item analysis, evaluating essay or short answer essay questions, etc.)

6. Chair and peer evaluations of teaching materials and classroom performance

7. Documentation of expectations for students and outcomes for internships, practica, special problems, etc.

8. Completed thesis with faculty member designated as primary advisor or committee member; completed written comprehensive final examinations

9. Participation in program development or implementation

B. Scholarship

H 1. Research publication in refereed journals which develops a question or hypothesis, utilizes appropriate methods of collecting and analyzing data,
which result in conclusions which contribute to the knowledge base of the researcher’s area of emphasis

H 2. External and internal grant applications with the objective of answering a research question, improving teaching capability, or personnel preparation

H 3. Books authored, or edited, which present new knowledge in a defined area of emphasis

H 4. Books written to serve as texts for an area of emphasis

M 5. Articles which state a position or opinion concerning a professionally related topic

M 6. Professional presentations, including research presentations, theoretical presentations, application-oriented presentations

M 7. Development of curriculum for dissemination at state or national level

M 8. Manuscripts submitted but not yet reviewed

L 9. Works in progress (including research projects, manuscript preparation, presentation preparation, and grant preparation)

L 10. Non-refereed publications

Examples of Evidence:

1.  
   a. National/international articles published, or in press, in refereed journals or in refereed and edited books
   b. Books authored or edited which present new knowledge in a defined area of emphasis
   c. Books written to serve as texts for an area of emphasis
   d. External grant applications which are funded
   e. Books or articles published or in press in any of the preceding format

2.  
   a. National/International presentations
   b. Internal grant proposals (funded)
   c. External grant proposals (not funded)
   d. Articles published in refereed state publications

3.  
   a. State presentations
   b. Articles in non-refereed journals
   c. Articles in non-refereed proceedings
d. Curricular materials developed for state/national dissemination
e. Works in progress (research projects, manuscript preparation, presentation preparation, and grant preparation)
f. Internal grant proposals (not funded)

C. **Service**

H 1. Serving as editor or reviewer of a professional journal

H 2. Chairing/serving on a university, school, and/or departmental committee

M 3. Serving as a professional consultant/resource person without remuneration

M 4. Providing professional development for faculty

M 5. Sponsoring or working with student organizations

M 6. Participation in student recruitment

M 7. Conducting or assisting with professional workshops, in-services, conferences, etc.

M 8. Providing service to professional organizations (hold office, serve on committees, etc.)

M 9. Providing professional community service
Examples of Evidence

1. Letters of appointment
2. Letters of recognition
3. Documentation of contributions to departmental, school, and/or university committees
4. Documentation of involvement with professional organizations, schools, community agencies, etc.

D. Professional Development

H 1. Formal activities which improve professional competency

M 2. Informal activities which improve professional competency

Examples of Evidence:

1. Attendance at professional meetings, seminars, and conferences
2. Merited leaves of absence
3. Obtaining additional degrees and/or certifications, auditing courses
4. Adding and adapting new equipment to existing laboratory or work place. Development of software to further research and/or teaching capability
5. Visitations to other laboratories/facilities to learn new techniques and/or learn about new equipment
6. Establishing collaborative relationships with on-campus or off-campus constituencies for research and/or teaching purposes
7. Post doctoral study

E. Advising
H  1. Academic Planning
   a. program and course selection
   b. monitoring student progress
   c. career counseling
   d. assistance in selection of graduate school

M  2. Informal advising (assistance provided students outside scheduled advising sessions)

M  3. Development of advising materials

M  4. Participation in orientation advising

Examples of Evidence:

1. Record of advising sessions (ie: advising schedules, student records)

2. Student feedback (verbal reports and requested student letters)

3. Documentation of individual attention to students (i.e., letters or notes to students placed on academic warning)