

**Department of
Kinesiology, Leisure &
Sport Sciences**



East Tennessee State University

**Professional Development within Programs
Including Criteria
for
Tenure and Promotion**

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Preamble

The Department of Kinesiology, Leisure and Sport Sciences (KLSS) is comprised of four (4) programs (sport management, park and recreation management, exercise science, and K-12 physical education teacher education), each of which might constitute a full department at other academic institutions. Further, each program addresses a separate discipline with — in some cases — a distinct accrediting agency, field-specific professional associations, and scholarly journals. While our programs are connected through an interest in theoretical and applied issues related to physical education, the strength of the department lies in its ability to support the growth and cross-fertilization of faculty and students within independent disciplines and professional training programs.

This document seeks to delineate an on-going professional development process within the four programs that comprise the Department of KLSS. The process is designed to promote a collaborative atmosphere of academic success. That is, rather than giving new faculty members a set of criteria that must be met for professional advancement, the faculty of KLSS seek to establish a positive, engaged, and involved relationship with each other within programs. This relationship is interactive and seeks to provide each of the faculty members within a program a chance to learn from and develop professional academic skills in the company of colleagues.

It is within these programmatic relationships of interest, care, personal contact and knowledge of others that regular, periodic evaluations of competence and academic skill are to be provided. Further, in combination, these evaluations and the required FAP, FAR, FAE processes will serve as the support foundation for those who seek promotion and/or tenure within the Department of KLSS.

A Review of the Process for Professional Development within Programs

When new faculty are hired in the department for service within a given program, KLSS faculty believe that it is the responsibility of other program faculty members to be engaged in the professional development of new faculty. Further, since faculty development is a career-long process, this same interest and involvement ought to be available to those who are already tenured and who are or are not pursuing promotion. Non-tenured faculty members and those seeking promotion during the following academic year will be given priority with regard to program/departmental faculty involvement and developmental support (over those who are already tenured and not seeking promotion). The Department of KLSS believes it is the responsibility of departmental faculty to engage in mutual support. The collegial, mentoring relationships described below should lead each faculty member to a real knowledge of what other program faculty members are doing in relation to their students, colleagues, and

disciplines. Indeed, a side-benefit of these processes and procedures is an interchange of ideas and interests that will naturally lead to cross-fertilization.

Documentation of Involvement in the Professional Development Process

Each year, appropriate departmental faculty shall provide evaluations for non-tenured faculty, those seeking promotion, and those who will receive a periodic FAP, FAR, FAE review in the coming academic year. If the Department of KLSS has two or fewer tenured faculty members, additional, tenured faculty members from other ETSU departments will be assigned to the process when program reviews and evaluations are conducted.

The end-point anticipated for these relational processes is a written “evaluation” narrative for those faculty members who would normally engage in the FAP, FAR, FAE process. This narrative should be of sufficient length to generate a thorough review and summary of the faculty member’s successes, areas of needed development or improvement, and progress in relation to seeking promotion and/or tenure, when appropriate.

Those faculty members who prepare a portfolio for tenure or promotion decisions shall, henceforth, be limited to a one-inch binder. This binder shall contain (a) the required papers and documents established by the university, (b) any specific documentation required by TBR policy, and most importantly (c) a summary review and evaluation by appropriate departmental faculty members that supports and recommends (or declines to do so) the person who has applied for promotion and/or tenure. Yearly evaluation narratives provided by the Departmental Chair and College Dean shall also be part of this portfolio.

If appropriate departmental faculty members cannot agree on a single summary, minority opinions shall also be part of the portfolio. In all cases, however, each appropriate faculty member must have been part of the relational review process and sign one of the summary evaluation statements provided in the portfolio. The faculty member is free to respond to any evaluations provided and may add any additional items of support they wish to add up to but not to exceed the one-inch binder limit.

While basic criteria for positive departmental evaluations in tenure and promotion decisions are indicated in this document, the Department of KLSS may clarify and develop standards and criteria that are specific to the professional disciplines represented within the department.. The following criteria for tenure and promotion are considered basic for all faculty members of the Department of KLSS.

Specific Activities and Processes Expected of Program/Departmental Faculty in Relation to the Professional Development Process

Specific processes and activities will be expected of program and department faculty to ensure the kind of relationship anticipated by this document. These processes and activities include, but are not limited to, the following:

- Program/departmental faculty will seek to become familiar with and interested in the teaching processes and skills of each other—especially those who are new and untenured faculty members or those soon to seek promotion—by entering into collaborative conversations that:
 - Review and consider options for course syllabi, text books, integrative technology, collaborative learning, and field experiences;
 - Review and consider the experience of watching the faculty member teach on multiple occasions throughout the year;
 - Discuss teaching philosophies and pragmatic pedagogical processes for adult learners and the children and families they will ultimately serve;
 - Review and consider processes for team-teaching or an interchange of presentations within multiple courses;
 - Review and consider processes and options for as well as results in grading, course and instructor evaluations, and other methods and systems for feedback and accountability.
- Program/departmental faculty will seek to become familiar with and interested in the research and scholarly interests and work of each other—especially those who are new and untenured faculty members or those soon to seek promotion—by:
 - Discussions of scholarly interests and an agenda for research and/or professional writing;
 - Reading and commenting on draft articles, scholarly grants, published works, competitively selected professional papers, and other forms of developing and accomplished scholarship;
 - Inviting other faculty members to join in collaborative research and scholarship;
 - Seeking to pair faculty members with similar interests for cross-fertilization of ideas and contributions to the knowledge base of their shared discipline.

- Program/departmental faculty will seek to become familiar with and interested in the service interests and work of each other—especially those who are new and untenured faculty members or those soon to seek promotion—by:
 - Carefully monitoring service activities of new faculty in relation to their other areas of academic development and experience at ETSU, such that less is expected of them in the first years of service and additional opportunities are considered in relation to the needs of the program, department, college, and university when the person is more established;
 - Linking those with skills and connections in the local community to those who have yet to establish similar processes and contacts;
 - Helping colleagues to say “yes” to those university assignments that fit their interests and capabilities and “no” to those that do not or when that faculty member is in danger of overloading themselves and letting their teaching and scholarship suffer;
 - Helping colleagues to enter into state and national professional organizations associated with the program discipline and to find a healthy balance to professional involvement when considered as part of the full range of activities in which the faculty member is engaged;
 - Helping colleagues access support and approval for professional development, professional travel, and professional practice in their fields.

Guidelines and Criteria for Tenure and Promotion

The faculty member seeking promotion and/or tenure is to be rated by appropriate departmental faculty as (a) having **exceeded** program/department expectations for promotion and/or tenure; (b) having **met** program/department expectations for promotion and/or tenure; or (c) having **failed to meet** program/department expectations for promotion and/or tenure. In considering the criteria below, appropriate departmental faculty shall consider course load as a context for their decisions. The appropriate 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, Leisure and Sport Sciences:

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 conceptual framework.
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 appropriate departmental peers.
5. Demonstration of effectiveness in at least **three** (3) of the following **eight** (8) 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.
6. Effective advisement or mentoring of students.

Quantitative Expectations in Teaching

1. 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 (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. During the period of tenure-track service, 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, by a national publisher, or, awarded a scholarly grant**.

*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.

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.

Quantitative Expectations in Service

1. Documentation of service involvement through (a) minutes; (b) brochures; (c) surveys conducted; (d) recruitment letters; (e) PowerPoint; etc.
2. Membership in **one** (1) professional organization.
3. Evaluation data from non-refereed professional presentations.

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 appropriate departmental 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.

****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.

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 conceptual framework.
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 appropriate departmental peers.
5. Demonstration of effectiveness in at least **three** (3) of the following **eight** (8) 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.

Quantitative Expectations in Teaching

1. Formal instructor ratings (e.g., from the SAI's) in the range from good to excellent in at least 80% of the review period.

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. During the period of service as assistant 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**.

*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.

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.

Quantitative Expectations in Service

1. Documentation of service involvement through (a) minutes; (b) brochures; (c) surveys conducted; (d) recruitment letters; (e) PowerPoint; etc.
2. Membership in **one** (1) professional organization.
3. Evaluation data from non-refereed professional presentations.

To Gain Promotion from Associate Professor to Full 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 conceptual framework
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 appropriate departmental peers.
5. Demonstration of effectiveness in at least **five** (5) of the following **eight** (8) 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.

Quantitative Expectations in Teaching

1. Formal instructor ratings (e.g., from the SAI's) in the range from good to excellent in at least 80% of the review period.

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. 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.

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****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.

- 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.**

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.
 - e. Professional associations.
 - f. Community.

- 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.

Quantitative Expectations in Service

1. Documentation of service involvement through (a) minutes; (b) brochures; (c) surveys conducted; (d) recruitment letters; (e) PowerPoint; etc.
2. Membership in **one** (1) professional organization.
3. Evaluation data from non-refereed professional presentations.

The following items may be added to supplement the above requirements, but are in no case a substitution for the above requirements in research and scholarly activities:

- A review by two people from the faculty member's discipline is helpful in validating that the articles, chapters, or scholarly grants associated with the faculty member make a professional contribution to the field of study.
- Serving on editorial boards for state or regional professional journals.
- Presentations of papers at local, state, or regional professional meetings.
- Unfunded or intramural research and scholarly grant proposals.
- Research or scholarly efforts in progress, but not yet accepted for publication.
- Support for and mentoring of student research, theses, or dissertations.
- Articles, chapters, or books published in newspapers, local journals, or privately.