

## **DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, RECREATION AND COACHING TENURE AND PROMOTION STANDARDS**

The following are the Tenure and Promotion Standards for the Department of Health, Physical Education, Recreation and Coaching in accordance with the College of Education and Professional Studies (COEPS) Tenure and Promotion Standards and Guidelines. These standards are intended as guidelines written in alignment with the UW-Whitewater Faculty Personnel Rules (2014), the COEPS Tenure and Promotion Standards (2013), and the UW-Whitewater Tenure and Promotion Standards (2006).

### **PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE; PROMOTION TO ASSOCIATE PROFESSOR FOR ONE WHO ALREADY HAS TENURE; AND AWARDING TENURE TO ONE WHO ALREADY HAS THE RANK OF ASSOCIATE PROFESSOR**

In order to be promoted to associate professor, a candidate must demonstrate a record of effectiveness in the areas of teaching, non-teaching assignments when applicable, research and/or creative activity, and public and professional service relative to the disciplines in the department and as described in the following pages. All the criteria for effectiveness in these areas described below refer to the entire probationary period.

#### **TEACHING**

##### **Standard**

For promotion to rank of associate professor with tenure, the candidate must achieve a record of effectiveness in teaching, advising, and other teaching-related responsibilities as listed in the standard classification of performance data for teaching. A record of professional achievement in teaching must include:

1. All documented peer observations of teaching, as required and placed in the portfolio by the department, on the completed original department-approved observation form. Documentation must demonstrate a consistent record of positive reviews, as designated by the reviewer on the department-approved form during the last two years of the probationary period.
2. Summaries of all student evaluations of instruction using the department-approved survey instrument and placed in the portfolio by the department for each course taught during the probationary period. Teaching effectiveness is demonstrated by achieving an overall average of 3.75 or higher with a trend toward improvement (on a scale of 1-5, with 5 being high) on student evaluations conducted in all courses taught during the probationary period. If the overall average is below 3.75, the following factors should be considered: required course / elective course, class size, percentage of responders, and unique challenges, opportunities, and circumstances.
3. Those probationary faculty members who have supervision responsibilities as a part of

their teaching responsibilities are expected to provide evidence of effective supervision. Evidence of effective supervision may include, but is not limited to the following: student ratings on the department-approved supervision evaluation instrument, the supervisor's observation reports, and student e-mail communications.

4. Probationary faculty members who have advising responsibilities are expected to provide evidence of effective advising. Probationary faculty must maintain required office hours and provide accurate and effective feedback and advice. In addition to documentation of the advising caseload or its equivalent, the following must be included to demonstrate effectiveness in advising:
  - Evidence of growth and effectiveness as an academic advisor throughout the probationary period (e.g., development and/or maintenance of an effective advising communication system, offering extra advising overview sessions, serving as a master advisor)

The examples in 3-4 above are illustrative and do not exhaust the possibilities for demonstrating a record of effectiveness.

### **JOB PERFORMANCE IN NON-TEACHING ASSIGNMENTS**

If the candidate has received a reassignment during the probationary period for a non-teaching position, then the candidate must include documentation that demonstrates effectiveness in the non-teaching category. A record of effectiveness in non-teaching assignments should include the contract for the non-teaching responsibilities, if such a contract exists, and must include a description of accomplishments and evidence of the job duties performed. Non-teaching assignments do not include release time for sabbatical, research grants, or other reassigned responsibilities that are not administrative in nature. When the assignment is made, the department chair will inform the faculty member whether or not the assignment is considered a non-teaching assignment and will provide the faculty member with a job description and the criteria for evaluation.

#### Standard

- For promotion to the rank of associate professor with tenure, the candidate must achieve a record of effectiveness in professional effort and responsibility in non-teaching assignment such as: Undergraduate/graduate program coordinator, Undergraduate research coordinator, Honors program coordinator, or Administrative fellow.
1. Evidence of effective job performance may include the following:
    - Evaluative letters from faculty and/or administrators that speak to significant aspects of the non-teaching assignment
    - Reports related to the job (e.g., Audit & Review, Accreditation)
    - Effective program management
    - Participation in professional development designed to support the non-teaching job assignment

The examples in 1-2 are illustrative and do not exhaust the possibilities for demonstrating a record of non-teaching effectiveness.

## **RESEARCH AND CREATIVE ACTIVITY**

### **Standard**

For promotion to the rank of associate professor with tenure, the candidate must demonstrate a record of professional research, or its creative equivalent. This record must include evidence that the faculty member has a well-defined research agenda and is in the process of achieving professional recognition in the individual's discipline. A record of professional recognition in research and creative activity must consist of:

1. At least two peer-reviewed publications in reputable journals or peer-reviewed book chapters, or equivalent peer-reviewed creative activities. One of the publications must be in a research context at the state, national, or international level. With the agreement of the tenured faculty of the department, a major (\$10,000 or more) externally-funded grant proposal may count as one of the required publications.
2. At least three peer-reviewed or invited presentations with or without a published abstract/paper at the state, national, or international level. At least one of the three presentations must be at the national or international level.

## **PROFESSIONAL AND PUBLIC SERVICE**

### **Standard**

For promotion to the rank of associate professor with tenure, the candidate must achieve a demonstrated record of service to the profession, to the university community, and to the public. At a minimum, the candidate must demonstrate a record of active membership in at least three committees, with at least one at the department level and at least one at the college or university level. Service may include both compensated and non-compensated activities. The record of service must include:

1. Documentation of satisfactory participation in the work of the department throughout years in rank.
  - a. The candidate must regularly attend and participate in department meetings.
  - b. The candidate must also demonstrate other aspects of service to the department such as:
    - Participation on committees
    - Participation in campus events
    - Participation in department retreats and workshops
    - Advising student organizations

2. Documentation of satisfactory participation in the work of the College and University.
  - a. Examples of participation may include:
    - Participation on committees
    - Participation in campus events
    - Participation in College and University retreats and workshops
    - Serving on Faculty Senate
    - Advising student organizations
  
3. Documentation of satisfactory service to the profession and the public.
  - a. The candidate must have maintained membership in more than one professional organization and attended conferences of professional organizations.
  - b. The candidate must also demonstrate other aspects of service to the profession and the public. For example, the candidate may serve as a:
    - Grant proposal reviewer
    - Member of a professional credentialing body
    - Manuscript reviewer
    - Professional development provider
    - Community leader related to the professional areas of the department
  
4. The candidate may also demonstrate leadership roles in any of the service areas, 1-3 listed above. Examples of leadership roles include: Chair of Department, College, or University committee , Organizer of a conference, Member of national or international conference committee, Officer in a professional association, Editor of a publication, Consultant in area(s) of expertise, Facilitator of professional development

The examples in 1-4 above are illustrative and do not exhaust the possibilities for demonstrating leadership roles in service. Evidence in support of these roles might include, but is not limited to, meeting minutes that document active involvement, letters or emails that document contribution to service commitments.

### **FOR PROMOTION TO PROFESSOR or GRANTING TENURE TO ONE WITH THE RANK OF PROFESSOR**

In order to be promoted to professor, a candidate must demonstrate a sustained record of effectiveness in the areas of teaching, non-teaching job assignments when applicable, research and creative activity, and public and professional service relative to the disciplines in the department and as described in the following pages. Candidates must identify and document at least one area in which they demonstrate evidence of an outstanding reputation and have consistently and significantly exceeded the standards described below.

#### **TEACHING**

Criteria for effectiveness in these areas described below refer to the entire period since being reviewed for tenure and promotion to associate professor. If the candidate chooses to claim an outstanding reputation in the area of teaching, the candidate must demonstrate consistent and significant achievement beyond the requirements for promotion to professor.

### Standard

For promotion to the rank of professor, the candidate must achieve a record of sustained effectiveness in teaching, advising, curriculum development, and other teaching-related responsibilities as listed in the standard classification of performance data for teaching. The candidate must achieve a record of innovation in at least one of these teaching areas. Regarding peer reviews, the department is required to perform one peer review within two years of promotion to associate professor and one during the year prior to application for promotion to professor. This may require that more than three peer reviews will be done during the review period. The original department-approved observation forms are to be placed in the portfolio by the department at the time of submission. Regarding student evaluations, the department is responsible for administering evaluations for all course sections taught by department instructional faculty and staff. Summaries of these evaluations are to be placed in the portfolio at the time of submission. A record of sustained effectiveness in teaching must include:

1. All documented peer observations of teaching, as required and placed in the portfolio by the department, using the department-approved observation form, one of which occurs within the first two years following promotion to associate professor, and one of which occurs within one year prior to application for promotion to professor. Documentation must demonstrate a consistent record of positive reviews as designated by the reviewer on the department-approved form.
2. Overall average ratings of 4.0 or higher on the department-approved student course evaluation instrument (on a scale of 1-5, with 5 being high) in all courses taught during at least the four semesters prior to application for promotion. If the overall average is below 4.0, the following factors should be considered: required course / elective course, class size, percentage of responders, and unique challenges, opportunities, and circumstances.
3. Faculty members who have supervision responsibilities as a part of their teaching responsibilities are expected to provide evidence of sustained effectiveness in supervision. Evidence of effective supervision may include, but is not limited to the following: student ratings on the department-approved supervision evaluation instrument, the supervisor's observation reports, and student e-mail communications.
4. Faculty members who have advising responsibilities are expected to provide evidence of sustained effectiveness in advising. Faculty must maintain required office hours and provide accurate and effective feedback and advice. In addition to documentation of the advising caseload or its equivalent, the following must be included to demonstrate effectiveness in advising:
  - Yearly results of department-approved on-line advising survey

- Evidence of growth and effectiveness as an academic advisor throughout the probationary period (e.g., development and/or maintenance of an effective advising communication system, offering extra advising overview sessions, serving as a master advisor)
5. A demonstrated record of innovation in teaching, advising, curriculum development, or another teaching-related area. Examples of activities or achievements that constitute a record of innovation may include:
- Application of teaching strategies or methods derived from professional development activities that are designed to promote student learning
  - Development of teaching strategies or methods whose efficacy leads to their adoption by colleagues
  - Development of new or significantly improved methods that:
    - enhance advisor-advisee communications
    - track student progress to degree
    - are designed to increase student retention
  - Development of cross-disciplinary courses or programs
  - Development of units taught in multiple courses throughout the major or general education classes
  - Development of technology or resource materials that enhances teaching and learning in one or more courses in the major or general education classes
  - Development or coordination of international or experiential curriculum.

The examples in 3-5 are illustrative and do not exhaust the possibilities for demonstrating innovation in teaching, advising, curriculum development, or another teaching-related area.

### Outstanding Reputation in the Area of Teaching

In order to demonstrate an outstanding reputation in the area of teaching the candidate must demonstrate consistent and significant achievement beyond the requirements for promotion to professor. A record that consistently and significantly exceeds the standards for promotion to professor must include:

1. Positive reviews on the department-approved peer evaluation instrument conducted by a tenured member of the faculty, one of which occurs within the first two years following promotion to associate professor, and one of which occurs within one year prior to application for promotion to professor. In addition, all reviewer ratings must exclusively be in the top half of the evaluation scales used on the evaluation instrument.
2. Achieving an overall course average of 4.2 or higher (on a scale of 1-5, with 5 being high) on student evaluations conducted in all courses taught during at least the four semesters prior to application for promotion. In viewing the overall average, the following factors among others should be considered: required course/elective course, class size, percentage of responders, opportunities, and circumstances.
3. Documentation reflecting exceptional quality advising. Considerations include:

- advising loads
- numbers of post-baccalaureate students
- complexity of program
- outreach efforts

The examples in 2-3 are illustrative and do not exhaust the possibilities for demonstrating outstanding achievement in teaching.

### **JOB PERFORMANCE IN NON-TEACHING ASSIGNMENTS**

Criteria for effectiveness in these areas described below refer to the entire period since being reviewed for tenure and promotion to associate professor. If the candidate chooses to claim an outstanding reputation in the area of non-teaching, the candidate must demonstrate consistent and significant achievement beyond the requirements for promotion to professor.

#### **Standard**

If the candidate has received a reassignment prior to application for promotion to professor for a non-teaching position, then the candidate must include documentation that demonstrates sustained effectiveness in the non-teaching category. A record of effectiveness in non-teaching reassignments should include the contract for the non-teaching responsibilities if such a contract exists, and must include a description of accomplishments and evidence of the job duties performed. Non-teaching reassignments do not include release time for sabbatical, research grants, or other assigned responsibilities that are not administrative in nature. When the reassignment is made, the department chair will inform the faculty member whether or not the assignment is considered a non-teaching assignment and will provide the faculty member with a job description and the criteria for evaluation.

1. For promotion to the rank of professor, the candidate must achieve a record of sustained effectiveness in professional effort and responsibility in non-teaching assignment such as:
  - Undergraduate/graduate program coordinator
  - Undergraduate research coordinator
  - Learning communities coordinator
  - Honors program coordinator
  - Administrative fellow
  - Department chair
2. Evidence of effective job performance may include the following:
  - Evaluative letters from faculty and/or administrators that speak to significant aspects of the non-teaching assignment
  - Reports related to the job (e.g., Audit & Review, Annual Report, Accreditation, Purple Book support letters)

- Effective program management and scheduling
- Effective oversight of staff
- Effective budget management
- Participation in professional development designed to support the non-teaching job assignment
- Leadership in personnel and intra-department communication
- Effective promotion of department, college, or university goals

The examples in 1-2 are illustrative and do not exhaust the possibilities for demonstrating a record of effectiveness in non-teaching assignments.

### Outstanding Reputation in the Area of Non-Teaching

If the candidate chooses to claim an outstanding reputation in the area of non-teaching assignment(s) the candidate must demonstrate consistent and significant achievement beyond the requirements for promotion to professor. In order to demonstrate an outstanding reputation, the candidate should go beyond simply identifying the duration of the non-teaching assignment(s), and should demonstrate the effect or impact of their efforts.

1. Evidence of outstanding non-teaching performance may include reports and activities such as the following:
  - Evaluative letters from faculty and/or administrators that speak to significant aspects of the non-teaching assignment;
  - Reports related to the job (e.g., Audit & Review, Annual Report, Accreditation, Purple Book support letters)
  - Effective program management and scheduling
  - Effective oversight of staff
  - Effective budget management
  - Participation in professional development designed to support the efficient operation of the unit and its staff
  - Leadership in personnel and intra-department communication
  - Effective promotion of department, college, or university goals

The examples in number 1 are illustrative and do not exhaust the possibilities for demonstrating a record of outstanding accomplishment in the area of non-teaching assignments.

## **RESEARCH AND CREATIVE ACTIVITY**

Unless otherwise stated, all the criteria for effectiveness in these areas described below refer to the entire period since being reviewed for tenure and promotion to associate professor. If the candidate chooses to claim an outstanding reputation in the area of research and creative activity, the candidate must demonstrate consistent and significant achievement beyond the requirements for promotion to professor.

### Standard

For promotion to the rank of professor, the candidate must demonstrate a record of sustained professional achievement in research and creative activity. A record of sustained professional achievement in research and creative activity must include:

1. At least two peer-reviewed publications in reputable journals, or peer-reviewed book chapters, or equivalent peer-reviewed creative activities. One of the publications must be at the national or international level. With the agreement of the tenured faculty of the department, a major (\$10,000 or more) externally-funded grant proposal may count as one of the required publications.
2. At least three peer-reviewed or invited presentations with or without a published abstract/paper at the state, national, or international level. At least one of the three presentations must be at the national or international level.
3. Demonstrated recognition and/or expertise in the field. Evidence may include:
  - Professional awards
  - Invited external reviewer
  - Letters of support
  - Citations of research
  - Invited scholarly work

#### Outstanding Reputation in the Area of Research and Creative Activity

In order to demonstrate an outstanding reputation in the area of research and creative activity, the candidate must demonstrate consistent and significant achievement beyond the requirements for promotion to professor. A record that consistently and significantly exceeds the standards for promotion to professor must include:

1. An additional peer-reviewed publication, and
2. One or more of the items listed below:
  - Additional national/international presentation
  - Additional peer-reviewed publication
  - Additional invited works
  - Invited book chapter in a scholarly volume
  - Published book review
  - Full-length scholarly book or creative equivalent
  - Additional conference paper creative equivalent
  - Manuscript in conference proceedings

The quality of the publications in which the work appears, the number of times the work has been cited, sole or first authorship of the work, and awards received for the work should also be taken into consideration in establishing a record of achievement.

The examples above are illustrative and do not exhaust the possibilities for demonstrating outstanding achievement in research and creative activity.

### **PROFESSIONAL AND PUBLIC SERVICE**

Unless otherwise stated, all the criteria for effectiveness in these areas described below refer to the entire period since being reviewed for tenure and promotion to associate professor. If the candidate chooses to claim an outstanding reputation in the area of service, the candidate must demonstrate consistent and significant achievement beyond the requirements for promotion to professor.

#### **Standard**

For promotion to the rank of professor, the candidate must achieve a record of sustained service to the profession, to the university community, and to the public. At a minimum, the candidate must demonstrate a sustained record of active membership in at least three committees, with, at least, one at the department level and, at least one at the college or university level. Service may include both compensated and non-compensated activities. The record of service must include:

1. Documentation of sustained satisfactory participation in the work of the department throughout years in rank.
  - a. The candidate must regularly attend and participate in department meetings.
  - b. The candidate must also demonstrate other aspects of service to the department including:
    - Participation on committees
    - Participation in campus events
    - Participation in department retreats and workshops
    - Advising student organizations
2. Documentation of sustained satisfactory participation in the work of the College and University.
  - a. Examples of participation may include:
    - Participation on committees
    - Participation in campus events
    - Participation in College and University retreats and workshops
    - Serving on Faculty Senate
    - Advising student organizations
3. Documentation of sustained satisfactory participation in professional and public service contributions.
  - a. The candidate must have maintained membership in more than one professional organization and attended conferences of professional organizations, and

- b. The candidate must also demonstrate other aspects of service to the profession and the public. For example, the candidate may serve as a:
  - Grant proposal reviewer
  - Member of a professional credentialing body
  - Manuscripts reviewer
  - Professional development provider
  - Community leader related to the professional areas of the department
4. The candidate may also demonstrate leadership roles in two of the service areas, 1-3 listed above.
  - a. Examples of leadership roles include:
    5. Chair of Department, College or University committee
    6. Organizer of a conference
    7. Member of national or international conference committee
    8. Officer in a professional association
    9. Editor of a publication
    10. Consultant in area(s) of expertise
    11. Facilitator of professional development

#### Outstanding Reputation in the Area of Service

In order to demonstrate an outstanding reputation in the area of service, the candidate must demonstrate consistent and significant achievement beyond the requirements for promotion to professor. A record that consistently and significantly exceeds the standards for promotion to professor must include:

1. Receipt of a College, University, or other relevant professional or community service award, and
2. Documented service leadership at multiple levels,
3. Exceptional leadership in one area, and
4. Significant school or educational leadership.

The examples above are illustrative and do not exhaust the possibilities for demonstrating outstanding achievement in service.