

Guidelines for Tenure and Promotion
Department of Kinesiology
Auburn University

I. Introduction

Purpose

The process of tenure and promotion begins with the hiring of a faculty member and expectations should be made clear at that time and annually until the university makes its final determination. The College of Education Promotion and Tenure Policies (dated September 29, 2009) specify how the faculty member will receive Tenure and Promotion information and details about the process by which the faculty makes its decision. (These policies are listed at the end of this document.) Thus, the criteria specified below are intended to serve 1) as a guide for an annual pre-tenure review of faculty at the rank of Assistant Professor, and 2) as a guide for determining and evaluating the candidate's qualifications for tenure and promotion. These guidelines are not intended to modify the University's Guidelines for Promotion and Tenure, but to further delineate the criteria used in the Department of Kinesiology.

II. Promotion to Rank of Associate Professor

General requirements:

Promotion to the rank of Associate Professor requires a record of satisfactory (meets expectations) or better (exceeds expectations or exemplary), performance in all three categories of professorial activities (i.e., teaching, research, and service). If a faculty member's allocation includes outreach, a satisfactory or better performance is expected in that category as well.

A. Research-Related Criteria for Promotion to Associate Professor:

One judgment of satisfactory performance in research shall be based on the written opinions of external reviewers who themselves are recognized as reputable scholars in the candidate's area of specialization.

Satisfactory performance in research ordinarily entails (a) the development of an independent line of research which may involve extramural funding, (b) documented progress toward the establishment of a national reputation based on research contributions in one's field, and (c) quality graduate student training. The following evaluative items are key examples, but do not constitute an exhaustive list.

The primary indicator of progress toward establishment of a national reputation shall be the publication of research findings in peer-reviewed journals of high quality (as indicated by, but not limited to, empirically-based journal impact factors, the journals' rates of rejection, and the judgments of experts in the field).

Success in attracting external support for research, as evidenced by serving as a principal investigator or a significant contributor on peer-reviewed, research based grants or contracts, represents a significant indication of progress toward establishing a national research reputation. Evidence of attainment of intellectual property rights including patents, copyright or inventorship is also considered as evidence of such external support.

In all cases, however, the quality of research shall be judged as more important than mere quantity in evaluating the candidate's research contributions.

Other indicators of progress toward establishment of a national research reputation include:

- publication of an authored or edited book by a reputable publisher

- publication of original monographs or chapters in books
- peer-reviewed research presentations at international or national conferences
- collaborative, interdisciplinary, and/or translational work
- service as a reviewer for scientific or professional journals
- service on the editorial board of scientific or professional journals
- service on study sections or review panels of grant agencies

B. Teaching-Related Criteria for Promotion to Associate Professor

Teaching is considered an essential function of faculty at Auburn University, and consequently all faculty members are expected to demonstrate at least satisfactory performance in this important area. We acknowledge that there is considerable variability in the approach to teaching among the various disciplines within the department. For example, some disciplines may regularly teach broad survey courses involving large numbers of students, whereas others provide intensive, individual clinical instruction to a small number of students. Such variability should be considered in establishing expectations for performance, and differences in the manner in which teaching is conducted should also be considered in evaluation of teaching performance.

Satisfactory performance in teaching shall be evidenced by a consistent pattern among various indicators such as:

- student evaluations showing satisfactory performance in classroom teaching
- peer ratings reporting instructional performance that 'meets expectations' or higher on teaching content and classroom performance
- evaluations indicating appropriate service on master's and doctoral committees (as chair and/or as a member). Who provides these evaluations? Peers? Grad students?

C. Outreach-Scholarship Criteria for Promotion to Associate Professor:

Auburn University's land-grant mission calls for meaningful outreach. Faculty members with allocations for outreach are expected to document the description, mission, scholarship, and impact of the scholarly work. Satisfactory performance in outreach shall be evidenced by a consistent pattern among various indicators such as:

- success in attracting external support for scholarly outreach, as evidenced by serving as a principal investigator on a service grant, foundation grant, or other funding agency grant.
- Other indicators of satisfactory outcomes for outreach include:
 - practitioner publications
 - creation and activation of websites
 - creation of curricular documents, national guidelines, instructional materials, or manuals
 - workshops or presentations at international or national practitioner conferences

D. Service-Related Criteria for Promotion to Associate Professor:

We expect that all faculty members will demonstrate good citizenship in the department, college, and university by serving on departmental, college, and/or university committees consistent with their rank and experience. This would be considered satisfactory performance in this category. (Note. Because committees vary in the amount of work required of their members, the Head's letter will provide substantive information about the candidate's time and effort contributed to committee work).

III. Promotion to Rank of Professor

General Requirements:

Promotion to the rank of Professor requires a record of satisfactory or better performance in all three categories of professorial activities (i.e., teaching, research, and service). A candidate for the rank of Professor must also demonstrate a record of distinction in research and a record of distinction in either teaching or service. For promotion to Professor, "distinction" means appreciably better than the average associate professor in the candidate's field at American Association of Universities (AAU) institutions comparable to Auburn University.

A. Research-Related Criteria for Promotion to Professor

One judgment of distinction in research shall be based on the written opinions of external reviewers who themselves are full professors and are recognized as outstanding scholars in the candidate's area of specialization.

Distinction at the rank of professor also entails the achievement of a substantive body of empirical works based on an independent line of research.

Distinction is illustrated by sustained research productivity evidenced by publications in quality peer-reviewed journals (as indicated by, but not limited to, empirically-based journal impact factors, the journals' rates of rejection, cited reference searches, and the judgments of experts in the field).

The quality of research shall be judged as more important than mere quantity in evaluating the candidate's research contributions.

One key indicator of distinction and establishment of a national reputation is success in attracting external support for research, as evidenced by serving as a principal investigator or a significant contributor on peer-reviewed, competitive grants or contracts.

Other indicators (non-exhaustive list) of the establishment of a national research reputation include:

- publication of authored or edited books by reputable publishers
- publication of original monographs or chapters in books
- development of intellectual property, including patents, licensing, and copyrighted materials
- service on the editorial board of scientific or professional journals
- service on study sections or review panels of grant agencies

B. Teaching-Related Criteria for Promotion to Professor

Teaching is an essential function of faculty at Auburn University, and consequently all faculty members are expected to demonstrate satisfactory performance in this important area. We acknowledge that there is considerable variability in the degree and approach to teaching among the various disciplines within the department. For example, some disciplines may regularly teach broad survey courses involving large numbers of students, while others provide individual intensive clinical instruction to a small number of students. Such variability should be considered in establishing expectations for performance, and differences in the manner in which teaching is conducted should also be considered in evaluation of teaching performance. It is expected that most faculty members seeking promotion to Professor will have acquired significant experience and expertise in teaching and, their performance in this area should be consistent with their accumulated experience and rank.

Satisfactory performance in teaching shall be evidenced by a consistent pattern among various indicators such as:

- student evaluations showing satisfactory performance (3.5 'very good' or higher on 1-5 scale) in classroom teaching
- peer ratings showing satisfactory ratings of teaching content and classroom performance based on direct observations
- department head evaluations indicating appropriate service on doctoral supervisory committees (as chair and/or as a member)

Distinction in teaching shall be evidenced by a consistent pattern among various indicators such as:

- student evaluations showing above average or better performance (4.5 'excellent' or higher on 1-5 scale) in classroom teaching
- peer ratings showing above average or better ratings of teaching content and classroom performance based on direct observations
- department head evaluations indicating above average or better service on doctoral supervisory committees (as chair and/or member)
- achievement of a significant award for teaching
- development of a new course or teaching program
- other activities representing contributions to teaching that exceed expectations, such as developing and implementing continuing education courses, the creative use of technology in teaching, taking a leadership role in curriculum redesign or development, etc.
- presentation of teaching techniques, methods, and/or research at regional, national, and international conferences
- publications in highly rated teaching journals.

C. Outreach-Scholarship Criteria for Promotion to Professor:

Faculty members with allocations for outreach advancing to Professor are expected to engage in meaningful, scholarly work that has significant outcomes. The faculty member shall document the description, mission, scholarship, and impact of the scholarly work. The merit of the outreach will be evaluated on the basis of outcomes associated with the scholarly work, such as:

- success in attracting external support for scholarly outreach, as evidenced by serving as a principal investigator on service grants, foundation grants, or other funding agency grants
- other indicators of satisfactory outcomes for outreach, include:
 - practitioner publications
 - creation and activation of websites
 - creation of curricular documents, national guidelines, instructional materials, or manuals
 - workshops or presentations at international or national practitioner conferences

Distinction in outreach-scholarship shall be evidenced by a consistent pattern among various indicators such as:

- receiving outreach awards
- creating new innovations, patents, trademarks, and copyrights
- initiating beneficial/impactful changes in practice

D. Service-Related Criteria for Promotion to Professor

We expect all faculty members will demonstrate good citizenship in the department, college, and university by serving on departmental, college, and university committees consistent with their rank and experience. This would be considered satisfactory performance in this category. (Note:

Because committees vary in the amount of work required of their members, the Head's letter will provide substantive information about the candidate's time and effort contributed to committee work.)

Distinction in service to the university is indicated by service that goes beyond that expected in the typical duties of an Associate Professor and may include one or more of the following:

- chairing a college and/or university committee
- serving as an undergraduate or graduate coordinator
- serving as interim departmental head (for a substantial period of time)
- serving in another administrative role in the department or college beyond the typical duties of an associate professor
- receipt of a regional, national, or international award for professional service

Distinction in service to the profession should be indicated by service that is beyond that expected in the typical duties of an Associate Professor and may include one or more of the following:

- serving as a committee member in a national or international organization
- serving as an officer or board member in a national or international organization
- serving on the editorial boards of scholarly journals
- receipt of a national or international award for professional service

Granting of Tenure

The criteria for the granting of tenure shall be the same as those for promotion to Associate Professor along with the additional requirement that the applicant demonstrate collegiality (See below).

In addition to demonstrating quality in the areas of 1) teaching, 2) research/creative work, 3) outreach and 4) service as described above under Promotion Criteria and, where applicable, in approved departmental guidelines, the candidate for tenure must also demonstrate potential to contribute as a productive and collegial member of the academic unit in all relevant areas. Are the candidate's professional abilities and relationships with colleagues compatible with the departmental mission and with its long-term goals? Has the candidate exhibited an ability and willingness to engage in shared academic and administrative tasks that a departmental group must often perform and to participate with some measure of reason and knowledge in discussions germane to departmental policies and programs? Does the candidate maintain high standards of professional integrity? Concerns respecting a candidate's collegiality should be shared with the candidate as soon as they arise; they should certainly be addressed in the yearly review and the third year review. Documented evidence that a candidate's interactions with students or colleagues has significantly interfered with teaching, research/creative work, outreach or service of the candidate or others may be a basis for denial of tenure. *(taken from AU Faculty Handbook).*