



**College of Education and Human Development
Department of Health & Kinesiology
Criteria and Standards for the Performance Evaluation of Tenured Faculty**

Minimum criteria and standards for the post-tenure performance evaluation of tenured faculty in the Department of Health & Kinesiology

Post-Tenure Review will be analyzed using the F2.08 records of the five most recent years. To maintain post-tenure satisfactory progress, the faculty member must obtain an average score (out of a possible 5.0) of 3.0 in the area of teaching, 3.0 in the area of research/scholarship, and 3.0 in the area of service in all five years within the review period.

It is also expected that the tenured faculty member will engage in mentoring tenure-track faculty and students in the department. The tenured faculty member is expected to address these aspects in the narrative submitted along with the five most recent F2.08 reviews.

Standards for teaching, research/scholarship, and service include the following examples.

Teaching

- Fulfilling instructional and advising responsibilities
- Demonstrating quality teaching. Providing instruction that demonstrates best practices and currency in the field
- Planning and executing new learning opportunities such as leading an internship experience; field experience, encouraging study abroad; designing a new course with a team
- Contributing to the curriculum and instructional focus of the department
- Mentoring tenure track/instructors in the role as a teaching professional
- Evidence of improved student outcomes
- Review of course syllabi to ensure compliance with accreditation

Examples of leadership roles in promoting quality teaching:

- Conducts teaching workshops to department faculty
- Serves as a peer evaluator or mentor to tenure track faculty
- Incorporates new edition of textbook and/or updated scholarly articles relevant to the course
- Developing a new course
- Directing student research at the undergraduate or graduate level

- Incorporation of innovative technology in the classroom
- Participating in professional development/continuing education activities
- Obtaining ACUE Certifications
- Attending or leading CTLE seminars/workshops
- Attending or leading CEU activities at workshops or professional conferences
- Obtaining professional certifications
- Leadership role for curriculum improvement for a degree in Health & Kinesiology
- Reviewing course syllabi to ensure current content and compliance with accreditation (i.e. CEPH, NSCA, ACSM, etc.)

Research/Scholarship

Tenured faculty should play a leadership role for the junior faculty with respect to publications in peer reviewed/refereed journals. In the fields of Health & Kinesiology, it is widely practiced that a senior faculty/researcher is later in the authorship listing. In fact, it is common for the mentoring senior faculty member to be the last author denoting seniority status. Guidelines to determine acceptable journals can be found in the current departmental tenure and promotion guidelines.

In the event a tenured associate professor is applying for full professor in the year of the post tenure review, the post tenure review is waived as the review for promotion to full professor has rigorous demands.

- Externally funded research
- Internally funded research
- Funded contracts
- Books
- Monographs
- Book chapters
- Guiding thesis/dissertations/capstones to become accepted journal publications
- Guiding undergraduate or graduate student research to become accepted journal publications
- Refereed/Invited presentations at local, state, national, or international conferences or symposiums
- Invited or refereed book reviews
- Interdisciplinary research
- Undergraduate or graduate student involvement in conferences
- Mentoring junior faculty research
- Directing thesis, dissertations, or undergraduate research
- Editorship in a peer reviewed journal in the faculty member's discipline
- Peer Reviewer in a refereed journal in the faculty member's discipline

- Reviewer/judge at local/state/national/international conferences
- Serving as a thesis/dissertation committee member
- Serving as an undergraduate research mentor
- Peer reviewed publications (authorship in any order)

Service

- Leadership role in curricula accreditation
- Advising students at the UG and Graduate level
- Contributing ways of adhering to the mission and purposes of the department, college, and university promoting and maintaining a collegial environment
- Directing thesis, dissertations, or undergraduate research
- Leading/Guiding student organizations
- Volunteering and supporting student engagement in schools, community organizations, etc.
- Editorship in a peer reviewed journal in the faculty member's discipline
- Peer Reviewer in a refereed journal in the faculty member's discipline
- Reviewer/judge at local/state/national/international conferences
- Mentoring faculty at the department, college, or university level
- National prominence as a leader in professional organizations
- National prominence as a leader in professional/community service
- Membership on committees at the department, college, and university levels
- Leadership of committees at the department, college, and university levels
- Serve as coordinator for degree program
- Serving as a thesis/dissertation committee member
- Serving as an undergraduate research committee member
- Actively participating in commencement ceremonies (beyond attending as faculty)
- Coordination of conferences
- Coordination of workshops
- Leadership role in accreditation submissions and/or reviews

Examples of Activities for Service

- Advising students (undergraduate, minor, or graduate) for requirements to graduate program (i.e. PT/OT/PA/MD/MAT) and/or employment fields (i.e. Cardiac or Pulmonary Rehab)
- Directing a thesis
- Directing a dissertation
- Directing an undergraduate research project

- Leadership roles in regional, state, or local professional organizations
- Obtains fellowship status in professional organizations
- Receives University service award
- Creates and disseminates brochures which contribute to student recruitment/retention
- Creates and disseminates brochures which contribute to community service within the discipline
- Receives community service awards
- Provides leadership in civic organizations
- Provides leadership to schools
- Delivers presentations designed to enhance the public's understanding within the discipline
- Demonstrates advocacy in addressing important issues with the discipline
- Leadership role on department, college, university and/or professional committees
- Membership and participation on department, college, university organizations (Student Orgs, Faculty Senate, OUR, etc.)
- Volunteering as a reader, marshal, at the check in room, or hooding ceremonies at convocations and commencement ceremonies
- Actively planning and/or participating in on campus recruitment events (i.e. Cardinal View, New Student Orientation. Athletics Recruit Visits, etc.)
- Attends student presentation/award events on campus (i.e. McNair Scholars, OUR, SURF, BECK, etc.)
- Directs a cardinal community
- Mentor tenure-track faculty
- Service as an A/V or computer tech to other faculty or in the classrooms
- Service as the HEAF and building acquisition of equipment coordinator
- Active participation in student recruitment and retention, making recruitment visits to local high schools and promoting health and kinesiology professions
- Supervising/mentoring field experiences/internships/study abroad for students
- Coordinator of undergraduate or graduate degree programs
- Significant contribution/leadership role: Preparing documentation for application for an accreditation program, preparing for a site visit from the accreditation team, or preparing annual reports or reviews for accreditation