

Promotion and Tenure Document

Effective 4/6/17

1.0 VISION STATEMENT

It is the vision of the School of Kinesiology to have faculty members who demonstrate sustained excellence and balance in the areas of teaching, research, and service through, and beyond, that of ranks and tenure.

1.1 MISSION STATEMENT

Our collective mission is to provide an environment that enables faculty members to achieve the School's vision through the guiding principles of support and mentorship.

1.2 INTRODUCTION AND PURPOSE

The purpose of this document is to explicitly outline the promotion, tenure, and retention standards in the School of Kinesiology at The University of Southern Mississippi. These standards serve two basic purposes: (1) to guide continual formative and summative self-evaluation with respect to individual professional performance and advancement; and (2) to guide faculty committees and administrative personnel charged with making promotion and tenure decisions. For maximum effectiveness, this statement of standards must be interpreted and applied judiciously and equitably.

1.3 GENERAL GUIDELINES

1. This document outlines the general requirements for faculty members seeking promotion in rank and/or tenure effective spring 2018. It is realized that these expectations may change and should be modified over time to reflect the changing nature of the School's mission. To ensure currency, the Departmental Promotion Committee (defined by item 9.5.2 in the Faculty Handbook) will engage tenure-track and tenured faculty to: (1) review this document at least every 5 years; (2) suggest modifications; and, (3) solidify with a simple majority vote by tenured and tenure-track faculty. Approved document will be submitted for review by the Director of the School who will forward to University Provost via the College of Health Dean for final approval.
2. The expectations that follow are based on the assumption that non-tenured, Assistant Professors will have a faculty load consisting of 9 hours (75%) teaching and 3 hours (25%) research every fall and spring semester in each of the five probationary years prior to the initial promotion and tenure decisions. Those individuals in promotable instructor lines will have a faculty load consisting of 12 hours (100%) teaching. Oftentimes, new tenure-track faculty members may receive a reduced load in their first year. Additionally, some faculty members and instructors are, from time to time, granted reduced teaching loads for extraordinary reasons. Depending on the nature of the release or reassigned time, load fluctuations (up or down) after the first year may require some adjustment of promotion and/or tenure expectations. Affected individuals are encouraged to request a written clarification of expectations through the Departmental Personnel Committee (see section 8.4.3 of Faculty Handbook).

1.4 PROMOTION AND AWARD OF TENURE PROCESS

In order to avoid confusion or unintended inconsistencies with regard to promotion and tenure processes between the Faculty Handbook, College of Health, and the School of Kinesiology Promotion and Tenure Documents, this document will not attempt to restate established processes. As such, all School faculty members are strongly advised to refer to Chapter 9 of the University of Southern Mississippi's Faculty Handbook for complete details related to these processes.

1.5 SCHOOL OF KINESIOLOGY REQUIREMENTS FOR RANKS

Non-Tenure-Track Ranks

Instructor / Lecturer / Senior Lecturer ranks

Individuals are employed by the university as full-time employees with the primary mission of instruction. Individuals do not hold a terminal degree in the disciplines in which they teach. The ranks of Instructor, Lecturer, and Senior Lecturer are defined (Section 3.3 of Faculty Handbook) as "non-tenure-track" and thus have no expectation of continuing employment beyond the expiration of the employee's contract. Further, an employee holding one of these ranks is not eligible for consideration for the award of tenure.

Individuals at the rank of Instructor, Lecturer, or Senior Lecturer are members of the Faculty and the Corps of Instruction (COI) and thus, may vote in appropriate institutional elections or personnel proceedings.

All candidates (regardless of prior service or teaching experience) for the Instructor→Lecturer→Senior Lecturer track will prepare a dossier describing their accomplishments and rationales for seeking the position or a promotion. Recommendations regarding these positions or promotions will be made by the candidate's Departmental Promotion Committee, School of Kinesiology Director, College Advisory Committee, and the College of Health Dean. Recommendations will be forwarded to the Provost for a final decision.

Instructor→Lecturer

Candidates should demonstrate a continuous record of teaching excellence. Service and Scholarly activities may also be considered. Completion of a probationary period (5 years) will be required, patterned after promotion of personnel in tenure-track ranks (Section 9.4.3 of Faculty Handbook).

Lecturer→Senior Lecturer

Candidates should demonstrate a continuing record of excellent and innovative teaching coupled with notable service and /or scholarly activities. Completion of a 5-year time period at rank of Lecturer is also required.

Assistant Teaching Professor / Associate Teaching Professor / Teaching Professor

Individuals are employed by the university as full-time employees with the primary mission of instruction. Individuals hold a terminal degree in the disciplines in which they teach. The ranks of Assistant Teaching Professor, Associate Teaching Professor, and Teaching Professor are defined (Section 3.3 of Faculty Handbook) as "non-tenure-track" and thus have no expectation of continuing employment beyond the expiration of the employee's contract. Further, an

employee holding one of these ranks is not eligible for consideration for the award of tenure.

Individuals at the rank of Assistant Teaching Professor, Associate Teaching Professor, or Teaching Professor are members of the Faculty and the Corps of Instruction (COI) and thus, may vote in appropriate institutional elections or personnel proceedings.

All candidates (regardless of prior service or teaching experience) for the Assistant Teaching Professor→ Associate Teaching Professor→ Teaching Professor track will prepare a dossier describing their accomplishments and rationales for seeking the position or a promotion. Recommendations regarding these positions or promotions will be made by the candidate's Departmental Promotion Committee, School of Kinesiology Director, College Advisory Committee, and the College of Health Dean. Recommendations will be forwarded to the Provost for a final decision.

Assistant Teaching Professor→ Associate Teaching Professor

Candidates need to demonstrate excellent and innovative teaching coupled with contributions in either service (departmental/collegiate/university or discipline) or notable scholarly activities. Completion of a probationary period (5 years) will be required, patterned after promotion of personnel in tenure-track ranks (Section 9.4.3 of Faculty Handbook).

Associate Teaching Professor→ Teaching Professor

This promotion is merited by individuals who have met the criteria for Associate Teaching Professor and, following promotion, demonstrate notable scholarly activities. Completion of a 5-year time period at rank of Associate Teaching Professor is also required.

Tenure-Track Ranks

Assistant Professor

The appointment to the rank of assistant professor in the School requires promise of excellence in the areas of teaching, research, and service. There is no requirement of probationary time at lower rank. An earned doctorate, or other terminal degree appropriate to the respective discipline, is required.

Associate Professor

The promotion (or appointment) to the rank of associate professor in the School requires balanced evidence of consistency and growth in teaching, research/creative activity, and service and a likelihood of sustained and continuing excellence. The candidate should have demonstrated quality teaching and should have publications and research and/or creative activities in sufficient quality and quantity to reflect the potential for a scholarly career. In addition, there should be documentation of substantial contributions in service. An earned doctorate, or other terminal degree appropriate to the respective discipline, is required.

Professor

The promotion (or appointment) to the rank of professor in the School requires faculty to be nationally recognized teacher-scholars who have made substantial contributions to the University and their respective disciplines. Although few will excel equally in all three areas of teaching, research/creative activity, and service, candidates must show a balanced record of clear and convincing evidence of high levels of attainment sustained over a period of years. An earned doctorate, or other terminal degree appropriate to the respective discipline, is required.

1.6 TEACHING EVALUATION CRITERIA

1.6.1 Introduction. Consistent with the School's vision and mission, the School of Kinesiology values teacher-scholars who continually pursue excellence illustrated by a balanced teaching portfolio. As a result, new faculty members are encouraged to develop teaching portfolios with multiple indicators of teaching performance. Although it is the responsibility of the individual faculty member to demonstrate teaching excellence, the vision and mission of the School indicate the following guiding principles:

- All School faculties, regardless of rank or tenure, should be supported, to the extent possible, in their endeavor to become teacher-scholars. A faculty member's development of a core teaching philosophy coupled with a clear statement of the unit level expectations will serve as a foundation for achieving teaching excellence.
- School faculties and administration should make every reasonable effort to afford ample teaching mentorship to those seeking promotion in rank.
- Evaluations will be based on ability of the individual to provide balanced evidence of teaching excellence as well as the overall pattern of the teaching evidence rather than evaluating any evidence received from a single course, section or annual review.

1.6.2 Sources of Evidence. Evidence of teaching excellence must include student evaluations (#2) and instructional materials (e.g., course syllabi) (*Appendix*) and may include internal or external peer evaluations. Additional evidence of teaching excellence may include, but is not limited to, the following:

Italics indicate that faculty members already submit this information as part of the required information in their annual performance evaluation dossier (see Appendix A).

- *List course taught (undergraduate and graduate) (#2)*
- *Grade distributions (#3)*
- *Subjective student evaluations of teaching (#4)*
- *Student advisement (undergraduate, masters, doctoral) (#5)*
- *Student supervision (i.e., research; evaluation of clinical activities or practicum) (#6)*
- *New courses/curriculum or substantive course/curriculum revisions (#7)*
- *Summary of successful teaching outcomes (#8)*
- *Peer review rubric (#???)*
- *Summary of peer review (#??)*
- *Summary of written teaching goals and progress from annual evaluations (Appendix)*
- Internal or external evaluation of teaching

- Examples of student work
- Teaching awards (including student nominations for teaching awards)
- Signed written statements from former or current students
- Creative instructional methods, strategies, or materials
- Professional development to improve teaching or expertise (e.g., LEC training)
- Other methods of formative and summative evaluation

1.6.3 Criteria for Promotion of Non-Tenure-Track Ranks Two primary criteria exist for successful achievement of promotion in rank across both tracks of non-tenure-track instructional ranks: demonstration of and continual growth of expertise and competence as an instructor and demonstration of and continual growth in innovative teaching. Beyond these shared expectations, the promotion criteria for each track are described below.

Promotion to Lecturer. A successful candidate will provide balanced evidence of teaching excellence. The following are minimum standards and do not in and of themselves guarantee promotion as the Unit expects successful candidates to exceed expectations in many areas of their portfolio.

- Provides evidence to support meaningful contribution to curriculum development within area of teaching assignment and School of KIN.
- Has received at minimal, satisfactory evaluations of teaching throughout 5 year period.
- Provides evidence to support pedagogical competence (e.g. continued education in your discipline).
- Provides evidence to support innovation in teaching (e.g. pedagogical training, etc.).

Promotion to Senior Lecturer. A successful candidate will not only meet the above minimum requirements by providing balanced evidence of teaching excellence, but also must show a consistent record of clear and convincing evidence of high levels of teaching attainment sustained over a period of years.

- Provides evidence to support meaningful contribution to curriculum development within area of teaching assignment and School of KIN.
- Has received at minimal, satisfactory evaluations throughout 10 year period.
- Provides evidence of excellent pedagogical competence and continued growth.
- Provides evidence to support excellent innovation in teaching.

Promotion to Associate Teaching Professor. A successful candidate will provide balanced evidence of teaching excellence. The following are minimum standards and do not in and of themselves guarantee promotion as the Unit expects successful candidates to exceed expectations in many areas of their portfolio.

- Provides evidence to support meaningful contribution to curriculum development within area of teaching assignment and School of KIN.
- Has received at minimal, satisfactory teaching evaluations throughout 5 year period.
- Provides evidence of excellent pedagogical competence (e.g. continued education in your discipline).
- Provides evidence to support excellent innovation in teaching (e.g. pedagogical training, etc.)

Promotion to Teaching Professor. A successful candidate will not only meet the above minimum requirements by providing balanced evidence of teaching excellence, but also must show a consistent record of clear and convincing evidence of high levels of teaching attainment sustained over a period of years.

- Provides evidence to support continued contribution to curriculum development within area of teaching assignment and School of KIN.
- Has received at minimal, satisfactory teaching evaluations throughout 10 year period.
- Provides evidence of excellent pedagogical competence and continued growth.
- Provides evidence to support excellent innovation in teaching.

1.6.4 Criteria for Promotion of Tenure-Track Ranks Demonstrating excellence in teaching requires a different approach than demonstrating excellence in research. In research, we have rigorous external review, and at least within most disciplines, agreed upon metrics for productivity assessment (such as publication in highly respected journals, acquisition of competitive external funds, the presentation of one's work at prestigious places, etc.). We do not have equivalent metrics for teaching assessment. Indeed, the individualized and often private nature of teaching has worked against the development of metrics by which to assess a faculty member's professional contributions. In general, those responsible for personnel decisions regarding promotion *in-rank to Associate Professor or Professor* with respect to excellence in teaching would expect successful candidates to share the following characteristics:

Promotion to Associate Professor. A successful candidate will provide balanced evidence of teaching excellence. The following are minimum standards and do not in and of themselves guarantee promotion as the Unit expects successful candidates to exceed expectations in many areas of their portfolio. The School expects that successful candidates seeking promotion to Associate professor will:

- Demonstrate consistency and/or improvement in quantitative and subjective student evaluations throughout the early stages of their career. These candidates will have, at minimum, quantitative student evaluations that are at (or above) the University and/or College average.
- Demonstrate how their teaching produces significant learning (i.e., it will not be considered excellent otherwise). Evidence should indicate how students expanded their achievement (e.g., increase in disciplinary knowledge/skills; learned new ways to approach questions, passed

entrance exams for professional practice, etc.).

- Demonstrate strong annual evaluations of course materials to show that the students are meeting the course goals.
- Provide evidence of continued faculty learning and evolution within the teaching discipline. A genuinely excellent teacher will actively seek new knowledge, skills, and teaching methods and will incorporate these into his or her teaching.

Promotion to Professor. A successful candidate will not only meet the above minimum requirements by providing balanced evidence of teaching excellence, but also must show a consistent record of clear and convincing evidence of high levels of teaching attainment sustained over a period of years.

1.7 RESEARCH/CREATIVE ACTIVITY EVALUATION CRITERIA

1.7.1 Introduction. Consistent with the School's vision and mission, the School of Kinesiology values faculty who continually pursue excellence in research/creative activity illustrated by a balanced scholarly agenda and productivity. As a result, new faculty members are encouraged to develop research portfolios with multiple indicators of research/creative activity performance. Although it is the responsibility of the individual faculty member to demonstrate research excellence, the vision and mission of the School indicate the following guiding principles:

- All School faculties, regardless of rank or tenure, should be supported, to the extent possible, in their endeavor to become well-developed scholars. A faculty member's articulation of his/her scholarly agenda coupled with a clear statement of the unit level expectations will serve as a foundation for achieving research excellence.
- School faculties and administration should make every reasonable effort to afford ample research mentorship to those seeking promotion in rank. Evaluations will be based on ability of the individual to provide balanced evidence of research excellence as well as the overall pattern of the research evidence rather than evaluating any evidence received from a single source or annual review.

1.7.2 Sources of Evidence. Evidence of excellence in research/creative activity must include examples of published works, professional presentations, and externally funded grant proposal submissions. Evidence of research excellence may include, but is not limited to, the following:

Italics indicate that faculty members already submit this information as part of the required information in their annual performance evaluation dossier (see Appendix A).

- *Refereed journal articles (indicate international, national, regional, etc.) (#2)*
- *Books (indicate edited, single author, chapter only, etc.) (#2)*
- *Refereed abstracts (indicate international, national, regional, etc.) (#2)*
- *Refereed or invited presentations (indicate international, national, etc.) (#3)*
- *Externally funded grant submissions (approved at all levels) (#4) (Appendix)*
- *Externally funded grant awards (#5) (Appendix)*
- *Internally funded grant submissions (approved at all levels) (#6) (Appendix)*
- *Internally funded grant awards (#7) (Appendix)*
- *List of all creative activities or applied scholarship (#8) (Appendix)*
- Receipt of awards or honors for research and scholarly/creative activity
- Unrefereed journal articles (indicate international, national, regional, etc.)
- Other publications (technical reports, proceedings, non-print media, etc.)
- Published book or software reviews
- Patents (provisional, pending, etc.)

1.7.3 Criteria for Promotion of Non-Tenure-Track Ranks Two primary criteria exist for successful achievement of promotion in rank across both tracks of non-tenure-track instructional ranks: demonstration of and continual growth of expertise and competence as an instructor and demonstration of and continual growth in innovative teaching. Beyond these shared expectations, the promotion criteria for each track are described below.

Promotion to Lecturer. While scholarly activity is not required of this position, a demonstration of continued growth and expertise in the discipline is expected. Scholarly activity is one way to demonstrate these qualities.

- May provide (optional to the employee) evidence to support positive scholarly activity.

Promotion to Senior Lecturer. While scholarly activity is not required of this position, a demonstration of continued growth and expertise in the discipline is expected. Scholarly activity is one way to demonstrate these qualities.

- May provide (optional to the employee) evidence to support significant scholarly activity.

Promotion to Associate Teaching Professor. While scholarly activity is not required of this position, a demonstration of continued growth and expertise in the discipline is expected. Scholarly activity is one way to demonstrate these qualities.

- Provides evidence to support progression of scholarly activities within the field.

Promotion to Teaching Professor. While scholarly activity is not required of this position, a demonstration of continued growth and expertise in the discipline is expected. Scholarly activity is necessary for progression to this rank.

- Provides evidence to support notable level of scholarship.

1.7.4 Criteria for Promotion for Tenure-Track Ranks. In general, those responsible for personnel decisions regarding promotion *in-rank to Associate Professor or Professor* with respect to excellence in research would expect successful candidates to share the following characteristics:

Promotion to Associate Professor. Research expectations for those seeking promotion will primarily focus one's productivity in publications, presentations, and externally funded projects. However, a successful candidate will provide balanced evidence of research excellence. The following are minimum standards and do not in and of themselves guarantee promotion as the Unit expects successful candidates to exceed expectations in many areas of their portfolio. The School expects that successful candidates seeking promotion to Associate professor will:

- These candidates will have refereed journal publications (international, national, etc.) in sufficient number, quality, and scope and provided evidence of, at minimum, an average of one publication per year within the probationary period.
- These candidates will have professional presentations (international, national, etc.) in sufficient number, quality, and scope and provided evidence of, at minimum, an average of two publications per year within the probationary period. – These candidates will have demonstrated evidence of pursuit of funding (primarily external) to support the candidate's scholarly agenda.

Promotion to Professor. A successful candidate will not only meet the above minimum requirements by providing balanced evidence of research excellence, but also must show a consistent record of clear and convincing evidence of high levels of research attainment sustained over a period of years.

1.8 SERVICE EVALUATION CRITERIA

1.8.1 Introduction. Consistent with the School's vision and mission, the School of Kinesiology values servant-leaders who continually pursue excellence illustrated by balanced service to the Unit, College, University, Community and Profession. Service requirements are expected to vary in nature between disciplines as well as over a faculty member's career. As a result, new faculty members are encouraged to develop service portfolios with multiple indicators of service accomplishment.

Although it is the responsibility of the individual faculty member to demonstrate service excellence, the vision and mission of the School indicate the following guiding principles:

- All School faculties, regardless of rank or tenure, should be supported, to the extent possible,

in their endeavor to become servant-leaders. In general, new faculty members should expect to be engaged in limited internal service activities for at least 3 years prior to their initial promotion and/or tenure decision.

- School faculties and administration should make every reasonable effort to afford ample mentorship regarding service to those seeking promotion in rank.
- Evaluations will be based on ability of the individual to provide balanced evidence of excellence in service as well as the overall pattern of the service evidence rather than evaluating any evidence related to a single service-related activity.

1.8.2 Sources of Evidence. Evidence of excellence in service must include examples in each of the three categories of Profession, University/College/School, and Community. Evidence of service excellence may include, but is not limited to, the following:

Italics indicate that faculty members already submit this information as part of the required information in their annual performance evaluation dossier (see Appendix A).

1. Service to the Profession

- a) International service to your profession (i.e., holding of office, etc.) (#3)*
- b) National service to your profession (#4)*
- c) Regional service to your profession (#5)*
- d) State service to your profession (#6)*
- e) Service as editor for a scholarly journal in the field*
- f) Service as referee for a scholarly journal in the field*
- g) Service as referee for a granting agency*
- h) Service as consultant or technical assistant to professional agencies*
- i) Service to accreditation or certification agencies*
- j) Testimony on professional matters to governmental agencies*

2. Service to the University/College/Department or School

- a) Service on university committees appointed or elected (#8)*
- b) Service on college committees appointed or elected (#9)*
- c) Service on department/school committees appointed or elected (#10)*
- d) Funded economic development initiatives (e.g., contracts, donations, etc.) (#2)*
- e) Serving as sponsor of a student organization*
- f) Participation in general activities, projects, and task forces organized to promote the general well-being of the University, e.g., public relations events, recruitment of students and faculty*
- g) Provides advisement of students beyond the normal advisement expected as part of the teaching duties*
- h) Other activities that support the Department/College/University mission*

3. Service to the Community

- a) Local service to profession and/or community (#7)*
- b) Performance of professional activities in clinical settings*
- c) Public lectures, workshops, programs on professional issues to non professional groups, newspaper articles, or radio and television appearances*
- d) Organizes professionally related programs for the community*

e) Other community service that reflects well on Department/College/University

1.8.3 Criteria for Promotion of Non-Tenured-Track Ranks. Criteria for service varies across each employment track. Though all tracks share the same sources for evidence, the Lecture track criteria only mandates evidence to support notable service activity for promotion to Senior Lecturer. Promotion to Lecturer makes provision of this evidence optional. Variation in this regard also exists in promotion within the Teaching Professor track. Expectations for all Non-Tenure-Track ranks possess the following characteristics:

Promotion to Lecturer

- Has received at minimal, satisfactory evaluations throughout 5 year period.
- Provides evidence to support positive service activity (in lieu of, or in combination with provision of evidence to support scholarly activity).

Promotion to Senior Lecturer

- Has received at minimal, satisfactory evaluations throughout employment history.
- Provides evidence to support notable level of service activities (School/ College/ University/ Profession. In lieu of, or in combination with provision of supporting evidence for notable scholarly activity).

Promotion to Associate Teaching Professor

- Has received at minimal, satisfactory evaluations throughout 5 year period.
- Provides evidence to support notable level of service activities (in lieu of, or in combination with provision of evidence to support scholarly activity).

Promotion to Teaching Professor

- Has received at minimal, satisfactory evaluations throughout employment period.
- Provides evidence to support notable service activity.

1.8.4 Criteria for Promotion of Tenured-Track Ranks. Again, demonstrating excellence in service requires a different approach than the approach used to demonstrate excellence in research where common metrics may be applied. Therefore, a general expectation is that new or untenured faculty members are encouraged to limit their service and increase their focus on launching their scholarly careers. In general, those responsible for personnel decisions regarding promotion *in-rank to Associate Professor or Professor* with respect to excellence in service would expect successful candidates to share the following characteristics:

Promotion to Associate Professor. A successful candidate will provide balanced evidence of service excellence. The following are minimum standards and do not in and of themselves guarantee promotion as the Unit expects successful candidates to exceed expectations in many areas of their portfolio. The School expects that successful candidates seeking promotion to Associate professor will:

- Demonstrate service contributions to the Profession that increases in scope and responsibility throughout the probationary period. –

Demonstrate service contributions to the Department/School that increases in scope and responsibility throughout the probationary period.
– Demonstrate service contributions to the Local/Community.

Promotion to Professor. A successful candidate will not only meet the above minimum requirements by providing balanced evidence of service excellence, but also must show service contributions that increase in breadth beyond the Department/School to the College and University as well as within the Profession. Additionally, successful candidates must demonstrate a consistent record of clear and convincing evidence of high levels of service attainment sustained over a period of years.

1.9 COLLEGIALITY

In an effort to create a favorable work environment that promotes the success of all School participants, it is important to explicitly state that collegiality is a dimension that will be considered in the tenure and/or promotion process, but only as currently defined in the College of Health Tenure and Promotion Document (p. 32, item 1.2.4).

1.2.4 Collegiality. Collegiality is defined as a quality expressed through collaboration and constructive cooperation. Collegiality includes a set of values that are regarded as essential for the success of the university, a diverse composition of students, faculty, staff and constituents; mutual respect for similarities and differences of opinions and points of view; and mutual trust established and reinforced through shared governance procedures in decision-making. Collegiality is manifest by demonstrating an interest in and consideration for the needs of others; seeking to understand the nature and character of others and communicating effectively with them; listening to and recognizing the merit of others' opinions even when in disagreement and willingness to consider engaging in problem-solving and goal achievement; and demonstrating an openness to professional growth.

Collegiality should not be assessed independently of teaching, research, and service, but rather taken into consideration in the evaluation of a faculty member's overall performance.

1.10 SCHOOL OF KINESIOLOGY REQUIREMENTS FOR ACADEMIC TENURE

The award of academic tenure is a separate deliberation that most often happens in conjunction with the promotion deliberation. For the sake of consistency, School faculty members are strongly advised to refer to Chapter 9 of the University of Southern Mississippi's Faculty Handbook for complete details of the tenure process.

The School of Kinesiology refers its faculty to the prevailing University Faculty Handbook (item 9.6.2) excerpt below for the definition and evaluation criteria for tenure as these will be used for tenure award deliberations.

9.6.2 Definition of Tenure. "Academic tenure" is defined as the qualified expectation of a continuation of annual employment that may be awarded to a full-time member of the faculty after completing a probationary period. There is no guarantee that tenure will be awarded at the conclusion of the probationary period. Nor is tenure a guarantee of lifetime employment. Rather, tenure means that no person who has been awarded tenure may be discharged except upon certain grounds and in accordance with specified procedures. An award of tenure requires excellence in performance and the promise of continued excellence in teaching, research, and service. It is the duty of the faculty member to demonstrate that tenure should be awarded. If awarded, tenure is vested within the lowest unit of academic appointment. Achieving tenure does not relieve a faculty member from the standards of professional performance, conduct, achievement, merit, and probity maintained by the departments, the schools, the divisions, the colleges, the University, and by the Board of Trustees. Tenured faculty members are expected to give those standards meaning and to lead by continuing professional example, in all cases being subject to annual evaluations.

9.6.8 Standard of Evaluation for Tenure. The award of academic tenure is a privilege. Tenure is awarded after a thorough review that culminates in the University acknowledging the faculty member's professional excellence and the likelihood that excellence will contribute substantially over a considerable period of time to the mission and anticipated needs of the University. Professional excellence is reflected in the faculty member's teaching, research, and service, including the faculty member's ability to interact appropriately with colleagues and students. A faculty member might meet the criteria for a given promotion in rank, and achieve promotion, but fail to merit the privilege of tenure. Promotion in academic rank does not necessarily imply that one merits academic tenure.

1.11 MISCELLANEOUS

1.11.1 Appeals Process. The procedure for appeals is established by the University Faculty Handbook (Chapter 12).

1.11.2 Schedule of Events. Please refer to the CoH T&P document item 1.5 (pg. 33) for approximate due dates of dossiers and when to expect progress reports. Exact due dates will vary by academic year and should be verified on the official Provost's calendar.

1.11.3 Format of Dossier. Please refer to Appendix A of the COH T&P document (pg. 35) for the format of promotion and tenure dossiers. The format expectations are also located on the Provost website.

1.11.3 Organization of Dossier. Please refer to Appendix B of the COH T&P document (pg. 36-38) for the specific organization of vitae and dossiers for the College of Health.

APPENDIX A

PART I SUMMARIES OF KINESIOLOGY ANNUAL PERFORMANCE EVALUATION DOCUMENT

Faculty Evaluation – 2016

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INTRODUCTION

The personnel committee option elected for 2016 was 3 faculty members. Members of the 2016 committee are: Dr. Rick Green, Professor, Dr. Bill Holcomb, Professor, and Dr. Melissa Thompson, Associate Professor. Our intent is to use this evaluation as a forum for you to monitor your progress on your teaching, scholarship, and service, and to identify the support and resources you need to continue your work and contribution to the goal of achieving a distinguished School of Kinesiology.

In completing the evaluation process, please document your productivity according to the included template in the simplest way possible. Your willingness to provide the information requested in a concise and readable manner will help the process tremendously. The focus should be on what you have done, and not on what you have not done.

A couple of changes have been made to this process. These include:

1. The committee is asking you to submit your evaluation materials as an electronic document using the format criteria listed below:

PDF Document 1: Completed 2016 annual evaluation form (template follows after this page) which includes:

- completed annual evaluation
- copies of annual evaluation reports from previous two years or the number of years you have been a member of the faculty if less than 2
- * please save this document at lastname.annualeval16

PDF Document 2: An updated CV

PDF Document 3: Teaching supplement: Syllabi, teaching evaluations, peer evaluations, etc.

PDF Document 4: Research supplement: Copies of publications, grants, etc.

PDF Document 5: Service supplement: Any supporting documentation for service

2. Please send these documents via email to the committee chair (Dr. Green) by the specified due date.

INSTRUCTIONS

Please provide a cover sheet that should read as follows...

School of Kinesiology
Faculty Evaluation
Name, Title
Faculty Evaluation, January – December, 2016.

The following page should provide the following information:

- a. Name, title
- b. Dates of employment as faculty at USM
- c. Load distribution for Spring and Fall, 2016 (e.g., Spring: 25% teaching; 25% Program Coordinator of Athletic Training; 25% funded release as P.I. on xxx grant; 25% time in-kind release as P.I. on the xxx grant). Please indicate N/A if you were not an employee of USM during the spring semester.
 - a. A brief (one paragraph) statement from you describing your line of work for the year and any barriers that may have impeded your work. *Please list barriers as bulleted statements if possible.*

The main part of the evaluation is composed of 5 sections as reflected in tenure and promotion documents: Teaching; Research and Scholarship; Service; Re-Assigned Time and Goals. For the first 3 sections we ask for a brief (1-4 sentences) statement of your most significant contributions in 2016. Please feel free to cut and paste from your vita or other resources.

For each of the sections, please provide information in the order it is requested. Please first include the request (as the section title, in bold/underlined), and then provide the information requested (not in bold). A template is included in this document. Please use twelve point font whenever possible. **Please see a member of the personnel committee if you have any questions or ask one of us for a sample report.**

Please number all pages in your report. It might also be a good idea to include your name frequently throughout the document, and make a copy for yourself before you submit it.

TEACHING: SUMMARY OF ACCOMPLISHMENTS

1. Briefly describe your significant accomplishments in the area of teaching during 2016.
2. List all courses taught (by semester) during 2016. Include number of students enrolled, credit hours, and the cumulative score from available teaching evaluations. **Please use the table found in the template.**
3. For each class, **using the table provided**, provide grade distributions.
4. Provide a brief summary of the subjective evaluations for all classes.
5. State number of advisees from each semester: Spring 2016 and Fall 2016. Indicate the number of doctoral, master's and undergraduate student advisees.
6. List your record on completed graduate committees during 2016 including your role.
7. List new classes developed and classes that were a new prep for you (courses you have not previously taught, or have not taught in the past 2 years).
8. Provide a brief reflection of your peer evaluation of teaching.

RESEARCH AND SCHOLARSHIP : SUMMARY OF ACCOMPLISHMENTS

Please present all information using APA style

1. Briefly describe your significant accomplishments in the area of research and scholarship during 2016.
2. Provide a list of all work that was published in 2016. Give a brief statement indicating the type of work (e.g., abstract, research manuscript, textbook chapter, guidebook, etc.), and type of publication (refereed national journal, in-house promotional guideline, website).
3. Provide a list of all professional convention presentations made in 2016. Give a brief statement indicating the level of the audience (international, national, regional, state, local), and the type of work (abstract, research manuscript, panel presentation, poster, other scholarly work).
4. Provide a list of all externally funded grant submissions in 2016. Indicate title, funding agency, P.I. and others listed on the grant, and amount requested.
5. Provide a list of all externally funded grants awarded in 2016. Indicate title, funding agency, P.I. and others listed on the grant, and amount received.
6. Provide a list of all internally funded grant submissions in 2016. Indicate title, type of grant, P.I. and others listed on the grant, and amount requested.
7. Provide a list of all internally funded grants awarded in 2016. Indicate title, funding agency, P.I. and others listed on the grant, and amount received.
8. Provide a list of all creative activities completed in 2016.
9. Provide a list of all other externally funded activities (e.g., contracts, fund raisers, donations, and in-kind contributions) in 2016.

SERVICE: SUMMARY OF ACCOMPLISHMENTS

1. Briefly describe your significant accomplishments in the area of service during 2016.
2. Provide a brief descriptive list all of your *international* service to your profession in 2016. Provide a brief description of your role (elected chair, appointed, member, visitor, etc.).
3. Provide a brief descriptive list all of your *national* service to your profession in 2016. Provide a brief description of your role (elected chair, appointed, member, visitor, etc.).
4. Provide a brief descriptive list all of your *regional* service to your profession in 2016. Provide a brief description of your role (elected chair, appointed, member, visitor, etc.).
5. Provide a brief descriptive list all of your *state* service to your profession in 2016. Provide a brief description of your role (elected chair, appointed, member, visitor, etc.).
6. Provide a brief descriptive list all of your *local/community* professional service in 2016. Provide a brief description of your role (elected chair, appointed, member, visitor, etc.).
7. Provide a brief descriptive list of all of your professional service to the *university* in 2016.
8. Provide a brief descriptive list of all of your professional service to the *College of Health* in 2016.
9. Provide a brief descriptive list of all of your professional service to the *School of Kinesiology* in 2016.

REASSIGNED TIME

1. If you had re-assigned time in 2016 (release from teaching to provide specific tasks but do not include school or college administrative release), please describe the purpose for the re-assigned time by semester (Include percentage of reassigned time).
2. Please describe your re-assigned time related accomplishments (per semester for each re-assignment).
3. Please describe other duties related to your re-assigned time.

GOALS:

1. Present your goals for 2016 as they were written for the last evaluation. Describe the progress you have made toward achieving those goals.
2. Goals should be specific and measurable and include steps to achieve those goals. Goals should be addressed for each area of teaching, scholarship, and service.
3. Please provide a detailed list of your professional goals and objectives for 2017. Remember, to include work already in progress.
4. List any ideas you have that will help you accomplish your goals in 2017. Include needs, resources, support, etc.

TEMPLATE:

School of Kinesiology

NAME

RANK

Faculty Evaluation January – December 2016

Name & Title:

Faculty Employment at Southern Miss:

Load Distribution:

	Teaching	Scholarship	Other

Description of Work and Barriers

Provide a brief description of your role as a faculty member in the School of Kinesiology, and describe the barriers that you perceive are hindering your work.

TEACHING

5. Significant Accomplishments

6. Courses Taught

Table 1. Courses Taught, SCH, and Student Quantitative Evaluation

Course	SCH	n=enr	n=resp	% resp	A Mean Q1-8, 10-13, 16-18	B Raw Score Q14	C Raw Score Q15	Mean Column A -C
<u>Spring</u>								
<u>Fall</u>								

SCH = semester credit hours

enr = number of student enrolled

resp = number of students who completed evaluation of instruction

% resp = percentage of responses of total number enrolled

x(Q) = mean of scores from indicated questions from student evaluation of instruction

Mean Column A-C = created mean of values from column A-C for each row (course)

7. **Grade Distributions**

Table 2. Grade Distributions

Spring 2016

Grade	KIN XXX	KIN XXX	KIN XXX
A			
B			
C			
D			
F			
I			
WP			
P (Pass/Fail only)			
F (Pass/Fail only)			
NA			
Total Enrolled			

Fall 2016

Grade	KIN XXX	KIN XXX	KIN XXX
A			
B			
C			
D			
F			
I			
WP			
P (Pass/Fail only)			
F (Pass/Fail only)			
NA			
Total Enrolled			

8. Summary of Subjective Evaluations (Optional)

9. Summary of Peer Evaluation of Teaching

Provide a paragraph summary of the evaluation and your response. Then include the rubric and response in teaching documentation.

10. Advisees (#s)

Doctoral =

Masters =

Undergraduate =

11. Completed Graduate Committees (Provide Names; Indicate chair role)

Doctoral =

Masters =

11. New Classes/New Prep

RESEARCH and SCHOLARSHIP

For tenure track faculty only

1. **Significant Accomplishments**

2. **Published Works**

3. **Professional Presentations**

4. **Externally Funded Grant Submissions**

5. **Externally Funded Grants Awarded**

6. **Internally Funded Grant Submissions**

7. **Internally Funded Grants Awarded**

8. **Creative Activities**

9. **Other Externally Funded Activities**

+

SERVICE

1. **Significant Accomplishments**
2. **Professional Service (International)**
3. **Professional Service (National)**
4. **Professional Service (Regional)**
5. **Professional Service (State)**
6. **Professional Service (Local/Community)**
7. **Professional Service (University)**
8. **Professional Service (College of Health)**
10. **Professional Service (School of KIN)**
11. **Other Externally Funded Activities**

REASSIGNED TIME

1. Purpose for Re-Assigned Time by Semester (Include percentage of release time).

Spring -

Fall -

2. Accomplishments (per semester for each re-assignment).

Spring –

Fall -

3. Other Routine Task (per semester for each-re-assignment).

GOALS

Goals for Calendar Year 2016 (Include a brief statement on progress)

Teaching

Scholarship

Service

Goals for Calendar Year 2017

Teaching

Scholarship

Service

Resources and Support Needed to Accomplish 2017 Goals