

**NEW MEXICO STATE UNIVERSITY  
DEPARTMENT OF KINESIOLOGY AND DANCE  
POLICIES FOR PROMOTION AND/OR TENURE**

**2017**

## INTRODUCTION

### RELATIONSHIP TO UNIVERSITY AND COLLEGE POLICIES

This document sets forth expectations, policies and procedures related to the documentation and evaluation of faculty for promotion in rank and/or tenure (i.e., issuance of a continuous contract) within the Department of Kinesiology and Dance (KIND) at New Mexico State University (NMSU). These policies have been developed in alignment with the University's guiding principles, criteria, and policies on promotion and tenure as well as current College of Education (CoE) core values and policies. University policies regarding promotion and tenure supersede policies of KIND and the CoE.

The department of KIND decisions regarding promotion in rank or the granting of tenure are based on merit. They are consistent with the University policies on equal employment opportunity and academic freedom as well as the CoE's six Core Values (*excellence, integrity, leadership, diversity, transparency, & innovation*) The ranks of instructor, assistant, associate, or full professor as used in this document are consistent with policies of the CoE and defined within the *Promotion and Tenure Policy for New Mexico State University*.

This document (a) provides general statements regarding expectations of faculty members in KIND for successful applications for promotion and tenure, (b) provides departmental-level guidance on collection and presentation of material to support an application for promotion and/or tenure, and (c) delineates departmental-level procedures for review and evaluation of application materials.

### DEPARTMENTAL VISION STATEMENT

The Department of Kinesiology and Dance seeks to advance the science, practice, and art of human movement. Faculty and students collaborate to explore human movement from biological, behavioral, social, pedagogical, and artistic perspectives. Of critical importance are the dissemination of new knowledge and creative works, and the preparation of future scientists, practitioners, educators, and performers.

### DEPARTMENTAL MISSION STATEMENT

The mission of the department of KIND is to provide leadership, in the area of human movement, to positively impact the lives of children and adults with diverse needs. Specifically, the department seeks to improve human movement opportunities and experiences of people from all ages and backgrounds. The mission is accomplished through the preparation of individuals and advancement of knowledge in the area of human movement to provide optimal services in a variety of settings. The mission is actualized through best practices in teaching, supervision, research/creative activities, and service. The focus is on quality, responsiveness to cultural and linguistic diversity, individual needs, and the integration of specializations.

## GENERAL STATEMENTS REGARDING EXPECTATIONS OF FACULTY MEMBERS IN KIND

### DEPARTMENTAL VIEW OF COLLEGIALITY

The faculty members of the department of KIND value attainments in teaching, research and creative activity, and service to the department, college, university, broader community and profession. The department's mission of providing leadership that positively impacts the lives of persons with diverse needs can take place only within an environment that is characterized by strong, positive, professional relationships.

### TEACHING AND ADVISING

The teaching of students is central to the mission of the CoE at NMSU. Effectiveness in teaching and advising is an essential criterion for appointment, advancement, and tenure. Teaching and advising commonly include the dissemination of knowledge that is within a faculty member's area of expertise; skill in stimulating students to think critically and to apply knowledge to human problems; the integration of relevant domestic and international information into class content; the preparation of students for careers in specific fields of study; the creation and supervision of appropriate field or clinical practica; and advisement of undergraduate and graduate students.

The department of KIND prepares individuals through degree programs that provide services to children and adults with diverse movement needs. The department provides training in best practices as mandated by licensure requirements from the New Mexico Public Education Department, American Kinesiology Association, National Strength and Conditioning Association, and CAATE . Of particular importance are degree programs that serve the following:

- Physical Educators (undergraduate and graduate training), Physical Education Teacher Educators (PhD); and Dance Educators (undergraduate and graduate)
- Exercise Scientists
- Athletic Training
- Dance Professional

### SCHOLARSHIP: RESEARCH AND CREATIVE ACTIVITY

New Mexico State University is a Doctoral "Higher Research Activity" institution, as classified by the Carnegie Foundation for the Advancement of Teaching. Within KIND and the CoE, tenure-track, and tenured faculty member efforts and assignments may vary according to each faculty member's strengths, department needs, and particular career paths and position descriptions. Tenured/tenure-track faculty members are expected to consistently engage in scholarly activities that are judged by their peers and widely disseminated. College faculty (non-tenured track) members typically do not have a scholarship or research expectation.

***"Scholarship" is defined as the broad umbrella of original intellectual work that is documented, accepted by the community of our peers, and is widely disseminated.*** Such work should address intellectual, scientific, aesthetic or creative issues, and make a contribution to the faculty member's profession. Under the umbrella of scholarship faculty members will engaged in research and/or creativity activity. Research should generate new knowledge and apply existing knowledge to improve the lives of persons with diverse needs and to prepare individuals who will provide services. Creative activity should generate new work that is performance related. Faculty members are expected to disseminate knowledge gained through research in publications and

conference presentations; engage in adjudicated and other dance related productions and performances; generate internal and/or external funds to support research or creative activity, training, and development; create and validate instructional strategies and assessment procedures; and, perform a variety of other relevant activities particular to the individual faculty member's line (s) of inquiry or creative focus.

## **SERVICE AND EXTENSION**

Faculty service is critical to the success of the University in serving its central missions. Service is defined as involvement in community, state, regional, national, and international activities within one's field of knowledge, as well as by contributions made to the department, college, and university. Within the department, service is a key responsibility of all faculty members. As faculty members become more experienced, it is expected that they serve on committees that address issues of relevance to the member's unit, institution, and community (New Mexico State University, *College of Education Policies for Promotion and Tenure*).

The extension and outreach mission of the University and the College of Education is articulated within the department as part of our service to the State of New Mexico and to the local communities. Faculty members engage in activities designed to build collaborative relationships that are responsive to state and local concerns, to build local capacity in needs identification, and to facilitate program development and evaluation. KIND faculty members work with local, state, national, and international agencies; provide in-service training and consultation; disseminate information; and provide model services through a variety of projects for various consumers.

## GENERAL GUIDELINES FOR ASSEMBLING THE PORTFOLIO

Each faculty member is expected to maintain a portfolio wherein he or she demonstrates his or her effectiveness as a teacher, scholar, and servant. The faculty member's portfolio is to include no more than two binders (core document and supplemental materials). While the university provides for a maximum binder size of 3" for each binder, recommended sizes for the binders are 1" for the summary statements and 2" for the supporting material.

### **I. Core Document Binder.** This binder must include and be organized in the following order:

- Routing form: (includes date of hire and time in rank)
- Table of Contents
- Executive Summary
  - Self-Reflection
- Curriculum Vita (see vita format in COE PT document)
- Performance Evaluations (annual departmental reviews), departmental P& T reviews, and 3<sup>rd</sup> year college P& T review (if available)
- Conflict of Interest Form
- Departmental Mission Statement
- External Review Letters—at least 4(placed in binder by Department Head)

### **II. Supporting Materials Binder.** The supporting materials binder should include the evidence necessary to support the information presented in the executive summary. The following are examples of the kinds of information that could be presented in the supporting materials binder. The list is not exhaustive, and other examples are provided throughout this document:

- List of courses taught, enrollments, and syllabi for those courses
- Raw quantitative and/or qualitative data from at least three sources of evidence of effective teaching, including student evaluations
- Samples of student work
- All lead author publications
- At least four samples of published scholarly works (journal articles, etc) or other comparable evidence of creative works.
- A representative sample of peer-reviewed conference abstracts
- Copies of grant proposals funded or in review (labeled as funded or in-review)
- Copies of unfunded grant proposals (optional; but only if PI or Co-PI).
- Copies of work products that may have emerged from committee work.
- DVD of choreographic work
- DVD of directed/produced dance concerts

## SPECIFIC DEPARTMENTAL EVIDENCE FOR PROMOTION AND/OR TENURE

Teaching and advising, scholarship (research and creative activity), and service and extension are inter-related activities, not mutually exclusive categories. The integration of these elements is ideal, and faculty members are expected to discuss the manner in which their scholarship informs their teaching as well as the evidence as to the broader impacts of their scholarship and teaching on the local and scientific communities. Evidence of effective teaching, scholarship, and service is presented as documentation included in the **FACULTY PORTFOLIO and described through the Executive Summary**.

### II. DATE OF HIRE AND TIME IN RANK

All portfolios should have information regarding the faculty member's employment history in Academia.

While university policy does not stipulate a minimum time in rank as a part of application for promotion and or tenure, unless stipulated in the faculty member's contract, it is anticipated that tenured/tenure-track faculty members will spend 5 years in rank prior to submitting an application for promotion and/or tenure and 6 years in rank prior to receiving promotion and/or tenure. Non-tenured faculty members wishing an extension of this time limit must request so in writing and must receive department, college, and university approval. Faculty members wishing to submit their applications ahead of this time limit (or the time stipulated in their contract) must notify the department, college, and university of their intention to "apply early."

Likewise, there is no stipulation as to the minimum time in rank for college faculty members pursuing promotion, nor is promotion required for continuous employment.

#### II.A. Required Evidence.

**II.A.1 Executive Summary.** The Executive Summary should refer to the faculty member's entire professional history in Academia. It is anticipated that there would be a particular focus on the time in the faculty member's current rank.

**11.A.1A Self-Reflection.** The self-reflection should be a short overview of your time at NMSU and included within your executive summary. Specifically, this section should address the phases of the candidates research (how it has evolved over the candidates tenure), how the candidate has changed (i.e., teaching, professionally) since the candidate was hired, and address any challenges the candidate faced (i.e., FMLA, space constraints, etc.).

**II.A.3 CV.** The faculty members CV should details his/her employment history including dates of hire, tenure and promotion.

### III. ALLOCATION OF EFFORT

The evaluation of the faculty member's application for promotion and/or tenure should give full consideration to the faculty member's allocation of effort throughout their time in their current rank (and/or pre-tenure period). Thus it is critical that the faculty member presents clear documentation as to their allocation of effort. At minimum tenure track and tenured faculty will have 25% allocation of effort in the areas of scholarship. It is recommended that untenured faculty have 40% allocation of effort in the area of scholarship at least during their first 3 years. It is recommended that faculty

members consider the following in determining their allocation of effort.

- Instruction: Teaching and advising
- Scholarship: Research and creative activities, chairing PhD dissertations, MA theses, and other student research projects.
- Service: Departmental, College and University committee membership, professional organization work, outreach and extension activities, program administrative duties, etc.

## IV. TEACHING AND ADVISING

Department faculty members can be promoted and/or tenured only when there is clear evidence of effective performance as teachers. The following section describes the kinds of evidence that faculty members should include in their portfolios.

### IV.A Required Evidence

**IV.A.1 Executive Summary:** The faculty member's executive summary must include a clear statement of teaching philosophy. The statement should be constructed in such a way to demonstrate that the faculty member is continuously engaged in a process of formative assessment of teaching and learning, and one that describes the evolution of the faculty member as a teacher. The teaching section should make reference to the teaching load, courses taught, and summary statements regarding student evaluations and other evaluations of effective teaching (e.g., peer evaluations). The university expects that faculty members will provide at least three sources of evidence of effective teaching. However one of these evidences is to be a peer review of your teaching (i.e., having a senior faculty member within or outside of the department evaluate of your teaching). The raw data will be included in the supporting documents.

**IV.A.2 CV:** The CV should include lists of the following:

- Courses taught (the CV should list each course only once).
- Courses developed
- Graduate student committee membership (if EdD, PhD, EdS or MA thesis option). The faculty member should indicate whether he or she served as chair or member.
- Teaching awards
- Student Recognition/Awards

**IV.A.3 Department Head evaluation of teaching** (usually in the form of annual performance reviews)

**IV.A.4 P&T committee evaluation of teaching** (usually in the form of annual departmental P&T reviews, and may include 3<sup>rd</sup> year review from the College P&T Committee, if available).

**IV.A.5 Supporting Material documents MUST include:**

- Extent of teaching which includes a list of courses taught on campus and through distance education, frequency, and number of students enrolled in each course offering.
- Course syllabi
- Student evaluations that include a quantitative summary of student responses, and qualitative summaries of student comments.
- Graphic illustrations of trends in quantitative scores are requested.
- Written responses to negative comments or concerns are requested.
- Peer Evaluations (must include at minimum 1 peer evaluations from senior faculty).

- Lists of student committees chaired according to their program of studies (Master's, Educational Specialist, or Doctoral students; please include separate categories for MA non-thesis, MA thesis, EdS, EdD, PhD). Please include title of thesis, dissertation, EdS project, etc. if completed.
- List of student committees on which you are/were a member (not chairing) according to their program of study (please include separate categories as above). Please include title of thesis, dissertation, EdS project, etc., if completed.
- List of other student projects directed (including independent studies, honors project etc. Please include title of project if known/completed.

#### **IV.B Other sources of evidence could include, but are not limited to:**

- Teaching awards or other recognitions of teaching excellence.
- Colleague reviews of class instruction and materials.
- Instructional innovations, including syllabi, instructional materials, web pages, instructional cases, models for student outcomes evaluation.
- Evidence of integrating new techniques into pedagogical practice (e.g., technology, etc.)
- Evidence of professional development that enhances teaching.
- Evidence of evaluative materials, and class materials development.
- Letters from students or others regarding quality of instruction.
- Evidence of course, curricular, and/or program development.

If the P&T committee identifies a need for a faculty member to improve instructional quality or presentation of the evidence of instruction, then the committee must provide specific written feedback about the expectations and the faculty member should develop a plan to address any concerns in consultation with the department head and the tenured faculty members. Any such remediation plans should be placed in the portfolio as a response to the department P&T committee review.

### **V. SCHOLARSHIP (RESEARCH AND CREATIVE ACTIVITY)**

The importance placed on scholarship (research and creative activity) is consistent with the policies of the College of Education and the position expressed in the *Tenure Policy for New Mexico State University*, which states that high quality scholarship “reflects the university’s mission as the state’s land-grant university, serving the needs of New Mexico’s diverse population through comprehensive programs of teaching and advising, scholarship and creative activity, extension and outreach, and service. It addresses the breadth and diversity of scholarship among faculty, staff, and students through which this mission is fulfilled.

All tenured and tenure-track faculty members are expected to pursue a continuous scholarship line (either research and/or creative activity). At minimum tenure track and tenured faculty will have 25% allocation of effort in the areas of scholarship. It is recommended that untenured faculty have 40% allocation of effort in the area of scholarship during their first 3 years. Regardless of allocation of effort, however, in the department of KIND, the rank of professor can only be attained if the faculty member has a national recognition, and continuous record of scholarship.

The record of research and creative activities provides evidence of an individual faculty member's scholarly productivity. Evidence of research/creative activity should demonstrate insight into current trends in the discipline. Works should be presented in several different forums and/or publications. A line(s) of inquiry or creative activity should be established and clearly documented.



**Quantity.** Clear evidence that the faculty member is continuously engaged in a process of peer review publications, consistently presenting original work at national or international level conferences (at least annually), and attempting to secure internal and/or external funding for his or her work. It will be expected that those faculty applying for rank of Associate Professor or tenure publish approximately 5-10 peer reviewed publications or 5-10 adjudicated or peer reviewed choreographic works. The number varies depending on the type of research the faculty conducts and their allocation of effort. It is expected that at least 4 peer reviewed publications or creative performances be first authored for those applying for rank of Associate Professor or tenure. In cases where the faculty member is not the lead author, then the faculty member is advised to include a brief statement of the role on the work. For those applying for rank of Full Professor a minimum of 10 publications beyond the date you were promoted to Associate Professor or tenured. The same expectations apply for faculty member in dance. It is expected that they will have minimum of 10 adjudicated or peer reviewed choreographic works and/or directed/produced dance concerts.

**Quality.** Of perhaps more importance than quantity is the quality of the published work. The department always values quality over quantity. To that end the department is creating a compendium of top tier journals and conferences. The compendium will include information regarding the quality of the journal and the importance of the conferences. This should assist faculty in identifying the highest quality outlets for their work. It will be expected that at least 4 peer-reviewed publications be published in top tier journals for all ranks (see appendix of acceptable journals). Scholarly metrics (e.g., h-index, google scholar citations, etc.) should be used to describe the candidates impact on his or her field of study. In the area of dance, there is limited opportunity to have choreographic work adjudicated and/or peer reviewed at the state, regional, national, and international levels. Dance faculty will be expected to give a rationale for their peer review choices.

Because there are discipline specific expectations and because evaluation of quality conveys some level of subjectivity, an important role of the department P&T committee is to very clearly communicate to the faculty member if there is a need to increase the quantity and or quality of scholarly works (in order to meet the expectations of promotion and or tenure). If the P&T committee, during their annual reviews, identifies a need for the faculty member to increase scholarly productivity, then the committee must provide specific written feedback about the expectations and the faculty member should develop a plan to address any concerns. This is done in consultation with the department head and the tenured faculty members. Any such remediation plans should be placed in the evaluation portfolio as a response to the department P&T committee review.

## **V.A. Required Evidence**

**V.A.1 Executive Summary:** The faculty member's executive summary must include a clear line (s) of inquiry or creative activity. The agenda should describe the trajectory of the faculty member's growth as a scholar, describing their past successes, important contributions to the literature and other milestones, and a plan for future specific aims that emerge from their work. A strong research or creative activity agenda will also describe the relevance of the area of work to the needs of the discipline, the needs of the state, and the mission(s) of the university, college, and department.

**V.A.2 CV:** The faculty member's CV should include appropriate details regarding all scholarly work that the he or she wishes to have considered in the evaluation of scholarship. While there are many activities in which a faculty member's work can be "scholarly", in order to qualify as scholarship, as by described in Boyer, the work must be original, pass the muster of peer review, and be broadly disseminated. The following are research and creative activities that are expected

to be present in the CV. The CV is included in the **Core Document Binder**. Samples of scholarly work should be included in the **Supporting Materials Binder**

V.A.2.1. Publications/Performances. Tenure track faculty will be expected to disseminate original research in the forms of peer-reviewed publications. More specifically, the department of KIND expects the following types of research:

- Peer-reviewed Journal Article (single author or lead author)
- Peer-reviewed Journal Article (co-author); international/national publication
- Peer-reviewed/edited Book or Book Chapter (single or lead author)
- Peer-reviewed/edited Book or Book Chapter (co-author)
- Peer-reviewed scholarly Book
- Peer-reviewed text Book
- Adjudicated/peer-reviewed choreography
- Commissioned creative activities
- Publication in the form Dance Film/video
- Adjudicated/peer-selected Solo performance awards

V.A.2.2 Presentations. It is expected that faculty members will present their work at national and/or international conferences.

- Peer-reviewed International/National Presentation (Single or lead author)
- Peer-reviewed International/National Presentation (Co-author)
- Peer-reviewed Regional Presentation (Single or lead author.)
- Peer-reviewed Regional Presentations (Co-author)
- Peer-reviewed conference proceedings as appropriate
- Peer-reviewed conference abstracts as appropriate

V.A.2.3 Sponsored Projects. The successful application for Associate Professor reveals some evidence that the applicant has attempted to attain internal and/or external funding for his/her work. The successful application for Professor reveals at least some, even if minimal success, in obtaining extramural funding through federal or state programs or foundation grants.

- Research Grant proposals: funded (must describe role on the project)
- Research Grant proposals: not funded (only include if PI or Co-PI).
- Program Grant proposals: funded (must describe role on the project)
- Program Grant proposals: not funded (only include if PI or Co-PI).

V.A.2.4 Intellectual Property (copyrights or patents). This is not required for promotion or tenure, but should if available is considered evidence of significant scholarly contributions.

V.A.2.5 Dissertations and theses directed (only if faculty made a significant contribution). It will be expected that all tenure track faculty hold Graduate Faculty Status. For faculty members applying for rank of Associate Professor it is expected that they serve on theses and/or dissertation committees. For faculty members who have opportunity to guide PhD students, the department expects those going up for the rank of Professor to show evidence that they can successfully guide students through their doctoral training.

**V.A.3 Department Head evaluation of scholarship** (usually in the form of annual performance reviews).

**V.A.4 P&T committee evaluation of scholarship** (usually in the form of annual departmental P&T reviews, and may include 3<sup>rd</sup> year review from the College P&T Committee, if available)

### **V.B. Optional Evidence**

The faculty member may wish to include a listing of non peer-reviewed works such as articles published in lay journals, newsletters, conference proceedings and abstracts that are not peer-reviewed. It is recommended, however, that these appear in the CV only. Please **do not include samples** of these in the “Scholarship” section of the ***Supporting Materials Binder***. They may, however, appear in the “Service” section of the ***Supporting Materials Binder*** if appropriate.

## **VI. SERVICE AND OUTREACH/EXTENSION**

Department faculty members can be promoted and/or tenured only when there is clear evidence and documentation of effective service, outreach, or extension. Faculty members should also include administrative duties in this section. Generally, promotion to Associate Professor requires that the applicant provide evidence of consistent service on one department committee and one college or university committee, along with service to the profession in capacities such as journal reviewer, or conference session moderator, etc. Promotion to the rank of Professor generally requires that during his/her time in rank as Associate Professor, the applicant provides evidence of serving in leadership roles on department and college or university committees, leading ad-hoc committees (such as faculty searches) as needed, and consistent participation and contributions to the profession in any number of capacities including reviewership, editorship, national committee’s or offices, etc.

### **VI.A Required:**

**VI.A.1 Executive Summary.** The faculty member’s executive summary should include a section on service, wherein the faculty member describes his or her disposition towards service and discusses how he or she has integrated their service with scholarship and teaching. Further, the faculty member should relate his or her service to the mission of the university.

**VI.A.2 CV.** The faculty member should include the following on his or her CV in a section devoted to service. The CV is included in the ***Core Documents Binder***. Work product emanating from this service, or letters of recognition for service can be included in the ***Supporting Materials Binder***.

- Membership and leadership roles in standing departmental, college, and/or university level committees, boards, councils, etc.
- Membership and leadership roles in ad-hoc committees (e.g. search committees)
- External committee or advisory work that is representative of one's academic interests or expertise Local, state, national and/or international committees
- Membership in professional organizations, including leadership roles, committee membership, conference leadership duties, etc.
- Reviewer for manuscripts, conference proposals, or grant proposals
- Journal Editorships (create separate categories for guest editorships or special edition editorships)
- Participation in community partnerships such as with K-12 schools, healthcare organizations and other community agencies
- Student organization adviser roles
- Contributions to public policy, including program or policy analysis reports for local,

state, national, or international governmental agencies

- Non-refereed seminars, presentations, newsletters or other articles, and professional development activities
- Active involvement with student groups, recognition from student groups, presentations to student groups Recruitment and retention activities Attendance at graduation ceremonies
- Evidence demonstrating effective mentoring of other faculty members within the Department or other departments

**VI.A.3 Department Head evaluation of service, outreach, or extension** (usually in the form of annual performance reviews).

**VI.A.4 P&T committee evaluation of service, outreach, or extension** (usually in the form of annual departmental P&T reviews, and may include 3<sup>rd</sup> year review from the College P&T Committee, if available)

If the P&T committee identifies a need for a faculty member to improve his or her service commitment, then the committee must provide specific written feedback about the expectations and the faculty member should develop a plan to address any concerns in consultation with the department head and the tenured faculty members. Any such remediation plans should be placed in the portfolio as a response to the department P&T committee review.

## **DEPARTMENTAL PROCESS FOR EVALUATION OF FACULTY FOR PROMOTION AND TENURE**

### **VII. Annual Departmental P&T Committee Portfolio Review**

The Department P&T Committee is comprised of all tenured faculty members in the department of KIND.

During the spring semester of each academic year (The Monday immediately after Spring Break), department of KIND faculty members submit their portfolios, documenting their activities in the areas of teaching and advising, research and creative activity, and service and/or leadership. The exact date will vary from year to year, and therefore during the fall semester, the P&T committee is expected to announce the due date for portfolio submission (This will always be the Monday after Spring Break). Pre-tenured faculty members are required to submit portfolios for review on the set date. Tenured and college faculty members are welcome to submit their portfolios, and it is recommended, though not required, that at a minimum, they do so in the spring semester prior to applying for a promotion.

Each year, before the end of April, the department P&T committee will complete a review of the P&T portfolio for each portfolio submitted. The committee will return a written evaluation to each faculty member, and will provide a copy of the evaluation of pre-tenured faculty members to the department head. The written review should include comments as to the contributions in each area of effort, recommendations for strengthening productivity in each area of effort, and a statement regarding the committee's opinion as to the faculty member's progress towards promotion and/or tenure. In the case where a faculty member is moving towards both promotion and tenure, the committee may elect to have two statements; one regarding promotion and one regarding tenure. The committee will also advise the department head on the issuance of temporary and/or continuous contracts for pre-tenured faculty members during their probationary period.

### **VIII. MID-PROBATIONARY REVIEW**

During the spring semester of the pre-tenured candidate's third academic year towards tenure, the faculty member is required to submit his/her portfolio to the CoE P&T committee for review. The department's representative should make the date by which the portfolio is required at the college public to the college P&T committee. It is important that the department P&T committee and department head ensure that the third-year departmental reviews (P&T and department Annual Performance Evaluation) are completed prior to submitting the portfolio to the college. The responsibilities of the college P&T committee are described in the CoE P&T document, but are similar in scope to the responsibilities of the department P&T committee. The pre-tenured faculty member is to receive a written report of the mid-probationary review, and this report should be included in the faculty member's portfolio.

### **IX. DEPARTMENT PROMOTION OR TENURE APPLICATION PROCESS**

**IX.A. Tenure/Tenure-Track faculty members.** No later than the last day of the spring semester prior to applying for promotion and/or tenure, prospective applicants must indicate intent to apply. This requires that the applicant complete the appropriate information on the promotion routing form (obtained from the dean's office), and submit a copy (electronic or hard copy) to the department head, department P&T committee chair, college P&T committee chair, and dean. At the same time he/she also provides the department head with a list of potential external reviewers. The applicant also has the right to provide a list of people that he/she requests be excluded from reviewing his/her materials, but must disclose the nature of the

conflict of interest that justifies any such requests. The department head then solicits at least four external reviews, and is required to go “off list” for at least one, but no more than two of the four external reviewers. The external reviewers will review the applicant’s executive summary, CV, and samples of scholarly work. They will provide letters regarding the quality and quantity of the applicant’s work relative to their allocation of effort. These letters are placed in the applicant’s portfolio by the department head prior to the department committee review.

**IX.A.1 External reviewers.** External reviewers must be tenured and hold the rank for which the applicant is applying (or higher). In the case of an Associate Professor applying for “tenure only,” then tenured Associate Professors may serve as external reviewers. There must not be any conflict of interest between the external reviewers and the applicant. The reviewers cannot be employed by or have a degree from an institution where the applicant matriculated for any degree or where the applicant may have been previously employed. External reviewers cannot be or have ever been co-authors on any scholarly works or projects involving the applicant. External reviewers must make a statement as to their familiarity with the applicant at the outset of their letter.

Having provided notice of intent to apply and having provided a list of reviewers, the applicant must submit his/her portfolio no later than the day that faculty report for the fall semester. The applicant must also submit electronic copies of the Executive Summary, CV, and at least two samples of peer-reviewed publications or comparable scholarly works. The external review letters are due back to the department by no later than September 20<sup>th</sup>. Once the letters have been received, the department head places them in the portfolio, and the portfolio is then reviewed by the Department P&T Committee and a report is written no later than October 10<sup>th</sup>.

**IIX.A.2 KIND P&T Committee Members.**

- For applications for promotion from Assistant Professor to Associate Professor, or for any applications for tenure, all tenured faculty members in the department are invited to serve on the committee. The committee **MUST** be comprised of at least three (n=3) tenured faculty members. In the event that three tenured faculty members are not available, then tenured faculty members from other departments in the CoE will be invited to arrive at a quorum of three. In the case where faculty from other departments are needed, there will be no more than a total of three on the committee. It is the role of the department head to recruit other faculty members if needed. The department head should do so in consultation with the available Department P&T Committee members and must inform the applicant of the names of all committee members.
- For applications for promotion from Associate Professor to Professor, the committee must be comprised of three faculty members who hold the rank of Professor. If the department does not have three professors, then the department head is responsible to recruit professors from other departments to achieve a committee of three. In this case, it may be necessary to recruit faculty from outside the CoE. Again, the department head must inform the applicant of the names of the committee members.
- **Recusals.** Faculty members have a right to disclose potential conflicts of interest with other faculty members and thereby request that any such individuals be excluded from the Department P&T Committee. There is no guarantee that the requests will be granted; however, all such requests will result in a response from the department head. Both the department head and the dean must approve all recusals. If the decision of

the department head and/or the dean is not to grant the request, then the applicant may appeal the decision to the dean or the provost. Likewise, the faculty member can also request that the department head be recused from reviewing his/her portfolio. The dean should hear this request.

The P&T committee members, department head, and the dean also have the right to request that individuals be recused from the review process. If a potential reviewer is in a romantic relationship with the applicant or served as the applicant's doctoral advisor are examples of situations that would justify a recusal. The recused committee member has a right to appeal this decision to the dean or provost.

Finally, differences of opinion, philosophy or theoretical framework **ARE NOT** in and of themselves justification for recusal.

The committee provides its written recommendation to the department head no later than October 10<sup>th</sup>, at which time the department head composes his/her letter, ensures all letters are in the portfolio, indicates the "vote" of the department on the routing form, and forwards the applicant's portfolio on to the CoE Dean's office where the college review process begins. University and CoE policy require that department heads inform the applicant of the results of the department process. In the department of KIND this is interpreted as simply meaning whether promotion and/or tenure were "recommended" or "not recommended" at the department level on the routing form. Votes of individual faculty of the P&T committee should not be disclosed. University policy provides that all letters will ultimately be made available to faculty members if requested.

*May 15 <sup>th</sup>	Candidate notifies dept and college, and provides list of potential reviewers to department head
*Aug 15 <sup>th</sup>	Candidate submits portfolio to dept
	Candidate submits electronic version of Executive Summary, CV, and writings to department head
Sep 20 <sup>th</sup>	External reviews are received and portfolio is ready for dept P&T review
Oct 10 <sup>th</sup>	Dept P&T review is complete and portfolio moves on to college
	DH notifies applicant if department "recommended" or "not recommended"
Dec 31 <sup>st</sup>	College review should be complete
April 30 <sup>th</sup>	University review should be complete, decision should be made.

*These dates are approximate, and will vary slightly based on the academic calendar.*

**IX.B. College Faculty Members.** College faculty members seeking promotion will advise the department head of intent during the spring semester prior to application. The College faculty member application is not subject to external review or a final review of the P&T committee. However, as with tenured faculty members, it is recommended that the college faculty member submit the portfolio for P&T committee review in the spring semester prior to applying for promotion. The department head formulates a written recommendation to the dean that is informed by consultation with the P&T committee. The recommendation is then forwarded directly to the dean.

## ROLES AND RESPONSIBILITIES

### X. Department Promotion and Tenure Committee

#### **Confidentiality**

Strict confidentiality of materials, deliberations, and decisions of the departmental Promotion and/or Tenure Committee will be observed. None of the materials, forms, discussions, concerns, or other elements dealing with specific candidates being evaluated for promotion, tenure, third year review, or annual review will be divulged to persons other than the department head or the specific faculty member when appropriate.

Deliberations and voting will be conducted among committee members only and in closed sessions. Voting will be made in person by secret written ballot and recorded by the committee chair.

Committee members will:

1. Provide a fair and equitable review and formative feedback as part of the annual review
3. Provide fair and equitable review of intent to seek promotion and/or tenure
4. Provide fair and equitable review of promotion and/or tenure material
5. Provide a vote and summative comments on promotion and/or tenure.

The chair of the committee will

1. Coordinate needed review meetings or meetings with the department head or dean as requested.
2. Provide the written record of comments and formative feedback for annual reviews.
3. Ensure that annual reviews include a statement as to whether the faculty member is making progress towards promotion and/or tenure, and if in a probationary period, whether the faculty member should be recommended for contract renewal.
4. Meet with faculty members to discuss annual reviews if requested.

### XI. Department Head Roles and Responsibilities

The department head is responsible for informing departmental faculty regarding types of materials needed for annual faculty performance reports, third-year reviews, and applications for promotion and or tenure. In addition to the specific duties delineated in the CoE policy, the department head serves as the repository for all materials concerning faculty evaluation. The department head receives and processes written requests for additional information from promotion and tenure portfolio evaluators.

The department head is responsible to recruit at least four external reviewers, and to ensure that the results of the external reviews, the department reviews, and the department head review are placed in the portfolio prior to submitting the portfolio for college level review.

The department head is responsible to ensure that he department P&T committee make up is consistent with the policy described herein.

The department head must inform the applicant as to whether the application was recommended or not recommended for promotion and or tenure at the department level.

#### **Repository**



---

The office of the department head is the repository for portfolios, records, votes, and recommendations regarding faculty review. Material addressing annual performance evaluation, third-year review, promotion, or tenure will be kept there until such time it is returned to the faculty member.

---

**Appendix A**  
**Confidentiality Statement**

**College of Education Promotion and/or Tenure Committee**

As a member of the College of Education Promotion and Tenure Committee, I accept my responsibility to protect the integrity of every prospect and candidate and of the process itself.

Specifically, I will adhere to the following code of responsibility, accuracy, confidentiality, and integrity:

- a) I pledge to respect the absolute confidentiality of all prospective candidates. I will not reveal to anyone unless authorized by University officials the name of, or any information about any candidate before or after the committee completes its work.
- b) I will avoid permitting personal interests to distort or misrepresent the facts in all written communications and/or discussions.
- c) I will be fair and unbiased and I will guard against inaccuracies, carelessness, bias and distortion made through either emphasis or omission of information.
- d) I will diligently review all relevant materials prior to group discussions.
- e) I consider the content and intent of this statement to be a matter of personal responsibility.

\_\_\_\_\_  
Name (Print)

\_\_\_\_\_  
DATE

\_\_\_\_\_  
Signature

---

**Appendix B**

**BELOW ARE A LIST OF TOP TIER JOURNALS IN THE VARIOUS FIELDS OF KINESIOLOGY AND EDUCATION.**

**EXERCISE & SPORTS SCIENCE JOURNALS**

European journal of applied physiology  
Journal of Strength and Conditioning Research  
Medicine and Science in Sports and Exercise  
International Journal of Sport Nutrition and Exercise Metabolism  
Applied Physiology, Nutrition, and Metabolism,  
Journal of the International Society of Sports Nutrition  
American Journal of Physiology  
Journal of Applied Physiology  
Journal of Dance Medicine and Science

**NUTRITION JOURNALS**

Metabolism – Clinical and Experimental  
Nutrition and Metabolism  
Lipids in Health and Disease  
Nutrients  
Nutrition Journal  
British Journal of Nutrition

**SPORT PSYCHOLOGY AND MOTOR LEARNING**

The Sport Psychologist  
Journal of Applied Sport Psychology  
Frontiers in Psychology  
Human Movement Science  
Research Quarterly for Exercise and Sport  
Journal of Motor Behavior  
Journal of Sport and Exercise Psychology

**BIOMECHANICS JOURNALS**

Medicine and Science in Sport and Exercise  
Journal of Biomechanics  
Journal of Applied Biomechanics  
Human Movement Science  
Journal of Strength and Conditioning Research  
Gait and Posture  
Clinical Biomechanics

**PHYSICAL EDUCATION JOURNALS**

Research Quarterly for Exercise and Sport  
Physical Education and Sport Pedagogy  
Journal of Teaching in Physical Education  
Sport, Education and Society

Quest

**TEACHER EDUCATION JOURNALS**

Journal of Curriculum Studies

Journal of Teacher Education

Journal of Teaching and Teacher Education

Journal of Dance Education

**ATHLETIC TRAINING JOURNALS**

Journal of Athletic Training

American Journal of Sports Medicine

British Journal of Sports Medicine

Journal of Bone and Joint Surgery

Journal of Sport Rehabilitation

Journal of Orthopedic and Sports Physical Therapy

Athletic Training Education Journal

**OTHER DANCE JOURNALS**

Dance Research Journal

American Journal of Dance Therapy

Journal of Dance and Somatic Practices

Journal of Dance, Movement and Spiritualities

The Journal of the Society for Dance Research

The International Journal of Screendance

The Journal of Emerging Dance Scholarship





