

DEPARTMENT OF KINESIOLOGY AND HEALTH SCIENCES STANDARDS OF EXCELLENCE

Any complex organization has as a requirement for success a collective and substantial set of special skills, knowledge, and abilities in addition to generic and shared competencies. Further, the needs of the organization are subject to change over time so that the characteristics of individuals must be capable of changing as well if they are to be continually relevant. It is from this perspective that these standards arise.

TEACHING EFFECTIVENESS

Substantive and effective teaching is the cornerstone of faculty excellence at Columbus State University. It is recognized that “teaching effectiveness” is dependent on a myriad of cofactors that include a consideration of the specific faculty member, the students involved, and the course being taught. Even for the same course and students a number of quite different pedagogical styles and techniques may be equally effective. Consequently, care must be taken to avoid being overly prescriptive or prejudicial in the evaluation of teaching.

The tenured faculty of the Department of Kinesiology and Health Sciences (KHS) are uniformly dedicated to high standards in teaching. Although subject to variability, the departmental faculty asserts that quality teachers, at a minimum, create a classroom atmosphere that is conducive to learning, provide and adhere to effective syllabi, utilize methodology that is appropriate to the course and materials, provide timely and meaningful feedback to students, infuse technology and apply innovative procedures that enhance instruction, implement university policy, make themselves available to students within a reasonable time period, and, employ fair and meaningful grading practices.

SCHOLARSHIP AND PROFESSIONAL DEVELOPMENT

The ability to create new knowledge or understanding and to defend that work to an external panel of peers is the ultimate ability or standard by which most academicians are judged. The importance is not the product per se as much as it is the generic skills and abilities that are required for success. Faculty who publish in peer-reviewed journals must exhibit expertise in some specialty content area, demonstrate the ability to collect and analyze data, comprehend and respond to external editorial and professional constraints, and demonstrate substantial capacity for written communication. Individuals who exhibit these skills are also likely to successfully respond to changing demands in a professional environment.

Many other tasks exist in a university that requires similar skills and are reflective of outstanding scholarship. Accreditation reports demonstrate the capacity for analysis and written communication. Invitation to contribute as a reviewer on an editorial board implies an external recognition of expertise and scholarship. Conference presentations, other professional writing, continuing education, and sharing of research skills with students are other mechanisms that require and reflect current scholarship and the capacity or desire to maintain and upgrade skills.

As with teaching, there is no single model to describe outstanding scholarship. Faculty can meet the needs of the university and likely optimize their productivity by producing in ways that are consistent with their professional discipline, abilities, and interests, and, are congruent with the needs of the university. However, faculty recognize that the demonstration of the ability to plan a project, collect and analyze data, and to successfully present that to an external group of experts in the field is a foundational skill that must be shared by all.

SERVICE

Service to the university, college, and department is necessary for the university to function as an academic organization. Consequently, faculty who are willing to share their knowledge, skills, and time to meet the needs of the university are absolutely essential and should be rewarded for those efforts. Service to the community increases the visibility and value of the discipline, program, and university. All forms of service create at times opportunities for interdepartmental communication and understanding, development and fostering of professional collegiality and opportunities for collaborative efforts with individuals that might not otherwise be realized.

The interpretation of “service” should be broadly defined to include any activity within or outside the university that requires a time commitment and is interpreted to be of value for the university, community, or individual. From a pragmatic perspective, faculty should consult with university administration, via discussion and a professional development plan (PDP), to reinforce the value of particular activities. Further, this area of work should not be allowed to expand to the detriment of other performance areas, particularly for faculty members during their pre-tenure years.

CRITERIA FOR PROMOTION AND TENURE

INTRODUCTION

Criteria for Promotion and Tenure within the Department of Kinesiology and Health Sciences is intended to assist individual faculty members with professional planning by identifying departmental expectations in regard to both promotion and tenure. These guidelines are valid to the degree that they are consistent with the policies of the Board of Regents of the State of Georgia and Columbus State University.

Annual Performance Evaluations will play a significant role in salary recommendations and in promotion and tenure reviews at the departmental level. However, every faculty member should realize that issues other than individual performance may eventually play a role in the decision-making in regard to tenure at the University/BOR level. Financial exigency, historically poor program performance, obsolescence of degree program, and similar factors that operate outside of the influence of the individual faculty member may ultimately play a role in the final decision to promote or tenure. While promotion is viewed as a reward for outstanding service, tenure must ultimately be viewed based on the potential/capacity for *future, long-term* contribution to the University.

PROMOTION

Consideration for promotion to both Associate Professor and Professor requires that faculty members have noteworthy achievement in two of the three following performance domains-Teaching Effectiveness, Scholarship and Professional Development, and Service. At a *minimum*, faculty must:

- Consistently demonstrate excellence in regard to Teaching Effectiveness prior to application.
- Consistently demonstrate satisfactory or excellent performance in regard to Scholarship and Professional Development prior to application. In addition, publication as primary author in a national or international peer-reviewed journal (at least one) during the probationary period is expected.
- Consistently demonstrate satisfactory and excellent performance in regard to Service prior to application.
- Exhibit professionalism/ethics in all areas of endeavor.
- Consistently implement CSU, COEHP, and KHS policies.

Consideration for promotion to Senior Lecturer requires that faculty members have noteworthy achievement in Teaching Effectiveness. At a *minimum*, faculty must:

- Consistently demonstrate excellence in regard to Teaching Effectiveness prior to application.
- Exhibit professionalism/ethics in all areas of endeavor.
- Consistently implement CSU, COEHP, and KHS policies.

TENURE

For tenure consideration faculty members must be viewed as excellent in teaching. In addition, applicants for tenure must demonstrate the capacity to plan, implement, and publish (primary authorship) in a national or international peer-review journal. Finally, the applicant must have noteworthy achievement in either scholarship or service, at the applicant's discretion. At a *minimum*, faculty must:

- Consistently exhibits excellence in teaching performance prior to application. Excellence in teaching involves a multidimensional pattern of core teacher behaviors.
- Consistently exhibit excellence in either Scholarship or Service. Excellence in Service must include a measure of leadership/productivity and not simply reflect attendance or assignment.

- Publish at least one data-based or significant review article as first author in a national or international peer-reviewed journal during the probationary period.
- Exhibit professionalism/ethics in all areas of endeavor.
- Consistently implement CSU, COEHP, and KHS policies.

Department of Kinesiology and Health Sciences Teaching Effectiveness

Items for consideration:	Unsatisfactory	Satisfactory	Excellent
<ul style="list-style-type: none"> • Teaching methods appropriate for outcomes • Classroom “atmosphere” conducive to learning • Infusion of technology appropriate for course • Timely and appropriate feedback to students • Effective syllabi • Creativity/innovation that improves instruction • Fair and meaningful grading practices • Collaborates effectively when appropriate • Course content consistent with catalog statement • Available to students with reasonable notice • Effective advisement (formal or informal) • New course development or major revision • Curriculum development • Student evaluations • Peer evaluations • Supervisor evaluations • Special recognition • Other 	<ul style="list-style-type: none"> • Failure to demonstrate a consistent pattern of “satisfactory” behaviors in teaching effectiveness. 	<ul style="list-style-type: none"> • Creates a classroom atmosphere conducive to learning • Provides effective syllabi and adheres to stated policy/procedures • Delivers course content consistent with Catalog statement • Utilizes methodology appropriate to course and content • Provides timely and meaningful feedback to students • Employs fair and meaningful grading practices • Applies innovative procedures that enhance instruction • Achieves average student, peer, and/or administrative evaluations • Provides effective advisement (formal and informal) to existing and incoming students if applicable • Maintains regular availability to students • Adheres to KHS, COEHP, and CSU policies and timelines in regard to instruction and advisement 	<ul style="list-style-type: none"> • Satisfies criteria in “Satisfactory” • Achieves outstanding student, peer, and/or administrative evaluations • Demonstrates critical reflection of course instruction and content • Provides multiple academic perspectives when they exist • Consistent availability to students beyond normal office hours • Other documentation of excellent teaching performance

Department of Kinesiology and Health Sciences Scholarship and Professional Development

Items for consideration:	Unsatisfactory	Satisfactory	Excellent
<ul style="list-style-type: none"> • Peer reviewed publication • Other articles and publications • Manuscripts in progress • Conference presentations • Editorial Board/Reviewer • Professional memberships • Professional offices • Professional committees/boards • Grant activity (write/funded/managed) • Other significant writing (SACS, etc) • In-service training (including technology) • Original research in progress • Direct student research • Attendance at professional conferences • Program accreditation • New degree, certification, licensure • Other 	<ul style="list-style-type: none"> • Failure to demonstrate a consistent pattern of “satisfactory” behaviors in scholarship and professional development. 	<ul style="list-style-type: none"> • Demonstrate ability to plan, collect and analyze data, and successfully present results to a body of peers while employed at CSU. This must include one publication in a national or international journal as primary author and / or successful external grant funding from a competitive agency (NIH, DOE, etc.) and successful administration of that grant is interpreted as equivalent to journal publication. • Documented pattern of scholarly and professional development activities 	<ul style="list-style-type: none"> • Scholarship and / or grant activity beyond “Satisfactory” • Other documentation of excellent performance in scholarship and professional development

Department of Kinesiology and Health Sciences Service

Items for consideration:	Unsatisfactory	Satisfactory	Excellent
<ul style="list-style-type: none"> • Departmental Committees • COEHP Committees • CSU Committees • Community Committees • Leadership roles on committees • Administrative roles • Service to P-12 Schools • Other community service • Accreditation roles • Special projects/initiatives • Consulting without remuneration • Effective advisement (formal or informal) • Other 	<ul style="list-style-type: none"> • Failure to demonstrate a consistent pattern of “satisfactory” behaviors in service. 	<ul style="list-style-type: none"> • Consistent pattern of purposeful activities that provides value to the department, college, university, or outside agency. A non-exhaustive list of activities is provided in the annual review documents. <p style="text-align: center;"><i>Note: This area of work should not be allowed to expand to the detriment of other performance areas, particularly for faculty members during their pre-tenure years.</i></p>	<ul style="list-style-type: none"> • Service activities beyond criteria in “Satisfactory” • Demonstrates leadership in service-related activities • Significant service activities not typically available to all faculty • Other documentation of excellence in service <p style="text-align: center;"><i>Note: Service must be in more than one area (e.g. campus, professional, community) and without remuneration.</i></p>

March 3, 2022

Tenured Faculty of the Department of Kinesiology and Health Science

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