

DEPARTMENTAL PERFORMANCE GUIDELINES

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION AND RECREATION

APPROVED BY TENURED FACULTY January 29, 2018
DATE

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SIGNATURE AND DATE

COLLEGE OF Education

DEPARTMENT OF Health, Physical Education and Recreation

PERFORMANCE GUIDELINES

Introduction

The Department of Health, Physical Education and Recreation (HPER) outlines performance guidelines for evaluation of departmental faculty members. Guidelines are provided in accordance with the UNA Faculty Handbook (section 2.5). The guidelines address areas of faculty duties: teaching; research, scholarship, and other creative activities; and service. As per 2.5, guidelines are consistent with the purpose and goals of the university and equity of criteria, procedures, and performance standards across the university.

- Faculty members are responsible for documenting their performance in teaching; research scholarship, and other creative activities; and service by providing supportive evidence to substantiate entries. The following guidelines are not intended to be all-inclusive. Rather, these guidelines are intended to provide a global view of activities and practices which reflect evidence of “successful experience” pursuant to the Associate Professor rank as well as “established excellence” pursuant to the Professor rank as per the UNA Faculty Handbook (2.5.2).
- Candidates may include entries they believe are relevant but which are not specifically mentioned in the following guidelines along with justification for inclusion of each entry. This allows faculty to elaborate on specific activities important in their evaluation.
- Faculty should provide brief, yet clear and sufficient narrative descriptions to clarify the relevance and significance of entries when an entry is not immediately and easily evaluated by a non-HPER faculty member. That is, narratives are intended to offer the faculty the opportunity to clarify to readers outside the candidate’s discipline of the professional significance of their activities within the HPER Department as well as within sub-disciplines captured under the broad umbrella of HPER.
- Guidelines under each of the three components (teaching; research, scholarship, and other creative activities; and service) reflect those activities expected and commensurate with the faculty member’s rank. The guidelines are intended to provide examples of activities and achievements reflecting faculty contributions. Provision of the following guidelines provides a non-exhaustive list of examples which help demonstrate component-specific contributions to each evaluation criterion, but also provides a metric by which faculty may gauge their contributions relative to expectations deemed appropriate for their given rank.
- It is not expected that a faculty member excels or makes a contribution relevant to all examples listed underneath the three major components; teaching; research, scholarship, and other creative activities; and service. It is unacceptable for a faculty member’s contribution relevant to any of the three major components to be lacking entirely. It is acknowledged however, that faculty members often excel in one of the three components to a greater degree than the remaining two. Consequently, a faculty member may request a given component be considered more heavily than others when their evaluation is being completed. This request should be clearly indicated in an initial narrative portion of their submission of material documenting their contributions. It is

however re-emphasized that even exceptional performance in any one or two components is not permitted to compensate for gross lack of meaningful contribution in any one or two other areas.

- It is acknowledged that some activities are not mutually exclusive to a single component. Some may cross boundaries and be correctly identified as contributions within more than one component. Therefore the following guidelines may be intentionally repetitive in some cases. This permits the faculty member to make a case for specific activities to be considered within more than one component. In such cases, the faculty member may list the activity multiple times within their supporting documentation. However, items listed multiple times should have clear designation indicating dual-listing (use of asterisk with a footnote is suggested).
- Applicants should seek counsel with the Department Chair and College Dean to clarify the time period for eligible activities and entries in the portfolio.
- Faculty members wishing to submit an application earlier than the typical time frame as outlined in the UNA Faculty Handbook should discuss this with the Department Chair and College Dean.

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- Please note again, that the construct criteria and examples below are not meant to be all inclusive but serve as general examples of items the promotion evaluators will be expecting to see in your application.
- Not all of the following examples are required or expected.
- For simplicity of reading, items have not been separated based according to the rank the desired candidate is seeking. However, promotion from Associate to Full Professor is expected to require higher quality/greater quantity of achievements than promotion to Associate Professor. For example, improving teaching effectiveness by attending a pedagogy improvement conference would be considered a lesser achievement than leading a seminar at a pedagogy improvement conference. Likewise, publishing original research in a high impact factor journal versus a state journal would also be taken into consideration based on the rank the applicant is seeking.

Assistant to Associate Professor: Evaluation will be based on *evidence of successful experience* commensurate with the rank of Associate Professor.

Associate to Full Professor: Evaluation will be based on an *established record of excellence* commensurate with the rank of Full Professor.

Area: Teaching

Teaching Effectiveness:

- Teaching evaluations: Teaching evaluations should reflect success in classroom instruction. Student evaluations are similar to means for department, college and university.
- Successful student outcomes: Examples are available of successful student outcomes (professional certifications, licenses, acceptance to graduate school, employment in degree field, academic awards, leadership positions, student scholarship) as part of a course or outside the classroom setting.

- Mentoring students: Evidence is available of success in mentoring students (personalized instruction, engagement in leadership roles, motivation in scholarship, professional involvement).
- Innovative methods/approaches to instruction: Examples are available of successful incorporation and use of creative and novel models of teaching in response to diverse styles of learning among the constituency.
- Yearly goals: Evidence is available of achievement of yearly goals with respect to teaching.
- Peer assessments: Multiple peer-based assessments from faculty members or established teachers at or above the faculty member's current rank indicate successful teaching.
- Letters of support: Letters or correspondence from students may be submitted indicative of successful teaching. The faculty member must indicate whether entries were solicited or not.
- Awards: Nominations for awards related to teaching.

Professional Development as a Teacher:

- Attendance (other than conference attendance) at workshops, forums, etc. purposefully intended in an effort to enhance teaching effectiveness (state, regional). Presentation/ leadership role in teaching-oriented workshops, forums.
- Attendance at regional or national conferences or other similar professional meetings aimed at improving teaching effectiveness. Includes professional meetings assisting in the maintenance of contemporary content included in courses. Active participation in professional meetings focused on enhancing teaching effectiveness.
- Curriculum: Teaching new courses or playing a leadership role in the development of new courses as part of an effort to improve content or a specific program. Significant revision of existing course for the same reason.
- Evidence of ongoing excellence in teaching effectiveness (ensuring contemporary content, development and presentation of novel concepts and ideas within a given specialty).
- Support of student efforts: Evidence of availability to students outside classroom, provision of additional learning opportunities above those presented in class, engagement of students in unique activities relevant to course content, maintenance of a course website (for non-internet courses).
- Professional credentials: Attainment/maintenance of professional credentials relevant to teaching effectiveness (professional certifications, licenses, etc). Mentoring of junior faculty in enhancement of professional credentials.

Area: Research/Scholarship/Other Creative Activities

- Professional consulting (local, state, regional/district, national, and/or international level).
- Reviewer for refereed journals, professional programs, etc. (local, state, regional/district, national and/or international level).
- Member on editorial boards of a professional journal (local, regional/district, national, and/or international level).
- Refereed or invited professional presentations (regional/district, national and/or international level).
- Published refereed journal articles (regional/district, national, and/or international).

- Published book or book chapters (reviewer, editor, co-author, chapter author, or single author).
- Non-refereed journal articles (local, state, regional/district, national and/or international level).
- Other publications (technical reports, proceedings, non-print media, media articles, etc.).
- Internal and external grants (submitted as well as funded).
- Software reviews.
- Patents (provisional, pending, etc.).
- Awards, honors, citations for scholarship and/or creative activities (local, state, regional/district, national and/or international level).
- Applied scholarship (includes application of a discipline specific best standards/approaches as related to innovative/model programs, conferences/events, and instructional support materials that disseminate knowledge consistent with current professional practice, presentations (regional/district, national and/or international level).

Area: Service

Evaluation will consider the faculty member's expertise and be based on an established record of service activities reflecting a commitment to students, colleagues, departmental, college, university and community endeavors consistent with the university, college, and departmental missions and goals.

Service to the Department/College/University:

- Academic advising beyond normal expectations and mentoring
- Enrollment management (recruitment, retention, Career Day, advising potential students, etc).
- Committee membership (all levels including chair; appointed or elected).
- Funded economic development initiatives (contracts, donations, in-kind, fundraisers, etc).
- Sponsor of a student organization.
- Participation in general activities, projects, or task forces organized to promote the general well-being of the University (public relations events, recruitment of students or faculty, etc).
- Other activities that support the Department/College/University missions and goals.
- Student supervision e.g. independent studies, thesis committees, graduate students, internships.
- Writing letters of recommendation for students applying to graduate schools and jobs.

Service to the Profession:

- Participation in activities of professional societies and organizations at all levels from state to international especially through leadership roles.
- Editor or referee for a journal or publication in the field from state to international levels
- Referee for a granting agency.
- Consultant or technical assistant to a professional state, district/regional, or national agency or organization.
- Service to state, regional, or national accreditation or certification agencies/organizations.
- Testimony on professional matters to state, district/regional, or national governmental agencies.
- Service to classes intra- or interdepartmental (guest lecturer, demonstration).
- Service to students, staff, faculty, community (CPR/AED certification, wellness screenings, physical fitness assessments).

Service to Community:

- Discipline-related service at all levels, from state to international.
- Performance of professional activities in a field setting.
- Public lectures, workshops, or programs on professional issues to non-professional groups.
- Professional contributions to newspaper, radio, television, or other relevant media outlets.
- Organization of professionally related programs, workshops, conferences at the state, regional, or national level.
- Other community service that reflects well on the Department/College/University at the state, regional, national, or international level.

Service Awards:

- Formal recognition of service at any level within the discipline or that reflects on the general well-being of the discipline, department, college, or university.