

Effective Fall 2023
Reappointment, Tenure, and Promotion Criteria
Department of Kinesiology
Sonoma State University

GUIDELINES FOR REAPPOINTMENT, TENURE, AND PROMOTION (RTP)

1. **Reappointment** shall be recommended, in accordance with the SSU RTP Policy (II.4), when the candidate demonstrates evidence of meeting KIN RTP Departmental Criteria or progress toward meeting the criteria Teaching effectiveness; Research, scholarship or creative activity (RSCA); and Service to the University, the profession, and the community.
2. **The probationary period** for tenure and promotion is six years, unless the candidate has been awarded service credit at the time of the initial appointment.
3. **Tenure** shall be recommended when the candidate meets SSU RTP Policy (II. B, C, and D) and meets the expectations of the KIN Departmental Criteria during the probationary years.
4. **Promotion to Associate Professor** in most cases, is considered at the same time for tenure during the faculty member's sixth probationary year.
5. **Early Tenure and Promotion**, in special circumstances, may be considered and awarded by the President of Sonoma State university earlier than the normal six-year probationary period.

TEACHING EFFECTIVENESS

- ⇒ Given that our institution puts the most emphasis on developing students to become professionals serving their communities, teaching effectiveness will be given the greatest emphasis in the Departmental RTP evaluation.
- ⇒ We expect our candidates to strive to be excellent teachers and show evidence of progress in this endeavor.
- ⇒ The Department further expects that candidates will reassess their teaching strategies on a regular basis and strive to improve their teaching effectiveness in response to feedback provided in peer, student, and Department RTP Committee evaluations.
- ⇒ The evaluation criteria for teaching effectiveness will be based on the SSU RTP Policy (II.B) Departmental Criteria.

1. Evaluation

Criteria for Reappointment

Expectations for SETE scores

- The candidate maintains a minimum 4.0 SETE mean score on the combined means of all SETE teaching items across all courses submitted for RTP evaluation, or
- The candidate whose SETE mean score is between 3.5 and 4.0 implements pedagogical adaptation or innovation based on feedback received in the previous probationary year's evaluation. The SETE mean scores below 3.5 must be addressed in the candidate's self-assessment, and show future performance improvements.
 - If the SETE mean score falls below 3.5, the candidate may request an external reviewer for the RTP process. The KIN departmental RTP committee shall invite a peer evaluator in the candidate's field, either from another department or institution.
- If the candidate does not meet the expectations for the last probationary year, the candidate shall document evidence indicating the improvements toward meeting the expectations.

Expectations for SETE qualitative comments

- Earn consistently positive student comments, or
- Implement pedagogical adaptation or innovation in response to constructive criticism by student feedback with plans for improvement.

*** The KIN faculty understands the inherent problems in SETE scores. Therefore,

- The departmental RTP committee recognizes the variation in scores due to a variety of class types, including class sizes, complexity of subject matter, required/elective, service courses to the university or other programs, and/or non-major GE courses.

- Quantitative and qualitative SETE data should be contextualized and examined primarily as longitudinal, trend data and in tandem with peer evaluations of teaching effectiveness.

Expectations for Peer Evaluation of Teaching Effectiveness

- The candidate is expected to score at least “Meets the Expectation” in all four areas in the departmental peer evaluation form, and
- The candidate who implemented remedies to improve teaching effectiveness based on feedback received from colleagues in the last probationary year.

Expectations for the Candidate’s Self-assessment Document

- The candidate should reflect on and address their teaching practice in detail. Specifically, the candidate should explicitly address expectations, concerns, or comments from peer and student evaluations of teaching effectiveness as well as discuss their learning and growth as a teacher.
- The candidate is expected to develop a plan for improvement in response to suggestions and feedback from the student, peers, and self-reflection.

Expectations for Tenure and Promotion to Associate Professor

- The candidate maintains a minimum 4.0 SETE mean score on the combined means of all SETE teaching items across all courses submitted for RTP evaluation, or
- The candidate whose SETE mean score is between 3.75 and 4.0 shows a trajectory of growth by implementing pedagogical changes or innovation based on feedback received from students and peers.
- The candidate is expected to earn consistently positive comments from students and peers, or
- The candidate should indicate how they have addressed constructive feedback from students and peers by adjusting pedagogy or engaging in professional development activities.

Expectations for Promotion from Associate to Professor

- The candidate should continually demonstrate excellence in teaching effectiveness through SETE numerical scores and student comments, peer evaluations, and address improvements in their teaching in their self-assessment,
 - The expectation is that the candidate continues to receive a SETE mean score equivalent to or higher than 4.0 with positive student comments, and “Exceeds the expectations” in at least one of the four categories (organization, presentation, clarity, and rapport) of the Departmental Peer Evaluation form, and

- The candidate is expected to contribute or supervise students or engaging students in extracurricular and/or co-curricular activities such as examples as follows:
 - Involve undergraduates in research, or
 - Collaborating with local communities and industries to strengthen or better align the KIN curriculum to meet community or industry needs, or
 - Maintain high quality teaching laboratories if applicable, or
 - Contribute to serving the department (e.g., through advising, revising curriculum, engaging in outreach activities, etc.)

RESEARCH, SCHOLARSHIP, OR CREATIVE ACHIEVEMENT (RSCA)

- ⇒ The evaluation criteria for RSCA will be based on the KIN Departmental Criteria.
- ⇒ The Department expects that candidates will show evidence of yearly progress in scholarship and professional development, culminating in substantive achievements by the time of tenure and promotion.
- ⇒ The list of evidence of scholarship, but not limited to, is as follows.

1. Evidence of Scholarly Activity

Primary Evidence of Scholarly Activity

- Published, or accepted, peer-reviewed article
 - First, senior, and/or sole author on a publication or acceptance is considered outstanding.
- Published, or accepted, textbook chapters and other instructional materials in the candidate's area of expertise
- Scholarly achievements funded by internal grants (i.e., receiving award, projects elected by university, submitted manuscripts from funded projects to a peer-reviewed journal, or other notable achievements)
- Submitted a proposal to external grants

Secondary Evidence of Scholarly Activity

- Peer-reviewed manuscript under review or revision
- Book or book chapters for broader audiences
- Submitted internal grant proposal
- Full-length unpublished conference proceedings, but the abstract was peer-reviewed and accepted for the presentation
- Research presentation in conferences
 - Preference will be given to the regional/national/international level conferences.

Additional Evidence of Scholarly Activity

- Evidence of Scholarly Activity is not limited to the primary and secondary scholarly activity
- The candidate can describe other scholarship, research, and creative achievement, and the value/significance of the achievement will be decided by the discretion of the departmental RTP Committee

2. Evaluation

Expectations for reappointment

- The candidate shall maintain an ongoing research agenda with KIN students with the potential to be published in peer-reviewed journals.
- The candidate with one primary evidence of scholarly activity, or
- The candidate with two or more achievements within the secondary evidence of scholarly activity, or
- Undergraduate student involvement in a secondary evidence of scholarly activity.

Expectations for Tenure and Promotion to the Associate Professor

- Publish a minimum of two papers in recognized peer-reviewed journals, and
- Involve undergraduate students in at least one of the candidate's research projects, and
- The candidate has worked toward developing an active, continuous scholarly agenda with specific plans to continue producing relevant works in the area of expertise

Expectations for Promotion from the Associate to Professor

- Published at least one research paper in recognized peer-reviewed journals, and
- Maintained the active, continuous research agenda, and
- Successfully developed collaborations with the local community partners to disseminate the candidate's expertise in their research agenda to support the community, and
- Actively and continually involved in undergraduate students in the candidate's scholarly activities

SERVICE TO THE UNIVERSITY, THE PROFESSION, AND THE COMMUNITY

- ⇒ The evaluation criteria for service will be based on the Departmental Criteria.
- ⇒ The department expects that candidates will show *persistent* engagement in service to the university, the profession, and the community.
- ⇒ The candidate is expected to actively participate in the university service (i.e., university, school, and departmental level) and community/professional service activities based on the given requirement below.
- ⇒ The department endorses activities undertaken by its faculty that can be used to meet multiple RTP criteria (e.g., an activity that can meet criteria for both scholarship and service).

1. Requirements to service activities

University service

- ***By the second semester*** of the first year of actual department service, the candidate will start departmental service. The candidate should work toward participating in an equitable and proportional share of departmental work (e.g., advising, curricular changes, field experience supervision, etc.)
- ***By the third year***, the candidate will serve on at least one school committee (elected or appointed).
- ***By the fourth year***, the candidate will serve on at least one university committee (elected or appointed).
- ***Prior to Tenure***, the candidate will demonstrate a continued line of contribution to these and other committees.

Community & Professional service

- ***Each year***, the candidate will participate in one or more community service such as but not limited to:
 - Seminar or other intellectual contribution for community using the candidate's area of expertise
 - Giving Day
 - Seawolf Decision Day
 - Cesar Chavez Health Fair
 - Participate as a SHIP Mentor
 - Foster connections between community/businesses and our students
- ***By the third year***, the candidate will participate in at least one community service activity to disseminate the candidate's area of expertise to the physical community they live in.
- ***Prior to Tenure***, the candidate has at least one persistent community service activity on a regular basis.

- The candidates will be encouraged to participate in academic and/or professional organizations in the area of their expertise

2. Evaluation

Expectations for Reappointment, Tenure, and Promotion to Associate Professor

- ***Expectations for University service.*** The candidate should serve on department/school/university committees or fulfill other responsibilities on the timeline provided in section I, and
- ***Expectations for Community & Professional service.*** The candidate should demonstrate continued involvement in a community service activity, or serve as a peer-reviewed journal reviewer, editorial board, and/or an officer of a professional organization

Expectations for Promotion to Professor

- ***Expectations for University service***
 - The candidate should demonstrate continued commitments to faculty governance, and
 - The candidate is expected to actively lead junior faculty to the departmental committee activities, and
 - The candidate is encouraged to serve on at least one elected university committee position for at least three years.
- ***Expectations for Community & Professional service***
 - The candidate is expected to be committed to disseminating the expertise in the respective fields to our service area and beyond through seminars, workshops, events, etc.
 - Greater consideration will be given to the candidate who hosts the events and
 - The candidate is encouraged to contribute to organizations in their academic and/or professional areas by reviewing articles; serving on a committee or as editor or board member; mentoring junior faculty; or other forms of commitment.