

**Kinesiology & Outdoor Recreation (KOR) Department
Evaluation Criteria (DEC)**

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Promotion to NTT Assistant Professor

Table 4. shows the timeline for promotion to NTT Assistant Professor for NTT Faculty hired as Lecturer. To receive an evaluative rating of “yes” for promotion to NTT Assistant Professor the following *minimum* benchmarks for NTT Faculty are as follows:

- a. **Teaching Effectiveness:** The NTT Faculty member should achieve 2 goals in each of the teaching effectiveness categories (A-E). Goals should include both “Highly Valued” and “Valued” activities.
- b. **Service/Leadership:** The NTT Faculty member should have a history of involvement in service and leadership activities within various categories (Department, College, University or Community/Profession) spanning the length of their probationary period to date. It is possible/acceptable that a NTT Faculty member is appropriately engaged in service/leadership activities but primarily within only one category. In the event this occurs, the Faculty member should provide further justification.

Table 4. Timeline for promotion to NTT Assistant Professor for NTT Faculty hired as Lecturer

Hired as NTT Lecturer Years Granted Toward Promotion at Time of Hiring	Years of Service at SUU as NTT Lecturer Before Promotion Application	Application Submission	Promotion to NTT Assistant Professor Granted (after a successful evaluation application)
0	4 full years	at the conclusion of the fourth complete academic year	at the conclusion of the fifth complete academic year
1	3 full years	at the conclusion of the third complete academic year	at the conclusion of the fourth complete academic year
2	2 full years	at the conclusion of the second complete academic year	at the conclusion of the third complete academic year
3	1 full years	at the conclusion of the first complete academic year	at the conclusion of the second complete academic year

Promotion to NTT Associate Professor

Table 5. shows the timeline for promotion to NTT Associate Professor for NTT Faculty hired as Assistant Professor or previously promoted from Lecturer to Assistant Professor. A NTT Associate Professor is a Faculty member who has demonstrated excellence in Teaching and Service/Leadership over a sustained period, typically at least seven years after being granted NTT Assistant Professor status. To receive an evaluative rating of “yes” for promotion to NTT Associate Professor the following *minimum* benchmarks after serving as a NTT Assistant Professor, should be achieved:

- a. **Teaching Effectiveness:** The NTT Faculty member should achieve 2-3 goals in each of the Teaching Effectiveness categories (A-E). Goals should also include both “Highly Valued” and “Valued” activities.

- b. **Service/Leadership:** The Faculty member should have a history of involvement in service and leadership activities within various categories (Department, College, University or Community/Profession) spanning the length of their probationary period to date.

Table 5. Timeline for promotion to NTT Associate Professor for NTT Faculty hired as Assistant Professor or previously promoted from Lecturer to Assistant Professor.

Years Granted Toward Promotion at Time of Hiring (for NTT hired at Assistant Professor level only)	Years of Service at SUU as NTT Assistant Professor Before Promotion Application	Application Submission	NTT Associate Professor Promotion Granted (after a successful evaluation application)
0	6 full years	at the conclusion of the sixth complete academic year	at the conclusion of the seventh complete academic year
1	5 full years	at the conclusion of the fifth complete academic year	at the conclusion of the sixth complete academic year
2	4 full years	at the conclusion of the fourth complete academic year	at the conclusion of the fifth complete academic year
3	3 full years	at the conclusion of the third complete academic year	at the conclusion of the fourth complete academic year

Section C: Performance Review Policy for Faculty with Special Appointments, Partial Reassignments, Academic Administrators, etc.

Faculty with Special Appointments

Faculty with Special Appointments are subject only to completing annual AIMs and submitting Annual FEC Reports. Requirements for teaching effectiveness, service, and scholarship will be made on a case-by-case basis with input from the Department Chair and Dean. Expectations will be documented and agreed upon prior to the start of the Special Appointee’s contract date.

Faculty with Partial Reassignments including Academic Officers, Program Directors, Clinical Coordinators, and those with other non-executive level University-related responsibilities

As partial reassignments specifically pertain to reduced teaching load requirements, the quantity of teaching effectiveness expectations (goals) may be altered in a manner commensurate with the course reduction. Scholarship and service expectations remain the same; this also pertains to individuals who choose to receive a stipend or overload pay, as opposed to a course reduction. Within the FEC Report (Annual, Midpoint, Promotion, or 5-Year Review), individuals receiving partial reassignments should describe the associated responsibilities and briefly reflect on performance, development, and outcomes related to this role.

Section D: Performance Review Policy for Remediation for Unsatisfactory Performance and Faculty Seeking Redress

Remediation for Unsatisfactory Performance.

All Faculty, regardless of rank or assignment, may also be subject to remediation as outlined in Policy 6.28. Remediation for non-tenured Faculty is outlined in Policy 6.1. For Faculty undergoing a Five-Year Review, if at the time of review the Department Chair, Dean, and Provost determine the Faculty member has not sufficiently fulfilled DEC requirements and is not in Good Standing, they work together to create a development plan. The Five-Year-Review Faculty member returns to the annual FEC Report process, similar to annual AIMs and the process for TT Faculty, until they meet the expectations described in the development plan.

Redress.

This section of the document outlines conditions and procedures for faculty who chose to petition the department for redress regarding assessment measures or the assessment conclusions of the Department Evaluation Committee or Department Chair.

A. Redress Procedures:

- a. **Assessment Measures:** Faculty may petition the Departmental DEC Committee regarding the validity of the assessment measures outlined in the DEC. The written petition must specifically address deficiencies, inaccuracies, or biases in the assessment measures. The petition must also propose alternate assessment measures that meet the University standard of the Student-Centric Faculty Engagement model. Petitions to change the DEC can be filed (emailed) with the Chair of the DEC Committee at any time. However, changes to evaluative criteria must be approved as described in Part I of this Policy and will not be implemented until the following academic year.
- b. **Assessment Conclusions:** Faculty may petition the validity of the Departmental P&T Committee and/or Department Chair's assessment of their annual review, mid-point review, five-year review, tenure, or promotion materials. The written petition should present specific evidence or other support that was included in the initial application materials but was overlooked or misjudged by the Evaluators, and confirms the Faculty's work met or exceeded assessment measures. Faculty can choose from one or more of the following mechanisms to engage the assessment conclusion redress process:
 - 1) A meeting with the P&T Committee and/or Department Chair.
 - 2) A request for an outside evaluator or evaluators from faculty within another department of the College of Health Sciences
 - 3) Arbitration through staff or faculty from the Provost's Office

PART II: KOR Promotion & Tenure Evaluation Criteria

SUU Policy [6.1](#) states that Faculty contribute to SUU’s Student-Centric Faculty Engagement Mission via exemplifying Teaching Effectiveness, Scholarship, and Service/Leadership.

The KOR Department expects and appreciates that the types of contributions may vary among Faculty members, and even for individual Faculty members over time. To be eligible for tenure, a TT Faculty member needs to demonstrate increasing proficiency and effectiveness in their engagement and contributions documented in their FEC Reports. A TT Faculty member who receives a “Development Required” designation on more than one FEC Report within the tenure review period is less likely to receive tenure. Promotion from Associate Professor to Professor requires the Faculty member to be a recognized leader in their field and have achieved a high level of professional achievement and recognition, as evidenced by a strong record of publications, presentations, grants, awards, and other Scholarly/Creative Activities and service to SUU. NTT Faculty will have clearly established roles within the department that generally emphasize teaching/mentoring, with a secondary responsibility to Departmental, College and University service/leadership.

Section A: Teaching Effectiveness Evaluation Criteria

The following KOR Departmental Criteria for Teaching Effectiveness and engagement is aligned with the most recently approved version of University Policy [6.1](#) and represents a broad interpretation of Teaching Effectiveness beyond student evaluations. Each year, Faculty should strive to achieve a variety of categorical goals to demonstrate the multifaceted nature of a dynamic, engaged and effective teacher.

Required Materials

- a. All syllabi from most recent academic year (*note: all previous years’ syllabi included in the report/application must be available upon request*)
- b. Student course evaluations from all years included in the report/application & action-oriented goals following reflection. (*note: The Department, along with the University acknowledges that student feedback results may be subject to bias, thus student feedback results should not be the sole measure of evaluating Teaching Effectiveness*).
- c. Other applicable evidence of Teaching Effectiveness. Examples of activities and forms of evidence demonstrating teaching efficacy are listed below. **Other types of materials or contributions can be included with appropriate justification.** Activities may be applied to more than one category; therefore, Faculty should provide an explanation for which category the activity is applicable. Specific requirements for “good standing”, tenure, and promotion for TT, NTT, and Tenured Faculty can be found in Part I of this policy.

CATEGORIES for Teaching Effectiveness:

- A. Course Materials Provided to Students
- B. Assignments and Assessments
- C. Feedback to Students
- D. Student Evaluations of Professor and Course

E. Professional Development

CATEGORY A: Examples of Course Materials Provided to Students

Include examples as a linked file

Highly Valued

- Lecture notes or course Powerpoint presentations (partial/skeletal or complete, must be developed by the Faculty member).
- Solutions to homework assignments and/or completed examples developed by the Faculty member (text, pencast, or other format).
- Materials such as course manuals, laboratory manuals, and open-educational resources developed by the Faculty member

Valued

- List of objectives that are not topic related (critical thinking, problem-solving, etc.) and how each will be achieved.
- Student wikis or discussion boards with significant contributions from you.
- Practice exams or review guides.
- Animations, video clips, or simulations related to course material.
- Articles from scientific literature.
- New teaching methods or materials along with measurements to determine their impact on students.
- **Other** (please specify and explain the value).

CATEGORY B: Examples of Assignments and Assessments

Include sample documents which clearly demonstrate the purpose or goal of the assignment/assessment should be included in a linked file.

Highly Valued

- Integration of relevant High Impact Practices (HIPs) and/or evidence-based teaching strategies into course curricula and reflection on the development, implementation, and efficacy of those teaching strategies.
- Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work.
- Problem sets/homework assigned contributing to course grade at regular and frequent intervals.
- Tests, projects, and assignments that cover the most important concepts of the course.

Valued

- Major paper or project (requires longer than two weeks and involves some degree of student control in the choice of topic or design).
- Assignments which require students to use multiple resources (e.g., data banks, library holdings, outside experts) to improve understanding.
- “Hands-on” projects such as research, case studies, or “real life” activities.

- Assigned projects, tests, or assignments that require original or creative thinking.
- Use of pre-post survey of student interest and/or perceptions about the subject or to assess background knowledge.
- Opportunities for student self-evaluation of learning.
- **Other** (please specify and explain the value).

CATEGORY C: Examples of Feedback to Students

Include sample documents such as rubrics or examples of feedback given to students (in an anonymous manner) when applicable

Highly Valued

- Students see graded assignments/exams and answer key (in a timely manner as to facilitate future mastery of information).
- Rubric-based explanations and grading of student academic performance (in a timely manner which facilitates future mastery of information).
- Exams and/or assignment answers discussed in class (in a timely manner as to which facilitates future mastery of information).

Valued

- Students explicitly encouraged to meet individually with Faculty member for additional help or guidance.
- Assignments with feedback before grading or with the opportunity to redo work to improve grade.
- **Other** (please specify and explain value).

CATEGORY D: Examples of Professor and Course Evaluations

An explanation of the value of the evaluation(s) should be included

Highly Valued

- Peer/Mentor evaluation of teaching materials and/or teaching methods and the action-oriented goals related to this evaluation (recommended yearly).
- Chair evaluation of teaching materials and/or teaching methods, and the action-oriented goals related to this evaluation.

Valued

- Midterm course evaluation.
- Self-evaluation/reflection on teaching materials and/or teaching methods.
- Peer reviews of administrative evaluations.
- **Other forms of student feedback** (please specify and explain value).

CATEGORY E: Examples of Professional Development

An explanation of the value of these activities should be included

Highly Valued

- Attending a teaching conference or workshop and demonstration of the implementation of new teaching methods/theories.
- Acting as a Peer Evaluator for a colleague's class or teaching materials followed by a discussion with colleague and a written reflection. This can include access to and review of Canvas course organization and resources.

Valued

- Team-teaching a class, lab, or learning activity.
- Participation in professional development activities and reflection on how these activities will be used to improve teaching.
- **Other forms of professional development** (please specify and explain value).

Section B: Scholarship Evaluation Criteria

The KOR Department expects TT and Tenured Faculty members to participate in scholarship. Scholarly activities that align with the University's student-centered mission are especially valued. Specific requirements for "good standing", tenure, and promotion for TT and Tenured Faculty can be found in Part I of this policy.

Examples of Highly Valued Scholarship/Contributions:

- Significant publication (*book/lab manual/workbook, etc.*) in appropriate academic area
- Principal writer of funded external grant ($\geq \$25,000.00$)
- Project director of funded external grant
- Scholarly paper/presentation or co-presenter with a student at a national or international professional meeting or conference (*peer-reviewed; poster presentation, etc.*)
- Published article or co-published article with a student in a peer-reviewed journal
- Publication of a book chapter
- Peer reviewed journal article/publication
- Peer reviewed technical report
- Other with justification

Examples of Valued Scholarship/Contributions:

- Principal writer of funded external grant ($< \$25,000$)
- Assistant project director of funded external grant
- Principal writer or significant contribution to new academic program development (*R401 for Board of Regents*)
- Principal writer or significant contribution for national accreditation or accreditation self-study
- Scholarly paper/presentation or Co-presenter with a student at a state (e.g. UCUR), local (e.g. FOE) or regional professional meeting or conference
- Mentor student-led research project (*undergraduate or graduate*)

- Funded Faculty development grant (*e.g., FDSF or FSSF*) or Faculty advisor for student development grant (*e.g., UGRASP*)
- Book review for publishing company
- Workshop presentations
- Professional consultation (*submitted in writing to a client*)
- Development and integration of knowledge into a course that requires learning and applying new methods or technology
- Recertification of a currently held credential in the appropriate academic area (*re-exam, etc.*)
- Other with justification

EXAMPLES of Developmental Scholarship/Contributions:

- Published article in a journal or other print or electronic medium (*not peer-reviewed*)
- Invited speeches and lectures (*not peer-reviewed*)
- Submission and approval of an IRB application
- Significant progress of data collection
- Significant progress of grant development/submission
- Significant progress creating a book/lab manual/workbook etc.
- Submission of manuscript to peer-reviewed journal (*rejected*)
- Contributor for national accreditation or accreditation annual review
- Attending professional development workshop/conference (*grant writing, national/regional/state professional organization, etc.*) and discussion of implications or effect on your teaching/scholarly work
- Maintain certification of currently held credential in relevant academic area (*CEUs, etc.*)
- Other with justification

Section C: Service/Leadership

All Faculty are expected to consistently provide service and leadership when requested and/or opportunities arise. In addition, the Department highly values the voluntary mentorship of Junior Faculty. Service/Leadership engagement and activities can be reported under several categories. Specific requirements for “good standing”, tenure, and promotion for TT, NTT, and Tenured Faculty can be found in Part I of this policy.

Examples of Service to the University or College:

- Chair or member of University committees
- Faculty Senate
- Hosting off-campus groups, colleagues or other professionals in a formal setting
- Advisor to a student organization
- College P&T Evaluation Committee
- College committee chair or member
- **Other Service/Leadership activities may be included with justification**

Examples of Service to the Department:

- P&T mentor
- Peer teaching evaluator
- Scholarship development or evaluation of scholarship applicants
- Graduate thesis committee chair or member
- Departmental committee chair or member
- Hosting off-campus groups, colleagues or other professionals at an informal venue (e.g. community workshop)
- Writing letters of recommendation or support for students or colleagues, presentation at departmental seminars or meetings
- Formal academic advising
- **Other Service/Leadership activities may be included with justification**

Examples of Service to the Profession:

- President, board member, council member or office holder in national, regional or state professional organizations
- Recognized accomplishment in professionally related activity
- Professional consulting or editorial services
- **Other Service/Leadership activities may be included with justification**

Examples of Service to the Community:

- Involvement in organizing or directing a community service activity
- Participation in a community service activity
- Presentation of workshops or seminars for campus or community members
- Formal representative of the University, College or Department at community events
- **Other Service/Leadership activities may be included with justification**

EXAMPLES of Developmental Activities that may fall under the Service/Leadership Category:

- Participation in seminars or workshops that emphasize mentorship, advising or leadership principles
- Demonstrated improvement in these areas with justification (e.g. letter of support, informal student or peer evaluation, formal evaluation)
- **Other Service/Leadership activities may be included with justification**

Section D: Professional Responsibility

The KOR Department appreciates and values amicable, ethical, collegial, and responsible colleagues. KOR Faculty members are expected to adhere to all SUU policies and codes of conduct. Faculty are expected to attend and contribute to College and Department meetings. The KOR Department assumes that Faculty members comply with SUU policies on professional and ethical conduct unless evidence is presented to the contrary according to processes outlined in [Policy 6.28](#).

KOR Approved: 08.23.23
Amended: 04.10.24
Provost Approved: 04.15.24

PART III: KOR Faculty Hire Dates and Committee Members

Department Faculty

Hire Date	Name	Tenure Status	Rank
August 2017	Cody Bremner	Tenured	Associate Professor
August 2022	Jason Burton	NTT	Lecturer
August 2021	Jeff Cowley	TT	Assistant Professor
August 2018	Merrill Funk	Tenured	Associate Professor
August 2014	Kelly Goonan	Tenured	Associate Professor
August 2022	Amanda Hawkes	TT	Assistant Professor
August 2012	Abigail Larson	Tenured	Professor
August 2020	Marcus Lawrence	TT	Assistant Professor
August 2017	Paul Maggio	NTT	Assistant Professor
August 2011	Jacob Manning	NTT	Assistant Professor
August 2013	Nathan Slaughter	Tenured	Associate Professor
August 20 2003	Julie Taylor	Tenured	Professor

KOR DEC Committee Members

Name	Rank/Status	Starting year
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*KOR Approved: 08.23.23
Amended: 04.10.24
Provost Approved: 04.15.24*

Abigail Larson	Tenured/Professor	2023
Jeff Cowley	TT/ Assistant Professor	2023
Paul Maggio	NTT/Assistant Professor	2023

Department Promotion and Tenure Committee

Type	Name	Starting or assigned year (to inform the rotating basis)
Chair	Abigail Larson	2023
Member	Merrill Funk	2021
Member		2022
Alternate		

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Date of DEC Approval: April 16, 2024

Policy 6.1 states that the Department Chair ensures that the DEC is reviewed at least every three years. If this does not occur, the P&T Committee Chair will remind the Department Chair, and if still not reviewed, the P&T Committee Chair will notify the Dean.

Date of last Review: Spring 2024 semester