

**College of Education
Department of Physical Education**

**TENURE AND PROMOTION
GUIDELINES**

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I. Policies and Procedures for Tenure and Promotion

A. General Policy

The tenured faculty in the Department of Physical Education functions as the Tenure and Promotion Committee of the “Whole” on tenure and promotion matters. A tenured professor elected by the tenured faculty of the department at a spring meeting of the Department of Physical Education, as part of the tenure and promotion committee, will organize the review of candidates seeking tenure and/or promotion and will serve in that capacity for a period of three academic years.

Decisions regarding tenure and/or promotion will be based on the established criteria. Tenured faculty members are eligible to vote on tenure requests when their rank is equal to or higher than that of the candidate. Eligibility for voting on promotion requires that the voter be tenured and of a rank higher than that of the candidate.

The Department Chair submits an independent evaluation separate from the unit tenure and promotion committee.

In any matter not specifically covered in this document, the Department of Physical Education adheres to the criteria that are consistent with the Faculty Manual in force at the time of the UCTP approval of the unit criteria.

B. Responsibilities of the Tenure and Promotion (T&P) Committee Chair

It will be the responsibility of the T&P Committee Chair to:

1. Chair Tenure and Promotion Committee meetings.
2. Serve as a liaison between the T&P Committee members, including those from the secondary unit (in cases of dual appointments), the candidate and the Department Chair.
3. Serve as secretary and maintain a file on all non-confidential business.
4. Distribute the calendar of Tenure and Promotion Activities provided by the Provost to all department faculty.
5. Appoint a tenured faculty member to prepare a summary of each candidate's teaching evaluation; The teaching summary must include:
 - a. A summary of the candidate's peer and student evaluations conducted through the candidate's tenure-track or tenured appointment with the university with particular

emphasis placed on the teaching that occurred during the review period. It will also include evidence from secondary units in case of dual appointments.

- b. A summary and evaluation of the faculty member's classroom teaching, a table containing at a minimum the average of overall instructor performance for each course, information based on clearly specified requirements given in the unit criteria and a comparison with other courses in the discipline at the same level during the same time. The summary should give context to student evaluations of the candidate's teaching performance by noting whether evaluations of the particular class historically have been low; in a multi-section class how the candidate's evaluation scores compare with the scores in the other sections of the same course; how a candidate's evaluation compares with other faculty members who have taught the same course, or whether poor evaluation scores are correlated with a candidate's strict grading standard.
6. Ask faculty who wish to apply for T&P to indicate in writing to the Department Chair that they wish to do so the preceding academic year according to the schedule established by the Provost.
7. Provide eligible faculty with the relevant criteria and forms and assist all faculty who indicate they wish to apply for tenure and/or promotion to prepare their online tenure and/or promotion file in a manner consistent with the procedures set forth by the Provost's office and in a time frame consistent with the university calendar for submission of files. In cases where the candidate holds a dual appointment, notify the appropriate units of the candidate's intention to apply for tenure and promotion.
8. Call a meeting of the T&P Committee to select a minimum of five nationally known external reviewers in a candidate's area of expertise to review a candidate's file. External reviews should be obtained from impartial scholars at peer or peer aspirant institutions. If a person can be shown to be one of the leading scholars in a particular field, that person may be used as an outside evaluator even if s/he is at an institution that is not peer or peer aspirant. Faculty who have co-authored publications, collaborated on research, or have been colleagues or advisors of the candidate normally shall not be considered as an external reviewer. External reviewers will be asked to disclose their relationship or interaction with the candidate. In cases where the candidate holds a dual appointment, with the Department of Physical Education as the primary unit, the T&P Chair will seek a ranked list of five potential external evaluators from the secondary unit; at least one external evaluator proposed by each secondary unit must be included.
9. Submit the names of the five external reviewers of the candidate's research and scholarship to the Department Chair who in turn will send the candidate's file to the reviewers with a set of instructions describing the review process and a request that the reviewers submit a recent vita with their review of the candidate's scholarship. This cover letter shall be included with the outside reviewer's responses in the candidate's file.
10. Make the candidate's file available to each eligible faculty including those in secondary units.

11. Call for evaluations from eligible faculty of secondary units and place evaluations in the candidate's file at least five working days prior to the unit's vote on the application.
12. Call a meeting of the T&P Committee to discuss each candidate's file at which time each eligible member of the T&P Committee will receive instructions for voting and a ballot which must be returned to the T&P Committee Chair within two working days of the meeting.
13. Call a meeting of the T&P Committee within 24 hours of the time the ballots are due to count the votes.
14. Inform all faculty within the unit that they may submit letters to be placed in a candidate's file.
15. Forward all T&P files to the Department Chair including vote counts and written justifications for ballots.

C. Voting

1. Each eligible faculty member submits a ballot with written justification for each candidate to the T&P Committee Chair. Eligible faculty members are to evaluate teaching, scholarship and service against unit criteria.
2. The T&P Committee Chair will solicit missing ballots, if any, before the T&P committee meets to count the votes.
3. The votes are tabulated and the departmental faculty decisions to recommend or not recommend are made. Candidates are recommended for tenure and /or promotion when a majority of eligible faculty votes that the candidate's achievements warrant recommendation. An abstention vote will be interpreted as a favorable vote.
4. Faculty on leave may vote only upon notification of the unit chair or dean of a desire to do so in writing before beginning the leave. All discussions of the T&P Committee and vote counts are to be confidential.
5. All discussions of the T&P Committee are confidential.

D. Notification and Appeals

1. The Department Chair notifies each candidate in writing of the T&P Committee's decision(s) pertaining to them. Numerical vote results will not be shared with the candidate.
2. The Department Chair sends a letter to the department faculty regarding decision(s) to recommend a candidate for tenure and/or promotion.

3. In the case of a negative recommendation, the first recourse of the candidate is to request an immediate oral explanation from the Department Chair for the action taken regarding tenure and/or promotion. The candidate may appeal a negative decision by notifying the Department Chair in writing. The candidate's file will go forward when there is an appeal.
4. The Department Chair will immediately notify the department faculty of appeals and invite letters from them to be included in the candidate's file. S/he also will arrange for the files of applicants who are appealing to be forwarded through appropriate channels without prejudice.
5. The Department Chair writes an evaluative letter to be included in each candidate's file and forwards all applicable T&P files to the Dean.
6. Specific procedures for appeal are described in the current Faculty Manual.

E. T&P Responsibilities of the Department Chair

1. Serve as liaison with the Dean on all tenure and promotion matters.
3. Ensure a T&P Committee Chair is elected.
4. Notify all eligible faculty in writing of their options for tenure and promotion review.
5. Solicit external reviewers and serve as liaison with the external reviewers.
6. Maintain candidate's files, make sure that files are complete.
7. Maintain records of all reviews of a candidate's file.
8. Notify candidates in writing of the T&P Committee's decision(s) pertaining to them and notify the faculty of the department of the decision(s). The actual number count will not be communicated to any candidate.
9. Receive appeals from candidates who choose to appeal and provide an immediate oral explanation to them.
10. Notify faculty of the department regarding any appeal of a candidate and invite letters from them to be included in a candidate's file.
11. Write an evaluative letter for each candidate's file and forward all applicable tenure and promotion files to the Dean.

F. Responsibilities of Members of the T&P Committee

1. Read all files for which s/he is eligible to vote in relation to conformity of the file to the department's criteria for tenure and promotion.
2. Attend the T&P Committee meeting in which a candidate's conformity to the T&P criteria is discussed prior to voting.
3. Vote and justify their vote in writing based on a candidate's conformity to criteria.

G. Calendar of Events

The tenure and promotion process spans about a year. It involves decisions by the candidate, members of the tenured faculty of the Department, the Department Chair, the Dean of the College, the Provost, the University Committee on Tenure and Promotions, the President, and the Board of Trustees.

A file containing evidence supporting the case, as well as the votes and recommendations that accumulate as the case proceeds, are crucial to the whole process. The process operates according to a calendar published each year by the Provost as supplemented in this document. This supplemented calendar is called the Timetable. Actually, the Provost provides two calendars. According to the first, used by most candidates for tenure:

1. the determination of candidates occurs at the end of the spring semester;
2. during the summer the candidates assemble documents into files to support their cases;
3. before the beginning of the fall semester an appropriate committee of the Department's tenured faculty seeks the recommendations of external experts to evaluate the research of the candidates;
4. by mid-September, the candidates have finished assembling their files;
5. by mid-October the appropriate committee will have deliberated upon the cases and voted;
6. thereafter, the cases are passed on through the remainder of the process. Candidates ordinarily learn by mid-May what the recommendation of the President will be. Final action by the Board of Trustees occurs at their summer meeting.

The second calendar is designed for candidates seeking promotion to professor and for candidates with their penultimate year of their probationary period beginning in January rather than August. Under this second calendar, the process begins in mid-October and the candidates generally learn by mid-December of the following year what the recommendation of the President will be.

In accordance with the Office of the Provost tenure and promotion review calendars

- T&P Committee Chair calls a meeting of the T&P Committee to review a candidate's files
- Results of a candidate's review, but not the numerical vote, are communicated to the candidate and the faculty of the T&P Committee in writing.
- Candidates may appeal the process and letters from faculty are solicited by the Department Chair

- Candidate files including the voting of the T&P Committee and the Department Chair's evaluation are submitted to the Dean.

II. Criteria for Tenure and Promotion

Awarding of promotion and/or tenure in the Department of Physical Education is based on a candidate's performance in the areas of scholarship, teaching, and service consistent with the mission of the department.

Vision and Mission. The Department of Physical Education's primary vision is to prepare highly qualified leaders in physical education and athletic training and provide the opportunity to develop the knowledge and skills needed for lifetime participation in physical activity, motor skill proficiency.

Our mission is to enhance the health and wellbeing of people across the lifespan through the application, transmission and generation of knowledge relative to physical activity, physical education or motor behavior. Pursuant to this mission and with a strong focus on community engagement and scholarship we:

- Teach graduate and undergraduate students best practices related to physical education, coaching, athletic training and motor behavior;
- Prepare students for successful careers related to physical education;
- Provide advanced academic studies that allow students to assume leadership roles and make scholarly contributions to the field;
- Help students develop the skill and knowledge needed to remain active for a lifetime and/or perform motor skills; and;
- Foster an environment that embraces and promotes diversity of people and ideas.

Scholarship is regarded as essential in the Department of Physical Education. Scholarship provides the foundation for effective "cutting edge" instruction, thoughtful leadership regarding public policy, and the ability to be at the forefront of professional advancement. Therefore, the Department of Physical Education places relatively greater emphasis on scholarship and teaching, and less emphasis on service in reaching decisions involving promotion and/or tenure.

A. Criteria for Promotion

Normally an earned doctorate is required for all tenure track positions.

Promotion to Associate Professor. The rank of Associate Professor signifies that an individual is an emerging scholar who is developing a national reputation in physical education. Promotion to

associate professor will be recommended when the candidate demonstrates *excellence* in scholarship, teaching and service.

Promotion to Professor. The rank of full professor signifies that an individual has attained the status of senior scholar and is therefore well known and highly respected for his/her expertise in a particular specialty area in physical education, or motor behavior. Promotion to full professor will be recommended when the candidate demonstrates *outstanding* performance in the area of scholarship, at least *excellence* in teaching, and at least *excellence* in service activities.

B. Criteria for Tenure

The criteria for tenure are the same as those for promotion to associate professor with the addition that consistency and durability of performance are relevant factors in evaluating faculty for tenure. Therefore, the length of service that a faculty member has completed in a given rank is a valid consideration in formulating a tenure recommendation. If a faculty member has been appointed at another college or university for at least two years, s/he normally would be eligible for tenure after having established a durable and consistent performance in meeting criteria for an additional two years at the University of South Carolina. An appointment with tenure requires a majority vote by eligible faculty. Appointments with tenure follow procedural guidelines outlined in the Faculty Manual.

Assistant Professor. Tenure will not be recommended at the rank of assistant professor. Faculty members appointed at the assistant professor level and applying for associate professor normally will not be recommended for tenure until at least their fourth year at the University of South Carolina unless that faculty member has had experience at the rank of assistant professor elsewhere.

Associate and Full Professor. Faculty members appointed at the associate level normally will not be recommended for tenure until at least their third year at the University of South Carolina.

C. Definitions

Scholarship

Scholarship in physical education assumes a variety of forms and represents contributions to the theoretical/conceptual, methodological, or knowledge creation domains. Contributions to physical education scholarship include generating theories, methods, data-based qualitative and quantitative findings, validating theories, or testing methods. Analyzing and synthesizing existing knowledge and scholarship designed to advance the skills of practitioners in the field is also valued. The quantity of scholarship necessary for promotion, or, for tenure in the Department of Physical Education will vary with the expectations of the diverse interests and fields of department faculty. Faculty are expected to develop a continuous and identifiable line (or lines) of peer reviewed scholarship.

Below are examples of evidence of primary and secondary evidence that can be used to document productivity in the area of scholarship. Primary sources of evidence are prioritized over secondary sources. It is understood that not all candidates will have activities for each type of evidence, especially secondary evidence. These lists are comprehensive and representative of the types of evidence that can be provided but are not exhaustive; the candidate may include (with a justification) additional activities deemed supportive of the respective areas.

Primary Evidence (order of listed items is not prioritized)

- Publication of original, data-based research in peer reviewed journals as lead author or senior author with a student lead author.
- Publication of original, methodological and/or theoretical papers in peer reviewed journals as lead author or senior author with a student lead author
- Publication of data-based, methodological, or theoretical papers in peer reviewed journals as a co-author or support author.
- Application for and/or receipt of external research grants or contracts based on a competitive proposal review process as a principal investigator, co-principal investigator or significant participant (with indication of contribution and time commitment)

Secondary Evidence (the order of listed items is not prioritized)

- Publication of practitioner-based papers in peer reviewed journals
- Publication of books, book chapters or monographs
- Publications of papers in conference proceedings
- Publications of invited commentaries
- Publication of scholarly presentation abstracts
- Application for and/or receipt of internal research grants or contracts as a principal investigator, co-principal investigator or significant participant (with indication of contribution and time commitment)
- Solicitation and/or receipt of non-competitive research grants and contracts.
- Book or book reviews
- Editing of books
- Receipt of honors and/or research awards that recognize the quality of research
- Conference presentations at national/international meetings
- Conference presentations at regional, state and local meetings.
- Editorship of journals
- Journal reviews

Excellence in Scholarship is defined as a sustained program of scholarship demonstrated through strong representation in the primary category. While quality and quantity of scholarship are important, quality is emphasized. The candidate's body of scholarship should represent a developing line of inquiry, identifiable through peer-reviewed publications. The candidate's work should demonstrate positive progress toward national/international recognition.

Outstanding in Scholarship is defined as showing an established and continuing line of inquiry, identifiable through peer-reviewed publications, that receives national recognition. **National recognition** assumes the candidate's work has made a substantial contribution to his/her area of expertise. Evidence for national recognition can be provided through the following sources:

1. Multiple citations for multiple first-authored, data-based publications within a line of inquiry across at least 2 years
2. Invited publications or presentations at the national/international level within a line of inquiry in the past 2 years

Teaching

Teaching is a multi-faceted activity that is composed of classroom teaching, working with students outside the formal classroom setting, advising students, and developing course materials. Indicators of teaching quality in the Department of Physical Education include (1) student evaluations of teaching, (2) peer evaluations of teaching and (3) documentation of performance in supplementary areas related to teaching including but not limited to (not prioritized):

1. Developing course materials to enhance teaching
2. Teaching and/or student advisement awards
3. Directing dissertations, thesis, and/or research projects
4. Serving on dissertation, master's, thesis and/or research project committees
5. Developing and/or revising coursework or programs
6. Developing online instructional courses or materials
7. Appointment/election to leadership roles within professional organizations that involve teaching
8. Teaching excellence documented by unsolicited student commentary
9. Conducting teaching seminars for academic and/or professional associations
10. Supervising students in practical/clinical settings

Excellence in teaching is defined as a continuing record of instructional activities that receive positive evaluations. This includes (1) Student evaluations of teaching" with a rating of 3.70 or above (items 1-15) for the majority of courses (70% or better) taught during the review period, (2) peer reviews of teaching that testify to excellent teaching in three of the last four years and (3) documentation of excellent performance in at least at least two additional instructional activities from the list above.

NOTE: Candidates who show considerable improvement in student evaluations of teaching (better than 3.90 in all courses taught in the most recent two-year period), who receive positive peer and chair evaluations of teaching in three of the last four years and who demonstrate outstanding

performance in at least two additional instructional activities during the evaluation period may also receive an excellence rating

Outstanding teaching is defined as a continuing record of instructional activities that receive positive evaluations. This includes (1) Student evaluations of teaching” with a rating of 4.00 or above (items 1-15) for the majority of courses (70% or better) since the submission of the candidates last file review, (2) peer reviews of teaching that testify to outstanding teaching during that review period and (3) documentation of outstanding performance in at least three additional instructional activities from the list above.

NOTE: Candidates who show considerable improvement in student perceptions of teaching (better than 4.2 in all courses taught in the most recent two-year period), who receive positive peer and chair evaluations of teaching and who demonstrate outstanding performance in at least three additional instructional activities during the evaluation period may also receive an outstanding rating.

Service

Service includes those professional contributions the candidate makes that are outside teaching and scholarship.

Excellence in service is defined in terms of the quantity and quality of the contributions of the candidate to:

- department, college and university committees.
- sharing of professional knowledge and expertise with community and state organizations.
- assistance to professional organizations at the local, state, and national and/or international level.

Candidates are expected to demonstrate service to the department as well as outside the department.

Outstanding service is defined in terms of the candidate’s state and national recognition for leadership in professional activities and organizations. In addition, the candidate must meet the requirements listed above under excellence in service.