

**School of Kinesiology  
Auburn University  
Guidelines for Tenure and Promotion**

**Purpose**

The process of tenure and promotion begins with the hiring of a faculty member and expectations should be made clear at that time and annually until the university makes its final determination. The criteria specified below are intended to serve as 1) a guide for an annual pre-tenure review of faculty at the rank of Assistant Professor, and 2) a guide for determination of the candidate's qualifications for tenure and promotion. School of Kinesiology clinical faculty shall be eligible to vote on all faculty matters, excluding tenure and promotion for tenure track faculty. These guidelines are not intended to modify the University's Guidelines for Promotion and Tenure, but to further delineate the criteria used in the School of Kinesiology.

**I. Promotion to Rank of Associate Professor****General requirements:**

An individual applying for promotion from assistant to associate professor is expected to have established an emerging national reputation with demonstrated scholarly productivity based upon a clearly defined research agenda and/or contemporary expertise (*as demonstrated by current active medical specializations, board certifications, research agendas, or classes taught in the **past 3-5 years** in a DPT program*) when applicable. If a faculty member's allocation includes outreach or clinical activities, a satisfactory or better performance is expected in that category as well. Additionally, evidence of effective mentoring and supervising of doctoral-level students is expected.

Evidence to consider for doctoral-level research supervision includes (but is not limited to):

- student peer-reviewed manuscripts (particularly 1st authorships);
- student professional meeting presentations;
- student awards and other forms of recognition such as merit awards or travel awards;
- documented student contribution to grants and contracts (i.e., student as PI on fellowship or award);
- students graduating in a timely manner (typically 4 years for a traditional student); and
- post-graduate employment (including fellowships and post-doctoral opportunities).

Evidence to consider for doctoral-level clinical supervision includes (but is not limited to):

- advising and student mentorship;
- student professional meeting presentations;
- student awards and other forms of recognition;
- documented student contribution to grants and clinical outcomes;
- students graduating in a timely manner (typically 3 years for a clinical student); and
- post-graduate employment/continued education (including residencies, employment, and enrollment in terminal doctorate degrees).

**Research-Related Criteria for Promotion to Associate Professor:**

One judgment of satisfactory performance in research shall be based on the written opinions of external reviewers who themselves are recognized as reputable scholars in the candidate's area of specialization.

Satisfactory performance in research ordinarily entails (a) the development of an

independent line of research while employed at Auburn University and (b) documented progress toward the establishment of a national reputation based on research contributions in one's field. The following evaluative items are key examples, but do not constitute an exhaustive list.

The primary indicator of progress toward establishment of a national reputation shall be the publication of research findings in peer-reviewed journals of high quality (as indicated by, but not limited to, empirically-based metrics (e.g., impact factor, ranking in its field, total citations, citation half-life, Eigenfactor Score, etc.), the journals' rates of rejection, impactful research that creates change, and the judgments of experts in the field).

Success in attracting external (i.e., federal, foundation) support for research, as evidenced by serving as a principal investigator or a significant contributor on peer-reviewed, research-based grants represents a significant indication of progress toward establishing a national research reputation. Evidence of industry contracts and gifts as well as evidence of attainment of intellectual property rights including patents, copyright or inventorship is also considered as evidence of such external support.

In all cases, however, the quality of research shall be judged as more important than mere quantity in evaluating the candidate's research contributions. Other indicators of progress toward establishment of a national research reputation include (but are not limited to):

- publication of an authored or edited book by a reputable publisher;
- publication of original monographs or chapters in books;
- publication of clinical case studies and reports;
- research presentations at international or national conferences;
- reviewer for scientific or professional journals;
- membership on editorial board of scientific or professional journals;
- reviewer on study sections or review panels of grant agencies; and
- invited keynote or similarly prestigious speaking engagements

### **Teaching-Related Criteria for Promotion to Associate Professor**

Teaching is considered an essential function of faculty at Auburn University, and consequently all faculty members are expected to demonstrate at least satisfactory performance in this important area. It is acknowledged that there is great variability in the approach to teaching among the various disciplines within the department. For example, some disciplines may regularly teach broad survey courses involving large numbers of students, whereas others provide intensive, individual clinical instruction to a small number of students. Such variability should be considered in establishing expectations for performance, and differences in the manner in which teaching is conducted should be taken into account in evaluation of faculty performance.

Satisfactory performance in teaching shall be evidenced by a consistent pattern among various indicators such as:

- student evaluations showing satisfactory performance
- peer ratings reporting instructional performance that 'meets expectations' or higher on teaching content and classroom performance
- evaluations indicating appropriate service on master's and doctoral committees (as chair and/or as a member).
- Evidence of student success in research productivity, such as presentation, publications, grant/fellowship applications.

### **Outreach-Scholarship Criteria for Promotion to Associate Professor:**

Auburn University's land-grant mission calls for meaningful outreach. Faculty members with allocations for outreach or clinical service are expected to document the *description, mission, scholarship, and impact of the scholarly work*. Satisfactory performance in outreach shall be evidenced by a consistent pattern among various indicators such as:

- success in attracting external support, as evidenced by serving as a principal investigator on a service grant, foundation grant, or other funding agency grant.

Other indicators of satisfactory outcomes for outreach or clinical service include:

- practitioner publications;
- creation and activation of websites;
- creation of curricular documents, national guidelines, instructional materials, or manuals;
- workshops or presentations at international or national practitioner conferences; and
- creation of continuing education courses and programs
- Outreach scholarship and activities that creates change in standard practices.

#### **A. Service-Related Criteria for Promotion to Associate Professor:**

- It is expected that all faculty members will demonstrate good citizenship in the department and in the college by serving on departmental, college, and/or university committees consistent with their rank and experience.
- All faculty are expected to serve on graduate student committees.
- Faculty with assigned laboratories are expected to ensure they meet compliance with university regulatory bodies.
- All faculty are expected to engage in the recruitment of faculty and students. This would be considered satisfactory performance in this category.

(Note. Because committees vary in the amount of work required of their members, it is expected that the Director's letter will provide substantive information about the candidate's time and effort contributed to committee work).

## **II. Promotion to Rank of Professor**

### **General Requirements:**

Promotion to the rank of Professor requires a record of satisfactory or better performance in all three categories of professorial activities (i.e., teaching, research, and service). **Additionally, evidence of effective mentoring and supervising of doctoral-level students is expected.**

Evidence to consider for doctoral-level research supervision includes (but is not limited to):

- student peer-reviewed manuscripts (particularly 1st authorships);
- student professional meeting presentations;
- student awards and other forms of recognition;
- documented student contribution to grants and contracts;
- students graduating in a timely manner (typically 4 years for a traditional student); and
- post-graduate employment (including fellowships and post-doctoral opportunities).

Evidence to consider for doctoral-level clinical supervision includes (but is not limited to):

- advising and student mentorship;
- student professional meeting presentations;
- student awards and other forms of recognition;
- documented student contribution to grants and clinical outcomes;
- students graduating in a timely manner (typically 3 years for a clinical student); and
- post-graduate employment/continued education (including residencies, employment, and

enrollment in terminal doctorate degrees).

A candidate for the rank of Professor must also demonstrate a record of distinction in research and a record of distinction in either teaching or service. A candidate applying for promotion from associate to full professor is expected to be an established productive scholar with an established national and/or international reputation based upon a clearly defined research agenda or line of research. For promotion to Professor, “distinction” means appreciably better than the average associate professor in the candidate’s field at American Association of Universities (AAU) institutions comparable to Auburn University.

### **Research-Related Criteria for Promotion to Professor**

One judgment of distinction in research shall be based on the written opinions of external reviewers who themselves are full professors and are recognized as outstanding scholars in the candidate’s area of specialization.

Distinction at the rank of professor also entails the achievement of an independent line of research of which you are recognized as an expert (e.g., keynote invitations, invitations to publish review articles or book chapters in area of expertise, guest editor for special topics journal, etc).

Distinction is illustrated by sustained research productivity evidenced by publications in quality peer-reviewed journals (as indicated by, but not limited to, empirically-based journal impact factors, the journals’ rates of rejection, cited reference searches, creating substantive change in the research area, and the judgments of experts in the field).

The quality of research shall be judged as more important than mere quantity in evaluating the candidate’s research contributions.

One key indicator of distinction and establishment of a national reputation is success in attracting external support for research, as evidenced by serving as a principal investigator or a significant contributor on a peer-reviewed, competitive grant or contract.

Other indicators (non-exhaustive list) of the establishment of a national research reputation include:

- publication of an authored or edited book by a reputable publisher;
- publication of original monographs or chapters in books;
- service on the editorial board of scientific or professional journals;
- service on study sections or review panels of grant agencies; and
- invited keynote or similarly prestigious speaking engagements.
- Scholarship and activities that creates change in standard practices.

### **Teaching-Related Criteria for Promotion to Professor**

Teaching is considered an essential function of faculty at Auburn University, and consequently all faculty members are expected to demonstrate satisfactory performance in this important area. It is acknowledged that there is great variability in the degree and approach to teaching among the various disciplines within the department. For example, some disciplines may regularly teach broad survey courses involving large numbers of students, while others provide individual intensive clinical instruction to a small number of students. Such variability should be considered in establishing expectations for performance, and differences in the manner in which teaching is conducted should be taken into account in evaluation of faculty performance. It is expected that most faculty members who are seeking promotion to Professor will have acquired significant experience and expertise in teaching and, their performance in this area should be consistent with their accumulated experience and rank.

Satisfactory performance in teaching shall be evidenced by a consistent pattern among various indicators such as:

- student evaluations showing satisfactory performance (4.0 'very good' or higher on 1-6 scale) in classroom teaching;
- peer ratings showing satisfactory ratings of teaching content and classroom performance based on direct observations; and
- unit leader evaluations indicating appropriate service on doctoral supervisory committees (as chair and/or as a member)

Distinction in teaching shall be evidenced by a consistent pattern among various indicators such as:

- student evaluations showing above average or better performance (5.0 excellent or higher on 1-6 scale) in classroom teaching;
- peer ratings showing above average or better ratings of teaching content and classroom performance based on direct observations;
- department head evaluations indicating above average or better service on doctoral supervisory committees (as chair and/or member);
- achievement of an award for teaching (i.e., College-level, University-level, Professional-level);
- development of a new course or teaching program;
- other activities representing contributions to teaching that exceed expectations, such as the development and implementation of continuing education courses, the creative use of technology in teaching, taking a leadership role in curriculum redesign or development, etc.
- presentation of teaching techniques, methods, and/or research at regional, national, and international conferences; and
- publications in highly rated teaching journals.

### **Outreach-Scholarship Criteria for Promotion to Professor:**

Faculty members with allocations for outreach advancing to Professor are expected to engage in meaningful, scholarly work that has significant outcomes. The faculty member shall document the *description, mission, scholarship, and impact of the scholarly work*. The merit of the outreach will be evaluated on the basis of outcomes associated with the scholarly work, such as:

- success in attracting external support for scholarly outreach, as evidenced by serving as a principal investigator on a service grant, foundation grant, or other funding agency grant.

Other indicators of satisfactory outcomes for outreach, include:

- practitioner publications;
- creation and activation of websites;
- creation of curricular documents, national guidelines, instructional materials, or manuals; and
- workshops or presentations at international or national practitioner conferences.
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Distinction in outreach-scholarship shall be evidenced by a consistent pattern among various indicators such as:

- receiving outreach awards (i.e., College-level, University-level, Professional-level);
- creating new innovations, patents, trademarks, and copyrights; and
- initiating beneficial/impactful changes in practice.

Scholarship and activities that creates change in standard practices.

## **Service-Related Criteria for Promotion to Professor**

It is expected that all faculty members demonstrate good citizenship in the school and in the college by serving on departmental, college, university, and external committees consistent with their rank and experience. This would be considered satisfactory performance in this category. (Note: Because committees vary in the amount of work required of their members, it is expected that the Director's letter will provide substantive information about the candidate's time and effort contributed to committee work.)

Indicators of satisfactory outcomes for outreach or clinical service include:

- practitioner publications;
- creation and activation of websites;
- creation of curricular documents, national guidelines, instructional materials, or manuals;
- workshops or presentations at international or national practitioner conferences; and
- creation of continuing education courses and programs.

Distinction in service to the university should be indicated by service that is beyond that expected in the typical duties of an Associate Professor and may include one or more of the following:

- mentorship of faculty colleagues;
- recruitment of faculty and students;
- engagement in promotion of faculty;
- chairing a college and/or university committee;
- serving as an undergraduate or graduate coordinator;
- serving as interim departmental head (for a substantial period of time); and
- serving in another administrative role in the department or college beyond the typical duties of an associate professor receipt of a regional, national, or international award for professional service.

Distinction in service to the profession should be indicated by service that is beyond that expected in the typical duties of an Associate Professor and may include one or more of the following:

- serving as a committee member in a national or international organization;
- serving as an officer or board member in a national or international organization;
- serving on the editorial boards of scholarly journals; and
- receipt of a national or international award for professional service.

## **Granting of Tenure**

The criteria for the granting of tenure shall be the same as those for promotion to Associate Professor along with the additional requirement that the applicant demonstrate collegiality as described in the Auburn University Faculty Handbook (see reference below).

"In appraising a candidate's collegiality, department members should keep in mind that the successful candidate for tenure will assume what may be an appointment of 30 years or more in the department. Collegiality should not be confused with sociability or likability. Collegiality is a professional, not personal, criterion relating to the performance of a faculty member's duties within a department. The requirement that a candidate demonstrate collegiality does not license tenured faculty to expect conformity to their views. Concerns relevant to collegiality include the following: Are the candidate's professional abilities and relationships with colleagues compatible with the departmental mission and with its long-

term goals? Has the candidate exhibited an ability and willingness to engage in shared academic and administrative tasks that a departmental group must often perform and to participate with some measure of reason and knowledge in discussions germane to departmental policies and programs? Does the candidate maintain high standards of professional integrity?

Collegiality can best be evaluated at the departmental level. Concerns respecting collegiality should be shared with the candidate as soon as they arise; they should certainly be addressed in the yearly review and the third year review. Faculty members should recognize that their judgment of a candidate's collegiality will carry weight with the Promotion and Tenure Committee. *[taken from Section 3.9 AU Faculty Handbook]*