

California State University, Chico
Department of Kinesiology RTP
Review Procedures
Revised March 7, 2022

Introduction

Decisions on retention, tenure and promotion of tenure track faculty in the Department of Kinesiology are based on the department mission, as well as the mission and strategic plan of California State University, Chico, the FPPP, and this document.

***Mission Statement:** The mission of the Department of Kinesiology is to communicate and create knowledge about sport, exercise, and physical activity. The department achieves its mission through innovative and engaging instruction, scholarship, and professional service. The uniqueness of our integrative discipline is that we work directly to promote lifelong learning and participation in human movement to enhance quality of life for all.*

The Charge of the Department Personnel Committee

The Department of Kinesiology (KINE) has the responsibility of evaluating faculty candidates for retention, tenure, and promotion. Faculty elected to serve on the Personnel committee must:

- Maintain confidentiality about candidates, evidence and deliberations.
- Mentor candidates in the presentation of evidence in the dossier and ensuring the WPAF “accurately reflects the full performance record” (FPPP 8.1.1.b.1).
- Critically evaluate the quality, quantity (FPPP 8.1.3.e.4), and originality of the faculty member’s performance based upon documented evidence.
- Understand and apply specific criteria to the evidence being evaluated.
- Evaluate a candidate based on the formative or developmental feedback reported in the previous department chair’s and department personnel committee performance evaluations.
- Assign specific FPPP summary evaluation ratings (Exceeds expectations; Meets expectations; Does not meet expectations)
- for each of three areas (Instruction, Professional Growth and Achievement, and Service that contributes to the Strategic Plans and Goals of the Department/Unit, College, University, and Community) of faculty performance.
- Justify evaluation ratings in each of the areas by referencing specific criteria for performance evaluation.
- Submit a minority report when a committee member does not agree with the approved report.

Evaluation

The committee evaluation will be based upon the evidence presented in the dossier and WPAF. The evaluation should take into consideration the candidate’s rank, workload, assigned time, and previous developmental feedback. Other factors to be considered are the quality, quantity, originality, leadership, contribution of the faculty member (e.g. authorship, contributor, officer), rigor of external review, and prestige of the documented activities. To this end a hierarchy of levels or ratings and examples has been created to serve as a guideline. The elements in the hierarchy for “professional growth and achievement” and “other contributions to the university and community” are not comparable across areas of evaluation.

Instruction

KINE faculty will be evaluated on student-centered instruction based on the Seven Principles of Good Practice in Undergraduate Education, currency in the discipline, and the effective use of technology. Ratings based on FPPP descriptors:

- 1 – Does not meet expectations, “evidence does not demonstrate at least an adequate level”
- 2 – Meets expectations, “substantial professionalism and competence”
- 3 – Exceeds expectations, “consummate professionalism and exceptional skill as an educator”

	Seven Principles of Effective College Teaching							Other Critical Factors	
Evidence	Student-faculty contact	Cooperation among students	Active learning	Prompt feedback	Time on task	High expectations	Respects diverse talents and ways of learning	Current on Subject Matter Knowledge	Effective use of Technology
Peer evaluations									
Course materials									
Student evaluations									
Self reflection									
Student achievement									

Other items that provide evidence of effective student-centered instruction may include but are not limited to: Instructional Innovations (appropriate CAI, video, distance learning), Community Service, Service Learning, External or university award for teaching, Graduate Thesis, Project, Professional Paper Chair or Comprehensive Exam Chair, Graduate Thesis or Project Committee Member, Guest Presentations in Other Classes, and Support Letters & Documentation.

Professional Growth and Achievement

KINE faculty should provide evidence of scholarly contributions to the field. KINE faculty value a holistic vision of scholarly contributions (Boyer, 1990), where scholarly contributions share the characteristics of *originality, peer-review, and formal communication*. The quality of scholarship will be evaluated by the committee based on the products and impact of the candidate's work.

Level 1

- Articles
 - Top-Tier Journals in Faculty Area (e.g. *RQES, MSSE, JTPE*)
 - Peer-Reviewed Journals & Proceedings (e.g. *JSCR, JSS, JHMS*)
 - Peer-Reviewed Professional Journals or Magazines (e.g. *JOPERD, S&CJ*)
- Chapters in Edited Scholarly Books
- Books (textbook, anthology, scholarly book with respected publisher)
- Highly Competitive External Grants Awarded
- Presentations
 - Keynote and Invited (International and National)
 - Reviewed (International and National)

Level 2

- International, National or State Award for Academic Video/CD/Software/Web
- Competitive External and Internal Grants Awarded
- Presentations
 - Keynote and Invited (State and Regional)
 - Reviewed (Regional, State, CELT meetings)
 - Professional Conferences (International, National, Regional, State)
 - Workshops (Regional and State)
- Refereed Proceedings or papers
- Activity Book with Respected Publisher
- Editor of Journal, Scholarly Book, or Professional Website
- Curriculum Scholarship (integration of knowledge and connecting it to professional practice)
- Curriculum Revision at State or Program Level
- Highly competitive external grants not awarded
- Competitive state or regional grants
- Relevant Certifications and Continuing Education
- Editorial Board

Level 3

- Presentations
 - Professional Conferences (local associations and school boards)
 - Workshops (local)
- Non-Reviewed Publications (e.g. professional journal, newsletter, newspaper)

- Academic Video/CD/Software/Web

- Grant Proposals Submitted
- Curriculum Revision at Course Level
- Internal grants or research contracts awarded
- Attend professional conference

Service that Contributes to Strategic Plans and Goals of the Department/Unit, College, University, and Community KINE faculty must provide evidence of contributions to the department, college, the discipline, profession, and the community beyond the university. Note: Service does not include paid consulting.

Level 1

- Department Committees & Assignments (advising, accreditation, curriculum)
- College Committees & Assignments
- University Committees & Assignments
- External or university award for service/advising
- Office or Significant Participation in Professional Societies
 - International
 - National
 - Regional/State
- Official advisor/sponsor of student organizations or clubs
- Capital campaign

Level 2

- Community committees or boards
- Community service programs
- Student Recruitment
- Fundraising
- Organizing community events such as fun runs, dances, spaghetti feeds, health fairs
- Participation in student organizations or clubs

Ratings

Following the evaluation the committee must select the corresponding ratings (Exceeds Expectations, Meets Expectations, or Does Not Meet Expectations e) for Instruction, Professional Growth and Achievement, and Service that Contributes to Strategic Plans and Goals of the Department/Unit, College, University, and Community based on the descriptions in the FPPP section 10.3.3. Key adjectives and phrases from this section of the FPPP for each rating are in quotation marks, with typical examples below:

Exceeds Expectations: “excellence” and an “evidentiary record”

Teaching: “consummate professionalism and exceptional skill as an educator with respect to the materials, activities, and standards”

Consistently some of the highest peer, chair, and SFOTs evaluations

Scholarship: “significant and highly regarded”

“consummate professionalism and significant, highly regarded scholarly achievement with respect to professional contributions to students, to the

discipline, and to the professional community”
 Consistent record of multiple and high-quality Level 1 contributions
Service: “high level of involvement” and “key roles on significant university-, college-, or department-level committees”
 Consistent leadership in university, college or department committees.
 Meets Expectations: “competence” and “impressive and valued contribution”
Teaching: “substantial professionalism and competence” Strong peer, chair, and SFOTs evaluations and course materials.
Scholarship: “substantial significant scholarly achievement”
 Multiple level 1 contributions and a few level 2 contributions.
Service: “consistent” and “occasional assumption of key roles”
 Service with some leadership on department, college, or university committees
 Does Not Meet Expectations: “less-than-satisfactory”
Teaching: “evidence does not demonstrate at least an adequate level”
 Substantially low peer, chair, and SFOT evaluations and course materials
Scholarship: “does not demonstrate an adequate level of scholarly achievement”
 No evidence of contributions at Level 1.
Service: “does not demonstrate an adequate level of involvement”
 Inconsistent on non-participation in department and committee meetings.

Expectations for Tenure and Promotion

In relation to recommendations on tenure and promotion the committee should follow the guidelines of FPPP section 10.4. To be considered for tenure and promotion to Associate Professor KINE, faculty must be rated “Exceeds Expectations” in one and “Meets Expectations” in two of the RTP areas. For promotion to Professor the candidate must be rated “Exceeds Expectations” in at least two of the three areas. For tenure and promotion to Associate Professor the candidate must provide evidence of original, peer-reviewed scholarship that demonstrates the faculty member’s capability to be an independent, contributing scholar in Kinesiology. Candidates must provide evidence and a track record of Level 1 contributions in Professional Growth and Achievement for tenure and promotion. KINE values collaborative scholarship, but candidates for tenure must demonstrate success in independent and original scholarship. For promotion to Professor the candidate must provide evidence of a consistent line of scholarship that has resulted in significant recognition outside (national or international) the university (FPPP 8.5.b.2.e.511.1.2) and be rated “Exceeds Expectations” in at least two of the three areas. Extensive instructional and service responsibilities cannot override a professor’s need for scholarly/professional achievement.

The FPPP states that candidates applying for early tenure or promotion must meet a standard of “exceptional merit” FPPP 10.5. KINE will consider these cases where there is abundant and unequivocal evidence of exceptional merit. To qualify for accelerated tenure and promotion, candidates must exhibit all characteristics outlined in FPPP 10.5.3.

Department’s Responsibility

All members will work to the best of their ability to assist full-time tenure-track faculty through the retention, tenure and promotion process. New full-time tenure-track faculty may also be

assigned a peer mentor. In addition, new faculty will meet twice each academic year with the department chair until they submit their application for tenure and promotion. Meetings should take place near the beginning of the fall semester and near the end of the spring semester. At the fall meetings, the chair will review the FPPP and department guidelines for RTP with the faculty member. The faculty member will establish goals for each area of review and determine a plan of action for the academic year and share that with the department chair and mentor. Each spring, the faculty member will report to the chair the steps taken and/or completed in effort to meet his/her goals.

Candidate's Responsibility

Each candidate has the responsibility of creating a dossier and certain documents for their Working Personnel Action File (WPAF). The dossier and WPAF provide evidence documenting the faculty member's contributions to Instruction, Professional Growth and Achievement, and Service that merit retention, tenure or promotion.

The guidelines in FPPP 8.1.3 should be followed in construction of the dossier. Thus the dossier should contain a copy of the department RTP standards, curriculum vitae, narrative, and supporting materials. In particular, the narrative should provide information about the candidate's context and reflective statements on teaching, professional development, and their interrelationship with each other and to one's arc of expertise. The candidate should also address the scope and quality of performance with respect to all areas of evaluation and make the case that this performance has met or exceeded departmental and university expectations. Supporting materials should include, for example, curricular matter and copies of articles and other forms of scholarship. In addition, candidates are encouraged to cite relevant independent sources (e.g. ISI journal impact factors, book reviews, citations) that testify to the quality of their contributions. Letters of recommendation from friends and colleagues of the candidate are not considered independent.

The candidate's dossier and vita should be clearly organized with headings and subheadings consistent with department and university standards so that the nature of all contributions (peer review, audience, etc.) is documented. It is unacceptable to list a variety of different contributions under general headings like "service" or "articles/chapters."

In addition to preparing a dossier the candidate needs to ensure that peer evaluations of their teaching, evidence of professional achievement, and current vitae are available for review. Student and peer evaluations and are located in the WPAF.

Periodic Evaluation of Lecturer Faculty

Introduction and Overview

Periodic evaluations of lecturers will be completed following the guidelines provided in the FPPP ([FPPP 9.0](#)), [CME Handbook](#), and this document. Faculty are encouraged to consult with the Department Chair, the Department RTP Committee, and reference each of the listed documents to ensure they understand the evaluation process and their responsibilities as they relate to the process. Lecturer faculty will be evaluated on their teaching effectiveness, performance related to any other work assignments, activities supporting currency in the field consistent with the lecturer's Range classification and responsibilities, and activities that contribute to the Strategic Plans and Goals of the Kinesiology Department, College, and University as they relate to the lecturer's work assignment ([FPPP 9.1.2.c](#)). Lecturers are responsible for providing evidence in their dossier, for evaluation by the Department RTP committee. The evaluation process will include a classroom observation and a review of the faculty member's personnel file and dossier. The process will conclude with copies of the evaluation report written by the Department RTP Committee being shared with the faculty member, and the Dean for inclusion in faculty member's personnel file following the deadlines provided in the FPPP.

Evaluation - Timeline

Lecturer faculty evaluations will occur in either the fall or spring semester. Lecturers undergoing a review will be notified in the beginning of the fall or spring semester by the Department Chair. Information regarding when lecturer faculty evaluations will occur, based on the lecturer's appointment, are outlined in the FPPP ([9.1.4](#)).

Lecturer Responsibilities and Dossier Preparation

It is the responsibility of the faculty member to annually update their personnel file and supporting materials regardless of whether they are scheduled for an evaluation ([FPPP 9.1.2.d](#)). The faculty member's personnel file and supporting materials (i.e., dossier) will be used in the evaluation process completed by the Department RTP Committee. The faculty member's dossier should include a current CV, supporting evidence, and a narrative of this evidence as outlined below. Faculty members are encouraged to reference the CME Handbook for additional information on preparing the dossier ([Appendix 9](#)).

- **Teaching Effectiveness.** Student Feedback on Teaching and Learning (SOFT) and classroom observations will be used in the evaluation process. The faculty member should summarize their SFOTs, provide additional evidence of teaching effectiveness and include a narrative summary of this evidence. Evidence might include the implementation of varied teaching strategies, learning activities, and assignments to create diverse learning opportunities for students. Faculty might consider sharing class activities, student work, course syllabi, assignment descriptions, etc. to illustrate these practices.
- **Other Work Assignments.** If the faculty member has work assignments other than teaching (e.g., advising, research, service, etc.) this should also be documented in the dossier.
- **Currency in the Field.** The candidate should describe activities that support currency in the field that is appropriate to their appointment. Currency can be supported with activities such as

continued education, research, scholarship, and professional activities (e.g., journal reviewing, attending professional conferences, etc.).

- **Contributions to Strategic Plans and Goals.** Any other activities or achievements that contribute to the Strategic Plans and Goals of the Department, College, University, and Community should also be documented by the faculty member. Candidates may share activities related to: equity, diversity, and inclusion; sustainability, service learning opportunities; and engagement with the community.

RTP Committee Responsibilities

As part of the evaluation process, a classroom observation of the faculty member will be conducted by the Department Chair or a tenured faculty member assigned by the Department Chair. The completed classroom observation report will be added to the personnel file of the faculty member. All RTP committee members will read the personnel file and dossier of the faculty member being evaluated. The RTP committee will draft an evaluation report for the faculty member and work together to finalize the report before it is added to the personnel file of the faculty member. The report will include an evaluation of the effectiveness of the faculty member in their work assignments, indicate if the performance is satisfactory or unsatisfactory, describe how the faculty member has maintained currency in the field, and acknowledge activities of the faculty member that are not part of their work assignment that contribute to the Strategic Plans and Goals of the Department, College, University, and Community. The report may also include constructive suggestions to contribute to the development of the faculty member in their work assignment. If the Department Chair is not serving as a member of the Department RTP Committee, they will review the report prior to it being shared with the Dean and offer comments as needed and indicate that they concur or do not concur with the Department RTP Committee report.

Lecturer RANGE Elevations

Introduction and Overview

Decisions on RANGE elevations for lecturers in the Department of Kinesiology are based on the department mission, as well as the mission and strategic plan of California State University, Chico, the CBA, the FPPP, the CME handbook, and this document. Individuals eligible for a RANGE elevation will be notified early Spring by the College Office. The Kinesiology Department Personnel Committee is responsible for reviewing application materials provided by the eligible individual and sharing their recommendation with the Department Chair. The Department chair may add their own recommendation before forwarding the application and recommendations to the Dean for review. The Dean will share the final decision with the eligible individual.

Evaluation

The committee, Department Chair, and Dean evaluations will be based on evidence in the application materials provided by the eligible individual and documents in their University personnel file. Significant achievement beyond typical responsibilities is required for a RANGE elevation. Eligible applicants should ensure their application materials make a case for exceptional performance and demonstration of maintaining currency in the field worthy of a RANGE elevation and associated salary increase.

Eligibility and Criteria

Provisional Standard Approved 8-31-22 for AY 22/23 contingent upon receipt of revision per the 8-31-22 memo and attachments.

The following criteria are based on information provided in the [Collective Bargaining Agreement, Article 12.16-12.18](#), [FPPP, Article 12](#), the [College of Communication and Education Handbook](#), and the [CFA](#):

- Criteria for RANGE elevation for temporary faculty (excluding coaches) shall be appropriate to lecturer work assignments (CBA 12.19).
- For elevation to the RANGE of Lecturer B or above, the individual must have achieved professional growth and development since the initial appointment or last RANGE elevation, whichever is more recent (FPPP12.0).
- Professional growth and development for lecturer RANGE elevation eligibility is defined as teaching excellence and maintaining currency in the field, unless the faculty member's work assignment includes duties in addition to teaching. In addition to other evidence of teaching, lecturer faculty may be evaluated on performance related to any other work assignment(s), besides teaching, as applicable, as specified in the appointment letter along with clear expectations for satisfactory performance of these assignments.
- Examples of how eligible individuals might demonstrate teaching excellence and maintaining currency have been provided to serve as a guideline for applicants.

Teaching Excellence

To make a case for exceptional performance worthy of RANGE elevation applicants must demonstrate teaching excellence. Accumulated teaching experience alone is not sufficient to demonstrate "teaching excellence." Examples of how applicants might demonstrate teaching excellence follow:

- Consistently positive Student Feedback on Teaching during the period of review
- Consistently high (i.e., overall ratings of effective or superior) peer evaluations of teaching during the period of review
- Implementation of varied teaching strategies, learning activities, and assignments to create diverse learning opportunities for students. Applicants might consider sharing class activities, student work, etc. to demonstrate the practices.

Maintaining Currency in the Field

To make a case for exceptional performance worthy of a RANGE elevation applicants must demonstrate how they have maintained currency in the field. Applicants should illustrate how they have maintained their currency in multiple ways. Service alone is not enough to demonstrate currency. Examples of such contributions or activities may include but are not limited to:

- Increased mastery of the discipline evidenced by additional relevant education or an additional degree.
- Effectively using course materials that reflect the current state of knowledge and practices in the field.
- Contributing to and planning professional development activities on campus or beyond campus.
- Presenting original work at professional meetings and conferences.
- Collaborative research and creative activity involving the campus and the community.
- Publications, exhibitions, and/or performances that advance knowledge.
- Research and/or creative activity in discipline related to pedagogy.
- Editing professional publications.

- External fundraising and resource development related to the mission of the Department and University.
- Development of grant proposals (funded and unfunded) to conduct research in the discipline, support pedagogy, or further the mission of the Department and University.
- Advising student organizations or discipline related clubs.
- Curriculum or course development (i.e., development of a new course, including syllabus, schedule, and associated content).
- Professional or community service related to the field of Kinesiology.

Application Materials

The application must include a written letter clearly stating the applicant's request, a complete and current vita, and a narrative documenting teaching excellence and currency in the field since the initial appointment or last RANGE elevation, whichever is more recent. The applicant should also include evidence of teaching excellence and currency in the field. Evidence might include items such as, course materials, student work, publications, presentations, etc. Applicants are encouraged to use recommendations in the [CME Handbook](#) (Appendix 9) for developing a CV and dossier and the as they work to prepare their materials. Application materials should be shared electronically with the Department Chair prior to the application deadline. The Department Chair will then share materials with the Kinesiology RTP Committee and the Dean.

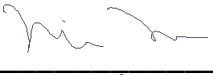

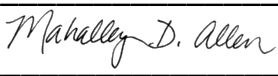



Department Standards Approval Sheet

Process:

- a) Department votes, if approved, Department Chair/Director submits to College Dean for review and approval;
- b) College Dean reviews, consults with Department Chair/Director regarding questions/ issues, then forwards Dean approved Word document to OAPL via email for review;
- c) OAPL reviews for compliance with CBA/FPPP, consults with the dean, then forwards OAPL approved document to Provost for approval;
- d) Provost reviews and approves, recommending changes if necessary, then returns approved document to OAPL.
- e) If not approved, OAPL forwards requested changes for revision and re-submission.
- f) If approved, OAPL adds *Provost Approved Date* footnote to page 1 of the document:
 - a. Routes this approval sheet with approved Standard for signatures via Adobe Sign,
 - b. Uploads document to OAPL Department Standards website, and
 - c. Informs Dean and Department Chair/Director of approval with link to OAPL website location.

Approvals:

Chair/Director:		Date:	Sep 1, 2022
Dean:		Date:	Sep 2, 2022
OAPL:		Date:	Sep 2, 2022
Provost:		Date:	Sep 4, 2022



MEMORANDUM

DATE: August 31, 2022

TO: Melissa Mache, Department Chair

CC: Angela Trethewey, Dean

FROM: Mahalley D. Allen, Associate Vice President for Academic Personnel

SUBJECT: Provisional Approval of KINE Department RTP Standards

Thank you for submitting revised department RTP standards incorporating the [three new evaluation ratings](#) in each area of faculty performance.

Provost Larson has provisionally approved the attached department standards for the 2022-2023 academic year. This approval is provisional, and your department needs to address and revise specific areas of your standards as noted in the document's comments and tracked changes. In addition, we have called out here critical items that must be addressed:

- In the area of Instruction, document relies on ill-defined adjectives such as adequate, substantial, and consummate, and then the completion of the rubric (without establishing benchmark and alignment measures) is subjective. It does not provide candidates with rating guidance.
- With the rubric of instruction, explain how the rubric scores related to the overall establishment of the single rating.
- Provide additional details on PGA and Service regarding quantity and quality. How many level 1s equate to a "track record."
- Ratings rely on ill-defined words that are not tied back to the criteria described earlier per the rubric and the levels of participation.
- Expectations for Tenure and Promotion that requires one Exceed Expectation is out of compliance with the new FPPP.
- Expectations for Promotion to Professor that requires two Exceeds is out of compliance with the new FPPP.
- Miscellaneous comments offered to improve the document.

Based on our review of recently submitted department standards, we offer these general observations, which we highly recommend departments consider as they work on revising their provisionally approved standards.

1. According to FPPP 10.3.3, an evaluation of meets expectations is the minimum level of overall achievement consistent with the awarding of tenure and/or promotion. Evaluations of exceeds expectations shall be concluded only when faculty performance has clearly exceeded the requirements for obtaining tenure and/or promotion.

2. FPPP 10.5 requires a higher standard for obtaining accelerated tenure and/or promotion at the rank of assistant to associate. Not only must faculty be evaluated as exceeding expectations in all three categories of evaluation, but they must also demonstrate the likelihood that this high level of performance will continue, and they must have worked a minimum of one academic year under the conditions similar to their department's typical full-time assignment. FPPP 11.1.3 applies to accelerated promotion to professor that includes the requirement that the candidate demonstrate substantial potential recognition at and beyond the University itself.
3. Departments need to develop clear definitions and criteria for the three evaluation ratings in each area of performance. Clearly defined expectations provide fair and necessary guidance for faculty undergoing review and encourage professional growth.
4. We encourage departments to consider differential expectations for faculty members as a function of time in rank. The criteria for an evaluation of meets expectations in service, for example, may be different for retention of probationary faculty than for the granting of tenure. Similarly, the criteria for an evaluation of meets expectations in professional growth and achievement may be different for promotion to associate professor than for promotion to full professor.

Please submit your revisions, with tracked changes, to our office no later than Monday, January 23, 2023, so that the Office of Academic Personnel and Provost Larson have adequate time to review the revisions prior to the start of the 2023-2024 academic year. If revisions are not received by that date, your department standards will revert to the version posted prior to this submission.

Our office will route for signatures your provisionally approved department standards in Adobe Sign and will post them to the [Department Standards page](#). You may now provide these provisionally approved standards to faculty in your department.