

**COLLEGE OF EDUCATION AND HEALTH PROFESSIONS
DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, AND EXERCISE SCIENCE**

STANDARDS OF EXCELLENCE

Any complex organization has as a requirement for success a collective and substantial set of special skills, knowledge, and abilities in addition to generic and shared competencies. Further, the needs of the organization are subject to change over time so that the characteristics of individuals must be capable of changing as well if they are to be continually relevant. It is from this perspective that these standards arise.

TEACHING EFFECTIVENESS AND ACADEMIC ADVISEMENT

Substantive and effective teaching is the cornerstone of faculty excellence at Columbus State University. It is recognized that “teaching effectiveness” is dependent on a myriad of cofactors that include a consideration of the specific faculty member, the students involved, and the course being taught. Even for the same course and students a number of quite different pedagogical styles and techniques may be equally effective. Consequently, care must be taken to avoid being overly prescriptive or prejudicial in the evaluation of teaching.

The tenured faculty of the Department of Health, Physical Education, and Exercise Science are uniformly dedicated to high standards in teaching. Although subject to variability, the departmental faculty asserts that quality teachers, at a minimum, create a classroom atmosphere that is conducive to learning, provide and adhere to effective syllabi, utilize methodology that is appropriate to the course and materials, provide timely and meaningful feedback to students, use technology when appropriate, apply innovative procedures that enhance instruction, implement university policy, make themselves available to students within a reasonable time period, and, employ fair and meaningful grading practices.

It is also asserted that academic advisement is a critical aspect of student success. Academic advisement in this context refers to both the formal and informal aspects of advising. Specifically, faculty should help students understand the academic bureaucracy, professional paths available to them, relationship between academic preparation and future employment, and, to provide other guidance or assistance necessary for students to develop professionally.

SCHOLARSHIP AND PROFESSIONAL DEVELOPMENT

The ability to create new knowledge or understanding and to defend that work to an external panel of peers is the ultimate ability or standard by which most academicians are judged. The importance is not the product per se as much as it is the generic skills and abilities that are required for success. Faculty who publish in peer-reviewed journals must exhibit expertise in some specialty content area, demonstrate the ability to collect and analyze data, comprehend and respond to external editorial and professional constraints, and demonstrate substantial capacity for written communication. Individuals who exhibit these skills are also likely to successfully respond to changing demands in a professional environment.

Many other tasks exist in a university that requires similar skills and are reflective of outstanding scholarship. Accreditation reports demonstrate the capacity for analysis and written communication. Invitation to contribute as a reviewer on an editorial board implies an external recognition of expertise and scholarship. Conference presentations, other professional writing, continuing education, and sharing of research skills with students are other mechanisms that require and reflect current scholarship and the capacity or desire to maintain and upgrade skills.

As with teaching, there is no single model to describe outstanding scholarship. Faculty can meet the needs of the university and likely optimize their productivity by producing in ways that are consistent with their professional discipline, abilities, and interests, and, are congruent with the needs of the university. However, faculty recognize that the demonstration of the ability to plan a project, collect and analyze data, and to successfully present that to an external group of experts in the field is a foundational skill that must be shared by all.

SERVICE

Service to the university, college, and department is necessary for the university to function as an academic organization. Consequently, faculty who are willing to share their knowledge, skills, and time to meet the needs of the university are absolutely essential and should be rewarded for those efforts. Service to the community increases the visibility and value of the discipline, program, and university. All forms of service create at times opportunities for interdepartmental communication and understanding, development and fostering of professional collegiality and opportunities for collaborative efforts with individuals that might not otherwise be realized.

The interpretation of “service” should be broadly defined to include any activity within or outside the university that requires a time commitment and is interpreted to be of value for the university, community, or individual. From a pragmatic perspective, faculty should consult with university administration, via discussion and a professional development plan, to reinforce the value of particular activities. Further, this area of work should not be allowed to expand to the detriment of other performance areas, particularly for faculty members during their pre-tenure years.

ANNUAL PERFORMANCE REVIEW

I. TEACHING EFFECTIVENESS AND ACADEMIC ADVISEMENT

	Observed	Comments:
Teaching methods appropriate for outcomes		
Classroom "atmosphere" conducive to learning		
Infusion of technology appropriate for course		
Timely and appropriate feedback to students		
Effective syllabi		
Creativity/innovation that improves instruction		
Fair and meaningful grading practices		
Collaborates effectively when appropriate		
Course content consistent with catalog statement		
Available to students with reasonable notice		
Effective informal advisement		
Effective formal advisement		
New course development or major revision		
Curriculum development		
Student evaluation		
Peer evaluation		
Supervisor evaluation		
Special recognition		
Other (list):		
Supervisor Observations: Professionalism/Ethics, Implements CSU, COEHP, and HPEX policies, etc. Comment below if necessary.		

SUMMARY: **Unsatisfactory** **Satisfactory** **Excellent**

COMMENTS:

ANNUAL PERFORMANCE REVIEW

II. SCHOLARHIP AND PROFESSIONAL DEVELOPMENT

ITEMS FOR CONSIDERATION	Observed	Comments:
Peer reviewed publication		
Other articles and publications		
Manuscripts in progress		
Conference presentations		
Editorial Board/Reviewer		
Professional memberships		
Professional offices		
Professional committees/boards		
Grant activity (write/funded/managed)		
Other significant writing(SACS, NCATE, etc)		
In-service training (including technology)		
Original research in progress		
Direct student research		
Attendance at professional conferences		
Program accreditation		
New degree, certification, licensure		
Other:		
Supervisor Observations: Professionalism/Ethics, Implements CSU, COEHP, and HPEX policies, etc. Comment as necessary.		

SUMMARY: Unsatisfactory

Satisfactory

Excellent

COMMENTS:

ANNUAL PERFORMANCE REVIEW

III. SERVICE

ITEMS FOR CONSIDERATION	Observed	Comments:
Departmental Committees		
COEHP Committees		
CSU Committees		
Community Committees		
Leadership roles on committees		
Administrative roles		
Service to P-12 Schools		
Other community service		
Accreditation roles		
Special projects/initiatives		
Consulting without remuneration		
Other:		
Supervisor Observations: Professionalism/Ethics, Implements CSU, COEHP, and HPEX policies, etc. Comment as necessary.		

SUMMARY: **Unsatisfactory** **Satisfactory** **Excellent**

COMMENTS:

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CRITERIA FOR PROMOTION AND TENURE

INTRODUCTION: *Criteria for Promotion and Tenure* within the Department of Health, Physical Education, and Exercise Science is intended to assist individual faculty members with professional planning by identifying departmental expectations in regard to both promotion and tenure. These guidelines are valid to the degree that they are consistent with the policies of the Board of Regents of the State of Georgia and Columbus State University.

Annual Performance Evaluations will play a significant role in salary recommendations and in promotion and tenure reviews at the departmental level. However, every faculty member should realize that issues other than individual performance may eventually play a role in the decision-making in regard to tenure at the University/BOR level. Financial exigency, historically poor program performance, obsolescence of degree program, and similar factors that operate outside of the influence of the individual faculty member may ultimately play a role in the final decision to promote or tenure. While promotion is viewed as a reward for outstanding performance, tenure must ultimately be viewed based on the potential/capacity for *future, long-term* contribution to the University.

PROMOTION

Consideration for promotion requires that faculty members have noteworthy achievement in two of the three following performance domains: Teaching Effectiveness and Academic Advisement, Scholarship and Professional Development, and Service. At a *minimum*, faculty should:

- Meet Board of Regents and University requirements in regard to years of service.
- Demonstrate excellence in regard to Teaching Effectiveness and Academic Advisement prior to application.
- Consistently meet or exceed departmental expectations in regard to Scholarship and Professional Development prior to application. In addition, publication as primary author in a national or international peer-reviewed journal (at least one) during the probationary period is expected.
- Consistently meet or exceed departmental expectations in regard to Service prior to application.

- Exhibit professionalism/ethics in all areas of endeavor.
- Consistently implement CSU, COEHP, and HPEX policies.

TENURE

For tenure consideration faculty members must be viewed as superior teachers and should demonstrate the capacity to plan, implement, and publish (primary authorship) in a national or international peer-review journal. In addition, the applicant should have noteworthy achievement in either scholarship or service, at the applicant's discretion. At a *minimum*, faculty should:

- Meet Board of Regents and University requirements in regard to years of service.
- Consistently exhibit Superior teaching performance prior to application.
- Consistently exhibit excellence in either Scholarship or Service. Excellence in Service should include a measure of leadership/productivity and not simply reflect attendance or assignment.
- Publish at least one data-based or significant review article as first author in a national or international peer-reviewed journal during the probationary period.
- Exhibit professionalism/ethics in all areas of endeavor.
- Consistently implement CSU, COEHP, and HPEX policies.

**DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, AND EXERCISE SCIENCE
STANDARDS FOR TEACHING EFFECTIVENESS
PROMOTION AND TENURE**

Unsatisfactory	Satisfactory	Excellent
<p>-Failure to demonstrate ability to achieve a “Satisfactory” rating after a reasonable period and effort to remediate deficiency</p>	<ul style="list-style-type: none"> - Creates a classroom atmosphere conducive to learning -Provides effective syllabi and adheres to stated policy/procedures -Delivers course content consistent with Catalog statement -Utilizes methodology appropriate to course and content -Provides timely and meaningful feedback to students -Employs fair and meaningful grading practices - Achieves average student, peer, and/or administrative evaluations -Provides effective advisement (formal and informal) to existing and incoming students -Maintains regular availability to students -Adheres to HPEX, COEHP, and CSU policies and timelines in regard to instruction and advisement. 	<ul style="list-style-type: none"> - Satisfies criteria in “Satisfactory” - Achieves outstanding student, peer, and/or administrative evaluations -Provides significant leadership in course and curriculum development at program, department, college, and/or university level. - Demonstrates critical reflection of course instruction and content -Increases capacity for curricular expansion due to enhancement of individual expertise -Applies innovative procedures that enhance instruction - Provides multiple academic perspectives when they exist - Consistently available to students beyond normal office hours -Attainment of certification or licensure that enhances instructional skills and/or improves departmental image -Recognition by department, college, university, or external agency for excellence in teaching/ advising

**DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, AND EXERCISE SCIENCE
STANDARDS FOR SCHOLARSHIP AND PROFESSIONAL DEVELOPMENT
PROMOTION AND TENURE**

Unsatisfactory	Satisfactory	Excellent
<p>-Failure to meet criteria to achieve “Satisfactory” rating in two or more annual reviews.</p>	<p>-Demonstrate ability to plan, collect and analyze data, and successfully present results to a body of peers while employed at CSU. This must include one publication in a national or international journal as primary author. Successful external grant funding from a competitive agency (NIH, DOE, etc.) and successful administration of that grant is interpreted as equivalent to journal publication.</p> <p>-Pattern of scholarly and professional development behaviors exhibited/documentated in annual reviews (individual items for consideration identified in annual review)</p>	<p>-Research activity beyond “Satisfactory” particularly in regard to research and publication.</p> <p>-Grant activity beyond “Satisfactory”</p> <p>-Unusual volume of other scholarly behaviors as evidenced and acknowledged through annual reviews.</p> <p>-Major writing or research contribution to SACS, NCATE, or other accrediting body.</p> <p>-Edited/peer-reviewed textbook</p> <p>-Elected or appointed leadership at the state, regional, or national level.</p> <p>- Recognition by department, college, university, or external agency for excellence in scholarship</p>

**DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, AND EXERCISE SCIENCE
STANDARDS FOR SERVICE
PROMOTION AND TENURE**

Unsatisfactory	Satisfactory	Excellent
<p>-Failure to assist with or help to meet the routine needs of the department, college, or university as documented in two or more annual reviews.</p>	<p>-Consistent pattern of purposeful activities that provides value to the department, college, university, or outside agency. A non-exhaustive list of activities is provided in the annual review documents. Specific questions should be directed to annual evaluator and documented in the PDP. This area of work should not be allowed to expand to the detriment of other performance areas, particularly for faculty members during their pre-tenure years.</p>	<p>-Satisfies criteria in “Satisfactory” -Unusual volume of service as evidenced through annual review. -Significant service activities not typically available to all faculty - Recognition by department, college, university, or external agency for excellence in service</p>