

HHPA Departmental guidelines for promotion and tenure (P&T)

I. Introduction

In addition to the promotion and tenure guidelines for all faculty that are found in the Linfield College Faculty Handbook (Section IV.6.1), the Department of Health, Human Performance, and Athletics (HHPA) would like to further clarify our discipline reflective set of guidelines for promotion and tenure of our faculty as follows:

II. Criteria for Tenure

In general, tenure will be awarded to a candidate who clearly and consistently demonstrates effectiveness in teaching and advising, productivity in professional achievement and scholarly activities, and service to others. The awarding of tenure should be reflective of the candidate's strong promise for continued excellence.

III. TEACHING EFFECTIVENESS:

As stated in the Linfield Faculty handbook, our teaching effectiveness must be held in the highest regard relative to P&T considerations. It is our responsibility as the faculty of HHPA to consistently challenge our students within an environment that promotes critical and creative thinking; provides a collegial learning environment where students feel uninhibited to ask questions or state opinions; and, provides current evidence-based and discipline-specific subject matter within the broader context of the liberal arts ethos of Linfield.

To that end, high quality teaching is expected of all faculty members of HHPA. Instructional teaching will be assessed through the college-wide course evaluation process for students. Overall, and throughout the candidate's career, student evaluations of instructional performance should be primarily positive as evidenced by the evaluations. Student evaluations are kept in the Academic Affairs Office. In addition, teaching will be assessed using an HHPA approved colleague evaluation form (see attached evaluation form). This document will be kept in a confidential file for each candidate by the department chair and will be accessible only to the candidate, chair of the department, and the Dean of Faculty. In addition, and in accordance with the Faculty Handbook language found in IV.6.1.4.1, the candidate's teaching effectiveness will be evaluated on at least three different occasions by the department chair [or designee] and at least one senior faculty (to the candidate) colleague and at least once by all full-time faculty members during the period of time leading up to the candidate's application for promotion and/or tenure. Candidates may solicit additional colleague appraisals from the remaining departmental faculty at any time. Candidates are also encouraged to provide a written evaluative statement from external professional colleagues regarding the candidate's course content and syllabus. Furthermore, in the case of promotion to

professor where “special merit” must be demonstrated, the candidate must not only have a consistently positive student evaluation record, but more importantly, the colleague appraisals will clearly provide specific examples of outstanding evidence of the positive impact the candidate has on students, e.g. observed positive and challenging interactions both in and out of the classroom, innovative and/or dynamic pedagogical approaches utilized, evidence of encouragement of critical thinking, engagement, and higher learning, or similar traits that one would expect from an exceptional educator.

In addition to instructional (teaching) effectiveness, it is also expected that faculty members will participate in academic advising (in its various forms) and work with department colleagues to offer and assess the department’s curriculum. Some examples of evidence may be found below:

- Written brief description of advisees, i.e. number of advisees, major(s), class/status, quality/accuracy of advising, etc.
- Written summary of participation in Freshman Colloquium
- Written summary of supervision of internships, independent studies, theses, research projects, student teaching, practicum experiences, community experiences, etc.

The following are examples for evaluation of teaching effectiveness:

- The promotion and tenure file should clearly demonstrate the professor’s ability to critically self reflect on their own teaching and show a progression over the years covered.
- Engages students in a meaningful manner that promotes learning through a variety of experiential and classroom opportunities.
- Regularly communicates and delivers current educational/professional competencies and proficiencies.
- Meets with current and prospective students, and advisees outside of regularly scheduled class time.
- Collaborates with students on projects, service and research outside of the classroom. Furthermore, a written summary of any faculty-student collaborative research that has not been disseminated will be provided. As such, this type of collaboration will be valued under the “Teaching Effectiveness” component of the promotion and tenure process. However, if the research or project leads to peer evaluation and subsequent dissemination in a public format, the collaboration will be valued under the professional achievement component.
- Uses multiple teaching styles and pedagogical approaches given the context of course and students’ needs.

Furthermore, although in general all sub-disciplines within the department shall be considered equally with respect to our teaching effectiveness, a key aspect of athletic training also includes teaching while in a clinical (treatment center)/practical (athletic venue) environment. As part of our accredited athletic training program, clinical student evaluations of teaching effectiveness are administered and therefore should be considered, as well as, teachable moments while delivering medical assistance within the

athletic environment, as an integral part of the overall teaching effectiveness of the athletic training candidate. Ideally, for all candidates who teach in a similar environment, e.g. courses with labs, colleague appraisals are encouraged that reflect not only classroom teaching effectiveness, but the observations from the practical/experiential environments as well.

IV. PROFESSIONAL ACHIEVEMENT

Definition of Scholarly Activity and Professional Achievement with appropriate criteria for tenure and promotion.

As stated in the Linfield Faculty handbook, our professional achievement must also be held in high regard relative to P&T considerations, but with somewhat less weight than our teaching effectiveness. However, since we feel that scholarly activity and professional achievement are intimately connected to, and serves to instruct, our quality of teaching, it is our responsibility as the faculty of HHPA to consistently stay engaged in scholarly and professional activities that promote intellectual growth and understanding. Since our collective fields of inquiry within Health and Human Performance consistently bridge basic and applied research and related scholarly activities, and are by nature interdisciplinary, and because we feel that Oregon Health & Sciences University's (2012) definition and description of scholarly activities similarly captures the essence and interconnectedness of our discipline, we chose to use their description to outline our acceptable forms of scholarly activity as follows: "by definition, scholarly activity requires that the faculty member's work involves systematic study in order to advance their field, with some form of public dissemination of the work for critical review". However, we wish to emphasize that it is not enough to produce systematic study without the critical review process found in the public dissemination of said study. To further describe our acceptance of all forms of scholarly work, we consider and value professional activities that are related to our highly experiential and/or clinical overall discipline. Likewise, all basic and applied systematic investigations, as well as pedagogical and teaching scholarly activities will be valued. Therefore due to the large variety of acceptable scholarly and professional activities, the candidate may demonstrate such in a variety of appropriate methods. For example, a candidate may contribute to original publications in peer-reviewed journals. In a similar fashion, the candidate may produce other original work of a theoretical or applied nature, e.g. textbooks, chapters, field related books or manuscripts, and research reports. Less traditional scholarly activities, e.g. innovative or translational clinical or pedagogical productivity, inventions or other similar technological advances, etc. can also be used for promotion. Our expectation is that these forms of scholarly work are inclusive enough with respect to each sub-discipline within the department, i.e. health, human performance, and athletic training to clearly produce and demonstrate scholarly work within one or more of the aforementioned types listed. For example, translational scholarly work may be found in athletic training when interpreting and disseminating said interpretations of new state

laws or rules for the state association of athletic trainers. Likewise, publishing an article on the merits of a particularly effective methodology of teaching anatomy to non-science based undergraduates or inventing a piece of exercise or rehabilitation equipment that is then successfully used by a larger audience are examples of equally important scholarly activity found in health and human performance that bridge basic and applied research, but are viewed as less traditional scholarly work. In addition, professional achievement may include appropriate continuing education and/or certifications relative to the field of inquiry. For example, the terminal degree for an athletic trainer, and formerly the teacher/coach, within our department is a master's degree. However, if the candidate has completed advanced study toward, or earned a doctoral degree, the candidate has clearly demonstrated professional achievement within a scholarly context. Another possible example may be found relative to certifications whereby a candidate successfully earns a Registered Dietician certificate and the candidate teaches nutrition found within human performance. The candidate has demonstrated professional achievement beyond their requirements. Therefore, to further clarify how our scholarly and professional achievements are generally viewed and weighted by the department of HHPA, we offer the following that is based on a weighting scale provided by the University of Wisconsin-LaCrosse (2014):

- Scholarship/professional achievement that is being conducted is more valued than scholarship that is being planned.
- Scholarship/professional achievement that has been recently accomplished is more valued than scholarship or professional achievement that is being conducted. Long-term or longitudinal scholarly work may preclude a greater number of shorter-term projects in a candidate's file.
- Scholarship produced as a team leader is more valued than scholarship produced as a member of the team.
- Scholarship that has been published with peer review is more valued than scholarship that has been published without review. In the majority of the cases within health and human performance, the peer-review process is the same, i.e. experts in the field are invited to critically review submitted manuscripts, abstracts, papers, chapters, etc. This is normally a double-blind process to insure appropriate standards of excellence and validity of the scientific process and is true in all of our sub-disciplines.
- Scholarship/professional achievement in the form of invited lectures and presentations with peer review are more valued than lectures and presentations without review. It is assumed in our discipline that when a candidate is "invited" for a lecture or presentation that this is due to scholarly and professional reputation, expertise, and excellence. Also, invited lectures and presentations are normally vetted by a panel of experts before the invitation is offered. An example of "invited lectures or presentations" might include the keynote speaker at a conference and an example of a non-peer reviewed presentation might include conducting a local clinic for youth.
- Faculty-student collaborative scholarship that is peer-reviewed and disseminated is more valued than non-disseminated. If it is non-disseminated we value it under teaching effectiveness.

- Scholarship that has been funded is more valued than scholarship that has only been submitted for funding.
- Scholarship that has been funded by agencies external to Linfield is more valued than internally funded projects.
- Scholarship that has been accepted for publication is more valued than scholarship that has been submitted for publication.
- Scholarship that has been presented at a national or international conference is more valued than scholarship that has been presented at a regional or local conference.
- Scholarship that has been presented orally is of more value than poster presentations.

Within this context then, in order for the faculty member to be considered ***for tenure and/or promotion to associate professor***, we ask the colleague to establish a viable, feasible, and sustainable research or similar professional development program, AND to have taken steps towards accomplishing results in this direction. In other words, we award tenure much on the potential of future success in research and professional development. Examples of appropriate demonstration of their future success would include a body of peer-reviewed and accepted local or regional conference posters and presentations, advanced coursework or similar educational opportunities within their discipline, and the like. However, when appropriate to the candidate's specific sub-discipline, similar productivity may be exemplified through the successful completion of certifications or licensures through disciplinary specific professional organizations. Although the following examples are by no means inclusive of any and all examples of these types of certifications licensures, they are representative of some appropriate certifications or licensures: Registered Dietician (RD), Certified Strength and Conditioning Specialist (CSCS through the NSCA), various American College of Sports Medicine (ACSM) certifications, e.g. ACSM/NSPAPPH Physical Activity in Public Health Specialist (PAPHS), ACSM Registered Clinical Exercise Physiologist[®] (RCEP), ACSM Certified Clinical Exercise SpecialistSM (CES), MPH, CHES, etc. Similarly, due to the candidate's expertise in their respective field of inquiry, the candidate may demonstrate professional achievement by performing as a member of an editorial board or reviewing for a discipline specific journal, chapter(s) in a textbook, and/or book, or providing expert feedback relative to the content on certification exams.

Likewise, in order for the faculty member to be considered ***for promotion to the rank of Professor***, where "*special merit*" must be demonstrated, the colleague must demonstrate a continuing record of excellence in a demonstrable record of scholarly accomplishments beyond those exhibited prior to the promotion to Associate Professor. In general it is appropriate within all sub-disciplines within our collective fields of inquiry to expect that this may include peer reviewed published manuscripts in journals of merit within our disciplines, e.g. Journal of Athletic Training, Journal of Strength and Conditioning Research, Medicine and Science in Sport and Exercise, Research Quarterly for Exercise and Sport, Journal of Sport Psychology in Action, Journal of Applied Biomechanics, Journal of Applied Physiology, American Journal of Health Education, etc., AND/OR similar professional achievements such as successful external grant applications (i.e.

NSF, AHA, etc.), AND/OR, chapters or whole textbooks, AND/OR research reports to national organizations, AND/OR invited presentations at regional, national, and international conferences (weighted in ascending order), AND/OR a continuing record of disseminated collaborative work with students and other faculty will also count toward the successful promotion of the faculty member. Therefore, depending on the unique scholarly interests and professional achievements of the candidate, any and all combinations of the aforementioned achievements may demonstrate “special merit”. For example, a peer reviewed published article in *Medicine and Science in Sport and Exercise* and a chapter in a discipline specific textbook that clearly indicates the candidate’s expertise, as well as an invited lecture at a national conference would more than demonstrate “special merit” and a record of accomplishment due to the consistent peer reviewed process inherent in all three achievements. Likewise, as an example, authoring a complete textbook on the candidate’s area of expertise or launching a training system that is scientifically based and is widely adopted by end-users would certainly satisfy the idea of “special merit”. Regardless, the depth and breadth of the record of accomplishments must be considered and clearly emphasized by the candidate.

To summarize, a favorable review of HHPA faculty professional achievement by departmental colleagues acknowledges an acceptable level of performance within our discipline and should guide the decision of the Promotion and Tenure Committee. In addition, when HHPA colleagues write their reviews of a candidate, they will specifically state whether they think the faculty under review has fallen short of, met, or exceeded an acceptable level of performance in the Professional Achievement category, and an appropriate rationale for their rating must be provided. Prior to the final colleague appraisal, if (a) colleague(s) (has) have questions about the veracity of publication or presentation venues, the colleague(s) responsible for the appraisal should specifically discuss any concern(s) with the faculty being reviewed. Furthermore, and in all cases related to promotion and tenure, it will be incumbent upon the candidate to clearly articulate and demonstrate how their achievements have satisfied the requirements for promotion in rank and/or tenure.

Special Note of Emphasis: Terminal Degrees

In some cases within the department of HHPA, e.g. Athletic Training and Coach/Professor, the terminal degree is considered a Master’s Degree (as denoted in contract on hire). Therefore, this presents a special case relative to promotion and tenure; whereby the completion of significant graduate work either toward a doctorate at the Assistant to Associate Professor level, OR the completion of a doctoral degree at the Professor level, should be weighed very heavily when considering the candidate’s Professional Achievement.

V. SERVICE

As stated in the Linfield Faculty handbook service is also a part of the P&T considerations. All HHPA faculty are expected to engage in high levels of service. However, due to the multi-disciplinary nature of the department, the candidate may

demonstrate appropriate service in a variety of ways, and may participate in many categories. As such, there is no distinct method to parse out service within the sub-disciplines that comprise Health, Human Performance, and Athletic Training. Therefore, in addition to the activities described in the faculty handbook, and although the following list of service activities are not meant to be all inclusive of the range of acceptable forms of service, HHPA faculty may also include the following activities as examples:

Department

- working groups or committees within the department. Special merit may be demonstrated if the candidate served as chair.
- advising student groups (SHAPE, AT Program council, etc.)
- maintaining equipment (weight room equipment, athletic training equipment, lab equipment, AEDs, etc.)
- field and facility maintenance and improvements, e.g. “Wellness Trail” maintenance, procuring donations for improvements or the purchase of unfunded equipment, building cabinets or shelves, and the like.

Institutional

- working groups or committees within the division or college. Special merit may be demonstrated if the candidate served as chair.
- advising student groups (club sports, Greek Life advisor, faculty mentor for athletics team, etc.)
- faculty mentor
- recruiting activities both on and off campus (on campus visits, phoning, letters, emails etc, but also off-campus visits to schools, tournaments, camps, competitions etc.). Special Merit may be demonstrated by consistently assisting the Admission’s office at special events.
- field and facility maintenance and improvements, e.g. “Wellness Trail” maintenance, procuring donations for improvements or the purchase of unfunded equipment, building cabinets or shelves, and the like.
- medical care and/or rehabilitation for student-athletes and general student body (on referral and if appropriate) NOTE: although this area is primarily focused on the athletic training faculty, this is not exclusively limited to athletic training, but rather depends on expertise of the candidate. Special merit may be demonstrated by a consistent record of assistance in this area that is outside of assigned duties.
- service to staff, faculty, and student wellness and/or fitness programming and evaluation. Special merit may be demonstrated by providing programmatic leadership.

Profession

- active participation in state, regional, and national meetings and symposia. leadership in state, regional, and national organizations, meetings and symposia. Special Merit may be exhibited if the candidate has served in an outstanding leadership role at a high level.
- reviewer/evaluator at conferences
- director/leader of a conference, clinic, workshop, etc.

Community

- field and facility maintenance and improvements, e.g. “Wellness Trail” maintenance, procuring donations for improvements or the purchase of unfunded equipment, building cabinets or shelves, and the like.
- service to community and/or fitness programming and evaluation. Special merit may be demonstrated by providing programmatic leadership.
- volunteering for community service activities, e.g. Habit for Humanity, Plum Pudding Project, soup kitchens and the like. Special merit may be demonstrated by leading the efforts on a community service project.

In all cases, the candidates should provide a written summary of pertinent details regarding their service. In the case of promotion to professor, the candidate must further demonstrate special merit and a record of accomplishment by consistently serving in a variety of ways, and in particular, serving in leadership roles, as the sample of examples from above indicate.

VI. Summary Statement of Criteria for Promotion

A. Promotion to Associate Professor

In the majority of cases, promotion to associate professor will be positively associated with the decision to grant tenure. The candidate and departmental colleagues will be expected to clearly articulate how the candidate has satisfied the standards for tenure and promotion based on teaching effectiveness, professional achievement, and service within the context of both the department of HHPA, and the broader context of Linfield College.

B. Promotion to Professor

For promotion to the rank of Professor, “*special merit*” must be clearly demonstrated in all three areas. However, the candidate is expected to have emphasized and substantially contributed to their record of achievement in teaching, research, and professional achievement.

VII. Selected References – beyond the Linfield Faculty Handbook

We felt that in order for us to be as thorough as possible and yet still provide guidelines that best captured what our department values relative to our discipline, we used several P&T documents from a variety of institutions. The list of institutions found in #1 below represents Linfield’s comparison group for tuition and retention and should be considered as “like” institutions. Therefore, their documents were used in a more general sense to capture the essence of what might be appropriate for us. Likewise, the documents from

Gustavus Adolphus, UM-Duluth, and #'s 4 & 5 were used in a more global sense. The documents from OHSU (health and medicine university with similar types of faculty, i.e. more clinical in nature as might be found in athletic training, basic and applied researchers who also teach in lectures and labs, collaborative, interdisciplinary, etc.) and University of Wisconsin-LaCrosse (NCAA III institution) were used more specifically within the professional achievement section and were cited within the appropriate areas. Our external reviewers are described below in item #3.

1. Document from the P&T Working Group (2013): P&T Criteria from other institutions - Comparison Group: Schools used for tuition and retention comparisons (Reed College, Whitman College, Willamette University, University of Puget Sound, Lewis and Clark, University of Portland, Pacific University, Whitworth University, Gonzaga University, and Pacific Lutheran)
2. P&T Documents from Gustavus Adolphus College (2013), University of Wisconsin-LaCrosse (2014), University of Minnesota-Duluth (2011), and OHSU (2012).
3. External reviews and conversations with department chairs from similar departments at Willamette (Dr. Stas Stavrianeas, Dept. of Exercise Science) and Pacific University (Dr. Phil Schot, Department of Exercise Science), as well as Karen McConnell, Ph.D., Professor of Kinesiology, Associate Dean of Kinesiology, Pacific Lutheran University. NOTE: These three were chosen as external reviewers because they have gone through many of the changes that our department has over the last few years and their departments/universities are in our normal comparison group from #1 above)
4. Boyer, E. L. 1991. Highlights of the Carnegie Report: The Scholarship of Teaching from "Scholarship Reconsidered: Priorities of the Professoriate". *College Teaching*, 39(1), 11-13.
5. AAUP Policy Statement– Recommended institutional regulations on academic freedom and tenure (2011)