

College of Education
Department of Physical Education
TENURE AND PROMOTION
GUIDELINES

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I. Policies and Procedures for Tenure and Promotion

A. General Policy

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

Decisions regarding tenure and/or promotion will be based on the established criteria. Tenured faculty members are eligible to vote on tenure requests when their rank is equal to or higher than that of the candidate. Eligibility for voting on promotion requires that the voter be tenured and of a rank higher than that of the candidate. The Department Chair is not eligible to vote on faculty applications for tenure and promotion.

In any matter not specifically covered in this document, the Department of Physical Education adheres to the policies and procedures included in the current Faculty Manual of the University of South Carolina.

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

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

1. Chair Tenure and Promotion Committee meetings.
2. Serve as a liaison between the T&P Committee members, the candidates and the Department Chair.
3. Serve as secretary and maintain a file on all non-confidential business.
4. Distribute the calendar of Tenure and Promotion Activities provided by the Provost to all department faculty.
5. Appoint a tenured faculty member to prepare a summary of each candidate's teaching evaluation.
6. Ask faculty who wish to apply for T&P to indicate in writing to the Department Chair that they wish to do so the preceding academic year according to the schedule established by the Provost.
7. Provide eligible faculty with the relevant criteria and forms and assist all faculty who indicate they wish to apply for tenure and/or promotion to prepare their tenure and/or promotion

file in a manner consistent with the procedures set forth by the Provost's office and in a time frame consistent with the university calendar for submission of files.

8. Call a meeting of the T&P Committee to select a minimum of five nationally known outside reviewers in a candidate's area of expertise to review a candidate's file. A maximum of two reviewers may be suggested by the candidate. It is highly recommended that the reviewers not be an individual with whom the candidate has worked.
9. Submit the names of the outside reviewers to the Department Chair who in turn will send the candidate's file to the reviewers with a set of instructions describing the review process and a request that the reviewers submit a recent vita with their review of the candidate's scholarship. This cover letter should be included with the outside reviewer's responses in the candidate's file.
10. Call a meeting of the T&P Committee to discuss each candidate's file at which time each eligible member of the T&P Committee will receive instructions for voting and a ballot which must be returned to the T&P Committee Chair within two working days of the meeting.
11. Call a meeting of the T&P Committee within 24 hours of the time the ballots are due to count the votes.
12. Inform all tenured faculty within the College of Education that they may submit letters to be placed in a candidate's file.
13. Forward all T&P files to the Department Chair including vote counts and written justifications for ballots.

C. Voting

1. Each eligible faculty member submits a ballot with written justification for each candidate to the T&P Committee Chair. Eligible faculty members are to evaluate teaching, scholarship and service against unit criteria.
2. The T&P Committee Chair will solicit missing ballots, if any, before the T&P committee meets to count the votes.
3. The votes are tabulated and the departmental decisions to recommend or not recommend are made. Candidates are recommended for tenure and /or promotion when a majority of eligible faculty (more than 50 percent) vote that the candidate's achievements warrant recommendation. Faculty on leave may vote only upon notification of the unit chair or dean of a desire to do so in writing before beginning the leave. All discussions of the T&P Committee and vote counts are to be confidential.

D. Notification and Appeals

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

E. T&P Responsibilities of the Department Chair

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

11. Write an evaluative letter for each candidate's file and forward all applicable tenure and promotion files to the Dean.

F. Responsibilities of Members of the T&P Committee

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

G. Calendar of Events

Spring of Previous Year

- Department Chair asks eligible faculty who wish to be considered for tenure and/or promotion to submit their names to the Department Chair.
- Faculty notify the Department Chair of their desire to be considered for tenure and/or promotion. In their decision year faculty must be considered for tenure. Faculty who resign are not considered for tenure and/or promotion.
- Faculty seeking tenure and/or promotion must prepare a portfolio of their teaching to document competent teaching. The portfolio will be peer reviewed by a committee of three tenured faculty appointed by the T&P Committee Chair. The committee will write a report to be placed in the faculty member's tenure and/or promotion file. Submission of the portfolio should clearly indicate the quality of teaching. The accumulation of materials should not in and of itself constitute evidence of competent or better teaching. The portfolio may include but is not limited to:
 - summaries of student evaluations
 - summaries of peer/Department Chair evaluations
 - course outlines
 - examples of student work
 - special teaching awards

Summer

- T&P Committee Chair notifies each candidate of the specific time line for the review of his/her file in writing according to the University calendar.
- Faculty submit to the chair of the T&P Committee supportive materials to be sent to outside reviewers
- T&P Committee chooses five outside reviewers (two of which may be suggested by the candidate) to review a candidate's file.

- Department Chair contacts outside reviewers, requests a current vita from reviewers and submits a candidate's materials and the criteria to be used in the assessment to the outside reviewers.
- Candidate submits all materials in his/her file (including teaching evaluations) to the T&P Committee Chair.

August 15th and September

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

II. Criteria for Tenure and Promotion

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

General mission. The Department of Physical Education's primary mission is to train highly qualified professionals in physical education, including physical education teachers, athletic trainers, and teacher educators in physical education. In addition, the Department strives to provide leadership on the state, national, and international levels regarding public policy issues related to the field. Scholarship is regarded as essential. Scholarship provides the foundation for effective "cutting edge" instruction and thoughtful leadership regarding public policy at the national and state levels. Therefore, the Department of Physical Education places relatively greater emphasis on scholarship and teaching, and less emphasis on service in reaching decisions involving promotion and/or tenure.

A. Definitions

The quality, quantity and consistency of a candidate's contributions to scholarship, teaching and service are assessed on the basis of the material they submit as well as the annual reviews of the faculty and Department Chair that precede their application for tenure and/or promotion.

Scholarship

Scholarship in physical education assumes a variety of forms and represents contributions to the theoretical/conceptual, methodological, or knowledge creation domains. Contributions to physical education scholarship include generating theories, methods, and important qualitative and quantitative findings, validating theories, or testing methods; and analyzing and synthesizing existing knowledge. Examples of scholarly work include:

1. Publications of books and book chapters.

2. Reports of research, peer reviewed articles, and other materials published in leading professional journals
3. Presentations at scientific or professional conferences.
4. Research-related activities such as reviewing, papers, organizing symposia, and other appropriate scholarship activity.

Effective in scholarship is defined as (1) a continuing record of peer-reviewed scholarship activity as evidenced on the annual review and (2) favorable evaluations of the candidate's work by external reviewers.

Outstanding in scholarship is defined as meeting the criteria of effective scholarship plus a continuing record of peer reviewed scholarly activity that receives national recognition. *National recognition* is defined as evaluations of a candidate's work as a substantial contribution in his/her area of expertise by professionals of national stature in the candidate's field. Normally outstanding in scholarship would imply lead author publication in the best national/international journals of his/her field.

Teaching

Teaching is a multi-faceted activity that is composed of classroom teaching, working with students outside the formal classroom setting, advising students, and developing course materials.

Effective in teaching is defined as a continuing record of instructional activities that receive positive evaluations. These include the candidate's (1) teaching performance, (2) instructional techniques and strategies and clinical supervision, and (3) independent study, thesis and dissertation committee work. Evidence of teaching activities includes up to date and complete course syllabus, student products, student perceptions of teaching (college student evaluations as well as other solicited and unsolicited student evaluations), and department chair and peer evaluations of teaching. Candidates must receive an average of 4 out of 5 possible points on the College of Education student perceptions of teaching instrument on a regular basis and must receive an evaluation of "effective" on their peer reviewed teaching portfolio to be considered effective.

Outstanding teaching is defined as a continuing record of instructional activities that receive outstanding evaluations. These include the candidate's (1) teaching performance, (2) instructional techniques and strategies and clinical supervision, and (3) independent study, thesis and dissertation committee work. Evidence of teaching activities includes up to date and complete course syllabus, student products, student perceptions of teaching (college student evaluations as well as other solicited and unsolicited student evaluations), department chair and peer evaluations of teaching. Candidates must receive a minimum of 4 out of 5 possible points on the College of Education student perceptions of teaching instrument on a regular basis and must receive an evaluation of "outstanding" on their peer reviewed teaching portfolio to be considered effective.

Service

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

Effective in service is defined as contributions of the candidate to:

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

Outstanding service is defined as state and national recognition for leadership in professional activities and organizations.

B. Criteria For Promotion

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

Promotion to Associate Professor

The rank of Associate Professor signifies that an individual is an emerging scholar who is developing a national reputation in physical education. Promotion to associate professor will be recommended when the candidate demonstrates effectiveness in scholarship, teaching and service.

Promotion to Full Professor

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

C. Criteria for Tenure

The criteria for tenure are the same as those for promotion to associate professor with the addition that consistency and durability of performance are relevant factors in evaluating faculty for tenure. Therefore, the length of service that a faculty member has completed in a given rank is a valid consideration in formulating a tenure recommendation.

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

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

If a faculty member has been appointed at another college or university for at least two years, he/she normally would be eligible for tenure after having established a durable and consistent performance in meeting criteria for an additional two years at the University of South Carolina.

Department of Physical Education
III. ANNUAL REVIEW PROCEDURES

The annual review process is expected to be a progress report of a faculty member's accomplishments and to provide recommendations for future direction. It is closely allied with the tenure and promotion process and is based on the same guidelines. As a result it should provide direction for faculty members pursuing tenure and/or promotion. However, the yearly review is not equivalent to the tenure and/or promotion review.

The information provided by the annual review should constitute a significant portion of the data base used for making decisions concerning salary increments but should not be the sole source for such decisions. In addition to the annual review process it is suggested that specific departmental and university assignments, the manner in which they are conducted, and meritorious service to the department also be considered.

1. All faculty shall be reviewed by a department faculty committee and the Department Chair each year.
2. Annual review materials will be submitted on the appropriate form to the Department Chair in January of each year describing faculty teaching, scholarship and service for the previous spring, summer and fall. These materials should be submitted in as much detail as possible. They may not duplicate material submitted for previous or subsequent reviews unless a faculty member makes it clear that they want to receive only partial credit for a large and extensive project.
3. Faculty will assign points to their own material based on the annual review criteria for teaching, scholarship and service.
4. The T&P Committee Chair will receive the annual review materials from the Department Chair and establish faculty sub-committees to review each faculty member's materials.
5. Faculty sub-committees of at least three faculty members will be appointed by the T&P Committee Chair to represent a mix of department program interests and rank. A full professor in the department will be appointed as a chair of each subcommittee.
6. The chair of each subcommittee will make the files available to each member of the committee and will designate a meeting date to discuss the files assigned to that subcommittee.
7. Each member of the subcommittee will independently assess each file before meeting with the subcommittee using the point system established in the Annual Review Criteria.
8. At the meeting of the subcommittee each member will report and justify their assessment of each of the faculty members assigned to the subcommittee. After a full committee discussion, faculty members may choose to re-evaluate and re-assess points given to a file.

9. The chair of each sub-committee will report on the appropriate summary report form the decision of each of the subcommittee members as well as an average review for the committee for teaching, scholarship and service. The subcommittee may with a majority vote seek to eliminate a clearly deviant score from the summary report. The chair of the sub-committee will summarize the remarks of the committee regarding strengths, weaknesses and suggestions for improvement and explain any score not included in the summary report.
10. When the summary report is completed the chair of the sub-committee will forward a copy of the summary report to the faculty member within 48 hours.
11. All nontenured faculty are required to meet with the full subcommittee to review the summary report. This meeting should take place within three-five days of receiving the summary report.
12. Faculty who are dissatisfied or wish clarification of their report may request to meet with the full sub-committee within three to five days of receiving the summary report. If faculty are still dissatisfied they may request to the T&P Committee Chair to be reviewed by a different subcommittee. The report of the second subcommittee will go forward to the Department Chair.
13. Faculty shall have full access to all information involved in the annual review process including the point values but not the names of faculty who have assigned the point values.
14. All subcommittee reports will be submitted to the Department Chair. The Department Chair will conduct an independent review of all faculty members and meet with the faculty member for the final annual review discussion.

IV. GUIDELINES FOR THE EVALUATION OF TEACHING, SCHOLARLY ACTIVITY AND SERVICE

A. Guidelines for Evaluating Teaching

The evaluation of teaching is an essential part of both the process leading to promotion and tenure as well as annual review. Although teaching cannot be assessed at a level of specificity comparable to scholarship and service, the Department of Physical Education values good teaching and will not tenure or promote any faculty who is not minimally considered a competent teacher.

1. Non-Tenured Faculty

Non-tenured faculty must be observed teaching at least one time per year by the Department Chair. The Department Chair must share with the faculty member an evaluation of the faculty member's teaching within a reasonable amount of time.

2. Faculty Seeking Tenure and/or Promotion

Faculty seeking tenure and/or promotion must prepare a portfolio of their teaching to document competent teaching. The portfolio will be assessed by a committee of three tenured faculty appointed by the department tenure and promotion chairperson. The committee will write a written report to be placed in the faculty members tenure and/or promotion file. Submission of portfolio material should clearly differentiate the quality of teaching. The accumulation of materials should not in and of itself constitute evidence of competent or better teaching. The portfolio may include but is not limited to:

- summaries of student evaluations
- summaries of peer/Department Chair evaluations
- course outlines
- examples of student work
- special teaching awards

3. Annual Review

Evaluation of teaching for the purposes of annual review will involve assessment in two areas: (a) instruction; and, (b) direction of independent study. The College of Education Student Evaluation of Teaching instrument and procedures will be used by all faculty for each course they teach. The following levels of teaching and assigned point values are based on the student evaluation of teaching instrument.

a. Instruction

- Level 0: (10 points) No evidence is supplied for classes taught.
- Level 1: (20 points) An incomplete data set of summaries of student evaluations of classes taught is presented.
- Level 2: (30 points) A complete set of summaries of student evaluations for each class taught is presented with an overall average of 3.5 or less.
- Level 3: (40 points) A complete set of summaries of student evaluations for each class taught is presented with an overall average of between 3.6 and 3.9.
- Level 4: (55 points) A complete set of summaries of student evaluations for each class taught is presented with an overall average of above 4.0.
- Level 5: (70 points) A complete set of summaries of student evaluations for each class taught is presented with an overall average consistently above the College of Education average, or other evidence to document an outstanding job.

*Note: Individuals may submit additional evidence to support a stronger instructional performance than student scores might indicate (e.g., a videotape, sample instructional materials, etc.)

b. Direction of independent study

For each independent study, thesis, and/or dissertation study, identify time spent (e.g., in formal meetings, preparation, evaluation, etc.)

- | | | |
|----------------------|------------|--|
| (1) Very Active | (5 points) | Involved for over 20 hours per academic year |
| (2) Active | (4 points) | Involved for between 13 and 20 hours per academic year |
| (3) Minimally Active | (3 points) | Involved for between 6 and 12 hours per academic year |
| (4) Inactive | (2 points) | Involved for between 1 and 5 hours per academic year |
| (5) Not Convened | (1 point) | Committee assigned but did not meet |

Acting as chair/head for any given committee is worth an additional 1 point.

*NOTE: It is highly likely for work on some tasks to involve increased responsibility and excessive time commitments. Hence, faculty will have the opportunity to make a case to the committee in writing for additional points.

Conversion Scale

1 and 2: Weak

3 Effective
4 and 5: Outstanding

Teaching - Point Scale

| | 1 | 2 | 3 | 4 | 5 |
|---------------------------------|---|------|-------|-------|-----------|
| Instructor | > | | | | |
| Beginning Asst. Prof. (1-2 Yrs) | > | | | | |
| Assistant | > | 0-29 | 30-39 | 40-54 | 55-69 >69 |
| Associate | > | | | | |
| Full | > | | | | |

*NOTE: Based on the Departmental and Institutional commitments to a strong instructional performance in the classroom, points for "Independent Study" can only be counted toward the total point score for teaching if the Instruction score is at least a Level 3.

B. Guidelines for Evaluating Scholarly Activity

- Scholarly activity will be evaluated according to the point values and definitions described below. Faculty who believe their work is worth more than the assigned values must make a case in writing to support their request.
- A faculty member must have official notification of acceptance of an article, and/or chapter before it can be listed in the annual review; this must be included in the annual review materials. Similarly, it may only be utilized for credit on one evaluation with the exception of a textbook for which the faculty member is presently under contract. In this instance the point values may be spread over a two year period.
- Credit for a professional presentation will be counted only when the presentation was given in the period of the evaluation. No credit will be given for "future" presentations or works in progress.

A. Book authorship - national publisher

| | Solo | Principle(s) | Support | |
|--|------|--------------|---------|-------|
| Tier I: Broad theoretical treatment of a field of study (motor learning, pedagogy) | | 40 | 35 | 25-30 |
| Tier II: Theoretical/Practical treatment - sub field | 30 | 25 | | 15-20 |
| Tier III: Resource compilation | 25 | 20 | | 12-15 |

Note: One half credit will be given for book revisions for new editions.

B. Manual / guide / curriculum frameworks/ other written instructional products

Solo Principle(s) Support

| | | | | |
|---|----|------|--------------|---------|
| Tier I: National Publisher | 25 | 20 | 10-15 | |
| Tier II: Regional / State Publisher | | 10 | 8 | 3-7 |
| Tier III: Local | 5 | 3 | 1-2 | |
| | | | | |
| C. Articles | | Solo | Principle(s) | Support |
| Tier assignments to be determined by program areas: | | | | |
| Tier I: (e.g., RQ, JTPE, Quest, etc.) | | 30 | 25 | 15-20 |
| Tier II: Theoretical/Data Based (e.g., Phys. Educator; Per Mot. Skls, JOPERD) | 25 | 20 | 12-15 | |
| Tier III: Application (e.g., JOPERD; ,P.Edor.; Strategies, TEPE, TSPE) | 15 | 12 | 8-10 | |
| Tier IV: (e.g., State,national newsletters, regional journals) | | 5 | 3 | 1-2 |
| | | | | |
| D. Book chapter | | | | |
| Tier I: Text involving the broad theoretical treatment of a field of study (National Pub.) | 20 | 15 | 9-12 | |
| Tier II: Text involving practical applications (National Pub.) | | 15 | 10 | 5-8 |
| Tier III: Text involving resource compilation (National Pub.) | | 7 | 5 | 3 |
| | | | | |
| E. Presentations at formal conferences* | | | | |
| Invited Keynote Speaker at Nat'l or Internat'l Conference | 15 | | | |
| Tier I: National / Internat'l data based (full presentation >20 minutes) | 10 | 8 | 3-7 | |
| Tier II: National / Internat'l data based (poster or short verbal <20 minutes) | 7 | 5 | 3-4 | |
| Tier III: National / Internat'l Conceptual | 5 | 3 | 1-2 | |
| Tier IV: Local / State / Regional | 3 | 2 | 2 | |
| Tier I to Tier III Nat'l publication of proceedings (not including abstracts), additional points | | 4 | 3 | 2 |

*Note: Points may only be scored once for the same paper at the same conference. The same paper presented at different conferences in the same calendar year will only score 1/2 points for the second and subsequent presentations. The same paper presented at the same conference will receive credit only one time. This category includes only work presented at a formal professional conference. This category does not include inservice workshops/staff development or faculty development.

F. Round table presentation

| | Solo | Principle(s) | Support | |
|-------------------------------|------|--------------|---------|-----|
| Tier I National/international | | 5 | 3 | 1-2 |
| Tier II Regional/state/ local | 3 | 2 | 1 | |

G. Abstract (not previously published or presented)

| | | | | |
|-------------------------------|---|---|---|-----|
| Tier I National/international | | 5 | 3 | 1-2 |
| Tier II Regional/state/ local | 3 | 2 | 1 | |

H. Grant writing (principal investigators only)

| | | Res. | Serv. | Unfun. |
|------------------------------|----|------|-------|--------|
| Tier I: More than \$50,000 | 20 | 10 | 5 | |
| Tier II: \$10,000- \$50,000 | | 10 | 6 | 3 |
| Tier III: Less than \$10,000 | | 5 | 3 | 1 |

I. Editorship

| | Solo | Co-Ed. |
|--|------|--------|
| Tier I: National journal | 25 | 20 |
| Tier II: Professional book / symposium | 15 | 10 |
| Tier III: Local journal / newsletter | | 5 |
| Tier IV: Department newsletter | 3 | 2 |

J. Reviewer: (Categories based on journal tiers in Sect. C)*

| | I | II | III |
|--|---|----|-----|
| Level I: Nat'l / international journal(s) (3 or more articles) | 5 | 4 | 3 |
| Level II: Nat'l / international journal(s) (less than 3) | | 3 | 2 |
| Level III: Books / local / regional journals / conference | | | |

Abstracts 2 points

Books - Contract by national publisher only 4

*Maximum 15

points in this area

K. Other instructional products (films, video, computer programs, brochures, position statements, etc.) (Max. of 35 points). Assessment will be based on the following characteristics:

1. The degree to which the product is considered to be scholarship in physical education.
2. The level of the publisher/producer.
3. The degree of dissemination of the product.
4. The individual's contribution to the creation/conceptualization and development of the product.
5. The extent to which the product is comparable to other scholarly contributions up to a maximum of 35 points.

Conversion Scale

- 1 and 2: Weak
- 3 : Effective
- 4 and 5: Outstanding

Scholarly Activity

| | 1 | 2 | 3 | 4 | 5 |
|---------------------------------|------|-------|-------|-------|-----|
| Instructor | 1-14 | 15-24 | 25-34 | 35-44 | >44 |
| Beginning Asst. Prof. (1-2 Yrs) | 1-19 | 20-29 | 30-39 | 40-49 | >49 |
| Assistant | 1-24 | 25-34 | 35-44 | 45-59 | >59 |
| Associate | 1-29 | 30-39 | 40-49 | 50-59 | >59 |
| Full | 1-34 | 35-44 | 45-54 | 55-64 | >64 |

*NOTE: There must be evidence of Tier I publications for a candidate to receive serious consideration for promotion and tenure. Annual review decisions will likewise be impacted by the level of a faculty member's work.

C. Guidelines for Evaluating Service

1. University, College and Department Service

- a University service through work on University, College, and/or Department committees is expected of all faculty members. For purposes of consideration for tenure and/or promotion, candidate's will prepare a profile to document their performance within the period of time most recent to their last promotion or appointment.
- b. Points will be given for committee assignments in the department depending on the level of participation (i.e., chairperson vs. member) as well as the level of activity required of the committee itself. The following categories and point values will apply to the level of committee activity:

| | | |
|--------------------------|----------|---|
| (1) Exceptionally active | (10 pts) | Involved for over 40 hours per academic year |
| (2) Very Active | (5 pts) | Involved for between 20-40 hrs. per academic year |
| (3) Active | (4 pts) | Involved for between 13 and 20 hrs. per academic year |
| (4) Minimally Active | (3 pts) | Involved for between 6 and 12 hours per academic year |
| (5) Inactive | (2 pts) | Involved for between 1 and 5 hours per academic year |
| (5) Not Convened | (1 pt) | Committee assigned but did not meet |

Acting as chair for any given committee is worth an additional 1 point.

- c. Points will be given for committee assignments outside the department depending on the level of participation (i.e., chairperson vs. member) as well as the level of activity required of the committee itself. The following categories and point values will apply to the level of committee activity:

| | |
|-----------------------------------|---|
| (1) Exceptionally active (20 pts) | Involved for over 40 hours per academic year |
| (2) Very Active (10 pts) | Involved for between 20-40 hrs. per academic year |
| (3) Active (8 pts) | Involved for between 13 and 20 hrs. per academic year |
| (4) Minimally Active (6 pts) | Involved for between 6 and 12 hours per academic year |
| (5) Inactive (4 pts) | Involved for between 1 and 5 hours per academic year |
| (5) Not Convened (2 pt) | Committee assigned but did not meet |

Acting as chair for any given committee is worth an additional 1 point.

*NOTE: It is highly likely for work on some committees to involve increased responsibility and excessive time commitments. Hence, faculty will have the opportunity to make a case for additional points.

- d. College committees may include the following:

- (1) Advanced Program Committee
- (2) Basic Program Committee
- (3) Faculty Affairs Committee
- (4) Steering Committee
- (5) Student Affairs Committee
- (6) Other

- e. Appropriate categories for departmental service may include the following:

- (1) Basic Skills Program
- (2) Coordinators
 - (a) Athletic Training Coordinator
 - (b) MAT Coordinator
 - (c) Media Center Coordinator
 - (d) IMA Coordinator
 - (e) Pedagogy Lab-Coordinator
 - (f) Student Teaching Coordinator
 - (g) Athletic Training Clinical Coordinator
- (3) Department Chair
- (4) Graduate Director
- (5) Major's Club Faculty Advisor
- (6) Program Committees:
 - (a) Developmental Foundations

- (b) Executive Committee
- © Graduate Faculty
- (d) Pedagogy Faculty
- (7) Scholastic Students and Honors Committee
- (8) Undergraduate Director
- (9) Other

2. Professional Service

Professional activities must be directly related to professional competencies and categorized as local (outside the university), state/regional, and national/international activities. Professional activities at the local level will receive 2 points; activities at the state/regional level will receive 4 points; and, activities at the national/international level will receive 8 points.

***NOTE:** It is highly likely for work on some activities to involve increased responsibility, a high level of impact or an excessive time commitment. Hence, faculty will have the opportunity to make a case for additional points.

Examples of activities to be included in this category include:

- (1) Inservice work with teachers/trainers in schools
- (2) Development of instructional materials for local organizations
- (3) Consulting work for professional bodies
- (4) Workshops or clinics
- (5) Offices held in professional organizations
- (6) Committee assignments in professional organizations
- (7) Committee chair in professional organizations
- (8) Other

3. Community Service

Community activities will be evaluated on a 0 to 2 point scale.

NOTE: It is highly likely for work on some activities to involve increased responsibility and excessive time commitments. Hence, faculty will have the opportunity to make a case for additional points.

Examples of activities to be included in this category include:

- (1) Membership and/or committee assignments in community organizations
- (2) Professionally related clinical activities
- (3) Other

Conversion Scale

- 1 and 2: Weak
- 3: Effective
- 4 and 5: Outstanding

University, Professional and Community Service - Point Scale*

| | 1 | 2 | 3 | 4 | 5 | |
|---------------------------------|-------|-------|-------|-------|-----|--|
| Instructor | 5-10 | 11-14 | 15-24 | 25-34 | >34 | |
| Beginning Asst. Prof. (1-2 Yrs) | 5-10 | 11-14 | 15-24 | 25-34 | >34 | |
| Assistant | 10-14 | 15-24 | 25-34 | 35-44 | >44 | |
| Associate | 10-14 | 15-24 | 25-34 | 35-44 | >44 | |
| Full | 10-14 | 15-24 | 25-34 | 35-44 | >44 | |

Note: In order to get a 5 in service there must be evidence of service outside the department.

University of South Carolina
Department of Physical Education
Annual Review Summary Report

Faculty Member
Evaluator

Date _____

| Area | Committee | Average | Department Chair |
|------|-----------|---------|------------------|
|------|-----------|---------|------------------|

Teaching

Scholarship

Service

Strengths

Weaknesses

Recommendations

Signature of Faculty Member _____

Signature of Committee Chairperson _____

Signature of Department Chairperson _____