Kennesaw State University
Academic Affairs

**Approval Form for Department Promotion and Tenure Guidelines**

A copy of this form, completed, must be attached as a cover sheet to the department guidelines included in portfolios for 3rd Year Review, Promotion and Tenure and Post-Tenure Review.

I confirm that the attached guidelines, dated 08/28/2013, were approved by the faculty of the Department of Exercise Science and Sport Management in accordance with department bylaws:

John David Johnson II — 08-28-2013
Name (printed or typed) / Title (DFC chair, etc.) — Signature/ Date

Department Chair Approval - I approve the attached guidelines:

John Charles Bradbury — 08/28/2013
Name (printed or typed) — Signature/ Date

College Review Committee Approval - I approve the attached guidelines:

Barbara D. Blake — 10/28/13
Name (printed or typed) — Signature/ Date

College Dean Approval - I approve the attached guidelines:

Richard L. Sowell — 8-29-13
Name (printed or typed) — Signature/ Date

Provost Approval - I approve the attached guidelines:

W. Ken Harmon — 12/19/13
Name (printed or typed) — Signature/ Date

**Guidelines for Faculty Performance and Evaluation**
**WellStar College of Health and Human Services**
**Department of Exercise Science and Sport Management**

## I. Introduction

This document sets forth the core standards for performance by and evaluation of permanent faculty members of the Department of Exercise Science and Sport Management at Kennesaw State University by establishing flexible guidelines as to expectations of faculty members in four faculty performance areas: Teaching, Supervising, and Mentoring; Research and Creative Activity; Professional Service; and Administration and Leadership. All provisions are intended to conform to the requirements of the *Kennesaw State University Faculty Handbook*, and thus much of the language used in this document includes wording directly from this source.

The goals of this document are as follows.

- Establish a base model of teaching, research, and service expectations so that faculty can have differing expectations for equivalent workloads.
- Establish clear expectations of performance and evaluation so that faculty and overseeing administrators will be clear as to the responsibilities of each faculty member in order to insure fair evaluations of performance.
- Establish clear standards and procedures for promotion and tenure.

## II. Workload Expectations

Each individual faculty member shall divide his/her professional efforts among the four faculty performance areas. As a standard for measuring workload, a typical three-hour course is equivalent to ten percent of a faculty member's full-time effort for an academic year; thus, a hypothetical faculty member who devoted all effort to teaching courses would have a 5-5 workload (five three-hour courses per semester) with no other responsibilities. Because tenure-track faculty members are required to devote effort to other areas, the teaching load will lessen in accord with the increase in responsibilities in the other performance areas. In accordance with KSU policy, each faculty member's workload expectation is determined by an agreement between the faculty member and the department chair, subject to final approval by the dean, in a Faculty Performance Agreement (FPA). If the faculty member and the chair cannot reach an agreement on the expected workload, the dean will determine the expected workload.

Though individual faculty member workload compositions may vary, the Department of ESSM uses the following workload model as its base standard from which other workload models derive. Increasing (decreasing) expectations in one performance area necessitates decreasing (increasing) expectations in another performance area.

**ESSM Base Faculty Workload Model**

| Performance Area | Effort | |
|---|---|---|
| | % Workload | Course Hours |
| **Teaching, Supervising, and Mentoring** | 70% | 21 hours |
| **Research and Creative Activity** | 20% | 6 hours |
| **Professional Service** | 10% | 3 hours |
| **Administration and Leadership** | 0% | 0 hours |

A. Performance Area Expectations

a. Teaching, Supervising, and Mentoring

i. Teaching and Supervising

1. Workload

The base teaching workload expectation is that faculty members will teach six total classes per academic year and devote an additional ten percent effort to mentoring students. In general, a full load of classes will be balanced as three courses per semester (3-3); however, imbalanced loads (e.g., 2-4 or 4-2) are permissible. Teaching more than five three-hour courses in a single semester requires special approval by the dean.

Because courses differ in required effort, the department classifies courses by the maximum number of students in the courses so that the effort required to teach all courses is roughly equivalent. The department's Curriculum Committee, in agreement with the department chair, decides the classification for each course. The Curriculum Committee and department chair may agree to change the classification at any time. The department's chair and Curriculum Committee should seek the input of the faculty when making changes and are jointly responsible for maintaining and updating a list of course classifications that is posted electronically on the department's shared computing storage space. The course classifications and standard course sizes are listed below.

**Course Classifications**

| Classification | Standard Capacity | 75% capacity | 120% capacity | 150% capacity |
|---|---|---|---|---|
| **Large Lecture** | 120 | 90 | 144 | 180 |
| **Lecture** | 60 | 45 | 72 | 90 |
| **Standard** | 40 | 30 | 48 | 60 |
| **Seminar** | 30 | 22 | 36 | - |
| **Small Seminar** | 20 | 15 | 24 | - |
| **Lab** | 15 | 11 | 18 | - |

Course enrollment may exceed the maximum by 20 percent for a single semester, due to an unexpected increase in demand for a particular course. However, the course enrollment maximum shall not be exceeded for more than one academic year, and the excess demand should be used as evidence to request more faculty resources.

Course enrollments that exceed 120 percent maximum enrollment should be increased to 150 percent maximum enrollment, and the faculty member teaching the course will be compensated with a half-class reduction in workload from another area or by means of overload compensation. If enrollment exceeds 150 percent, the course should be taught as two separate courses or as a double-section that counts as teaching two courses for workload and overload purposes. Seminar, Small Seminar, and Lab classes are not to be taught as double sections, and should never exceed 120 percent capacity.

During the Fall and Spring semesters, courses should typically have at least 75 percent of the standard capacity to ensure that department resources are properly allocated. Courses that regularly fall below the 75-percent threshold should be scheduled infrequently enough to raise enrollment of the course to the 75-percent level (i.e., courses will be offered once a year or every other year, instead of every semester or yearly). In laboratory-intensive classes, safety concerns may require smaller class sizes; therefore, course sizes may be held below the 75 percent threshold at the discretion of the department chair.

Summer courses should have enrollments sufficient enough to cover the costs of offering the course. The decision as to whether or not this minimum threshold has been reached will be determined by the department chair in consultation with the dean. Summer employment expectations are not covered by FPAs; though, performance may be evaluated in ARDs.

Field experience classes will receive credit of one-third of one credit hour per student up until an enrollment of nine students. Enrollment after that point the course will be treated as a Seminar class for workload purposes.

Graduate-level courses may have enrollments less than the 75-percent threshold. Credit for chairing graduate projects and theses is one-credit per semester per student. In most cases, release time for serving as a chair of a project or thesis will be given after the overseeing semester. Faculty members who serve as project or theses chairs should consult with the department chair in advance of agreeing to oversee the course to ensure that appropriate release time is available. If release time is not available, the faculty member may choose not to serve as the committee chair or serve without the expectation of release time.

Serving on graduate thesis committees or overseeing a directed study does not count toward a faculty member's teaching workload; however, such service should be recognized as a positive contribution in his/her evaluations.

2. Evaluation

All faculty members must employ the student evaluation instrument required by the department, which is approved by a majority vote of the department's tenure-track faculty. The department's student evaluation instrument includes the evaluation instrument required by the university.

Faculty members are also required to undergo internal peer evaluation of their teaching. In the academic year prior to submitting a portfolio for pre-tenure, tenure, and promotion reviews, the Tenure and Promotion Committee will appoint a tenured faculty member with curricular oversight in the faculty member's subject area (i.e., exercise science faculty review exercise science faculty, and sport management faculty review sport management faculty) to observe a class of the evaluated candidate. The department chair will also arrange to make a class visit in the academic year prior to portfolio submission. The peer evaluator and department chair will provide a brief summary of observations (no more than two pages) to the evaluated faculty member within one week of the class visit. Copies of the reviews will be submitted to the candidate and chairs of the department and Tenure and Promotion Committee. The reviews should be included in the faculty member's portfolio as evidence of teaching effectiveness. Faculty members may submit additional forms of evidence of effectiveness in teaching.

ii. Mentoring

The *KSU Faculty Handbook* stresses the University System of Georgia's policy that advising is a primary responsibility of faculty, and that effective advisement should be part of the faculty evaluation criteria. In keeping with this mandate, faculty members are expected to devote ten percent of their workload to mentoring. The department has established an advising center whose primary focus is on scheduling and degree progression. Faculty members assigned to the advising center will be evaluated mostly for their performance in this area. Faculty members not assigned to the advising center should assist in these areas when asked, but their main responsibility should be to focus on mentoring students to develop personal goals, career plans, and general academic guidance. Faculty members should hold regular office hours and be willing to schedule meetings with students when asked. Faculty members are expected to respond to reasonable student requests in a timely manner.

b. Research and Creative Activity

All tenure-track faculty members are expected to engage in research, though some faculty members may devote more effort to this area than others. Professors are more than instructors; they should be discovering and disseminating new knowledge to their professional peers. Publication of research signals that the professor is contributing to the advancement of his/her field, has been judged as a capable researcher by his/her peers, and is aware of current knowledge in his/her field so that he/she can adequately convey up-to-date information to students.

Research exists in different forms, but to be considered research the work in question must meet the criteria defined by the *KSU Faculty Handbook*.

> "Research and creative activity at KSU is broadly defined in the institution's mission statement as a wide array of activities that contribute to the advancement of knowledge, understanding, application, problem solving, aesthetics, and pedagogy in the communities served by the University. *These professional activities become recognized accomplishments when the work is formally shared with others and is subject to review.* Documentation and evaluation of accomplishments in research and creative activity shall focus on the quality and significance of the work. Merely listing individual tasks and projects does not address quality and significance" (emphasis added).

i. Metric for Measuring Quality and Significance of Research

Research output is measured in "units," where each 10 percent of workload devoted to research each year creates the expectation of one research unit. For example, a faculty member with 20 percent of his/her workload devoted to research is expected to produce two units of research per year, and a faculty member with 50 percent devoted to research is expected to produce five units of research per year. Because research output is often sporadic, faculty members are not expected to produce a constant annual stream of research output; however, faculty members are expected to average this annual production rate over a three-year period. If a faculty member does not maintain the expected average production over a three-year period, his/her workload expectations may be increased in other areas as compensation. In addition, faculty members are expected to make up for not meeting expectations in the past. The table below provides examples of how research expectations change with differing teaching workloads.

**Examples of Annual Research Expectations by Teaching Workload**

| | Teaching Load ( 3-hour courses per semester) | | | | | | |
|---|---|---|---|---|---|---|---|
| | 4-4* | 4-4 | 3-4 | 3-3 | 2-3 | 2-2 | 1-2 |
| **Mentoring (%)** | 10% | 10% | 10% | 10% | 10% | 10% | 10% |
| **Service (%)** | 10% | 5% | 10% | 10% | 10% | 10% | 10% |
| **Research (in units)** | 0 units | 0.5 units | 1 unit | 2 units | 3 units | 4 units | 5 units |

* Available to non-tenure-track faculty only

Determining unit credit involves subjective interpretation. The standards below have been developed to create objective criteria to serve as guidance for faculty seeking to disseminate their research. It is possible that unit credit awarded in the Annual Review Document (ARD) may differ from the standards designated in this document; however, deviations from these standards should be rare and require strong justification that is recorded in the ARD.

- Publication in peer-reviewed academic journals.
    - Most research in the fields of exercise science and sport management is disseminated in academic journals, where measures of impact are well-developed; therefore, particular emphasis is given to determining unit credit for publications via this medium. Tenure-track faculty members should publish a minimum of one peer-reviewed journal article every three years.
    - Credit for journal publications is weighted according to the quality of the publishing outlet. So that faculty may be aware of the rewards to publishing in different journals, the following standards are used.
        - A standard-length article published in a peer-reviewed journal in the faculty member's relevant field of study is worth one unit.
        - A standard-length article published in a peer-reviewed journal that is indexed in Thomson Reuters's Science Citation Index Expanded or Social Science Citation Index shall be worth a minimum of two units. Articles that are in the second quartile (based on Journal Impact Factor) are worth a minimum of three units. Articles on the first quartile (based on Journal Impact Factor) are worth a minimum of four units. The Sturgis Library subscribes to these databases.
        - A standard-length article published in a peer-reviewed journal that is included on the ESSM Department's Approved Journal List will be worth two units. The journal list will be determined by agreement between the Tenure and Promotion Committee and department chair and approved by the dean. Journals included on this list should be outlets where researchers regularly

publish academic work that is read and cited as part of the standard academic literature in its field. Journals may be added and removed from the list during the first fall meeting of the Tenure and Promotion Committee, with agreement by the department chair and approval by the dean. The journal list will be posted on the department's shared computing storage space.

- Publications in peer-reviewed journals that are not listed in the citation indices or the Approved Journal List may be worth additional units if the faculty member can demonstrate appropriate quality and significance of the publication outlet.

- Additional credit may be awarded if it can be demonstrated that the published article has significant impact on the discipline (e.g., the article is highly cited or the article receives an award).
- Short articles are weighted less than standard-length articles. Standard-length articles should produce original research and not just briefly comment, reply to, or extend past research. However, it is possible for comments, replies, and extensions to be considered standard-length articles if the article provides a substantial new contribution to the academic literature. Because the designation of "substantial" is subjective, faculty members should take care to discuss unit credit with the department chair in advance of pursuing the project. In most cases, standard-length articles will be more than three pages long.
- The department recognizes that faculty members with an expertise in law may make significant scholarly contributions in law journals that do not fit the standard definition of peer-reviewed. Faculty members with expertise in law may receive unit credit for publication in law journals in accord with highly-regarded law journal rankings.

- Books are an acceptable medium for sharing academic ideas; however, books must exhibit qualities of scholarship. The subject matter of the work must be scholarly in nature and related to the faculty member's academic area of expertise within the department. Because books may vary in length, effort, and impact, potential unit credit should be discussed with department chair and clarified in an FPA. Some characteristics of a scholarly book include:
  - Publication of a book by a publisher with an established record of quality.
  - The book undergoes pre-publication peer review.
  - The book is reviewed post-publication in a scholarly journal related to faculty member's academic area of expertise within the department.

- Book chapters published in edited volumes, consistent with the scholarship qualities listed for books, are typically worth one unit. Previously-published work that is republished in an edited volume does not receive additional unit credit on its own; however, it may be used as evidence of quality and significance of the previously-published work. Edited volumes that require submission or publication fees are not appropriate venues for publishing academic work.

- Presentations to academic audiences (academic conferences, external seminars, invited speeches, etc.) are worth one unit. No more than one presentation per year may be counted as a unit for research credit, and faculty members cannot meet their research expectations with only presentations. Presentations are not valued as stand-alone outlets for disseminating research; therefore, presentations should be connected to publication of research—either in preparation for a paper or discussing already-published work.

- Participation in grants.
    - Because the terms of grants are variable, research credit for grants should be determined by discussion with the faculty member and the department chair, with the advice and approval of the dean, upon receiving the grant. In general, unit credit will be given according to the faculty member's level of involvement and the financial size of the grant.
    - Due to the speculative nature of grants, it is expected that not all grant proposals will be funded. In order to encourage grant submission, the department awards some unit credit for preparing grant proposals that are not funded. Grant proposals must be submitted to credible funding agencies for significant financial funding. External grants that receive a designation by the grant-reviewing organization that the grant was of sufficient quality will be worth one unit. Designations such as "approved," "accepted," "scored," are commonly used, but other designations that indicate that the faculty member submitted a high-quality grant proposal may also be accepted. No more than one unfunded grant every three years may be counted as a unit for research credit for meeting research workload expectations. Though additional unfunded grants do not count toward meeting a faculty member's research expectations, such contributions should be recognized as a positive contribution in his/her evaluations. Faculty members who are repeatedly unsuccessful in seeking grants should not expect to receive workload credit by continuing to submit grant proposals that go unfunded.
    - Internal grants provided by KSU-related entities are intended as seed funding to support further research, and they are not a pure research end.

Internal grants are to be credited like presentations. Faculty members receive one unit credit for receiving an internal grant, but internal grants cannot be used to meet workload expectations on their own. No more than one internal grant for every three years may be used to meet workload expectations. Also, because internal grants are considered seed contributions, failure to advance a research project after receiving an internal grant may result in no workload credit being awarded.

Faculty members often engage in scholarly activities that are beneficial to the academic and general community that should be valued as service but not research. Examples of scholarly activity that are not research include:

- Participation in accreditation reviews.
- Publication in non-peer-reviewed outlets.
- Publication in general interest periodicals and newsletters.
- Book reviews.
- Referee reports.
- Consulting activities.
- Self-published manuscripts.

ii. Coauthorship

To receive full unit credit for a research publication the faculty member must be a "significantly-contributing author" on the project. Significantly-contributing authors should play a leadership role in designing and conducting the research experiment and writing the published research. Contributions such as collecting data, assisting with statistical analysis, experiment monitoring, and editing are important, but are not integral to the primary aim of the research project. For less than significantly-contributing roles, coauthors receive partial credit according to the units awarded based on the quality of the publication (e.g., a contributing author could receive two units of credit for contribution to publication worth four units as significantly-contributing author). In most cases, the significantly-contributing author will be first or second author of the paper; however, it is possible more than two authors contribute to the production of the paper as a significant contributor, or the order of authorship is determined a factor other than level contribution (e.g., alphabetically). In such cases, unit credit should be discussed with the department chair and recorded in the FPA or ARD.

c. Professional Service

The *KSU Faculty Handbook* defines professional service as "the application of a faculty member's academic and professional skills and knowledge to the completion of tasks that benefit the University, the community, or the profession." KSU requires all faculty members to devote a minimum of five percent of their time to professional activities essential to the life of the institution. It is the general expectation of the department that faculty members will devote ten percent of their time to professional service. For evaluation purposes, faculty members should document their service activities.

d. Administration and Leadership

Administrative duties include faculty development, fundraising, fiscal management, personnel management, public relations, and other activities that are not captured in the other three performance areas. Unless explicitly stated in the FPA, administration and leadership expectations apply only to appointed deans, associate deans, directors, department chairs, and assistant chairs. Faculty members with administrative appointments should articulate the quality and significance of their administrative activities and achievements in agreement with the appropriate supervisor.

## III. Full-Time Faculty

The Department of ESSM may employ three types of full-time permanent faculty members: tenure-track, lecturer, and clinical faculty. In some cases, temporary faculty members may be hired on a full-time basis. All faculty members are expected to excel in teaching and service, and they must demonstrate the ability to work with colleagues effectively.

a. Tenure-Track Faculty

Tenure-track faculty members have received or are eligible to receive tenure. Tenure gives faculty members a vested interest in building a strong reputation for the department, college, and university; therefore, the tenure-track faculty is responsible for making curricular decisions for the academic programs offered by the department. Table 1. summarizes the expectations for each faculty rank, which are detailed below.

The tenure-track ranks are Assistant Professor, Associate Professor, and Professor.

i. Assistant Professors

Assistant Professor is the entry-level tenure-track rank. It is expected that assistant professors will have a doctorate upon appointment. In some cases professors nearly finished with their degrees will be hired; however, the degree should be completed within the first year of appointment. Failure to

acquire a doctorate (or equivalent terminal degree) by the time first-year nonrenewal decisions are made may result in contract nonrenewal. Though assistant professors may lack experience, they should demonstrate high-level knowledge of their subject area. It is understandable that new assistant professors may not have full mastery of their professorial skills at the time of their initial appointment; however, it is important that assistant professors show consistent improvement in their performance over time to correct any deficiencies. Assistant professors should be responsive to comments offered in annual and third-year reviews in order to identify deficiencies and make improvements. Assistant professors may also wish to participate in available professional development training or workshops.

ii. Associate Professors

Associate Professors should have a demonstrated record of high-level scholarly performance in all performance areas. They should provide regular scholarly contributions to their field that are published in high-level academic outlets. The *KSU Faculty Handbook* states: "The specialty areas, expertise, and professional identities of associate professors should become more advanced, more clearly defined, and more widely recognized as their academic careers progress. Typically, as the faculty member's roles and contributions grow towards significance, leadership and initiative, the faculty member establishes a strong record of accomplishments with broader impact and recognition within and beyond the University."

iii. Professors

As the highest faculty rank, Professors are expected to be distinguished colleagues who play a strong leadership role within the department, college, university, and research discipline. Professors should have a consistent record of scholarly activity of such quantity and quality that there exists a noted reputation for research as recognized by academic peers within their discipline. Professors should have a strong record of excellent teaching and service. Professors should also offer to mentor and guide less-experienced faculty members and serve as leaders. Longevity of service is necessary but not sufficient to guarantee promotion to Professor.

b. Lecturers

Lecturers have responsibilities devoted mainly to teaching, supervising, mentoring, and service. The lecturer ranks are Lecturer and Senior Lecturer.

c. Clinical Faculty

Clinical faculty members focus mainly on clinical, classroom, and/or field-based teaching and are expected to participate in professional service. Clinical faculty may have some research expectations. The clinical faculty ranks are Assistant Clinical Professor, Associate Clinical Professor, and Clinical Professor. At this time, there are no department-specific guidelines; therefore, clinical faculty performance is governed by college and university guidelines.

d. Temporary

Full-time temporary faculty members may be appointed at a rank commensurate with experience and obligations. Because their employment is temporary, temporary faculty members do not participate in the governance of the department. They may attend department meetings where appropriate, but they are non-voting members of the department faculty.

IV. Promotion and Tenure

a. Promotion

Promotion is intended to reward faculty for performing above their rank; therefore, all faculty members should already be performing at the level required of the higher rank in order to receive promotion. Each promotion comes with the expectation that the faculty member will continue his/her development sufficiently to be promoted to the next highest rank.

i. Tenure-Track Faculty

For promotion to Associate Professor, the Department of ESSM sets the standard review date for promotion as six years of service at the Assistant Professor level, subtracting any years of service granted with initial employment by KSU (e.g., the standard review date for a faculty member hired with two years of service credit is the fourth year of service at KSU). For promotion to Professor, the Department of ESSM sets the standard tenure review date as five years of service at the Associate Professor level, subtracting any years of service granted with initial employment by KSU, if the faculty member was hired at the rank of Associate Professor. Any faculty member who submits a portfolio for review prior to the standard review date must demonstrate exceptional performance in all performance areas (see tenure standards below for guidance on measuring exceptional performance). Meeting the basic workload expectations set forth in FPAs and ARDs does not guarantee promotion.

ii. Lecturers

Lecturers must submit a portfolio for promotion after five years of consecutive service as Lecturer at KSU. Each Lecturer will be evaluated on

the performance based on the individual expectations set out by his/her job description and annual FPAs. If reviewing bodies feel that the faculty member has satisfactorily met and will continue to meet performance expectations, then he/she will be promoted to Senior Lecturer.

iii. Clinical Faculty

At this time, there are no department-specific guidelines; therefore, clinical faculty performance is governed by college and university guidelines.

b. Tenure

Kennesaw State University tenure-track faculty members are required to submit a portfolio for tenure no later than their sixth year of service to the University. Meeting the basic workload expectations set forth in FPAs and ARDs does not guarantee tenure. Faculty members have the option to submit their portfolios a year earlier than their required tenure review date if they should desire to do so. The Department of ESSM sets the standard review date for tenure as the sixth year of service, subtracting any years of service granted with initial employment by KSU (e.g., the standard review date for a faculty member hired with two years of service credit is the fourth year of service at KSU). In most cases, faculty members should plan to go up for tenure at their standard review date. Any faculty member who submits a portfolio for review prior to the standard review date should demonstrate exceptional performance in all performance areas. Faculty members who choose to submit portfolios earlier than their standard review date must demonstrate that they have exceeded the quantity and quality of work expected of a faculty member going up for tenure at the standard review date. Therefore, faculty members going up for tenure before their standard review date should meet the following criteria.

- The faculty member must demonstrate strong evidence of excellent teaching.
- The faculty member should have exceeded the research expectations of what a faculty member with the same workload would have completed by the end of his/her standard tenure review date. For example, a faculty member with a workload expectation of three research units per year should have completed more than 18 units of research by the time he/she submits his documents in his fifth year of service.
- The faculty member should have a demonstrated record of excellent professional service.

## V. Importance of the Faculty Performance Agreement and Annual Review Document

Though this document attempts to clarify workload obligations, expectations, and credit, the nature of academia will result in workload assignments and performance that are not

covered in this document. Faculty have the right to submit additional evidence of performance not mentioned in this document; thus, it is important that expectations and credit outside of what is covered in these guidelines be included in either the FPA, ARD, or both. It is the responsibility of the faculty member to ensure that expectations and credit are clearly delineated in these documents. In particular, the FPA can be revised at any time; therefore, as expectations change, the FPA should be modified to account for any changes. Documenting workload, expectations, and credit will assist with the proper evaluation of faculty performance by Tenure and Promotion Committees and members of the higher administration.

## VI. Institute for Culinary Sustainability and Hospitality

At present the faculty for the newly created Institute for Culinary Sustainability and Hospitality is housed in the Department of Exercise Science and Sport Management. It is expected that new guidelines will be generated that will apply only to the faculty with primary assignments to the program. These guidelines will be developed and published in a separate document.

**Table 1. Expectations by Faculty Rank**

| ASSISTANT PROFESSOR | ASSOCIATE PROFESSOR | PROFESSOR |
|---|---|---|
| **Teaching, Supervision, and Mentoring:** | | |
| Demonstrates high-level knowledge of subject area. Shows consistent improvement in performance over time. | Demonstrated record of high-level scholarly performance in teaching and mentoring. | Strong record of excellent teaching and mentoring. |
| **Research and Creative Activity:** | | |
| Demonstrates high-level knowledge of subject area. Shows consistent improvement in performance over time. Publishes research of sufficient quantity, quality, and significance to be consistent with workload expectations. | Demonstrated record of high-level scholarly performance in research. Specialty areas, expertise, and professional identities of should become more advanced, more clearly defined, and more widely recognized as academic careers progresses. Publishes research of sufficient quantity, quality, and significance to be consistent with workload expectations. | Consistent record of scholarly activity of such quantity and quality that there exists a noted reputation for research as recognized by academic peers within their discipline. Publishes research of sufficient quantity, quality, and significance to be consistent with workload expectations. |
| **Professional Service:** | | |
| Demonstrates high-level knowledge of subject area. Shows consistent improvement in performance over time. Applies academic and professional skills and knowledge to the completion of tasks that benefit the University, the community, or the profession. | Demonstrated record of high-level scholarly performance in service. A strong record of accomplishments with broader impact and recognition within and beyond the University. | Strong record of excellent service. Serves as a distinguished colleague who plays a strong leadership role within the department, college, university, and research discipline. |