

Department of Health and Kinesiology

Criteria for Promotion and Tenure

Preamble

The decision to promote a faculty member and to award tenure is one of the most important made by the university, because these decisions determine the future quality of a department. Dependent on one's appointment, rank and career stage, the following are relevant factors in the review of either tenure track or clinical track faculty members:

- The quality of achievements in discovery, learning, engagement, and university and professional service or a combination of these areas
- The continuity of such achievements
- The independence of one's intellectual contributions
- Interdisciplinary activity and contributions
- The impact of a faculty member's activity on the discipline, field at large, or within a public service or engagement context
- The societal impact in terms of patents, business or cultural change based upon the faculty member achievements.
- Impact of faculty member's achievements on increasing the DEI activity and accomplishment of the department, college and/or university.
- The impact of a faculty member's mentorship on undergraduate students, graduate students, and/or postdoctoral fellows
- The role and impact of one's engagement on local, regional, national, or international levels.

This document provides a guide to the promotion and tenure process within the Department of Health and Kinesiology (HK) for both tenure track and clinical track faculty members. Faculty members are referred to Purdue University – West Lafayette Campus Promotion and Tenure Policy and College of Health and Human Sciences (HHS) Promotion and Tenure Procedures.

https://www.purdue.edu/hhs/faculty/promotion_tenure.html

The criteria for promotion and tenure are linked to the area or combination of areas (discovery, learning, and engagement) to which a candidate will be nominated. For most candidates, the primary basis for promotion will be consistent with the basis on which the candidates were originally hired, which is excellence in discovery in most but not all cases. If consultations between the candidate, the department head, and other faculty suggest that a promotion candidate's accomplishments justify placing primary emphasis on another area or areas, that area or those areas could be the basis of the promotion nomination.

Promotion and Tenure Guidelines in Health and Kinesiology

It is the goal of the HK department to provide each faculty member an environment conducive to successful academic growth and accomplishment. The goal of the Primary Committee is to provide a clear and constructive evaluation of progress toward promotion as well as to provide any other guidance sought by individual faculty. This is accomplished, in part, through an annual review process of all tenure track Assistant and Associate Professors as well as Clinical Assistant and Associate Professors. This is also accomplished through a faculty mentoring process (see the separate departmental mentoring document). Both verbal and written feedback are provided to assist and encourage faculty progress in a timely manner.

It is also the case that in all evaluations of the accomplishments of faculty with respect to promotion that the department Primary Committee will request individuals outside of Purdue to write about the quality and quantity of achievement. These so-called external reviewers provide guidance to committees responsible for endorsing or not endorsing the candidate for promotion.

I. Tenure Track Faculty

To be considered for promotion, a tenured or tenure track faculty member should contribute to all mission areas appropriate to their position (in most cases, contributing to all three areas of discovery, learning and engagement), meeting minimum thresholds in each. They should also have demonstrated excellence and scholarly productivity in at least one of these areas – discovery, learning and engagement – with the understanding that, ordinarily, strength would be apparent in more than one.

A. Expectations for Promotion/Tenure to the Rank of Associate Professor

It is expected that the faculty member will continue to grow professionally, and within the probationary period, meet the expectations for the rank of associate professor. The following are relevant factors in the review of assistant professors:

1. Continuous record of publication throughout one's probationary period in mainstream, top-tier peer-reviewed journals in the candidate's area of study. Publications reporting original research are essential. These publications must represent work beyond the dissertation, but may also include work from the dissertation.
2. Applications for external funding are expected, although it is recognized that areas and programs of research may vary in terms of available funding. In addition to its ability to facilitate the conduct of research, external funding helps to demonstrate quality, impact, and intellectual independence. These submissions are to be part of the annual review reporting. Please note that HHS P&T guidelines do not allow the reporting of unfunded grant proposals as part of

the official Form 36 during promotion evaluation processes. However, unfunded grant proposals can be listed in evidence of research in progress.

3. Development of a teaching portfolio when learning is the primary area for promotion. This may include, but is not limited to: curricular materials, innovative teaching lessons, program effectiveness, student achievement data, or digital evidence related to one's teaching, publications related to teaching (texts, journal articles, etc.), student and peer evaluations, and other supporting materials.
4. Demonstration of interdisciplinary activity through one's discovery and/or learning and/or engagement where appropriate.
5. Evidence of acceptable development in learning as seen in student and/or peer evaluations and/or a teaching portfolio.
6. Demonstrated evidence of internal and/or external service through committee membership and/or professional association activity (journal reviewing, committee membership, etc.).
7. Demonstrated accomplishment in terms of patents, licenses, prototypes and entrepreneurship activities, when the faculty-member interest is in promoting societal needs.
8. Evidence of mentorship of undergraduate students, graduate students, and/or postdoctoral fellows.
9. Evidence of involvement in discovery, learning, and/or engagement and service that fosters the progress of diversity, equity and inclusion in behavioral and physiological domains.

B. Expectations for Promotion to the Rank of Professor

It is expected that the faculty member achieve national and/or international status as an authority through contributions in a focused line of scholarship through discovery and/or learning, and/or engagement. It is expected that the individual has demonstrated a qualitative improvement in their contributions to scholarship, learning and/or engagement. The following are relevant factors in the review of associate professors:

1. Candidates for promotion must show evidence of being a recognized authority in his or her area of Discovery, Learning, or Engagement. Consistent with one's status as an authority, the candidate should have an outstanding record of sustained productivity, as indicated by publications, extramural funding (when such funding is available), and peer recognition.
2. Evidence of interdisciplinary activity through discovery and/or learning and/or engagement.
3. When the primary area is learning, development of a teaching portfolio is desirable.
4. Evidence of exemplary teaching as measured by student and/or peer evaluations and/or a teaching portfolio.

5. Evidence of contributions to university, college, department, and professional associations through participation in committee work and/or leadership roles.
6. Demonstrated accomplishment in terms of patents, licenses, prototypes and entrepreneurship activities, when the faculty-member interest is in promoting societal needs.
7. Continued evidence of mentorship of undergraduate students, graduate students, and/or postdoctoral fellows.
8. Evidence of accomplishments in increasing diversity, equity, and inclusion in one or more of the areas of discovery, learning, engagement, and service.

II. Clinical Track Faculty

Clinical track faculty members are evaluated under a different, but related set of criteria for promotion. Clinical faculty members are reviewed on the basis of excellence in learning and/or engagement achievement.

A. Expectations for Promotion to Clinical/Professional Assistant Professor

Successful candidates for promotion must demonstrate evidence of excellence in learning and clinical/professional practice. Contributions to service activities and/or engagement at the departmental and college level are expected as well. The faculty member is expected to demonstrate the following:

1. Evidence of exemplary teaching as measured by a portfolio, which could include student and/or peer evaluations.
2. Provides evidence of involvement in programs, projects, or with individuals/groups that bring the departmental principles of diversity, equity, and inclusion into their teaching and learning, discovery, and/or service activities.
3. Evidence of contributions to one's curricular area of study at Purdue.
4. Evidence of exemplary department service through committee work.
5. Evidence of professional service and/or service/engagement at the local, state or regional level.
6. Evidence of service in area of expertise via expert witness testimony, consulting activities and/or public speaking and/or writing.
7. Evidence of mentorship of undergraduate students, graduate students, and/or postdoctoral fellows.
8. Evidence of expanded clinical education (discovery, learning, and/or engagement and service) to include DEI principles or individuals.

B. Expectations for Promotion to Clinical/Professional Associate Professor

Successful candidates for promotion must demonstrate evidence of excellence in teaching and clinical/professional practice and have a primary commitment to assist the department in meeting its programmatic need for clinical/professional

services and instruction. One also is expected to have accomplishments or potential for national prominence in one's field. The following are relevant factors in the review of clinical/professional associate professors:

1. Evidence of exemplary teaching and clinical/practice as measured by a teaching portfolio, which could include student and/or peer evaluations.
2. Provides evidence of integrating new or existing programs, projects, or individuals/groups into their teaching and learning, discovery, and/or service activities that align with departmental diversity, equity, and inclusion principles.
3. Evidence of contributions to one's curricular area of study at Purdue and outside the university.
4. Evidence of exemplary department service and/or engagement through committee work or leadership roles at the local, state, or regional level.
5. Continued evidence of mentorship of undergraduate students, graduate students, and/or postdoctoral fellows.
6. Evidence of accomplishments in increasing diversity, equity, and inclusion in one or more of the areas of learning, engagement, and service.

C. Expectations for Promotion to Clinical/Professional Professor

Successful candidates must demonstrate an extremely high level of professional accomplishment in learning, clinical/professional practice, service, and engagement activities and must be recognized by their peers at the national level. The following are relevant factors in the review of clinical/professional associate professors:

1. National status through publication and presentation in one's learning activity, clinical practice, or service, and engagement.
2. Evidence of exemplary teaching and clinical/practice as measured by a teaching portfolio, which could include student and/or peer evaluations.
3. Provides evidence of leadership and/or development of programs, projects, or with individuals/groups that bring the departmental principles of diversity, equity, and inclusion into their teaching and learning, discovery, and/or service activities.
4. Evidence of service contributions internally to university, college, and departmental committees and/or through engagement at the local or state level.
5. National status in one's field through appointment to leadership roles or committees in professional associations.
6. Continued evidence of mentorship of undergraduate students, graduate students, and/or postdoctoral fellows.
7. Evidence of impact on society and/or profession via patents, public speaking, opinion pieces in newspapers and other public marketing venues.
8. Evidence of accomplishments in increasing diversity, equity, and inclusion in one or more of the areas of learning, engagement, and service.