Health and Kinesiology
Promotion and Tenure Document

Preamble

Decisions to promote faculty members and to award tenure are among the most important made by the university, for they 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 the achievements in discovery, learning, engagement, and university and professional service or a combination of these areas
- The continuity of accomplishment
- The independence of one’s intellectual contributions
- Interdisciplinary activity and contributions
- The impact of a faculty member’s activity on one’s discipline, field at large, or within a public service or engagement context
- The impact of a faculty member’s mentorship on undergraduate students, graduate students, and/or postdoctoral fellows
- The role and impact of one’s service 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.

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 reviewed. The candidate, in consultation with the Department Head and one’s mentor, should designate the area or areas that will be the basis for the review process.

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 one’s 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 and non-tenure track clinical faculty. This is also accomplished through a faculty mentoring process (see the separate departmental mentoring document). Both verbal and written feedback is provided to assist and encourage faculty progress in a timely manner.
I. Tenure Track Faculty

The criteria for promotion to either associate or full professor focus on evidence of excellence in discovery, learning, and engagement:

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

In endorsing faculty to the rank of associate professor, it is expected that the individual will continue to grow professionally, and within the probationary period, meet the expectations for the rank of associate professor. The faculty member is expected to demonstrate productivity as evidenced by the following:

1. Continuous record of publication throughout one’s probationary period in mainstream, top-tier refereed journals in one’s area of study. These publications must represent work beyond the dissertation, but may also include work from the dissertation.
2. Submission of and demonstrated success in internal and/or external funding proposals to support one’s discovery, learning, and engagement. 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.
3. Development of a teaching portfolio if 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, CDs or DVDs 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 (as described in IA3).
6. Demonstrated evidence of internal and/or external service through committee membership and/or professional association activity (journal reviewing, committee membership, etc.).
7. Evidence of mentorship of undergraduate students, graduate students, and/or postdoctoral fellows.
8. Endorsement from external reviewers from peer institutions in the review of one’s curriculum vitae and supporting materials indicating the candidate’s positive impact on one’s field of study.

B. Expectations for Promotion to the Rank of Full 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. The faculty member is expected to demonstrate the following:
1. Continued productivity through publication and presentation in one’s area of discovery, learning, and/or engagement.

2. Clear evidence of scholarly distinction (awards, leadership appointments, fellows, securing of extramural funding, and other evidence of national repute) through national and/or international impact in one’s area of study.

3. The candidate will seek appropriate extramural funding to support one’s work, when such funding is available.

4. Evidence of interdisciplinary activity through one’s discovery and/or learning and/or engagement.

5. When one’s primary area is learning, development of a teaching portfolio is desirable. Examples of evidence to include in the portfolio are presented in IA3.

6. Evidence of exemplary teaching as measured by student and/or peer evaluations and/or a teaching portfolio (as described in IA3).

7. Evidence of contributions to university, college, department, and professional associations through participation in committee work and/or leadership roles.

8. Continued evidence of mentorship of undergraduate students, graduate students, and/or postdoctoral fellows.

9. Endorsement from external reviewers from peer institutions in the review of one’s curriculum vitae and supporting materials indicating the candidate’s positive impact on one’s field of study.

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 primarily on the basis of excellence in teaching and/or engagement activities.

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. See IA3 for examples of other materials to be included within the portfolio.

2. Evidence of contributions to one’s curricular area of study at Purdue.

3. Evidence of exemplary department service through committee work.

4. Evidence of professional service and/or service/engagement at the local, state or regional level.

5. Evidence of mentorship of undergraduate students, graduate students, and/or postdoctoral fellows.

6. Endorsement from internal and/or external reviewers.
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 faculty member is expected to provide:

1. Evidence of exemplary teaching and clinical/practice as measured by a teaching portfolio, which could include student and/or peer evaluations. See IA3 for examples of other materials to be included within the portfolio.
2. Evidence of contributions to one’s curricular area of study at Purdue and outside the university.
3. Evidence of exemplary department service and/or engagement through committee work or leadership roles at the local, state, or regional level.
4. Continued evidence of mentorship of undergraduate students, graduate students, and/or postdoctoral fellows.
5. Endorsement from external reviewers.

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 faculty member is expected to demonstrate the following:

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. See IA3 for examples of other materials to be included within the portfolio.
3. Evidence of service contributions internally to university, college, and departmental committees and/or through engagement at the local or state level.
4. National status in one’s field through appointment to leadership roles or committees in professional associations.
5. Continued evidence of mentorship of undergraduate students, graduate students, and/or postdoctoral fellows.
6. Endorsement from external reviewers from peer institutions in the review of one’s curriculum vitae and supporting materials indicating the candidate’s positive impact on one’s field of study.