**Department of Nutrition, Exercise and Health Sciences**

**Reappointment, Promotion, Tenure, and Post‐Tenure Review Performance Standards**

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Standards to be reviewed no later than Fall 2017 as per 2009‐2013 CBA 21.1.1 (c))

## Paramedicine Program ‐ Faculty Performance Standards For Reappointment, Tenure, Promotion, and Post‐Tenure Review

The faculty in the Paramedicine program recognizes the diversity of disciplines within the Department of Nutrition, Exercise, and Health Sciences and the challenges in establishing criteria for reappointment, tenure, promotion and post‐tenure review. Paramedicine faculty are expected to achieve the criteria outlined in this document for a positive evaluation for reappointment, tenure, and/or promotion. The established standards for scholarship, teaching and service are intended to show a record of consistent performance over the review period in all three areas of responsibilities.

It is recognized by the Department of NEHS that Paramedicine faculty do not currently have the same level of scholarly outlets as other programs in the department. Consequently, the total number of scholarship achievements takes the latter point into consideration. NEHS also recognizes the strong focus that Paramedicine faculty place on service related duties.

Consequently, to balance the adjusted scholarship expectations, a high achievement of Service related activities is expected. The faculty member applying for tenure, promotion, or post‐ tenure review is responsible for substantiating contributions to service. Should the faculty member have any questions regarding how a planned activity fits into scholarship, teaching, or service criteria, they should consult with their program director and the department personnel committee prior to designating that activity.

# Scholarship Criteria

**For reappointment, promotion, and tenure:** during the most recent evaluative period, faculty members are expected to achieve a minimum of **six** (6) items total, **three** (3) from category A and **three** (3) additional items from category A or B.

**For post‐tenure review:** tenured faculty will be reviewed every five years as per CBA policy. To meet the scholarship standard for faculty in Paramedicine, tenured faculty members are expected to complete at least **four** items with at least **one** item from Category A (no specific authorship level) and **three** other items from either Category A or B. Faculty are encouraged to review Section 16.6 of the CBA regarding criteria for merit associated with post-tenure review.

## Category A:

1. Publications of original investigations in a refereed professional journal. Faculty members are expected to be the major contributing author\* (primary or corresponding author) on at least two of the three manuscripts and may contribute as a co‐author on subsequent manuscripts. *(\*A major contributor is defined as either conducting the research or providing substantial intellectual contributions to the study and publication, and is identified as either the primary and/or the corresponding author on the publication.)*
2. Publication of a research monograph.
3. Publication of a scholarly review article, book, or chapter in an edited book as an author or co‐ author.
4. Principal investigator on a successful external grant of at least $10,000.

## Category B:

1. Scholarly, peer‐reviewed conference presentations at an international, national, regional, or state conference.
2. Authorship of an externally published study guide in printed or video form.
3. Major contributor (i.e. Principle Investigator (author), co‐investigator (co‐author) on an unsuccessful external grant of at least $10,000.

# Teaching Criteria

**For reappointment, promotion, and tenure and for post‐tenure review:** Faculty members are expected to accomplish the following four items reflective of excellence in teaching.

1. Average SEOI over last three years of 4.0 or better
2. When appropriate, revision of courses, and development of new courses to enhance overall program curriculum
3. Utilization of appropriate educational technologies widely used by faculty
4. Positive evaluations of teaching by faculty peers, program director, and/or department chair.

# Service Criteria

**For reappointment, promotion, and tenure and for post‐tenure review:** Faculty members are expected to accomplish a majority of the following service items.

1. Participate in department committee assignments
2. Participate in a college and/or university committee for a minimum of three years
3. Evidence of applying expertise to assist professional societies/organizations and the community (university community or the community at large)
4. Serve as moderator for a panel discussion at a national, state, or regional assembly.
5. Participation as a subject matter expert in national educational initiatives in EMS
6. Reviewer of scholarly texts or textbook chapters, scholarly instructional videos, or other interactive, instructional media for EMS education.
7. Evidence of student engagement, advising and mentoring. Examples include: Involvement of students in EMS related service activities

Provide quality course‐related advising or mentoring to students (quantify # of students) Involvement in student practica and internships

1. Involvement in student research with dissemination opportunities at appropriate outlets

## Exercise Science and Clinical Physiology Faculty Performance Standards For Reappointment, Tenure, Promotion, and Post‐Tenure Review

Faculty in the Exercise Science and Clinical Physiology programs recognize the diversity of disciplines within the Department of Nutrition, Exercise, and Health Sciences and the challenges in establishing criteria for reappointment, tenure, promotion and post‐tenure review. Faculty, are expected to achieve the criteria outlined in this document for a positive evaluation for reappointment, tenure, and/or promotion. The established standards for scholarship, teaching and service are intended to show a record of consistent performance over the review period in all areas of responsibilities. Should the faculty member have any questions regarding how a planned activity fits into scholarship, teaching, or service criteria, they should consult with their program director and the department personnel committee prior to designating that activity.

# Scholarship Criteria

**For reappointment, promotion, and tenure**: Faculty are expected to achieve a minimum of

***eleven*** items: at least ***three*** from Category A and ***eight*** from Category A or B.

**For post‐tenure review:** Tenured faculty will be reviewed every five years. To meet the scholarship standard tenured faculty are expected to complete at least **five** items with at least  **one** item from Category A (any level of authorship) and **four** other items from Category A or B. . Faculty are encouraged to review Section 16.6 of the CBA regarding criteria for merit associated with post-tenure review.

## Category A.

1. Publication of original investigations in a refereed professional journal as a major contributing author\* on at least two of the three manuscripts and may contribute as a co‐author on subsequent manuscripts.

*(\*A major contributor is defined as either conducting the research or providing substantial intellectual contributions to the study and publication, and is identified as either the primary and/or the corresponding author on the publication.)*

1. Publication of a research monograph.
2. Publication of a scholarly review article, book, or chapter in an edited book as an author or co‐ author.
3. Principal investigator on a successful external grant of at least $10,000.

## Category B.

1. Scholarly peer‐reviewed conference presentations at international, national, and regional levels. At least *four* of the presentations should have the faculty member as the first author. Duplication (same abstract submission) of conference presentations will count only as one entry.
2. Principal investigator on an unsuccessful external grant of at least $10,000 (only one accepted as a Category B per review cycle).
3. Editor of book or special issue of journal.
4. Developer of instructional or professional software.
5. Editor of published conference proceedings
6. Publication of a non‐scholarly book (author or co‐author) – relevant to faculty member’s professional role
7. Invited presentation at a national or state conference of one’s professional peers.

# Teaching Criteria

1. Average SEOI over last three years of 4.0 or better
2. When appropriate, revision of courses, and development of new courses to enhance overall program curriculum
3. Utilization of appropriate educational technologies widely used by faculty
4. Positive evaluations of teaching by faculty peers, program director, and/or department chair.

# Service Criteria

1. Participate in department committees.
2. Participate in college or university committees for a minimum of three years during the review period.
3. Apply expertise to assist professional societies/organizations and the public community.
4. Student engagement, advising and mentoring as indicated by:
   * Involving students in undergraduate research and dissemination opportunities,
   * Involving graduate students in research and dissemination opportunities
   * Provide quality course‐related advising or mentoring to students
   * Involved in student practica and internships
   * Advise students in the major or minor (How many?)

## Food Science and Nutrition Program

**Faculty Performance Standards ‐ Reappointment, Tenure, Promotion, and Post‐Tenure Review**

The faculty in the Food Science and Nutrition Program recognizes the diversity of the faculty and disciplines within the Department of Nutrition, Exercise, and Health Sciences, and the challenges in establishing criteria for reappointment, tenure, promotion and post‐tenure review. To establish clear criteria for faculty members in the Food Science and Nutrition Program, the following assumptions are made.

1. Criteria specific to Food Science and Nutrition recognizes variations for tenure‐track faculty members with different terminal degrees. Faculty members holding the doctoral degree are trained to be independent researchers and are held to higher scholarship standards than those with Master’s degrees.
2. To balance the higher scholarship expectations of those holding doctoral degrees, higher expectations in the areas of teaching, and either scholarship or service are established for those holding Master’s degrees.
3. Criteria for achievement in teaching, scholarship, and service are specific in order to provide useful guidance to the faculty member as well as to the department personnel committee. However, it is also recognized that not all achievements can be anticipated and a certain degree of non‐specificity in these criteria should be expected. Should the faculty member have any questions regarding how a planned activity fits into scholarship, teaching, or service criteria, they should consult with their program director and the department personnel committee prior to beginning that activity.
4. Faculty going up for reappointment, tenure, promotion, and post‐tenure review are strongly encouraged to show a record of consistent performance over the review period in the areas of responsibilities.

# Doctoral Faculty Scholarship Criteria

**For reappointment, promotion, and tenure**: Faculty are expected to achieve a minimum of

**seven** items: at least **three** from Category A and **four** from Category A or B.

**For post‐tenure review**: Tenured faculty will be reviewed every five years as per CBA. To meet the scholarship standard, tenured faculty are expected to complete at least **five** items with at least **one** item from Category A (any level of authorship) and **four** items from Category A or B. Faculty are encouraged to review Section 16.6 of the CBA regarding criteria for merit associated with post-tenure review.

## Category A.

1. Publication of original investigations in a refereed professional journal as a major contributing author\* on at least two of the three manuscripts and may contribute as a co‐author on subsequent manuscripts.

*(\*A major contributor is defined as either conducting the research or providing substantial intellectual contributions to the study and publication, and is identified as either the primary and/or the corresponding author on the publication.)*

1. Publication of a research monograph.
2. Publication of a scholarly review article, book, or chapter in an edited book as an author or co‐ author.
3. Principal investigator on a successful external grant of at least $10,000.

## Category B.

1. Scholarly peer‐reviewed conference presentations at the international or national level; audience shall be academic or professional peers; faculty can be a co‐author; duplication (same abstract submission) of conference presentations will count only as one entry.
2. Principal investigator on an unsuccessful external grant of at least $10,000 (only one accepted as a Category B per review cycle).
3. Editor of book or special issue of journal.
4. Developer of instructional or professional software.
5. Editor of published conference proceedings
6. Publication of a non‐scholarly book (author or co‐author) – relevant to faculty member’s professional role
7. Invited presentation at a national or state conference of one’s professional peers.

# Teaching Criteria

Doctoral degree faculty must demonstrate effective teaching that meets the following expectations. Faculty are expected to fulfill the majority of these expectations.

1. Average SEOI over last three years of 4.0 or better
2. Routine updating of course materials
3. Utilization of appropriate educational technologies widely used by faculty
4. Good evaluations of teaching by faculty peers, program director, and/or department chair
5. A major revision (course change, new course) where deemed appropriate that requires approval from the university curriculum committee every six years

# Service Criteria

Doctoral degree faculty must demonstrate effective service by meeting the following expectations. Faculty are expected to fulfill the majority of these expectations.

1. Participate in department committee assignments
2. Participate every year in an ‘active’ college or university committee. An ‘active’ committee is one that meets at a minimum of once per quarter.
3. Participate every year in a community service project (advisory board, community event, coordinating CWU activity in a community event).
4. Participate every six years in a leadership role in a local, state or regional professional organization. Leadership role could include holding an office, being appointed to a committee, giving a ‘non‐scholarship’ presentation, etc).
5. Service activities should not be financially compensated for at a level beyond an honorarium.

# Masters Faculty

To balance the higher scholarship expectations of those holding doctoral degrees, higher expectations in the areas of teaching, and **either** scholarship **or** service are established for those holding Master’s degrees.

# Scholarship Criteria

**For reappointment, promotion, and tenure**: faculty members are expected to achieve a minimum of **five** items (any level of authorship): at least **two** from Category A and **three** from Category A or B.

**For post‐tenure review**: Tenured faculty will be reviewed every five years as per CBA. To meet the scholarship standard, tenured faculty are expected to complete at least **five** items (any level of authorship) with at least **one** item from Category A and **four** items from Category A or B. Faculty are encouraged to review Section 16.6 of the CBA regarding criteria for merit associated with post-tenure review.

If scholarship is the area of extra emphasis, scholarship must approach that described for doctoral faculty and be clearly evidenced.

## Category A

1. Publication in refereed professional journal
2. Publication of a research monograph
3. Publication of a scholarly book or chapter in a scholarly book
4. Publication of a textbook or chapter in a textbook
5. Successful peer‐reviewed external grant ≥ $10,000

## Category B

1. Scholarly peer reviewed conference presentation: oral or poster presentation, international or national; audience shall be academic or professional peers.
2. Editor of book or special issue of journal.
3. Instructional or professional software
4. Editor of published conference proceedings
5. Invited presentation at a national or state conference
6. Principal investigator on an unsuccessful external grant of at least $10,000 (only one accepted as a Category B per review cycle).

# Teaching Criteria

Master’s degree faculty must demonstrate teaching excellence beyond the basic expectations. Faculty are not expected to fulfill every expectation, but are expected to fulfill the majority of them. Faculty applying for tenure, promotion, or post‐tenure review are responsible for describing and supporting how their teaching exceeds basic expectations.

## Basic Expectations

1. Average SEOI over last three years of 4.0 or better
2. Routine updating of course materials
3. Utilization of appropriate educational technologies widely used by faculty
4. Good evaluations of teaching by faculty peers, program director, and/or department chair
5. A major revision (course change, new course) where deemed appropriate that requires approval from the university curriculum committee every six years

## Expanded Expectations

1. Consistently superb SEOI scores (overall course and instructor ratings of above 4.5)
2. Development of new or extensively revised courses more frequently than basic expectations
3. Incorporation of new technology into the classroom
4. Recognition of teaching excellence by external groups (outside of department faculty)
5. Recognition of advising excellence of individual students or student groups
6. Mentoring research by undergraduate students resulting in presentations like SOURCE
7. Development of courses using collaborative teaching from outside of FSN.
8. Significant innovative teaching methods

# Service Criteria

Masters degree faculty must demonstrate effective service as noted in the following expectations. Faculty are expected to fulfill the majority of these expectations. If service is the area of extra emphasis, components of “expanded expectations” must also be evidenced.

## Basic Expectations

1. Participate in department committee assignments
2. Participate every year in ‘active’ college or university committees. An ‘active’ committee is one that meets at a minimum of once per quarter.
3. Participate every year in a community service project (advisory board, community event, coordinating CWU activity in a community event).
4. Participate every six years in a leadership role in a local, state or regional professional organization. Leadership role could include holding an office, being appointed to a committee, giving a ‘non‐scholarship’ presentation, etc).
5. Service activities should not be financially compensated for at a level beyond an honorarium.

## Expanded Expectations

1. Evidence of sustained leadership roles in international, national or state professional organizations
2. Conduct any service activity described under Basic Expectations at a more frequent rate than described.

[Responsibility: Dean, College of Education and Professional Studies; *Approved by*: Marilyn A. Levine, Provost/VP for Academic & Student Life*; June 2014]*