

CALIFORNIA STATE UNIVERSITY SAN BERNARDINO

DEPARTMENT OF KINESIOLOGY

GUIDELINES FOR RETENTION, PROMOTION AND TENURE

INSTRUCTIONAL FACULTY

FAM 651.560

Previous FAM 651.555

TABLE OF CONTENTS

I. PREAMBLE	2
a. Note to Faculty:	2
b. Note to Evaluators:	2
II. TEACHING	3
III. RESEARCH, SCHOLARSHIP, AND/OR CREATIVE ACTIVITIES	6
III. SERVICE	9
IV. APPENDIX	15
Appendix A: Faculty Activity Report	15
Appendix B: Joint Activity Report	16
Appendix C: Recommended Evaluation Form	17
C-1. Performance Review	17
C-2. Periodic Review	20
Appendix D: COVID-19 Pandemic Considerations	22
Appendix E: References	24

I. PREAMBLE

The purpose of these departmental guidelines is to assist faculty in understanding the expectations in the retention, tenure, and promotion process as deemed appropriate in the specific disciplinary and departmental context of Kinesiology at CSUSB. Throughout these guidelines, you will find categories describing and providing examples of evidence that would demonstrate work in each related area being evaluated. If an issue is not addressed in this document, the faculty should refer to the university FAM 652.1.

a. Note to Faculty:

- i. It is the faculty's primary responsibility to provide a clear faculty activity report (FAR) and provide evidence of all activities in each section (Appendix A).
- ii. If the faculty are collaborating on an activity with anyone else, a joint activity report (JAR) is required to be submitted as evidence of the faculty's contribution to the activity. (See Appendix B for JAR form)
- iii. If a faculty member is granted service credit in their hiring contract, it is the faculty member's responsibility to make it clear how many years were granted, and activities that occurred in those years, and provide evidence for those activities.
- iv. If an activity overlaps multiple sections, faculty should justify where they want that activity to be recognized and provide evidence in that particular section. Faculty should not put one distinct activity in multiple sections. (e.g., activity class coordinator, faculty should count it as teaching leadership or service to the department).
- v. The faculty should make it extremely clear which Departmental Guidelines FAM they were hired under or agreed to upgrade to a newer version. It is highly recommended that faculty state this at the top of their FAR and link the Department Guidelines that are relevant.

b. Note to Evaluators:

- i. Evaluators are recommended to use the kinesiology specific evaluation form that aligns with this document. (See Appendix C for evaluation form)
- ii. If a faculty member has been granted service credit, evaluators should be evaluating service credit in retention, tenure, and promotion evaluations.

- iii. Evaluators should be aware that faculty may follow different Departmental Guidelines depending on when they were hired, please follow the Departmental Guidelines that the faculty has listed in their FAR.
- iv. Point of Information: Student opinions/evaluations, regardless of whether they are quantitative or qualitative, are inherently biased and may have biases founded in gender (Mitchell and Martin, 2018), nonverbal behavior, or physical appearance (Ambady et al., 1993), sexual orientation (Russ et al., 2010), or race (Reid, 2010). As such, these types of evaluation instruments may be discriminatory. The Department of Kinesiology recognizes that student evaluations are an instrument of evaluation officially mandated by the Collective Bargaining Agreement with the California Faculty Association and that it is important for student voices to be heard. Nonetheless, we are cognizant of the severe shortcomings of student evaluations, and we believe that the evaluator should be made aware of these biases.

II. TEACHING

Teaching effectiveness is primarily assessed via collegial evaluation of classroom teaching and by examination of student feedback surveys. Teaching effectiveness will also be assessed by examining relevant course materials that clearly demonstrate effective teaching and student learning. Observations of teaching can come from traditional classroom visitations, but guest lecturing and team teaching with written observations will also be considered. When a teaching-related activity is done in conjunction with other individuals, a JAR must be submitted as it is a clear indicator of the amount of contribution that was undertaken.

If a faculty member has a pattern of unfavorable reviews from either colleagues or students, it is imperative that the faculty member provides context for those reviews and outlines a plan for improvement.

Teaching effectiveness is evaluated by evidence of activities in three categories. Definitions and examples of the categories are listed below.

Category 1- Essential Teaching Activities: represents the teaching-related activities that are necessary for the department to function and are expected of all tenure-track

faculty members. All essential teaching-related activities should be documented in the FAR and evidence should be provided when available.

ALL of the following elements are expected of every course:

- Communicating department approved student learning outcomes, program learning outcomes, course objectives, policies, and grading criteria in all classes;
- Utilizing course design, materials, and practices that indicate responsible fulfillment of classroom duties and currency in the field, and evidence of student success in achieving goals set for the course by the university and the program;
- Demonstrating evidence of teaching effectiveness in the classroom based on classroom visitations by colleagues;
- Demonstrating knowledge and command of appropriate levels of technology for courses taught;
- Being available to students for regular office hours as described in the University Policies.

Category 2- Indicators of Teaching Effectiveness: represents teaching effectiveness in kinesiology courses that should be documented in the FAR and evidence should be provided when available.

ALL of the following elements are expected of every course:

- Supporting a diverse and inclusive learning environment, demonstrated through the use of varied means of assessment, multicultural content, and/or responsive teaching strategies;
- Receiving a pattern of favorable comments and student ratings. In the event of a pattern of unfavorable comments and/or ratings, the candidate is expected to provide an explanation regarding these ratings and/or a plan for future changes. The evaluator should consider the following, in favor of the faculty member under review:
 - Class sizes
 - Class level
 - Class modality
- Participating in activities designed to enhance the candidate's teaching effectiveness, such as, but not limited to, events organized by on-campus or off-campus conferences, workshops, etc.;
- Courses indicate that the faculty regularly reviews and modifies course

content to meet changing curricular needs either in the discipline or profession as needed. Course content is relevant, timely, with salient discipline issues clearly identified;

Category 3- Indicators of Teaching Excellence: represents teaching-related activities that demonstrate excellence in teaching effectiveness and teaching-related leadership activities.

Although not all of these elements are expected in every course, some of the elements of teaching excellence are as follows:

- Leadership roles in teaching (e.g., activity class coordinator);
- Evidence of a rigorous, thoughtful, and dynamic approach to the teaching/learning process;
- Efforts to improve and adapt teaching with innovative methods such as developing original content or the use of active learning strategies such as case studies or simulations;

- Developing and implementing new/innovative courses;
- Conducting workshops or seminars that enhance teaching within the department, college or profession;
- Receiving a student group, college, university, or discipline-based teaching/faculty award;
- Participating in departmental efforts (if any) to assess and improve courses with which the faculty member has been involved;
- If teaching occurs outside of the classroom, such as mentoring in research or service activities, it should be mentioned in this section and not in other respective sections (e.g., research projects, supervising lab interns, peer lab research consultants, learning assistants);

The table below describes how a faculty member can achieve ratings for teaching at the time of tenure and promotion to **Associate and Full Professor**. It is the faculty's primary responsibility to outline their teaching-related activities in all categories in their FAR document. For **Retention**, faculty should be active in at least Categories 1 and 2 for the courses they have taught up to this point. The Activity Requirements section describes the minimum requirements in each category by rating (Above Expectations, Meets Expectations, Below Expectations, Well Below Expectations) in Teaching for Retention, Tenure and Promotion.

Rating	Activity Requirements
Above Expectations	Category 1 AND All of Category 2 AND Some of Category 3
Meets Expectations	Category 1 AND All of Category 2
Below Expectations	Category 1 AND Some of Category 2
Well Below Expectations	Category 1 only

*To receive an Above Expectations rating for tenure and promotion, one must have taught at least 54 WTUs for promotion (for context, a full load is 108 WTUs across 5 years of teaching). If you take any type of leave of absence (e.g., medical leave, sabbatical), explanation of the leave should be noted in the faculty's FAR document.

III. RESEARCH, SCHOLARSHIP, AND/OR CREATIVE ACTIVITIES

Kinesiology faculty must demonstrate evidence of research and scholarship. Faculty are expected to be active researchers in the field of Kinesiology and be actively reporting those findings in peer-reviewed settings.

Scholarship can come in many different forms and may have different methodologies. Research activities can also have a range of involvement, with single author publications representing a complete and total effort towards the research activity. However, many research activities are done collaboratively. Collaborative research is critical, but the proportion of work conducted in those research activities varies significantly. In order to understand the amount of work done by the scholar, it is critical that faculty include Joint Activity Reports with each research or scholarly activity

that is submitted in a FAR.

Due to our standing as a teaching intensive university, involving students in the research process is highly valued and should be clearly noted in the faculty's FAR. Faculty should clearly indicate when a research project includes student participation, especially when students present or publish research findings.

If a faculty member is leading substantial grant-related research activities (e.g., >\$1,000,000 or NIH or NSF Funding) and that work affects other areas of the research activities, the evaluator may take into consideration the amount of work it takes to conduct this level of research. In this case, ratings can be modified outside the current guidelines by the evaluator to take into account this type of research effort.

Research, Scholarship, and/or Creative Activities is evaluated by evidence of activities in three categories. Definitions and examples of each category are listed below. If faculty believe that a research, scholarship, or creative activity is not listed below, they must make a strong case why the evidence belongs in this section of the FAR and in what category it belongs.

Category 1- Essential Research, Scholarship, and/or Creative Activities: represents the activities that are expected of all tenure-track faculty members. All essential research should be documented in the FAR and evidence should be provided when available.

- Demonstrate an established line of research, scholarly, or creative activity at CSUSB (evidence provided may include: IRB approval, IRB application, study proposal, workshops related to research, conference research presentation; peer reviewed publication). Any evidence provided in category 2 or 3 would be evidence for category 1.

Category 2- Indicators of Sustained Research, Scholarship, and/or Creative Activities: represents indicators of sustained research activities within the faculty's sub-discipline. All activities should be documented in the FAR and evidence should be provided. If a faculty member presents at a conference and the abstract is published as part of the conference proceedings, that research output counts as one piece of evidence in Category 2.

- Publishing a book review, review essay, technical report, encyclopedia entry,

peer-reviewed research abstract, or scholarly web-based commentary or podcast in relevant area;

- Receiving an externally funded grant or contract in support of original research, program development, and/or personnel development (<\$10,000);
- Participating in academic conferences or forums by presenting original work, workshops, or acting as a discussant on a panel or roundtable;
- Delivering an invited lecture on scholarly work;
- Developing and submitting an unfunded external grant that is >\$10,000;
- Receiving positive reviews from journal reviewers on a peer-reviewed manuscript that has not yet been accepted or published;
- Receiving funded internal (CSUSB) research-related grants or contracts (except travel grants);
- Organizing a scholarly conference at which original research is presented;
- Attending grant or research-related workshops;
- Non-published abstracts where students are the primary author (e.g., Meeting of the Minds);

Category 3- Indicators of Sustained Excellence in Research, Scholarship, and/or

Creative Activities: represents indicators of sustained excellence in research activities within the faculty's sub-discipline. All activities should be documented in the FAR and evidence should be provided.

- Publishing, or having accepted for publication, a manuscript in a peer-reviewed publication, such as a journal article, or a scholarly book chapter. Evaluators should consider both the quantity and quality;
- Publishing, or having accepted for publication, a scholarly endeavor, such as a peer-reviewed and discipline-specific book or textbook;
- Presenting original work at external international, national or regional conferences, workshops, or forums as a keynote speaker, invited research talk, or another substantial type of research talk;
- Receiving a significant (\geq \$10,000) externally funded grant or contract in support of original research and/or professional development;
- Awards related to research (college, university, or professional organization);

The tables below describe how a faculty member can achieve ratings for research activity per year and at the time of tenure and promotion. It is the faculty's primary responsibility to outline their research activities in all categories in their FAR document. The Activity Requirements section describes the minimum in each category by rating per year. The "Total for Tenure and Promotion" section describes the

minimum research activities in each category by rating when applying for tenure and/or promotion. If more than the minimum research activities are completed in a higher category, they can count toward a lower category (**ONE Category 3 = TWO Category 2**).

A minimum combination of activities required *per year, on average* for the achievement of Above Expectations, Meets Expectations, Below Expectations, or Well Below Expectations in Research, Scholarship, and/or Creative Activities for Retention, Tenure and Promotion. The same requirements apply for promotion to **Associate Professor and Full Professor considering a six-year time frame**. If promotion to Full Professor takes longer than six years, then the same requirements in “Total for Tenure and Promotion” amount of work remains the same.

Rating	Activity Requirements Per Year on Average	Total for Tenure and Promotion
Above Expectations	Category 1 AND At least THREE activities from Category 2 AND At least ONE activity from Category 3	Continuous Category 1 AND At least FIFTEEN activities from Category 2 AND At least FIVE activities from Category 3 (*out of the five, at least 3 first author peer-reviewed papers or a lead investigator on an external grant)
Meets Expectations	Category 1 AND At least TWO activities from Category 2 AND At least ONE activity from Category 3	Continuous Category 1 AND At least TEN activities from Category 2 AND At least FIVE activities from Category 3
		(*out of the five, at least 1 first author peer-reviewed paper or lead investigator on an external grant)
Below Expectations	Category 1 AND At least ONE activity from Category 2	Continuous Category 1 AND At least FIVE activities from Category 2
Well Below Expectations	Category 1	Continuous Category 1

*If a faculty member is the main supervisor for a CSUSB student on a peer-reviewed research article or lead investigator on an externally funded project, the faculty member/lead investigator may get credit as if it were a first author publication.

III. SERVICE

Kinesiology faculty must demonstrate evidence of contributions to the department, college, university, discipline, profession, and community beyond the university. They are expected to maintain a consistent pattern of regular service-related activity across the period of review.

Faculty are expected to contribute and be actively involved in all categories as they demonstrate an ongoing commitment to service. Candidates undergoing the RPT process must be able to list and describe all service activities from the categories. Service activities often vary in the amount of contribution and impact. Due to the variation in service-related activities, faculty members must provide evidence (e.g., thank you letter, certificates of appreciation, email evidence with a clear acknowledgment of the work) and a short description of the service-related activity in the FAR. When a service-related activity is done in conjunction with other individuals, a JAR must be submitted as it is a clear indicator of the amount of contribution that was undertaken. Depending on the amount of contribution associated with the service activity, the FAR description and/or JAR could provide evidence about which category the activity belongs in.

Due to the variation in service activities, faculty members should be explicitly clear about the amount of contribution and impact the service activity has when composing their FAR.

Service Activities is evaluated by evidence of activities in four categories. Definitions and examples of each category are listed below. If faculty believe that a service activity is not listed below, they must make a strong case for why the evidence belongs in the service section of the FAR and in what category it belongs in. Additional service activities in Category 4 can be used to take the place of requirements from Category 3. However, additional activities from Category 3 are not able to offset deficiencies in activities from Category 4. If an example activity is unlisted, the faculty member must make the case in their FAR which category the activity belongs to.

Category 1: Essential Service (normal work activities): represents the service-related activities that are necessary for the department to function and are expected of all tenure-track faculty members. All essential services should be documented in the FAR and documentation should be provided when available. Evidence provided in categories 2, 3, or 4 may be evidence for category 1 and be counted in both sections.

- Regular participation in department meetings;
- Contributing to activities that uphold the department function;
- Collaborating with colleagues within the department to contribute to activities that uphold the department;
- Serving as a coordinator or on a committee for at least one function of the department (e.g., Activity Course/KINE 2050 Coordinator, Advising, APE, Assessment, Building & Space, Curriculum, Elections, Evaluation, External Advisory, KSA, Newsletter, PEAPE, PT Eval/Hiring, Website, Self Study, Site/Community Coordinator, Social Media);
- Attending and contributing to important university events, such as convocation and commencement;
- Completing faculty classroom visitations and writing reports;
- Support student success (e.g., recommendation letters, academic and career advising/mentoring, internships?);

Category 2- One-time Service Activities: activities are service-related activities that are only a single occurrence and do not represent a long-term commitment to that particular service activity (e.g., single-day events or single-occurrence events).

- Participation as a juror and/or panelist at an on-campus event, professional conference, or community event;
- Discipline-specific presentation to the local community, student club, or the campus;
- Evaluation of faculty (TT and PT classroom visitation reports);
- Serving as a peer reviewer for journals, presses, conference submissions (proceedings, presentations, workshops), or granting agencies;
- Marshaling for commencement;
- Acting as a scholarly resource in non-academic contexts, for example for the government, the press, or in publications for a popular audience

Category 3- Long-term Service Activities: activities include long-term service-related activities that a faculty is involved in across all levels of the university and profession. When the service activity represents the completion of activities, but without a clear leadership role, the activity would be considered Category 3 (unless it is an essential service).

- Serving on a KINE committee, such as the assessment, curriculum, budget, graduate, bylaws, marketing, personnel, or search committee;
- Participating (but not chairing/leading) in an active/working college or university committee or program;
- Serving as an active faculty member in another program/department (e.g., attending another department's meetings, serving on another department's committees, etc.);

- Acting regularly as a resource or consultant for the campus or greater community regarding academic or professional subject matter through outreach and networking (e.g., pro-bono consulting, radio interviews);
- Serving as an advisor to a student organization/club on campus (e.g., KSA, EIM);
- Serving on a master's degree thesis committee, when not part of assigned teaching duties;
- Collaborating with colleagues from across campus, or from other campuses on one or more service-related activities/projects, such as, curricular, facilities, policies, or service grant-writing;
- Involved in a formal mentoring program;
- Internal grant funding received for service-related activities;
- Participating in a discipline-based professional association, for example, by serving as a committee member (e.g., an awards committee);
- Serving on a board or other community organization related to academic/professional interest;
- Participating in a collaborative discipline-based partnership with the community, schools, industry, or other agencies that result in a notable impact on the curriculum, the CSUSB campus, and/or the community;
- Expanding opportunities for students or programs in the community in an area of academic and/or professional interest (such as creating an internship or building long-term relationships that support student professional development) above and beyond assigned teaching duties;

Category 4- Leadership Activities: activities consist of clear leadership activities in service of the department, college, discipline, and profession. If the FAR description and/or JAR indicates that the faculty member took a clear leadership role with documentation demonstrating the work, it would indicate that the activity belongs in Category 4.

- Awarded a Service-related Award (college, university, community, professional);
- Chairing or leading college or university committees or Programs;
- Chairing a KINE committee (e.g., recruitment committee, DEC);
- Leading a KINE Program (e.g., Fitness Assessment Program, 3WINS Fitness Program, EIM-OC program, KSA, internships, lab techs);
- Acting as an elected or appointed leader in discipline-based professional associations
- Creating and/or successfully sustaining significant collaborative partnerships with schools, industry, community, or other agencies that results in a notable impact on curriculum, the CSUSB campus, and/or the community;
- Serving as an editor of an academic or professional journal;
- Developing, running, and/or maintaining community programs that result in students having a practical application of academic knowledge, while providing services to the community (e.g., 3WINS), when above and

beyond assigned teaching duties;

The tables below describe how a faculty member can achieve ratings for service activity per year and at the time of tenure and promotion. It is the faculty's primary responsibility to outline their service activities in all categories in their FAR document. The Activity Requirements section describes the minimum in each category by rating. If more than the minimum service activities are completed in a higher category, they can count toward a lower category (**ONE Category 3 = TWO Category 2; ONE Category 4 = TWO Category 3**).

A minimum combination of activities required *per year, on average* for the achievement of Above Expectations, Meets Expectations, Below Expectations, and Well Below Expectations in Service Activities for Retention, Tenure and Promotion from **Assistant to Associate Professor**.

Rating	Activity Requirements Per Year on Average	Total for Tenure and Promotion
Above Expectations	Category 1 AND At least TWO distinct* activities from Category 2 AND At least THREE distinct* activities from Category 3 AND At least ONE activity from Category 4	Continuous Category 1 service AND At least TEN activities from Category 2 AND At least FIFTEEN activities from Category 3 AND At least FIVE activities from Category 4
Meets Expectations	Category 1 AND At least TWO distinct activities from Category 2 AND At least TWO distinct activities from Category 3	Continuous Category 1 service AND At least TEN activities from Category 2 AND At least TEN activities from Category 3
Below Expectations	Category 1 AND At least ONE distinct activity from Category 2 AND At least ONE distinct activity from Category 3	Continuous Category 1 service AND At least FIVE activities from Category 2 AND At least FIVE activities from Category 3

Well Below Expectations	Category 1	Continuous Category 1 service

Minimum Combination of Activities Required *per year, on average* for Achievement of Above Expectations, Meets Expectations, Below Expectations, Well Below Expectations in Service Activities for Tenure and Promotion from **Associate Professor to Professor**.

Rating	Activity Requirements Per Year on Average	Total for Tenure and Promotion
Above Expectations	Category 1 AND At least TWO distinct* activities from Category 2 AND At least FOUR distinct activities from Category 3 AND At least TWO activities from Category 4	Continuous Category 1 service AND At least TEN activities from Category 2 AND At least TWENTY activities from Category 3 AND At least TEN activities from Category 4
Meets Expectations	Category 1 AND At least TWO distinct activities from Category 2 AND At least THREE distinct activities from Category 3 AND At least ONE activity from Category 4	Continuous Category 1 service AND At least TEN activities from Category 2 AND At least FIFTEEN activities from Category 3 AND At least FIVE activities from Category 4
Below Expectations	Category 1 AND At least TWO distinct activities from Category 2 AND At least TWO distinct activities from Category 3	Continuous Category 1 service AND At least TEN activities from Category 2 AND At least TEN activities from Category 3

Well Below Expectations	Category 1	Continuous Category 1 service

* Throughout: “Distinct activity” in this context means separate and distinct service commitments and should be explicitly clear in the FAR document how they are distinct. For example, each time a faculty leads a different college or university committee (or serves a separate year as chair) counts as a distinct activity within Category 4. In addition, if a faculty member was on a university committee for multiple years, each year of service would count towards Category 3, for example. If a faculty member was a chair of a committee for multiple years, each year of service as a chair would count towards category 4 and count for category 3 if evidence of distinct differences in service activities.

IV. APPENDIX

Appendix A: Faculty Activity Report

FACULTY ACTIVITIES REPORT

NAME: _____

FROM: _____ TO: _____

COLLEGE: _____ DEPARTMENT: _____

Department Guidelines Version: __651.555 or XXX.XXX__ (consider attaching link or document)

An Index of Attachments, listing all supporting documentation, must also be submitted.

I. TEACHING

- A. Category 1: Essential Teaching Activities:
- B. Category 2: Indicators of Teaching Effectiveness:
- C. Category 3: Indicators of Teaching Excellence:

II. RESEARCH, SCHOLARLY, OR CREATIVE CONTRIBUTIONS (Attach supporting evidence.)

- A. Category 1- Essential Research, Scholarship, and/or Creative Activities
- B. Category 2- Indicators of Sustained Research, Scholarship, and/or Creative Activities:
- C. Category 3- Indicators of Sustained Excellence in Research, Scholarship, and/or Creative Activities:

III. UNIVERSITY AND/OR COMMUNITY SERVICE (Attach supporting evidence.)

- A. Category 1-Essential Service
- B. Category 2-One-time Service:
- C. Category 3- Long-term Service
- D. Category 4-Leadership

IV. OTHER INFORMATION APPROPRIATE TO THE EVALUATION CRITERIA

Signature

Date

Appendix B: Joint Activity Report

**JOINT ACTIVITY REPORT
(Kinesiology)**

FACULTY MEMBER _____

ACADEMIC YEAR _____

Note to faculty: It is recommended to attach the JAR as the first page in your attachment of evidence for evaluators to more easily review.

To ensure fairness and equity in deliberations by RPT committees, a faculty member should supply a clarification of their individual contribution to each joint activity listed on their Faculty Activities Report.

Attach as many sheets as you need to your report of Faculty Activities.

A. Identify the activity by title, etc., as listed in your Faculty Activities Report.

B. Describe your activities in the preparation of this project (e.g., amount of research, degree of consultation, assembling of an exhibition, etc.).

C. Describe the amount and significance of your contribution to the joint activity and provide the percent contribution for yourself and each contributor.

Appendix C: Recommended Evaluation Form

C-1. Performance Review

PERFORMANCE REVIEW RECOMMENDATION

(Insert one of the following: Department Chair, Department Evaluation Committee, College Dean, or College Evaluation Committee)

Faculty Name:

Date:

Department:

College:

Recommendations:

(Indicate rating of Above Expectations, Meets Expectations, Below Expectations, Well Below Expectations the areas).

RETENTION at the rank of _____ **Yes**

_____ **No** _____ **Ratings:** **Teaching** ___

Research, Scholarly or Creative Contributions _____

Service _____

TENURE at the rank of _____ **Yes** _____ **No** _____

Ratings: **Teaching** _____

Research, Scholarly or Creative Contributions _____

Service _____

PROMOTION to the rank of _____ **Yes** _____ **No**

Ratings: **Teaching** _____

Research, Scholarly or Creative Contributions _____

Service _____

REASONS FOR RECOMMENDATIONS

State reasons for each of the above recommendation(s) under the appropriate areas of evaluation related to the categories described in FAM 651.555.

I. TEACHING:

- A. Category 1: Essential Teaching Activities:
- B. Category 2: Indicators of Teaching Effectiveness:
- C. Category 3: Indicators of Teaching Excellence:

SUMMARY STATEMENT FOR RETENTION:

SUMMARY STATEMENT FOR TENURE:

SUMMARY STATEMENT FOR PROMOTION:

In the summary, justify the rating given. Include a clear statement of that rating for this area (for example, I rate Professor xxxxx as Above Expectations, Meets Expectations, Below Expectations, Well Below Expectations, in the area of Teaching for the purpose of retention/tenure/promotion for the following reasons:).

II. Research, Scholarly or Creative Contributions:

- A. Category 1- Essential Research, Scholarship, and/or Creative Activities
- B. Category 2- Indicators of Sustained Research, Scholarship, and/or Creative Activities:
- C. Category 3- Indicators of Sustained Excellence in Research, Scholarship, and/or Creative Activities:

SUMMARY STATEMENT FOR RETENTION:

SUMMARY STATEMENT FOR TENURE:

SUMMARY STATEMENT FOR PROMOTION:

In the summary, justify the rating given. Include a clear statement of that rating for this area (for example, I rate Professor xxxxx as Above Expectations, Meets Expectations, Below Expectations, Well Below Expectations, in the area of Research for the purpose of retention/tenure/promotion for the following reasons:).

III. UNIVERSITY AND/OR COMMUNITY SERVICE:

- E. Category 1-Essential Service
- F. Category 2-One-time Service:
- G. Category 3- Long-term Service
- H. Category 4-Leadership

SUMMARY STATEMENT FOR RETENTION:
SUMMARY STATEMENT FOR TENURE:
SUMMARY STATEMENT FOR PROMOTION:

In the summary, justify the rating given. Include a clear statement of that rating for this area (for example, I rate Professor xxxxx as Above Expectations, Meets Expectations, Below Expectations, Well Below Expectations, in the area of Service for the purpose of retention/tenure/promotion for the following reasons:).

Evaluation Committee

Signature:

Name:

_____	_____
_____	_____
_____	_____
_____	_____

C-2. Periodic Review

PERIODIC EVALUATION
(Combined chair/committee recommendation)

- Tenured Faculty
- Full-Time Lecturer
- First, Third, or Fifth Year Probationary Faculty

Faculty Name: Date:

Department: College:

I. TEACHING:

- A. Category 1: Essential Teaching Activities:
- B. Category 2: Indicators of Teaching Effectiveness:
- C. Category 3: Indicators of Teaching Excellence:

II. Research, Scholarly or Creative Contributions:

- A. Category 1- Essential Research, Scholarship, and/or Creative Activities
- B. Category 2- Indicators of Sustained Research, Scholarship, and/or Creative Activities:
- C. Category 3- Indicators of Sustained Excellence in Research, Scholarship, and/or Creative Activities:

III. UNIVERSITY AND/OR COMMUNITY SERVICE:

- I. Category 1-Essential Service
- J. Category 2-One-time Service:
- K. Category 3- Long-term Service
- L. Category 4-Leadership

Provide a summary evaluation of performance in the areas of *Teaching, Research, Scholarly or Creative Contributions, and University and/or Community Service within the categories described in the KINE Departmental Guidelines, without rankings.*

Signature(s):

Name(s):

Appendix D: COVID-19 Pandemic Considerations

As exemplified by the COVID-19 pandemic, there is always the possibility of external circumstances that interrupt academic life. Under such circumstances, resources tend to be reduced and opportunities may disappear, but more work is expected and performed. The tenure-line faculty under evaluation will not look the same as it does normally. This will be consequential for evaluated faculty not only during the interruptive circumstance but also for years to come, lasting until they complete probation and are promoted to Associate or Full Professor. This consideration aims to mitigate the consequences of the inverse relationship between a faculty member's amount of work and their output in the FAR so that students and faculty of diverse backgrounds can not only survive but thrive.

Many of the Kinesiology department's probationary faculty not only specialize in teaching, research/scholarship/creative activities and service directly linked to diverse and marginalized people but are also underrepresented in academia themselves. While the university may establish policies – as it did during COVID-19 – to allow faculty to delay the RPT clock for probationary faculty, the actual delaying may disadvantage faculty in the RPT process materially (affecting lifetime earnings), professionally (postponing assumption of leadership roles), and psychologically (creating stress and uncertainty regarding permanent employment). These consequences are difficult to address through university-level policies.

The mobility of faculty, especially probationary faculty, also destabilizes the department. This is a retention issue, as the probationary period postpones faculty's full participation in the life of the university. To mitigate the impact of interruptive circumstances:

- If, in an interruptive circumstance, the university allows faculty additional latitude to exclude student feedback they deem unrepresentative (exceeding the standard 20% per year for student feedback exclusion threshold specified in FAM 652.1) the expectations of the number of student feedback surveys for each evaluation should be adjusted accordingly. For example, if the university allows a faculty member to exclude all of their student feedback surveys during an interruptive circumstance, and the faculty elects to do so, the reduced number of student feedback surveys in the faculty members FAR shall not be viewed negatively by all evaluators.

- If an interruptive circumstance leads to travel restrictions, the suspension of travel funding, increased teaching obligations, and/or disruptions to the publishing industry and academic conferences, the evaluated faculty's research/scholarship/creative activities should be assessed within the context of these limitations.
- An interruptive circumstance may lead to a decrease of support for service obligations, which tends to increase in such a situation. Service files therefore should be read accordingly.
- If the university allows CSUSB faculty the option to extend the time clock for RPT due to an interruptive circumstance, it must be remembered that faculty may not wish to take this option, for a variety of reasons, as noted above. If they opt to follow the regular schedule, the consequences of the interruptive circumstance should be taken into careful consideration when their FARs are evaluated.

This applies to all tenure-line faculty of the Kinesiology Department whose evaluation period includes an interruptive circumstance, such as the COVID-19 pandemic. The ending of an interruptive circumstance is typically marked by the return of normal operation of the university, including (if applicable) the restoration of funding for course release, the lifting of travel restrictions, the regular administering of student feedback surveys, and the scheduling of class visitations according to the established calendar.

Appendix E: References

Ambady, Nalini, Rosenthal, and Robert (1993). Half a minute: Predicting teacher evaluations from thin slices of nonverbal behavior and physical attractiveness. *J. Personal. Soc. Behav.* 64(3):431-441.

Mitchell and Martin (2018). Gender bias in student evaluations. *Polit. Sci. & Policy* 51(3):648-652. doi:10.1017/S104909651800001X

Reid (2010). The role of perceived race and gender in the evaluation of college teaching on ratemyprofessors.com. *J. Diver. Higher Ed.* 3(3):137-152. doi:10.1037/a0019865

Russ, Simonds, and Hunt (2010). Coming out in the classroom... an occupational hazard? The influence of sexual orientation on teacher credibility and perceived student learning. *Comm. Ed.* 51,2002(3):311-324. doi:10.1080/03634520216516

Approved by the Faculty Senate

Signed and dated by


Claudia Davis (Jan 30, 2023 16:10 PST)

Claudia M. Davis (Faculty Senate Chair)

Jan 30, 2023

Date