**Promotion Policy for Faculty of Instruction**  **HHP PPS No. 04.02.21**

 **Effective Date: November 2024**

 **Next Review Date: November 2029**

 **Sr. Reviewer: Department Chair**

**01. PREAMBLE**

* 1. The Department of Health and Human Performance (HHP) policy and procedure statement on Promotion of faculty is based on the following sources of relevant criteria:

a. University Academic Affairs AA/PPS 04.01.26, Faculty of Instruction Appointments

b. University AA/PPS 04.02.20, Tenure and Promotion Policy

01.02 The Department of HHP criteria and procedures for promotion of faculty of instruction must be general enough to include the needs of the department’s diverse disciplines (Athletic Training, Exercise & Sports Science, Physical Fitness and Wellness, Public Health, and Recreation and Sport Management).

**02. EXPECTATIONS**

02.01 HHP instructional faculty seeking promotion are expected to excel in teaching and service in accordance with assigned workload. Faculty are also expected to maintain the highest standards of ethical conduct and collegiality in all they do, as outlined in the Faculty Handbook.

02.02 HHP faculty members may have different workloads. Consequently, each candidate seeking promotion should provide evidence of teaching load; reassigned time for internship supervision, student teaching supervision, and/or program administrative duties; and other reassignments that affect workload.

02.03 The performance of HHP faculty of instruction is evaluated on documentation of teaching and service. The following expectations for faculty performance are presented to guide and inform HHP faculty, including members of the Personnel Committee (PC).

**03. TEACHING**

03.01 Faculty must meet expectations for teaching at all instructional levels as an essential criterion for promotion decisions. Every effort shall be made to recognize and emphasize excellence in teaching. The nature, quality, and quantity of teaching performance of each candidate will be considered.

03.02 Evaluation of Teaching Performance. Effective teachers bring the challenge of new and/or stimulating ideas to students to help them learn, improve their critical thinking skills, and motivate them to be lifelong learners and scholars. Effective teaching and student mentoring are established through documentation and evaluation of teaching quality. Teaching is evaluated on the basis of scholarly preparation, course development and planning, peer evaluation through classroom visits and student evaluation. Many factors are considered when evaluating teaching and include classroom performance and preparation; syllabi and other course materials; graded assignments; effective testing; laboratory, clinic, field education; supervision of student research or teaching projects; staying current in the discipline; student academic and career advising; and curriculum improvement. Candidates seeking promotion to professor of instruction are expected to demonstrate advanced leadership with respect to teaching. Examples may include student mentorship (e.g., chairing thesis and/or culminating projects), curriculum development and/or chairing/serving on teaching/curriculum related committees.

Evidence of high-quality teaching may include but is not limited to:

a. Student evaluations;

b. Peer evaluations by members of the PC, including the candidate’s mentoring committee and/or advanced-level instructional or clinical faculty;

c. Course syllabi;

d. Reflective narrative/teaching philosophy statement;

e. Major assignments and evaluation procedures;

f. Examinations;

g. Samples of student work;

h. Letters from alumni or students;

i. Presentations at teaching conferences;

j. The use of appropriate technology to support instruction and enhance student learning;

k. Participation in course, program, and departmental curriculum planning and development;

l. Teaching grants or awards received;

m. Participation in University-based programs designed to enhance and support instructional efforts;

n. Evidence of enhancing teaching excellence (e.g., presentation of improvement in learning data tied to instructional innovation);

o. Nature of courses taught (e.g., face-to-face, online, hybrid, service learning, study abroad, study in America) each semester. Reviewers should recognize that some courses may place a heavier demand on faculty time and effort than others;

p. Number of completed master’s theses, independent studies, and culminating research projects chaired; and

q. Number of master’s thesis committees on which the candidate served as a member.

r. Scholarly contributions that may enhance the scholarship of teaching and learning (i.e., conference presentations, peer reviewed manuscript publications). Note: the primary responsibilities of instructional faculty are teaching and service, therefore, instructional faculty are not required to participate in scholarly/creative activity. However, HHP recognizes scholarly contributions that may enhance the scholarship of teaching and learning.

**04. SERVICE**

04.01In addition to demonstrated excellence in teaching, candidates seeking promotion should have a commitment to the University and their professions through participation in service activities. Such participation may take several different forms, including: service to the University (service on committees charged by the Texas State Faculty Senate or by an administrator at the Dean level or higher); service to the College (service on committees charged by the Dean of the College of Education); service to the department (service on committees charged by the chair of the department); and service to the profession or to higher education in general (service appointments made by officials representing professional organizations, public schools, cities, states, or the nation).

04.02 Faculty members are expected to actively participate in activities within the department, college, and university; in appropriate professional organizations in their field; and in professional service to schools, colleges, universities, and other agencies in the community. Evidence of meeting, exceeding, or demonstrating exemplary service expectations may be established through careful consideration in the areas of productivity and quality. While service activity is expected of each faculty member, service shall not substitute for expectations in teaching.

04.03 Documentation of Service. Lists and descriptions of activities, copies of materials produced, letters from groups served, and any forms of recognition will be examples of supporting data for effective leadership/service. Examples of evidence include:

a. Letters of recognition from the chair of a committee;

b. Minutes from meetings indicating active participation;

c. Examples of projects undertaken by the committees; and

d. College, university, or professional awards for service.

e. Scholarly contributions that may enhance the scholarship of the discipline as service to the profession (i.e., conference presentations, peer reviewed manuscript publications). Note: while the primary responsibilities of instructional faculty are teaching and service, therefore, instructional faculty are not required to participate in scholarly/creative activity.

04.04 Productivity. Evidence of a faculty member’s productivity is manifested by the extent of participation on departmental, college, and university committees; in professional organizations at the local, state, or national levels; in outreach activities related to student settings; and in service to scholarly and professional engagement, such as serving as editor, reviewer, consultant, speaker, and panel member. The level and frequency of participation will be considered. Candidates seeking promotion to the rank of professor of instruction are expected to have more extensive service and it is highly encouraged to have documented leadership roles prior to promotion.

04.05 Quality. Service involves working creatively with others so that professional knowledge has an impact on the schools, colleges, professional organizations, community agencies, and other institutions. The impact of service on the group served is of critical importance in evaluating quality of leadership/service. Candidates should provide evidence of achievements made or contributions to their department, college, university, or professional service.

**05. PROCEDURE FOR DOCUMENTATION**

05.01 A complete, accurate, and up-to-date Curriculum Vita presented in the approved Texas State Vita (linked in AA/PPS 04.02.20) format shall serve as the primary documentation of teaching and service activities.

05.02 The candidate must create an electronic portfolio using the platform provided by the University. The electronic portfolio contains examples of documentation, as specified in paragraph 05.03. Candidates are responsible for attaching documentation materials (e.g., course syllabi, student teaching evaluation, letters of recognition) through the Faculty Qualifications System. The department chair and personnel committee members serve as advisors for portfolio development.

05.03 Documents included in the electronic portfolio. Documents will be uploaded in the appropriate folders in the portfolio (e.g., teaching, service, and Texas State Vita). Candidates should include samples of their best work and avoid the temptation to document every item in the Texas State Vita.

a. Fully completed and signed tracking forms appropriate to the promotion.

b. Texas State Vita and a three- to five-page narrative on teaching philosophy and accomplishments, as well as service agenda and accomplishments. This narrative should discuss any unique circumstances, context, and evidence of quality that should be considered by reviewers.

c. Original document samples of productivity in teaching and service engagement should be included.

d. A minimum of two peer teaching evaluations conducted by faculty at or above the rank for which the candidate has applied. Evaluations can come from tenured faculty or non-tenure line faculty.

**Certification Statement**

This PPS has been approved by the following individuals in their official capacities and represents the Texas State University Department of Health and Human Performance policy and procedure from the date of this document until superseded.

Department Chair; senior reviewer of this PPS – Approved November 8, 2024

Personnel Committee; department reviewer of this PPS – Approved November 8, 2024

College Dean; college reviewer of this PPS – Approved TBD