

**Department of Physical Education and Athletic Training  
College of Education  
University of South Carolina**

**CRITERIA and PROCEDURES  
for  
CONTINUING CONTRACTS and PROMOTION  
of  
FULL-TIME, NON-TENURE-TRACK FACULTY**

This document describes the criteria and procedures governing the appointment and promotion of, and awarding of continuing contracts to, full-time, non-tenure-track faculty in academic positions within the Department of Physical Education and Athletic Training. These non-tenure track positions in the Department include

- Research Professor
- Clinical Professor
- Instructor

Faculty who are Research Professors or Clinical Professors can be Assistant Professors, Associate Professors, or Professors. Instructors can be either Instructors or Senior Instructors. Faculty can apply for promotion after six years of continuous, successful, full time employment. For all of these non-tenure-track positions there is information about

- I. Position Titles, Roles and Responsibilities;
- II. Performance Criteria for Promotion;
- III. Criteria for Continuing Contracts; and
- IV. Procedures for Applying for a Continuing Contract or Promotion.

**I. POSITION TITLES, ROLES and RESPONSIBILITIES**

**A. *POSITION TITLE:* Research Professor**  
(Ranks include Assistant, Associate and Professor)

**Qualifications:** Ed.D. or Ph.D. in Physical Education, Athletic Training (PEAT) or a complementary field as defined by the program area.

**Roles and Responsibilities:**

Research Professors are expected to meet Department-wide criteria for research/scholarship and for service.

Candidates for appointment to the rank of **Research Assistant Professor** are expected to demonstrate expertise in research and prior success in securing external funding and/or contributing to successful grant or contract efforts. In addition, they should: a) demonstrate successful coordination of all aspects of a research initiative or grant/research project; b) have demonstrated the professional expertise that would be valuable to both department and/or related agencies associated with the field; c) demonstrate the potential for service related to the program, department, and college; d) demonstrate an understanding and use of the link between scholarship/research and practice.

Candidates for appointment to the rank of **Research Associate Professor** are expected to: a) have all of the qualifications for a Research Assistant Professor; b) provide evidence of a minimum of 5 years of grant/research project experience; and c) provide evidence of local and/or state leadership experience.

Candidates for appointment to the rank of **Research Professor** are expected to: a) have all of the qualification for a Research Associate Professor; b) provide evidence of a minimum of 10 years of grant/research project experience; and c) provide evidence of state and national leadership experience.

**B. POSITION TITLE: Clinical Professor**

(Ranks include Assistant, Associate, and Professor)

**Qualifications:** Ed.D. or Ph.D. in Physical Education, Athletic Training or a complementary field as defined by the program area.

**Roles and Responsibilities:**

Clinical Professors are typically appointed either to administrative or teaching positions. For promotion, candidates must meet the Department-wide criteria for promotion consistent with their appointed area(s). They must also meet the Department's criteria for service and have the option of meeting Department criteria for scholarship.

Candidates for appointment to the rank of **Clinical Assistant Professor** are expected to: a) have a professional record that includes excellence in teaching or administration; b) demonstrate current knowledge of the field from a practitioner's perspective; c) demonstrate ability to teach adults; d) demonstrate knowledge of the complexities of field work and the capacity to supervise and coach learners working in a school or clinical setting; e) have demonstrated professional expertise that would be valuable to the department and/or related agencies associated with the field; f) demonstrate the potential for service related to the program, department, and/or college; and g) demonstrate an understanding and use of the link between scholarship/research and practice.

Candidates for appointment to the rank of **Clinical Associate Professor** are expected to: a) have all of the qualifications of a Clinical Assistant Professor; b) provide evidence of a minimum of 8 years of teaching or administrative experience in an area appropriate for the position (at least one of those years must be university administrative/teaching experience or its equivalent); c) provide evidence of a sustained and effective record of professional, community and clinical service; and, d) provide evidence of a developing, consistent and focused publication record in professional journals at the local, state and/or national level.

Candidates for appointment to the rank of **Clinical Professor** are expected to: a) have all of the qualifications for Clinical Associate Professor; b) provide evidence of 15 years of teaching or administrative experience in an area appropriate for the position; c) provide evidence of a sustained and effective record of service accomplishments for and leadership in the profession; and d) provide evidence of an established publication record with sustained topical focus in professional journals at the national level.

### **C. POSITION TITLE: Instructor**

(Ranks include Instructor and Senior Instructor)

**Qualifications:** M.Ed., M.A., M.S., Ed.S. from Physical Education, Athletic Training (PEAT), or complementary field as defined by the program area.

#### **Roles and Responsibilities:**

Instructors are typically appointed either to administrative or teaching positions. For promotion, candidates must meet Department-wide criteria for promotion consistent with their appointed area(s). They must also meet the Department's criteria for service.

Candidates for appointment to the rank of **Instructor** are expected to provide evidence of: a) a professional record of successful teaching or administrative experience; b) current knowledge of the field from a practitioner's perspective; c) knowledge of the complexities of field work and the capacity to supervise and coach learners working in a school or clinical setting; d) professional expertise which is valuable to the department and/or related agencies associated with the field; and, e) an understanding and use of the link between scholarship/research and practice.

Candidates for appointment to the rank of **Senior Instructor** are expected to: a) have all of the qualifications of an Instructor; b) provide evidence of a minimum of five years of teaching and/or administrative experience at the university level; c) provide evidence of consistently showing effectiveness in teaching or administration as rated by the Non-Tenure Annual Review Committee; d) provide evidence of outcomes and/or products to delineate the candidate's potential for administrative leadership within the program; and, e) provide evidence of the ability to meet the service criteria established for promotion to Research, Clinical and Tenure Track Associate Professor (see pages 5 to 7, this document).

## II. PERFORMANCE CRITERIA FOR PROMOTION

### A. RESEARCH PROFESSOR

#### 1. Scholarship/Research Function:

The principle duty of a research faculty member is to oversee and conduct research related to the academic programs of Physical Education or Athletic Training and the faculty member's expertise. The research program may involve other faculty, graduate students, research associates, or other research staff. The faculty member is responsible for producing high quality publications, technical reports, and/or state and national presentations related to the relevant research projects.

#### For promotion to **Associate Professor** or **Professor**

In addition to meeting Department criteria for scholarship (see below), research professors should document their role as principal and/or co-principal investigators on funded research proposals. They should also document other administrative or supporting roles in the development of proposals for funding

For promotion to **Associate Professor**, the candidate's record of scholarship should include an average of one high quality product from Category One each year, as judged by peers both inside and outside the department. The Department of Physical Education and Athletic Training, however, recognizes the merit of diverse scholarly venues both theoretical and practical. Therefore, the external reviewers and unit faculty can evaluate scholarly work as substantive when the candidate has shown extensive and high quality work distributed across all three categories rather than a consistent record of scholarly work solely in Category One.

For promotion to **Research Professor**, the candidate must demonstrate a superior record of scholarship evidenced by the attainment of national or international stature in the field. The candidate's record of scholarship should include extensive and high quality work distributed primarily across Categories One and Two, as judged by peers both inside and outside the department. The unit faculty play an important role in the evaluation of quality; however, a critical element to determining national and international stature lies in the judgments made by external peer reviewers of the candidate's scholarly work.

#### **Sources of Evidence of Meeting Scholarship Criteria**

Candidates must develop, maintain, and document a scholarship record of accomplishments of the quality indicative of membership in a comprehensive research university. The following list of scholarly products, while not exhaustive, is indicative of the forms of scholarship faculty may use as evidence of their work.

**Category One**

- Authored and edited books that build new knowledge or influence practice
- Refereed journal articles (paper or electronic) advancing the knowledge base from either a theoretical or a practical perspective
- Chapters in edited books or refereed yearbooks that build new knowledge or influence practice
- Invited articles for thematic issues of a journal for peers, teachers or certified athletic trainers
- Reprints of articles in books of readings that are peer reviewed
- Monographs that build new knowledge or influence practice
- Research grants or scholarly projects with awards based on a competitive proposal review process comparable to that of refereed journals.

**Category Two**

- Research grants or scholarly projects based on a review process that is either not competitive or not comparable to that of refereed journals.
- Activities related to research grants or funded projects.
- Presentations at professional and scholarly meetings
- Publication within conference proceedings
- Colloquia at other universities and academic conference presentations
- Editorship of professional journals and books
- Grant, and other technical documents
- Government and agency publications
- Evidence of clinical research site development

**Category Three**

- Published original curriculum products (e.g., CD ROM's, videos, tests, textbooks, clinical instruction documents)
- Membership on review boards for professional associations
- Book reviews
- Non-refereed professional publications

**2. Service Function**

Research faculty are expected to contribute to PEAT, COE, the university, and their professional community. Research faculty participate in program, departmental, college faculty meetings and on departmental committees as appropriate. As grant administrators, research faculty are expected to provide leadership for the research initiative, develop a project budget and disseminate information concerning the initiative. Appointments to the department or college committees are at the discretion of the Department Chair.

Contributions of Research faculty to Service are assessed using Departmental criteria for Service (below).

**Rationale and Description of Criteria**

The faculty of the Department of Physical Education and Athletic Training in the College of Education recognize a strong obligation to provide the University, the community, and the profession, service through the expertise of its faculty. Faculty seeking promotion and/or tenure in the Department, therefore, are expected to demonstrate a record of sustained, effective service within two or more of the following settings: Department, college, university, community and/or larger society, profession.

As an academic unit within the University, it is essential that Department faculty participate in a broad range of campus intellectual, social, and governance activities. It is also essential that Department faculty lend their expertise to service activities that support their profession and their professional development and that are clearly distinguished from citizenship activities in the service realm. And because the Department of Physical Education and Athletic Training combines the functions of a professional school and a traditional academic department, it is essential that faculty engage in a broad range of community service activities that help to connect the Department to schools and other service agencies and that contribute to providing University students with superior clinical experiences and training.

For promotion to **Research Associate Professor**, the faculty member is expected to have established a substantive record of committee memberships and activity at the University of South Carolina. The faculty member's service record in this regard must clearly demonstrate the nature of the candidate's accomplishments within the university's, the college's and the department's standing and ad hoc committee structure.

For promotion to **Research Associate Professor**, the faculty member is also expected to have a substantive record of professional service to the educational community. The faculty member's service record must also clearly demonstrate the nature of the candidate's accomplishments within a community service record that reveals a sustained and effective record of professional, community and clinical service.

For promotion to **Research Professor**, the faculty member is expected to have established a substantive record of committee memberships and activity at the University of South Carolina as well as a substantive record of professional service to the educational community. The faculty member's service record in this regard must clearly demonstrate the nature of the candidate's accomplishments within the university's, the college's and the department's standing and ad hoc committee structure. The faculty member's service record must also clearly demonstrate the nature of the candidate's accomplishments within a community service record that reveals a sustained and effective record of professional, community and clinical service.

### **Sources of Evidence of Meeting Service Criteria**

Faculty contributions in the service area fall into two basic categories: 1) service to the university, the college, the department, and the program area; and 2) professional service to community constituents (i.e., children and school personnel, athletes and others seeking injury prevention and rehabilitation,

professional organizations, local and state agencies).

Service to the university, college, department and program is evidenced by a continuous record of faculty contributions in the form of committee work (chair positions and membership roles on standing and ad hoc committees/task forces) and in the form of administrative roles (associate dean, department chair, program coordinator, or other administrative roles within the university).

Professional service to community constituents is evidenced by a solid record of faculty contributions to public and private schools, other colleges and universities, the professional organizations, business and industry, governmental units and local/state agencies, and the community at large. Faculty are expected to assume diverse roles in this regard that would include, but not be limited to:

- working in professional consultancies and advisory roles;
- creating and conducting professional institutes, conferences, symposia, and workshops;
- establishing and implementing centers or other agencies/programs for the delivery of professional education services;
- developing materials to assist educational improvement.

## B. CLINICAL PROFESSOR

### 1. Teaching Function

Teaching will typically be a central responsibility of clinical faculty. Clinical faculty may engage in a variety of teaching responsibilities which include teaching credit-bearing courses; supervising the clinical work of students, or interns; providing non-credit programs and workshops, distance-learning programs, and seminars; and/or coordinating and/or overseeing professional development activities for educators and/or certified athletic trainers. In addition, some faculty may direct graduate projects and/or internships, serve on master and doctoral committees, and/or mentor and/or advise undergraduate and graduate students. Effectiveness in teaching is an essential criterion for appointment or advancement. Faculty must demonstrate command of their subject matter, continuous growth in the subject field, and the ability to organize material and convey it effectively to students. Clinical Faculty are assessed using Department-wide criteria for Teaching:

For promotion to **Clinical Associate Professor**, the faculty member is expected to show evidence of a substantive teaching record in three ways. First, the candidate's teaching should have been evaluated as substantive through the formal departmental peer review process. Second, candidates are expected to establish a record of student evaluations of teaching in which the rating for the majority of courses (70% or better) meets or exceeds 3.7 (average of items 1-15) out of 5 points possible on the College of Education student perception of teaching instrument for all courses taught. Candidates who show considerable improvement in student perceptions of teaching toward the end of their evaluation period (better than 4.0 in all courses taught in the most recent two year period), and who receive positive peer and chair evaluations of teaching during this time may also receive an

effective rating. Third, the candidate's teaching profile should include documentation of work with graduate students, course and curriculum development, clinical supervision, and/or external recognition for teaching as suggested by those items in the list below.

For promotion to **Clinical Professor**, the faculty member is expected to show evidence of a outstanding teaching record in three ways. First, the candidate's teaching should have been evaluated as superior through the formal departmental peer review process. Second, candidates are expected to establish a record of student evaluations of teaching in which the rating for the majority of courses (70% or better) meets or exceeds 4.0 (average of items 1-15) out of 5 points possible on the College of Education student perception of teaching instrument for all courses taught. Candidates who show considerable improvement in student perceptions of teaching toward the end of their evaluation period (better than 4.2 in all courses taught in the most recent two year period), and who receive positive peer and chair evaluations of teaching during this time may also receive an effective rating. Third, the candidate's teaching profile should include documentation of leadership in teaching through chairing graduate student committees, curriculum and program development, and external recognition for teaching as suggested by those items in the list below:

- publishing teaching-focused professional materials in printed form or for computer-based instruction;
- teaching and advisement awards;
- teaching demonstrations and exhibits in schools and other clinical sites;
- developing and teaching special workshops and seminars;
- receiving faculty development grants to support teaching innovations;
- conducting seminars for academic or professional associations;
- appointment or election to leadership roles in teaching-related activities of professional associations.

### **Sources of Evidence for Meeting Teaching Criteria**

It is the responsibility of the faculty member to provide an organized dossier which may include documentation from the following areas of teaching performance:

- developing course materials to enhance teaching;
- teaching and advisement awards;
- teaching demonstrations and exhibits in schools and clinical sites;
- supervision at clinical sites;
- developing and presenting special workshops and seminars;
- revising courses;
- conducting seminars or presentations for professional organizations, and/or when appropriate;
- supervising action research, masters project/theses, and/or serving on doctoral committees.

In addition, Departmental Peer Reviews and COE Student Course Evaluations should be included. Finally a self-evaluative personal statement should address

progress in relation to professional goals and criteria for promotion within and across teaching, service and if desired, scholarship.

## 2. Administrative Function

Administration may be a central responsibility of clinical faculty. Clinical faculty whose main responsibility is administrative engage in a variety of administrative responsibilities which may include:

- coordinating undergraduate or graduate programs;
- developing, organizing and managing procedures and protocols within and across college offices and departments necessary to administer and coordinate an innovative undergraduate and/or graduate program in athletic training, physical activity, and/or teacher certification.

For promotion to **Clinical Associate Professor** the candidate is expected to show evidence of a substantive record of administration in two ways. First, the candidate's effectiveness should be rated as substantive. Secondly, demonstrated outcomes and/or products should delineate the candidate's administrative leadership within the program.

For promotion to **Clinical Professor** the candidate is expected to show evidence of superior record of administration in three ways. First, the candidate's effectiveness should be rated as superior and should have a demonstrated and recognized positive effect on 1) program/department outcomes related to the candidate's administrative role; 2) outcomes within a field experience site and 3) outcomes across program/ departments/colleges and/or field experience placements.

### Sources of Evidence for Meeting Administrative Criteria

It is the responsibility of the faculty member to provide an organized dossier which may include documentation from the following areas of administrative performance:

- program procedures and protocols documents;
- field experience handbooks;
- documents evidencing data gathered and analyzed in relation to admission and program decisions;
- communication documents with students regarding program and admission decisions;
- advisement data documents;
- documents evidencing support of supervisors, coaching teachers, athletic trainers, and approved clinical instructors.
- documents tracking enrollment, scheduling and program review reports for external accreditation (e.g., CAATE, NCATE, CHE, SACS, etc.).

## 3. Service Function

Service to the program, college, and profession is a responsibility of all tenure track and non-tenure track faculty in the Department of Physical Education and Athletic Training.

The college functions as a professional school and a broad range of service is essential to connect the program areas and department to clinics, schools, districts, agencies and the university at large, and to provide students within the Department of Physical Education and Athletic Training with superior clinical experiences that reflect current best practices and knowledge.

For promotion, contributions of Clinical Professors are assessed using Departmental criteria for Service (see pages 5 to 7 of this document).

#### **4. Professional Growth Function**

All faculty are expected to participate in professional growth and development. The annual review document of the Department of Physical Education and Athletic Training specify the criteria and activities in professional growth that are evaluated on an annual basis. A rating of effective in Professional Growth on an annual basis is required for clinical faculty to merit a multi-year continuing contract. Serious consideration for promotion will require evidence of scholarly activity. Scholarly activities are defined according to the annual review document of the Department of Physical Education and Athletic Training. When clinical faculty choose to engage in professional growth, research, and scholarship that contributes to the knowledge base and practices in their field, their work will be assessed by the same criteria used in the Annual Review Document.

For promotion to **Clinical Associate Professor** the candidate is expected to show an annual rating of at least effective (3 on a scale of 1-5) in professional growth. Candidates must also provide with annual evidence of a rating of at least a 1 (scale 0-5) on the scholarship section of the annual review document. Candidates must accumulate a minimum of 20 points derived from publications over a five year period (journal articles, books, book chapters, conference proceedings) at a Tier III or higher level for a candidate to receive serious consideration for promotion. Support or lead authorship of publications is acceptable.

For promotion to **Clinical Professor** the candidate is expected to show an annual rating of at least effective (3 on a scale of 1-5) in professional growth. Candidates must also provide annual evidence of a rating of at least 2 (scale 1-5) on the scholarship section of the annual review document. Candidates must accumulate a minimum of 30 points derived from publications over a five year period (journal articles, books, book chapters, conference proceedings) at a Tier III or higher level for a candidate to receive serious consideration for promotion. Support or lead authorship of publications is acceptable.

#### **Sources of Evidence for Meeting Professional Growth Criteria**

It is the responsibility of the faculty member to provide an organized dossier which may include documentation from the following areas of professional growth performance:

- Annual reviews of performance from the department chair and faculty review committees
- Successful completion of a graduate level course
- External certification, academic area/position related
- Attendance at a national convention, academic area/position related

- Attendance at a regional convention, academic area/position related
- Attendance at a state convention, academic area/position related
- Attendance at a regional or local workshop, academic area/position related
- Continued renewal of certification
- Attendance at a university workshop, academic area/position related
- Other professional growth activities deemed acceptable by the Chairperson

### **Sources of Evidence for Meeting Scholarship Criteria**

It is the responsibility of the faculty member to provide an organized dossier which may include documentation from the following areas of scholarship performance:

- Annual reviews of performance from the department chairperson and faculty review committees
- Book Authorship
- Manual/guide/curriculum frameworks/ other written instructional products
- Book Chapter
- Presentations at Formal Conferences
- Round Table Presentations
- Abstract (not previously published or presented)
- Research Grant (any level of participation)
- Editorship
- Reviewer Journal
- Internal/External Grants
- Other instructional products (films, video, computer programs, brochures, position statements, etc.)
- Journal Articles (An article is considered at least 2 full pages.)

## **C. INSTRUCTOR**

### **1. Teaching Function**

Teaching may be a central responsibility of Instructors. Instructors may engage in a variety of teaching responsibilities including:

- teaching credit-bearing courses;
- supervising the clinical work of students, other instructors, and/or interns;
- providing non-credit programs and workshops, distance-learning programs, seminars, and/or coordinating/overseeing grants.

In addition some faculty may participate in mentoring new clinical faculty or instructors and/or advising undergraduate or Masters students, as appropriate. When teaching is a central role of Instructors, effectiveness in teaching is an essential criterion for appointment or advancement. Instructors must demonstrate command of their subject matter, continuous growth in the subject field, and ability to develop and/or organize material and convey it effectively to students.

Evaluation of teaching is based on a combination of formal COE Student Course Evaluations and Departmental Peer Reviews of Teaching. Formal Peer Reviews include

both observation of teaching and review of course-related materials. It is expected that the candidate will have consistently documented substantive to superior ratings in teaching to be promoted. Clinical faculty are required to have formal peer observation as scheduled by the Department Chair.

When teaching is a central responsibility of instructors, promotion to **Senior Instructor**, will require meeting Teaching criteria established for Tenure Track and Clinical Associate Professors (see pages 7 and 8, this document).

## 2. Administrative Function

Administration may be a central responsibility of Instructors. Instructors whose main responsibility is administration engage in a variety of administrative responsibilities which may include:

- coordinating undergraduate or graduate programs; and,
- developing, organizing and managing procedures and protocols within and across college offices and departments necessary to administer and coordinate undergraduate or graduate programs in athletic training, physical activity and/or teacher certification.

When administration is a central responsibility for Instructors, promotion to **Senior Instructor**, the candidate is expected to show evidence of a substantive record of administration in two ways. First, the candidate's effectiveness consistently should be rated as substantive by the Non-Tenure Annual Review Committee or other appropriate reviewing body. Secondly, demonstrated outcomes and/or products should delineate the candidate's administrative leadership within the program.

### Sources of Evidence for Meeting Administrative Criteria

It is the responsibility of the faculty member to provide an organized dossier which may include documentation from the following areas of administrative performance:

- program procedures and protocols documents;
- field experience handbooks;
- documents evidencing data gathered and analyzed in relation to admission and program decisions;
- communication documents with students and/or instructors regarding program and admission decisions;
- advisement data documents;
- documents evidencing support of supervisors, coaching teachers, and schools;
- documents tracking enrollment, scheduling and program review reports for accreditation and/or for making program decisions.

## 3. Service Function

Service to the program, department, college, and profession is a responsibility of all faculty in the Department of Physical Education and Athletic Training. The college

functions as a professional school and a broad range of service is essential to connect the program area and department to schools, districts and the university at large, and to provide students within the Department of Physical Education and Athletic Training with superior clinical experiences that reflect current best practices and knowledge.

For promotion to **Senior Instructor**, the faculty member is expected to have met the Service criteria established for Promotion to Research, Clinical and Tenure Track Associate Professor (see pages 5 to 7, this document).

### **III. CRITERIA for CONTINUING CONTRACT**

Full time, non-tenure track faculty are appointed annually. Faculty who have been appointed for three successive years and who have met or exceeded Performance Criteria for his/her currently held rank (described in the Department of Physical Education and Athletic Training Annual Review Document) and demonstrate the potential for consistently positive performance over the next three years may request a three year appointment.

### **IV. PROCEDURES for APPLYING for a CONTINUING CONTRACT OR PROMOTION**

The Department's Tenure and Promotion Calendar will be used for non-tenure-track faculty who seek continuing contracts or promotions. By May 1 of each year, the Department Chair will solicit from all non-tenure track faculty whether or not they intend to seek a continuing contract or promotion. By June 1, the Department Chair will provide the Chair of the Non-Tenure Track Faculty Annual Performance Review (APR) Committee the names of non-tenure-track faculty members applying for a continuing contract or promotion. The Non-Tenure Track APR Committee chair, by June 30, will meet with applying faculty and provide an orientation to the application and review process as well as to familiarize them with the calendar for the year.

A faculty member seeking a continuing contract or promotion will submit, consistent with the Tenure and Promotion calendar, a file demonstrating and documenting how current Performance Criteria are met for a continuing contract or how the criteria for promotion to the next rank have been met. The application file will be reviewed by the unit's Non-Tenure Track Faculty Annual Performance Review Committee who will make a recommendation based on the criteria in this document, consistent with the Tenure and Promotion Calendar, to the Department Chair. The Department Chair will make a recommendation to the Dean of the College of Education who makes the final decision on the continuing contract offer. All continuing contract and promotion decisions will be finalized by April 30.

Full time, non-tenure track instructors may apply for promotion after the required minimum of 6 years (ACAF 1.06 section I. C. 3. b.) (<http://www.sc.edu/policies/acaf106.pdf>).