

Approved by PSC
Spring 04

**STATEMENT OF EVALUATION STANDARDS,
CRITERIA, AND PROCEDURES
DEPARTMENT OF EXERCISE SCIENCE
UNIVERSITY OF PUGET SOUND
11/4/02**

I. The candidate should consult the Faculty code and the annual Memorandum on Faculty Evaluation from the Professional Standards Committee.

II. Standards and Criteria

The Department will evaluate faculty members throughout their careers at the University. The department follows the criteria outlined in the Faculty Code for tenure and promotion evaluation. Promotion from assistant to associate or associate to full professor will include all aspects of tenure evaluation with the addition of advising taking on more importance than service, but less importance than professional growth. The 3rd-year evaluation at assistant professor should show progression toward tenure standards and criteria, while 3rd-year associate professors are expected to continue to grow as teachers and in their professional growth. The department recognizes the 5th-year full professor evaluation as a time to document continued excellence in teaching, professional growth, advising and service.

Teaching

Excellence in teaching requires:

1. expertise in more than one area of Exercise Science. This may include, but is not limited to: Physical Activity, Exercise Physiology, Research Methods, Data Analysis, Biomechanics, Nutrition or Philosophical issues.
2. that faculty members teach their courses in ways that address fundamental issues in the discipline.
3. that faculty members communicate effectively with students, showing an ability to formulate and express ideas clearly, and an understanding of the difficulties students may have facing these ideas for the first time.
4. that faculty members set high standards for students and are effective in motivating students to meet those standards.
5. that faculty encourage students to assume responsibility for their own learning, in their day-to-day course work as well as in independent study and research.
6. that faculty are accessible to students by maintaining office hours, meeting with thesis students, and interacting with students in the exercise science laboratory.

7. that faculty incorporate a variety of learning and teaching techniques in their courses, such as lecture demonstrations, laboratory work, data analysis, writing and/or presentations.

8. and that the faculty develop as teachers by trying new methods in their quest to improve their teaching. The Department recognizes that a wide range of teaching styles can be effective and that not everyone teaches most effectively in exactly the same way.

Evaluation of a colleague's teaching effectiveness should be based on (1) that colleague's personal statement of teaching philosophy and self-evaluation, (2) the colleague's effectiveness in the classroom, as assessed through class visitation, (3) feedback on written assignments, exams, and oral presentations, (4) student course evaluations, and (5) course materials, including syllabi, assignments, and tests. The Department recognizes that important teaching also takes place outside the classroom. The faculty member's effectiveness in informal settings may also be taken into account.

Professional Growth

The Exercise Science faculty requires that their primary mission as teachers must be supported by continuous professional growth and active intellectual engagement with the disciplines of the exercise sciences. The Department values the intellectual growth of its faculty and an atmosphere of vigorous scientific inquiry. Excellence in professional growth requires:

1. that a faculty member should show ongoing, steady professional growth throughout his or her career. Thus, a significant portion of each year should be devoted to professional growth. It is also expected that sabbatical leaves will contribute to this work.

The Department holds a broad view of professional growth, a view that includes original attempts to explore unanswered questions in exercise science and efforts to learn, through study or experiment, what others have already found.

Examples of activities that contribute to professional growth include: (1) original scientific research and publication, (2) scientific research that does not necessarily lead to publication, but is presented to the scholarly community in some form. The Department recognizes that not every research project leads to a result publishable in a research journal. This is especially likely to be true of projects undertaken to develop or improve a course, or of projects designed to provide student research opportunities. The Department values such activities; but it is important that the results of such efforts be communicated in some form whether as a paper, poster, or a seminar or colloquium. (3) other kinds of scholarly writing and publication. These include, but are not limited to, the writing of textbooks, contributions to the literature of Exercise Science and writing for the general public. (4) participation in seminars, professional meetings or other scholarly activities that assist in maintaining one's currency in

the discipline or extend one's expertise into a new specialty. (5) the development of new teaching methods, experiments, demonstrations, or entire courses that clearly demonstrate professional development beyond that required for standard teaching responsibilities.

2. that at each evaluation the faculty member should present written evidence of professional growth.

Examples of acceptable evidence include: Published articles or books, manuscripts submitted for publication, progress reports, proposals for funding, manuscripts in progress, detailed written descriptions of new labs or equipment design that have been implemented, and texts of public lectures.

3. and that a faculty member should be engaged with the Exercise Science community both at the University of Puget Sound and in the broader world outside. Engagement outside the department contributes to scholarly and scientific endeavors.

There are many ways of being engaged with the Exercise Science community. They include: presenting the results of one's research at seminars or colloquia at the University of Puget Sound, collaborating on research projects with UPS colleagues, or involving students in research. Ways of being engaged with the exercise science community outside UPS include: participating in professional societies, collaborating with scientists at other institutions, presenting papers at conferences, reviewing proposals for support of papers for publication, or organizing scientific meetings.

Advising

All members of the Exercise Science Department are expected to participate in the University's advising program. Effective advising requires that a faculty member be acquainted with departmental and University requirements and procedures. It also requires faculty members to recognize the different needs of different students while striving to foster independence in all students.

Service

Faculty members are expected to contribute to the goals of the Department and University through service on faculty committees and by sharing administrative duties within the department. Examples of contributions are service as Department Chair, supervising work-study students, acting as library liaison, serving as the Department representative to University public-relations functions, serving as Departmental representative on projects involving the admissions office or scholarship committees, service on departmental or University search committees. Participation in the intellectual and cultural life of the University is also a form of service.

III. Procedures

A. *Responsibility of the individual being evaluated.*

The individual being evaluated shall prepare a file containing the following material:

1. A statement regarding his or her philosophy, professional objectives, and accomplishments.
 2. Course materials, e.g., syllabi, assignments, and tests from all relevant classes.
 3. Written evidence of professional growth.
 4. Student evaluations of all courses taught during the previous two semesters of teaching in promotion, 3-year, and 5-year evaluation cases and during the previous 4 semesters in tenure cases.
5. Any other information the faculty member believes will be useful to the Department members and the Faculty Advancement Committee.

B. *Responsibility of department colleagues in the evaluation process*

1. Members of the Department shall read the file prepared by the individual.
2. Faculty members should be involved in an ongoing process of class visitations, with the minimum of more than one visit by more than one faculty member.
3. It is the responsibility of department colleagues writing evaluation letters to have those letters to the head officer prior to the department's deliberation and in sufficient time to prepare the department's summary letter.
4. Evaluation of colleagues will follow the guidelines established in the faculty code. Chapter III, section 4.