



**School of Exercise and Nutrition Sciences  
College of Health and Human Sciences**

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RE: Bargaining unit non-tenure track faculty retention and  
promotion guideline revisions

DATE: April 4, 2021

Bargaining unit non-tenure track faculty retention and promotion guidelines were revised and approved by the School of Exercise and Nutrition Sciences faculty and administration, and the College Dean's office.

Upon approval by the Office of Academic Affairs, as dated herein, these guidelines will be effective for all School of Exercise and Nutrition Sciences non-tenure track bargaining unit faculty.

*Rachelle Koppler*

4/4/21

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RTP Guidelines Revision Committee Chair

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Date

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4-4-2021

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Executive Vice President and Chief Administrative  
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January 10, 2020  
\_\_\_\_\_  
Date



*College of Health and Human Sciences*  
*School of Exercise and Nutrition Sciences*

Reappointment and Promotion Guidelines for  
Non-Tenure Track Bargaining Unit Faculty

[Approved on April 4, 2021]

**Non-Tenure Track (NTT) Bargaining Unit**  
**Faculty Reappointment & Promotion Guidelines**  
**School of Exercise and Nutrition Sciences (SENS)**

**SECTION I: GUIDELINES (WITH CRITERIA) FOR NTT BARGAINING UNIT  
FACULTY REAPPOINTMENT AND PROMOTION IN THE SCHOOL OF  
EXERCISE AND NUTRITION SCIENCES**

- A. Criteria in Three Major Areas of Responsibility: Teaching, Professional Service and Professional Conduct. An additional category of Scholarly Activity may be included.

Per the Collective Bargaining Agreement (CBA), the specific duties of Non-Tenure Track (NTT) faculty are included in their initial letters of appointment or subsequent letters of reappointment. Those duties shall be the basis of the evaluation process outlined in this document. Since duties may change from year to year based on the needs of the academic unit, the duties specified in the current letter of appointment during the review process should form the basis for annual reappointment evaluations of NTT faculty, letters of appointment and related accomplishments shall be the basis for promotion evaluations of NTT faculty.

This section presents a set of criteria to be employed in making Retention & Promotion decisions and recommendations. These criteria are organized into three major areas of responsibility, conforming to the traditional academic areas of expected achievement for NTT: Teaching, Professional Service, and Professional Conduct. The Teaching and Professional Service areas are further subdivided into three or more categories of activity. Scholarly Activity is also included as an optional category, because although not required in SENS NTT letters of appointment, individual NTT faculty may engage in scholarly activity and include it in their dossier file for consideration of performance evaluation.

Although the candidate may request that a particular category not be considered, if evidence of such is provided, the request will be considered with a decision based on Articles 13 and 29 of Collective Bargaining Agreement (CBA). Each faculty member may manifest a unique pattern of accomplishments across the presented range of activities. It should be noted that the candidate does not need to provide evidence in each category unless otherwise specified.

1. Categories of Activities for NTT Major Area I: TEACHING
  - a. Classroom Performance
  - b. Classroom Instructional Materials
  - c. Teaching Service, including Activities Related to Accreditation
2. Categories of Activities for NTT Major Area II: PROFESSIONAL

## SERVICE/ACTIVITY

- a. University, College, and School Service
- b. Community Service
- c. Professional Associations
- d. Advanced Degrees/Professional Certifications

### 3. Categories of Activities for NTT Major Area III: PROFESSIONAL CONDUCT, evidenced by adherence to the following University policies:

- a. Sexual harassment policy
- b. Conflict of interest, conflict of commitment, scholarly misconduct, and ethical conduct
- c. Affirmative action
- d. Alcohol
- e. Drug-free workplace
- f. "Statement on Professional Ethics" as published by the AAUP
- g. Other professional ethics policies as approved by the AAUP Committee  
Bon professional ethics published by the AAUP
- h. Disseminated codes of conduct and ethics defined by relevant professional disciplines
- i. Professional responsibilities as set out in University rules

### 4. Categories of Activities for NTT Major Area IV: SCHOLARLY ACTIVITY (if required if duties are listed in current letter of appointment, otherwise optional and will be considered as extended accomplishments during the review process)

- a. Refereed Writing and Publishing
- b. Refereed Presentations at Professional Meetings
- c. Grant Activities
- d. Editorial Activities

## B. Use of Criteria

Any or all of criteria under each category can be considered for appropriateness of rating the candidate's performance.

## C. Allowance for Faculty Members' Uniqueness

The faculty member must demonstrate achievement in each of the areas specified in their letter of appointment: Teaching, Professional Service, Professional Conduct, and possibly Scholarly Activity. To facilitate the uniqueness of each faculty member's presentations, some categories may not be applicable to the faculty member's dossier. While breadth of activity should be weighed, quality of performance and level of productivity are the major factors to be considered in making a recommendation.

Attainment of minimum requirements is only the starting place for consideration -- surpassing the minimum is expected. Attaining minimum standards shall not ensure a positive recommendation.

Although each faculty member is unique, each individual is expected to contribute to a collegial atmosphere within the University and community.

#### D. Criteria for Reappointment of Assistant Professor of Instruction or Practice

In decisions of reappointment, the candidate's progress shall be reviewed for satisfactorily meeting requirements for reappointment according to the timeline set forth in the CBA.

#### E. Criteria for Promotion to Associate Professor of Instruction or Practice

Assistant Professors of Instruction or Practice must complete the promotion process outlined in the CBA. Additionally, the faculty member must have satisfactory or superior performance evaluations, including evidence of effective teaching and satisfactory service. In addition, the candidate will be expected to maintain and improve the quality of professional activities.

#### F. Criteria for Promotion to Professor of Instruction or Practice

Associate Professors of Instruction or Practice may complete the promotion process outlined in the CBA. Candidates who hold the rank of Associate Professor of Instruction or Practice are eligible to apply for promotion to the rank of Professor of Instruction or Practice, if the following criteria are met:

Continued growth and development must be evident in teaching. In addition, the candidate will be expected to maintain and improve the qualities of professional activities.

#### G. Employment of Faculty with Relevant Experience

The rank of Associate Professor of Instruction or Practice, or Professor of Instruction or Practice may be awarded to a newly hired faculty. Refer to the CBA for criteria. For rank of Associate Professor of Instruction or Associate Professor of Practice, the applicant's credentials and experience should exceed the minimum requirements for the position, and more than five years of relevant service in or outside of the University. For rank of Professor of Instruction or Professor of Practice, the applicant's credentials and experience must be far superior to the minimum requirements of the position and have more than nine years of relevant service in or outside of The University of Akron.

## EVALUATION OF MAJOR AREA I: TEACHING

### A. Classroom Performance

Criteria: The focus is on the quality of teaching as exemplified by the faculty member's thorough knowledge of the subject area and his/her ability to organize and present content effectively in the classroom/laboratory/other instructional venues. The instructor organizes course content into logical sequences for student understanding, communicates effectively, uses motivational strategies, and interacts with students in a professional manner. The instructor respects learners' status by responding and providing feedback. The instructor employs a variety of instructional methods and strategies, including the creative and current use of technology. The instructor devises activities to convey, reinforce, and evaluate learning and to promote students' thinking and creativity.

Evidence presented must include the following items:

1. A minimum of two or more peer reviews of teaching based on direct classroom observation, completed by a faculty member at the same rank or higher, from within the School or College
2. Standardized student course evaluations, including submission of student comments
3. Documentation of participation in assessment of learning outcomes
4. Material from the candidate describing teaching activities (for example videos, student portfolios, syllabi, examples of student work)

Evidence presented may also include:

1. Letters/emails of support or recommendations
2. Documentation of nominations or recognition received for quality of instruction

To be considered for promotion to Associate Professor of Instruction or Practice:

Dossier indicates a highly competent level of teaching activities; receives greater than or equal to 3.5 on a scale of 1-5 where 5 being the maximum. Evaluative comments from peers and students support rating of quality teaching based on the descriptive criteria. The sample size indicating the number of students who participated in each course evaluation should be provided.

To be considered for promotion to Professor of Instruction or Practice:

Dossier indicates a highly competent level of teaching activities; receives greater than or equal to 3.5 on a scale of 1-5 where 5 being the maximum. Evaluative comments from peers and students support rating of quality of teaching and responsiveness to students based upon descriptive criteria. The sample size indicating the number of students who participated in each course evaluation should be provided.

## B. Classroom Instructional Materials and Evidence of Assessment

Criteria: Curricula focus on written and/or other materials that may be developed and used by the faculty member to supplement and support classroom instruction and provide evidence of student mastery of learning outcomes.

Evidence: Such materials may include most current syllabi, course outlines and calendars, extensive current lesson plans, PowerPoint presentations made available to students, student handbooks, and instructional packets that may contain original or reproduced articles and worksheets, assessment instructions and scoring criteria or rubrics. In addition, consideration will be given to the use/creation of video or slide presentations, computerized supplemental instruction, and other use of media and technology which may be unique and innovative. The candidate should present actual materials developed for and used in the courses, or, if because of the nature of the materials, including them is not practical, the candidate may provide descriptive information about the materials and their use.

To be considered for promotion to Associate Professor of Instruction or Practice:

The instructor effectively employs a variety of reproduced materials to aid student learning; syllabi and other materials reflect the current state of information in the field; assessments are designed to reflect mastery of learning outcomes in cognitive, psychomotor and/or affective domains; media and technology are used effectively as noted by syllabi.

To be considered for promotion to Professor of Instruction or Practice:

Dossier shows evidence of continued growth and refinement from Associate level. This verification may include documentation of student work, technologies utilized, and materials that reflect the current state of information in the field. Documentation should show progressive advancements since the status of Associate Professor of Instruction or Practice.

## C. Teaching Service

Criteria: The focus is on some combination of the following: (a) general support of the School and College through program development and maintenance, including accreditation activities (b) working with individual students outside the classroom to further their growth and development, including undergraduate honors/research projects, internships and practicum experiences (c) mentoring other faculty in their teaching, (d) supporting service to colleagues in their teaching, (e) supporting interdisciplinary service learning activities/volunteer opportunities, and (f) crafting recommendation documentation for student success.

Evidence: Documentation of aforementioned activities (e.g., letters/emails, minutes, or reports that document work on committees, program development, advising activities).

To be considered for promotion to Associate Professor of Instruction or Practice:

There must be evidence of program development activities related to general support of the School and College's teaching mission.

To be considered for promotion to Professor of Instruction or Practice:

There must be evidence of continued growth and refinement of teaching from the Associate Professor of Instruction or Practice level.

## **EVALUATION IN MAJOR AREA II: PROFESSIONAL SERVICE**

### **A. University, College, and School Service**

Criteria: Focus is on the faculty member's service within the academic community. Such service demonstrates the individual's commitment to the welfare of the University, College, or School.

Evidence: Vita entries; in-house documentation and records of service.

To be considered for promotion to Associate Professor of Instruction or Practice:

Member of a minimum of two University, College or School committees demonstrating commendable work in accomplishing committee goals; attends School and College meetings; contributes constructively and works collaboratively with other committee members.

To be considered for promotion to Professor of Instruction or Practice:

Continues the activities of Associate Professor of Instruction or Practice and participates in University, College or School leadership roles as appropriate.

### **B. Community Engagement**

Criteria: Focus is on the faculty member's active participation and/or contribution to off campus projects. This service includes professional consultation to schools or community agencies and may include supervision of field-based interns and taking initiative in creating projects of value to the community. Outreach to develop formal partnerships with organizations is important.

Evidence: Documentation includes vita entries, in-house documentation of projects, or letters of agreement/appreciation.

To be considered for promotion to Associate Professor of Instruction or Practice:



Faculty member serves on a team or committee of a school- or community-based agency, advisory board, school-university or school-based project. Faculty member may be a consultant to educational, community, or another professional agency.

To be considered for promotion to Professor of Instruction or Practice:

Faculty member continues the activities of Associate Professor of Instruction or Practice and participates in leadership roles as appropriate. Faculty member presents evidence that notes activity in at least one community agency since promotion to Associate Professor of Instruction or Practice.

#### C. Professional Associations

Criteria: Focus is on the faculty member involvement in any type of professional organization or association at international, national, state, or local levels. Faculty members are actively involved in their professional organization(s).

Evidence: Vita entries; correspondence from professional organizations; notification of eligibility or receipt of award.

To be considered for promotion to Associate Professor of Instruction or Practice:

Appointed member of a governing or advisory committee of a national, regional, state or local organization; active within a professional organization/association, e.g., serving on a standing committee of an organization/association.

To be considered for promotion to Professor of Instruction or Practice:

Continues the activities of Associate Professor of Instruction or Practice and participates in a leadership role in at least one professional organization.

### **EVALUATION IN MAJOR AREA III: PROFESSIONAL CONDUCT**

Along with the teaching, research/scholarly activity, and service requirements, all non-tenure track faculty members applying for reappointment, tenure, and promotion are expected to follow the professional conduct standards as outlined in the CBA.

### **EVALUATION IN MAJOR AREA IV: SCHOLARLY ACTIVITY**

If a faculty member is required to engage in scholarly activity in their letter of appointment, the criteria in this section will apply. However, those not required to engage in scholarly activity may include evidence of scholarship for consideration which will be considered as extended accomplishments during the review process.

## A. Scholarly Activity:

Criteria: Focus is on NTT's scholarly endeavors, which is on activities that may include books, chapters in books, monographs, journal articles, book reviews, articles in publications, and published abstracts. It may also include the number and quality of presentations (oral or poster) and creative works made by faculty member at national, regional, or state conventions or conferences.

Evidence: Copies of the published work, letters of refereed articles in press, books, book contracts, letters or emails of acceptance for book, monograph, or video. Documentation of nominations or recognition received for research events. Examples of documentation of presentations/creative works are copies of convention programs, letters of invitation/acceptance/thanks, or vita entries.

Examples of scholarly activities related to promotion to Associate Professor of Instruction or Practice, as outlined in letters of appointment, include:

Authored or co-authored at least one peer-reviewed publication (article, book chapter, book, or creative work) or given at least one substantial presentation to a regional, state, national or international audience during the years of service as an Assistant Professor of Practice/Instruction.

Examples of scholarly activities related to promotion to Professor of Instruction or Practice, as outlined in letters of appointment, include:

Evidence of continued growth and refinement since promotion to Associate Professor of Instruction/Practice is required. Authored or co-authored at least one peer-reviewed publication (article, book chapter, book, or creative work) or given at least one substantial presentation to a regional, state, national or international audience since promotion to Associate Professor of Instruction/ Practice, or initial hire at advanced rank.