

Department of Kinesiology and Health Promotion

Tenure and Promotion Guidelines

March 9, 2010

Department of Kinesiology and Health Promotion Position on Engaged Scholarship

The Department of Kinesiology and Health promotion resides within a Division I Research Institution, and seeks to serve its local, state, regional, national, and global communities in a number of ways.

Vital to this mission is scholarship that addresses the concerns and opportunities of these communities. Such scholarship:

- involves intellectually rigorous projects that engage faculty members in a collaborative and sustained manner with those communities;
- works to solve the problems of and further the interests of those communities; and
- results in external funding, peer-reviewed publications, peer-reviewed collaborative reports, and other peer-reviewed documents, where peers are defined as the constituency for whom the product is produced.

Documenting for Tenure and Promotion

Effectiveness in Teaching and Mentoring. Types of evidence for effectiveness in teaching and mentoring include the following:

- Command of the subject
- Ability to organize and present subject matter in a logical and meaningful way
- Ability to motivate undergraduates
- Ability to stimulate creativity in graduate students
- Creative and effective use of innovative teaching methods and curricular innovations

Examples of documentation for teaching and mentoring include the following:

- Statement of teaching philosophy
- Course materials
- Systematic student evaluations for each course each semester (including summer and previous spring)
- Grade distribution (and comments, if desired, about relationship of grades and nature of course)

- Evidence of supervision of student projects and other forms of mentorships
- Evaluation by department chairs
- Comments of peers, colleagues and/or pedagogical experts
- Teaching awards

Effectiveness in Research and Scholarly/Creative Activities. Types of evidence and documentation for effectiveness in research and scholarly/creative activities include the following:

- Publications: e.g., appropriate textbooks, books or chapters in books, articles in refereed journals, monographs, refereed and non-refereed conference proceedings, book reviews and other related items, written reviews and evaluations by qualified peers.
- Papers presented: e.g., papers presented at local, state, regional, national and international professional meetings (significance of the content and selection process should be considered in the process of reviewing such presentations).
- Performances or exhibitions: e.g., performances or exhibitions that are invited or juried by nationally or regionally recognized members or groups within the discipline.
- Research in progress: e.g., verification of stages or development for research in progress is mandatory.
- Contributions to the art of teaching: e.g., appropriate textbooks or education articles in peer review forum, development of computer software or audiovisual media, etc.

Professionally Related Service. Types of evidence and documentation for professionally related services include the following:

- Service to the University; e.g., participation and leadership roles in departmental, college or school and university committees; participation in university governance; administrative service; advising students; recruitment activities; service to student organizations; other related activities
- Service to one's discipline; e.g., memberships and leadership roles in professional organizations at state, regional, or national levels.
- Service to the larger society; e.g., presentations related to the discipline; professional advice and counsel to groups or individuals; other types of service, particularly in the university's service area.

Other Factors for Consideration. Other types of evidence and examples of documentation that may be considered include the following:

- Collegiality. Collegiality is an intrinsic part of the review of any candidate. It should not, however, be considered apart from teaching, scholarship/research, and service. Rather, it should be considered to be essential to the role that the faculty member plays in each of the areas.

- Professional growth; e.g., courses taken for credit, courses audited, seminars attended and independent study activities (much of this evidence will be submitted on the section on teaching, service, research, and scholarly/creative activity.)