

Standards and Criteria for Retention, Tenure and Promotion
Humboldt State University

Department of: **KINESIOLOGY AND RECREATION ADMINISTRATION**

Date Submitted: **MARCH 12, 2008**

The members of the *Department of Kinesiology and Recreation Administration* approved the following teaching, scholarly/creative, and service activities as applicable to the Retention, Tenure, and Promotion (RTP) process pursuant to Appendix J of the Faculty Handbook (Effective AY 2008-2009). NOTE: This version of Appendix J is available on the UFPC web site: <http://www.humboldt.edu/~acadsen/UFPC/ufpcindex.htm>

1. Teaching/Librarian/Counseling Effectiveness:

- a. **List activities to be assessed for determination of teaching excellence (See Appendix J, Section IX.B.1.a-c). (Please refer to Table I)**

Activities to be assessed:

- Course syllabi
- Learning outcomes
- Student assignments and other learning activities
- Exams
- Advising/mentoring students
- Class observations (develop Assessment tool for observation)
- Student Evaluations
 - Comparative grouping (core, required elective, class level)
 - Require student evaluations in all classes during RTP period

Collegial observations/letters:

Strengths
Areas for improvement

2. Scholarly/Creative Activities:

- a. List activities to be assessed for determination of scholarly/creative activities (See Appendix J Section IX.B.2.a-f). Boyer's model of scholarship should inform the list.**

Note: To be classified as a scholarly/creative activity in any of the areas, it must meet the standards of having clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique.

Scholarship of Discovery - refers to the pursuit of inquiry and investigation in search of new knowledge. It is documented through critically evaluated and professionally recognized activities such as but not limited to:

- Journal articles
- Monographs
- Edited works
- Proceedings
- Grants
- Published books
- Professional presentations
- Book/chapter

Scholarship of Integration - consists of making connections across disciplines and/or advancing knowledge through synthesis as demonstrated by activities such as but not limited to:

- Develop workshops/conferences
- Writing textbooks
- Developing educational media
- Non-peer reviewed publications
- Critical review article
- Sponsoring colloquium forums
- Shaping core curriculum
- Developing computer software
- Integration of professional experiences in classrooms
- Editing books

Scholarship of Application asks how knowledge can be applied to the social issues of the times in a dynamic process that generates and tests new theory and knowledge. It is documented by using knowledge to address demanding, substantive human problems. It is demonstrated in activities such as but not limited to:

- Conducting applied research and evaluation
- Consultation with and/or providing technical assistance for community/organizations
- Developing new products, practices, clinical procedures, new artistic works
- Performing clinical service
- Promoting experiential learning and professional development

Scholarship of Teaching includes not only transmitting knowledge, but also transforming and extending it through activities such as but not limited to:

- Designing new courses
- Writing textbooks
- Published research in teaching and learning
- Creation of course software
- Creation of technology-mediated instruction
- Developing service learning and experiential learning opportunities
- Shaping a core curriculum
- Developing innovative pedagogy
- Participation in the supervision of student research or independent study, capstone projects, and the mentoring of students that leads to the presentation of research and other creative works

Scholarship of Community Engagement:

- Connects any of the above dimensions of scholarship to the understanding and solving of pressing societal, environmental, civic and ethical problems. Involves faculty member in a mutually beneficial partnership with the community. It can be trans-disciplinary and often integrates some combination of multiple forms of scholarship.

b. List activities and level of accomplishment necessary to meet departmental criteria for: (Please refer to Tables IIa and IIb)

- i. Minimum Essential
- ii. Good
- iii. Excellent

The Department of Kinesiology and Recreation Administration acknowledges the heavy teaching load of its faculty. Therefore, the Department of Kinesiology and Recreation Administration expects a reasonable and steady flow and balanced mix of scholarly/creative activities and service from its faculty.

3. Service

a. List activities to be assessed for determination of service (See Appendix J, Section IX.B.3.a-g):

Governance

- Service to the university, profession and community
- Participation on department/school, college and university committees, including shared governance activities
- Fulfilling administrative responsibilities to the university, college or department
- Contributing to university, college, or department policy development and governance

Academic and Faculty Development

- Mentoring colleagues (other faculty members)
- Participating in faculty search committees
- Organizing, directing and/or implementing faculty development activities
- Participating in academic program development
- Working collaboratively and productively with colleagues

Student Support and Curriculum Development

- Sponsoring student organizations
- Contributing to HSU and KRA's outcome-based academic program
- Developing outreach activities and programs that enhance the university's ability to serve the needs of a diverse, non-traditional student body
- Developing and maintaining services and programs that support the curriculum
- Participation in group projects directed toward accomplishing department/school, college and university goals such as outcomes assessment development and implementation, strategic planning, accreditation activities, etc

University, Profession, and Community-wide Services

- Participation in traditional academic functions such as convocation and commencement, student outreach activities etc.
- Contributions to the community-at-large such as organizational leadership and presentations, as well as other relevant participation in groups serving the public interest. Community service contributions which related directly to one's discipline or position will be given greater weight. Those activities that bring recognition to the university and aid faculty in their professional growth are of particular importance.
- Participating in professional organizations
- Participating in collaborative endeavors

b. List activities and level of accomplishment necessary to meet departmental criteria for: (Please refer to Tables IIIa and IIIb)

- i. Minimum Essential
- ii. Good
- iii. Excellent

The Department of Kinesiology and Recreation Administration acknowledges the heavy teaching load of its faculty. Therefore, the Department of Kinesiology and Recreation Administration expects a reasonable and steady flow and balanced mix of scholarly/creative activities and service from its faculty.

**Table I: Teaching Effectiveness
Tenure and Promotion Criteria**

| Expectation | Examples of Excellence |
|---|---|
| Teacher engages and supports all students in learning | <ul style="list-style-type: none"> • Teacher facilitates learning as students connect and apply their prior knowledge • Makes skillful use of a wide range of instructional strategies to engage all students • Effectively advise students and responds to students needs • Provides learning opportunities that extend student learning and engage students in problem solving, inquiry, and analysis within or across subject matter • Students are encouraged to take initiative and reflect upon, talk, and evaluate their work |
| Teacher creates and maintains an effective environment for student learning | <ul style="list-style-type: none"> • Environment is safe and ensures interaction and engagement for all students • A fair, caring and respectful climate is present in the classroom • Teacher responds fairly and equitably to inappropriate behavior • Classroom procedures and routines are efficient • Students are provided opportunities to assume leadership roles • Lessons are paced appropriately and adjusted to engage all students |
| Teacher understands subject matter and organizes it for student learning | <ul style="list-style-type: none"> • Teacher’s knowledge incorporates a broad range of perspectives, strongly supports student learning, and is current • Is organized and sequential and demonstrates concepts, themes, and skills and the relationships between them; reveals and values a broad range of perspectives; develops a deep understanding of core concepts for all students • Teacher facilitates students as they identify and integrate concepts; relates concepts to students’ lives; challenges them to think critically; deepens their knowledge and enthusiasm for the material; reflects diverse perspectives |
| Teacher plans instruction and designs learning experiences for all students | <ul style="list-style-type: none"> • Instructional plans build on students’ backgrounds, experiences, interests, and developmental needs • Short and long-term goals are set that are appropriately challenging for most students • Expectations are consistently high • Lessons are logically sequenced to clarify content and promote understanding of complex concepts conceptual understanding • Lessons are appropriated designed to meet the curricular standards expected for the academic level |

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| | <p>of the course</p> <ul style="list-style-type: none">• Instruction is modified as needed to enhance student learning and ensure deeper conceptual understanding by all students |
| Faculty effectively assess student learning | <ul style="list-style-type: none">• Goals are communicated to all students and are revised as needed• Teacher uses a variety of sources to assess student learning and a wide range of appropriate strategies to understand student progress• Information from a variety of ongoing assessments is used to plan and modify instruction• Students participate with the Teacher to exchange information about their learning in ways that improve learning and promote academic progress |
| Faculty continue to develop as a professional educator | <ul style="list-style-type: none">• Reflects on teaching practice related to student learning and plans professional development based on reflection• Purposely engages in dialogue with colleagues to improve teaching• Works with communities to improve teaching• Goals are independent of environmental factors and are tied to long-term professional satisfaction |

Table IIa: Scholarly/Creative Activities
 Tenure and Promotion from Assistant to Associate Professor

| Minimum Essential | Good | Excellent |
|--|--|--|
| <p><i>Initiates efforts in scholarly and creative work as evidenced by:</i></p> <ul style="list-style-type: none"> • Working on manuscripts for publication in peer-reviewed professional journals, edited books or similar outlets • Submitting manuscripts for publication in non-peer reviewed journals, books, textbooks, and similar outlets • Delivering presentations or workshops at university or local outlets • Submitting applications/proposals for intramural grants or other intramural funding • Developing professional products, practices, educational media, computer software, clinical procedures or new artistic works • Integrating professional experiences | <p><i>Demonstrates scholarly and creative achievement as evidenced by:</i></p> <ul style="list-style-type: none"> • Submitting manuscripts for publication in peer-reviewed professional journals, edited books or similar outlets • Publishing manuscripts in non peer-reviewed journals, books, textbooks, or similar outlets • Publishing critical reviews in non-professional outlets • Delivering presentations or workshops at local or regional conferences • Submitting applications/proposals for extramural grants or other extramural funding • Publishing professional products, | <p><i>Demonstrates substantial scholarly and creative achievement as evidenced by:</i></p> <ul style="list-style-type: none"> • Publishing manuscripts in peer-reviewed professional journals, edited books or similar outlets • Publishing critical reviews in peer-reviewed professional journal or similar outlets • Delivering presentations or workshops at national or international conferences • Receiving intramural or extramural grants or other extramural funding • Receiving regional, national or international recognition, awards, or invitations to present for scholarly or creative works • Editing professional journals, books |

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| <p>into classroom experiences</p> <ul style="list-style-type: none"> • Promoting experiential learning and professional development in the classroom • Conducting applied research and evaluation activities • Assisting in the development of new courses and curriculum • Assisting in the development of new technology-mediated (e.g., online) instruction • Participates in the supervision of student research activities that leads to the development of research or other creative works for publication | <p>practices, educational media, computer software, clinical procedures or new artistic works</p> <ul style="list-style-type: none"> • Organizing/Developing professional workshops, colloquia, or conference programming at university/local level • Professional consulting with community and local organizations • Publishing applied research and evaluation outcomes for university or local organizations • Developing new courses and curriculum • Developing new technology-mediated (e.g., online) instruction • Developing innovative pedagogical practices | <p>or similar outlets</p> <ul style="list-style-type: none"> • Publishing a book, textbook, or similar substantial scholarly or creative work • Organizing/Developing professional workshops, colloquia, or conference programming at regional, national or international level • Professional consulting with regional, national, or international organizations • Publishing applied research and evaluation outcomes for regional, national, or international organizations |
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Table IIb: Scholarly/Creative Activities
Tenure and/or Promotion from Associate Professor to Professor

| Minimum Essential | Good | Excellent |
|---|--|--|
| <p><i>Demonstrates scholarly and creative work as evidenced by:</i></p> <ul style="list-style-type: none"> • Submitting manuscripts for publication in peer-reviewed professional journals, edited books or similar outlets • Publishing manuscripts in non peer-reviewed journals, books, textbooks, or similar outlets • Publishing critical reviews in non-professional outlets • Delivering presentations or workshops at university, local, or regional conferences • Submitting applications/proposals for extramural grants or other extramural funding • Publishing professional products, practices, educational media, computer software, clinical procedures or new artistic works | <p><i>Demonstrates substantial scholarly and creative achievement as evidenced by:</i></p> <ul style="list-style-type: none"> • Publishing manuscripts in peer-reviewed professional journals, edited books or similar outlets • Publishing critical reviews in peer-reviewed professional journal or similar outlets • Delivering presentations or workshops at national or international conferences • Receiving intramural or extramural grants or other extramural funding • Receiving regional, national or international recognition for scholarly or creative works • Organizing/Developing professional workshops, colloquia, or conference programming at regional, national or international level | <p><i>Demonstrates sustained substantial scholarly and creative achievement as evidenced by:</i></p> <ul style="list-style-type: none"> • Consistently publishing manuscripts in peer-reviewed professional journals, edited books or similar outlets • Consistently delivering presentations or workshops at national or international conferences • Receiving regional, national or international recognition, awards, or invitations to present for scholarly or creative works • Editing professional journals, books or similar outlets • Publishing a book, textbook, or similar substantial scholarly or creative work |

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|--|---|--|
| <ul style="list-style-type: none">• Organizing/Developing professional workshops, colloquia, or conference programming at university or local level• Professional consulting with community and local organizations• Publishing applied research and evaluation outcomes for university or local organizations• Developing new courses and curriculum• Developing new technology-mediated (e.g., online) instruction• Developing innovative pedagogical practices | <ul style="list-style-type: none">• Professional consulting with regional, national, or international organizations• Publishing applied research and evaluation outcomes for regional, national, or international organizations. | |
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Table IIIa: Service
 Tenure and Promotion from Assistant to Associate Professor

| Minimum Essential | Good | Excellent |
|---|---|--|
| <p><i>Becomes involved in university, professional or community service by:</i></p> <ul style="list-style-type: none"> • Participating in the university’s shared governance; committees, task forces, advisory bodies; • Collaborating with colleague within the department and/or across campus; • Performing expected duties at department and college level; • Participating in professional organizations; • Providing assistance to local or regional communities, agencies or organizations | <p><i>Contributes actively to the university, profession or community by:</i></p> <ul style="list-style-type: none"> • Effectively participates in the university’s system of shared governance; committees, task forces, advisory bodies; • Successfully collaborating with colleagues with the department and/or across campus on at least one project; • Effectively carrying out faculty responsibilities at the department and/or college levels; • Actively participating in professional organizations; i.e. serving as a reviewer • Initiating collaborative partnership with schools, industry, or other community agencies; • Supporting student organizations • Effectively mentoring other faculty | <p><i>Provides leadership to the university, profession or community by:</i></p> <ul style="list-style-type: none"> • Taking a leadership role in the university’s system of shared governance; committees, task forces, advisory bodies; • Developing and sustaining effective collaborative projects with colleagues across campus; • Developing and implementing effective department and college programs and policies; • Taking a leadership role in professional organizations; • Establishing and maintaining successful, collaborative partnerships with school, industry or other community agencies. • Sponsoring successful student organizations; • Effectively mentor graduate student thesis projects |

Table IIIb: Service
Tenure and Promotion from Associate Professor to Professor

| Minimum Essential | Good | Excellent |
|---|--|---|
| <p><i>Contributes actively to the university, profession or community by:</i></p> <ul style="list-style-type: none"> • Effectively participating in the university’s system of shared governance; committees, task forces, advisory bodies; • Successfully collaborating on at least one project with colleagues; • Effectively carrying out faculty responsibilities at the department and/or college levels; • Supporting student organizations • Initiating collaborative partnerships with schools, industry, community or other agencies; • Actively participating in professional organizations at national/international level (i.e. serving as a reviewer) • Participating in planning or development of community programs and services | <p><i>Provides substantial, sustained contributions to the university, profession or community by:</i></p> <ul style="list-style-type: none"> • Participating actively and effectively in the university’s system of shared governance through sustained, increasingly significant service on faculty committees and in other roles; • Successfully collaborating on more than one project with colleagues from across campus; • Effectively participating in planning and developing programs or services at the department, college and/or university level; • Providing sponsorship or support of student organizations; • Establishing and maintaining successful collaborative partnerships with schools, industry, community or other agencies; • Taking a leadership role in a professional organization • Effectively mentor graduate student thesis projects | <p><i>Provides sustained leadership and significant contributions to the university, profession or community by:</i></p> <ul style="list-style-type: none"> • Taking a substantial leadership role in the university’s system of shared governance through sustained, by serving as chair of the academic senate, chair of a senate committee, or chair of an important special committee; • Organizing and promoting collaborative efforts with colleagues across campus; • Developing and implementing effective programs or services at the department, college, and/or university level; • Serving as a role model for faculty providing effective mentoring; • Creating and successfully sustaining major collaborative partnerships with schools, industry, community or other agencies; • Assuming a significant role in a professional organization; serving as editor or associate editor of a journal |