

Augustana College Kinesiology Program Guidelines for Tenure and Promotion

The Mission Statement of the college:

Augustana College, rooted in the liberal arts and sciences and a Lutheran expression of the Christian faith, is committed to offering a challenging education that develops qualities of mind, spirit, and body necessary for a rewarding life of leadership and service in a diverse and changing world.

The Mission statement of the program:

The mission of the Kinesiology Program is to help undergraduate students develop into Kinesiologists. Our students are challenged to learn both the content of Kinesiology as well as to learn, through their own experience, what it means to inquire, communicate, and reason as a Kinesiologist. We strive to help our students become life-long learners and informed citizens who appreciate holistic approaches to physical activity. Additionally we encourage our students to purposefully reflect on and explore their vocation, and who they want to become.

The purpose of this document is to clarify the Kinesiology programs' interpretation of the college's mission in terms of expectations and standards for tenure track and promotion eligible colleagues. All colleagues should read the relevant section of the faculty handbook (Chapters 3 & 4) on faculty advancement. All faculty are expected to present evidence that they are “professionally active teaching scholars who contribute to the well-being of the institution in a number of ways: through their teaching, professional activity, campus service, and public service” (Faculty Handbook Ch. 3). Please note that in all cases, the faculty handbook is the official policy of the college. Faculty are encouraged to use the Faculty Welfare Committee’s preparation documents and website.

Although programs may vary in terms of their interpretation of specific types of activities and availability of resources, programs are not free to establish criteria that conflict with the letter or spirit of the handbook. What follows, therefore, is not so much a discussion of policy, but rather of program culture and emphasis. This document addresses program expectations for tenure and promotion, and is intended to serve as a guide for the evaluation of candidates for tenure and promotion in the Kinesiology program.

I. TEACHING

Teaching is a central role of faculty members at Augustana College, and the Kinesiology Program seeks to attract, retain, and promote faculty who achieve excellence in teaching. There are a number of concrete areas that the program examines to assess the quality of a faculty member’s teaching:

1) Pedagogy and Teaching Methods

The candidate should:

- o Be able to articulate why the particular teaching methods used in each course are the ones that most effectively engage students with the content and encourage student learning.
- o Provide evidence of the effectiveness of the pedagogies used.
- o Use diverse delivery methods and demonstrate willingness to adopt new pedagogies if they have the potential to enhance student learning.

- o Be well organized, both in terms of the course design before the term begins and also in terms of course management during the term. The organizational logic of the course should be clearly communicated to students.
- o Provide thorough and individualized feedback on assignments in a timely manner.
- o Develop grading practices that are fair and are made clear to students.
- o Construct a syllabus that thoroughly outlines the course's learning objectives and how they relate to the college's Student Learning Outcomes, designates required textbooks and materials, provides relevant program and campus-wide policies (including the federally mandated Credit Hour Policy), and includes the class schedule and major assignments.

2) Course Content

The candidate should:

- o Develop course content that accurately reflects the course objectives as written in the syllabi and on the IDEA Center forms.
- o Be able to demonstrate that each course is tied to the College's student learning outcomes (SLOs) and program guidelines for core and supporting courses.
- o Endeavor to engage with the breadth of the Kinesiology field by approaching course content from different disciplinary perspectives.
- o Should remain apprised of, and integrate into their course, the cutting-edge debates and content in the field in general and in their specialty areas in particular.

3) Adapting to Assessment

The candidate should:

- o Independently demonstrate the willingness and ability to alter and improve course design, content, delivery, or any other aspect of the candidate's teaching if it has proven ineffective in these areas.
- o Use quantitative student feedback from course evaluations (IDEA Center forms or the like) to demonstrate the candidate's ability to achieve excellence in teaching. For example, quantitative data from the current IDEA form regularly places the candidate close to the 4.0 mark or higher.
- o Take student and peer feedback into account in future iterations of a course and demonstrate how feedback has been applied in efforts to improve student learning.

These teaching criteria will be assessed using diverse forms of data including but not limited to:

- The candidate's section on teaching in their case-making pre-tenure and tenure review statement
- The candidate's syllabi, course materials and assignments, and examples of student work
- Quantitative and qualitative data from the IDEA forms
- Interviews with current and former students
- Discussions with the tenured members of the program, as well as other tenured members from applicable programs and/or departments
- Teaching observations

In the months before the tenure (or pre-tenure) review, candidates will be asked to share these materials with colleagues on their tenure review committee. College policy does not require that the summary IDEA data be shared with tenured program colleagues, but we contend that sharing this information is extremely helpful, as it allows tenure committee members to put favorable or unfavorable comments from students into a context of a more complete assessment of student responses. The program recognizes that good teaching means more than just good student evaluations. We value colleagues who are willing to

research, develop, and assess new pedagogical models and styles of instruction, while keeping student welfare and learning as the ultimate goal.

The program emphasizes that it is the responsibility of each faculty member to build a portfolio of evidence that documents their development as a reflective teacher who catalyzes real learning in their courses.

4) Advising

We recognize the deep relationship between teaching and a student's interactions with faculty outside the classroom. Excellent advising involves a working knowledge of a student's dynamic goals and values, as well as serving as a catalyst for vocational and sometimes even personal reflection. This task is not limited to assigned advisees, and sometimes highly valuable mentoring work occurs with students in our classes or with students who choose to meet with us informally. This is a rewarding endeavor that is valued by our students. We recognize that mentoring relationships include heavy investments of time whose product cannot easily be quantified; however, we concur with the College's stance that one-on-one relationships built between faculty and students are often the most cherished product of an Augustana education. Following the first year of employment, the program expects candidates to actively participate in informal advising opportunities as well as structured advising sessions, particularly involving:

- o Prospective majors and minors
- o Declared majors and minors
- o First-year student advising program
- o Internship selection, coordination and supervision
- o Students undertaking Senior Inquiry projects
- o Career and vocational decisions
- o Graduate studies

Candidates should articulate their advising philosophy in their case-making statements for their pre-tenure and tenure reviews and provide evidence of how this philosophy is implemented to effectively mentor students during their years at Augustana. Such evidence could include an advising syllabus or examples of advising meeting notes.

II. Professional Expression and Development

Program Philosophy on Faculty Scholarship

The Kinesiology Program is committed to the proposition that an active agenda of research and scholarship is an important component of the professional lives of faculty members at Augustana College. Kinesiology is an interdisciplinary field, with frequent and significant changes in protocols, technologies, modalities, and theoretical frameworks. Therefore, it is imperative that Kinesiology faculty remain actively engaged in scholarly activity and professional networks in order to provide relevant and informed content in the classroom.

Furthermore, the Kinesiology Program encourages professional expression and development that is collaborative and interdisciplinary in nature. This may include, but is not limited to, community-based research partnerships, multi and cross disciplinary projects, and research that involves students. Given that such health related research frequently involves personal medical data and can have a profound impact on historically disadvantaged communities, these collaborations must be ethical and well-documented.

Finally, while the faculty handbook has set forth broad policies for the evaluation of professional expression and development (Chapters 3 & 4), performance may be assessed differently based on area of expertise. Therefore, we encourage faculty to pursue diverse and multiple pathways for showcasing professional expression and development that are in accord with not only program expectations, but also the standards found within their area of specialization.

Professional Activity

The primary way in which professional expression is evaluated is through significant authorship of peer-reviewed publications. While we do not wish to be overly prescriptive in the ways in which faculty members pursue professional expression, such publications not only demonstrate a promising research agenda, but also external verification of the quality of the work. This publication may be in the form of a book, journal article in a quality peer-reviewed journal, or other similar venue as approved by the tenure review committee. It is expected that faculty members have at least *one* such publication by their tenure review. Publications produced during graduate school or in faculty appointments elsewhere will not count towards the publication requirements for tenure.

That being said, a faculty member may argue the case that a significant project may be used in lieu of a publication. This significant project could take a number of different forms, including community or college-based interventions, transformative educational outreach, or other similar project that provides evidence of engagement and external evaluation. Faculty members seeking to use this option should request and obtain approval from their tenure-track committee prior to submitting this project with their tenure-track documents.

Further, we believe faculty should engage in a wide range of activities that showcase their professional scholarship. While each review of scholarship will be evaluated based on the accomplishments and narrative of the faculty member, we encourage emphasis on collaborative relationships and translational/applied activities. Additional evidence of professional expression may include:

- Attendance and/or presentation at professional meetings
- Service in a professional organization or as an external reviewer
- Preparation of external grant proposals
- Developing and/or participating in workshops or training sessions

In addition to the forms of professional development found in the faculty handbook (Chapters 3 & 4), Kinesiology faculty may show their professional development through applied practice. In particular, professional development may include providing sustained leadership, testing, training, or consultation in partnership with Athletics, Campus Recreation, Residential Life, and others. As these are not services to the college, but instead productive collaborations between health professionals, these types of activities may be considered professional development.

Furthermore, within the field of Kinesiology many faculty are associated with organizations that provide training, certification, and instruction for those wishing to practice in the field. From strength and conditioning coaches to athletic trainers, many career opportunities require proper certification and documentation. As such, we encourage tenure track faculty to obtain and retain nationally accredited certifications. Applicable certifications may include broader certifications such as the National Strength and Conditioning Association's Certified Strength and Conditioning Specialist, or more narrow

certifications such as the USA Weightlifting Certificate. Maintenance of most certifications require continuing education units that will enable faculty to stay on top of changes in the field and provide guidance to students pursuing careers in Kinesiology.

III. SERVICE

Service to the Program

Beyond mentoring and active engagement with student welfare, all faculty members are expected to invest in the life and work of the program. Faculty members are strongly encouraged to share pedagogy, advising/mentoring, and research ideas with their colleagues. Engagement in the life of the program includes regular meeting and program event attendance and participation, as well as participation in curricular discussions, program events, interviewing job candidates, assessment activities and the advising of student clubs.

Service to the College

As representatives of the program, faculty members should contribute their time and talents to the needs of the College. Such contributions may include, but is not limited to, representing the program at admissions events, meeting with prospective students, and accompanying students to conferences.

The program expects its members to be involved in no more than one high commitment committee or activity per year (e.g., EPC, General Education Committee, Faculty Welfare), which might be complemented by no more than a couple of committees with smaller time commitments (e.g., Advising Committee, Diversity Initiatives Committee, Faculty Research Committee, etc.). Any request which exceeds these recommended caps must be approved by the program chair. First-year faculty members will not be permitted to take on committee work.

Service to the Community

We respect and encourage our faculty members' service to local, national and international communities, including professional or scholarly communities. Faculty members who use their expertise to serve such communities model the values of leadership and service we hope to cultivate in our students. While we do not require that our colleagues engage in community service for the purposes of obtaining tenure or promotion, we encourage community engagement as a way to promote strong connections between Augustana's Kinesiology Program and local Kinesiology stakeholders. Faculty members may choose to use community service and engagement as a component of their tenure and promotion review.

Program Development

As the program is in its nascent stage, a majority of the tenure track evaluation of Service will consider the successful development and integration of the Kinesiology program into Augustana College and the local community. To accurately and thoroughly assess the progress of the program, it is essential to form a working group to develop evaluation criteria, provide feedback and guidance, and assess the progress of the program. The working group will consist of a chair (tenured faculty member), one additional tenured faculty member with interest and experience in a closely-related field, and the new (untenured) faculty members. As Kinesiology is an interdisciplinary field, the working group should have representation from both the social sciences and the natural sciences.