College of Education
Health and Kinesiology
Guidelines for Promotion and Tenure

The Department of Health and Kinesiology guidelines for promotion and tenure follow Appendix C in the Faculty Handbook. The professional portfolio for tenure and promotion review will be submitted in paper form or electronic portfolio. The portfolio table of contents should contain the following:

- Current curriculum vitae (Faculty Curriculum Vitae should be updated every year).

- A comprehensive reflective narrative: a three- to five-page narrative that synthesizes and interconnects the candidate's achievements in the three reviewed areas of Teaching, Scholarly Activity and Service. The narrative unites all sections of the portfolio and ties achievements to NSU's mission, vision, and values. It should also provide an opportunity to reflect on professional growth and/or areas needing improvement.
- Evidence supporting progress in meeting tenure and promotion as stated below:
    1. Effective Classroom Teaching.
    2. Scholarly or Creative Achievement (Boyer's Areas of Scholarship - Discovery, Integration, Application & Teaching).
    3. Contributions to the Institution and Profession (Service to the Institution, Profession and/or the community).
    4. Performance of Non-teaching Semi-administrative or Administrative Duties (if applicable).
- All applicable relevant letters of review evaluation (tenured-faculty mentor, chair, dean and provost.

Each advancement in rank requires increased levels of performance/achievement in each of these criteria, particularly evidence of involvement in professional and scholarly activities.

Promotion from Instructor to Assistant Professor

Faculty hired at the rank of instructor who choose to pursue an appropriate (as agreed upon by the faculty member, chair, dean, and Provost) terminal degree and, upon completion of that degree, seek promotion to the rank of assistant professor shall participate in the normal promotion process. To qualify for promotion to the rank of Assistant Professor, a faculty member shall demonstrate effective teaching that contributes to the instructional mission of the university and shall receive performance ratings that meet or exceed the department's set criteria in:

- Effective Classroom Teaching,

- Scholarly or Creative Achievements (Scholarship of Teaching and Learning, Scholarship of Discovery, Scholarship of Professional Application, and Scholarship of Integration), and
- Contributions to the Institution and Profession.
- Performance of Non-teaching Semi-administrative or Administrative Duties (if applicable).

Effective Classroom Teaching

The applicant must:
- Show an ongoing record of effective teaching during the review period. For each entry provide the semester(s) and year(s): Demonstration of effective teaching will be evaluated by the following:
  - Evidence of student learning outcomes and/or learning gains exhibited by students (e.g., pre-post evaluation, item analysis, rubric grades, grade analysis, etc.).
  - Institutional student evaluation.
  - Peer and Chair evaluations.
  - Student evaluation developed by faculty (i.e., optional).

- Complete a minimum of **two or three different teaching activities** per year from the following list during the review period. For each entry provide the semester(s) and year(s):
  - OSAT pass rates, as appropriate.
  - Self-reflection.
  - Demonstrate curricular innovation made through changing pedagogy (i.e. instructional strategies, new methods of teaching, or assessments).
  - Develop a new course. Identify the basis for the course and procedure and information used to develop the course content.
  - Describe major changes to course content or methods. Identify the previous course content/methods and describe how the changes have impacted students.
  - Describe opportunities for students to learn in alternative formats.
  - Incorporate supportive technologies associated with curriculum. Include a description of the new technologies and how they have enhanced or provided a value-added experience.
  - Evidence of effective advising (e.g., number of advisees, time devoted to advising, media employed in advising, and innovative advising approaches)
  - Supervise student clubs.
  - Supervise student research and/or graduate assistant(s).
  - Supervise student's practicum, internship and/or capstone experiences.
  - Supervise an independent study or a directed reading. Provide the title of the independent study and the activities involved.

- ○ Supervise a Service Learning experience. Provide a description of the experience and the number of students involved.
- ○ Awards or recognition for teaching excellence. Include the name and date of the award.
- ○ Workshops created and directed.
- ○ Webinars created and directed.
- ○ Effective presentations, whether in lecture, laboratory, studio, or other venues.
- ○ Other activities through annual goals as agreed upon between the department chair and faculty.

Scholarly/ Creative Achievement (Boyer's Areas of Scholarship)

The applicant must show evidence of meeting goals that faculty set up during the review period in at least one of the Boyer's four areas of Scholarly Activities (Teaching and Learning, Discovery, Application, and Integration).

1. Scholarship of Teaching and Learning
- Contributions to Teaching and Learning involve facilitating student learning, critical thought, and inquiry, as well as transmitting, integrating, interpreting, and extending knowledge. In addition, teaching should reveal and develop diverse perspectives, help to facilitate creativity and life-long learning, and work to integrate various principles central to the mission, vision, and values of Northeastern State University.
- Activities to consider in the evaluation for Scholarship of Teaching and Learning may include below:
    - ○ Complete new certification requirements or credentials related to one's teaching or content area(s).
    - ○ Disseminate new skills or knowledge, and materials in teaching beyond one's own classroom through a professional conference, seminar, workshop, or meeting.
    - ○ Conduct applied research regarding various pedagogies, delivery methods, student learning, and assessment practices.
    - ○ Test bank published.
    - ○ Textbooks published.
    - ○ Study Guides published.
    - ○ Other activities through annual goals as agreed upon between the department chair and faculty.

2. Scholarship of Discovery
- Scholarly activity in this area constitutes academic work that confronts the unknown, seeks new understandings, and/or offers a new perspective on knowledge, through both individual and collaborative work both within and across disciplines. Scholarship of

discovery represents what the traditional academy had referred to as research, either through replications and extensions of existing research or through original research.

- Activities to consider in the evaluation of Scholarship of Discovery may include below:
    - Presentation at a peer reviewed professional/scholarly meeting.
    - Publish a book or an article in a professional journal that is peer reviewed, juried, or refereed.
    - Illustrated material and other media based on original research.
    - Chapters published in scholarly books.
    - Papers reviewed for professional meetings.
    - Grants proposals submitted.
    - Grants funded.
    - Other activities through annual goals as agreed upon between the department chair and faculty.

3. Scholarship of Integration
- Integration is a scholarly area that gives meaning to isolated facts, putting them into perspective and into context. Connections across the disciplines to solve problems, raise questions for research and examination, and involve others from various backgrounds to create and initiate new ways of thinking all reflect this area of scholarship. Integration can also involve fitting original research into larger intellectual patterns and work underway to lead new understandings. Key words often used to reflect the possibilities of scholarship inherent within this area include interdisciplinary, integrative, and interpretive.
- Activities to consider in the evaluation of Scholarship of Integration may include below:
    - Article in university publication or other locally supported and circulated journals.
    - Popular writing for non-specialists.
    - Publish book reviews and/or abstract.
    - Bibliography published.
    - Contributed a chapter to a book or textbook.
    - Radio and television presentations.
    - DVD's, YouTube submissions, and videos published.
    - Other activities through annual goals as agreed upon between the department chair and faculty.

4. Scholarship of Professional Application
- Faculty members who are engaged in Professional Application use their academic training, scholarship and experience to serve the public and contribute to NSU's mission, vision, and values. Professional Application includes internal service to the discipline, department, college, and university and contributing to the shared governance system and institutional development through a variety of activities including service on committees, task forces, policy advisory bodies, and the

development and management of academic programs. In order to be considered as a form of scholarship, both peer review and dissemination of results are expected.

- Activities to consider in the evaluation of Scholarship of Professional Application may include below:
    - Serve as referee for peer-reviewed journals.
    - Serve as editor for peer-reviewed journals.
    - Service on state or national boards with research or scholarly functions.
    - Proposal reviews for professional organizations.
    - Public Presentations of scholarship.
    - Judge of Student papers and presentations.
    - Other activities through annual goals as agreed upon between the department chair and faculty.

Contributions to the Institution and Profession

The applicant must complete a minimum of four different service activities from three (3) different categories (i.e., institution, profession, and community) per year during the review period. For each entry provide the semester(s) and year(s).

1. Service to University Institution
    - Service to the program, the department, the college, and the university by membership and/or contribution to a program-level/a department-level/a college-level/a university-level committee or activity.
    - Service as a program coordinator or a course coordinator.
    - Participate in student retention or recruitment activities.
    - Evidence of effective advising (e.g., number of advisees, time devoted to advising, media employed in advising, and innovative advising approaches).
    - Serve on a research, capstone project, or thesis committee.
    - Reports, recommendations, or other written documents generated by activity
    - Assessment duties (i.e., including but not limited to program review, prioritization, strategic planning, annual student learning assessment, etc.)
    - Methods employed accommodating student diversity.
    - Other activities through annual goals as agreed upon between the department chair and faculty.

2. Service to the Discipline/Profession
    - Service to a professional organization (annual membership, committee work, board membership, officer, sponsor, or journal reviewer).
    - Delivery of professional expertise to colleagues across campus.
    - Sharing expertise, such as serving on an accrediting team; writing questions for licensure or certification exams; participating in a program review for a university.

- ○ The Teacher Education Faculty must complete a minimum of ten hours of PK-12 experience each academic year.
        - ○ Sessions chaired at professional meetings.
        - ○ Panel Participation at professional meetings.
        - ○ Other activities through annual goals as agreed upon between the department chair and faculty.
    3. Service to the Community
        - ○ Provide service (e.g., the development of curriculum, accreditation and/or assessment instruments, etc.) to local and/or community organizations.
        - ○ Provide clinical services related to physical health, mental health, and wellness.
        - ○ Provide consulting services or technical assistance.
        - ○ Serving on boards, committees, commissions utilizing one's disciplinary expertise.
        - ○ Planning and/or implementing public events, such as teaching non-credit classes or workshops; providing public lectures; participating on panels or symposia for public presentation.
        - ○ Reports, recommendations, or other written documents generated by the activity.
        - ○ Letters from chairs or colleagues (including external professional colleagues) with whom faculty.
        - ○ Other written records that document the faculty member's quantity and quality of service.
        - ○ Letters from community partners or those who benefited from the outreach activity.
        - ○ Letters from external agencies or organizations attesting to the quality and value of the work.
        - ○ Completed evaluation forms from those who participated in the activity.
        - ○ Evidence that the work has served as a model for others.
        - ○ Other activities through annual goals as agreed upon between the department chair and faculty.

Promotion from Assistant Professor to Associate Professor

To qualify for promotion to the rank of Associate Professor, a faculty member shall demonstrate effective teaching that contributes to the instructional mission of the university and shall receive performance ratings that meet or exceed the department's set criteria in:

- Effective Classroom Teaching,
- Scholarly or Creative Achievements (Scholarship of Teaching and Learning, Scholarship of Discovery, Scholarship of Professional Application, and Scholarship of Integration), and
- Contributions to the Institution and Profession.

● Performance of Non-teaching Semi-administrative or Administrative Duties (if applicable)

Effective Classroom Teaching

The applicant must:
● Show an ongoing record of effective teaching during the review period. For each entry provide the semester(s) and year(s): Demonstration of effective teaching will be evaluated by the following:
  ○ Evidence of student learning outcomes and/or learning gains exhibited by students (e.g., pre-post evaluation, item analysis, rubric grades, grade analysis, etc.).
  ○ Institutional student evaluation.
  ○ Peer and Chair evaluations.
  ○ Student evaluation developed by faculty (i.e., optional).

● Complete a minimum of **three or four different teaching activities** per year from the following list during the review period. For each entry provide the semester(s) and year(s):
  ○ OSAT pass rates, as appropriate.
  ○ Self-reflection.
  ○ Demonstrate curricular innovation made through changing pedagogy (i.e. instructional strategies, new methods of teaching, or assessments).
  ○ Develop a new course. Identify the basis for the course and procedure and information used to develop the course content.
  ○ Describe major changes to course content or methods. Identify the previous course content/methods and describe how the changes have impacted students.
  ○ Describe opportunities for students to learn in alternative formats.
  ○ Incorporate supportive technologies associated with curriculum. Include a description of the new technologies and how they have enhanced or provided a value-added experience.
  ○ Evidence of effective advising (e.g., number of advisees, time devoted to advising, media employed in advising, and innovative advising approaches)
  ○ Supervise student clubs.
  ○ Supervise student research and/or graduate assistant(s).
  ○ Supervise student's practicum, internship and/or capstone experiences.
  ○ Supervise an independent study or a directed reading. Provide the title of the independent study and the activities involved.
  ○ Supervise a Service Learning experience. Provide a description of the experience and the number of students involved.
  ○ Awards or recognition for teaching excellence. Include the name and date of the award.

- ○ Workshops created and directed.
- ○ Webinars created and directed.
- ○ Effective presentations, whether in lecture, laboratory, studio, or other venues.
- ○ Other activities through annual goals as agreed upon between the department chair and faculty.

Scholarly/ Creative Achievement (Boyer's Areas of Scholarship)

The applicant must show evidence of meeting goals that faculty set up during the review period in at least one or two of the Boyer's four areas of Scholarly Activities (Teaching and Learning, Discovery, Application, and Integration).

1. Scholarship of Teaching and Learning
- Contributions to Teaching and Learning involve facilitating student learning, critical thought, and inquiry, as well as transmitting, integrating, interpreting, and extending knowledge. In addition, teaching should reveal and develop diverse perspectives, help to facilitate creativity and life-long learning, and work to integrate various principles central to the mission, vision, and values of Northeastern State University.
- Activities to consider in the evaluation for Scholarship of Teaching and Learning may include below:
  - ○ Complete new certification requirements or credentials related to one's teaching or content area(s).
  - ○ Disseminate new skills or knowledge, and materials in teaching beyond one's own classroom through a professional conference, seminar, workshop, or meeting.
  - ○ Conduct applied research regarding various pedagogies, delivery methods, student learning, and assessment practices.
  - ○ Test bank published.
  - ○ Textbooks published.
  - ○ Study Guides published.
  - ○ Other activities through annual goals as agreed upon between the department chair and faculty.

2. Scholarship of Discovery
- Scholarly activity in this area constitutes academic work that confronts the unknown, seeks new understandings, and/or offers a new perspective on knowledge, through both individual and collaborative work both within and across disciplines. Scholarship of discovery represents what the traditional academy had referred to as research, either through replications and extensions of existing research or through original research.
- Activities to consider in the evaluation of Scholarship of Discovery may include below:
  - ○ Presentation at a peer reviewed professional/scholarly meeting.

- ○ Publish a book or an article in a professional journal that is peer reviewed, juried, or refereed.
  - ○ Illustrated material and other media based on original research.
  - ○ Chapters published in scholarly books.
  - ○ Papers reviewed for professional meetings.
  - ○ Grants proposals submitted.
  - ○ Grants funded.
  - ○ Other activities through annual goals as agreed upon between the department chair and faculty.

3. Scholarship of Integration
- Integration is a scholarly area that gives meaning to isolated facts, putting them into perspective and into context. Connections across the disciplines to solve problems, raise questions for research and examination, and involve others from various backgrounds to create and initiate new ways of thinking all reflect this area of scholarship. Integration can also involve fitting original research into larger intellectual patterns and work underway to lead new understandings. Key words often used to reflect the possibilities of scholarship inherent within this area include interdisciplinary, integrative, and interpretive.
- Activities to consider in the evaluation of Scholarship of Integration may include below:
  - ○ Article in university publication or other locally supported and circulated journals.
  - ○ Popular writing for non-specialists.
  - ○ Publish book reviews and/or abstract.
  - ○ Bibliography published.
  - ○ Contributed a chapter to a book or textbook.
  - ○ Radio and television presentations.
  - ○ DVD's, YouTube submissions, and videos published.
  - ○ Other activities through annual goals as agreed upon between the department chair and faculty.

4. Scholarship of Professional Application
- Faculty members who are engaged in Professional Application use their academic training, scholarship and experience to serve the public and contribute to NSU's mission, vision, and values. Professional Application includes internal service to the discipline, department, college, and university and contributing to the shared governance system and institutional development through a variety of activities including service on committees, task forces, policy advisory bodies, and the development and management of academic programs. In order to be considered as a form of scholarship, both peer review and dissemination of results are expected.

- Activities to consider in the evaluation of Scholarship of Professional Application may include below:
    - Serve as referee for peer-reviewed journals.
    - Serve as editor for peer-reviewed journals.
    - Service on state or national boards with research or scholarly functions.
    - Proposal reviews for professional organizations.
    - Public Presentations of scholarship.
    - Judge of Student papers and presentations.
    - Other activities through annual goals as agreed upon between the department chair and faculty.

Contributions to the Institution and Profession

The applicant must complete a minimum of five different service activities from three (3) different categories (i.e., institution, profession, and community) per year during the review period. For each entry provide the semester(s) and year(s).

1. Service to University Institution
    - Service to the program, the department, the college, and the university by membership and/or contribution to a program-level/a department-level/a college-level/a university-level committee or activity.
    - Service as a program coordinator or a course coordinator.
    - Participate in student retention or recruitment activities.
    - Evidence of effective advising (e.g., number of advisees, time devoted to advising, media employed in advising, and innovative advising approaches).
    - Serve on a research, capstone project, or thesis committee.
    - Reports, recommendations, or other written documents generated by activity
    - Assessment duties (i.e., including but not limited to program review, prioritization, strategic planning, annual student learning assessment, etc.)
    - Methods employed accommodating student diversity.
    - Other activities through annual goals as agreed upon between the department chair and faculty.

2. Service to the Discipline/Profession
    - Service to a professional organization (annual membership, committee work, board membership, officer, sponsor, or journal reviewer).
    - Delivery of professional expertise to colleagues across campus.
    - Sharing expertise, such as serving on an accrediting team; writing questions for licensure or certification exams; participating in a program review for a university.
    - The Teacher Education Faculty must complete a minimum of ten hours of PK-12 experience each academic year.

- ○ Sessions chaired at professional meetings.
- ○ Panel Participation at professional meetings.
- ○ Other activities through annual goals as agreed upon between the department chair and faculty.

3. Service to the Community
- ○ Provide service (e.g., the development of curriculum, accreditation and/or assessment instruments, etc.) to local and/or community organizations.
- ○ Provide clinical services related to physical health, mental health, and wellness.
- ○ Provide consulting services or technical assistance.
- ○ Serving on boards, committees, commissions utilizing one's disciplinary expertise.
- ○ Planning and/or implementing public events, such as teaching non-credit classes or workshops; providing public lectures; participating on panels or symposia for public presentation.
- ○ Reports, recommendations, or other written documents generated by the activity.
- ○ Letters from chairs or colleagues (including external professional colleagues) with whom faculty.
- ○ Other written records that document the faculty member's quantity and quality of service.
- ○ Letters from community partners or those who benefited from the outreach activity.
- ○ Letters from external agencies or organizations attesting to the quality and value of the work.
- ○ Completed evaluation forms from those who participated in the activity.
- ○ Evidence that the work has served as a model for others.
- ○ Other activities through annual goals as agreed upon between the department chair and faculty.

Promotion from Associate Professor to Professor

Tenured faculty in the rank of Associate Professor shall normally be considered for promotion to Professor during their fifth year in rank. Non-Tenured Associate Professors shall not be promoted to Full Professor unless they are selected for the simultaneous award of tenure. Faculty may request consideration for promotion to Full Professor before the time for normal consideration, but in those instances the faculty member shall demonstrate that s/he has achieved, in a shorter period of time, a record of accomplishments which meets the standards and level of performance that would be expected during the normal five-year period of time in rank as an Associate Professor.

To be recommended for promotion to the rank of Full Professor, candidates shall receive performance ratings that meet or exceed the criteria for:
- ● Effective Classroom Teaching,

- Scholarly or Creative Achievements (Scholarship of Teaching and Learning, Scholarship of Discovery, Scholarship of Professional Application, and Scholarship of Integration), and
- Contributions to the Institution and Profession.
- Performance of Non-teaching Semi-administrative or Administrative Duties (if applicable)

Effective Classroom Teaching

The applicant must:
- Show an ongoing record of effective teaching during the review period. For each entry provide the semester(s) and year(s): Demonstration of effective teaching will be evaluated by the following:
  - Evidence of student learning outcomes and/or learning gains exhibited by students (e.g., pre-post evaluation, item analysis, rubric grades, grade analysis, etc.).
  - Institutional student evaluation.
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  - Student evaluation developed by faculty (i.e., optional).

- Complete a minimum of **three or four different teaching activities** per year from the following list during the review period. For each entry provide the semester(s) and year(s):
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  - Incorporate supportive technologies associated with curriculum. Include a description of the new technologies and how they have enhanced or provided a value-added experience.
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  - Supervise student research and/or graduate assistant(s).
  - Supervise student's practicum, internship and/or capstone experiences.

- ○ Supervise an independent study or a directed reading. Provide the title of the independent study and the activities involved.
- ○ Supervise a Service Learning experience. Provide a description of the experience and the number of students involved.
- ○ Awards or recognition for teaching excellence. Include the name and date of the award.
- ○ Workshops created and directed.
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- ● Activities to consider in the evaluation for Scholarship of Teaching and Learning may include below:
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    ○ Service as a program coordinator or a course coordinator.
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    ○ Evidence of effective advising (e.g., number of advisees, time devoted to advising, media employed in advising, and innovative advising approaches).
    ○ Serve on a research, capstone project, or thesis committee.
    ○ Reports, recommendations, or other written documents generated by activity
    ○ Assessment duties (i.e., including but not limited to program review, prioritization, strategic planning, annual student learning assessment, etc.)
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2. Service to the Discipline/Profession
    ○ Service to a professional organization (annual membership, committee work, board membership, officer, sponsor, or journal reviewer).
    ○ Delivery of professional expertise to colleagues across campus.

- ○ Sharing expertise, such as serving on an accrediting team; writing questions for licensure or certification exams; participating in a program review for a university.
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- ○ Provide consulting services or technical assistance.
- ○ Serving on boards, committees, commissions utilizing one's disciplinary expertise.
- ○ Planning and/or implementing public events, such as teaching non-credit classes or workshops; providing public lectures; participating on panels or symposia for public presentation.
- ○ Reports, recommendations, or other written documents generated by the activity.
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- ○ Letters from community partners or those who benefited from the outreach activity.
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- ○ Completed evaluation forms from those who participated in the activity.
- ○ Evidence that the work has served as a model for others.
- ○ Other activities through annual goals as agreed upon between the department chair and faculty.

Tenure

Tenure is granted to non-tenured faculty whose work has satisfied university and department standards of quality and significance in Effective Classroom Teaching, Scholarly or Creative Achievements and Contributions to the Institution and Profession following the Boyer Model, as laid out in Appendix C. Tenure represents the university's long-term commitment to a faculty member, and is only granted when there is evidence that the individual will continue to make increasingly distinguished contributions to the university and its instructional program, her/his discipline, and the community.

Tenure is normally considered during the fifth year of a tenure track appointment. Credit toward tenure may be granted at time of appointment and any such credits would reduce the length of the provisional period. Early tenure shall not normally be considered until the candidate has completed at least one full retention review, after which s/he may request consideration for early tenure. To receive a favorable recommendation for early tenure, a candidate shall have achieved, before the normal provisional period, a record of accomplishment that meets the standards and level of performance for tenure indicated in these guidelines. Prior to the final decision, candidates for early tenure may withdraw without prejudice from consideration at any level of review.

All evaluations for tenure shall address at a minimum whether each candidate has achieved excellence in:
- Effective Classroom Teaching,
- Scholarly or Creative Achievements (Scholarship of Teaching and Learning, Scholarship of Discovery, Scholarship of Professional Application, and Scholarship of Integration), and
- Contributions to the Institution and Profession.
- Performance of Non-teaching Semi-administrative or Administrative Duties (if applicable).

Effective Classroom Teaching

The applicant must:
- Show an ongoing record of effective teaching during the review period. For each entry provide the semester(s) and year(s): Demonstration of effective teaching will be evaluated by the following:
    - Evidence of student learning outcomes and/or learning gains exhibited by students (e.g., pre-post evaluation, item analysis, rubric grades, grade analysis, etc.).
    - Institutional student evaluation.
    - Peer and Chair evaluations.
    - Student evaluation developed by faculty (i.e., optional).

- Complete a minimum of **three or four different teaching activities** per year from the following list during the review period. For each entry provide the semester(s) and year(s):
    - OSAT pass rates, as appropriate.
    - Self-reflection.
    - Demonstrate curricular innovation made through changing pedagogy (i.e. instructional strategies, new methods of teaching, or assessments).
    - Develop a new course. Identify the basis for the course and procedure and information used to develop the course content.

- Describe major changes to course content or methods. Identify the previous course content/methods and describe how the changes have impacted students.
- Describe opportunities for students to learn in alternative formats.
- Incorporate supportive technologies associated with curriculum. Include a description of the new technologies and how they have enhanced or provided a value-added experience.
- Evidence of effective advising (e.g., number of advisees, time devoted to advising, media employed in advising, and innovative advising approaches)
- Supervise student clubs.
- Supervise student research and/or graduate assistant(s).
- Supervise student's practicum, internship and/or capstone experiences.
- Supervise an independent study or a directed reading. Provide the title of the independent study and the activities involved.
- Supervise a Service Learning experience. Provide a description of the experience and the number of students involved.
- Awards or recognition for teaching excellence. Include the name and date of the award.
- Workshops created and directed.
- Webinars created and directed.
- Effective presentations, whether in lecture, laboratory, studio, or other venues.
- Other activities through annual goals as agreed upon between the department chair and faculty.

Scholarly/ Creative Achievement (Boyer's Areas of Scholarship)

The applicant must show evidence of meeting goals that faculty set up during the review period in at least one or two of the Boyer's four areas of Scholarly Activities (Teaching and Learning, Discovery, Application, and Integration).

1. Scholarship of Teaching and Learning
- Contributions to Teaching and Learning involve facilitating student learning, critical thought, and inquiry, as well as transmitting, integrating, interpreting, and extending knowledge. In addition, teaching should reveal and develop diverse perspectives, help to facilitate creativity and life-long learning, and work to integrate various principles central to the mission, vision, and values of Northeastern State University.
- Activities to consider in the evaluation for Scholarship of Teaching and Learning may include below:
  - Complete new certification requirements or credentials related to one's teaching or content area(s).

- Disseminate new skills or knowledge, and materials in teaching beyond one's own classroom through a professional conference, seminar, workshop, or meeting.
- Conduct applied research regarding various pedagogies, delivery methods, student learning, and assessment practices.
- Test bank published.
- Textbooks published.
- Study Guides published.
- Other activities through annual goals as agreed upon between the department chair and faculty.

2. Scholarship of Discovery
- Scholarly activity in this area constitutes academic work that confronts the unknown, seeks new understandings, and/or offers a new perspective on knowledge, through both individual and collaborative work both within and across disciplines. Scholarship of discovery represents what the traditional academy had referred to as research, either through replications and extensions of existing research or through original research.
- Activities to consider in the evaluation of Scholarship of Discovery may include below:
  - Presentation at a peer reviewed professional/scholarly meeting.
  - Publish a book or an article in a professional journal that is peer reviewed, juried, or refereed.
  - Illustrated material and other media based on original research.
  - Chapters published in scholarly books.
  - Papers reviewed for professional meetings.
  - Grants proposals submitted.
  - Grants funded.
  - Other activities through annual goals as agreed upon between the department chair and faculty.

3. Scholarship of Integration
- Integration is a scholarly area that gives meaning to isolated facts, putting them into perspective and into context. Connections across the disciplines to solve problems, raise questions for research and examination, and involve others from various backgrounds to create and initiate new ways of thinking all reflect this area of scholarship. Integration can also involve fitting original research into larger intellectual patterns and work underway to lead new understandings. Key words often used to reflect the possibilities of scholarship inherent within this area include interdisciplinary, integrative, and interpretive.
- Activities to consider in the evaluation of Scholarship of Integration may include below:
  - Article in university publication or other locally supported and circulated journals.

- Popular writing for non-specialists.
- Publish book reviews and/or abstract.
- Bibliography published.
- Contributed a chapter to a book or textbook.
- Radio and television presentations.
- DVD's, YouTube submissions, and videos published.
- Other activities through annual goals as agreed upon between the department chair and faculty.

4. Scholarship of Professional Application

- Faculty members who are engaged in Professional Application use their academic training, scholarship and experience to serve the public and contribute to NSU's mission, vision, and values. Professional Application includes internal service to the discipline, department, college, and university and contributing to the shared governance system and institutional development through a variety of activities including service on committees, task forces, policy advisory bodies, and the development and management of academic programs. In order to be considered as a form of scholarship, both peer review and dissemination of results are expected.

- Activities to consider in the evaluation of Scholarship of Professional Application may include below:
  - Serve as referee for peer-reviewed journals.
  - Serve as editor for peer-reviewed journals.
  - Service on state or national boards with research or scholarly functions.
  - Proposal reviews for professional organizations.
  - Public Presentations of scholarship.
  - Judge of Student papers and presentations.
  - Other activities through annual goals as agreed upon between the department chair and faculty.

Contributions to the Institution and Profession

The applicant must complete a minimum of five different service activities from three (3) different categories (i.e., institution, profession, and community) per year during the review period. For each entry provide the semester(s) and year(s).

1. Service to University Institution
   - Service to the program, the department, the college, and the university by membership and/or contribution to a program-level/a department-level/a college-level/a university-level committee or activity.
   - Service as a program coordinator or a course coordinator.
   - Participate in student retention or recruitment activities.

- Evidence of effective advising (e.g., number of advisees, time devoted to advising, media employed in advising, and innovative advising approaches).
- Serve on a research, capstone project, or thesis committee.
- Reports, recommendations, or other written documents generated by activity
- Assessment duties (i.e., including but not limited to program review, prioritization, strategic planning, annual student learning assessment, etc.)
- Methods employed accommodating student diversity.
- Other activities through annual goals as agreed upon between the department chair and faculty.

2. Service to the Discipline/Profession
- Service to a professional organization (annual membership, committee work, board membership, officer, sponsor, or journal reviewer).
- Delivery of professional expertise to colleagues across campus.
- Sharing expertise, such as serving on an accrediting team; writing questions for licensure or certification exams; participating in a program review for a university.
- The Teacher Education Faculty must complete a minimum of ten hours of PK-12 experience each academic year.
- Sessions chaired at professional meetings.
- Panel Participation at professional meetings.
- Other activities through annual goals as agreed upon between the department chair and faculty.

3. Service to the Community
- Provide service (e.g., the development of curriculum, accreditation and/or assessment instruments, etc.) to local and/or community organizations.
- Provide clinical services related to physical health, mental health, and wellness.
- Provide consulting services or technical assistance.
- Serving on boards, committees, commissions utilizing one's disciplinary expertise.
- Planning and/or implementing public events, such as teaching non-credit classes or workshops; providing public lectures; participating on panels or symposia for public presentation.
- Reports, recommendations, or other written documents generated by the activity.
- Letters from chairs or colleagues (including external professional colleagues) with whom faculty.
- Other written records that document the faculty member's quantity and quality of service.
- Letters from community partners or those who benefited from the outreach activity.

- Letters from external agencies or organizations attesting to the quality and value of the work.
- Completed evaluation forms from those who participated in the activity.
- Evidence that the work has served as a model for others.
- Other activities through annual goals as agreed upon between the department chair and faculty.

Voted 5/15/2020

NORTHEASTERN
STATE UNIVERSITY

Review of Departmental

Promotion, Tenure and Post-Tenure Guidelines

Name of Department: Health & Kinesiology

College or Unit: College of Education

Semester / Year of Current Review: Spring /2020

Semester / Year of Next Review: Spring /2022

Department Faculty Vote Date: 5/15/2020
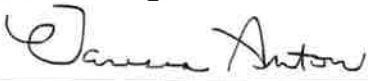
Department Approval Signatures

Department Senior Faculty Member   Ahmet Ozturk
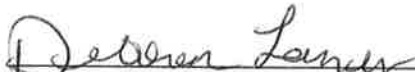
_____
7/13/2020
Date

Department Chair   MooSong Kim

_____
07/13/2020
Date

Approval Signatures

College Dean   Vanessa Anton

7/20/2020
Date

Provost / Vice President of Academic Affairs

7-27-2020
Date

Northeastern State University, President

9/10/2020
Date