

Physical Education Dept.
DPEC Guidelines
(Revised July 23, 2008)

The Physical Education Department adheres to the Evaluation Procedures outlined in Article VIII of the *2006-2009 Collective Bargaining Agreement* and the “DPEC Procedural Guidelines” outlined in the *2008-09 (or most recent) Faculty Handbook*.

Specifically, the Physical Education DPEC will conduct itself in accordance with the DPEC Guidelines contained in the Collective Bargaining Agreement. In addition, the Physical Education faculty endorses the following clarifications to the DPEC Guidelines:

DPEC Composition: Because our department includes many “Teaching PATs,” the membership of the DPEC may include up to two department members who are not full-time tenure track faculty.

Portfolio Development: Each candidate shall develop a portfolio (consistent with established guidelines within the Collective Bargaining Agreement) containing materials that document their teaching effectiveness, service to the College and students, and scholarship and related professional activity.

Teaching Effectiveness (including advising): (General procedures for all faculty members)

Evaluation of teaching effectiveness will include the following:

- Student Evaluations
- Responsiveness to student evaluations
- Peer Evaluation (including class visits of the faculty being evaluated)

Evaluation of effective advising will include the following:

- Demonstrated knowledge of the Integrative Studies Program, and how students can meet Program requirements
- Demonstrated knowledge of the major program, and how students can meet program requirements
- Participating in the major program and College-wide academic advising processes (including pre-admission, pre-registration, career and graduate school guidance (as appropriate))
- Advising students as assigned
- Mentoring students’ professional development (i.e. encouraging membership in professional organizations, attendance at professional meetings and workshops, working collaboratively on projects, etc.)

Service to the College and Students:

Service and scholarship within our academy can be very closely related, and often inform our teaching. Faculty members should consider opportunities to participate in, and serve on departmental, School, and campus-wide activities and committees. We value and seek serious intellectual work that can express itself in service both to the College and to the larger community.

Scholarship and Related Professional Activity in Athletic Training and Physical Education:

Scholarship for the purposes of the Athletic Training and Physical Education DPEC is defined as: service to the profession, curriculum development, certification and licensure, human performance*, research and critical writing that is intended to reach a professional audience.

- Continuing Athletic Training Certification and Licensure (as appropriate)
- Continuing Teacher Certification (as appropriate)
- Service to the profession (relevant professional activity) may include service to professional organizations, providing medical / athletic training coverage for athletic events, refereeing articles for scholarly journals, editing scholarly journals, consulting or advising with accreditation processes, preparation of accreditation / assessment documents, acting as respondents on panels, facilitating in-service training / education for cooperating professionals, and chairing sessions at professional conferences
- Curriculum may be developed for K-12 learners, teachers, teacher educators, athletic trainers, or athletic training educators, and should be shared with professionals in the appropriate field.
- Human performance may be demonstrated by participation in sports, games, dance, exercise, or athletic contests as it relates to one's content or pedagogical area
- Research and critical writing may be published (written or via the world-wide web) as curriculum, journal articles, essays, reviews, books, or monographs, or may be presented orally at conferences
- Athletic Training coverage at sporting events beyond the parameters of one's work at KSC

Work acceptable for consideration must be broadly related to the faculty member's professional field.

* Similar to an artist or musician, physical education professionals must demonstrate a commitment to their "craft." Artists may paint, sculpt, or draw. Musicians play, and perform their instruments and musical arrangements before an audience. Physical education professionals' craft is human movement. We value a healthy, active lifestyle, and believe that it is important to be professional role models for our students.

This is not intended to be an exclusive definition of scholarship and obviously does not include everything that might be defined as "related professional activities." Candidates may propose whatever they feel is appropriate, but they will be expected to explain how their activities fit into either the department's definition of scholarship or the college's definition of "scholarship and related professional activities."

Evaluation Expectations

Rank	Teaching & Advising	Service	Scholarship & Related Professional Activity
Asst. Professor <i>(Each area should be addressed in narrative form within the faculty member's self-evaluation and within their portfolio.)</i>	<p>First-year faculty are not expected to provide direct advising to students.</p> <p>Continue to develop effective teaching practices, as evidenced by: clear course syllabi, consistent with College requirements (including specific objectives, and assessment procedures, schedules of assignments), responsiveness to student evaluations in order to improve teaching, responsiveness to peer observations in order to improve teaching.</p> <p>Continue to develop effective advising practices as evidenced by: demonstrated knowledge of both ISP and major program requirements (ex. student's advising folder) , working with students during pre-admission, pre-registration, mentoring students' professional development.</p>	<p>Extensive service to the College and students is not expected of first-year faculty members.</p> <p>As one's tenure at the College progresses, the faculty member should begin to explore ways to serve the department, School, College, and students. The intention is to become progressively more involved in the KSC and larger community.</p>	<p>New faculty should continue to work on scholarship in progress at the time of hire (or begin new projects, and be able to demonstrate on-going involvement in the professional and scholarly community.</p> <p>Begin to establish a record of scholarship and related professional activity.</p>

Rank	Teaching & Advising	Service	Scholarship & Related Professional Activity
<p>Assoc. Professor (Tenure) <i>(Each area should be addressed in narrative form within the faculty member's self-evaluation and within their portfolio.)</i></p>	<p>Continue to develop effective teaching practices, as evidenced by: clear course syllabi, consistent with College requirements (including specific objectives, and assessment procedures, schedules of assignments), reflection related to student evaluations in order to improve teaching, reflection related to peer observations in order to improve teaching.</p> <p>Continue to develop effective advising practices as evidenced by: demonstrated knowledge of both ISP and major program requirements (ex. student's advising folder), working with students during pre-admission, pre-registration, mentoring students' professional development.</p> <p>Willingness to explore new pedagogy, program needs, and scholarly interests in order to develop new courses and curriculum.</p>	<p>Consistent record of service to the department, School, College, students, and the larger community.</p>	<p>Established record of scholarship and related professional activity, including work at a: professional level, regional or national level, or mastery performance level.</p>

Rank	Teaching and Advising	Service	Scholarship & Related Professional Activity
<p>Professor <i>(Each area should be addressed in narrative form within the faculty member's self-evaluation and within their portfolio.)</i></p>	<p>Strong and consistent record of effective teaching practices, as evidenced by: clear course syllabi, consistent with College requirements (including specific objectives, and assessment procedures, schedules of assignments), reflection related to student evaluations in order to improve teaching, reflection related to peer observations in order to improve teaching.</p> <p>Strong and consistent record of effective advising practices as evidenced by: demonstrated knowledge of both ISP and major program requirements (ex. student's advising folder), working with students during pre-admission, pre-registration, mentoring students' professional development.</p> <p>Willingness to explore new pedagogy, program needs, and scholarly interests in order to develop new courses and curriculum.</p>	<p>Extensive and on-going record of substantial and meaningful service to the department, School, College, students, and the larger community. This may include serving a leadership role in the above areas.</p>	<p>Extensive record of scholarship and related professional activity, including work at the: highest professional level, national or international level, or elite performance level (and sharing that expertise with a professional audience)</p>