

**Disciplinary Statement for Promotion and Tenure  
The University of North Carolina at Pembroke**

**College/School** *School of Education*

**Department** *Health and Human Performance (HHP)*

**Discipline\*** *Exercise Physiology, Recreation/Leisure, Health Promotion, Athletic Training, Physical Education/Health K-12, Sport Management/Administration/Leadership*

*\*Departments comprising multiple disciplines may, at their discretion, submit a statement for each discipline.*

*The information provided below is intended as a guide for all evaluators who participate in the promotion and tenure review process. This statement reflects general disciplinary orientations and is not intended to limit the appropriate discretion of evaluators or to serve as a binding agreement with candidates. It is understood that no two individual faculty members under review will address these expectations in the same manner. Even so, candidates should be mindful of expectations for their discipline as communicated on this statement, through annual evaluations, and through informal mentoring by colleagues, the department chair, and other administrators.*

I. Degree Requirements:

List all acceptable terminal degrees in your discipline(s): PhD, EdD, DAT, DA, DHSc

*A terminal degree in a program area within the department, or a related degree with a concentration/cognate within a (major or minor) program area of the department.*

Is a terminal degree required for tenure?      Yes   X        No     

Is a terminal degree required for promotion?      Yes   X        No     

If answer is no to either question above, provide a brief rationale:

II. Discipline-Specific Attributes of Faculty Performance:

*The HHP Department endeavors to prepare students to enter a number of professions related to athletic training, health, human performance, public health, sport, and recreation. To do this the department is committed to fostering an environment that prioritizes teaching, discipline-specific research, and service to the university, community, and discipline(s). Of these three scholarly activities, providing optimally effective learning environments for students is considered the first priority, followed by service and then research.*

*The faculty member must provide evidence of a mature level of performance as a teacher and the versatility to contribute to the department's undergraduate and graduate instructional program(s). This evidence should include summaries of student evaluations, assessment, and how classes contribute to programmatic and institutional learning outcomes.*

With regard to teaching, is there anything unique or unusual regarding how this activity occurs or is evaluated in your discipline?

- *Supervision of interns on and off campuses (site visits)*
- *Common core courses shared across program areas requires faculty to teach across specialty areas*
- *Hybrid, daytime, evening, online, and face to face courses*
- *Supporting students through summative assessments and licensure exams*
- *Advising students within one's area of expertise and other departmental curriculum tracks*
- *Curriculum updates to reflect licensure standards and/or best practices in discipline(s)*
- *Formative feedback about student knowledge and skill development*
- *Experiential learning*
- *Field based learning*
- *Service learning*
- *Integrate current policies, laws, standards into coursework*
- *Professional development in assessment of student learning*
- *Professional development in best practices in teaching and supervision*

With regard to scholarship, is there anything unique or unusual regarding how this activity occurs or is evaluated in your discipline?

*The HHP Department values and supports scholarship that is connected to both addressing identified regional needs and the faculty member's role within the department. Scholarship activities are expected to follow a trajectory that demonstrates progression in a focused line of inquiry. Scholarship contributes to the profession/area of the faculty member's department and is evidenced by peer-reviewed publications, presentations, action research, and grant activity that enhance the mission of the HHP Department.*

- *Student research support (at undergraduate and graduate levels)*
- *Supervision and/or mentorship of graduate capstone/thesis projects*
- *Research focus linked to regional need*
- *Publications: peer reviewed publications, chapters, textbooks, conference proceedings*
- *Grant activity: includes contributing to the writing of the grant application, research collection and analysis of grant activities, program evaluation of grant activities, reviewing grants.*
- *Editing and editorial board work*
- *Specialty accreditation reports*
- *Honors and awards related to research/scholarship*
- *Membership in professional associations*
- *Specialty licensure/accreditation related to one's expertise*
- *Maintenance of licensure/accreditation*
- *Evidence of continuing education*
- *Supervision of theses and student research*

- Attendance at discipline specific workshops, symposia, conferences
- Consulting

With regard to service, is there anything unique or unusual regarding how this activity occurs or is evaluated in your discipline?

*Service should include meaningful engagement, be connected to the expertise of the faculty member, and be related to the profession/area of the department. Service should also support student success within the HHP Department and School of Education, advance the mission of the HHP Department and School of Education, contribute to the community of campus life, and demonstrate engagement with agencies within the service region.*

- Assessment of programs
- Preparation of assessment reports
- Licensure support presentations
- Grant projects presentations
- Service to regional schools and community agencies
- Leadership roles in relevant professional associations
- Professional development offered to campus colleagues
- Programming to benefit the campus and community
- Sharing expertise with the campus and community
- Supervision of developing professionals
- Leadership/advisor to student organizations on campus
- Encouraging altruism in students through campus and community engagement

III. Disciplinary Expectations for Tenure and Promotion:

<b>Expectations for Tenure</b>	
Beyond the eligibility criteria set forth in policy, what key achievement thresholds in the following areas should a candidate for tenure attain in order to meet disciplinary expectations?	
Teaching	<i>Evidence of excellence</i>
Scholarship	<i>Evidence of productivity potential</i>
Service	<i>Service to department, SOE, campus, and profession</i>
<b>Expectations for Promotion to Associate Professor</b>	

Beyond the eligibility criteria set forth in policy, what key achievement thresholds in the following areas should a candidate for promotion to associate professor attain in order to meet disciplinary expectations?

Teaching	<i>Evidence of excellence</i> <i>Student mentorship</i>
Scholarship	<i>Evidence of record of scholarship in discipline</i>
Service	<i>Service to department, SOE, campus, and profession</i>

**Expectations for Promotion to Full Professor**

Beyond the eligibility criteria set forth in policy, what key achievement thresholds in the following areas should a candidate for promotion to full professor attain in order to meet disciplinary expectations?

Teaching	<i>Evidence of excellence</i> <i>Student mentorship</i>
Scholarship	<i>Evidence of record of scholarship in discipline</i>
Service	<i>Leadership through service within department, SOE, campus, and profession</i>

IV. Approvals:

Department Chair Bryan Winters Date 12/7/2017

Department Vote Yes 9 No 0 Abstain 0 Date 12/4/2017

Dean \_\_\_\_\_ Date \_\_\_\_\_

Provost \_\_\_\_\_ Date \_\_\_\_\_

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