

Millikin University
College of Professional Studies: Exercise Science and Sport Unit Plan

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The purpose of this unit plan is to guide faculty within the Department of Exercise Science and Sport, housed within the College of Professional Studies. The unit plan assists faculty in developing their growth plans in relation to their teaching, advising, scholarship and service. The growth plans are road maps for faculty success in moving toward and through promotion and tenure. This unit plan is directly tied to the mission and shared values of the University and Department of Exercise Science and Sport.

The mission of the university is as follows: to prepare students for professional success, democratic citizenship in a global environment, and a life of meaning and value. The Department of Exercise Science and Sport has a diverse group of faculty with rich experiences in their respective fields. Education and professional practice guide the faculty in providing four distinctly diverse yet interrelated programs with significant performance and service-learning opportunities. The four degree programs provide quality education through a combination of evidence-based research, fundamental theory and methodology, and practical learning experiences. Students gain the knowledge, skills and abilities to effectively network and serve external community partners, organizations, and the media. The programs develop students into professionals that can effectively apply exercise science concepts in varied approaches and environments with the goal of influencing health, fitness, healing, performance (academic and sport) and overall wellness. Professional preparation is a systemic priority of the faculty.

For faculty, the areas of teaching, scholarship, university service, service to the profession, and professional community service should relate to the mission and/or the shared values of the University, College, and/or Department of Exercise Science and Sport.

I. Teaching and Advising

1. The Department of Exercise Science and Sport recognizes the following indicators to measure teaching effectiveness
 - a. Teaching
 1. High teaching evaluation scores on communication and course organization
 2. Evidence of a high level of knowledge and academic rigor
 3. Evidence of attention to the individual needs of students
 4. Extremely well written teaching philosophy
 5. Teaching evaluation relates to the mission of the department
 6. Demonstrates a commitment to the department's shared mission
 7. Teaching evaluation relates to the shared mission of the university (Performance Learning)

b. Advising

1. Participates in advising activities related to student degree completion
2. Participates in advising activities related to student involvement in research activities
3. Participates in advising activities related to student progression to graduate programs or post-graduate success
4. Participates in advising activities related to student organizations

II. Scholarship

1. The Department of Exercise Science and Sport recognizes the following categories of peers as the common basis for intellectual work to be judged as Scholarship
 - a. One or more faculty members within the department or institution with expertise in the topic area
 - b. Professional peers within the same disciplines (i.e. certified/licensed athletic trainers, licensed teachers, registered/licensed dietitians).
 - c. Professional peers reviewing material within publication networks
2. The Department of Exercise Science and Sport recognizes the following categories as scholarship
 - a. Unpublished cases
 - b. Working papers
 - c. Innovative courses
 - d. Presentations to professional organizations
 - e. Electronically distributed articles or work
 - f. Journal articles published
 - g. Conference papers presented
 - h. Conference papers published
 - i. Books (including instructor's manuals and textbooks)
 - j. Specialty certifications that exhibit a higher level of expertise in the industry's practice arena and subsequent enhanced learning opportunities for students

III. University Service

1. The Department of Exercise Science and Sport recognizes the following categories as University Service
 - a. Chairing a department
 - b. Assisting in the development of information technology for classes or marketing the department
 - c. Assisting formally and informally in recruiting and retention programs for Exercise Science and Sport Students
 - d. Acting as director or coordinator for any special projects in the Department of Exercise Science and Sport

- e. Serving on any committees for the Department of Exercise Science and Sport
- f. Serving on any committees as a representative of the Department of Exercise Science and Sport
- g. Serving as faculty advisor to student organizations
- h. Contributing toward alumni outreach activities
- i. Contributing toward campus community outreach activities
- j. Advising students in not-for-credit service activities
- k. Participating in activities which enhance and/or maintain partnerships with neighboring community organizations

IV. Service to the Profession

1. The Department of Exercise Science and Sport recognizes the following categories as Service to the Profession
 - a. Providing contributions over time that have had a significant impact on the professional community
 - b. Serving as an “expert” resource to other practitioners in the community
 - c. Providing a documented quality of work resulting from the faculty member’s service
 - d. Being a member on an editorial board
 - e. Serving on or chairing committees of the state, regional, or national professional organizations
 - f. Serving as chair of a session at a professional meeting
 - g. Holding an office of a state, regional, or national organization
 - h. Reviewing articles or paper proposals at a professional conference
 - i. Serving as a discussant or panelist at a professional conference

V. Professional Service to the Community

1. The Department of Exercise Science and Sport recognizes the following categories as Service to the Community
 - a. Serving on community boards and committees
 - b. Speaking to the media on an area of expertise
 - c. Advising organizations on issues related to professional expertise
 - d. Serving members of the community indirectly (student supervision) or directly in a certified/licensed/registered credentialing area of expertise (faculty)
 - e. Founding a course and/or practicum that serves members of the community indirectly (student supervision) or directly in a certified/licensed/registered credentialing area of expertise (faculty)

Teaching and Advising:		“It is the responsibility of the faculty member to provide an arena in which students can develop competency in skills, knowledge and values. The faculty member should also aspire to instill in students a passion for learning, challenging each student at his/her own level, as relevant problems and issues are addressed.” (Policies and Procedures, section 1.2.3.1)			
Extraordinary	Excellent	Competent	Marginal	Unsatisfactory	Examples of Evidence (not intended to be hierarchically listed nor exhaustive)
<p><i>“A person assigned this ranking is outstanding among Millikin faculty.” (P&P4.10.2)</i></p> <ul style="list-style-type: none"> ◦ Designs scholarship, service-learning, and/or creative achievement activities that measurably enhance student professional growth ◦ Engages in creative or innovative teaching-related activities that are peer-reviewed ◦ Works collaboratively with internship and clinical agency personnel to design mutually beneficial growth opportunities ◦ Intentionally integrates evidence-based teaching methods that validate excellence in student learning ◦ Serves as Honors/SURF or other project advisor, directing educational growth experiences ◦ Implements and shares innovative strategies for advisee plan of study development ◦ Fosters student growth through innovative teaching strategies that can be measured and replicated ◦ Engages students in professional inquiry that extends beyond traditional classroom experiences and expectations (e.g. Independent study, study abroad) ◦ Receives state or national recognition for expertise in clinical or teaching practice ◦ Sustained teaching evaluation numbers averaging higher than university, college, and department evaluation means with emphasis on communication and course organization ◦ Skilled advising ◦ Utilizes multiple methods of instruction ◦ Engages with third-party stakeholders in a purposeful and professional manner. ◦ Participates in reflective processes which advance professional growth by critically examining the continuous cycle of doing/learning/becoming. 	<p><i>“Teaching at this level is consistent with expectations at institutions with a national reputation for excellence in teaching.” (P&P 4.10.2)</i></p> <ul style="list-style-type: none"> ◦ Coordinates the student learning environment in a way that enhances student learning and competencies according to the appraisal of individual learning needs ◦ Plans a variety of teaching/learning strategies that build on previous student evaluations, peer feedback, and/or educational research findings ◦ Coordinates special internships or independent studies for students that advance disciplinary growth and/or engages students in systematic inquiry ◦ Cultivates strong internship/clinical agency ties, including collaborative partnerships with multidisciplinary staff and managers ◦ Maintains knowledge of practice within agencies used for internships/clinical sites and incorporates these into student preparation ◦ Effectively advises ◦ Sustained teaching evaluation numbers at the division or university means on communication and course organization ◦ Consistently uses Moodle for course effectiveness ◦ Leads curricular evaluation and accreditation to improve teaching and learning appraisal ◦ Peer and administrative review of teaching are distinctly positive ◦ Partners with faculty, staff, and fellow students to create student-driven experiences which exist within and beyond the academic discipline. 	<p><i>“Teaching at this level is consistent with expectations at institutions with a national reputation for excellence in teaching.” (P&P 4.10.2)</i></p> <ul style="list-style-type: none"> ◦ Creates an environment of instruction that encourages the development of competency in skills, knowledge and values by students ◦ Shares course objectives and plans learning strategies such that students meet course objectives ◦ Integrates theory with experiential learning in internships/clinical environments associated with the practice of Exercise Science and Sport ◦ Works with individual students to develop goal-directed student plans of study for successful collegiate progression ◦ Carefully articulates methods of student assessment within the syllabus, classroom and clinical experiences ◦ Teaching evaluation averages occasionally below the division or university means, but within the confidence intervals on communication and course organization ◦ Ensures consistent out-of-class availability for students requiring assistance ◦ Moodle user ◦ Integrates teaching self-appraisal into growth plan ◦ Establishes working relationships with the internships/clinical community partners used for courses ◦ Introduces foundational concepts as a stepping stone toward later performance learning opportunities 	<p><i>“A person assigned this ranking is recognized as, at best, marginally competent.” (P&P 4.10.2)</i></p> <ul style="list-style-type: none"> ◦ Consistently receives low scores on teaching evaluation surveys that are unexplained ◦ Fails to integrate currently accepted professional preparation standards into course materials and/or teaching techniques ◦ Engenders serious complaints from internship or clinical agency personnel regarding safe supervision of students or student oversight ◦ Resists or delays self-reflection and planning for growth and improvement ◦ Is inconsistent in maintaining student records or helping ensure successful progression 	<ul style="list-style-type: none"> ◦ Endangers the student learning environment by personal or professional misconduct ◦ Endangers client safety by inattention or willful action in clinical agencies ◦ Shows no corrective action when marginal performance indicators are demonstrated ◦ Cannot demonstrate positive student outcomes, clear links of pedagogical methods to student learning, or evidence of corrective actions to prior teaching critiques ◦ Engages in teaching behaviors that threaten professional and ethical standards ◦ Does not maintain records for advisees 	<ul style="list-style-type: none"> ◦ High teaching evaluation numbers on communication and course organization ◦ Evidence of a high level of knowledge and academic rigor ◦ Evidence of attention to the individual needs of students ◦ Extremely well written teaching philosophy ◦ Teaching evaluations indicate relation to the mission of the department ◦ Demonstrates a commitment to the department’s shared mission ◦ Participates in advising activities related to student degree completion ◦ Participates in advising activities related to student involvement in research activities ◦ Participates in advising activities related to student progression to graduate programs or post-graduate success ◦ Participates in advising activities related to student organizations ◦ Peer reviews ◦ Department level advising evaluation

Scholarship:					
<i>“Members of the Millikin academic community, both students and faculty, should contribute to the University's intellectual life by producing scholarship appropriate to their stages of development. Faculty should pursue projects which draw upon their established expertise and call upon their skills as experienced scholars. (P&P 1.2.3.2)</i>					
Extraordinary	Excellent	Competent	Marginal	Unsatisfactory	Examples of Evidence (not intended to be hierarchically listed nor exhaustive)
<p><i>“A person assigned this ranking is outstanding among both Millikin faculty and faculty at nationally recognized undergraduate institutions in the amount and quality of Scholarship Achievement” (P&P4.11.1)</i></p>	<p><i>“A person assigned this ranking is perceived as having made strong contributions to Scholarship/ Artistic Achievement in his or her field.” (P&P4.11.1)</i></p>	<p><i>“A person assigned this ranking is recognized as having made a smaller, but meaningful contribution to Scholarship/ Artistic Achievement in his or her field.”(P&P4.11.1)</i></p>	<p><i>“This ranking is assigned to a person who has made only minor contributions to Scholarship Achievement.”(P&P4.11.1)</i></p>		
<ul style="list-style-type: none"> ◦ Authors a book or is a contributing author in a book, or publishes peer-reviewed journal articles with national circulation ◦ Authors or is a contributing author of an accreditation report receiving national recognition ◦ Provides consultation for program enhancement among external audiences. (e.g. consults about integrating new elements into another school’s curriculum) ◦ Disseminates summaries or analyses of projects and makes recommendations that shape practice outside of the university ◦ Disseminates an educational or internship/clinical innovation among peers nationally through peer-reviewed presentations or poster sessions or through submission of a manuscript for publication ◦ Obtains significant funding from an external granting agency as a principal or co-investigator ◦ Serves on the editorial board of a national professional journal ◦ Designs and conducts original research. ◦ Presents a paper or poster presentation at a peer-reviewed national conference ◦ Mentors student(s) presenting at a national or regional conference 	<ul style="list-style-type: none"> ◦ Takes a leadership role in the development of an educational innovation ◦ Takes a leadership role in the development of a significant curriculum change in the division of Exercise Science and Sport ◦ Participates in scholarly activities that further the goals of the unit, or community partner ◦ Submits a grant to an external funding agent or substantially contributes in grant writing opportunities locally or regionally that advance the profession or department mission ◦ Is solicited by peers to participate in consultative services ◦ Completes and maintains certification in a specialty area of licensure ◦ Researches and/or develops substantive new approaches for internship, clinical or educational practice that results in a product ◦ Is invited to serve as a reviewer of a refereed article or book by a national publisher ◦ Attends professional conferences, contributing to a dynamic curriculum ◦ Participates in data collection and analysis for accreditation reports ◦ Presents a paper or poster presentation at a peer-reviewed state or regional conference ◦ Mentors student(s) presenting at local or state conferences 	<ul style="list-style-type: none"> ◦ Gathers ideas or data related to disciplinary development or program development, renewal, or outcomes; and disseminates summaries or analyses with colleagues ◦ Participates in the scholarship of pedagogy by design or development of an educational innovation ◦ Participates in grant writing or systematic reviews that further the goals of the unit ◦ Submits an internal grant application to obtain resources for internship, clinical or pedagogical purposes ◦ Practices in a manner that advances the knowledge of the discipline ◦ Contributes expertise and develops a knowledge base to advance the division of Exercise Science and Sport ◦ Serves as a mentor for students in exploring new knowledge or serves as a reviewer for research proposals or projects ◦ Evidence that peers outside the university have found the body of work to be acceptable 	<ul style="list-style-type: none"> ◦ Does not develop scholarship goals that advance the mission of Millikin University nor the division of Exercise Science and Sport ◦ Rarely engages in integrative reviews or scholarly activities identified in the “competent” category 	<ul style="list-style-type: none"> ◦ Does not participate in scholarship with colleagues or students ◦ Fails to remain current in own field of expertise ◦ Where applicable, does not meet professional responsibilities related to scholarship 	<ul style="list-style-type: none"> ◦ Commentary from one or more faculty members within the department or institution with expertise in the topic area ◦ Commentary from professional peers within the same disciplines (i.e. licensed athletic trainers, certified teachers, registered/licensed dietitians) ◦ Commentary from professional peers at other institutions within the specific Exercise Science and Sport discipline ◦ Unpublished cases ◦ Working papers ◦ Innovative courses ◦ Presentations to professional organizations ◦ Electronically distributed articles or work ◦ Published journal articles ◦ Presented conference papers ◦ Published conference papers ◦ Books (including instructor’s manuals and textbooks) ◦ Specialty certifications that exhibit a higher level of expertise in the industry’s practice arena and subsequent enhanced learning opportunities for students ◦ Projects developed as a consultant including feasibility and market research studies

<p>University Service:</p>	<p><i>“Due to their central role in fulfilling the University's mission and goals, Millikin faculty have a responsibility for contributing to the overall operation of the institution and to the activities, formal and informal, through which the faculty as a whole participate in and shape the life of the academic community.” (P&P 1.2.3.3)</i></p>				
<p>Extraordinary</p> <p><i>“Faculty receiving this ranking are recognized by their faculty peers and administrators as having made major contributions to university service.” (P&P4.12.1)</i></p>	<p>Excellent</p> <p><i>“Faculty receiving this ranking have gone beyond the level of contribution expected of all Millikin faculty. They have served with special distinction, or assumed a leadership role at the university, college, division, or departmental level.” (P&P4.12.1)</i></p>	<p>Competent</p> <p><i>“The person receiving this ranking has made the level of contribution expected of Millikin faculty. This represents the conscientious performance of one's fair share of university service.” (P&P4.12.1)</i></p>	<p>Marginal</p> <p><i>“Represents less than the expected long-term level of university service.” (P&P4.12.1)</i></p>	<p>Unsatisfactory</p>	<p>Examples of Evidence (not intended to be hierarchically listed nor exhaustive)</p>
<ul style="list-style-type: none"> ◦ Serves as acting dean ◦ Serves as director of any of the major university programs ◦ Serves as a council chairperson ◦ Assumes a leadership position on university councils or committees ◦ Contributions that significantly impact the university (ex: program revision, Nyberg, coordinator of course listing) ◦ Documented quality of work resulting from faculty member's leadership ◦ Serves as a leader of department, college, or university committee work ◦ Receives honored distinction ◦ Mentors alongside the student volunteer activities specific to the discipline outside of degree requirements ◦ Creates volunteer activities specific to the discipline outside of degree requirements 	<ul style="list-style-type: none"> ◦ Serves on a university council or committee ◦ Chairs a planning committee in the division of Exercise Science and Sport ◦ Serves as Department Chair ◦ Assumes a leadership position on ESS/CPS committees ◦ Receives special distinction ◦ Participates as a member on a university task force or search committee ◦ Significantly contributes to university, college, and/or department goals ◦ Significantly influences curriculum development through special project work or quality improvement analysis ◦ Significant participation in unit and university recruitment and retention initiatives ◦ Facilitates student volunteer activities specific to the discipline outside of degree requirements 	<ul style="list-style-type: none"> ◦ Makes some noticeable contribution to Exercise Science and Sport or College of Professional Studies ◦ Actively participates in the department's self-study and assessment activities ◦ Conscientious service to university, college, and/or department ◦ Contributes in a manner expected of all faculty ◦ Participates in school recruitment activities ◦ Attends university faculty meetings, convocations and forums 	<ul style="list-style-type: none"> ◦ Does not fulfill university service obligations ◦ Does not support the advancement of the goals of the division of Exercise Science & Sport 		<ul style="list-style-type: none"> ◦ Chairs a department ◦ Assists in the development of information technology for classes or marketing the department ◦ Assists formally and informally in recruiting and retention programs for Exercise Science and Sport ◦ Acts as director or coordinator for any special projects in the division of Exercise Science and Sport ◦ Serves on any committees in the division of Exercise Science and Sport ◦ Serves on any committees as a representative for the division of Exercise Science and Sport ◦ Serves as a faculty advisor to student organizations ◦ Participates in alumni outreach activities ◦ Participates in campus community outreach activities ◦ Advises students in not-for-credit service activities ◦ Activities which enhance and/or maintain partnerships with community organizations ◦ Creates and highlights examples of performance learning

Service to the Profession:	“Service to the profession is defined as service that promotes the growth and development of the faculty member's particular disciplines, or, more broadly, higher education.” (P&P 1.2.3.4)				
<p align="center">Extraordinary</p> <p><i>A person assigned this ranking provides a service to the profession which can be demonstrated to make a significant difference in the health, viability or visibility of the profession. The service entails a significant degree of faculty development. Outside documentation is necessary for this rating.</i></p>	<p align="center">Excellent</p> <p><i>A person assigned this ranking provides a service to the profession that is on a continual basis and involves significant faculty development. To obtain this rating, outside documentation is necessary for this rating.</i></p>	<p align="center">Competent</p> <p><i>A person assigned this ranking provides service that involves some degree of faculty development and/or provides a unique service to the profession, but on a one-time basis.</i></p>	<p align="center">Marginal</p> <p><i>A person assigned this ranking participates in some professional service, but the service did not involve any new faculty development or did not provide a service that was unique for the profession.</i></p>	<p align="center">Unsatisfactory</p>	<p align="center">Examples of Evidence (not intended to be hierarchically listed nor exhaustive)</p>
<ul style="list-style-type: none"> ◦ Serves as an officer in a professional organization, leading a major initiative ◦ Chairs a committee that adopts new educational or clinical standards for the profession ◦ Contributions that significantly impact the profession ◦ Significant documented work resulting from faculty member’s service to the profession ◦ State and/or national recognition for service to the profession 	<ul style="list-style-type: none"> ◦ Reviews several articles for a journal ◦ Serves as an officer of a professional organization ◦ Assumes a position in a professional organization ◦ Plans a professional conference ◦ Documented work resulting from faculty member’s service to the profession ◦ Significantly influences curriculum development in Exercise Science and Sport through special project work in professional organizations 	<ul style="list-style-type: none"> ◦ Serves as a reviewer of conference proposals ◦ Membership and participation in professional association(s) 	<ul style="list-style-type: none"> ◦ Resists leadership in service endeavors outside of the university ◦ Rarely participates in professional organizations 	<ul style="list-style-type: none"> ◦ Involvement in activities that are counter to professional and ethical expectations 	<ul style="list-style-type: none"> ◦ Contributions over time that have had a significant impact on the professional community ◦ Serves as an “expert” resource to other practitioners in the community ◦ Documented quality of work resulting from the faculty member’s service ◦ Serves as a member on an editorial board ◦ Serves as chair of a session at a professional meeting ◦ Holds an office of a state, regional, or national organization ◦ Reviews articles or paper proposals at a professional conference ◦ Serves as a discussant or on a panel at a professional conference

Service to the Community:	“Professional community service activities are the direct applications of the faculty member's professional expertise which benefit a firm, agency, community organization, or the community at large.” (P&P 1.2.3.4)				
Extraordinary <i>A person assigned this ranking provides a service to the organization which can be demonstrated to make a significant difference in the health, viability or visibility of the organization. The service entails a significant degree of faculty development. Outside documentation is necessary for this rating.</i>	Excellent <i>A person assigned this ranking provides a service to the organization that is on a continual basis and involves significant faculty development. To obtain this rating, outside documentation is necessary for this rating.</i>	Competent <i>A person assigned this ranking provides service that involves some degree of faculty development and/or provides a unique service to the organization, but on a one-time basis.</i>	Marginal <i>A person assigned this ranking participates in some service to the community, but the service did not involve any new faculty development or did not provide a service that was unique for the organization.</i>	Unsatisfactory	Examples of Evidence (not intended to be hierarchically listed nor exhaustive)
<ul style="list-style-type: none"> ◦ Develops a health promotion program or sports medicine delivery system to make the organization more efficient or effective in its services ◦ Assumes a leadership role on a community board ◦ Assumes a leadership role in a community organization ◦ Special recognition for position, donation, time or effort from community organizers 	<ul style="list-style-type: none"> ◦ Serves on a community board of directors which involves chairing or serving on committees ◦ Assumes a position on community board ◦ Provides service to the community by active participation on agency boards or committees ◦ Documented work resulting from faculty member’s service to the community ◦ Develops a community presentation requiring some degree of research ◦ Presents professional-related issues to community organizations 	<ul style="list-style-type: none"> ◦ Volunteers for community organization relating to professional expertise ◦ Membership and participation in community organizations 	<ul style="list-style-type: none"> ◦ Initiates community involvement and does not follow through with commitment or has limited involvement 	<ul style="list-style-type: none"> ◦ Involvement in community activities that are counter to the professional, ethical, and moral standards expected by the unit and university 	<ul style="list-style-type: none"> ◦ Serves on community boards and committees ◦ Speaks to the media on an area of expertise ◦ Advises organizations on issues related to professional expertise ◦ Serves members of the community indirectly (student supervision) or directly in a certified/licensed/registered credentialing area of expertise