

## **KIND Policies Regarding Faculty Planning and Evaluation**

The following is intended to provide faculty members in the department of HPDR with guidance in the preparation of their annual plans and annual reports, and ultimately assist faculty with their overall professional development.

- I. **The faculty member annual plan.** Each year, the faculty member will submit his/her annual plan (usually around the end of each calendar year). In preparing the plan, the faculty member will identify the relative weight (allocation of effort) that will be attributed to each of the content areas identified in the New Mexico State University Policies regarding Promotion and Tenure (i.e., Instruction, Scholarship, Service, Outreach and Leadership). The sum of the allocation of effort will equal 100%. Once the document is submitted to department head, the plan is discussed with the department head, who may then request certain changes to the plan as well as to the allocation of effort.

The department recommends that the annual plan include a summary table that identifies specific measurable goals for each content area included in the plan. It is also recommended that the goals established reflect an ongoing assessment process, incorporating results of summative and formative self-evaluation from previous year(s) annual reports (where applicable). Furthermore, the plans should also reflect expectations of the academy and a vision for the future of the discipline.

It is also recommended that the annual plan document be contiguous with the previous year(s) annual report (described in Part III of this document), and that the faculty member, in concert with the department head, make every effort to discuss the annual plan in the context of the previous year's annual report/evaluation.

- II. **Guidelines for allocation of effort:** The expectation of the department of KIND is that a typical allocation of effort for tenured/tenure-track faculty would involve 50% instruction, 35% scholarship, and 15% service. Likewise the allocation of effort for college (i.e., instructional) faculty members is typically 75%-100% instruction (equivalent of a minimum of 9 – 12 credit hours per semester). The University also includes leadership and outreach as domains within allocation of effort. The inclusion of these two categories makes the assignment of allocation of effort somewhat cumbersome. And in fact, certain activities may be considered in more than one area. For example, clinical supervision of students working in the field may have an instructional component as well as leadership, outreach, and/or service components. Likewise, translational research may have instructional, research, outreach, and leadership components as well. In spite of certain ambiguities that exist, some general guidelines/recommendation for faculty in the department of HPDR are as follows.

**A. Instruction:** Typically, instruction refers to the assignment of formal coursework. However, in determining the allocation of effort, faculty members, in consultation with the department head, may include factors such as the number of courses taught, the numbers of students taught, the number of contact hours with students, and may also consider other factors such as supervision of independent study, student teaching, and other practical/clinical experiences, etc. Given the broad scope of programs within the department, the approach to determining allocation of effort in instruction may vary from

program to program, but should be consistent within the program (i.e. Kinesiology, Dance, Athletic Training, Physical Education).

**Tenured/Tenure-track:** The allocation of effort for instruction for tenured/tenure-track faculty is determined in consultation with the department head. The department policy is that a typical instructional allocation of effort is 50% (the equivalent of two 3-credit hour courses per semester). Deviation from this allocation requires agreement between department head and faculty member, and is subject to the approval of the College of Education and the University

Circumstances may arise where tenured faculty in particular, may request an increase in teaching load and a decrease in research responsibilities. But even in these cases, **for purposes of evaluation**, instructional activities of tenured/tenure-track faculty cannot be weighted at greater than 66% of the allocation of effort.

**Non-tenure track:** Typically, non-tenure track faculty members (i.e. "College Faculty") are employed for instructional purposes, although in some cases they may also have significant leadership roles. Therefore, it is expected that the "College" or non-tenure track faculty member will have an instructional allocation of effort of 75%-100%. Any allocation of effort below 100% must be negotiated with the department head.

All instructional faculty members, regardless of appointment, are expected to engage in continuous assessment practices designed to enhance learning opportunities for our students. Furthermore, it is expected that all faculty will treat the learning environment and students with the utmost respect. Faculty must make themselves available to students, return student inquiries whether by phone, email, or in-person, and respond to student concerns in a thoughtful and fair manner.

**B. Scholarship.** Scholarship is meant to convey research or creative activity resulting in original contributions to the discipline. Examples of scholarship include original research papers, critical reviews of literature and creative activities such as dance choreographies. In addition, participation in dissemination of findings at regional, national, and international conferences is expected of the tenured/tenure-track faculty member. Other activities such as the preparation of grant proposals should also be considered in determining allocation of effort and evaluating Scholarship as long as a commitment to dissemination is part of proposed plan.

**Tenured/Tenure-Track Faculty:** The minimum allocation of effort for scholarship should be 35%. Any allocation of effort less than this must be negotiated. Significant leadership or service responsibilities should not infringe upon the faculty member's scholarship. Research allocation of effort less than 30% represents a significant threat to the research mission of the institution. In some instances, tenured faculty may negotiate a smaller percentage of time for scholarship. Regardless, **for the purposes of evaluation**, the allocation of effort for Scholarship cannot be less than 30%. While the form of scholarship may vary from program to program, there are certain expectations that exist with respect to scholarly effort of tenured/tenure-track faculty, including:

- Advance a focused line of scholarship
- Disseminate research or creative works at a national/international level

- Demonstrate collegial, collaborative, and ethical work practices in their research/creative work

**Non-tenure track.** Typically, non-tenure track faculty members do not have significant scholarship expectations. However, in some cases, these individuals are engaged in scholarship activities and their productivity in this area must be recognized. The effort allocated to scholarship among tenure track faculty should not exceed 25%.

**C. Service.** All faculty members are expected to participate in service to the Department, College, and University. The department recommends that all full-time faculty members (including tenured/tenure-track and non-tenure track faculty) serve on 2-3 standing committees. It is expected that tenured faculty members and non-tenure track faculty with 5 years of service or more, demonstrate a willingness to take on leadership roles on university, college, and departmental committees. Other evidences of service include service to professional organizations, serving as a reviewer and/or editor for scientific journals. In addition, serving on community advisory panels and the like may be considered in "Service" and/or may also be considered in "Outreach." In addition, many faculty members rightfully include advisement of students in the service component of the annual plan. As a general guideline, service should not exceed 20% of the faculty member's allocation of effort.

Finally, the department will consider the extent to which the faculty member supports the overall functioning of the department as "service to the department." It is important that faculty demonstrate a willingness to complete essential duties as prescribed by the department head, and that faculty member's work to create a supportive environment for one another.

**D. Outreach/Extension.** Generally, outreach is considered to be any activity that engages the faculty member with the community outside of NMSU in a fashion that is consistent with the "Land-grant mission" of the university. This could include community lectures, sitting on boards, providing continuing education, etc. In addition, certain types of sponsored programs designed to deliver products or education to the community at large may be best reflected in the outreach section, particularly if there is not a strong research component to the project. Faculty members are not required to include outreach as an element of their allocation of effort.

**E. Leadership.** Faculty members are expected to demonstrate leadership in all areas of their work, including instruction, scholarship and service. This makes interpretation of this area of effort rather vague in some respects. For the purpose of the department's approach to developing the annual plan to evaluating productivity it is recommended that the faculty member include **specific administrative responsibilities** in the allocation of effort in leadership. Serving as a program director, director of a large program project, or assuming leadership roles for professional organizations are a few examples of the kinds of activities that could be considered in the area of "Leadership." Otherwise, faculty members are not necessarily required to include Leadership in their annual plans.

**III. Evaluation of the Faculty Member's Productivity.** The purpose of the faculty evaluation is professional development. This evaluative process should be collaborative, including the faculty, department head, and dean. The process should provide faculty with feedback that can be utilized to evaluate progress towards established goals, to revise existing goals, and/or establish new goals that will advance the faculty member, the department, college and university. The process begins with a self-evaluation of the faculty member that

is provided to the department head (usually around November 1<sup>st</sup> of each year). The department head then prepares a departmental evaluation that is discussed with the dean and then discussed with the faculty member. Whereas by policy the departmental report is discussed with the dean prior to being discussed with the faculty member, all faculty members are encouraged to meet regularly with the department head to discuss progress towards the fulfillment of the goals in the annual plan. Therefore, faculty members are advised to meet with the department head, early during the academic year to discuss their self-evaluations prior to submitting them in November.

**A. Preparation of the Annual Report.** The annual report should reprise the goal statements listed in the annual plan, and should indicate whether the goal has been “met,” “partially met,” or “not met.” The report should include narratives that, at a minimum, describe: barriers or other determining factors that affected the execution of any partially met or unmet goals; lessons learned that may influence future goals; and also emphasize certain successes, including accomplishments that were not included in the plan and therefore exceed expectations. The annual report narrative should also point towards the goals for the upcoming year’s annual plan.

**B. Supporting Material.** The annual report requires certain supplemental materials. Included in these are:

1. The faculty members current CV
2. Updating *Digital Measures* to reflect current status
3. Materials that support each content area as follows.
  - a) **Instruction.** The university promotion and tenure policies identify at least 4 evidences of effective teaching and require faculty to include at least three of these in the promotion and tenure portfolio. While the annual evaluation does not require this of the faculty members, it is strongly encouraged that faculty member’s incorporate at least three evidences of effective teaching, and that they incorporate these in their professional portfolios. These include, but are not necessarily limited to: (a) evidence from the instructor; (b) evidence from other professionals; (c) evidence from students; and (d) evidence of student learning. Furthermore, faculty members are not constrained as to the maximum number of evidences.
  - b) **Scholarship.** Faculty members should include copies of manuscripts and grant proposals in their portfolios and indicate the status (e.g., published/funded, in press, in review, etc.). Likewise, written, audio, pictorial, and video documentation of other creative works (e.g. choreographies) should be included in the faculty portfolios when possible. While it is not required for the departmental evaluation, faculty members are encouraged to consider the inclusion of: impact factors of journals; number of citations; and role on projects. These are recommended insofar as universities are beginning to examine these data for the purposes of promotion and tenure.
  - c) **Service and Outreach.** Typically the evaluation of Service and Outreach will rely on the faculty report and CV. However, faculty may wish to include documentation in their portfolios at their discretion.
  - d) **Leadership.** Likewise, the evaluation of Leadership will rely primarily on the faculty report and CV. However, **program directors** should include results of student learning outcomes in the leadership section of their portfolios.

**C. Submission of the Annual Report.** Faculty are requested to submit the following, typically around November 1st:

1. **The annual report with summary table and narrative:** should be submitted to the department head electronically in WORD, RTF, or PDF format. It is certainly permissible to use automated reports that are generated through digital measures; however, the summary table and narrative pieces must also be included.
2. **The faculty member's current CV:** should be submitted to the department head electronically in WORD, RTF or PDF format.
3. **Digital Measures:** The University requires that faculty update Digital measures by November 1<sup>st</sup> of each year.
4. **The Portfolio.** Faculty member's portfolio should be kept up-to-date and should be furnished upon request. It is recommended that faculty have updated portfolios available at the time of their evaluation.

**D. Evaluative Criteria:** The following rubric is used to evaluate faculty in the five content areas of the allocation of effort forms and in the overall evaluation of the faculty member. The definitions may have a different meaning for the different elements of the allocation of effort. For example, high quality of service and scholarship might imply a national impact, whereas with instruction it might not.

**Exceeds expectations (5 points)** = faculty member demonstrates exemplary quantity and quality of work. The use of the term implies that the faculty member has taken initiative to engage in work that significantly exceeds that which is agreed upon in the annual plan/allocation of effort. Moreover, the work of the faculty is regarded as being consistently of a high quality.

**Meets expectations with excellence (4 points)** = faculty member has executed all elements of the annual plan content area with consistently high quality work.

**Meets expectations (3 points)**= Faculty member has executed the annual plan content area with only minor deviation and /or executes all of the content area plan with most of the work being of a high quality.

**Partially meets expectations (2 points)** = the accomplishments of the faculty are generally consistent with the content area plan, but there may be one or more goals that are partially unmet or that the quality of the work, while acceptable, needs improvement with respect to certain goals.

**Does not Meet Expectations (1 points)** = The annual plan was not well executed in this content area. This could indicate that either the quality of work or the quantity of the work fell significantly below the proposed annual plan, and must improve in order to achieve an acceptable standard.

**OVERALL SCORE:** Each component score is multiplied by the allocation of effort for that content area and then summed to give an overall evaluation score. The overall scores are interpreted as follows:

>450 = Exceeds expectations

390-450 = Meet expectations with excellence

290 -389 = Meets expectations

200 - 289 = Partially meets expectations

< 200 = Does not meet expectations

**E. The evaluation.** The department head will provide a written evaluation of the faculty member. The evaluation will include a rating in each content area according to the criteria above. The narrative of the evaluation will highlight the significant accomplishments of the faculty member in each content area and will also identify any areas of concern that might exist. Finally, the evaluation will include a statement regarding the progress of the faculty member towards tenure and/or promotion.

The Department Head will review the evaluation with the faculty member. Following the review, the faculty member will be asked to sign the document indicating that the department head has discussed the evaluation with him/her. Signing the document does not convey agreement with the content. Faculty members who do not agree with any part of the evaluation or who wish to clarify certain elements of the evaluation are encouraged to respond in writing. Their concerns will be included as addenda to the evaluation. The evaluation report should be included in the faculty member's portfolio.

**A note about evaluation with respect to Tenure/Promotion and Merit.** The departmental evaluation will certainly be an important source of information with regard to matters such as promotion, tenure, and merit pay increases. However, the department head position is not the sole factor in such decisions. Faculty should be aware that the opinions of other entities such as tenured faculty members in the department, the College Promotion and Tenure committee, the Dean of the College of Education, the Provost, and external reviewers may formulate independent opinions regarding such matters.

## SUMMARY JOB DESCRIPTIONS

### Tenure/ Tenure-Track

**Assistant Professor:** The Assistant professor is typically an early career initial appointment. As such, it is the philosophy of this department that the foci of the assistant professor include:

- The development/implementation of, typically, two courses that significantly impact the curricula for majors in the department;
- Demonstration of a commitment to improvement in instruction;
- Development/advancement of a research or creative laboratory. It is typically expected that the assistant professor will focus his/her scholarship efforts at creating a track record of research or creative works such as original papers, choreographies and presentations. In addition it is expected that the assistant professor will contribute on a national stage and will participate in national/international conferences.
- While it is expected that assistant professors will participate on 2-3 standing service committees, it is recommended that the assistant professor not serve in leadership roles. It is expected that assistant professors will routinely accept appropriate invitations to serve as reviewers for scholarly works.

- Finally, it is recommended that assistant professors will seek multiple sources of mentorship, and incorporate recommendations of mentors into their short- and long-range plans.

**Associate Professor:** It is assumed that the associate professor in a tenured/tenure –track position has an established line of scholarship and a proven track record of contribution to the discipline at a national/international level. The general expectations of the associate professor include:

- Continued course and curriculum development, including leadership roles in the administration of programs of study at all levels;
- Continued development of a focused line of scholarship, but a shift in emphasis from establishing a focus, to one that involves obtaining extramural funding where possible, to support the continued growth of the work;
- Continued participation in national/international dialogue through publications and presentations at national/international conferences;
- Mentorship of Junior faculty, and participation in departmental and college promotion and tenure committees (when applicable);
- Occasionally accepting leadership on various standing departmental, college, and university committees (but should chair no more than one at a time). This does not include ad-hoc committees such as position searches;
- Demonstrate a willingness to engage in leadership/service roles within the discipline at the regional/national level.

**Professor:** It is assumed that the Professor in a tenured role will have made significant contributions to the academy at the national/international level; will have an established track record of scholarship, including a **continuous** record of original contributions as well as a history of success in obtaining external funding as appropriate to the discipline for research or creative works. The responsibilities of the Professor in HPDR include:

- Continued excellence in instruction, and leadership in curriculum development and implementation.
- Continued excellence and leadership in Scholarship. Further, it is expected that the Professor will provide significant departmental and interdisciplinary leadership on efforts to obtain extramural funding. Professors should demonstrate a willingness to act as principal investigators and should also support other faculty by serving as collaborating investigators, mentors, etc.
- The professor should be willing to assume leadership roles on departmental, college, and/or university committees. So as not to distract from instructional and scholarly work, the general expectation is that the professor will be willing to lead one standing committee **outside of the department**.
- Participation in leadership/service roles at the national level.

**College Faculty.** The role of “College Faculty Member” is somewhat different in that there is not an expectation of scholarship in the sense that the College Faculty Member is not expected to disseminate findings of research or creative work at the national or international level. This does not preclude the College Faculty from participating in scholarship activities; however the College Faculty member is employed with the intention that the faculty member will provide substantial support for the instructional needs of the department. As such, the departmental expectations of the College Faculty member is excellence in teaching.

For this reason, it is consistent with the mission of the department that College Faculty would have a certain level of participation in “the scholarship of teaching.” Thus, the College Faculty member is expected to work closely with Program Directors to insure the effective implementation of the curricula(um). Further, it is expected that College Faculty members will participate in assessment and facilitation of student learning outcomes.