School of Health and Human Performance

**BYLAWS**



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# Article 1 – Membership and Voting

* 1. Membership in the School of Health and Human Performance shall consist of all persons who are in the bargaining unit and hold academic rank in the School of Health and Human Performance. All members are considered to be voting members.
	2. The Associate Dean (AD) and/or members may call and/or chair meetings (The AD functions as the Department Head According to the MA).
		1. Meetings involving members may be called and chaired by the school's faculty council representative or appointee.
	3. Any member on leave or not in attendance may exercise the right to vote electronically or by proxy vote.
	4. A quorum of a simple majority of members present or proxy is needed for voting to take place at meetings. Otherwise, a simple majority of voice, electronic, hand, or secret vote will decide voting issues. Except approval to changes in Bylaws and requests for AD evaluations outside the usual triennial schedule shall be a 2/3 majority of members present or proxy.

# Article 2 – School Governance

## School Headship

* + 1. The AD will serve as the chief administrative officer of the school and officially represent and advocate for the school in school matters and concerns within the university and throughout the community.
		2. The AD, after meeting with the school members, will develop mutually agreeable written guidelines to structure assignments that will take into account large sections in single courses, number of preparations, nature of preparations, laboratory supervision and planning, supervision of special learning activities, supervision of field activities, clinical experience, number of advisees, or administrative duties and other assigned responsibilities. These guidelines will be reviewed annually by the AD and the school. At a faculty meeting of the WINTER semester prior to the submission of Summer and Fall schedules, the school and the AD shall review and agree to the annual guidelines for structuring assignments.
		3. An evaluation of the AD will be conducted at least every five years by voting members of the school in accordance with the Master Agreement.
			1. The AD shall submit a self-assessment document, Part I, to the School faculty as specified in the Master Agreement.
		4. When the school headship becomes vacant, replacement procedures will follow the requirements in the Master Agreement.

## Division Coordinators/Athletic Training Program Director

* + 1. The AD shall, with the input from the members, establish academic divisions and appoint coordinators to divisions, and for the division of Athletic Training (AT), an Athletic Training Program Director and for the division of Exercise Science, a Graduate Program Director.
		2. Responsibilities of Coordinators/AT Program Director are:
1. Prepare outcomes assessment (HLC – Higher Learning Commission) reports for their division to be included in the HHP school annual report.
2. Plan their division course offerings each semester and individual faculty teaching schedules and submit to the AD for approval.
3. Work within their division to submit new course offerings, programs and/or program revisions for consideration by CUP and/or the GPC.
4. Serve as the primary contact for students or other persons and/or agencies with questions about their division and for the Campus Visit Program.
5. Assign majors to appropriate academic advisors, as needed, within their division.

## Academic Divisions

* + 1. Divisions in the School of HHP include: ATR; SS; MHF; CH; ES; PE; ORLM. A faculty member is considered a member of a division if the majority of their teaching is in any one division). Additional faculty and/or staff; those who teach less than a majority in another division, may be asked to participate in those meetings.
		2. Divisional Shared Responsibilities – The primary areas of responsibilities for each academic division are:
1. to oversee its respective program/s
2. to establish policies and procedures for conduct of its program/s
3. to carry out curriculum development and review of its program/s
4. to participate in the search for new faculty recruited for its division staffing
5. to recommend to the AD faculty/staff for division curricular and/or program needs
6. to gather assessment data for inclusion in the School’s AQIP reports

## Academic Senate Representative

* + 1. In accordance with the constitution and bylaws of the Academic Senate, the members shall elect a representative to the Academic Senate. The term of office will be for two years. Academic senators are eligible for re-election and preferably shall have been on the NMU faculty for at least three years.
		2. Nominations will be accepted by the faculty council representative and the election shall be held one month prior to the replacement date as determined by the Academic Senate bylaws.
		3. The Senator shall represent the interests of the school in the Academic Senate and consult with and report to the members.

## Faculty Council Representative

* + 1. The members shall elect a school faculty council representative who holds the rank of Assistant Professor or above to provide for faculty council representation in the preparation of collective bargaining contract proposals and to chair the school bargaining unit meetings. When necessary, the faculty council representative may appoint a school member to chair such a meeting.
		2. The term of office shall be for two years. Faculty Council representatives are eligible for re-election.
		3. Nomination and election of the Faculty Council representative shall be held one month prior to the replacement date.
		4. The Faculty Council representative shall serve as the liaison between the bargaining unit members and the Faculty Council and shall consult with and report to the members as appropriate.

## College of Health Sciences and Professional Studies – College Advisory Council (CAC) Representative

* + 1. Members shall elect a College of Health Sciences and Professional Studies College Advisory Council (CAC) representative in accordance with MA 3.2.1.
		2. Nominations will be accepted during a regularly scheduled membership meeting. The election of the representative shall be held one month prior to the replacement date as determined by the bylaws of the College of Health Sciences and Professional Studies.
		3. CAC representatives are to be elected for a 2-year term. Elections will be held in even-numbered years. CAC representatives are eligible for re-election.
		4. The CAC representative shall make reports to, and consult with, the bargaining members as appropriate.

# Article 3 – Committees

## Standing Committees

* + 1. There will be four (4) standing committees beyond the Committee of the Whole: The Faculty Evaluation Committee (FEC), the Scholarly Resources Assessment Committee (SRAC), the Bylaws Committee, and the Curriculum Review Committee. Ad hoc committees may be established as needed.
		2. Committees shall meet as necessary. The time and place of the meetings shall be announced to all school members when appropriate.
		3. Each committee is responsible for developing its internal procedures.
		4. Any member may forward input to any of the school committees. At the committee’s discretion, non- members may be invited to provide input where appropriate.

## Faculty Evaluation Committee (FEC)

* + 1. The FEC shall be composed of a minimum of three members who hold the rank of Assistant Professor or above and who will be selected by the school members at the first regular bargaining unit meeting of the academic year. It is recommended that a minimum of two (2) tenured faculty members serve on this committee. The committee shall select a chairperson.
		2. All members shall serve a 1-year term with the provision that at least one member from the previous year’s FEC shall serve an additional 1-year term.
		3. Faculty members currently applying for tenure or promotion are not eligible to serve on the FEC.
		4. Responsibilities of the FEC
			1. The FEC shall initiate and conduct tenure reviews for probationary faculty upon request by a faculty member per the Master Agreement.
			2. The FEC shall initiate and conduct promotion reviews upon request by a faculty member per the Master Agreement.
			3. The FEC shall evaluate sabbatical applications based upon the evaluative criteria specified in the Master Agreement.
			4. The FEC shall evaluate and rank completed reassigned time applications for scholarly work and submit it to Faculty Grants Committee per MA 6.5.1.1.

3.2.4.5 The FEC shall, with input from faculty and according to the guidelines and criteria in the Master Agreement, prepare an evaluative statement, Part II, for the AD evaluation and submit it to the AD and the Dean (or Acting Dean) of the College of Health Sciences and Professional Studies.

3.2.4.6 The FEC shall evaluate each school of HHP member in accordance with the Master Agreement and according to the eligibility and evaluative judgement criteria as specified in Articles 7 & 8 and Appendix K of this document.

* + 1. The AD shall serve as a voting member on the FEC when sabbatical applications are submitted.

## Scholarly Resource Assessment Committee (SRAC)

* + 1. The SRAC shall be composed of a minimum of three (3) members who will be selected by the SHHP members at the first regular school meeting of the academic year. The committee shall select a chairperson.
		2. The SRAC will compile and coordinate the feedback and dissemination of an annual scholarly resources assessment (SRA) according to guidelines in the Master Agreement.

## Bylaws Committee

* + 1. The Bylaws Committee shall be composed of one full-time faculty from each academic division. The committee shall select a chairperson.
		2. The Bylaws Committee will review and revise the school HHP Bylaws as needed to ensure alignment with current school practice and the most current Master Agreement.

**3.5 Curriculum Review Committee**

3.5.1 The Curriculum Review Committee shall be comprised of Coordinators or Department Heads from each division. The committee shall select a chairperson.

3.5.2 The Curriculum Committee shall review proposed curriculum changes and make suggestions prior to submission to the appropriate university committee.

# Article 4 – Professional Development Funds

* 1. Each full-time faculty member with an academic or full-year appointment in the school shall receive professional development funds to support approved faculty travel as specified in the Master Agreement 6.5.2.4. Other approved expenditures in support of professional development may be made upon the approval of the school members and the AD. Individuals requesting such funds shall submit written requests to the school members and the AD at an appropriate school meeting for approval.
	2. Individually allocated funds not expended in fiscal year for professional development or faculty travel shall be carried forward for that individual in the subsequent fiscal year and as further specified in the Master Agreement 6.5.2.4.1
		1. At the start of the fiscal year (or when the information becomes available), the AD shall communicate in writing each HHP members’ professional development funds, as per Master Agreement 6.5.2.4.1.
	3. Any unused professional development funds, as specified in the Master Agreement, shall revert to the School’s professional development pooled account.
		1. Funds that revert to the School’s professional development pooled account will be made available to the eligible faculty in the school by the AD in consultation with the HHP members. At the first faculty meeting of the academic year, the AD will consult with the members regarding how such funds will be distributed.
		2. At the start of the fiscal year (or when the information becomes available), the AD shall apprise the HHP membership in writing of any excess professional development monies available in the school’s professional development pooled account.

# Article 5 – Faculty Load for the Direction of Graduate Level Research/Practicum/Theses

* 1. Graduate Research, Practicum, and Theses must be approved by the school’s AD and College Dean. Subsequently, faculty directing one of the above will identify whether they will receive load credit (as specified in their departmental load calculation document required by Master Agreement 6.1.1.1) or monetary compensation (as specified in Master Agreement 9.1.4.2.1).
	2. Faculty directing graduate research, practicum and/or theses who identify they wish to receive load credit instead of monetary compensation will receive load credit based on the amount and time reflected in the School of HHP’s Load Calculation Document.
	3. When monetary compensation is selected instead of load credit, the director or reader of a graduate thesis, or director of graduate research or practicum, shall be compensated for the effort according to the Master Agreement 9.1.4.2.1, whether inside or outside of the school of HHP.

# Article 6 – Changes to School Bylaws

* 1. Any member of the school of HHP or the Provost and Vice President for Academic Affairs, as specified in the Master Agreement, can offer changes to the school Bylaws.
	2. Proposed changes from within the school of HHP shall be submitted in writing or electronically to the HHP Bylaws Committee. Proposed changes from the Provost and Vice President for Academic Affairs shall be considered under the procedures specified in the Master Agreement.
	3. A 2/3 majority of the HHP Committee of the Whole, as stipulated in MA 1.4, is needed for passage of changes to the school Bylaws.
		1. Any school of HHP approved changes to the Bylaws shall be submitted for review according to the Master Agreement 3.1.1.4.
	4. A member of the HHP Bylaws Committee shall be elected by this committee to serve as the school’s representative to the Bylaw Review Committee, as per Master Agreement 3.1.1.3.4, number 4.

# Article 7 – General Principles for Annual or Five Year Reviews and to Earn Promotion and/or Tenure/ Continuing Contract Status

* 1. Academic titles and minimum criteria for appointment to the school of HHP will follow the criteria and procedures established in the Master Agreement 5.1 & 5.2.
		1. The general principles for promotion and/or tenure will follow the Master Agreement 5.6.
		2. Eligibility criteria for the award of continuing contract status will follow Master Agreement 5.1.2.1.
		3. Eligibility criteria for the award of tenure will follow the eligibility criteria for tenure in the Master Agreement 5.6.2. If the applicant is applying for promotion to either Associate Professor or Professor concurrent with the application for tenure, the criteria for recommending tenure to the applicant shall be the same criteria as that for promotion.
			1. If the applicant for tenure is NOT also applying for promotion the criteria for recommending tenure shall be the same judgement criteria as that for promotion to the rank of Associate Professor.
		4. Eligibility criteria for promotion will follow the eligibility criteria for promotion in the Master Agreement 5.6.5.
		5. Timetable for the tenure and/or promotion and or continuing contract review process will follow the Master Agreement 5.6.9.
		6. Instructors are not eligible for tenure per Master Agreement Section 5.6.2.
	2. All contingent faculty, continuing contract faculty, tenure earning faculty, term appointment faculty, or tenured faculty members must submit their faculty evaluation report materials to the Faculty Evaluation Committee (FEC) according to the procedures and timeline outlined in the Master Agreement. It is the faculty member's responsibility to adhere to the schedule outlined in the Master Agreement. Failure to submit the appropriate evaluation materials to the FEC or late submissions without an approved extension will be noted in writing in the FEC's statement and become part of the cumulative record for promotions and tenure.

7.2.1 a. For evaluations not involving applications for promotion and/or tenure:

The annual faculty evaluation report documents shall be written and then electronically submitted to the school of HHP’s FEC, which shall be comprised of appropriate parts and appendices in the following order:

* Part I - Processing form, Basic data form, Letter of hire
* Part II – Narrative limited to 8 pages (appendices limited to 80 pages)
* Part III – empty
* Part IV – empty
* Part V – Processing form
* Appendix A - all teaching effectiveness artifacts and support (student ratings, appraisal of student learning, and colleague evaluations)
* Appendix B - all professional development/scholarship artifacts and support
* Appendix C - all service artifacts and support

*Follow the Master Agreement for how the Faculty Evaluation Report materials shall leave the School of HHP and be circulated appropriately.*

b. For evaluations involving applications for promotion and/or tenure or continuing contract status:

The promotion and/or tenure faculty evaluation report documents shall be written and then electronically submitted to the school of HHP’s FEC, which shall be comprised of appropriate parts and appendices in the following order:

* Part I - Promotion and/or Tenure Processing form, Basic data form, Letter of hire, former tenure/promotion letters
* Part II – Narrative limited to 25 pages (appendices limited to 80 pages)
* Part III – empty
* Part IV – empty
* Part V – Processing form
* Appendix A - all teaching effectiveness artifacts and support (student ratings, appraisal of student learning, and colleague evaluations)
* Appendix B - all professional development/scholarship artifacts and support
* Appendix C - all service artifacts and support

*Follow the Master Agreement descriptions for how the Faculty Evaluation Report materials and Backup materials shall leave the School of HHP and be circulated appropriately.*

* + - 1. According to the Master Agreement 5.4, the faculty evaluation narrative shall focus on the faculty member's effectiveness in meeting assigned responsibilities (including teaching & advising where applicable), “scholarship and/or professional development”, and service endeavors as outlined in the Master Agreement 5.4 and in the School of HHP Bylaws Article 8 and Appendices A through F.
		1. Contingent faculty, non-tenured faculty, continuing contract, term, and tenured assistant & associate professors will be evaluated annually. Tenured and non-tenured professors will be evaluated every 5 years, consistent with the Master Agreement 5.4.1. These evaluations will continue to be a part of the faculty member’s ongoing record.
		2. Term and Continuing Contract Status faculty must submit evaluations documenting their accomplishments only in the areas of assigned responsibilities (usually teaching) and departmental service. Term and Continuing Contract Status faculty may document their accomplishments in other areas, but are not required to do so.
		3. Contingent faculty must submit faculty evaluation~~s~~ report materials documenting their accomplishments only in the area of assigned responsibilities (usually teaching) to the Faculty Evaluation Committee. Faculty evaluation report materials must include:

(a) Narrative/self-evaluation, which shall include:

(i) an appraisal of student learning for at least one course taught in each semester (see 8.2.1.3)

(ii) self-reflective summary of teaching effectiveness (see 8.2.1.5)

(b) Colleague evaluation (see 8.2.1.2)

(c) Student ratings for each course taught (see 8.2.1.4)

* + - 1. Contingent faculty may also document service, scholarship, professional development and other relevant information, but are not required to do so. All materials for each course shall be reviewed once per year using the schedule of the Master Agreement 5.4.1.1.1.
	1. Formal, written judgement evaluation summaries shall be completed for each faculty member by the Faculty Evaluation Committee and by the school of HHP’s AD in accordance with HHP Bylaws and the Master Agreement.

# Article 8 – Judgement Criteria for Promotion, Tenure & Annual or Five-Year Review

* 1. To earn promotion the faculty member must show progress and meet the judgement criteria at the level of professoriate in which they are applying.
		1. Evaluation judgement of a faculty member for promotion and tenure shall be based on and consistent with the expectations, goals, and any assignments stated in the initial letter of appointment, previous evaluations, and the evaluation judgement criteria in school of HHP Bylaws and the Master Agreement.
	2. Effectiveness in teaching and assigned professional responsibilities is the most important criterion, however, faculty are expected to be engaged in scholarship and/or professional development and service as specified below. Continued effectiveness in the area of assigned responsibilities shall be demonstrated by evidence that plans in this area in prior evaluations have been achieved. The second most important criterion for tenure and promotion can be either (a) scholarship and/or professional development or (b) service. The relative emphasis on (a) or (b) must be specified in evaluation materials each year, including the year of application. The determination of relative emphasis for tenure earning appointments will be initially established in the letter of appointment. This secondary emphasis may be changed by the faculty member subsequent to tenure as a result of dialog between the faculty member, the school’s faculty evaluation committee, and the school’s AD.
		1. For tenured and tenure seeking faculty with teaching responsibilities, a reflection is to be included in the annual (or 5-year for Professor) faculty evaluation narrative and shall focus on 3 parts as follows:
			1. Teaching effectiveness based upon the following:
				1. Colleague evaluation information
				2. An appraisal of student learning
				3. Student ratings
				4. Self-reflective summary of teaching effectiveness
			2. Professional Development/Scholarship
			3. Service to School (Department)
			4. For term and continuing contract status faculty with teaching responsibilities, a reflection is to be included in the annual faculty evaluation narrative and shall focus on 2 parts as follows:
				1. Teaching effectiveness based upon the following:

Colleague evaluation information

An appraisal of student learning

Student ratings

Self-reflective summary of teaching effectiveness

* + - * 1. Service to School, university and community
			1. Colleague evaluations are to be performed at a minimum of once per calendar year from an NMU faculty member at or above the rank of Assistant Professor or from a community member that observes and is qualified to speak to the quality of the faculty member’s teaching. Colleague evaluations shall consist of a peer evaluation of a faculty member within a face-to-face or online learning environment. Observations from the TLAC may be included in the colleague evaluation materials submitted, but shall not be the only means of colleague evaluation. Colleague evaluations shall address the teaching effectiveness characteristics outlined, (a) through (k), in Appendix A of these Bylaws.
			2. Appraisal of student learning consists of data from enough course level learning objectives to show student learning patterns for courses taught. A summary report shall be included that expresses how well students achieved these learning objectives for courses taught. Proficiency ratings for meeting the course learning objectives shall be included. Statements for how students can better meet the learning objectives supported by characteristics of effective teaching practices shall be included.
			3. Student ratings are a summary of course/teaching evaluation data based on student evaluations of your teaching effectiveness (course evaluations distributed at the end of each course according to MA 5.4.1.2.1.1). Student rating data shall be compiled by the school’s AD at the end of each semester and distributed to the faculty member in a timely manner. Student rating averages shall be included in the reflection of teaching effectiveness.
			4. A reflective summary of teaching effectiveness as evidenced through the faculty member’s self- assessment of their teaching based on Appendix A, items (a) through (k) of the SHHP Bylaws.
	1. **Judgement Criteria for Continuing Contract Status Faculty**
		1. Judgement Criteria for Teaching Effectiveness for Instructor or Assistant Professor
1. Teaching effectiveness shall be documented through:
	1. colleague/peer evaluation
	2. an appraisal of student learning
	3. student rating materials identified in the Master Agreement with a minimum rating of average, based on the type of evaluation used and
	4. self reflective summary of teaching effectiveness
2. Other Non-Teaching Assigned Professional Responsibilities: If a faculty member has additional assigned responsibilities, the faculty member must describe and assess one’s effectiveness in carrying out those responsibilities. Items (l) through (q) in Appendix A identify examples of non- teaching assigned professional responsibilities.
	* 1. Judgement Criteria for Service Activities for Continuing Contract Status Faculty

The faculty member will provide documentation/artifacts to support their service. The faculty evaluation committee’s judgement will be based on a minimum of the following:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **School (Department)** | **Community/Professional****Membership Service** | **Additional Service** |
| Secondary Emphasis (DepartmentalService) | 3 |  |  |

* 1. **Judgement Criteria for Assigned Professional Responsibilities for Assistant Professor**

Assistant Professors are expected to remain active in each of the three judgmental areas (teaching effectiveness, scholarship/professional development, service), consistent with their annual statement of plans/goals.

* + 1. Judgement Criteria for Teaching Effectiveness for Assistant Professor
1. Teaching effectiveness shall be documented through:
	1. colleague/peer evaluation
	2. an appraisal of student learning
	3. student rating materials identified in the Master Agreement with a minimum rating of average, based on the type of evaluation used and
	4. self reflective summary of teaching effectiveness
2. Other Non-Teaching Assigned Professional Responsibilities: If a faculty member has additional assigned responsibilities, the faculty member must describe and assess one’s effectiveness in carrying out those responsibilities. Items (l) through (q) in Appendix A identify examples of non- teaching assigned professional responsibilities.
	* 1. Judgement Criteria for Scholarship/Professional Development Activities for Assistant Professor

The faculty member will state their secondary area of emphasis and provide documentation/artifacts accordingly. The faculty evaluation committee’s judgement will be based on a minimum of the following:

|  |  |  |
| --- | --- | --- |
|  | **Professional Development** | **Scholarly Activities** |
| Secondary Emphasis | 1 | 2\* |
| Non-Secondary Emphasis | 1 | 1 |

\*at least one shall be peer-reviewed or invited presentation

* + 1. Judgement Criteria for Service Activities for Assistant Professor

The faculty member will state their secondary area of emphasis and provide documentation/artifacts accordingly. The faculty evaluation committee’s judgement will be based on a minimum of the following:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **School/College/University Service** | **Community/Professional****Membership Service** | **Additional Service** |
| Secondary Emphasis(option 1) | 1 | 1 | 1 |
| Secondary Emphasis(option 2) | 2 |  | 1 |
| Non-SecondaryEmphasis (option 1) | 1 |  | 1 |
| Non-SecondaryEmphasis (option 2) | 2 |  |  |

* 1. **Judgement Criteria for Assigned Professional Responsibilities for Associate Professor**

Associate Professors are expected to remain active in each of the three judgmental areas (teaching effectiveness, scholarship/professional development, service), consistent with their annual statement of plans/goals.

* + 1. Judgement Criteria for Teaching Effectiveness for Associate Professor
1. Teaching effectiveness shall be documented through:
	1. colleague/peer evaluation
	2. an appraisal of student learning
	3. student rating materials identified in the Master Agreement with a minimum rating of above average, based on the type of evaluation used and
	4. self reflective summary of teaching effectiveness
2. Other Non-Teaching Assigned Professional Responsibilities: If a faculty member has additional assigned responsibilities, the faculty member must describe and assess one’s effectiveness in carrying out those responsibilities. Items (l) through (q) in Appendix A identify examples of non- teaching assigned professional responsibilities.
	* 1. Judgement Criteria for Scholarship/Professional Development Activities for Associate Professor

The faculty member will state their secondary area of emphasis and provide documentation/artifacts accordingly. The faculty evaluation committee’s judgement will be based on a minimum of the following:

|  |  |  |
| --- | --- | --- |
|  | **Professional Development** | **Scholarly Activities** |
| Secondary Emphasis | 1 | 2\* |
| Non-Secondary Emphasis | 1 | 2# |

\*both shall be peer-reviewed and/or invited presentation

# one shall be peer-reviewed and/or invited presentation

* + 1. Judgement Criteria for Service Activities for Associate Professor

The faculty member will state their secondary area of emphasis and provide documentation/artifacts accordingly. The faculty evaluation committee’s judgement will be based on a minimum of the following:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **School/College/University****Service (Membership)** | **Community/Professional****Service (Membership)** | **Any Service****(Leadership)** | **Any Additional****Service** |
| SecondaryEmphasis (option 1) | 1 | 1 | 1 | 2 |
| SecondaryEmphasis (option 2) | 2 |  | 1 | 2 |
| Non-SecondaryEmphasis (option 1) | 2 |  |  | 1 |
| Non-SecondaryEmphasis (option 2) | 1 | 1 |  | 1 |

* 1. Judgement Criteria for Assigned Professional Responsibilities for Professor

Professors are expected to remain active in each of the three judgmental areas (teaching effectiveness, scholarship/professional development, service), consistent with their five-year statement of plans.

* + 1. Judgement Criteria for Teaching Effectiveness for Professor
1. Teaching effectiveness shall be documented through:
	1. colleague/peer evaluation
	2. an appraisal of student learning
	3. student rating materials identified in the Master Agreement with a minimum rating of above average, based on the type of evaluation used and
	4. self reflective summary of teaching effectiveness
2. Other Non-Teaching Assigned Professional Responsibilities: If a faculty member has additional assigned responsibilities, the faculty member must describe and assess one’s effectiveness in carrying out those responsibilities. Items (l) through (q) in Appendix A identify examples of non- teaching assigned professional responsibilities.
	* 1. Judgement Criteria for Scholarship/Professional Development Activities for Professor

The faculty member will state their secondary area of emphasis and provide documentation/artifacts accordingly. The faculty evaluation committee’s judgement will be based on a minimum of the following:

|  |  |  |
| --- | --- | --- |
|  | **Professional Development** | **Scholarly Activities** |
| Secondary Emphasis | 2 | 3\* |
| Non-SecondaryEmphasis | 1 | 2# |

\*all shall be peer-reviewed and/or invited presentation

# one shall be peer-reviewed and/or invited presentation

* + 1. Judgement Criteria for Service Activities for Professor

The faculty member will state their secondary area of emphasis and provide documentation/artifacts accordingly. The faculty evaluation committee’s judgement will be based on a minimum of the following:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **School/College/University****Service (Membership)** | **Community/Professional****Service (Membership)** | **Any Service****(Leadership)** | **Any Additional****Service** |
| Secondary Emphasis(option 1) | 3 |  | 1 | 3 |
| Secondary Emphasis(option 2) | 1 | 2 | 1 | 3 |
| Non-Secondary Emphasis(option 1) | 2 |  | 1 | 1 |
| Non-Secondary Emphasis(option 2) | 1 | 1 | 1 | 1 |

## APPENDIX A – ASSIGNED PROFESSIONAL RESPONSIBILITIES

**Assigned Professional Responsibilities** includes teaching in the case of teaching faculty, and other duties or responsibilities which are assigned by the University, College and/or School and/or are stipulated in the letter of appointment

Teaching Effectiveness (may be verified through student ratings, peer evaluations, etc.)

1. Demonstrates a solid understanding of the subject matter taught, and of the materials used as part of the courses.
2. Maintains effective rapport with students in the classroom that engages them in the learning process.
3. Creates a positive learning environment through good organization and appropriate use of instructional techniques and instructional technologies.
4. Continuously reviews and/or revises course materials, including textbooks, syllabi, evaluation instruments, lesson notes, and course outlines, and incorporates student feedback.
5. Is available to students for consultation outside of class.
6. Provides students with learning objectives relevant to the course(s) taught, appropriate references, and criteria for evaluation.
7. Experiments with or develops instructional and/or evaluation methods and/or teaching technologies.
8. Utilizes technology to enhance instruction and/or evaluation.
9. Provides opportunities for students to learn about the primary source of information associated with the particular course(s).
10. Demonstrates excellence and relevance of courses as evidenced by feedback from previous students or alumni (alumni in the field) that relate to courses or curriculum.
11. Provides opportunities and/or facilitates field trips, outside resource instructors, research graduate thesis papers and projects, and directed studies, and/or service learning opportunities.

**Examples of non-teaching Assigned Professional Responsibilities**

1. Academic advising, registration, and consultation with students.
2. Supervise and/or coordinate student teachers, internships, fieldwork, and field experiences, etc.
3. Supervise, direct and/or read research thesis graduate papers and projects.
4. Duties as an academic division Coordinator/Athletic Training Program Director.
5. Duties associated with accreditation and/or program evaluation and/or curriculum development.
6. Completes other duties as assigned or as stipulated in the member’s letter of appointment.

## APPENDIX B – PROFESSIONAL DEVELOPMENT

Professional Development generally involves those activities which enhance a member’s instruction, expand their professional knowledge base, maintain currency in one’s field, including achieving and/or maintaining certification, registration, continuing education credits, and/or licensure for programmatic and/or academic needs.

1. Participate in activities designed to enhance and/or maintain currency in one’s academic field or discipline such as attend professional meetings, conferences, institutes, seminars, clinics, classes, workshops or other appropriate venues.
2. Participate in continuing education activities (CEU’s).
3. Complete a peer-reviewed post-graduate certification or registration process.
4. Earn and/or maintain certification/s and/or license/s specific to one’s role as an educator and/or researcher.
5. Engage in post-doctoral work designed to expand ones’ professional competence.
6. Participate in specialized training related to one’s role in the profession and/or University.

## APPENDIX C – GENERAL PRINCIPLES FOR SCHOLARSHIP

All forms of scholarship must involve the production of a tangible artifact or outcome and for most forms, peer review is expected. Scholarship involves evidence of the contribution to a discipline or area of specialization within a discipline or of an interdisciplinary nature by scholarly investigation and/or creative activity and of its publication or other dissemination in one of the following general ways:

* 1. In the classroom; or
	2. Among practitioners in the discipline/s; or
	3. Among a wider community

It is intended that the faculty member clearly contributes to the discipline through any of the following general means:

1. Scholarly investigation, creative activity and/or research of an original and/or previously unreported nature; or
2. Applied research, investigation or scholarly analysis of existing research, information, and creative endeavors resulting in the development of new/different information, applications and/or interpretations;
3. In disciplines where practice and tradition include faculty involvement in student research which is subsequently published or otherwise disseminated, such research shall not be barred from consideration as appropriate scholarly activity, insofar as faculty involvement is shown to fulfill the expectations in 1 or 2 above.
4. Interdisciplinary Research which involves collaborative efforts of faculty with faculty from other disciplines and/or schools or others outside the University community that may include, but is not restricted to:
	1. Creative performance/s, presentation/s, and/or direction
	2. Interdisciplinary curricular innovations
	3. Interdisciplinary research or scholarship resulting in a presentation or publication
5. Direction of Student Research which may include Directed Studies, Special Topics, etc.

## APPENDIX D – SCHOLARSHIP OF DISCOVERY

The scholarship of discovery generally involves original production or testing of a theory, principle, knowledge, or artistic creation.

1. Conduct traditional experimental, survey, quantitative and/or qualitative study and research.
2. Involvement in student research associated with courses, practica, directed studies, theses, dissertations, etc. which is subsequently published or otherwise disseminated.
3. Involvement as a faculty research consultant on student research projects associated with courses, practica, directed studies, theses, dissertations, etc. which result in a tangible artifact or outcome.
4. Involvement in interdisciplinary scholarly endeavors as in a. above.
5. Involvement in collaborative scholarly activities with colleagues on or off campus as in a. above.
6. Or other activities that reflect the scholarship of discovery.

## APPENDIX E – SCHOLARSHIP OF INTEGRATION

The scholarship of integration generally involves using knowledge found within and across disciplines to create an original understanding or insight that reveals larger intellectual patterns.

1. Publish a textbook or synthesis summarizing what is known about a topic or process.
2. Participate in, choreograph and/or direct a creative performance/s.
3. Publish an edited anthology.
4. Publish a theoretical analysis.
5. Participate in interdisciplinary activities that involve collaborations with faculty from other schools and/or others from outside the University community that contribute to the integration of knowledge, research, analysis, interpretation, etc. across various disciplines.
6. Or other activities that reflect the scholarship of integration.

## APPENDIX F – SCHOLARSHIP OF APPLICATION

The scholarship of application generally involves bringing knowledge to bear in addressing a significant issue or problem by using existing research or creative activities to influence current or future conditions.

1. Submit substantive external and/or internal grant proposal/s. Substantive could be a monetary amount or could be the submission of multiple grant proposals.
2. Administration of grant/s.
3. Provide expert testimony.
4. Produce technical report/s or document/s.
5. Produce white paper/s associated with consultancies.
6. Produce white paper/s associated with grant/s.
7. Public policy analysis/es.
8. Make presentation/s at professional conferences, scientific meetings, or other venues which are based on one’s scholarly activity or area of expertise.
9. Share knowledge based upon scholarly endeavors with colleagues, students, and/or the wider community through such activities as: delivering lecture/s, paper/s, speech/es, or presentation/s, conducting seminar/s or similar activities at colleges and/or universities or in the community outside the university or any other appropriate venue. (May be peer-reviewed or invited).
10. Submit scholarly work for publication.
11. Or other activities that reflect the scholarship of application.

## APPENDIX G – SCHOLARSHIP OF TEACHING

The scholarship of teaching generally involves proposing and empirically testing a pedagogical procedure that transforms or improves teaching practices.

1. Write/prepare/submit peer-reviewed/evaluated pedagogical material.
2. Propose and empirically test a pedagogical procedure/s to transform or improve teaching practices.
3. Conduct a systematic comparison of learning environments.
4. Conduct an impact analysis for learning activities beyond the classroom, (e.g. ASL).
5. Conduct a comprehensive assessment of teaching methodologies.
6. Prepare a qualitative and/or qualitative reflection/analysis in annual/triennial evaluations for courses taught, innovative techniques used or created.
7. Participate in interdisciplinary endeavors related to curricular innovations, improvements, and/or advancement.
8. Experiment with or develop instructional and/or evaluation methods and/or teaching technologies.

i Contribute to the development of resources relevant to teaching content area (e.g., course handbook, brochure, or materials).

i. Conduct research associated with field courses, defined as those courses which require at least an overnight experience in the outdoors.

h. Or other activities that reflect the scholarship of teaching.

## APPENDIX H – SERVICE ACTIVITIES

Service generally involves service on school, college, and University-wide committees, service to the student body, and service through professional organizations, and professionally related community service.

1. Commitment and/or contribution to the work of a school, college, and/or university level committee evidenced through active membership.
2. Commitment and/or contribution to professionally related community service evidenced through active membership. Community may be defined as local, state, national, or international areas.
3. Serves as an officer or committee member who contributes to the work of a school, college, and/or university committee. Contribution as a member could take the form of writing reports, proposals, leadership, trainings, etc. undertaken in the interests of those committees.
4. Serves as an officer or committee member who contributes to the work of a community organization, professional organization, or groups that are relevant to the faculty member’s role at the University or area of expertise. Contribution as a member could take the form of writing reports, proposals, leadership, trainings, etc. undertaken in the interests of those committees, organizations or groups.
5. Contributes other services to the community, professional organizations, and groups that are relevant to the faculty member’s role at the University or area of expertise.
6. Serves as a faculty advisor to student organization/s.
7. Assists in the recruitment and/or retention of students through participation in one or more of several programs: e.g., mentoring programs, Family Weekends, Month of Majors, Faculty Sport Sponsor Program, athletic school programs to attract student-athletes, Campus Visit.

Program, etc. Note: The use of Campus Visits for service is not permitted for Division Coordinators/Athletic Training Program Director.

1. Conducts/leads non-credit workshops, institutes, discussion groups or similar at the request of and/or for the interests of others.
2. Gives presentation/s as a guest lecturer in NMU classes, other educational institutions, or to various organizations or banquets at the request of and/or for the interests of others.
3. Organizes professionally related institutes, short courses, professional conferences, seminars, workshops, clinics, etc.
4. Edit/s, and/or review/s such items as monograph/s, textbook/s, chapter/s in textbook/s, article/s in professional periodical/s, paper/s, abstract/s, book review/s, professional pamphlet/s, laboratory manual/s, or other documents undertaken at the request of and for the interest of others.
5. Undertakes special tasks related to the academic and/or support services of the university.
6. Serves in a mentoring capacity to faculty and/or staff or others beyond the school level.
7. Serves as a consultant.
8. Provides AAUP service.

## APPENDIX I – EXAMPLES OF ACCEPTABLE PEER REVIEWS

1. Publication (print and/or electronic format) in a peer-reviewed or vetted journal or similar publication in the member’s discipline or area of expertise or scholarship.
2. Accepted presentation of creative work in a juried performance.
3. Presentation of scholarly work as a result of a refereed or competitive selection process.
4. Receive a written review/s of one’s research, may be in print or electronic format.
5. Evaluation/s of a submitted grant proposal/s.
6. Peer letter/s, email/s, or other electronic communication acknowledging scholarly accomplishments.
7. Invitation to present scholarly work in appropriate venues.
8. Receipt professional award.
9. Obtaining an external or internal grant.
10. Invitation to publish.
11. Invitation to edit and/or review professional materials, such as textbooks, chapters in textbooks, articles in professional periodicals, book reviews, papers, etc.
12. Acceptance for presentation/s in professional venues.
13. Invitation/s to present or share with colleagues, on or off campus, scholarly work and/or results.
14. Request/s for reprint/s.
15. Request/s for consultation.
16. Citation/s of research and/or scholarly endeavors.
17. Evaluation/s of presentations in professional venues.
18. Peer review/s and/or critique/s of your teaching/presentation/research/scholarly endeavor/s.
19. Other acceptable peer reviews within specific disciplines may be considered.
20. School peer review related to any form of scholarship that does not yield a peer review identified above or in the Master Agreement. A faculty member may propose and prepare a reflective critique and/or presentation to the Committee of the Whole and/or to the FEC related to any form of scholarship which addresses the qualitative standards for the evaluation of scholarship as identified in Appendix K.

## APPENDIX J – EXAMPLES OF ARTIFACTS AND OUTCOMES

Not all artifacts or outcomes will be in print format and not all artifacts or outcomes are appropriate for publication. Both print and electronic/digital formats can be acceptable artifacts or outcomes; live performances/choreography/direction that may not be recorded, but that includes the program of same can be an acceptable artifact or outcome. Faculty may submit flash/thumb drives, CDs, active links in a document, or other digital recording devices as an artifact or outcome.

1. Peer-reviewed or vetted publications, such as monographs, textbooks, chapters in textbooks, articles in professional periodicals, papers, abstracts, book reviews, professional pamphlets, edited anthologies, theoretical analyses and/or syntheses, etc.
2. Documented dance presentation/s/choreography and/or direction.
3. Documents associated with teaching or courses, such as course manuals, field manuals, procedural manuals, laboratory manuals, etc.
4. Grant proposal/s.
5. Technical report/s, such as research reports, risk management plans, by-laws, development of standards related to the member’s discipline, etc.
6. White papers/s associated with consultancies and/or grant/s.
7. Submitted artifact of a scholarly activity for presentation and/or publication.
8. Samples of student’s work that reflect the member’s scholarly endeavors.
9. Documents that report, analyze, synthesize and/or reflect on endeavors related to teaching activities, or any other scholarly activity.
10. Documents and other appropriate media submitted for peer review as identified in t. in Appendix I can be accepted as an artifact or outcome.
11. Written evaluation of documents or other appropriate media in j. above.
12. Other acceptable artifacts or outcomes within specific disciplines may be considered.

## APPENDIX K – EVALUATION STANDARDS FOR SCHOOL PEER REVIEW OF SCHOLARLY ACTIVITY\*

The Faculty Evaluation Committee and/or the Committee of the Whole shall evaluate submissions of scholarly activity for peer review when such activity is not identified in Appendix I or in the Master Agreement. Such peer review shall result in a written (print or electronic) evaluative response to the requesting member. Such peer review shall be guided by responding to the following:

* 1. Clear Goals
		1. Does the scholar state the basic purposes of his or her work clearly?
		2. Does the scholar define objectives that are realistic and achievable?
		3. Does the scholar identify important questions in the field?
	2. Adequate Preparation
		1. Does the scholar show an understanding of existing scholarship in the field?
		2. Does the scholar bring the necessary skills to his or her work?
		3. Does the scholar bring together the resources necessary to move the project forward?
	3. Appropriate methods
		1. Does the scholar use methods appropriate to the goals?
		2. Does the scholar apply effectively the methods selected?
		3. Does the scholar modify procedures in response to changing circumstances?
	4. Significant Results
		1. Does the scholar achieve the goals?
		2. Does the scholar’s work add consequentially to the field?
		3. Does the scholar’s work open additional areas for further exploration?
	5. Effective Presentation
		1. Does the scholar use a suitable style and effective organization to present his or her work?
		2. Does the scholar use appropriate forums for communicating work to its intended audiences?
		3. Does the scholar present his or her message with clarity and integrity?
	6. Reflective Critique
		1. Does the scholar critically evaluate his or her own work?
		2. Does the scholar bring an appropriate breadth of evidence to his/her critique?
		3. Does the scholar use evaluation to improve the quality of future work?

\*Glassick, C.; Huber, M., and Maeroff, G. *Scholarship Assessed, Evaluation of the Professoriate*. (1997) Jossey-Bass, Inc., San Francisco, CA.