Faculty Evaluation Guidelines
Department of Health and Human Services
Communicative Disorders, Nursing, Social Work, and Emergency Management Programs
Eastern New Mexico University

This document reflects the focus areas and activities that the ENMU HHS faculty value as significantly contributing to our programs, our department, our university, the fields of speech-language pathology/audiology, nursing, and social work, as well as the individual's professional growth and development. The content which follows has been recognized as favorably recommended by the HHS faculty and can certainly be utilized as a "general guideline" for professional faculty within our department who are seeking information regarding the types of accomplishments commensurate with achieving timely tenure and promotion; however, this document is by no means intended to be a comprehensive "list" of necessary components and should not be interpreted as exclusive nor as a "guarantee" of any particular faculty evaluation committee decision. As always, concerned faculty should feel free to consult with both departmental faculty and university administrators to determine the most advantageous course of action for obtaining their individual professional goals.

As a part of the faculty evaluation process, it is the candidate's responsibility to provide sufficient evidence to document the quality and significance of his/her activities in each of the areas to be evaluated. **Faculty are encouraged to use the form that follows as a year-to-year cataloguing tool by which they may track their progress towards achieving their professional outcomes** and are welcome to submit this form along with their curriculum vita as documentation of accomplishment and substantiation for requested promotion and tenure. Individual faculty members are responsible for initiating any change of status desired (e.g., including retention, promotion, and tenure). Faculty in their probationary period should concentrate their efforts on establishing their teaching record. Clearly teaching excellence must be included evidence of active participation and involvement in the profession. Decisions to tenure and promote faulty members should be based on clear evidence of professional involvement and scholarly activity: scholarship of discovery, scholarship of integration, scholarship of application, and scholarship of teaching. Promotion should include evidence of external involvement and recognition in the profession. The following general guidelines should be met for each level of faculty:

General Guidelines

Lecturer/Instructor on annual contracts must meet expectations in the area of teaching as well as scholarship and service as assigned and provide documents to support each area.

Tenure-track faculty requesting retention (e.g., advancement from Probationary-2 to Probationary-3) must meet expectations in all three evaluation categories. Other full-time instructors on annual contracts must meet expectations in the area of teaching as well as scholarship and service as assigned.

Faculty in the first half of probationary service (years 1-3) are expected to focus on supporting the department's curriculum, on building good teaching skills, on adjusting teaching techniques in response to evaluations, on developing collegial relations, and on performing appropriate and somewhat limited institutional service. With regard to scholarship, first-year faculty, who present a review file after just a few months at Eastern, are expected only to show evidence of work in progress. Second- and third- year faculty should begin to implement research (examples of research activities listed below).

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During the second half of the probationary period (years 4-6), faculty should show continuing teaching excellence and innovation (or much improved teaching performance); an increased institutional service load, including service outside the department; and evidence of steadily increasing and successful scholarly activity (**at least 2 categories represented in the list of scholarship items in addition to continuing education**).

Promotion

Ideally, a faculty member who has been retained successfully for six years will be a candidate for both associate rank and tenure. However, these changes in status are not automatically awarded together. Promotion to associate or full professor requires verification of production in teaching, scholarship and service. In addition, to be promoted a faculty member must meet or exceed expectations in all three evaluation categories and exceed expectations in teaching and one other area. In some instances, a case may be made for outstanding teaching, excellent service and scholarly writing, but there must be clear evidence of ongoing scholarly activity in the profession, awareness of current issues and scholarship, and making a sustained and successful effort to enhance the program.

Tenure

To earn tenure, a faculty member must meet or exceed performance expectations in all areas. The award of tenure is a sign that the University perceives the faculty member's contributions to the institution to be significant, of high quality, and likely to continue at the same level of commitment throughout the employee's affiliation with ENMU. There is the ongoing expectation of excellence in teaching, of collegiality, of scholarly and professional development, of excellence in service, and of a continued and dynamic commitment to the institution and its mission. In no instance may teaching that fails to meet expectations be rewarded with tenure.

TEACHING AND OTHER STUDENT-RELATED ACTIVITIES

Consistent with the mission of the University, the CDIS, NURS, SWK, and EMGT Programs hold paramount the goal of superior teaching. Faculty evaluation has customarily placed primary emphasis on the support of this goal. Teaching and other student-related activities include, but are not limited to:

- Teaching/classroom performance (both on and off-load)
- Course list for each semester that includes the credit hours and enrollment information for every course taught.
- Course research and development of teaching material (classroom/clinical including Polycom and Web-based applications)
- Clinical/field/lab teaching and supervision (including demonstration, editing written reports, and conferences with students/clients)
- Developing and applying new instructional strategies/pedagogy and analyzing results
- Developing/revising course syllabi to include course description that matches the catalog, outcomes, standards, office hours, response times for email/graded feedback and all required institutional components. (See ENMU provided syllabus template for required content).
- Course assessment data collection/analysis
- Non-credit teaching/workshops (orientations, NESPA/portfolio/special project presentations, practicum meetings, etc.) and speaker programs
- Portfolio management (advising, reviewing, assessing/rating, attending presentations, etc.)
- Special project management (advising, reviewing/revising human subjects proposals, submissions, assessing/rating projects, etc.)
- Tracking certification standards related to teaching/student learning (KASA outcomes, clock hour logs, graduate applications, etc.)
- Participating in comprehensive examinations (developing questions, assessing responses, balancing examinations, etc.)
- Student advising (semester advising, developing degree plans, etc.)
- Faculty Evaluation results for all courses taught. Indicate on the course list if Faculty Evaluation Results are unavailable. Also include qualitative and quantitative analysis of Faculty Evaluation results to compare individual performance over time.

SCHOLARLY ACTIVITY

The Health and Human Services Department recognizes the value of multiple and diverse scholarship activities. These include traditional research, writing, and presentation, as well as other professional creative works and services. Faculty members are strongly encouraged to **diversify** their scholarly activities across several areas below as this is highly valued in practitioner accreditation program such as HHS (e.g., one research, one "traditional" writing", one presentation or other similar combination).   Scholarly productivity includes, but is not limited to:

- Conducting "traditional" research (qualitative, quantitative, case study, survey, single-subject, systems evaluative studies, meta-analysis, etc.)
- Conducting program directed research (specific assessment projects such as surveys, program evaluations, program comparisons, aggregating program data and compiling trend reports, etc.)
- Directing theses, special projects, individual student research, and/or inquiry-based directed studies
- Writing (both refereed and non-refereed in print and electronic publishing)
    - Publications (letters, instructional/informational articles, research reports, monographs, book chapter(s)/books, reviews, etc.)
    - Accreditation documents (self-study, annual report, substantive changes, response to information requests)
    - Grant proposals, legislative initiatives, program/curriculum proposals, and other substantial university proposals/requests
    - Departmental publications (handbooks, catalogs, guidebooks, webpages, newsletters, brochures, etc.)
    - Other departmental reports (summative/assessment, strategic, other narrative, etc.)
    - Departmental/clinical tools/forms (rating/evaluative, tracking, clinical prototypes, etc.)
    - Continuing Education Unit (CEU) modules/courses
- Editing (books, journals, technical reports, accreditation documents, collegiate submissions, etc.)
- Contract development (service agreements, contracts for reimbursable services, interagency agreements, etc.)
- Presenting
    - Advising/sponsoring student presentations
    - Conventions/conferences and other professional gatherings (local/regional, state, national, international; poster, short course, seminar, etc.)
    - Practitioner training workshops
    - Community information workshops
    - Non-credit topically themed presentations for students
- Professional services
- Clinical (standardizing, expert services, etc.)
- Continuing education/professional development
    - Participating in conventions, professional meetings, seminars, courses, etc.
    - Post-graduate work, internships, fellowships
    - NLN Certification as a Nurse Educator

SERVICE

Due to the nature of the ENMU HHS curriculum, service is an essential attribute for faculty. Service includes, but is not limited to:

- Program/Departmental
  - Clinical practicum/field/preceptor/course scheduling, tracking, and compliance monitoring
  - Program/curriculum review and revision process
  - Data collection (student/course/program data, departmental summative data, etc.)
  - HHS departmental committee work
  - Program planning and performance meetings (student reviews, portfolio/special project presentations, outcomes determinations, orals)
  - Administrative functions (faculty/staff evaluations, budgetary functions, basic compliance monitoring, maintenance, etc.)
  - Webpage/listserve administration
  - Student recruitment and program promotion activities
  - Collegiality (contributing to department initiatives, communicating committee proceedings and other critical information, completing assigned tasks outside of faculty load, sharing departmental responsibilities, etc.)
  - Clinical (conducting screenings, evaluation, therapy/treatment, consultation, report writing, expert services, etc. without students)
  - Community services with students (CDC/Peanut Festival /Health Fair screenings, etc.)
- University
  - Committees (FEC, Faculty Senate, Human Subjects, etc.)
  - College search committees
  - University representation at various events
  - Advising / sponsoring student organizations and activities
- Community
  - Professional committee work (taskforce, council, licensing boards)
  - Community leadership (advisory councils, collaboratives, etc.)
  - State organization offices held
  - Service (public awareness campaigns, scholarship exchanges with agencies and practitioners, volunteer services)
- Profession
  - National offices held (legislative councils, etc.)
  - Professional membership (ASHA, NMSHA, CEC, NMEMA, IAEM, LEPC, ANA, NLN, AACN
  - National & state policy development

File Presentation

It is the responsibility of the faculty member to prepare a complete review file that supports her/his request for change in status. The following requirements and recommendations should guide preparation of the file.

Requirements:

A review file will be considered incomplete unless it contains the following:

1. Cover letter making request for change in status
2. Updated CV specific to higher education rather than a resume (ex. include list of courses taught, research)
3. A self-reflection specifically highlighting the last academic year's performance (in all three areas), including praiseworthy areas, areas that need improvement, and changes made based on requests made in previous evaluations
4. All previous annual FEC and administrative evaluations
5. All syllabi of all courses taught since beginning tenure-track employment at ENMU. NOTE: If the faculty member has taught a course more than once, s/he must submit a syllabus for every semester that course has been taught.
6. Samples of course materials, including guidelines for major assignments, rubrics, exams, graded work, etc.
7. All Faculty Evaluations from all courses taught over a three-year period for non-tenure track and only the current year for tenure track. Also include qualitative and quantitative analysis of results over time.
8. Copies of all research papers presented at conferences (each accompanied by either photocopies of conference program pages or acceptance letter)
9. Copies of completed creative works presented, published, or submitted for publication (accompanied by documentation of status)
10. Copies of all publications. If off prints are not available, include photocopy of article with complete bibliographic citation. If publication is not yet in print, include letter of acceptance with manuscript.
11. Copies of manuscripts being considered for publication or papers/abstracts being considered for conference presentation
12. Description of creative performance/project (if no manuscript is available, include video, etc.) that relates to professional development

CLAS Suggested File Organization

*The following suggestions have been made by CLAS and are intended as a helpful **recommendation** for achieving a format that will facilitate review and enhance the effectiveness of documentation. The HHS department would also recommend use of this organization for optimal file review.*

Suggested template:

Section A: INTRODUCTORY MATERIALS

1. Cover letter requesting retention/advancement, promotion, and/or tenure.
2. Updated CV, higher education format
3. Self-evaluation of teaching, scholarly development, and service (or, alternately, these self-evaluations can preface the subsequent sections)
4. Copies of previous appraisals (FEC, Chair, Dean, VPAA, President) from the previous year

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Section B: TEACHING

1. Philosophy of teaching (optional)
2. List of courses taught organized by semester with credit hours and enrollment numbers
3. Faculty Evaluations for every course taught during the academic year for tenure-track, for the past three years for non-tenure track. Include department-, college-, and university-wide comparative data for faculty evaluations. Also include quantitative and qualitative analysis of individual data over time.
4. Peer evaluations of teaching (optional)
5. Syllabi of all courses taught, organized by semester for the current academic year for tenure-track and for a three-year period for non-tenure track to provide a clear picture of course development through the period of appointment.
6. Samples of teaching materials (handouts, graded assignments, etc.) for current review cycle
7. Advising (number of advisees, any documentation shared with advisees, and information about how often you meet with advisees)
8. Field, laboratory, clinical, or other *in situ* teaching and supervision
9. Special teaching initiatives (Collegiate Renewal innovations, any curriculum projects, new courses, pedagogical innovation, team-teaching, integration of student research into teaching, etc.)
10. Contributions to curricular development, including assessment activities and documents
11. Mentorship of junior faculty in teaching
12. Professional development and/or certification related to teaching, with discussion as to how it has or will be integrated in course design and delivery.
13. Other relevant supplemental documentation, as appropriate

Section C: SCHOLARSHIP

This section can be divided into 4 parts (research plan, publications, conferences, and manuscripts). Materials in each section should be organized in reverse chronological order, and should include either full citations for publications, and/or final or draft versions of unpublished scholarly efforts, or similar documentation of creative efforts. Copy of acceptance letter and/or listing in conference agenda should be used to document pending publications and all presentations. Materials might include:

1. Five Year Research Plan/overview of research interests (template can be provided)
2. Published articles or reviews (photocopies) or letter of acceptance with mss (discuss local, regional, national or international scope of conference or publication and, if applicable, impact factor of journal)
3. Manuscripts submitted for publication
4. Conference paper/presentation
5. Creative project(s)
6. Description of ongoing research
7. Description of ongoing research to enhance teaching
8. Academic presentations
9. Workshop or conference attendance

Section D: SERVICE

This section should be divided into 4 parts: department, university, community, and professional service. Materials might include:

1. Special (uncompensated) department responsibilities
2. Committee service (indicate tasks, leadership roles, and whether a department, college, or university committee; state nature of service or responsibilities and contributions)
3. Formal mentoring of new faculty
4. Service as Faculty Advisor to a student organization
5. Service to professional organizations, including leadership roles
6. Lectures or presentations to campus or community groups

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7. Community service pertinent to professional work
8. Clinical services (without students)
9. Community services with students (CDC/Peanut Festival /Health Fair screenings, etc

Section E: ADMINISTRATIVE ASSIGNMENTS (if applicable)
This section should include a self-evaluation of activities related to director/coordinator or other compensated administrative assignments and appropriate documentation of efforts in this area. Such positions are disparate, so the possibilities for documentation are equally varied.

Section F: Specific documents as required by your program or department.

Helpful Tips for Organization of File
Follow the template as listed in the electronic file. Delete any sections that are unused or not applicable. Include all required information and clearly label the information added. Clarity of presentation is a primary value in the preparation of the review file. Faculty are encouraged to be <u>concise</u> and <u>selective</u> in their presentation of materials, but they are advised to make their case as they deem best. FEC review files are a cumulative view of accomplishments from hire; therefore, faculty are encouraged to retain some salient parts of prior cycles' materials in their review file and to add materials through probationary and promotion years. Files should provide evidence that the faculty member has consistently and satisfactorily addressed all concerns and formative suggestions raised in past review cycles. To be considered for evaluation in the cycle under review, an activity generally must have come to fruition during the year under review. (For example, committee assignments that take effect during the current academic year will be included in the <u>next</u> review file, as will scholarship submitted or accepted for publication or presentation only after the current academic year has already begun.)

INSTRUCTIONS FOR OPTIONAL COMPLETION OF FEC SUBMISSION FORM:

<u>Faculty:</u> For each category submission area, please provide the FEC with information regarding the supporting activities completed (e.g., the task, student/number of students affected, topic, publication/title, semester/year, etc.). Also, please indicate all submission areas for which the work should be considered (e.g., teaching, scholarly activity, and/or service).

Note: The FEC realizes that a single activity may, indeed, serve as substantial and appropriate evidence of more than one of the above categories.

<u>FEC Committee:</u> Provide evaluative, constructive comments as appropriate.

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FEC Evaluation Summary

Eastern New Mexico University
Health and Human Services Department

Submission Category	Activity (Submitting faculty to specify task, student, topic, and/or semester)	Submission Area (Submitting faculty ✓ applicable areas)				FEC Evaluation (FEC indicate impressions)
		T	SA	S	A	Section Comments
Coursework/Clinic						
Instruction/course evaluations						
Develop instructional strategies/pedagogy						
Practicum/Field skills						
Course research						
Materials development						
Developing/revising course standards (e.g., catalog, objectives, outcomes)						
Course assessment data collection (e.g., catalog, objectives, outcomes)						
Course assessment data analysis (e.g., catalog, objectives, outcomes)						
Major course revision						
New course development						
Other:						

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Submission Category	Activity (Submitting faculty to specify task, student, topic, and/or semester)	Submission Area (Submitting faculty ✓ applicable areas)				FEC Evaluation (FEC indicate impressions)
		T	**SA**	**S**	**A**	**Section Comments**
Other Student Related Activities						
Non-credit teaching/workshops						
	NESPA					
	Portfolio					
	Special project					
	Practicum					
	Other:					
	Other:					
Contributing to speaker program	Topic/Task:					
	Topic/Task:					
	Topic/Task:					
	Topic/Task:					
Contributing to portfolio presentations	Task:					
	Number of students:					
Advising/reviewing individual portfolios	Number of students: ____					
Assessing/rating portfolios	Number of students:					
Review/revise human subject proposals	Number of students: ____					
Review/revise special project submissions	Number of students: ____					
Assessing/rating special projects	Number of students:					
Advising/reviewing capstone project	Number of students: ____					
Assessing/rating capstone project	Number of students: ____					
Advising/reviewing leadership project	Number of students: ____					
Assessing/rating leadership project	Number of students:					
Tracking certification standards	Outcomes Checklist: # of students:					
	Clock hour logs: # of students:					
	Graduation applications: # of students					
Participating in comprehensive exams	Role:					
	Number of students: ____					
	Fall 20 ___ / Spring ___ / Summer 20					
Other:						

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Submission Category	Activity (Submitting faculty to specify task, student, topic, and/or semester)	Submission Area (Submitting faculty ✓ applicable areas)				FEC Evaluation (FEC indicate impressions)
		T	SA	S	A	Section Comments
Recruiting/Advising						
Recruiting:						
Other recruiting activities:						
Student advising						
Student degree plans						
Articulation activities						
Advising modules						
Research						
Conducting research	Type/Topic:					
	Type/Topic:					
	Type/Topic:					
	Type/Topic:					
	Type/Topic:					
Directing theses	Student/Topic:					
Directing special projects/other research	Student/Topic:					
	Student/Topic:					
	Student/Topic:					
	Student/Topic:					
	Student/Topic:					
	Student/Topic:					
	Student/Topic:					
	Student/Topic:					
Directing indiv. research/directed study						
Program evaluations						
Compiling/manipulating program data						
Trend reports						
Other:						

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Submission Category	Activity (Submitting faculty to specify task, student, topic, and/or semester)	Submission Area (Submitting faculty ✓ applicable areas)				FEC Evaluation (FEC indicate impressions)
		T	**SA**	**S**	**A**	**Section Comments**
Writing						
Letter to editor	Journal:					
Instruction/information article	Journal/Title:					
	Journal/Title:					
Research report	Journal/Title:					
	Journal/Title:					
Book/chapter in book	Title/Topic:					
Chapter/book review	Title/Topic:					
	Title/Topic:					
Editing (standing, invited, peer requested)	Journal/Title:					
	Journal/Title:					
	Journal/Title:					
Departmental publications	Handbook:					
	Catalogs/webpages:					
	Brochures/newsletters:					
	Other					
Accreditation or other narrative/technical reports	Document:					
	Document:					
	Document:					
	Document:					
Grant proposals						
Curriculum proposals						
Legislative requests						
Other proposals						
Undergraduate Catalog:						
Rating/evaluative tools	Purpose:					
	Purpose:					
	Purpose:					
Tracking forms	Purpose:					
	Purpose:					
Other departmental reports	Item:					
	Item:					
Other: Article (not published in a journal)						
Other:						

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Submission Category	Activity (Submitting faculty to specify task, student, topic, and/or semester)	Submission Area (Submitting faculty ✓ applicable areas)				FEC Evaluation (FEC indicate impressions)
		T	SA	S	A	Section Comments
Professional Presentations						
Advising/sponsoring student presentation						
Local/Regional: Poster, ___Hour, Seminar, Short Course	Topic/Audience:					
State: Poster, ___Hour, Seminar, Short Course	Topic/Audience:					
National Poster, ___Hour, Seminar, Short Course	Topic/Audience:					
International Poster, ___Hour, Seminar, Short Course	Topic/Audience:					
Other: Guest Lecturer						
Other Professional Activity/Services						
Conducting screenings/evaluations						
Conducting therapy/direct care						
Patient/client report writing						
Consultation	Agency/Topic:					
	Agency/Topic:					
Expert witness						
Standardizing						
Clinical team (craniofacial, etc.)	Organization:					
Professional committee work	Taskforce/council					
	Licensing board					
	Site visitor					
	Other:					
Professional offices held	Organization/Position:					
	Organization/Position:					
Community services with students	Event:					
	Event:					
Other:						
Other:						

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Submission Category	Activity (Submitting faculty to specify task, student, topic, and/or semester)	Submission Area (Submitting faculty ✓ applicable areas)				FEC Evaluation (FEC indicate impressions)
		T	SA	S	A	Section Comments
Departmental/Administrative						
Clinical/course scheduling						
Course scheduling/rotations						
Program/curriculum review and revision						
University assessment data reports	Number of courses: _____ /students _____					
▪ Individual student/course data	Type:					
▪ Departmental/summative data	Type:					
Accreditation data collection	Number of courses: _____ /students					
▪ Individual student data/Outcomes	Type:					
▪ Departmental/summative	Type:					
▪ Other	Type:					
Departmental committees	Purpose:					
Other departmental reports	Title/Purpose:					
Faculty/staff evaluations	Number: _____					
Budgetary functions						
University compliance monitoring						
Health regulation compliance						
Other:						
Collegiality						
Contributing to department initiatives	Initiative:					
	Contribution:					
	Initiative:					
	Contribution:					
Communicating critical info/committee proceedings to faculty and staff						
Sharing departmental responsibilities for tasks beyond load	Task:					
	Task:					
	Task:					
	Task:					
Availability to students and colleagues						
Other:						

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Submission Category	Activity (Submitting faculty to specify task, student, topic, and/or semester)	Submission Area (Submitting faculty ✓ applicable areas)				FEC Evaluation (FEC indicate impressions)
		T	SA	S	A	Section Comments
Other						
Departmental webmaster						
University service Committee/position/years	#1:					
	#2:					
	#3:					
	#4:					
Other:						
Other: Community service activities						
Continuing Education/Professional Development						
Professional membership/service						
	Organization:					
Convention attendance						
Course (on site, online, etc.)	Title/# of hours:					
Course (on site, online, etc.)	Title/# of hours:					
Journal group	Topic/# of hours					
Post-graduate work/fellowship						
Other:						

Honors_____

_____

Other significant contributions_____

_____

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FEC comments_____

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