

Faculty Portfolio Planning Policy

A. Background and purpose

This document provides a framework for full-time faculty members to use in developing their annual workload portfolio. These portfolios are negotiated with and approved by department chairs in the context of the teaching and accreditation needs of the school. In addition, this policy serves as a guideline for faculty members in meeting continuing professional expectations and obligations to their students as well as the school, university, and community.

This policy provides the foundation for the annual evaluation for merit process for faculty members. However, meeting expectations on the annual review for merit is not the equivalent of making progress toward tenure or promotion or a multi-year contract. **The latter three are based on achieving excellence, while the annual review for merit process is based on meeting expectations.**

Moreover, this document provides a means for benchmarking the degree to which individual departments and the entire school are synchronized with the mission of HU and the HSB.

B. Framework for portfolio planning

1. For tenured and tenure-track faculty

Tenured and tenure-track faculty members' annual teaching, scholarship, and service are typically set at 60% teaching, 20% scholarship, and 20% service, each of which may be adjusted to accommodate students' best interests and the needs of the University.

2. For teaching and teaching-track faculty

Teaching faculty with multi-year contracts and teaching-track faculty members' annual teaching and service are typically set at 80% teaching and 20% service, each of which may be adjusted to accommodate students' best interests and the needs of the University.

C. Definition of Terms

1. Teaching excellence and effectiveness (TEE)

Actual time spent teaching is only one part of a faculty member's teaching obligations. TEE activities are a complex process of managing a wide variety of in-classroom and non-classroom activities. Faculty members are expected to keep their professional knowledge and their courses up-to-date in order to meet student, university, and stakeholder expectations, as well as accreditation standards, where applicable.

Formal classroom instruction is necessary but not sufficient to meet the needs of our students. In addition, as part of our mission-driven continuous improvement initiative, faculty members are expected to state and measure the attainment of learning outcomes at the course and programmatic levels. Faculty members are also expected to spend time with students beyond the classroom as described in the Faculty Handbook (FH) and the Standards for Tenure and Promotion Evaluation for Hamline School of Business (STPE) in such activities as:

- meeting students during regularly kept office hours;
- assisting with internships and supervising independent studies; and
- writing letters of recommendation.

2. Scholarship achievements (SA)

HSB tenured and tenure-track faculty members engage in scholarship and intellectual pursuits designed to enhance the discovery, integration, and application of knowledge. The dissemination of scholarly work involves publication in academic, practitioner or pedagogical journals, books, and reports as well as presentations to professional or public audiences. Whether scholarship is basic, applied, or instructional, quality is the guiding standard.

3. Service contributions (SC)

Service Contributions are comprised of both internal and external service activities. SC provide benefit to our students, institution, profession and community. Faculty members are expected to participate in the governance of the institution.

4. Collegiality

Collegiality, in the sense of collaboration and constructive cooperation, identifies important aspects of a faculty member's performance in teaching, professional activity, and service. (Faculty Handbook, section 5.11.3)

D. Faculty Portfolio Plan (FPP)

Each academic year faculty members will work with their department chair on an FPP that outlines their TEE, SA for tenured and tenure-track faculty, and SC activities for the upcoming year. The portfolio should be based on a quantifiable and meaningful set of personal objectives, in the context of past performance, and consistent with the needs and priorities of the department and HSB. The portfolio's main objectives are: 1) to encourage and reward faculty members for showing continued positive activity in all the categories, with the exception of scholarship activity for teaching-track faculty, described in this policy, and 2) to ensure through department chair approval that the mission and needs of the school and the department are met.

Each faculty member's FPP sets the framework for his or her Annual Faculty Performance Review for **Merit** (PRM) at the end of the year. FPPs for the next calendar year are submitted on or before end of the current year to the department chair for approval. The portfolios are reviewed by the Dean and Associate Dean for Academic Affairs for consistency

across faculty and departments. In the case of a change, the Department Chair will discuss proposed changes with the faculty member.

It should be recognized that flexibility and understanding are necessary to maintain a positive work environment; therefore, alteration of FPPs during the year may be necessary. This flexibility includes accommodating both personal and institutional extenuating circumstances. Furthermore, it must be recognized that the personal situation of one faculty member may affect other faculty members in the same or other departments. To maintain a healthy, cooperative environment if this situation arises, the portfolios of other faculty members may also need to be altered. For example, a serious illness or death of one faculty member may result in other departmental members picking up additional instructional and service contributions that were not planned when portfolios were initially established. This may require a change in the portfolios of those individuals who helped out. A spirit of mutual support and cooperation is assumed in this policy which is one measure of collegiality.

The FPP for tenured and tenure-track faculty is found in Appendix A to this policy. The FPP for teaching and teaching-track faculty is found in Appendix B to this policy.

E. Faculty annual performance review for merit (PRM)

1. Teaching excellence and effectiveness (TEE)

Overall principles

The standard for TEE is demonstrated teaching excellence and effectiveness. As faculty members plan and teach their courses, they should consider various means and mechanisms to achieve instructional effectiveness. This may include, for example, a demonstration of instructional innovations, use of peer reviews, instructional workshop participation, course rigor, and assessment activities.

2. Scholarship achievement (SA)

Overall principles

Consistent with our mission, scholarship can take many forms. Quality is the primary factor in pursuing scholarship activities. In assessing quality, faculty members and department chairs should consider a variety of factors including, but not limited to:

- blind reviewed versus invited
- depth and extent of research
- length of article
- number of authors
- peer reviewed
- quality of the journal or other publication outlet exclusive of:
 - self-publishing
 - pay to publish or publishing in a predatory journal
 - blogs

Tenured and tenure-track faculty members are expected to contribute to the research and scholarly output of the school in a consistent and positive manner over time. Each year a faculty member should show steady efforts at establishing a stream of scholarship, including work-in-progress. The status of a faculty member's present scholarship stream, including the likelihood that work-in-progress will conclude in a publication, may be factored in the workload allocation process. Work-in-progress can be demonstrated by 1) presenting papers at regional, national and international meetings, and 2) manuscript submissions to journals or other publishing outlets. Additionally, if a faculty member is involved in contract or grant work, this may alter the ability to achieve publications within specific time periods. This may be particularly true for large grants with multiple stages. Department chairs are expected to be both cognizant and flexible in factoring these considerations into the FPP process.

It is the intent of this document to promote the kind of research that is consistent with the mission of the School and University. As such, it is recognized that good quality, applied, pedagogical or scholarly research will be the focus of scholarship in HSB.

See FH 5.11 and STPE Standards.

3. Service contributions (SC)

Service contributions are comprised of both internal and external service activities.

a. Internal service contributions

Internal service contributions reflect active participation by faculty members in the governance of the department, school, and university. Different committees have varying levels of work and time commitments. Department chairs need to be flexible in the workload allocation process and attempt to take the level of participation, including time spent, into account. To the extent possible, new Ph.D. tenure track faculty members during their first year of employ should be protected from engaging in service activities where there is a potential danger that either teaching or scholarship may suffer.

In addition, faculty members have an opportunity and obligation to offer professional guidance to their students. Accordingly, faculty members are expected to provide career advising to students in a manner that makes suitable use of each faculty member's expertise.

b. External service contributions

External service contributions are those rendered to outside constituents at the regional, national, or international level and must support the mission of the school and the university. These services and activities may include significant positions in professional organizations that contribute to building a local, regional, national, and international reputation for HSB. Activities may take the form of faculty involvement with governmental and not-for-profit organizations. It is the responsibility of each faculty member to document his/her activities.

External service should be balanced with the service needs of the School and of the University and with teaching load and scholarship or professional development activities. External consulting for remuneration is never considered to be service and in fact, faculty members are responsible for adhering to the HU Conflict of Commitment Policy.

See FH 5.11 and STPE Standards.

F. Annual reporting

Each faculty member shall complete the PRM form and submit to his or her department chair on June 1 of each year. The form may be found in Appendix C to this policy.

Faculty Portfolio Planning Policy
Appendix A
Annual Planning Form for
Tenured & Tenure-Track Faculty Members

Faculty Member: _____

Department: _____ **Date:** _____

Teaching: courses & teaching effectiveness activities

Scholarship: research & publication plan

Service:

Department/School:

University:

Profession/community:

Other:

**Faculty Portfolio Planning Policy
Appendix B
Annual Planning Form for
Teaching & Teaching-Track Faculty Members**

Faculty Member: _____

Department: _____ **Date:** _____

Teaching: courses & teaching effectiveness activities

Service:

Department/School:

University:

Profession/community:

Other:

Faculty Portfolio Planning Policy
Appendix C
Faculty Annual Performance Review

Name: _____

Rank: _____

Department: _____

Year: _____

1. Teaching for Current Academic Year : ____% Workload Portfolio

- a. Listing of courses taught and number of credits attached to each course (please use attached table);
- b. Additional teaching activities, e.g. independent/individual studies, collaborative research projects, and honors projects:
- c. Assessing learning outcomes (past 3 years):
- d. New course preparation (past 3 years):
- e. New course development (past 3 years):
- f. Other curriculum activities, e.g. course revision driven by assessment, guest lectures in other courses, membership on honors, thesis or dissertation committees, etc.:
- g. Instructional Related Grants/Contracts (list source, title, and funding):
External:

Internal:
- h. Instructional Innovation (Software, course manuals, etc.):

2. Tenured & Tenure-Track Scholarship/Professional Activities for the Current and Past 2 Academic Years: ____%

(Use APA format when listing publications and papers presented.)

- a. List Refereed Journal Publications (past 3 years):
- b. List Other Publications (past 3 years):
- c. List Presentations:
- d. Work in Progress:
- e. Grants and Contracts (List Source, Title, and Funding):
-External:

-Internal:

3. Expected Engagement/Participation (Check all attended)

- HSB fall all-faculty meeting
- Convocation
- Department meetings
- HSB faculty meetings
- Admission activities
- Piper Preview or Transfer student orientation
- Undergraduate Midterm Grades
- HSB spring all-faculty meeting
- Undergraduate honors reception
- HSB annual recognition reception
- Undergraduate commencement
- Graduate commencement
- Final Grades timely submission

4. Service/Outreach for Current Academic Year ___%

a. HSB/Department/University

-HSB:

-Department

-University:

b. Advising/Mentoring

-# Undergraduate Advisees:

-# Graduate Committee Chair:

-# Graduate Committee Member:

-List Theses Completed during AY (year) (Chair):

-List Dissertations Completed during AY (year) (Chair):

c. Assessment Participation

-Implementation of a metric/assessment artifact/rubric

d. List professional associations (Officer, Editor, Chair, etc.):

e. Teaching/teaching-track faculty: outreach via writing or presentations to professional organizations:

f. Other external service activities

5. Sabbatical or Mini-Sabbatical ___ %

a. List dates of any sabbatical during this academic year:

b. List dates of any mini-sabbatical during this academic year:

6. Reflection on Performance for Developmental Purposes

Self-evaluation of performance based on goal achievement and emerging needs of own professional development and/or department, school or university. Limit to one page.

*To update table formula results, highlight table in upper-left corner and hit F9

Summer

Course	Title	# Students Enrolled	Credits	#S x Cr. Hrs.	Course Evaluation Response %	Effective Teacher Score	Course Learning Experience Score	Group Summary Score	Overload

Fall

<u>Course</u>	<u>Title</u>	<u># Students Enrolled</u>	<u>Credits</u>	<u>#S x Cr. Hrs.</u>	<u>Course Evaluation Response %</u>	<u>Effective Teacher Score</u>	<u>Course Learning Experience Score</u>	<u>Group Summary Score</u>	<u>Overload</u>

Winter

<u>Course</u>	<u>Title</u>	<u># Students Enrolled</u>	<u>Credits</u>	<u>#S x Cr. Hrs.</u>	<u>Course Evaluation Response %</u>	<u>Effective Teacher Score</u>	<u>Course Learning Experience Score</u>	<u>Group Summary Score</u>	<u>Overload</u>

Spring

<u>Course</u>	<u>Title</u>	<u># Students Enrolled</u>	<u>Credits</u>	<u>#S x Cr. Hrs.</u>	<u>Course Evaluation Response %</u>	<u>Effective Teacher Score</u>	<u>Course Learning Experience Score</u>	<u>Group Summary Score</u>	<u>Overload</u>

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