

University of Connecticut
College of Agriculture, Health and Natural Resources
Department of Kinesiology
By-Laws
Adopted January 2019
(last revised December 15, 2022)

The Department of Kinesiology (hereafter referred to as “the Department”) in the College of Agriculture, Health and Natural Resources (CAHNR) operates on the principle of shared governance among the administration and the faculty. These By-laws define the governance structure and related procedures. These By-laws are subordinate to By-laws of the University of Connecticut, the University Policies and applicable sections of the AAUP Collective Bargaining Agreement, and CAHNR.

The Department staff and faculty are governed by the By-Laws of the University of Connecticut. The Department Head serves as the chief executive officer for the Department and is responsible to the Dean of CAHNR, the Provost, and the Executive Vice President for Academic Affairs. The Department Head may appoint individuals to assist in the administration of the Department. A vote by the majority of the voting members of the department is required to make changes to the By-Laws.

I. Faculty Membership

Membership in the Department Faculty shall be those individuals who hold faculty rank (either tenured or CIRE) as defined in Article XIV of the By-Laws of the University of Connecticut and Article 1 of the AAUP Collective Bargaining Agreement. Such titles may include: Assistant, Associate, and Full Professor, Lecturer, Instructor, as well as Clinical, Research and In-Residence (with rank) Professor. Voting members include faculty who have 50% or greater appointments in positions described in the AAUP’s Collective Bargaining Agreement Article 1 (as established in 2021). Faculty with adjunct and gratis appointments are non-voting members.

II. Committees and Councils: Structure and Function

Permanent standing committees and councils of the Department shall be the following:

1. Department Executive Cabinet
2. Department Leadership Team
3. Department Promotion, Tenure and Reappointment (PTR) Advisory Committee
4. Department Merit Advisory Committee
5. Athletic Training Academic Advisory Committee
6. Exercise Science Graduate Academic Advisory Committee
7. Physical Therapy Academic Advisory Committee
8. Kinesiology Scholarship Committee
9. Kinesiology Awards Committee
10. Doctor of Physical Therapy Scholarship Committee

11. Undergraduate Admissions Committee
12. Doctor of Physical Therapy Admissions Committee
13. Professional Athletic Training Admissions Committee
14. College Committees (as described in the CAHNR By-Laws)

The Department Head or Faculty may establish additional ad-hoc or standing committees, as needed. Each committee or council shall have documented and approved (by Department Head and Faculty) duties and responsibilities, which may be amended and should not conflict with Departmental, College or University by-laws. The normal committee year shall be August 23 to August 22 unless indicated otherwise. Term of membership for all committees and councils shall be three years (unless otherwise indicated in committee by-laws). Members should rotate into the committee so as not to have all members starting or ending in the same year. Each committee will meet at least once per year.

With the exception of the academic advisory committees (Athletic Training, Exercise Science Graduate, and Physical Therapy), each committee shall submit a copy of the meeting agenda/minutes to the department's shared drive following each meeting. At the request of the Department Head, faculty or Dean, the committee shall report on activities or bring issues forward for faculty consideration at a meeting of the full faculty. Business for all of the councils and committees shall be conducted according to Robert's Rules of Order unless stated otherwise in the guidelines established for the council or committee.

1. Department Executive Cabinet

Duties and responsibilities

The purpose of the Department Executive Cabinet is to encourage regular communication, consultation, and collaboration among the Department Head and primary program / institute Directors (Physical Therapy, Athletic Training, Exercise Science, Korey Stringer Institute) about division, departmental, College, and university concerns.

Membership

The Department Executive Cabinet will comprise the Directors of the Physical Therapy and Athletic Training Professional Programs, the Exercise Science (undergraduate) program, the Chief Executive Officer for the Korey Stringer Institute.

Guidelines for operation

The Department Leadership Cabinet will meet approximately once a month, or more as needed. Agenda items shall be submitted for review and included in the agenda disseminated prior to each meeting. Minutes of the meetings shall be maintained by the Department Head and approved at subsequent meetings.

2. Department Leadership Team

Duties and responsibilities

The purpose of the Department Leadership Team is to encourage regular communication among the Department Head and administrative leaders of various entities within the department about division, departmental, college, university, and institute concerns.

Membership

The Department Leadership Team will comprise the Directors of the Physical Therapy and Athletic Training Professional Programs, the Exercise Science (undergraduate) program, the Chief Executive Officer for the Korey Stringer Institute, Co-Director of the Institute for Sports Medicine, the Director of Graduate Studies, the Director of Research Support & the Human Performance Laboratory, and the Director of Teaching and Learning.

Guidelines for operation

The Department Leadership Team will meet approximately once a semester, or more as needed. Agenda items shall be submitted for review and included in the agenda disseminated prior to each meeting. Minutes of the meetings shall be maintained by the Department Head and approved at subsequent meetings.

3. Department Advisory Committee on Promotion, Tenure and Reappointment

Duties and responsibilities

The purpose of the Department's Advisory Committee for Promotion, Tenure and Reappointment (PTR) Committee is to advise the Department Head on issues related to promotion, tenure and reappointment, to act as a liaison among faculty in the Department and the Department Head on matters related to promotion, tenure and reappointment, and to provide written recommendations to the Department Head on promotion, tenure or reappointment of candidates.

Membership

The Department PTR Committee shall include all faculty members at the Associate or Full level, but not the Department Head or the Department's College PTR Committee representative. The chair shall be appointed by the Department Head for a three-year term.

Guidelines for operation

The Department PTR Committee shall meet annually in the fall, based on University guidelines and posted due dates, to review PTR / PR packets of all faculty seeking reappointment and/or promotion. Recommendations of the Department PTR Committee shall be given to the Department Head in writing, after which University guidelines shall apply.

3. Department Merit Advisory Committee

Duties and responsibilities

The purpose of the Department's Merit Advisory Committee is to provide written recommendations to the Department Head on Merit of faculty, based on annual reports and workload distribution submitted to the Department each year.

Membership

The Department Merit Advisory Committee shall comprise three faculty members, but not the Department Head, with one representative from each department educational program (Athletic Training, Exercise Science, Physical Therapy) and will include at least one representative of faculty from a tenure appointment line and one CIRE appointment line. Nominations for open positions on this committee (either by self or voting members of the department) will be provided to the Department Head before the first department meeting of each academic year. Each member shall be elected by majority vote of all voting members in the Department, except the Department Head, at the first department meeting. Each member shall be elected for a maximum of a three-year term, with the goal of one new member being elected annually. The chair shall be the member serving in the last year of their three-year term. An alternate is identified each year (typically the individual that receives the second most votes in a given year) in case a committee member cannot participate during the scheduled time. A special election will be held to complete the term of a committee member that cannot complete their term (e.g., leaves the Department, becomes Department Head).

Guidelines for operation

The Department Merit Committee shall meet annually, based on University guidelines and posted due dates, to review annual report packets of all faculty. Recommendations of the Department Merit Committee shall be given to the Department Head in writing using the department's approved form (see Merit Policy) at least one week before the college deadline for departmental merit recommendations. The Merit Advisory Committee does not provide recommendations for the amount of merit distributed. Members of the Merit Committee will be recused from their own merit recommendation discussion and form.

4. Athletic Training Academic Advisory Committee

The Athletic Training Academic Advisory Committee is established to form a common advisory committee for all students in the Professional Athletic Training program. The Athletic Training Academic Advisory Committee will convene to review academic progress at the close of each term, address concerns of professional development raised by the faculty, communicate with the Graduate School as required when a student fails to meet academic and/or professional progress standards, advise students regarding remediation plans and appeals, and assure compliance with the policies of the Graduate School. The Committee will report to the Dean of the Graduate School and inform the Department Head of issues or concerns.

Membership

The Director of the Athletic Training program serves as the major advisor for Athletic Training students. The committee shall consist of at least two additional members from faculty that teach or advise students within the Athletic Training program. Members are appointed by the Program Director in consultation with the faculty.

Guidelines for operation

The Athletic Training Academic Advisory Committee will meet at the end of each term and additionally as necessary. Minutes of the meetings shall be maintained by the Chairperson or his/her designee. All appointed members shall be voting members of the Graduate Committee. In all cases a simple majority rules.

5. Exercise Science Graduate Academic Advisory Committee

The Exercise Science Graduate Academic Advisory Committee reviews and establishes graduate program objectives and requirements for M.S. and Ph. D. degrees in Exercise Science, as well as review/acceptance of all applications to the graduate programs, after faculty advisor approval. The Graduate Advisory Committee prepares rules, guidelines, and courses within the jurisdiction of the Department for appropriateness of meeting the overall educational mission of the Department and College. The Exercise Science Graduate Academic Advisory Committee will convene to address any student issues. The Graduate Academic Advisory Committee will meet before each April with the Department Head to recommend students for teaching assignments for the following academic year.

Membership

The Exercise Science Graduate Academic Advisory Committee shall include a Department Head-appointed Chair for a three-year term. At least two additional faculty members shall also be appointed to three-year terms, and approved by a majority of the voting members of the faculty. Each member can be re-appointed for additional 3-year terms. In consultation with the Committee Chair, the Department Head may appoint members at any time and for shorter terms as may be required to fill vacancies.

Guidelines for operation

The Exercise Science Graduate Academic Advisory Committee will meet monthly or as necessary on the call of the Chair during the academic year. Minutes of the meetings shall be maintained by the Chairperson or their designee. All appointed members shall be voting members of the Graduate Committee. In all cases a simple majority rules.

6. Physical Therapy Academic Advisory Committee

The Physical Therapy Academic Advisory Committee is established to form a common advisory committee for all students in the Doctor of Physical Therapy (DPT) program. The Physical Therapy Academic Advisory Committee will convene to review academic progress at the close of each term, address concerns of professional development raised by the faculty, communicate with the Graduate School as required when a student fails to meet academic and/or professional progress standards, advise students regarding remediation plans and appeals, and assure compliance with the policies of the Graduate School. The Committee will report to the Dean of the Graduate School and appraise the Department Head of changes in the status of DPT students.

Membership

The Director of the DPT program serves as the major advisor for DPT students. The committee shall include at least two additional members from the DPT program faculty. Members are appointed by the Program Director in consultation with the faculty of the DPT program.

Guidelines for operation

The Physical Therapy Academic Advisory Committee will meet at the end of each term and as necessary on the call of the Chair, Program Director, and/or faculty during the academic year. Minutes of the meetings shall be maintained by the Chairperson or their designee. All appointed

members shall be voting members of the Graduate Committee. In all cases a simple majority rules.

7. Scholarship Committee

Duties and responsibilities

It is the responsibility of the Student Scholarship Committee to recommend the awarding of scholarships to students based on criteria established for each scholarship in the Department. One member of the Committee will represent the Department on CAHNR Scholarship Committee.

Membership

The committee consists of the Chair (College Scholarship Committee representative) and at least two additional faculty members appointed to a three-year term by the Department Head. The Department Head may appoint members at any time and for shorter terms as may be required to fill vacancies.

Guidelines for operation

The Scholarship Committee shall meet on the call of the Chair to make recommendations for Department-level scholarships and to forward recommendations for College-level scholarships to the CAHNR Committee. Awardee names shall be forwarded to the CAHNR Development Office, and the Office of Academic Programs for processing (to include disbursement, and notification of student and donor). Minutes of the meeting shall be maintained by the chairperson of the Scholarship Committee. Based on the wishes of the donor, specific scholarships may be awarded using different procedures.

8. Kinesiology Awards Committee

Duties and responsibilities

It is the responsibility of the Kinesiology Awards Committee to promote excellence in teaching, research, clinical care, and public service in the Department by recognizing alumni accomplishments.

Membership

The Committee shall consist of one member from each department educational program (Athletic Training, Physical Therapy, and Exercise Science) appointed for a three-year term by the Department Head with possible reappointments. The Chairperson of the committee shall be elected by the committee for a three-year term.

Guidelines for operation

The Kinesiology Awards Committee will meet in October, January, and April of each year to plan the call for nominations for Alumni Awards, review the nominations, and administer the awards. The Call for Nominations for each program's alumni award will be posted by November 1 on Department and program websites and will be shared electronically. Committee members will review nomination packets and make recommendations to the Department Head for final selection in January.

9. Doctor of Physical Therapy (DPT) Scholarship Committee

Duties and responsibilities

It is the responsibility of the DPT Scholarship Committee to recommend the awarding of scholarships to students based on criteria established for each scholarship within the Doctor of Physical Therapy program.

Membership

The committee consists of at least three voting members of the faculty that teach or advise within the Doctor of Physical Therapy program, including the DPT Program Director who serves as the Chair. Committee members are appointed to a three-year term by the DPT Program Director. The DPT Program Director may appoint members at any time and for shorter terms as may be required to fill vacancies.

Guidelines for operation

The DPT Scholarship Committee shall meet on the call of the Chair to make recommendations for DPT-level scholarships. Awardee names shall be forwarded to the CAHNR Development Office, and the Office of Academic Programs for processing (to include disbursement, and notification of student and donor). Minutes of the meeting shall be maintained by the chairperson of the DPT Scholarship Committee. Specific scholarships may be handled uniquely according to donor guidelines.

10. Undergraduate Admissions Committee

Duties and responsibilities

It is the responsibility of the Undergraduate Admissions Committee to recommend admission of students to the Exercise Science major, based on space available within the program.

Membership

The committee consists of three voting members of the faculty who teach or advise in the Exercise Science undergraduate program. Committee members are appointed to a three-year term by the Department Head. The Chair is elected by the committee members. The Department Head may appoint members at any time and for shorter terms as may be required to fill vacancies.

Guidelines for operation

The Undergraduate Admissions Committee shall meet on the call of the Chair to evaluate applications to the Exercise Science undergraduate program. The Chair will communicate decisions and questions from the committee to the Office of Transfer Admissions, Office of Undergraduate Admissions, and the CAHNR Academic Programs Office. Administrative staff will be responsible for communicating acceptances and rejections to students with communication being approved by the committee Chair.

11. Doctor of Physical Therapy Admissions Committee

Duties and responsibilities

It is the responsibility of the Doctor of Physical Therapy Admissions Committee to recommend admission of students to the Doctor of Physical Therapy program, based on established criteria from all voting members of the faculty that teach or advise within the Doctor of Physical Therapy program.

Membership

The committee consists of at least three voting members of the faculty who teach or advise within the Doctor of Physical Therapy program, including the Program Director. The Program Director serves as the Chair. Committee members are appointed to a three-year (repeatable) term by the Doctor of Physical Therapy Program Director, who may appoint members at any time and for shorter terms as may be required to fill vacancies.

Guidelines for operation

The Doctor of Physical Therapy Admissions Committee shall meet on the call of the Chair to make recommendations for admission to the Doctor of Physical Therapy program. The Chair will communicate decisions and questions from the committee to the Graduate School.

12. Professional Athletic Training Admissions Committee

Duties and responsibilities

It is the responsibility of the Professional Athletic Training Admissions Committee to recommend admission of students to the Professional Athletic Training program, based on established criteria from all voting members of the faculty who teach or advise within the Professional Athletic Training program.

Membership

The committee consists of at least three voting members of the faculty who teach or advise within the Professional Athletic Training program, including the Program Director. The Program Director serves as the Chair. Committee members are appointed to a three-year (repeatable) term by the Professional Athletic Training Program Director, who may appoint members at any time and for shorter terms as may be required to fill vacancies.

Guidelines for operation

The Professional Athletic Training Program Admissions Committee shall meet on the call of the Chair to make recommendations for admission to the Professional Athletic Training program. The Chair will communicate decisions and questions from the committee to the Graduate School.

13. College Committees

CAHNR maintains its own standing committees and councils according to its By-laws. The Department Head, in consultation with the faculty, will identify Departmental representatives to these committees. The Departmental representative to the Dean's PTR Committee shall be elected by majority vote of the members of AAUP for a two-year term. Faculty with the rank of Full Professor will be given priority in serving (in accordance with policies of the CAHNR PTR Committee).

III. Faculty Meetings

Department faculty meetings will be held no less than twice per semester or at the call of the Department Head. An agenda for the department faculty meetings shall be distributed prior to the meeting. For voting purposes, a quorum shall consist of 40% of the eligible voting faculty. If a quorum is not present, a vote may be held via electronic means. The faculty meeting shall be called to order by the Department Head. A member of the administrative staff team shall serve as the recording secretary for the meeting. Business will be conducted according to Robert's Rules of Order. Minutes for all meetings will be shared with faculty and staff electronically through the department drive.

**University of Connecticut
College of Agriculture, Health and Natural Resources
Department of Kinesiology
Adopted December 15, 2022**

Department Administrative Positions

The Department of Kinesiology has one primary department administrative position, the Department Head. As described in detail in Article 15 SELECTION AND REVIEW OF DEPARTMENT HEADS of the AAUP Collective Bargaining Agreement (AAUP CBA 7.1.21 to 6.30.25), the Department Head (1) is selected by a search committee of which the majority is voting members of KINS for a term of five years, (2) is reviewed by the Dean at intervals not to exceed five years or upon request by the majority of KINS voting faculty members, (3) shall not serve more than two consecutive terms unless the majority of voting faculty members approve a maximum third consecutive term, and (4) shall be appointed for ten months rather than the ordinary faculty appointment of nine months, returning to their nine month appointment and salary after serving as Department Head.

Additional administrative positions exist as directors of the academic programs (Undergraduate & Graduate programs in Exercise Science, Doctor of Physical Therapy, Master of Science in Athletic Training) and department support (Director of Research Support and the Human Performance Laboratory, Director of Teaching and Learning). These additional administrative positions are appointed by the Department Head in consultation with the faculty and can be reappointed at the end of each term. The director appointments of the DPT and MSAT programs are also approved by the respective accreditation bodies.

University of Connecticut
College of Agriculture, Health and Natural Resources
Department of Kinesiology
Merit Policy
Adopted February 2019

Decisions regarding the awarding of merit to faculty will be made by the Department Head. The Department Head will complete an Annual Report Review for each faculty member based on the faculty member's Annual Review packet. The packet will include the following documents:

- a. *Provost Annual Report (scholarship, research, and service metrics)*
- b. *Student Evaluation of Teaching (SET) results*
- c. *Personal written statement (200 word maximum) describing reasons for being deserving of merit.*
- d. *Recommendations from the Merit Advisory Committee*

The Kinesiology Workload/Distribution of Effort Agreement, as agreed upon by the individual faculty member and the Department Head, will serve as the foundational criteria on which to decide merit. The Department Head will recommend one of three categories: High Merit (for documented activities/products well above the level indicated in the agreement), Merit (for documented activities/products above the level indicated in the agreement), or No Merit (for lack of documented activities/products above the agreed upon responsibilities). The Department Head determines the amount of merit pay to be awarded out of the departmental pool and forwards his/her and the Merit Advisory Committee's recommendations to the Dean along with recommendations regarding whether a faculty member should be considered for Dean's and Provost's merit. Faculty categorized as "High Merit" will be recommended for additional merit from the Dean's office.

The following form will be used to rate merit category, and will identify the percentage of work efforts agreed upon in the Workload Agreement. The items used as criteria for consideration will also be modified to fit additional activities that are known to contribute to the department's well-being.

Faculty Name:	Agreed %	High Merit	Merit	No Merit
SCHOLARSHIP				
Publications (peer review manuscripts, and text books)				
Grant submissions				
Scholarly presentations				
Awards and honors				
<i>Contracts and partnerships</i>				
<i>Innovation</i>				
SERVICE				
Kinesiology department service				
CAHNR service				
University service				
Service to professional societies				
<i>Administrative duties</i>				
Community service/Public outreach				
<i>Revenue for program/department</i>				
Editorial service				
Innovation				
TEACHING				
Student Evaluations of Teaching (SET)				
Advising and supervision				
Teaching load				
Instructional development activities				
Innovation				

The Merit Advisory Committee (MAC) will be comprised of at least one member from each program within the department, and will include at least one representative of faculty from tenure appointment line and one non-tenure appointment line. The committee members will rotate, with elections held with frequency to be determined by the faculty. The MAC will be responsible for:

- a. *Establishing policy specific to merit;*
- b. *Reviewing faculty who are eligible to receive merit as defined by University policy; and*
- c. *Providing preliminary recommendations for faculty's merit category to the Department Head.*

**Merit Distribution for multiple years*

The department's merit pool will be divided by representative years of review when the merit pool released encompasses more than one academic year. For example, no merit was awarded for the 2015-2016, 2016-2017, 2017-2018 years. The 2018-2019 merit pool will thus be divided to account for all four years of review, including 2018-2019. Faculty members will be reviewed for each year of review included with four separate years of recommendation.

University of Connecticut
College of Agriculture, Health and Natural Resources
Department of Kinesiology
Policy on Promotion, Tenure and Reappointment
(Adopted February 2019)

The Department of Kinesiology utilizes a Promotion, Tenure, and Reappointment (PTR) Advisory Committee to advise the Department Head on issues related to promotion, tenure and reappointment, to act as a liaison between faculty in the Department and the Department Head on matters related to promotion, tenure and reappointment, and to provide written recommendations to the Department Head on promotion, tenure or reappointment of candidates that submit their PTR package. The Department PTR Committee shall include all faculty members at the Associate or Full level, but not the Department Head or the Department's College PTR Committee representative. The chair shall be appointed by the Department Head for a three-year term. Reviews for each faculty member under consideration are led by one member of the committee as assigned by the chair. Final recommendations are developed and a vote is recorded. Dissenting opinions are also provided.

**University of Connecticut
College of Agriculture, Health and Natural Resources
Department of Kinesiology**

Performance Review

The purpose of the Performance Review for the Department of Kinesiology is to promote, maintain, and enhance excellence in job performance and to foster informed communication between faculty member(s) and the Department Head. The Performance Review is an opportunity for faculty members and the Department Head to discuss a faculty member's ambitions and aspirations within the University and the profession, including teaching preferences and progress toward promotion.

The Performance Review will be based upon each faculty member's assigned duties in teaching, service, research, and/or clinical work including duties associated with extension and any administrative appointment held by the member. The Performance Review will clarify or establish the faculty member's assigned duties in teaching, service, research, clinical work, administration, and/or extension for the next year based on the department's workload policy.

Each year, the Department Head will provide a written summary to the faculty member. At a minimum, the summary will:

- 1) State the faculty member's anticipated workload for the next academic year
- 2) Provide formative feedback in the performance review commenting upon their performance in each area of assigned duties (research, teaching, service, extension, and/or clinical work)
- 3) Conclude whether the faculty member's performance is satisfactory or unsatisfactory

Unsatisfactory Performance Review

The Department Head will give a faculty member at least four (4) months' warning before issuing an unsatisfactory Performance Review.

1. The warning shall trigger a meeting among the faculty member, department head, and appropriate representative of the UConn-AAUP, if requested, to develop a plan to achieve a satisfactory Performance Review.
2. Failure to meet the standards enunciated in the plan shall be considered just cause for an unsatisfactory Performance Review.
3. The faculty member shall have the right to appeal any unsatisfactory Performance Review through the grievance procedure. Discipline for just cause under Articles 13 or 27 shall not be subject to this requirement.

**University of Connecticut
College of Agriculture, Health and Natural Resources
Department of Kinesiology**

Workload Policy

Adopted February 2019

(Revised December 2022)

FACULTY WORKLOAD

Workload, or distributions of effort (DOE), for early career, tenured, and CIRE faculty members varies widely across the College of Agriculture, Health and Natural Resources (CAHNR), and the Department of Kinesiology. As noted in the UConn Faculty Workload Guidelines, “faculty members have an obligation to contribute in a substantive way to the tri-fold mission of the University through effective teaching, research and service to the community”. Unique to the Department of Kinesiology, these obligations might also include contributions to clinical practice and clinical education within the Athletic Training and Physical Therapy professional programs. Any substantive change to a faculty member’s DOE, particularly as it differs from that in the letter of offer or other prior paperwork on file, should be documented. This document is intended to provide a model for faculty DOE expectations and documentation that can be used for DOE assignment purposes.

Faculty members can have roles with various DOEs related to teaching, research, and service, which are all valued, needed, and appreciated by the Department. These roles and DOE may change annually based on the faculty member’s interests, experience, accomplishments, demands, as well as the Department’s needs. The Department believes regular physical presence of the faculty member is of immeasurable value to the Department as it enhances communication, opportunities for collaboration, and modeling for students, and should be considered when reviewing a faculty member’s contribution to the Department. The Department of Kinesiology is comprised of four primary divisions: Exercise Science, Athletic Training, Physical Therapy, and the Korey Stringer Institute. Each division is led by a Division Director, who serves on the Department’s executive cabinet. Communication between the Department Head, Division Director, and the faculty member regarding these expectations is essential. The Department Head and Division Director will meet with each faculty member annually, at a minimum, to review the faculty member’s past year, goals, and DOE assignment for the coming academic year. In addition, DOE assignments will be shared electronically between the Department Head, Division Director, and faculty member prior to each academic year in the faculty member’s Performance Review to ensure effective communication. The faculty member, Division Director, and Department Head are encouraged to request an in-person meeting to review the semester’s projections when desired.

The DOE is described in terms of percentage of effort, and all full-time faculty members are accountable to the Department. This document is intended to guide, not impose, equitable agreements between faculty members and Department heads/Division Directors as they negotiate DOEs.

The Standard Percent of Effort for Full-Time Faculty is as follows (unless otherwise negotiated):

Tenured/Tenure-Track Faculty:

Research/Scholarship = 30% - 70%

Teaching = 20% - 40%

Service = 5-40%

Faculty Not In a Tenure Track Position:

Research/Scholarship = 10% - 30%

Teaching/Innovation = 40% - 85%

Service = 5-40%

CIRE Faculty: These faculty can be titled as any of the following: Assistant/Associate/Full Professor in

Residence, Assistant/Associate/Full Clinical Professor, Instructor, Lecturer

*This document DOES NOT pertain to faculty in non-University funded positions.

A total 10% increase will be added to each faculty member's DOE for each subsequent month of contract (10, 11, or 12 month contracts).

TEACHING

Faculty of the College of Agriculture, Health, and Natural Resources (CAHNR) are expected to make high-quality contributions to the teaching mission of the department, CAHNR, and the University. For the purposes of communicating DOE, teaching in the department includes course instruction (online/in-person), clinical instruction, and graduate student mentorship/advisement. An individual member's assigned teaching load may be configured in a flexible manner with respect to categories of teaching defined below and other variables such as team teaching, extensive new course development, class size, etc. Likewise, the faculty member may assume an administrative role, which should be documented with an appropriate adjustment made to their workload. For example, program administrative roles (e.g. Program Director, Director/Coordinator of Clinical Education, Coordinator of Activity courses) may warrant a teaching credit reduction and/or adjustments to the faculty member's research productivity expectations.

Didactic Course: Per semester, undergraduate or graduate course		
%DOE for each course will vary based on number of students enrolled (> 30 students increases the DOE 1-2%), first time class preparation (increases the DOE 1-2%). 1-credit hour is =4% DOE		
Supplemental didactic DOE categories	Credit	%DOE
Internship course	1	2-4
Laboratory-based course	1	4-6
Independent study / Honors course	1	1-4
Capstone / Honors Thesis project	1	1-4
Honors-Conversion course	1	4-6%
Writing "W" course	1	5-6%

Example DOEs:

- 1) Tenured Faculty Member serving as Program Director with typical research release
 - a. Program Administration: 24%
 - b. Research release: 44% (20% standard DOE plus additional 24% for research contributions: 24%)
 - c. Service: 5%
 - d. Teaching / Advising: 27% (equivalent to 1, 3-credit course/semester plus advising)
- 2) CIRE Faculty Member
 - a. Service: 5%
 - b. Research: 20%
 - c. Teaching / Advising: 75% (equivalent to 3, 3-credit courses / semester plus advising)
- 3) Tenure-Track/Tenured Faculty with substantial research productivity (exceeding minimum)
 - a. Service: 5%
 - b. Research: 70%
 - c. Teaching: 25% (equivalent to 1, 3-credit course/semester plus advising)

OPERATIONAL TEACHING DEFINITIONS

- **Didactic course:** Instruction that happens in person or online
 - Weighted on credit
 - Additional %DOE can be given based on faculty member/ Division Director / Department Head discussions for 1) new course prep and or 2) course with more than 30 students enrolled
- **Internship:** University course for credit with a syllabus. A structured practical experience.
- **Laboratory-based course:** Course with practical examination components.
- **Independent study / Honors course:** Course for credit provided by faculty on an as needed individual basis. Independent study and honors course workload is often notably less than that of a traditional *didactic course* due to many factors including if the course is closely aligned with an existing faculty research project and small numbers of students enrolled in classes. At the discretion of the Department Head, independent study courses may be considered for full didactic course workload credit for faculty members.
- **Capstone / Honors Thesis projects:** Faculty mentored research projects used to fulfill research requirement of Doctor of Physical Therapy and Masters of Athletic Training degree completion. Factors such as the number of students mentored by an individual faculty member and the number of individual research projects being completed should be considered with Department Head's allocation of workload.

*University course for credit that includes faculty clinical practice in a mentor/supervisor or preceptor role DOE will be accounted in the role of service.

RESEARCH

All tenured, tenure-track faculty members and many non-tenure track faculty are expected to engage in research or other creative activity that leads to scholarship based on the expectations defined in the original letter of appointment, needs of the department, and professional interests of the faculty member. Any adjustment to DOE should be based on the level of research and scholarly effort of the faculty member as determined by the Department in consultation with the faculty member. In general, a faculty member with a reduced teaching DOE would have an expectation of greater research activity and scholarly productivity. Productivity measures include: grant submissions, grant awards, peer-reviewed publications, and managing multi-disciplinary projects. Discipline-specific scholarship expectations are best defined at the Department level and should be included in the Department merit criteria.

The typical standard DOE for any faculty member with a research course release (equivalent to 1, 3 credit-course/semester – 24% DOE release each year plus the standard 20% research distribution = 44% DOE) requires a faculty member to meet 4 of the following:

- 1) Lead or senior author of at least 2 peer-reviewed publications published
- 2) Invited symposium presentation
- 3) Successful externally funded grant awarded or pending
- 4) 1-2 external grants submitted
- 5) PhD student advisement internal or external to the University, or hosting a visiting scholar
- 6) Chair of symposium session or research committee or grant panel review board, or a member of a federal committee or professional society organization writing team publishing scientific reports, position stands, or scientific statements

Exceptional circumstances can adjust the above requirements, and/or expand the standard 3-credit course release. These circumstances include, but are not limited to, the time period between third-year Promotion Tenure and Review and final Promotion Tenure and Review or resubmission of a federal grant. Likewise, the faculty member may assume an administrative role, which should be documented with an appropriate adjustment made to their distribution of effort. For example, program administrative roles (e.g. Program Director, Academic Clinical Coordinator of Education) may warrant a teaching credit reduction and/or adjustments to the faculty member's research productivity expectations.

SERVICE

The Department of Kinesiology values service and outreach, and faculty members are expected to participate in a wide range of service activities in support of the department, college, university, and professional disciplines. For purposes of DOE determination, a standard 5% of time is allocated to service activities.

The Department recommends that this %DOE is divided between 2 of the following 4 areas: service to the Department, CAHNR, University, and external to the University (e.g., professional organizations, community engagement, etc.). At least 5% of the total DOE will be annually allocated to pursue these service activities.

Some exemplar service activities include serving as a:

- Member or chair of a faculty search committee, ad hoc program or Departmental committee, CAHNR, or University committee.
- Clinical consultant with expertise provided as outreach
- Faculty adviser of a student organization
- Mentor for junior faculty
- Member of a discipline specific task force
- Manuscript reviewer for an academic/professional journal
- Ambassador for alumni relations
- Clinical practice

Some faculty members may have significant service obligations that go well above the normal 10% DOE faculty service expectations, such as clinical practice, journal editorship, serving as chair of a major regional or national organization, serving as a grant panel manager, or chairing a major University or College committee with significant time commitments, hosting visiting scholars, or serving on graduate committees external to the University. These obligations should be documented, and an appropriate adjustment can be made to the faculty member’s DOE with approval of the Department Head, Division Director, and Dean.

Supplemental guide regarding advising DOE	%DOE / student
Undergraduate student	0.10-0.50%
Undergraduate Honors student	0.25-0.75%
Master’s level: primary advisor	0.50-1.50%
PhD level: primary advisor	1.00-3.00%
PhD level – Candidacy: primary advisor	1.50-3.50%
Graduate committee member	0.10-0.50%
Clinical doctorate advisor	0.25-0.75%

Department of Kinesiology
College of Agriculture, Health, and Natural Resources
Evidence of Teaching Effectiveness Beyond SET

The Teaching Evaluation Committee will be a standing committee to reflect our commitment and value for excellence in teaching and will be composed of 1 member each from the Exercise Science, Athletic Training, and Physical Therapy programs with expertise in teaching.

Current Chair: Stephanie Singe

Current Members: Laurie Devaney, Jon Rizzo

Purpose: To develop and assist in implementing a process for fair and deliberate assessment of teaching in order to improve teaching quality (and therefore student outcomes) and foster faculty professional development.

The Department of Kinesiology SET+ plan is consistent with UCONN CETL and AAUP recommendations for good evaluation practices and includes:

- Evaluation of multiple measures from self, student, and peer perspectives
- Evaluation considers departmental expectations/responsibilities (percent of effort devoted to teaching, development of new courses, etc.)
- Formative assessments to facilitate faculty development
- Defined time points for collection of measures, evaluation and re-evaluation

Timeline for SET+ assessment

Date	Process
First 5 years of hire	Meet with SET+ committee to discuss success
Year 1	Develop teaching statement Complete Peer Review by SET+ chair
Years 2-4	3 additional peer reviews completed <i>*examples include CETL representative, doctoral student, other faculty in the department.</i> <i>*follow up with peer to review and discuss feedback within one-week of the evaluation (to be include in portfolio)</i> Attendance of a minimum of 2 workshops offered by CETL or other organization focused on pedagogy/teaching effectiveness Draft reflection of teaching effectiveness
Year of Review for Tenure	
Before October 15	Meet with SET+ committee to discuss components of portfolio
By February 1	First Draft of Portfolio due

By March 1	Second Draft of Portfolio due to SET+ committee
April 1	Submission of SET+ assessment to Department Chair
August	All PTR materials submitted

**Timeline is flexible/adjustable*

The SET+ plan for assessment of faculty will include the following components:

- **Peer assessment** [the SET+ committee along with the faculty member will select a peer to complete the process. The peer may be someone who possesses content expertise or teaching expertise. Acceptable peers include departmental faculty, a member of the SET+ committee, the department chair, a doctoral student who is TAing the course, or someone from CETL.]
 - **The SET+ committee's responsibility**
 - Facilitate the selection of the peers
 - Provide the peer with the necessary materials to complete the evaluation process (documents in Table 1 & 2)
 - **The Faculty member's responsibility**
 - To share with the peer course materials and/or lesson plan information 1-week before scheduled observation
 - **The Peer's responsibility**
 - Review of the faculty's course materials (see Table 2)
 - Assessment of instructional delivery through class observation and the use of the observational checklist/evaluation form (see Table 1)
 - Feedback offered to the faculty member by the peer should be constructive (both positive and negative). Positive should highlight the strengths of the faculty member's teaching, and a means to promote behaviors/actions which are deemed effective. Negative constructive feedback should highlight areas of improvement, and be delivered with thoughts/suggestions for improvement (not from the "I" perspective)

- **Teaching Portfolio**
 - Description of teaching role and responsibilities in department including course format and design
 - Teaching philosophy/statement (see appendix on development of one)
 - Diversity statement
 - Activities and recognition related to teaching

- **Faculty Reflection** [developed from the following items]:
 - Mid-semester student assessment
 - SET driven OR individually prepared by faculty member
 - See example in Appendix
 - Student Evaluation of Teaching (OIR)
 - Feedback from peer review **discussed one-week after completion*

- Reflection should ponder: *1) strengths/weakness of the instructor, 2) critical analysis of teaching style, 3) review of teaching statement and achievement of it*
- **Student feedback** [examples include, but are not limited to]:
 - Student Evaluation of Teaching (SET)
 - Formative assessment (mid-semester)
 - SET driven OR individually prepared by faculty member
 - See example in Appendix
 - Exit interviews
 - Alumni surveys
- **Student outcomes** [examples include, but are not limited to]:
 - Clinical performance as indicated by clinical evaluation instruments
 - Board examination performance
 - Research activities including presentations and publications

The **Department of Kinesiology SET+** plan outlined above will be implemented for faculty on the following schedule with collaborative creation of an action plan as needed to further develop teaching proficiency:

- Tenure track faculty: annually until tenure earned
- Tenured faculty: every 3 years
- CIRE faculty: annually for first 3 years, then every 3 years
- Adjunct faculty: Annually for every year employed
- By request

Teaching Statement/Philosophy

A Teaching Statement is a purposeful and reflective statement about the faculty's teaching beliefs and practices. It is an individual narrative that includes not only one's beliefs about the teaching and learning process, but also concrete examples of the ways in which the faculty member enacts these beliefs in the classroom. At its best, a Teaching Statement gives a clear and unique portrait of the faculty member as a teacher, avoiding generic or empty philosophical statements about teaching.

General guidelines:

- 1) Brief (1-2 pages)
- 2) Narrative, first person

General tips:

- 3) It is personal and sincere
- 4) It is specific
- 5) Gives some examples to highlight points (1-2 points)
- 6) Avoid jargon

Reflective thoughts to consider:

- 1) Why do you teach the way you do?
- 2) What do you expect of yourself as a teacher, your students?
- 3) How can you facilitate student learning?
- 4) What type of learning environment will you create?
- 5) What experiences shaped your teaching style and activities used to engage the students?

Resources:

<https://career.uconn.edu/wp-content/uploads/sites/7/2019/01/Statement-of-Teaching-Philosophy-Supplement.pdf>

<https://cetl.uconn.edu/teaching-philosophy/>

Table 1
Class Observation Checklist

Course: _____ Instructor: _____ Date: _____

Circle your responses to each of the questions and then add comments below the table.

	Exceeds expectations in all respects	Meets expectations in all respects	Meets expectations in most respects	Meets expectations in some respects	Meets expectations in few or no respects
1 – was well prepared for class	5	4	3	2	1
2 – was knowledgeable about the subject matter	5	4	3	2	1
3 – was enthusiastic about the subject matter	5	4	3	2	1
4 – spoke clearly, audibly, and confidently	5	4	3	2	1
5 – used a variety of relevant illustrations/examples	5	4	3	2	1
6 – made effective use of the board and/or visual aids	5	4	3	2	1
7 – asked stimulating and challenging questions	5	4	3	2	1
8 – effectively held class's attention	5	4	3	2	1
9 – achieved active student involvement	5	4	3	2	1
10 – treated students with respect	5	4	3	2	1

What worked well in the class? (Continue on back if necessary)

What could have been improved? (Continue on back if necessary)

Rater(s) _____

Table 2
Course Material Checklist

Course: _____ Instructor: _____ Date: _____

Circle your responses to each of the questions and then add comments below the table.

	Exceeds expectations in all respects	Meets expectations in all respects	Meets expectations in most respects	Meets expectations in some respects	Meets expectations in few or no respects
1. Course content includes the appropriate topics	5	4	3	2	1
2. Course content reflects the current state of the field	5	4	3	2	1
3. Course learning objectives are clear and appropriate	5	4	3	2	1
4. Course policies and rules are clear and appropriate	5	4	3	2	1
5. Lecture notes are well organized and clearly written	5	4	3	2	1
6. Supplementary handouts and web pages are well organized and clearly written	5	4	3	2	1
7. Assignments are consistent with objectives and appropriately challenging	5	4	3	2	1
8. Tests are consistent with learning objectives and appropriately challenging	5	4	3	2	1
9. Tests are clearly written and reasonable in length	5	4	3	2	1
10. Student products demonstrate satisfaction of learning objectives	5	4	3	2	1

What are the strengths of the course materials? (Continue on back if necessary)

What could have been improved? (Continue on back if necessary)

Rater(s) _____