

Southern Utah University
WMG College of Natural Sciences
DEPARTMENT OF CHEMISTRY AND PHYSICS
Faculty Evaluation Cover Sheet
(to be completed by the applicant)

EVALUATION FOR: (check as many as applicable)

- ANNUAL REVIEW
- MID-POINT REVIEW
- RANK ADVANCEMENT
- TENURED to Full Professor
- NON-TENURE TRACK to _____
- TENURE and Promotion
- POST-TENURE REVIEW

Name: _____

Department: _____

Track Tenure track Non-tenure track

Highest degree earned Doctorate Masters Other _____

Degree _____ **Date** _____

Institution _____

Date of hire/rank _____

Complete the following only if you are applying for tenure or rank advancement.

Check one of the following regarding credit toward tenure:

- Not applicable - I do not have credit towards tenure granted from the time of hire.
- I have credit towards tenure granted from the time of hire. (copy of the agreement enclosed)
Number of years of credit towards tenure/rank being applied for: _____

Date present rank obtained at this institution (put actual date present rank was granted at this institution, do not include credit granted towards rank advancement at time of hiring): _____

Number of years of service at SUU at current rank (plus years credited if applicable) _____

Instructions for Application

When developing your portfolio for submission, thoroughly read Policy 6.1. Your portfolio should highlight and showcase your knowledge, skills, and abilities as they relate to the areas of evaluation. Cite supporting evidence that reflects your best efforts across all three domains—Teaching Effectiveness, Scholarly/Creative Contributions, and Service/Leadership Contributions. Supporting and evidentiary documents including all student evaluations should be readily available if requested.

DEPARTMENT FACULTY EVALUATION CRITERIA

Alignment Integration Meeting (AIM)

The AIM is an annual meeting where the Department Chair and faculty member come together to align and integrate the areas of focus for the Faculty member with the department's needs. During this meeting, they discuss and agree upon the expected Teaching, Service/Leadership, and Scholarly/Creative Activities (as applicable) for the upcoming academic year. The goal of the meeting is to ensure that the discussions and determinations made by the Faculty member and Department Chair align with the department's evaluation criteria. The AIM must occur between January and April of each year for all junior faculty, and at least once prior to submission of a five-year review for tenured faculty. See policy 6.1 for further details.

Mentorship

The mentorship process is to follow guidelines established by Southern Utah University Policies and Procedures, specifically Policy 6.1. Junior Faculty members will each have a mentor to support them during the first three (3) years of the P&T process. Mentors will be assigned by the Department Chair no later than the newly hired junior faculty member's contract start date. Mentor assignments will be decided with consideration to scholarly interests, teaching styles, expertise, goals, personalities, etc. Each mentor may be reviewed annually to determine the continuation of involvement. Mentorship is required for all junior faculty until the successful completion of the mentee's mid-point review.

It is important to note that, while participating as a mentor is not a required activity for advancement, voluntary participation as a mentor is considered one form of demonstrating Service/Leadership.

Reports

FEC Reports must be submitted annually by each untenured faculty member, while tenured faculty must submit Five-Year Reviews for each five-year period following the last rank advancement. Documents that are required to be included with each report can be found listed in Appendix A of Policy 6.1. University-driven student feedback is always required documentation for all FEC Reports and applications for Mid-Point Review, Promotion and/or Tenure, and Five-Year Review. It is also important to include in your FEC report a listing of scholarly/creative and service/leadership activities you have already accomplished toward the benchmarks required for the next rank advancement. Appropriate submission forms can be found within the Faculty Dashboard, and important dates can be found in Appendix B of Policy 6.1.

Evaluation Process

Evaluations will be within guidelines established by Southern Utah University Policies and Procedures, specifically Policy 6.1, and the Walter Maxwell Gibson College of Natural Sciences. The first evaluating body is the Department P&T Committee, which reviews each portfolio and evaluates based on the criteria as outlined in this policy and also within Policy 6.1. The portfolio must show evidence that you have met the required criteria.

Note: Faculty are expected to meet their professional responsibilities to students, colleagues, and the institution as outlined in Policy 6.28. Failure to meet these responsibilities may result in an unsatisfactory rating, requiring a developmental plan.

FACULTY ENGAGEMENT & CONTRIBUTION CRITERIA

All faculty members are expected to demonstrate consistent and sustained efforts toward excellence in their teaching, scholarly/creative activity, and service/leadership activities. These efforts are in addition to the Faculty Professional Responsibility outlined in policy 6.28. Any significant deficiencies identified during a review cycle will result in a Development Required status for that year's FEC report or for a five-year review. This action is intended to ensure these faculty members are supported appropriately by the Department of Chemistry and Physics.

The benchmark expectations are divided into three main categories: Teaching Effectiveness, Scholarly/Creative Contributions, and Service/Leadership Contributions. Individual FEC Reports do not need to include plans for activities that fall within these categories every year, allowing faculty flexibility. However, for the awarding of Tenure and/or Rank Advancement, a minimum level of performance in each category is required, along with the appropriate number of years of service and achievement of the required Key Contributions. The Mentors should take great care in assisting junior faculty in their yearly planning to ensure they are efficiently working towards tenure and/or rank advancement.

TENURE AND RANK ADVANCEMENT FEC BENCHMARKS

Tenure Track Faculty Rank Advancement FEC Benchmarks

(Assistant Professor to Associate Professor)

Tenure track faculty must satisfy the requirements for key contributions in each category, along with the appropriate number of years of service. The required Key Contributions in each category are as follows:

KEY CONTRIBUTIONS

Key contribution criteria must be met for achievement of tenure and advancement to Associate Professor. Note: The requirements for Mid-Point reviews are roughly half of the requirements specified for Scholarly/Creative and Service/Leadership benchmarks, thus demonstrating the faculty member is on track to complete the full requirements for rank advancement.

TEACHING EFFECTIVENESS:

Effective teaching is the primary responsibility of the faculty at SUU. The demonstrated ability to build and maintain an effective learning atmosphere in the classroom is essential. For the award of tenure, evidence of consistent, competent, and effective teaching performance is required.

Demonstrate teaching effectiveness through peer, student, self, and/or department chair evaluations and other methods as suggested by your peer mentors, such as attending a conference/seminar/workshop about teaching/pedagogy/best practices and showing evidence of using the workshop to improve teaching.

Please note that it is important for faculty members to document teaching effectiveness in as many different ways as possible. Faculty are expected to provide self-reflection on their teaching in their Promotion and Tenure application and to take the lead in receiving peer faculty evaluations of teaching. Evaluative bodies cannot accurately assess a faculty member's teaching effectiveness solely from student feedback results.

SCHOLARLY/CREATIVE CONTRIBUTIONS:

Tenure track faculty in the Department of Chemistry and Physics are expected to establish and maintain an active research program that enables the faculty members to maintain currency in their field and engage students in meaningful research experiences. This will result in student and faculty presentations on and off campus and regular publications of the findings of the faculty member and students. The expected regularity is dependent upon the venue in which these findings are published.

It is incumbent upon the faculty member to justify, explain, and defend the merits of their scholarship. Furthermore, candidates for tenure and/or rank advancement to Associate Professor should demonstrate a focus on student mentoring and inclusion in their scholarship. They should be able to provide an accounting of their contribution to the experimental design, data acquisition, analysis, and manuscript preparation. Satisfying the expectation for publication does not automatically guarantee rank advancement if the publication does not reflect a significant contribution by the candidate, and/or the candidate did not demonstrate a continual engagement in quality scholarship or student mentoring.

The minimum requirements to demonstrate quality scholarship and continual engagement in scholarship are outlined in categories a-c below, with the additional requirement that one category (a-c) be completed twice for a total of four completed categories:

- a) Two (2) different supervised student research projects leading to appropriate presentations at a minimum of a state level or broader¹, and
- b) One (1) peer-reviewed publication², with the stipulation that Utah Academy may be used only when co-authored with an undergraduate, and
- c) One (1) of the following:
 1. A properly written and completed significant grant proposal submitted to an external funding agency³ such as a federal (NIH, NSF, or other), state, private, or public funding entity.
 2. A significant governmental report/map (i.e. open file) or proprietary report.
 3. A patent.
 4. A successfully marketed product or business.
 5. An additional peer-reviewed publication.
 6. Two (2) conference presentations made at a minimum of a regional (multi-state) level.
 7. Edit/Co-edit a scientific volume.
 8. A scholarly activity pre-approved, in writing, by both of the following: the Dean of the WMG College of Natural Sciences, and the Chair of the Department of Chemistry and Physics.

SERVICE/LEADERSHIP:

Service and leadership are critical components of institutional maintenance and improvement. As faculty work toward tenure and rank advancement, they should strive to find meaningful ways to contribute to the department, college, university, and community. An acceptable level of service and/or leadership will be identified by making appropriate adjustments to committee work and service and/or leadership activities in response to feedback in evaluation letters each cycle. Service and/or leadership within and outside of the department is expected.

Faculty may apply for tenure one year early, provided they have met all the criteria as set forth in Policy 6.1 and accumulated a total of six Scholarly/Creative Contributions. Alternatively, the prior consultation with the department chair and dean, as required in Policy 6.1, must assess that the candidate has reached an “excellent or exceptional” level of teaching performance for the years under consideration when compared to the average level of teaching performance within the department. This assessment will be based on a combination of student evaluations, peer evaluations, and an objective measure of student performance which demonstrates mastery of the course material. Additionally, an above-average level of service/leadership contributions will be expected for the years under consideration.

Tenured Faculty Rank Advancement FEC Benchmark

(Associate Professor to Full Professor)

Tenured faculty must satisfy the requirements for key contributions in each category. Application for rank advancement can be made no sooner than 5 years after tenure was awarded. Application for rank advancement to full professor must also be preceded by at least five years without being on a developmental plan. The required Key Contributions in each category are as follows:

KEY CONTRIBUTIONS

Key contribution criteria must be met for advancement to Full Professor.

TEACHING EFFECTIVENESS:

Effective teaching is the primary responsibility of faculty at SUU. The demonstrated ability to build and maintain an effective learning atmosphere in the classroom is essential. A consistent record demonstrating a high level of teaching excellence is required to attain the rank of full professor.

Demonstrate teaching effectiveness through peer, student, self, and/or department chair evaluations and other methods as suggested by your department chair, such as attending a conference/seminar/workshop about teaching/pedagogy/best practices and showing evidence of using the workshop to improve teaching.

Please note that it is important for faculty members to document teaching effectiveness in as many different ways as possible. Faculty are expected to provide self-reflection on their teaching in their Promotion application and to take the lead in receiving peer faculty evaluations of teaching. Evaluative bodies cannot accurately assess a faculty member's teaching effectiveness solely from student feedback results.

SCHOLARLY/CREATIVE CONTRIBUTIONS:

Tenured faculty in the Department of Chemistry and Physics are expected to maintain an active research program that enables the faculty members to maintain currency in their field and continually engage students in meaningful research experiences. This will result in student and faculty presentations on and off campus and regular publications of the findings of the faculty member and students. The expected regularity is dependent upon the venue in which these findings are published.

For advancement to Full Professor, candidates are expected to fulfill the same general requirements as outlined for advancement to Associate Professor, with an emphasis on demonstrating that they have been engaged in continuing, not just intermittent, quality scholarship since Associate Professor rank advancement. Candidates for rank advancement to Full Professor should demonstrate a focus on student mentoring and inclusion in their scholarship. Candidates need to provide an account of their contribution to the experimental design, data acquisition, analysis, and manuscript preparation of their publications. Additionally, candidates who meet the publication expectation but fail to demonstrate a continual engagement in quality scholarship or whose scholarship reflects a low quality and/or an insignificant contribution should not be granted rank advancement.

Since hire, a candidate must have at least ten Scholarly/Creative Contributions to demonstrate quality scholarship and continual engagement in scholarship. Four of these ten contributions must have been achieved since receiving tenure, with contributions from each category:

- a) Two (2) supervised student research projects leading to appropriate presentations at a minimum of a state level or broader¹, and
- b) One (1) peer-reviewed publication², with the stipulation that Utah Academy may be used only when co-authored with an undergraduate, and
- c) One (1) of the following:
 1. A properly written and completed significant grant proposal submitted to an external funding agency³ such as a federal (NIH, NSF, or other), state, private, or public funding entity.
 2. A significant governmental report/map (i.e. open file) or proprietary report.
 3. A patent.
 4. A successfully marketed product or business.
 5. An additional peer-reviewed publication.
 6. Two (2) conference presentations made at a minimum of a regional (multi-state) level.
 7. Edit/Co-edit a scientific volume.
 8. A scholarly activity pre-approved, in writing, by both of the following: the Dean of the WMG College of Natural Sciences, and the Chair of the Department of Chemistry and Physics.

SERVICE/LEADERSHIP CONTRIBUTIONS:

Service and leadership are critical components of institutional maintenance and improvement. As faculty work toward tenure and rank advancement, they should strive to find meaningful ways to contribute to the department, college, university, and community. An acceptable level of service and/or leadership will be identified by making appropriate adjustments to committee work and service and/or leadership activities and roles in response to feedback in evaluation letters each cycle.

Consistent service and/or leadership are expected within and outside of the department, including at least one University-level committee since receiving tenure.

Non-Tenure Track Faculty Rank Advancement FEC Benchmarks (NTT Lecturer to NTT Assistant Professor)

Satisfactory performance for Non-Tenure Track faculty is demonstrated by meeting the appropriate benchmarks. Non-Tenure Track faculty must fulfill all requirements in each category prior to applying for rank advancement to the rank of Assistant Professor, which can be no earlier than the end of their 4th year. The required Key Contributions in each category are as follows. Note: The requirements for Mid-Point reviews are roughly half of the requirements specified for Scholarly/Creative and Service/Leadership benchmarks, thus demonstrating the faculty member is on track to complete the full requirements for rank advancement.

* NTT Lecturers who do not desire rank advancement must maintain acceptable levels of Teaching Effectiveness to maintain their rank.

KEY CONTRIBUTIONS

Key contribution criteria must be met for advancement to Assistant Professor.

TEACHING EFFECTIVENESS:

Effective teaching is the primary responsibility of the faculty at SUU. The demonstrated ability to build and maintain an effective learning atmosphere in the classroom is essential. For rank advancement from Lecturer to Assistant Professor, the candidate must have at least four years of satisfactory evaluations by the department chair.

Demonstrate teaching effectiveness through peer, student, self, and/or department chair evaluations and other methods as suggested by your peer mentors, such as attending a conference/seminar/workshop about teaching/pedagogy/best practices and showing evidence of using the workshop to improve teaching.

Please note that it is important for faculty members to document teaching effectiveness in as many different ways as possible. Faculty are expected to provide self-reflection on their teaching in their Promotion application and to take the lead in receiving peer faculty evaluations of teaching. Evaluative bodies cannot accurately assess a faculty member's teaching effectiveness solely from student feedback results.

SCHOLARLY/CREATIVE CONTRIBUTIONS:

At least two activities at the High Impact Contribution level or higher (see list below) are expected, with at least one being an off-campus oral presentation.

SERVICE/LEADERSHIP CONTRIBUTIONS:

Service and leadership are critical components of institutional maintenance and improvement. As faculty work toward rank advancement, they should strive to find meaningful ways to contribute to the department, college, university, and community. An acceptable level of service and/or leadership will be identified by making appropriate adjustments to committee work and service and/or leadership activities in response to feedback in evaluation letters each cycle.

Service and/or leadership within and outside the department is expected.

Non-Tenure Track Faculty Rank Advancement FEC Benchmarks

(NTT Assistant Professor to NTT Associate Professor)

Non-Tenure Track faculty must satisfy the key contributions in each category no earlier than the end of their 6th year as an Assistant Professor prior to applying for advancement to the rank of Associate Professor. The required Key Contributions are as follows:

KEY CONTRIBUTIONS

Key contribution criteria must be met for advancement to Associate Professor.

TEACHING EFFECTIVENESS:

Effective teaching is the primary responsibility of the faculty at SUU. The demonstrated ability to build and maintain an effective learning atmosphere in the classroom is essential. For rank advancement from Assistant Professor to Associate Professor, the candidate must have at least six years of satisfactory evaluations by the department chair since rank advancement to Assistant Professor.

Demonstrate a consistent track record of teaching effectiveness through peer, student, self, and/or department chair evaluations and other methods as suggested by your peer mentors, such as attending a conference/seminar/workshop about teaching/pedagogy/best practices and showing evidence of using the workshop to improve teaching.

Please note that it is important for faculty members to document teaching effectiveness in as many different ways as possible. Faculty are expected to provide self-reflection on their teaching in their Promotion application and to take the lead in receiving peer faculty evaluations of teaching. Evaluative bodies cannot accurately assess a faculty member's teaching effectiveness solely from student feedback results.

SCHOLARLY/CREATIVE CONTRIBUTIONS:

At least three High Impact Contribution level activities, (or one High Impact Contribution- and one Very High Impact Contribution level activity) with at least one being an off-campus oral presentation, since the last successful application for rank advancement and within the last six years.

SERVICE/LEADERSHIP CONTRIBUTIONS:

Service and leadership are critical components of institutional maintenance and improvement. As faculty work toward tenure and rank advancement, they should strive to find meaningful ways to contribute to the department, college, university, and community. An acceptable level of service and/or leadership will be identified by making appropriate adjustments to committee work and service and/or leadership activities in response to feedback in evaluation letters each cycle.

Service and/or leadership within and outside the department is expected. Service on at least one university-level committee is required.

REGULAR REVIEW CYCLE FEC BENCHMARKS

(For Those Not Seeking Tenure or Rank Advancement)

Post-Tenure FEC Benchmarks

(Five-Year Review Faculty)

Tenured faculty must continue to perform at a comparable level of achievement to that shown before tenure. For each five-year post-tenure review cycle, tenured faculty must achieve the performance benchmarks in each of the three categories of evaluation.

KEY CONTRIBUTIONS

Key contribution criteria must be met for each 5-year review period.

TEACHING EFFECTIVENESS:

Effective teaching is the primary responsibility of the faculty at SUU. The demonstrated ability to build and maintain an effective learning atmosphere in the classroom is essential. A consistent record demonstrating a high level of teaching excellence is expected.

Demonstrate teaching effectiveness through peer, student, self, and/or department chair evaluations and other appropriate methods, such as attending a conference/seminar/workshop about teaching/pedagogy/best practices and showing evidence of using the workshop to improve teaching.

Please note that it is important for faculty members to document teaching effectiveness in as many different ways as possible. Faculty are expected to provide self-reflection on their teaching in their Five-Year Review and to take the lead in receiving peer faculty evaluations of teaching. Evaluative bodies cannot accurately assess a faculty member's teaching effectiveness solely from student feedback results.

SCHOLARLY/CREATIVE CONTRIBUTIONS:

Tenured faculty in the Department of Chemistry and Physics are expected to maintain an active research program that enables the faculty members to maintain currency in their field and engage students in meaningful research experiences. This will result in student and faculty presentations on and off campus and regular publications of the findings of the faculty member and students. The expected regularity is dependent upon the venue in which these findings are published. The effectiveness of this scholarly activity is demonstrated by meeting the minimum requirements established by the department.

The required benchmark for scholarly/creative contributions is achieving each item (a-c) outlined below:

- a) Two (2) supervised student research projects leading to appropriate presentations at a minimum of a state level or broader¹, and
- b) One (1) peer-reviewed publication², with the stipulation that Utah Academy may be used only when co-authored with an undergraduate, and

c) One (1) of the following:

1. A properly written and completed significant grant proposal submitted to an external funding agency³ such as a federal (NIH, NSF, or other), state, private, or public funding entity.
2. A significant governmental report/map (i.e. open file) or proprietary report.
3. A patent.
4. A successfully marketed product or business.
5. An additional peer-reviewed publication.
6. Two (2) conference presentations made at a minimum of a regional (multi-state) level.
7. Edit/Co-edit a scientific volume.
8. A scholarly activity pre-approved, in writing, by both of the following: the Dean of the WMG College of Natural Sciences, and the Chair of the Department of Chemistry and Physics.

SERVICE/LEADERSHIP CONTRIBUTIONS:

Service and leadership are critical components of institutional maintenance and improvement. Faculty should strive to find meaningful ways to contribute to the department, college, university, and community. An acceptable level of service and/or leadership will be identified by making appropriate adjustments to committee work and service and/or leadership activities in response to feedback in evaluation letters each cycle.

Continued service within and outside of the department is expected.

Tenured Associate or Full Professor Teaching Emphasis Track

In some cases, faculty may find more enjoyment and career fulfillment from teaching rather than scholarly/creative efforts. Under these scenarios and in consultation with the Department Chair, Dean, and Provost a tenured faculty member may move to a teaching emphasis track. This would increase the expected teaching load to 15 ICH per semester with a concomitant reduction in scholarly/creative expectations.

Tenured Associate Professors who have elected to pursue the Teaching Emphasis Track are not eligible to apply for rank advancement to Full Professor. If a tenured Associate Professor in the Teaching Emphasis Track desires to pursue rank advancement they would return to the regular Associate Professor track and be expected to achieve the requirements described in the section titled Tenured Faculty Rank Advancement FEC Benchmark (Associate Professor to Full Professor). This includes a minimum of 5 years of meeting the key contributions and achieving the scholarly expectations as described.

KEY CONTRIBUTIONS

Key contribution criteria must be met for each 5-year review period.

TEACHING EFFECTIVENESS:

Effective teaching is the primary responsibility of the faculty at SUU. The demonstrated ability to build and maintain an effective learning atmosphere in the classroom is essential. A consistent record demonstrating a high level of teaching excellence is expected.

Demonstrate teaching effectiveness through peer, student, self, and/or department chair evaluations and other appropriate methods, such as attending a conference/seminar/workshop about

teaching/pedagogy/best practices and showing evidence of using the workshop to improve teaching.

Please note that it is important for faculty members to document teaching effectiveness in as many different ways as possible. Faculty are expected to provide self-reflection on their teaching in their Five-Year Review and to take the lead in receiving peer faculty evaluations of teaching. Evaluative bodies cannot accurately assess a faculty member's teaching effectiveness solely from student feedback results.

SCHOLARLY/CREATIVE CONTRIBUTIONS:

At least three High Impact Contribution level activities, (or one High Impact Contribution- and one Very High Impact Contribution level activity) with at least one being an off-campus oral presentation since the last review cycle.

SERVICE/LEADERSHIP CONTRIBUTIONS:

Service and leadership are critical components of institutional maintenance and improvement. Faculty should strive to find meaningful ways to contribute to the department, college, university, and community. As a tenured faculty member, the service should be of a significant nature with efforts at the Department, College, and University levels.

Non-Tenure Track Associate Professor FEC Benchmarks

Non-tenure track faculty who have earned the rank of Associate Professor must continue to perform at a comparable level of achievement to that shown before rank advancement. For each five-year post-advancement review cycle, NTT associate professors must achieve the performance benchmarks in each of the three categories of evaluation.

KEY CONTRIBUTIONS

Key contribution criteria must be met for each 5-year review period.

TEACHING EFFECTIVENESS:

Effective teaching is the primary responsibility of the faculty at SUU. The demonstrated ability to build and maintain an effective learning atmosphere in the classroom is essential. A consistent record demonstrating a high level of teaching excellence is expected.

Demonstrate teaching effectiveness through peer, student, self, and/or department chair evaluations and other appropriate methods, such as attending a conference/seminar/workshop about teaching/pedagogy/best practices and showing evidence of using the workshop to improve teaching.

Please note that it is important for faculty members to document teaching effectiveness in as many different ways as possible. Faculty are expected to provide self-reflection on their teaching in their FEC report and to take the lead in receiving peer faculty evaluations of teaching. Evaluative bodies cannot accurately assess a faculty member's teaching effectiveness solely from student feedback results.

SCHOLARLY/CREATIVE CONTRIBUTIONS:

At least three High Impact Contribution level activities, (or one High Impact Contribution- and one Very High Impact Contribution level activity) with at least one being an off-campus oral presentation since the last review cycle.

SERVICE/LEADERSHIP CONTRIBUTIONS:

Service and leadership are critical components of institutional maintenance and improvement. Faculty should strive to find meaningful ways to contribute to the department, college, university, and community. An acceptable level of service and/or leadership will be identified by making appropriate adjustments to committee work and service and/or leadership activities in response to feedback in evaluation letters each cycle.

Continued service within and outside of the department is expected.

Non-Tenure Track Assistant Professor FEC Benchmarks

Non-tenure track faculty who have earned the rank of Assistant Professor must continue to perform at a comparable level of achievement to that shown before rank advancement. For each five-year post-advancement review cycle, NTT assistant professors must achieve the performance benchmarks in each of the three categories of evaluation.

KEY CONTRIBUTIONS

Key contribution criteria must be met for each 5-year review period.

TEACHING EFFECTIVENESS:

Effective teaching is the primary responsibility of the faculty at SUU. The demonstrated ability to build and maintain an effective learning atmosphere in the classroom is essential. A consistent record demonstrating a high level of teaching excellence is expected.

Demonstrate teaching effectiveness through peer, student, self, and/or department chair evaluations and other appropriate methods, such as attending a conference/seminar/workshop about teaching/pedagogy/best practices and showing evidence of using the workshop to improve teaching.

Please note that it is important for faculty members to document teaching effectiveness in as many different ways as possible. Faculty are expected to provide self-reflection on their teaching in their FEC report and to take the lead in receiving peer faculty evaluations of teaching. Evaluative bodies cannot accurately assess a faculty member's teaching effectiveness solely from student feedback results.

SCHOLARLY/CREATIVE CONTRIBUTIONS:

At least three High Impact Contribution level activities, (or one High Impact Contribution- and one Very High Impact Contribution level activity) with at least one being an off-campus oral presentation since the last review cycle.

SERVICE/LEADERSHIP CONTRIBUTIONS:

Service and leadership are critical components of institutional maintenance and improvement. Faculty should strive to find meaningful ways to contribute to the department, college, university, and community. An acceptable level of service and/or leadership will be identified by making appropriate adjustments to committee work and service and/or leadership activities in response to feedback in evaluation letters each cycle.

Continued service within and outside of the department is expected.

Non-Tenure Track Lecturers FEC Benchmarks

Non-tenure track lecturers who are not seeking rank advancement must achieve the performance benchmarks in each of the three categories of evaluation.

KEY CONTRIBUTIONS

Key contribution criteria must be met for each review period.

TEACHING EFFECTIVENESS:

Effective teaching is the primary responsibility of the faculty at SUU. The demonstrated ability to build and maintain an effective learning atmosphere in the classroom is essential. A consistent record demonstrating a high level of teaching excellence is expected.

Demonstrate teaching effectiveness through peer, student, self, and/or department chair evaluations and other appropriate methods, such as attending a conference/seminar/workshop about teaching/pedagogy/best practices and showing evidence of using the workshop to improve teaching.

Please note that it is important for faculty members to document teaching effectiveness in as many different ways as possible. Faculty are expected to provide self-reflection on their teaching in their FEC report and to take the lead in receiving peer faculty evaluations of teaching. Evaluative bodies cannot accurately assess a faculty member's teaching effectiveness solely from student feedback results.

SCHOLARLY/CREATIVE CONTRIBUTIONS:

Scholarly and creative contributions are recommended but not required.

SERVICE/LEADERSHIP CONTRIBUTIONS:

Service and leadership are critical components of institutional maintenance and improvement. Faculty should strive to find meaningful ways to contribute to the department, college, university, and community. An acceptable level of service and/or leadership will be identified by making appropriate adjustments to committee work and service and/or leadership activities in response to feedback in evaluation letters each cycle.

CRITERIA FOR EVALUATION OF FACULTY ENGAGEMENT

TEACHING EFFECTIVENESS

Consistent with SUU's mission as defined in R312, teaching is of primary importance. Scholarly and creative achievements should be complementary to the teaching role. Teaching effectiveness can be evaluated using student, peer, department chair, and self-evaluations, or other pertinent information. Student evaluations will be conducted in all classes taught every semester, with the faculty member deciding when in the semester the evaluation will be given. The responses to all teaching-related questions on the student-evaluation instrument will be considered in assessing teaching ability. Other evidence of teaching effectiveness includes instructional delivery/design and course management skills.

Examples of Methods to Demonstrate and Document Teaching Effectiveness

- Meeting basic teaching responsibilities: assigning grades based on the syllabus, holding regular office hours, providing course information on Canvas, meeting with all scheduled classes, participating in course meetings, covering content listed in the course description, etc.
Note: If Policy 6.28 is not met, a faculty member will be placed on a developmental plan. The meeting of basic teaching responsibilities is essential.
- Purposeful self-evaluations, including a description of ways in which you are making efforts to improve teaching effectiveness.
- Satisfactory (as determined by the Department Chair) numerical scores on student evaluations and/or generally positive student comments in a majority of courses.
- Increased teaching load.
- Requesting and receiving a peer evaluation. (repeatable)
- Providing a peer evaluation to a colleague. (repeatable)
- Above national average score on a nationally standardized exam.
- Demonstrating teaching effectiveness through alternative methods or completing other activities as agreed upon by the Department Chair, including but not limited to:
 - redesigning a course
 - attending a conference/seminar/workshop about teaching/pedagogy/best practices and evidence of using the workshop to improve teaching
 - receiving a Curriculum Innovation Grant from CTI (or something similar)
 - teaching a course for the first time
 - peer collaboration

SCHOLARLY/CREATIVE CONTRIBUTIONS

Faculty members are primarily selected, retained, and promoted based on their demonstrated effectiveness in teaching. Standards for scholarship and creative contributions are intentionally limited to ensure that faculty members maintain a strong emphasis on teaching. The specific scholarly requirements for Tenure Track and Tenured faculty are detailed in the relevant sections under 'KEY CONTRIBUTIONS.' For Non-Tenure Track, Tenured Associate, or Full Professor Teaching Emphasis Track faculty, appropriate scholarly and creative activities that align with their respective 'KEY CONTRIBUTIONS' are ranked and described below.

Examples of Scholarly/Creative Activity Appropriate for Non-Tenure Track, Tenured Associate, or Full Professor Teaching Emphasis Track Faculty

Very High Impact Contributions

- Publication of an article in a peer-reviewed journal. Must provide an account of contribution to the experimental design, data acquisition, analysis, and manuscript preparation
- Receipt of a significant grant award (external to Southern Utah University)
- Publication of chapters/sections of a book
- Presentation at a national scholarly/professional/teaching conference in his/her field
- A scholarly/creative activity pre-approved, in writing, by both of the following: the Dean of the WMG College of Natural Sciences, and the Chair of the Department of Chemistry and Physics.

High Impact Contributions

- Publishing a professionally related article in a peer-reviewed “general interest” journal, nonpeer-reviewed journal, magazine, or government document
- Presentation at a state level or broader scholarly/professional/teaching conference in the faculty member’s field
- Apply for a fellowship or grant award (external to Southern Utah University) with pending approval/denial
- A scholarly/creative activity pre-approved, in writing, by both of the following: the Dean of the WMG College of Natural Sciences, and the Chair of the Department of Chemistry and Physics.

Statements of Intent Regarding Scholarly/Creative Key Contributions for Tenure Track and Tenured Faculty:

- ¹ Because the principal role of SUU is teaching undergraduates, these two (2) different undergraduate research projects are integral to the fulfillment of SUU’s student-centric mission. This may involve two (2) different students doing one (1) project each or one (1) student doing two (2) different projects.
- ² The production of one peer-reviewed publication per review cycle (tenure/post-tenure review) is viewed as a minimum for a tenured, or tenure track, faculty member. These publications must reflect work done while working at SUU, and articles written with undergraduates are highly encouraged.
- ³ The primary purpose of the grant proposal is to secure external funding for the tenured, or tenure track, faculty member and the Department of Chemistry and Physics. A secondary purpose is for the tenured, or tenure track, faculty member to regularly evaluate future career direction. Therefore, it is expected that the writing, editing, and evaluation process will be taken extremely seriously.

SERVICE/LEADERSHIP CONTRIBUTIONS:

Service is defined as activities that contribute to the University, Profession, or Community in ways that fulfill and support SUU's Mission, Vision, and/or Core Value statements.

Examples of Service/Leadership Activities

Very High Impact Contributions (activities requiring more than 15 hours per year of commitment time)

- Chairing a significant Departmental, College, or University committee
- Serving as Department Chair
- Serving as a student club advisor
- Serving in an official position for a regional or national professional society, or for a state entity (such as USHE or USBE)
- Serving on the Faculty Senate
- Participating in outreach programs that involve running an ongoing program, or coordinating and running a major event (repeatable)
- Organizing and presiding over a symposium or technical session at a regional or national conference
- Other activities deemed by the Department Chair to be of similar caliber.

High Impact Contributions (activities requiring 5 to 15 hours per year of commitment time)

- Serving as a mentor for junior faculty
- Serving on a significant Departmental, College, or University committee
- Participating in outreach programs that require helping on an ongoing basis with a previously planned event, or planning a single event (repeatable)
- Other activities deemed by the Department Chair to be of similar caliber.

Medium Impact Contributions (activities that require less than 5 hours per year of commitment time)

- Serving as a Science Fair judge
- Serving on a minor Departmental, College, or University committee
- Participating in outreach programs, volunteering for a single day (repeatable)
- Other activities deemed by the Department Chair to be of similar caliber.

MISCELLANEOUS INFORMATION

Academic Administrators

Department Chairs are expected to maintain teaching effectiveness in the courses they instruct. The annual Scholarly/Creative activity requirements will be commensurate with the time granted for non-administrative duties. As the Department Chair is considered faculty by Board of Higher Education guidelines, they are expected to meet the established criteria for Rank Advancement and 5-year reviews. Annual Service/Leadership requirements will be satisfied by this administrative service.

Faculty with Partial Reassignments

Faculty with partial reassignments will have modified requirements depending on the percentage reassignment and the obligations of the reassigned time. These modifications will be specified in a written contract prepared by the department chair in consultation with the faculty member being reassigned, and the WMG College of Natural Sciences. A valid contract must be signed by the faculty member, chair, and dean.

Faculty with Special Appointments

Faculty with special appointments, as described in policy 6.0, will only be required to complete annual AIMS and FEC reports, and must satisfy the requirements specified in their hiring contract.

Faculty Seeking Redress of Evaluation

Faculty who wish to petition for redress an evaluation of their teaching effectiveness or scholarly/creative activities must submit a formal, written document to the department chair. The Department Chair will consult with the Department P&T Committee and draft a formal response to be appended to the original document and both will be forwarded to the dean of the WMG College of Natural Sciences. The dean will adjudicate this issue and inform the faculty member, Department Chair, and Department P&T Committee of their decision.

Archived copies of this policy and any updates will be uploaded to the departmental shared drive.

Committees

Each Department, in consultation with the Dean, determines specific rules regarding the length of committee service, the percentage of Faculty votes required to be on to the Promotion and Tenure Committee, and procedures for circumstances in which there is an insufficient number of eligible Faculty to serve on the Department P&T Committee. These rules and procedures will be publicly available on the Provost's Office website and should be included in the Department DEC.

There are two department-level committees that are key to the successful implementation of the Faculty Evaluation, Promotion, and Tenure process.

Departmental Evaluation Criteria (DEC) Committee:

According to Policy 6.1, "The foundation of Promotion and Tenure Evaluations are carefully created and maintained DEC, which are critical to the success of the Promotion and Tenure (P&T) process. Departments form a DEC Committee to create and maintain the DEC, though individual faculty may be tasked to accomplish drafts or other input for the DEC. The DEC Committee consists of at least three (3) Department Faculty members, including a committee chair, who is,

whenever possible, a Tenured Faculty member. The DEC Committee is created and organized according to Departmental guidelines for Faculty committee appointments. Committee members serve for three (3) years on a rotating basis. At least one (1) member should be replaced each year.”

This Committee will be organized annually at the first Department meeting of the calendar year. A chair of the committee will be elected by achieving a majority of support from faculty eligible to vote.

Department Promotion and Tenure (P&T) Committee:

The following is a summary of Policy 6.1, and it should be consulted for full details.

Each Department organizes and maintains a P&T Committee to evaluate Faculty based on current DEC. Department P&T Committee members will be required to undergo annual training provided by the Provost's Office.

Role of the Department P&T Committee: The Department P&T Committee carefully adheres to the Evaluator Responsibilities and Expectations. The Department P&T Committee provides the most detailed and thorough evaluation of annual FEC Reports and applications for Mid-Point Review, Promotion and/or Tenure, and Five-Year Review.

Composition of the Department Promotion and Tenure Committee:

Each Department P&T Committee consists of a minimum of three (3) and a maximum of five (5) members and an alternate committee member for cases where there may be a Conflict of Interest.

The Department P&T Committee is comprised of Tenured Faculty with a minimum rank of Associate Professor; in the case of a NTT Faculty member being evaluated for promotion*, one (1) Associate Professor (NTT) must be part of the Department P&T Committee.

*The Department of Chemistry and Physics will include an NTT faculty member with a minimum rank of Associate Professor in all evaluations of NTT faculty

This Committee will consist of four tenured faculty and one NTT senior faculty member and will be established using an anonymous ranked voting poll in January of each year. The members will be assigned the following positions: Chair, Second Member, Third Member, Alternate Member, NTT Member. The chair of the committee will be replaced annually, with the Second Member, with the Third Member moving into that position and the Alternate Member assuming the Third Member's position.

The tenured faculty member earning the highest ranked vote will assume the Alternate Member position. Support for the NTT member will be gauged annually through the same poll.

In the case of a conflict of interest (see policy 6.1) the Alternate Member will be added to the committee and the conflicted party will be recused. In the case of the Chair needing to be recused, the Second Member will assume the Chair position. For the evaluation of NTT faculty the NTT Member will replace the Third Member. In the case of the NTT Member needing to be evaluated by the Department P&T Committee an ad hoc senior NTT faculty member will be appointed with agreement of the Department Chair, Committee Chair, and the NTT Member.

NOTE: This DEC policy applies to all faculty regardless of start date.