

**Southern Utah University**  
**WMG COLLEGE OF SCIENCE AND ENGINEERING**  
**DEPARTMENT OF MATHEMATICS**

**Faculty Evaluation**  
***COVER SHEET***  
(to be completed by 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

**Degree** \_\_\_\_\_ **Date** \_\_\_\_\_

**Institution** \_\_\_\_\_

**Date of hire/rank** \_\_\_\_\_

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

**If you are applying for tenure or advancement in rank, check one of the following regarding credit towards tenure:**

- Not applicable - I do not have credit towards tenure granted from time of hire.
- I have credit towards tenure granted from 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) \_\_\_\_\_

Total number of years of service at SUU at current rank (include years credited if applicable):  
\_\_\_\_\_

## **DEPARTMENT OF MATHEMATICS P&T POLICY**

(Approved March 2019)

### **Instructions for Application**

When developing your portfolio for submission, thoroughly read Policy 6.1 and 6.28. 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, Scholarship/Creative Activities, Service/Professional Service.

### **Department Faculty Evaluation Criteria**

#### **Mentorship**

##### *Mentorship process:*

The mentorship process is to follow guidelines established by Southern Utah University Policies and Procedures, specifically Policy 6.1. A mentorship team will be assigned prior to the beginning of the calendar school year.

#### **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 Science and Engineering policies. The peer evaluation process will be completed by a mentorship team as outlined in Policy 6.1. The mentorship team will review each portfolio and evaluate based on the scoring criteria as outlined within this policy. The portfolio must show evidence that you have met the required criteria.

**FACULTY ENGAGEMENT & CONTRIBUTION CRITERIA**

Name: \_\_\_\_\_

Contribution Period: August 15, \_\_\_\_\_ through Aug 14, \_\_\_\_\_

**PLANNING/EARNED POINT SUMMARY**

Faculty members will complete this form as part of their FEC Plan, under advisement with their mentoring team, and submit it to the Department Chair by the first Tuesday after Labor Day. One signed copy will be forwarded on as part of the FEC Plan. Another signed copy will be retained by the Department and attached to the FEC Report at the end of the academic year. The point ranges for each category are intended for planning purposes only, with 100 annually earned contribution points being considered a Satisfactory level of performance for Tenured (T), Tenure-Track (TT) and Non-Tenure Track (NTT) rank advancements and the granting of tenure.

	T/TT	NTT
1. TEACHING EFFECTIVENESS (T/TT Range: 60-80 pts; NTT: 70-90 pts)	_____ pts	_____ pts
2. SCHOLARLY/CREATIVE CONTRIBUTIONS (T/TT Range: 10-30 pts; NTT: 5-15 pts)	_____ pts	_____ pts
3. SERVICE/LEADERSHIP CONTRIBUTIONS (T/TT Range: 10-30 pts; NTT: 5-15 pts)	_____ pts	_____ pts

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**TOTAL POINTS PROJECTED/EARNED: \_\_\_\_\_**

**SIGNATURES**

\_\_\_\_\_  
Faculty Member

\_\_\_\_\_  
Date

\_\_\_\_\_  
Mentor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Department Chair

\_\_\_\_\_  
Date

# **EXPLANATION OF FACULTY ENGAGEMENT & CONTRIBUTION CRITERIA**

## **FACULTY ENGAGEMENT & CONTRIBUTION SYSTEM EXPLANATION**

All faculty members are expected to earn at least 100 FEC points per year. Faculty who fall under this benchmark will receive Development Required status for that year's FEC report. This action ensures that these faculty members are supported appropriately by the department mentorship team. Faculty are also allowed to earn more than 100 points, although the mentorship team should take care to develop an FEC Plan that is appropriate and attainable.

The 100-point benchmark is broken up into three main categories: Teaching Effectiveness, Scholarly/Creative Contributions, and Service Contributions. Each category has a suggested yearly point range to be used for planning purposes. Individual FEC Plans or Reports do not need to fall within these ranges every year, allowing flexibility. For the awarding of Tenure and/or Rank Advancement, a minimum level of points in each category is required, in addition to the appropriate number of years of service and achievement of the required Key Contributions. The Mentorship Team should take great care in assisting faculty in formulating a plan that efficiently works towards tenure and/or rank advancement.

## **FEC TENURE AND/OR RANK ADVANCEMENT POINT BENCHMARKS**

### **Tenure-Track Faculty (Asst. Professor to Assoc. Professor)**

Tenure-track faculty must earn an average of at least 100 FEC points per full-time year with the appropriate average number of points in each category by the end of their 6<sup>th</sup> year (prior to applying for tenure). Faculty hired with years granted towards tenure will be awarded points at the time of hire with approval from the Department Chair and Dean. The required average number of points and Key Contributions in each category are as follows:

TEACHING EFFECTIVENESS: average of 70 points per year

SCHOLARSHIP/CREATIVE CONTRIBUTIONS: average of 15 points per year

SERVICE CONTRIBUTIONS: average of 15 points per year

### **Key Contributions**

TEACHING EFFECTIVENESS:

Through student, peer, and chair evaluations, as well as mentoring team feedback, the candidate will exhibit evidence of the following:

1. High level of commitment to students, inside and outside of the classroom.
2. Engagement in activities to support and improve his/her teaching.
3. Competence in teaching the subject material.

SCHOLARSHIP/CREATIVE CONTRIBUTIONS: At least 3 peer-reviewed publications and/or grant acceptances of 15-point value.

SERVICE: Committee service both within the department and outside of the department.

### **Tenured Faculty Rank Advancement (Assoc. Professor to Full Professor)**

Tenured faculty must earn an average of at least 100 FEC points per full-time year (including the points earned at the time of tenure) with the appropriate average number of points in each category. This can be accomplished no sooner than the 5<sup>th</sup> year after tenure was awarded. The required average number of points and Key Contributions in each category are as follows:

TEACHING EFFECTIVENESS:	average of 70 points per year
SCHOLARSHIP/CREATIVE CONTRIBUTIONS:	average of 15 points per year
SERVICE CONTRIBUTIONS:	average of 15 points per year

#### **Key Contributions (since tenure application date)**

##### **TEACHING EFFECTIVENESS:**

Through student, peer, and chair evaluations, as well as mentoring team feedback, the candidate will exhibit evidence of the following:

1. High level of commitment to students, inside and outside of the classroom.
2. Engagement in activities to support and improve his/her teaching.
3. Competence in teaching the subject material.

##### **SCHOLARSHIP/CREATIVE CONTRIBUTIONS:**

At least three 15-point value items (not including presentations) since the last successful application for rank advancement. At least one of the 15-point value items must be within the last 5 full-time years of service.

SERVICE: Committee service both within the department and outside of the department.

### **Non-Tenure-Track Faculty Rank Advancement (Lecturer to Assist. Professor)**

Non Tenure-Track faculty may apply for advancement to Assistant Professor (NTT) after four full years of employment as Lecturer. Applicants must earn an average of at least 100 FEC points per full-time year with the appropriate number of points in each category. The required average number of points and Key Contributions in each category are as follows:

TEACHING EFFECTIVENESS:	average of 85 points per year
SCHOLARSHIP/CREATIVE CONTRIBUTIONS:	average of 5 points per year
SERVICE CONTRIBUTIONS:	average of 10 points per year

#### **Key Contributions**

##### **TEACHING EFFECTIVENESS:**

Through student, peer, and chair evaluations, as well as mentoring team feedback, the candidate will exhibit evidence of the following:

1. High level of commitment to students, inside and outside of the classroom.
2. Engagement in activities to support and improve his/her teaching.
3. Competence in teaching the subject material.

SCHOLARSHIP/CREATIVE CONTRIBUTIONS: At least two 10-point value activities or one 10-point and two 5-point value activities, with at least one being an off-campus oral presentation.

SERVICE: Committee service within the department.

### **Non-Tenure-Track Faculty Rank Advancement (Assist. Professor to Assoc. Professor)**

Non Tenure-Track faculty may apply for advancement to Associate Professor (NTT) after six full years of employment as Assistant Professor (NTT). In the time since applying for advancement to Assistant Professor (NTT), the applicant must earn an average of at least 100 FEC points per full-time year with the appropriate number of points in each category. The required average number of points and Key Contributions in each category are as follows:

TEACHING EFFECTIVENESS:	average of 85 points per year
SCHOLARSHIP/CREATIVE CONTRIBUTIONS:	average of 5 points per year
SERVICE CONTRIBUTIONS:	average of 10 points per year

#### **Key Contributions**

##### TEACHING EFFECTIVENESS:

Through student, peer, and chair evaluations, as well as mentoring team feedback, the candidate will exhibit evidence of the following:

1. High level of commitment to students, inside and outside of the classroom.
2. Engagement in activities to support and improve his/her teaching.
3. Competence in teaching the subject material.

##### SCHOLARSHIP/CREATIVE CONTRIBUTIONS:

One 15-point value activity or two 10-point value activities, which must include one off-campus oral presentation, within the last full-time six years.

SERVICE: Committee service within the department.

### **Post-Tenure Review**

Tenured faculty will be reviewed every 5 years of full-time service since their last post-tenure review or rank advancement. Tenured faculty must earn an average of at least 100 total FEC points per year, with the appropriate number of points in each category (annual averages of 70 for teaching, 15 for scholarship, and 15 for service).

## **FACULTY ENGAGEMENT CRITERIA FOR EVALUATION**

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 will result in an unsatisfactory rating - requiring a development plan - even if the faculty earns 100 points that year.

Faculty members are encouraged to engage in activities that do not fall neatly within one of the discrete categories of Teaching Effectiveness, Scholarship, or Service. In this situation, faculty members are allowed to count efforts in more than one category in consultation with the department chair and mentoring team.

## 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 through the use of student, peer, department chair (except the department chair may not evaluate his/her own teaching effectiveness), and self-evaluations, or other pertinent information. Student evaluations will be conducted in all classes taught every semester. 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.

### Teaching Effectiveness Point Guide

1. **Evidence of quality teaching.** Faculty members earn 15 points for showing satisfactory achievement in these categories, although fewer points may be awarded if the mentoring team needs to recommend improvement in an area. If the responsibilities outlined in Policy 6.28 are not met, a faculty member will automatically be put on a development plan. Enter the points earned and cite evidence in FEC Report for each one selected.

\_\_\_\_\_ /15 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.

\_\_\_\_\_ /15 Non Tenure-Track classroom teaching evaluation by the department chair

\_\_\_\_\_ /15 Purposeful self-evaluation, including a description of ways in which you are making efforts to address issues from previous semesters and a reflection on the effectiveness of efforts to improve

\_\_\_\_\_ /15 Satisfactory numerical scores on student evaluations

\_\_\_\_\_ /15 Generally positive student comments on course evaluations

2. **Evidence of improvement in teaching.** Faculty members may earn up to 15 points in each of the following categories that show efforts to become more effective teachers.

\_\_\_\_\_ /15 Peer collaboration

\_\_\_\_\_ /15 Showing efforts to improve or evidence of improvement. This can include but is not limited to:

- a. redesigning a course
- b. attending a conference/seminar/workshop about teaching/pedagogy/best practices and evidence of using it to improve teaching
- c. receiving a Curriculum Innovation Grant from CETL (or something similar)
- d. Teaching a course for the first time
- e. Other items as determined by the mentoring team and department chair

\_\_\_\_\_ /15 Achieving benchmarks on your teaching developmental plan

\_\_\_\_\_ **TOTAL TEACHING EFFECTIVENESS POINTS EARNED**

## SCHOLARLY/CREATIVE CONTRIBUTIONS

Faculty are selected, retained, and promoted primarily on the basis of evidence of effective teaching. Standards of performance in scholarship and creative contributions are limited to ensure that faculty members maintain proper focus on teaching.

### Scholarly/Creative Activity Point Guide

Indicate point totals and cite evidence in FEC Report for each one selected. Multiple credits in each area are allowed. Significant scholarly items, such as publications, may be carried over one year.

#### **15-Point Contributions**

- \_\_\_\_\_ Publication in peer-reviewed math or math education journals or conference proceedings
- \_\_\_\_\_ Receive a significant grant award (external to Southern Utah University)
- \_\_\_\_\_ Publication of a book, chapters/sections of a book, or a lab manual
- \_\_\_\_\_ Formal collaborative undergraduate research characterized by regular meetings that results in a publication or presentation off-campus
- \_\_\_\_\_ Presentation at a national or international scholarly/professional/teaching conference
- \_\_\_\_\_ Other of similar caliber with justification

#### **10-Point Contributions**

- \_\_\_\_\_ Publishing a professionally related article in a peer-reviewed “general interest” journal, non-peer reviewed journal, magazine or government document
- \_\_\_\_\_ Presentation at a regional scholarly/professional/teaching conference in his/her field (MAA intermountain sectional meeting, UAMTE, etc.)
- \_\_\_\_\_ Formal collaborative undergraduate research characterized by regular meetings that results in a publication or presentation on-campus
- \_\_\_\_\_ Evidence of ongoing research
- \_\_\_\_\_ Apply for a fellowship or grant award (external to Southern Utah University) with pending approval/denial
- \_\_\_\_\_ Other of similar caliber with justification.

#### **5-Point Contributions**

- \_\_\_\_\_ On-campus presentation in field
- \_\_\_\_\_ Apply for a fellowship or grant award (internal to Southern Utah University)
- \_\_\_\_\_ Conduct or participate in a workshop or formal training
- \_\_\_\_\_ Formal collaborative undergraduate research characterized by regular meetings
- \_\_\_\_\_ Engage in scholarly activity that results in the development or improvement of curriculum
- \_\_\_\_\_ Referee an article
- \_\_\_\_\_ Other of similar caliber with justification

\_\_\_\_\_ **TOTAL SCHOLARLY/CREATIVITY POINTS EARNED**

## SERVICE 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.

### Service Activity Point Guide

Indicate point totals and cite evidence in FEC Report for each one selected. Multiple credits in each area are allowed.

#### **9-Point Contributions**

- Chairing a significant Departmental, College or University committee
- Serving as Math 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
- Other service activities deemed by the Department Chair to be of similar caliber (generally requiring 15 hours or more per year of commitment time)

#### **6-Point Contributions**

- Serving on a mentoring team
- Chairing a minor Departmental, College or University committee
- Serving on a significant Departmental, College or University committee
- Other service activities deemed by the Department Chair to be of similar caliber (generally requiring 5 to 15 hours per year of commitment time)

#### **3-Point Contributions**

- Serving as a Science Fair, Algebra Bee, Calculus Bee judge
- Serving on a minor Departmental, College or University committee
- Mentoring an Honors or EDGE project
- Participate in a recruiting event
- Other service activities deemed by the Department Chair to be of similar caliber (generally requiring 2 to 5 hours per year of commitment time)

#### **1-Point Contributions**

- Serving at the State Math Contest
- Moderating at Festival of Excellence
- Other service activities deemed by the Department Chair to be of similar caliber (generally requiring less than 2 hours per year of commitment time)

**TOTAL SERVICE POINTS EARNED**

Mathematics Department Mentorship Team Policy  
(Approved April 2019)

- A. The department will have one mentorship team consisting of three tenured faculty members who serve on the committee for a term of three years, with a fourth year of service as an alternate.
  - a. The initial mentorship team will consist of the previously elected Department LRT committee.
  - b. One new committee member will be elected each year. Elections for the committee will be held in the spring for service in the next academic year.
  - c. Should there be an insufficient number of tenured faculty in the Mathematics Department, faculty from the Physical Science or Computer Science departments will be considered for service on the mentorship team.
- B. Should a faculty member request a change in the mentorship team, the alternate serves on that faculty member's mentorship team instead.
- C. Department FEC timeline:
  - a. Each untenured faculty member should submit their FEC Report/Plan to the mentorship team by the Tuesday of Welcome Week.
  - b. Faculty meetings with mentorship teams are held during Welcome Week.
  - c. Each tenured faculty member should submit their multiyear FEC Report/Plan to the department chair by the Tuesday after Labor Day.
  - d. Dates continue as outlined in Policy 6.1 (see Appendix B for calendar).