SOUTHERN UTAH UNIVERSITY
ENGLISH DEPARTMENT
ANNUAL REVIEW POLICY
DRAFT APPROVED MARCH 2014
DRAFT REVISED OCTOBER 2014

A. FAAR SUBMISSION GUIDELINES

Each September, every full-time faculty member will submit a Faculty Annual Activity Report to the Department Chair by the first Tuesday of the month, according to the deadlines outlined in Appendix A of Policy 6.1. These FAARs will be submitted via email as single .pdf documents, including the following materials, indexed with bookmarks:

1. The appropriate Policy 6.1 cover page (available through the Provost's website)
2. A current CV
3. A copy of this Departmental annual review policy
4. The FAAR narrative (using Department Appendix A as the template)
5. Copies of the IDEA summary reports (all four pages)
6. Copies of all syllabi (multiple-section courses need not be duplicated)
7. Any additional evidence of teaching excellence
8. Any necessary evidence of scholarly excellence
9. Any necessary evidence of service excellence

For third-year, tenure, post-tenure, and other rank advancement reviews, the FAAR narrative will discuss the most recent year with reference to the previous years under review and will include all IDEA data from the years under review as part of the report's averages table (see Department Appendix A). In addition, faculty will also include FAAR assessment letters and their FAAR narratives for all the years under review (at the end of the document). Evidence materials from those years, however, will only be available for review "on request," as those supporting documents have already been vetted.

B. TEACHING ACTIVITY

The English Department values quality teaching as the primary focus of faculty efforts and activities, and it recognizes those faculty members who demonstrate excellent teaching ability that results in student success and learning.

1. Standards for Faculty Teaching

The items listed below are the minimum requirements for the Faculty Annual Activity Report (FAAR). Faculty members are, at their discretion, allowed to include

documentation beyond these items.

FAARs submitted as part of the 3rd-year, tenure, post-tenure, and full-professor applications may require additional documentation specific to those milestone reviews (see Policy 6.1).

2. Description of Teaching Documents and Artifacts

a. Required documents

These documents are prepared/updated by the faculty member and reflect, interpret, and explain the faculty member's pedagogical efforts.

> (1) <u>IDEA summary</u>: This spreadsheet summarizes key evaluation data for the entire academic year in a single document (using the IDEA scores template). (See Appendix A for the FAAR cover sheet and summary table.)

> (2) <u>Reflective narrative</u>: This document, no more than four pages, is written annually and affords faculty members the opportunity to reflect on their teaching philosophy, patterns in their teaching efforts, and, when necessary, outliers in their teaching for the year. In this document, faculty members are also expected to interpret, discuss, and process information contained in the artifacts, particularly the IDEA Diagnostics Form Reports.

b. Required artifacts

These documents are supplied by others and must be included in the FAAR each year.

> (1) <u>IDEA Diagnostics Form Reports</u>: Each faculty member will be provided with digital copies of their four-page IDEA reports. A summary report for each course (not the complete set of bubble sheets with written comments) for the entire academic year must be included in the FAAR.

> (2) <u>Copies of all syllabi</u>: Current syllabi for all courses taught during the academic year must be included in the FAAR. The learning outcomes and/or an outcomes/activities/assessment grid should be prominently displayed and easy to find (See SUU policy 6.36).

> (3) <u>Chair's annual class visitation report</u>: The Department Chair will

observe each non-tenured, tenure-track faculty member in the classroom once annually and prepare and distribute a report to the faculty member by the last day of faculty contracts. Lecturers teaching non-composition courses will receive a similar visit and report. (See Appendix B)

c. Additional artifacts for lecturers

Lecturers must be observed in the classroom at least TWICE an academic year, ideally by the Writing Program Director and either the Department Chair or a peer. NTT Assistant Professors need only be visited once a year, and NTT Associate Professors just once every other year.

(1) Writing Program Director's annual class visitation report: Lecturers will be observed in the classroom once a year by the Writing Program Director, who will prepare and distribute a report to the faculty member by the last day of faculty contracts. Depending on scheduling issues, this visit and report may be executed by the Department Chair instead. (See Appendix B)

(2) Peer coaching report: Under the direction of the Associate Chair, volunteering faculty members will observe a peer's teaching and complete a coaching session. The report generated from this activity (see Appendix B) will be submitted to the faculty member by the last day of faculty contracts. (While useful for faculty self-assessment and development, the peer coaching report will not be used in evaluation.)
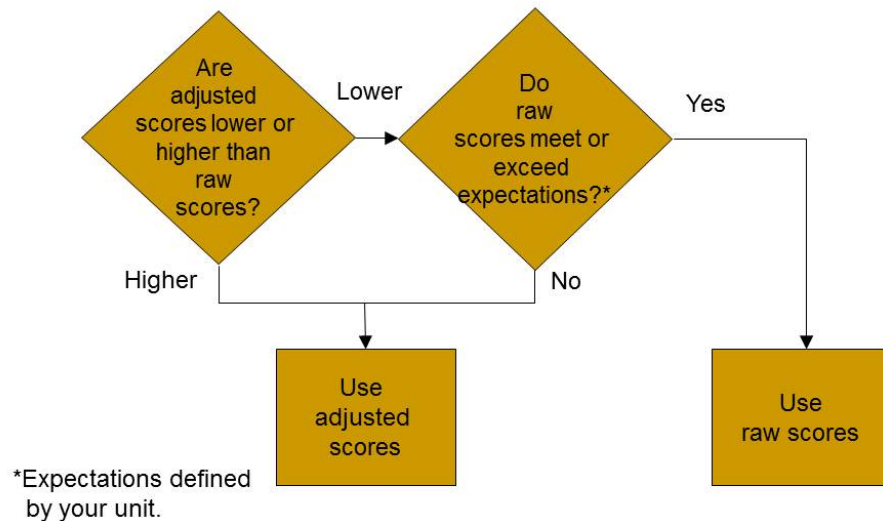
3. Evaluation of Faculty Teaching

Faculty will use their annual IDEA Diagnostic Form Reports to establish their baseline performance for the academic year. The IDEA-generated data will only determine whether a faculty member has evinced "Standard" or "Low" performance; additional evidence and documentation will be required to adjust that baseline either up or down one level.

a. Determining the teaching performance baseline

Based on guidelines provided from the IDEA Center, faculty will report their average evaluation scores, including both raw and adjusted.

When to Use Adjusted Scores for Administrative Decisions:

```
        Are                        Do
     adjusted      Lower          raw              Yes
  scores lower or  ───────▶   scores meet or     ───────┐
  higher than                   exceed                   │
     raw                     expectations?*               │
    scores?                                               │
                                                          │
   Higher │                          No │                 │
          │                            │                  ▼
          ▼                            ▼              ┌─────────┐
     ┌─────────┐                  ┌─────────┐         │  Use    │
     │  Use    │                  │ (see    │         │  raw    │
     │ adjusted│                  │ arrow)  │         │ scores  │
     │ scores  │                  └─────────┘         └─────────┘
     └─────────┘
```

*Expectations defined by your unit.

Using the table on the FAAR cover sheet (see Appendix A), faculty will calculate their average IDEA scores for the following categories:

- "Your Average Scores: Summary Evaluation" numbers, raw
- "Your Average Scores: Summary Evaluation" numbers, adjusted

- "Your Converted Average When Compared to All Classes in the IDEA Database: Summary Evaluation" numbers, raw
- "Your Converted Average When Compared to All Classes in the IDEA Database: Summary Evaluation" numbers, adjusted

Faculty determine their baseline performance by considering the **higher** average scores from the two broader categories. The threshold scores for "Standard" performance are at least a 4.0 average score for "Average Scores" and at least a 45 for "Converted Average." Average scores below these thresholds indicate a "Low" baseline. In case of a tie, the non-converted average score will determine the baseline.

b. Adjusting the baseline ranking

Faculty may use their reflective narrative and any relevant artifacts to make a case for increasing their teaching ranking by one level (maximum). Such efforts and activities need to go beyond the basic expectations of "Standard" teaching (i.e., teaching classes, following the syllabus policy, maintaining office hours,

returning homework on time, etc.), and may include substantive efforts in the creation of a new course, the extensive revision of an existing course, efforts associated with program curriculum revision, new pedagogical approaches and experiments, attendance at professional development events or pedagogically focused conferences, reading and applying a book on teaching, participating in peer exchanges for class visits, mentoring EDGE projects and/or honors contracts, engaging in experiential learning, conducting community engagement or service learning, and so forth.

The responsibility rests on the faculty member to make the case for promotion to a higher ranking, and the Chair will make a determination based on what is expected for "Standard" performance and what might be necessary for "Exceptional" performance that academic year.

c. Evaluation of faculty members

(1) <u>Exceptional performance</u>: A "Standard" IDEA baseline score coupled with substantial and noteworthy efforts to improve teaching and learning.

(2) <u>Standard performance</u>: A "Standard" IDEA baseline score with a thorough reflective narrative for the academic year **or** a "Low" IDEA baseline score with substantial and noteworthy efforts to improve teaching and learning.

(3) <u>Low performance</u>: A "Standard" IDEA baseline score with an insufficient or substandard reflective narrative **or** a "Low" IDEA baseline score with a thorough reflective narrative for the academic year.

(4) <u>Unacceptable performance</u>: A "Low" IDEA baseline score with an insufficient or substandard reflective narrative **or** three consecutive years of "Low" performance.

C. SCHOLARLY/CREATIVE ACTIVITY

Although the English Department primarily emphasizes teaching excellence, current, relevant, and impactful scholarly and creative activities are essential parts of all faculty members' academic careers. Items included in the FAAR will be limited to publications, presentations, and awards that occurred, took place, or were given during the academic year under review (that is, July through June only).

1. Standards for Faculty Scholarly/Creative Activity

All full-time English Department faculty members are expected to maintain, demonstrate, and document currency in their fields of instruction. In addition, tenured and tenure-track faculty members must be producing and disseminating scholarly and creative work regularly to achieve standard performance.

The English Department recognizes discipline-specific indicators of quality--such as positive reviews, awards, adoption as a course text, citation index--through either peer-review (external blind review process) or professional review--(editorial review process). Self-published and "pay-to-play" scholarly and creative publications are not recognized as part of the annual review and LRT processes.

2. Description of Scholarly/Creative Activity Tiers

The following tiers are recommendations only; the burden of proof lies with the faculty member to justify (and document) claiming their scholarly/creative work in any tier. Examples of factors that could justify moving an example work to a higher tier include invitations, awards, exclusiveness, degree of dissemination, impact, etc.

a. Tier 1 (one as Assistant Professor fulfills the requirement for tenure; one as Associate Professor is **required** for Full Professor)

- Single-authored academic or creative book
- Co-authored academic or creative book
- Edited book including substantial chapter/work by the faculty member
- Edited critical edition or translation of a primary book-length work with a substantial introduction/preface by the faculty member
- Co-edited collection of work including substantial solo chapter/work by the faculty member
- Textbook

b. Tier 2 (three as Assistant Professor fulfills requirement for tenure)

- Edited collection of critical or creative work without a substantial contribution beyond the introduction/preface by the faculty member (book or journal)
- Co-edited collection of critical or creative work without a substantial solo contribution beyond the introduction/preface by the faculty member (book or journal)
- Journal article, work in a literary magazine, chapter in an anthology, or published curriculum guide
- Expository or creative work published in a popular magazine or textbook

- National writing award
- Competitive, external grant at the national level

c. Tier 3 (demonstrates evidence of disciplinary currency and progress toward rank advancement)

- Regional writing award
- Competitive, external grant at the regional level
- Lecture or speaking/reading event
- Book review or encyclopedia entry
- Blind reader reports
- Conference reading or presentation
- Public reading or presentation
- Substantial service-based, curricular, or technical research/writing
- Scholarly/creative work rejected after peer or professional review with documented recommendation to revise and resubmit

3. Evaluation of Faculty Scholarly/Creative Activity

Faculty who win an award for their published work may make a case for higher performance recognition that year. A Tier 1 publication will result in "exceptional" performance for not only the year of publication but also for the next three years.

a. Evaluation of Tenure-Track or Tenured Faculty Members

(1) <u>Exceptional performance</u>: For untenured faculty, evidence of work in any of the tiers *beyond* that required for tenure. For tenured faculty, any Tier 1 **or** Tier 2 publication(s).

(2) <u>Standard performance</u>: For untenured faculty, demonstrated timely and relevant progress toward tenure. For tenured faculty, (1) demonstrated progress towards a Tier 1 publication **or** (2) demonstrated progress towards a Tier 2 publication plus any Tier 3 activity **or** (3) at least one Tier 2 publication every two years.

(3) <u>Low performance</u>: For untenured faculty, failure to demonstrate timely progress toward tenure. For tenured faculty, demonstrated progress towards a Tier 2 publication only or Tier 3 activity only.

(4) <u>Unacceptable performance</u>: Failure to demonstrate any scholarly/creative activities.

b. Evaluation of Full-Time Non-Tenure Track Faculty

(1) <u>Exceptional performance</u>: Any Tier 1 or 2 publication **or** two or more Tier 3 activities.

(2) <u>Standard performance</u>: One Tier 3 activity.

(3) <u>Low performance</u>: No Tier 3 activity for one year.

(4) <u>Unacceptable performance</u>: No Tier 3 activity for multiple years.

D. SERVICE

Service should be part of a balanced academic life. As important as service is, it should not supersede teaching and scholarly/creative work.

1. Standards for Faculty Service

All tenure-track or tenured members of the English Department faculty are required to serve on the DCC and relevant program subcommittees. In addition, all full-time faculty members negotiate a "service contract" with the Department Chair annually.

Active participation must be documented in the FARR with a list of work supported by a detailed narrative, the service contract, and appropriate evidence. **Mere meeting attendance does not count as service.**

When a faculty member receives compensation for his or her contributions—for instance, in the form of overload pay or a course reassignment—those contributions should not be counted as service unless they clearly go beyond the usual expectations for the situation. When such contributions occur at the Department level (e.g., Chair, Associate Chair, Composition Director, or Writing Center Director), they must be discussed in a separate section of the service narrative.

In the case of administrative course reassignment outside of the Department (e.g., a center director or Faculty Senate President), service expectations will be reduced proportionally.

2. Description of Service Tiers

a. First Tier contributions arise from service that has wide-ranging institutional impact and carries responsibilities so great that no other service beyond the baseline should be asked of a faculty member. Such service always demands expenditures of time and effort beyond the call of duty.

b. Second Tier contributions require faculty to take responsibility in advancing the goals of the department, college, or institution. Second Tier contributions demand more effort than Third Tier activities and have a wider effect. **Second Tier service contribution is required for tenure.**

c. Third Tier contributions require faculty members to take on limited responsibilities in advancing the everyday goals of departments, programs, and colleges.

d. Service to communities outside of the institution, while not aligning directly with any of these tiers, is recognized and valued by the English Department as long as those efforts are discipline specific and related to the academic and disciplinary missions of the institution and may be counted as long as standard service expectations are already met.

3. Evaluation of Faculty Service

a. Evaluation of Tenure-Track or Tenured Faculty Members

(1) <u>Exceptional performance</u>: Significant service contribution (as determined by the Chair and/or the Departmental LRT Committee) at either the Second or First Tier level beyond Standard. Evidence of exceptional performance must be documented.

(2) <u>Standard performance</u>: In addition to the required department service, active participation in service assignments as determined in consultation with the Chair and supported with appropriate documentation.

(3) <u>Low performance</u>: Only maintaining required department service obligations.

(4) <u>Unacceptable performance</u>: No evidence of any service provided.

b. Evaluation of Full-Time Non-Tenure Track Faculty

(1) <u>Exceptional performance</u>: Significant service contribution (as recommended by the Departmental LRT Committee and/or by the Director of Composition and determined by the Chair) at any of the three tiers beyond Standard. Evidence of exceptional performance must be documented.

(2) <u>Standard performance</u>: Active service participation as determined in

consultation with the Chair and supported with appropriate documentation.

(3) <u>Low performance</u>: Failure to serve actively as determined in consultation with the Chair.

(4) <u>Unacceptable performance</u>: No evidence of any service provided.

E. COLLEGIALITY

The English Department expects professional behavior from all its faculty members and evaluates faculty in the category of collegiality as either "standard" or "unacceptable."

1. Standards for Faculty Collegiality

In keeping with SUU Policies 6.1 and 6.28, which outline faculty responsibility towards students, colleagues, and the institution, members of the English Department will be evaluated according to the following criteria:

Meet scheduled classes; post and maintain regular office hours; evaluate student work promptly, conscientiously, and without favoritism; provide a respectful classroom atmosphere; maintain confidentiality with regards to student records; and avoid relationships with students that might create a conflict of interest or violate SUU policies (see Policy 6.28 section IV).

Regularly attend department and other required meetings; work effectively and efficiently with colleagues on both special and ongoing projects; meet the reasonable requests of department officers (Chair, Associate Chair, Curriculum Committee Chair, and Composition Director); and comply with the administrative assistant's requests for required information and the completion of paperwork (information about office hours, absences, requests for updated curriculum vitae, syllabi, FIFs, completion of travel authorization paperwork, etc.).

Represent the English Department in a professional manner when serving on college and university committees, as well as when providing outreach to the local community.

In addition to meeting the above standards, faculty should treat their colleagues inside and outside the Department, as well as SUU students and staff, with respect and dignity at all times. Failure to fulfill obligations, disparaging peers or students, and/or breaking confidentiality will be deemed uncollegial behavior and could result in disciplinary action (see Policy 6.28).

2. Department Grievance Procedures

The English Department internal grievance process for individual faculty, which would precede formal action by the Department Chair, is as follows:

> The two faculty members speak to each other face to face in an attempt to resolve the problem or disagreement.
>
> If the problem remains unresolved, or if the person lodging the complaint feels vulnerable, the grieved faculty member should approach the Department Chair.
>
> The Chair is then obligated to investigate on the complaint, meeting face to face with the faculty member in question in an attempt to resolve the problem.

If the faculty member in question continues to exhibit problematic behavior, the person lodging the complaint should submit a formal, written complaint to the Department Chair, which will begin the formal disciplinary action outlined in Policy 6.28.

3. Evaluation of Faculty Collegiality

a. Standard performance:

Faculty meets or exceeds standards for faculty collegiality.

b. Unacceptable performance:

Faculty fails to meet standards for faculty collegiality or to act upon the Chair's recommended plan for improvement.