

Department of Chemistry and Physics Evaluation Criteria (DEC)

Contribution Period: 9/2/2026 - 9/1/2027

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Links:

- [FEC Cover Sheet](#)
- [Policy 6.1: Faculty Evaluation, Promotion, and Tenure](#)
- [Required documents for reports and evaluations \(Policy 6.1, Appendix A\)](#)
- [Submission and evaluation deadline schedule \(Policy 6.1, Appendix B\)](#)

I. DEFINITIONS and EVALUATION

Department Evaluation Criteria (DEC)

The DEC are outlined for each faculty rank in this document beginning in Section II. The DEC defines benchmarks for faculty seeking promotion and/or Acceptable Progress status, and also outlines the evaluation mechanism for departmental evaluating bodies.

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, or by June 30 for Advanced Faculty in Good Standing. See policy 6.1 for further details.

Advanced Faculty

Tenured professors (Associate and Full), Associate Non-Tenure-Track (NTT) professors, and Assistant NTT professors that have been promoted from Lecturer.

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 promotion and tenure 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

Faculty Engagement and Contribution (FEC) reports must be submitted annually by each faculty member, except during years in which the faculty member is applying for Mid-Point Review, Rank Advancement, or a Five-Year Review. In those cases, the activities for the year in review should be included in the documentation submitted, but a separate FEC report is not required. 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. In addition, other documentation that measures teaching effectiveness or showcases development toward teaching effectiveness is encouraged, including peer or department chair class evaluations,

participation in professional development opportunities, etc. See section II.B.i. for more details. 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 from previous years in addition to the current evaluation period. 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 Science, Technology, Engineering, and Mathematics. The first evaluating body for junior faculty and those faculty applying for promotion or a Five-Year Review is the Department Promotion and Tenure (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. Advanced Faculty not under review will bypass the Department P&T Committee and submit their FEC reports directly to the department chair.

Evaluation Results: Acceptable Progress or Development Required

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. Additionally, failure to meet the requirements of the DEC following application for review may also result in a Development Plan. In that case, the faculty member, in consultation with the department chair, prepares and submits the plan to the dean for approval and implements that plan following an agreed upon timetable to correct the indicated weakness(es). The department chair may use the resources of the department in this endeavor. Copies of all developmental plans are forwarded to the dean for approval and then sent to the Provost's Office.

Further details may be found in Policy 6.28. Otherwise, faculty will receive Good Standing status, encouraging continued strides in pursuing SUU's Student-Centric Mission.

II. 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 outlined below for tenured, tenure-track, and non-tenure-track faculty and are divided into three main categories within each track: Teaching Effectiveness, Scholarly/Creative Contributions, and Service/Leadership Contributions. Individual FEC Reports should report and document activities that fall within these categories every year; however faculty aren't expected to participate in the same number of activities within those 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.

A. RANK ADVANCEMENT AND REVIEW PERIOD BENCHMARKS

i. Tenured and Tenure-Track Faculty Benchmarks (Assistant Professor to Associate Professor, Associate Professor to Full Professor, or Five-Year Review)

Tenure-track faculty must satisfy the requirements for key contributions in each category, along with the appropriate number of years of service (six years with no reduction of probationary period from previous appointments). Note: The requirements for Mid-Point reviews should be considered 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.

Tenured faculty must satisfy the requirements for key contributions in each category as outlined below. Application for rank advancement to full professor must also be preceded by at least five years without being on a developmental plan.

KEY CONTRIBUTIONS

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 awarding of tenure or Acceptable Progress status following a Five-Year Review as defined in Definition AC of University policy 6.1, evidence of consistent, competent, and effective teaching performance is required.

Teaching effectiveness can be demonstrated through peer, student, self, and/or department chair evaluations and other methods as suggested by faculty 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 seek out 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 and tenured 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 should result in student and faculty presentations on and off campus and publications of the findings of the faculty member and students. The expected regularity is dependent upon the venue in which these findings are published and presented.

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. 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 (rather than intermittent) quality scholarship since Associate Professor rank advancement. Candidates for rank advancement to Full Professor should demonstrate a focus on student mentoring and involvement in their scholarship. Faculty should be able to provide an accounting of their contribution to 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 over a review period are outlined in categories a-c below. For rank advancement to Associate Professor (and tenure), faculty should achieve one item from each category, with the additional requirement that one category (a-c) be completed twice. For rank advancement to Full Professor, six additional contributions since the awarding of tenure (10 total) should be achieved. Throughout the course of a five-year review period (tenured faculty), at least one contribution in each category should be maintained. When reporting a written scholarly/creative contribution in the FEC report, a link to the published material should be included; if the contribution is not published the primary document should be attached as an appendix.

- a) Two (2) different supervised student research projects leading to appropriate presentations, given by those students or faculty, at a minimum of state level or broader¹

- b) One (1) peer-reviewed publication², with the stipulation that Utah Academy may be used only when co-authored with a student
- c) One (1) of the following:
 - . 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.
 - . A significant governmental report or proprietary report.
 - . A patent.
 - . A successfully marketed scientific product or business.
 - . An additional peer-reviewed publication.
 - . Two (2) conference presentations made at a minimum of a regional (multi-state) level given by either students or the faculty member.
 - . Edit/Co-edit a scientific volume.
 - . A scholarly activity pre-approved, in writing, by both of the following: the Dean of the WMG College of Science, Technology, Engineering, and Mathematics, 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.

Consistent service and/or leadership are expected within and outside of the department for tenured faculty, including at least one College- or University-level committee per five-year review period.

Early Tenure

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. This assessment will be based on a combination of student feedback, 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. See Policy 6.1 section IV.G.8.e.iii for more details.

ii. Non-Tenure Track Faculty Benchmarks

(NTT Lecturer to NTT Assistant Professor, NTT Assistant Professor to NTT Associate Professor, and NTT Associate Professor Five-Year Review)

Satisfactory performance for Non-Tenure-Track faculty is demonstrated by meeting the appropriate benchmarks as outlined below. Non-Tenure Track faculty must fulfill all requirements in each category prior to applying for rank advancement. 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

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 Good Standing status, or six years for advancement to Associate Professor (from Assistant Professor).

Teaching effectiveness can be demonstrated 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 seek out peer faculty evaluations of teaching. Evaluative bodies cannot accurately assess a faculty member's teaching effectiveness solely from student feedback results.

SCHOLARLY/CREATIVE CONTRIBUTIONS:

Lecturers that are not seeking rank advancement are not required to engage in scholarly and/or creative contributions, but they can be supported by the department if interested.

For rank advancement from Lecturer to Assistant Professor, at least two activities at the High Impact Contribution level or higher (Section II.B.ii below) are expected, with at least one being an off-campus oral presentation.

For rank advancement from Assistant Professor to Associate Professor, 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 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.

iii. 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 section II.A.i. (Associate Professor to Full Professor). This includes a minimum of 5 years of meeting the key contributions and achieving the scholarly expectations as described.

The ongoing Key Contributions for Teaching Effectiveness and Scholarly Activities are commensurate with the NTT Assistant Professor rank (seeking rank advancement) and detailed in II.A.ii, however, as a tenured faculty member, the Service component should be of a significant nature with efforts at the Department, College, and University levels (comparable to Associate Professor rank outlined in II.A.i.).

B. CRITERIA FOR EVALUATION OF FACULTY ENGAGEMENT

i. TEACHING EFFECTIVENESS

Consistent with [SUU's mission](#), 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 feedback will be conducted in all classes taught every semester. The responses to all teaching-related questions on the student-feedback 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 student feedback with generally positive comments in a majority of courses and/or the faculty's efforts to address common negative comments in courses.
- 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

ii. 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 section II.A.i. under 'KEY CONTRIBUTIONS.' For Non-Tenure Track and 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 and 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 Science, Technology, Engineering, and Mathematics, 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, non peer-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 Science, Technology, Engineering, and Mathematics, 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 different undergraduate research projects are integral to the fulfillment of SUU’s student-centric mission. This may involve two different students doing one project each or one student doing two 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.

iii. 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.

III. FACULTY REASSIGNMENTS AND COMMITTEE SERVICE

Academic Administrators

Department chairs and associate deans are expected to maintain teaching effectiveness in the courses they instruct. The annual Scholarly/Creative activity requirements can be reduced at a level commensurate with the time granted for non-administrative duties. Thus, a 50% administrative reassignment reduces the requirements of Scholarly/Creative activities by 50% during the years served in the administrative position. Regarding rank advancement however, the requirements outlined herein must still be achieved (i.e. no changes to Key Contributions requirements). Five-year reviews on the other hand, must take into consideration those reductions in Scholarly/Creative activities. Annual Service/Leadership requirements will be satisfied by this administrative service.

Faculty with Partial Reassignments

Faculty with partial reassignments will have modified annual requirements depending on the percentage reassignment and the obligations of the reassigned time. For course releases due to partial reassignment(s), the Scholarly/Creative and Service/Leadership components of the Key Contributions remain unchanged.

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 of 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 Science, Technology, Engineering, and Mathematics. The dean will adjudicate this issue and inform the faculty member, department chair, and Department P&T Committee of their decision.

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, and other eligible members will be selected by the department chair.

If changes are made to the DEC in a given academic year, a majority vote of the faculty is required to ratify the new DEC prior to the end of the academic year.

Department Promotion and Tenure (P&T) Committee:

The following is a summary of Policy 6.1 as it pertains to P&T committee composition and responsibilities.

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 Assistant 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 Assistant 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.