WMG COLLEGE OF SCIENCE AND ENGINEERING
DEPARTMENT OF ENGINEERING & TECHNOLOGY
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 Assistant Professor
    - ❏ NON-TENURE TRACK to Associate Professor
- ❏ 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 _____

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 (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, Scholarship/Professional Development, Service/Professional Service.

Department Faculty Evaluation Criteria

Mentorship
Guidance for selection of mentorship teams and the duties of mentors is given in the department mentorship policy.

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. The peer evaluation process will be completed by the mentorship teams as outlined in policy 6.1 who 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 per the scoring criteria.

FACULTY ENGAGEMENT & CONTRIBUTION CRITERIA
Department of Engineering & Technology

Name: _____

Contribution Period: August 15, _____ through Aug 14, _____

PLANNING/EARNED POINT SUMMARY

Faculty members will complete this form as part of their Faculty Engagement and Contribution (FEC) Plan, under advisement with their mentor, and submit it to the Department Chair by the first Tuesday after Labor Day. The faculty member and mentors should consider the department, college, and university strategic plan when drafting the FEC plan. 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	_____ pts	_____ pts
(T/TT Range: 60-80 pts; NTT: 80-100 pts)		
2. SCHOLARLY/PROFESSIONAL DEVELOPMENT	_____ pts	_____ pts
(T/TT Range: 10-30 pts; NTT: 0-8 pts)		
3. SERVICE/LEADERSHIP CONTRIBUTIONS	_____ pts	_____ pts
(T/TT Range: 10-30 pts; NTT: 0-12 pts)		

_____

TOTAL POINTS

PROJECTED/EARNED: _____

SIGNATURES

_____   _____
Faculty Member   Date

_____   _____
Mentor   Date

_____   _____

Approved by Department: May 6, 2019   3

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 are allowed to fall under this benchmark with the knowledge that they will receive Development Required status for that years' FEC report. This action is intended to ensure these faculty members are supported appropriately by the department mentorship team. Faculty are also allowed to exceed 100 earned points, though the mentorship team should take care to develop an FEC Plan that is reasonably attainable and appropriate.

The 100-point benchmark is broken up by three main categories, Teaching Effectiveness, Scholarly/Professional Development 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 faculty flexibility. However, for the awarding of Tenure and/or Rank Advancement, a minimum level of points in each category are required, along with 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 their yearly planning as well as 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 at least 600 total FEC points with the appropriate number of points in each category by the end of their 6th year (prior to applying for tenure). Points earned above that benchmark will not be added towards their next rank advancement. Faculty hired with years granted towards tenure will be awarded points at the time of hire with the Department Chair and Dean approval. The required Key Contributions and number of points in each category are as follows:

TEACHING EFFECTIVENESS: 450 total points

SCHOLARSHIP/PROFESSIONAL DEVELOPMENT: 75   total points

SERVICE CONTRIBUTIONS: 75   total points

Key Contributions
TEACHING EFFECTIVENESS: (1) Implement a research-based teaching change, (2) Assess the impact of a continuous improvement item, and (3) One teaching peer evaluation required per year.

SCHOLARSHIP/PROFESSIONAL DEVELOPMENT: (1) One (1) peer-reviewed publication, and (2) Develop a course that results in dissemination or develop assessment criteria, methods or materials.

SERVICE CONTRIBUTIONS: (1) At least 1 from the higher level at a department level, and 1 from the medium level.

*NOTE: New faculty members awarded time toward rank and/or tenure at the time of hiring will be awarded 100 points per year shortening of the time in rank/probationary period.

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

Tenured faculty must earn at least 600 total FEC points (after gaining tenure) with the appropriate number of points in each category. This can be accomplished no sooner than the 5th year after tenure was awarded. The required number of points and Key Contributions in each category are as follows:

TEACHING EFFECTIVENESS: 450 total points

SCHOLARSHIP/PROFESSIONAL DEVELOPMENT: 75   total points

SERVICE CONTRIBUTIONS: 75   total points

Key Contributions (since tenured date)

TEACHING EFFECTIVENESS: (1) Implement a research-based teaching change, (2) Assess the impact of a continuous improvement item, and (3) One teaching peer evaluation required per year.

SCHOLARSHIP/PROFESSIONAL DEVELOPMENT: (1) One (1) peer-reviewed publication, (2) One (1) grant submission or One (1) Publication of a book or commercial lab manual, and (3) Develop a course that results in dissemination or develop assessment criteria, methods or materials.

SERVICE CONTRIBUTIONS: At least two from the higher level (one of which is at the department level), and one from the high or medium level.

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

Non Tenure-track faculty must earn at least 400 total FEC points with the appropriate number of points in each category by the end of their 4th year (prior to applying for advancement to the rank of Assistant Professor). Points earned above that benchmark will be added towards their next rank advancement. The required Key Contributions and number of points in each category are as follows:

TEACHING EFFECTIVENESS: 360 total points

SCHOLARSHIP/PROFESSIONAL DEVELOPMENT: 16   total points

SERVICE CONTRIBUTIONS: 24   total points

Key Contributions

TEACHING EFFECTIVENESS: (1) Attend a half-day CETL workshop or review teaching evaluations based on department standard, (2) Significant revamp of a course taught recently, and (3) One teaching peer evaluation required per year

SCHOLARSHIP/PROFESSIONAL DEVELOPMENT: (1) Oral or poster presentation at scholarly/professional venue or with students who present the work, and (2) Participating a conference or scholarly/professional venue.

SERVICE CONTRIBUTIONS: (1) At least 1 from the medium level.

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

Non Tenure-track faculty must earn at least 1000 total FEC points with the appropriate number of points in each category by the end of their 10th year (including the points earned when granted the rank of Assist. Professor) prior to applying for advancement to the rank of Associate Professor. The required Key Contributions and number of points in each category are as follows:

TEACHING EFFECTIVENESS: 540 total points

SCHOLARSHIP/PROFESSIONAL DEVELOPMENT: 24   total points

SERVICE CONTRIBUTIONS: 36   total points

Key Contributions

TEACHING EFFECTIVENESS: (1) Attend a half-day CETL workshop or review teaching evaluations based on department standard and implement a research-based teaching change, (2) Complete a significant formative assessment of student learning and implement a research-based change, and (3) One teaching peer evaluation required per year.

SCHOLARSHIP/PROFESSIONAL DEVELOPMENT: (1) One (1) peer-reviewed publication, and (2) Develop pedagogy that results in dissemination or develop assessment criteria, methods or materials.

SERVICE CONTRIBUTIONS: (1) At least 1 from the higher level, and 1 from the medium level.

FEC POST-TENURE POINT BENCHMARKS

Tenured faculty and non-tenure-track associate professors must earn at least 500 total FEC points in each five-year review period. Tenured faculty will work with the department chair to ensure that their five year FEC plans are aligned with the department strategic plan. The Key Contributions required during each five-year review are as follows:

Key Contributions
TEACHING EFFECTIVENESS: (1) Implement a research-based teaching change and (2) conduct three teaching peer evaluations over the five year period.

SCHOLARSHIP/PROFESSIONAL DEVELOPMENT: Maintain currency in their field of expertise.

SERVICE CONTRIBUTIONS: At least two service contributions from the higher level (one of which is at the department level) and one additional from the high or medium level.

FACULTY ENGAGEMENT CRITERIA FOR EVALUATION

In creating contribution plans, faculty will use the template spreadsheet to describe activities for the coming year and anticipated point values. The spreadsheet contains the default points for a set of sample activities. Faculty can propose activities other than the examples and justify the point values earned.

TEACHING EFFECTIVENESS

Consistent with SUU's mission as defined in R312, teaching is of primary importance. Scholarly and professional development 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, 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.

Teaching Effectiveness Point Guide
Below are examples of point values for various activities. Multiple credits in each area are allowed. Use the department P&T template spreadsheet to document the activities you have completed and associated points.

Activity	Points
Continuous Improvement Items (50 Points required annually)	
Implement a research-based teaching change	10
Assess the impact of a continuous improvement item using an appropriate methodology	10
Attend a half-day CETL workshop and implement a research-based teaching change	20
Complete a peer review of teaching with a pre-meeting, observation, and post-class evaluation and implement a research-based change	20
Review teaching evaluations based on department standard and implement a research-based change (**required each year**)	30
Attend a CETL teaching circle that meets multiple days and implement a research-based change	30
Complete a significant formative assessment of student learning and implement a research-based change	10
Other teaching-related Items	
Review one teaching-related conference or journal paper	4
Provide a peer review of teaching with a pre-meeting, observation, post-class evaluation, and written report to faculty member	10
Nomination for the ASEE Rocky Mountain Section teaching award (both nominator and nominee for compiling documentation)	8
Attend a half-day CETL workshop without implementing a change	8

Review teaching evaluations based on department standard and implement a research-based change (**required each year**)	30
Attend a CETL teaching circle that meets multiple days and implement a research-based change	30
Complete a significant formative assessment of student learning and implement a research-based change	10
Workload Items	
Each ICH required for department above 24 annually*	8
Each 3-credit-equivalent preparation above 5 annually (Approval required, see SUU Policy 6.35)	6
New preparation for a three-hour course	24
Preparation for a three-hour course last taught five or more years ago	12
Significant revamp or addition of a course taught recently (e.g., creating a coursepack, new lecture notes, etc.)	10
Formalized faculty mentoring (per student)**	0.4
Mentor a student project	8

SCHOLARLY/PROFESSIONAL DEVELOPMENT

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

Below are examples of point values for various activities. Multiple credits in each area are allowed. Use the department P&T template spreadsheet to document the activities you have completed and associated points.

Activity	Points
SCH-01 Research Publications	
Publication in peer-reviewed venues (journals or conference proceedings)	10
Oral or poster presentation at scholarly/professional venue	8
Published article in a non-refereed journal or other print or electronic medium	6
Participating a conference or scholarly/professional venue	4
SCH-02 Undergraduate Student Research Collaboration	
Formal collaborative undergraduate research (faculty-student) that will result in dissemination	10
Work with students who present a paper/poster at professional meetings	8

Work with students who present a paper/poster at a non-refereed journal or other print or electronic medium	6
Developing and supervising student projects in Capstone courses	4

SCH-03 Teaching Publications

Publication of a book, chapter, section or commercial lab manual	10
Publication of a book chapter	8
Book review for publishing company	6
Book chapter review for publishing company	4

SCH-04 Academic Degree

Earning an academic degree thesis or dissertation such as, M.Sc. or Ph.D.	10
Formal work on a terminal degree thesis or dissertation such as, M.Sc. or Ph.D.	8

SCH-05 State's/Professional Licenses or Certifications

Earning a State's license, such as FE, PE, etc.	10
Earning a professional certification, such as PMP, VE, CCE, LEED, etc.	8
Maintain State's license OR professional certification	6
Attending training course for preparation of State's license OR professional certification	4

SCH-06 Online Activities

Present an online short course in connection with a conference by invitation or request	10
Online workshop or presentation	8
Online related-venue	6

SCH-07 Workshops and Trainings

Conducting a workshop or formal training for SUU faculties and staff	10
Presentation at a national or international professional meeting or conference	8
Conducting a workshop or formal training OR serving as a guest lecturer in a colleague's class	6
Presentation at a state, local or regional professional meeting or conference	4

SCH-08 Industry Projects and Consultation

Participation in projects that result a Funded External Grant over $40,000 (Principal or Co-Principal Writer) OR Director of multi-year project involving over $100,000 in funding	10
Participation in projects that result a Funded External Grant over $20,000.00-$39,000 (Principal or Co-Principal Writer) OR Director of multi-year project involving $40,000-$99,999 in funding	8
Professional consultation report which is submitted in writing to a client that has local impact OR Co-PI of multi-year funded grant ($40,000-$99,999)	6

Informal documented consultation OR Funded faculty development grant with appropriate report	4

SCH-09 Scholarly Projects

Implementation results of faculty/student scholarly activity or projects	10
Engaging in scholarly activity that results in the development or improvement of curriculum	8

SCH-10 Referee/Review Articles or Programs

Formal review of a college / department program by request	10
Referee an article in a journal or online venue OR review a text or lab manual by request of publisher	8
Review an article or five abstracts in a journal, conference or online venue	6
Review three abstracts in a journal, conference or online venue	4

SCH-11 Pedagogical Work

Pedagogical research or work in a successful ABET accreditation (Principal Writer)	10
Contributor for national accreditation or accreditation review	8
Develop pedagogy that results in dissemination (presenting at a conference, CARAT, etc.)	6
Participating in interdisciplinary research or pedagogical or educational activities	4

SCH-12 Teaching Development

Develop a course that results in dissemination (presenting it at a conference, for example)	10
Reviewing, investigating, creating, or applying software applications in new ways	8

SCH-13 Service Development

Publication in non–peer reviewed or government document	10
Publishing in professionally related journals or magazines to inform or educate the public	8

SCH-12 & 13

Developing assessment criteria, methods or materials	10
Sharing in developing assessment criteria, methods or materials	8

SCH-14 Scholarly Awards

Receive an external research grant award	10
Receive scholarly award or other scholarly recognition	8
Be nominated for a scholarly award	6
Any other recognition (without receiving award or recognition)	4

SCH-15 Other Activities or Achievements
Other activity/achievements deemed (by the Department Chair) to be of similar caliber.

SERVICE CONTRIBUTIONS

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

Below are examples of point values for various activities. Multiple credits in each area are allowed. Use the department P&T template spreadsheet to document the activities you have completed and associated points.

Activity
Required Activities
➢ Attending convocation ➢ Completing all ABET assessment assignments ➢ Participating University/College/Department service activities (Open house, Engineering Expo, Science Fair, etc.)
High Value (8-12 points) *These service activities generally require more than 10 hours per year of commitment time.*
➢ Chairing any Departmental, College, or University committee ➢ Serving on a committee (e.g. any hiring committee, P&T Committee (at any level), etc.) ➢ Serving as an official faculty mentor. ➢ Serving as a student club advisor related to his/her field of expertise or a field of interest ➢ Performing administrative assignment at Department, Center, College, or University level ➢ Serving in an official position for a regional or national professional society, or for a state entity (such as Utah System of Higher Education (USHE) or Utah State Board of Education (USOE)). ➢ Reviewing proposals for funding in nationally or internationally recognized entity (e.g. NSF, Coulter Foundation, etc.) ➢ Accompanying students to regional, national or international conferences where students' original or collaborative work is presented ➢ Serving on the Faculty Senate ➢ Other activities/achievements deemed by the mentorship team and the Department Chair to be of similar caliber.
Medium Value (6-8 points) *These service activities generally require more than 5 hours and less than 10 hours per year of commitment time:*
➢ Servicing on a committee at SUU (e.g. the Retention Committee in any level, the Department Curriculum Committee, the Undergraduate Research Committee, etc.) ➢ Serving as a course coordinator for a Departmental course ➢ Service in the SUU community (including other SUU committees)

- ➢ Service in the faculty P&T mentorship team
- ➢ Service as a supervisor of a student club or organization
- ➢ Participating the activities for alumni relations and fundraising
- ➢ Reviewing peer-review journals, textbooks, etc. (Count only once in either Service or Scholarly Activity)
- ➢ Holding office in professional organizations
- ➢ Serving as a Sterling Scholar Judge (recruiting and considerable time commitment 12-20 hours typical)
- ➢ Other activities/achievements deemed by the mentorship team and the Department Chair to be of similar caliber

Low Value (3-6 points)
These service activities generally require less than 5 hours per year of commitment time:

- ➢ Membership in a professional organization (AIAA, ASEE, ASCE, ASME, ASM, ASTM, IEEE, etc.)
- ➢ Be nominated for a service award or other professional recognition
- ➢ Serve as a supervisor of a group preparing for a non-technical competition
- ➢ Engineering-related service in the non-SUU community
- ➢ Serving as a Science Fair judge
- ➢ Serving on the University Finance Committee or the University Honors Committee
- ➢ Consulting for the community, companies, other institutions, or government agencies
- ➢ Disseminating scholarly findings to the media
- ➢ Developing external relationship with companies, community, or government entities
- ➢ Participation in a committee at SUU (e.g. the Retention Committee in any level, the Department Curriculum Committee, the Undergraduate Research Committee, etc.)
- ➢ Other activities/achievements deemed by the mentorship team and the Department Chair to be of similar caliber

Promotion and Tenure Mentorship Policy

Department of Engineering and Technology

This policy defines the process of selecting promotion and tenure mentorship teams (P&T teams) and the responsibilities of faculty serving as faculty mentors for the Department of Engineering and Technology. The mentorship process is governed by SUU Policy 6.1.

The Mentorship Team

The promotion and tenure mentorship teams must[1]:

- Have two people
- Have team members who are tenured for tenure-track faculty (all ranks).
- Have at least one associate professor (tenured or non-tenure-track) for non-tenure track faculty.

Preferably, one member of the P&T team will be in the discipline of the mentee. Tenured faculty and non-tenure-track associate professors do not have a P&T team.

Selection of P&T Team Members

- Mentorship team members should be chosen by faculty in the spring semester.
  - Newly hired faculty choose their P&T team by the end of the first week of their contract.
  - Newly hired faculty may, of course, ask for help in choosing their mentorship team.
  - Newly hired faculty may choose to have one or both members of their mentorship team appointed by the department chair.
- Faculty should pick mentorship team members based on the goals of their Contribution Plan. Faculty should keep in mind:
  - Who would best understand what they are trying to accomplish with their plan?
  - Faculty should feel free to ask for advice about whom to pick.
- Faculty need to receive confirmation of willingness to serve on a mentorship team so that the membership of the team can be shared with the department chair in writing.
- Tenured faculty and non-tenure-track associate professors do not have a mentorship team. Instead, they work with their department chair.

Changing Team Members

- Faculty can change the makeup of their mentorship team at any time prior to their fall planning meeting, and any time after that for the *following* year.
- The purpose of the mentorship team is to guide the faculty member through the P&T

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[1] These are based on requirements in SUU Policy 6.1, except for the stipulation that that two people serve on a P&T team. The policy states that "at least two tenured faculty" serve on the P&T team for tenure-track faculty, and "at least one associate professor or professor" for NTT lecturer and assistant faculty. The provost's office verified that only one member is required for an NTT mentorship "team."

process to a successful application for tenure, promotion and beyond. In that regard when considering a mentorship team, faculty should keep in mind that the team would be best for them if its membership was continuous.

- The mentorship team established for the fall planning meeting will be the mentorship team for next fall's review meeting unless team members cannot fulfill their duties.
- In the case where a mentor team member cannot fulfill their duties or wants to be relieved from mentorship duties, the faculty member should find a replacement shortly after being informed about the change. Following this policy, the name of the new mentor needs to be shared with the department chair in writing.
- Faculty could have two different mentorship teams in the fall: one for planning, and one for review.

Mid-Point and Tenure Review Exceptions

- A faculty member may elect to have their Mid-Point and Tenure reviews evaluated by an ad hoc committee instead of the P&T mentorship committee (policy 6.1.2, III, A and 6.1.4, IV, A, 2, respectively). Policy 6.1 outlines the deadlines, selection and required makeup of the ad-hoc committee.
- Before requesting the appointment of an ad-hoc committee, the faculty member should consult Policy 6.1 and discuss options and ramifications with a trusted colleague.

P&T Mentorship Team Responsibilities

Mentorship is a developmental process. Its purpose is to help faculty grow and develop as educators, teachers, professionals and scholars, navigate the P&T process, and ultimately become valued members of the University who contribute to the student-centric missions of both the department and the University.

Mentorship Team Member Training

In order to ensure fair and equitable mentorship and review, all members of P&T teams will attend mentorship training workshops sponsored by the University, college, and/or department.

Timeline for Review and Evaluation

Deadlines for the review and evaluation process are given in Policy 6.1, Appendix B.

The Faculty Engagement and Contribution Plan

At the beginning of each academic year and in accordance with University policy, faculty members will meet informally with their P&T Team to get (re)acquainted, talk about the P&T process, and discuss the long-term goals of the faculty member.

It is very important that the P&T team discusses with new faculty their goals and what they see as their career trajectory. This will have an impact on what faculty should propose in their Plan. For example, if a faculty member is considering moving on to a more research-intensive

university, then traditional scholarship (i.e., scholarship with the goal of publication) should be included in their Plan.

Based on the career goals, the faculty member will create a draft Plan and bring that to their formal meeting with their P&T team. The P&T team will ensure that the Plan is reasonable and achievable. The P&T team will suggest changes to bring the Plan in alignment with both University and Department policy and the development of the faculty member.

Finally, the P&T team will approve the Plan. By approving a Plan, the P&T team agrees that the Plan meets the requirements of the Policy and University policy 6.1, and therefore, upholds the Student-Centric Faculty Engagement Model, and the mission of the University.

The Plan should help the mentee grow and develop as an engaged faculty member while guiding them to a successful annual review, mid-point review, tenure and/or promotion application, or post-tenure review. The Plan should be developmental and tailored to the needs and interests of the mentee while supporting the mission and vision of the University, college and department. This means that there are multiple, valid pathways to success.

The Faculty Engagement and Contribution Report

The Faculty Engagement and Contribution Report (Report) is submitted at the beginning of the fall semester and should describe the faculty member's progress toward achieving the previous year's plan. It should be reflective of what happened, and what was learned. The P&T team takes a holistic view of the report when evaluating the faculty member's contributions.

The P&T team should review the Report to:

- Verify accomplishments and point totals
- Find patterns in performance that are good and can serve as a model for other faculty
- Discover reflective practices and self-awareness that lead to growth and development
- Advise mentees of potential areas of growth and improvement

The P&T team should compare the plan to the report to help with the evaluation process.

Student Evaluations of Teaching.

When examining student evaluations of teaching, the P&T teams need to be aware of student bias. Instructor identity, required courses, online courses, and experimenting with new methodologies can all have a negative impact on evaluations.

The P&T team must also be aware of survey bias. Low response rates and small sample sizes may not yield valid data or represent the quality of the teaching. Evaluations from online courses often produce bimodal results.

Student evaluation and reports will typically be found in the appendix of the report.

Rating of Faculty

The P&T team is responsible for evaluating the progress made by a faculty member on the previous year's Plan and toward tenure, advancement in rank and becoming a faculty member who reflects the values of the department and the university. The P&T team gives *one* set of feedback, consolidating their comments into a single narrative.

Faculty are given an overall rating as either:

- making Acceptable Progress toward the Plan, or

- Development Required.

In the event that faculty are rated as needing development, the P&T team must create a document with a detailed justification of the rating and a description of the necessary actions to improve the rating. This document will be shared with the faculty member and the other evaluative entities according to Policy 6.1.

In the event that a P&T team disagrees in their assessment of a plan, the final decision resides with the most senior member on the team.

Faculty members always have an opportunity to review and respond to the P&T team's evaluation, and include that response in the evaluative document, before it is forwarded to the Department Chair. The report, plan, rebuttal (if any), and evaluative letter are all forwarded to the Department Chair.

Mentoring Activities

Members of the P&T team have the responsibility to evaluate the teaching effectiveness of their mentees. Mentees and the P&T team will decide how many evaluations of teaching per year are required. These evaluations may be initiated by the faculty member or the P&T team.

Additional evaluations may also be performed by the P&T team as requested by the mentee. These evaluations may also include syllabi, assignments and exams, learning outcomes, lesson plans, and assessment at the request of either the mentee or the P&T team. Mentees and P&T team will decide what other types of evaluations will be performed if needed.

The P&T team may review teaching evaluations, including the University student evaluations, and peer evaluations from within or outside the department. The results of these evaluations are to be reviewed by the P&T team and the mentees. The P&T team should provide positive feedback with suggestions that will result in improved teaching evaluation scores.

In addition to helping shape and evaluate the Plan and Report, a P&T team should meet informally with their mentees at least once a semester to check on progress, address problems and concerns, make any necessary adjustments, provide feedback, and to answer any

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questions the mentees may have about the department, the University, and the P&T process. These meetings are best done by the whole team. In the event that is not possible, then the meetings should be with the senior member on the team.