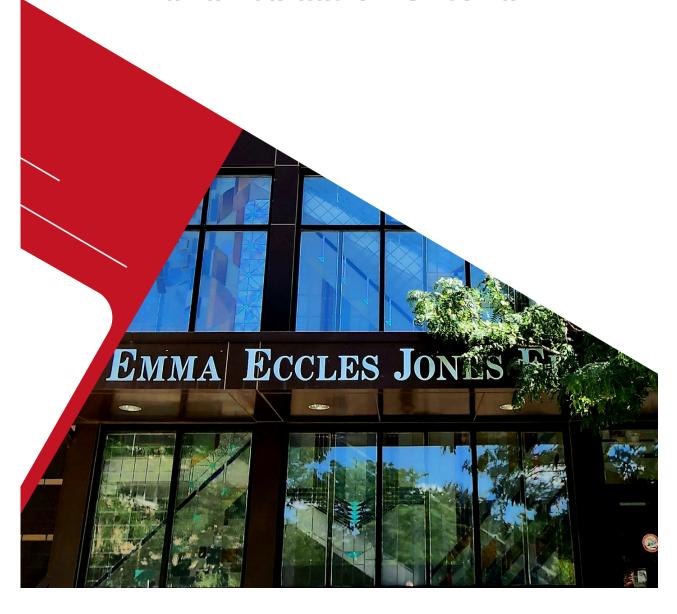


Promotion and Tenure Procedures and Evaluation Criteria



Department of Family Life and Human Development Promotion and Tenure Procedures and Evaluation Criteria

In accordance with SUU Policy 6.1

Current*

Revised by the Department Evaluation Criteria (DEC) Committee¹

¹ The DEC Committee consists of at least three Department Faculty Members, including a committee chair, who is, whenever possible, a Tenured Faculty member who has served on a P&T evaluation committee. The DEC Committee is created and organized according to department guidelines for Faculty committee appointments. Committee members serve for 3 years on a rotating basis, replacing at least one member at the start of contract in August each year (the most senior member rotates off in terms of time served on the current DEC committee, if there is equal time served, the decision will be made by the department chair). The DEC Committee meets at least once per year and revises the DEC based on input and feedback from Faculty within the Department as well as guidelines from relevant university and/or programmatic accreditation as needed.

^{*}This document was revised by the DEC Committee in June 2023 and approved by Faculty on15 September 2023. The Provost Office reviewed it and requested revisions to the document in Spring of 2024. The DEC Committee made the requested revisions in Fall of 2024 and faculty reviewed and voted to approve the revisions on 17 October 2024. Archived copies of past DEC Documents are available in the folder titled Shared FLHD Department Folder.

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Mentoring

All Junior Faculty will be assigned a mentor to support them in their P&T process. Junior Faculty consist of two groups of Faculty members: 1) NTT Faculty hired at the rank of Lecturer or Assistant Professor, and 2) TT Faculty hired at the rank of Assistant Professor or Associate Professor (see SUU policy 6.0 for complete Faculty definitions). Only Junior Faculty in their first three years at SUU require a Mentor. After that time, faculty no longer require a mentor, although they may request to continue being mentored or be required to continue being mentored as part of a development plan. Efforts will be made to assign mentors to Junior Faculty from the FLHD department. However, because mentors may not also be evaluators and the priority is to have evaluators from our Department who are most familiar with the DEC on the Department P&T, this may not be a logistical possibility. If the Department does not have enough tenured faculty to mentor Junior Faculty, the Department Chair will assign mentors from another related department. Junior Faculty are encouraged to seek informal mentors within the FLHD department.

Mentor and Mentee relationships are assigned by the Department Chair and all Mentors must undergo an annual training coordinated by the Dean. Junior Faculty may request and be assigned an available Mentor with the approval of the Department Chair. Mentees may request a change in Mentor without prejudice at any point in the mentoring relationship and Mentors may discontinue mentorship without prejudice at any point in the mentoring relationship. In these cases, the Department Chair must be notified to assign a new mentoring relationship. The Department Chair assess the effectiveness of the mentoring relationship annually at the AIM meeting.

Mentoring provides Junior Faculty members with non-evaluative guidance and support as they navigate the challenges of academic life and pursue their professional goals which may include Promotion and Tenure. Junior Faculty are required to meet with their Mentor twice (once in the fall semester and once in the spring semester) before their Alignment and Integration Meeting (AIM). Mentors and Mentees document the date of the mentoring meeting in the Faculty Dashboard and may include notes or comments from the meeting. Mentorship is required until the successful completion of the Mentee's Mid-Point Review if on the Tenure Track or at the completion of the first three years at SUU.

Alignment and Integration Meetings (AIM)

All full-time Faculty must participate in AIM meetings with the Department Chair at a frequency determined by their rank. Newly-hired Faculty have an initial AIM within the first two weeks of the start of their contract in addition to their annual AIM. An annual AIM meeting is required for all full-time faculty (Advanced and Junior). Administrators returning to a faculty position will also complete an AIM during their first two weeks of starting their full-time Faculty contract.

Faculty are required to meet with the Department Chair in the Spring semester to align and integrate the focus areas for the Faculty members with the Department's needs. The Faculty member and

Department Chair will discuss and agree upon the expected teaching, service, and scholarly work for the upcoming academic year with the goal of ensuring alignment with the Department Evaluation Criteria. The Department Chair will also assess the effectiveness of the mentoring relationship (if relevant) at the AIM as well as identify areas in the faculty member's job performance from the past year to celebrate, challenges observed, and any necessary calibrations. This can include conversations about one's action plan outlined in the past report to address feedback in student course evaluations. Junior Faculty may invite their Mentor to attend. Faculty are responsible for completing this spreadsheet in advance of their AIM meeting to document an alignment of their past, current, and future work with the DEC. Faculty members who wish to pursue activities in Teaching, Research, or Service not identified on the table, or want to change the categorization of an activity from valued to highly valued (or vice versa) must discuss these proposals at their AIM meeting, obtain approval of this modification from the Department Chair, and document it on the dashboard.

The Department Chair and Faculty member will document: 1) the completion of the AIM; 2) specific and expected Faculty engagement expectations, and 3) notes regarding any agreement or disagreement regarding alignment in the Faculty Dashboard.

Submission of Materials

All Faculty required to complete an annual Faculty Engagement and Contribution Report (FECR), Mid Point Review, Tenure Application, Rank Advancement, or Post Tenure Review must include a 1 to 3 page reflective narrative that describes how their teaching, research (if applicable) and service align with SUU's student- centered mission and FLHD departmental criteria over the specified reporting period. This 1-3 page reflective narrative must include a 1-2 paragraph reflection on each relevant domain (teaching, scholarship, service) with links to supporting evidence located outside of the document. Bulleted lists, appendices and/or hyperlinks to pertinent evidence and/or documentation supporting this narrative must be included or embedded within the report and uploaded as a single pdf.

- Specifications for the Annual FEC Report (<u>Section IV.G.6. Annual FEC Report (Junior Faculty only</u>) and <u>Section IV.G.10</u>. <u>Post-Promotion Annual FEC Report (NTT Faculty only</u>)
- Specifications for Mid-Point review submissions can be found in <u>Section IV.G.7. Mid-Point Review (Junior Faculty only)</u>. It is expected that faculty going up for Mid-Point evaluations will include a variety of highly valued practices over the duration of the review period in teaching and service (NTT) and research, teaching, and service (TT).
- Specifications for Tenure applications can be found in SUU Policy 6.1. (Section IV.G.8. Promotion (and Tenure, as applicable) (Junior Faculty only). It is expected that faculty going up for Tenure will include a variety of highly valued practices over the duration of the review period in research, teaching and service. Faculty who have received more than one "Needs Development" rating from evaluative entities are less likely to obtain Tenure.
- Specifications for Post Tenure Review applications can be found in SUU Policy 6.1. (Section IV.G.11. Five-Year Review). It is expected that faculty completing a Post Tenure Review will include a variety of highly valued practices over the duration of the review period in research, teaching and service. Post Tenured faculty are expected to embrace SUU's logo of "Learning Lives Forever" by demonstrating an ongoing commitment to being a productive

member of the team, a self-reflexive teacher, and participate in ongoing professional learning, service, scholarship, and career development. The expectation is that tenured faculty will contribute highly valued deliverables in at least two of the three domains of teaching, research and service each year.

- Specifications for Rank Advancement Following Promotion applications can be found in SUU Policy 6.1. (Section IV.G.9. Rank Advancement Following Promotion) It is expected that faculty applying for rank advancement will include a variety of highly valued practices in research, teaching and service over the duration of the review period (if TT faculty) and a variety of highly valued practices in teaching and service if NTT faculty. Faculty who have received more than one "Needs Development" rating from evaluative entities are less likely to obtain Rank Advancements
- All Faculty must use the approved <u>forms</u> to create their report. In addition, the Department has a number of [templates/guiding documents] that may be of help when generating reports.

Late submissions cause significant disruption to the evaluation process. All annual FECRs, Mid-Point Reviews, Tenure Applications, Rank Advancement Applications, and Post Tenure 5 Year Reviews are reviewed and evaluated according to the schedule of SUU deadlines in SUU Policy 6.1 Appendix B. It is the Faculty member's responsibility to know what kind of report to submit, when it is due, and have a timely submission. To submit any materials past the deadlines outlined in Appendix B of SUU Policy 6.1, Faculty must receive approval from the Department Chair and/or Dean in writing. If approved, these materials will be marked as late in the Faculty Dashboard and may contribute to an adverse Evaluative Rating at the Department Chair and/or Dean Level. Failing to notify the Department Chair and/or Dean of a late submission will be considered a form of resignation. In the case of a dispute between the Faculty member and evaluative entities, the Dean will serve as arbitrator.

Evaluators

Please see: Section IV.G.5. Evaluator Responsibilities and Expectations

The Department P&T Committee consists of a minimum of three and maximum of five members with an alternate committee member for cases where there may be a <u>Conflict of Interest</u>. Members will serve on the committee for 3 years and must undergo annual training provided by the Provost office. Evaluators must adhere to the principles of fairness, confidentiality, and evidence-based decision making as specified in Policy 6.1 in all their evaluations. Faculty eligible to serve on the Department P&T Committee must be tenured with a minimum rank of Associate Professor. To evaluate NTT Faculty members, the Department P&T Committee must have at least one NTT Associate Professor.

When selecting committee members, the Department Chair will first confer with Program Directors in the Department to discuss eligible nominations for the Department P&T Committee. When possible, preference for Faculty representing all programs and Faculty types will be given. After nominations have been made, the Department Chair will list eligible candidates for the Department P&T Committee for Faculty review and vote. The percentage of Faculty votes required to serve on the Department P&T Committee is a ½ majority. If the requisite majority vote is not obtained for a particular Faculty member, the Department Chair will propose a new nomination for vote.

If there is an insufficient number of eligible and/or suitable Faculty within the Department to serve on the Department P&T Committee, candidates can be invited to serve on the committee from outside the Department with preference given to eligible candidates within the College. If no suitable candidates are available at the College level, Faculty may consider candidates from other Departments within the University with preference for Departments in a related field in the social sciences. All committee members outside the Department must become familiar with the Department's DEC and undergo mandatory training through the Provost office to ensure proper evaluation procedures.

Evaluation

Junior TT and NTT Faculty are evaluated according to the approved departmental criteria using one of three ratings: 1) Acceptable Progress, 2) Development Required, or 3) Recommendation for Non-Reappointment. Associate and Full Faculty are evaluated according to the approved departmental criteria using either a "yes" or "no" vote for recommending or not recommending Promotion and/or Tenure or continuing in Good Standing (in the case of a Five-Year Review). As outlined in Policy 6.1, Appendix B, The Department Chair will review the outcome of the evaluative process with faculty by the second Friday of December. For tenured faculty, this meeting will also serve as their AIM meeting.

Years Awarded Toward Tenure

Policy 6.1 states that three (3) years may be awarded toward tenure and/or rank advancement based on full time service in a tenure line at another higher education institution. Tenured faculty coming from another institution on a tenure line with the rank of an Associate professor can request up to three (3) years be applied towards their tenure line at SUU at the time of contract. This agreement must be documented on their contract with SUU upon signing. Faculty who have not yet earned tenure at another institution, but who were hired into a tenure line at the rank of an Assistant Professor may apply up to two (2) years toward tenure at the time of hire with SUU. Exceptions to this rule and/or opportunities to appeal this process will be evaluated on a case-by-case basis in consultation with HR, the Dean, and Provost's office.

All teaching evaluations, scholarship, and service completed prior to being hired at SUU must be evaluated and assessed by the Department Chair in consultation with the Dean and if necessary, the Provost Office in order to determine the appropriate number of years (1-3) awarded towards tenure at the time of hire. Because years awarded towards tenure are granted at the time of hire based on prior work and documentation, any teaching evaluations, scholarship, and/or service completed prior to the hire date at SUU cannot be used in the tenure application at SUU. Tenure applications at SUU will only include work accomplished during the time period while at SUU. However, evidence of past work can be used to provide context for the hiring decision to apply 1-3 years towards tenure (along with documentation of this agreement in the hiring contract).

Years awarded towards tenure may be combined with going up early for tenure in combinations that do not exceed advancing the tenure timeline by more than 3 years and is only available for faculty moving from one tenure line at another institution to a tenure line at SUU. For example, an Associate Professor with Tenure from another university who has been offered a TT position at SUU and awarded 3 years towards tenure at the time of hire may not also go up early for tenure because it would advance the timeline towards tenure by 4 years. A TT faculty member hired as an Assistant Professor who was awarded 2 years toward tenure may go up early for tenure at SUU, expediting their tenure timeline by 3 years. Unusual situations, such as hiring a Full Professor with Tenure from another institution may necessitate an appeal process regarding years applied toward tenure and/or early tenure in consultation with the Department Chair, Dean and Provost Office.

Early Tenure

A tenure-track faculty member may go up for tenure one (1) year earlier than originally scheduled. Faculty considering early tenure should discuss this option multiple times with their Mentor and Department Chair before completing the early tenure application. Documentation of these ongoing conversations as well as alignment with this goal of annually exceeding expectations in research, teaching and service must appear in the documentation of the faculty member's annual AIM meetings. In order to pursue early tenure, a faculty member must get letters of support from the Department Chair and the Dean by the April 1 deadline prior to their fall tenure application. These letters of support serve as departmental support for a faculty member to apply for early tenure.

To qualify for early tenure, a TT faculty member needs to demonstrate a documented history in their AIM Meetings and FEC Reports of exceeding expectations in all three areas of scholarship, teaching, & service. This is operationalized as not only meeting the expectations of 3 valued contributions in each domain, but also having at least one (1) "highly valued" contribution in each domain for each year during the period of review. Because the evaluative rating drop down menu found on Annual FEC Reports or Mid-Point Reviews does not provide an option to document exceeding expectations, an evaluation of "acceptable progress" will be selected, but will also be accompanied with further documentation in the textbox of the specific activities documented in the report that were "highly valued" as evidence of ways the faculty member exceeded expectations. Documentation of exceeding expectations will also be noted in the faculty member's AIM meeting. A TT faculty member who receives a "development required" designation on more than one FEC Report within the tenure review period is less likely to receive early tenure.

Rank Advancement

Rank Advancement must comply with the timeline outlined in SUU Policy 6.1 and may not be expedited. One can not go up early for Rank Advancement outside of the Early Tenure process. According to policy 6.0 and 6.1 an overview of rank overview follows:

Non-Tenure Track Faculty (NTT)

Faculty with term appointments who are not eligible for Tenure as set out in Policy 6.0. NTT Faculty may hold the following ranks in order of rank progression.

Lecturer: The title of Lecturer is an entry-level (NTT) Faculty position. Lecturers have the primary responsibility for effective teaching while maintaining currency in their field and a secondary responsibility for Departmental participation.

Assistant Professor (NTT): This rank is an appointment for those with at least five (5) years of experience at the University as a Lecturer or those who have been directly hired into the rank of Assistant Professor. Assistant Professors (NTT) have demonstrated ability in the areas of teaching and professional services. They have maintained currency in their field and are capable of undertaking college-wide responsibilities consistent with the college's mission and goals. Application for advancement to Assistant Professor (NTT) may be submitted at the conclusion of the fourth complete academic year as a full-time Lecturer.

Associate Professor (NTT): This rank is an appointment for those with at least seven (7) years of experience at the University as an Assistant Professor (NTT). Associate Professors (NTT) have exhibited continued growth in Faculty Engagement. They have contributed significantly to the University's mission in exemplary ways, especially with regard to Teaching Effectiveness. Their teaching, service, and engagement with students must reflect high professional competence and currency in their field. Applications for advancement to Associate Professor (NTT) may be submitted at the conclusion of the sixth complete academic year as a full-time Assistant Professor (NTT).

Clinical Faculty: Clinical Faculty as well as their promotion criteria and evaluation procedures are defined in Policy 6.0.

Tenure-Track (TT) and Tenured Faculty

Tenure-Track and Tenured Faculty are defined in Policy 6.0. Tenure-Track Faculty will hold the rank of Assistant Professor, Associate Professor, or Professor. Tenured Faculty will hold either the rank of Associate Professor or Professor. If DEC is not developed for the ranks below, Evaluative Entities should use the definitions in this Policy. Rank descriptions are listed below in order of rank progression.

Assistant Professor: The rank of Assistant Professor is an initial appointment in the Tenure-track. Assistant Professors exhibit potential for effective Teaching, Service/Leadership, and Scholarly/Creative Activities. They are engaged in their academic discipline and in continuing study that will permit them to increase their competence in their fields which will qualify them for Promotion to a higher rank.

Associate Professor: The rank of Associate Professor is an appointment for those with at least seven (7) full years of experience at Southern Utah University as an Assistant Professor (minus any years granted toward tenure/rank advancement at the time of hire) or those who have been directly hired into the rank of Associate Professor. Associate Professors have exhibited continued growth in Faculty Engagement. They have contributed significantly to the University Mission, and they are prepared to mentor other Faculty members. Their Teaching, Service/Leadership, and Scholarly/Creative Activities reflect high professional competence. Applications for advancement to Associate Professor (and Tenure) are submitted at the conclusion of the sixth academic year as a full-time Assistant Professor. Early Tenure applications are possible. The process for this is given elsewhere in this Policy.

Professor: The rank of Professor is an appointment granted to those who have earned a terminal degree in their field and have completed at least five years of service at the University as an Associate Professor. A Professor is a Faculty member who has demonstrated excellence in Teaching, Service/Leadership and Scholarly/Creative Activities over a sustained period, typically at least five years after being granted Tenure. Professors are recognized as leaders in their field and have achieved a high level of professional achievement and recognition, as evidenced by a strong record of publications, presentations, grants, awards, and other Scholarly/Creative Activities. Professors are expected to contribute to the academic community by mentoring Junior Faculty, serving on committees, and providing leadership in Departmental and institutional governance. The promotion to Professor is a significant milestone in an academic career and represents high achievement and recognition within the academic community. Applications for advancement to Professor may be submitted at the conclusion of the fifth complete academic year as a full-time Associate Professor.

Special Appointments and Workload Allocation

This policy clarifies workload expectations and allocation for faculty members with special appointments within the department. It aims to ensure equitable workload distribution and support faculty success in their various roles. Special appointments encompass roles that contribute significantly to the department's mission, but fall outside the traditional faculty roles of teaching, scholarship, and service. These appointments may include, but are not limited to:

Administrative roles: Department Chair, Associate Chair, Program Directors (e.g., Director of Social Work, Director of MFT, Director of ECD, Field Directors, Director of FLHD Capstone)

University service roles: Positions with significant university-level service commitments, such as those working with the Center for Teaching Innovation (CTI), Institutional Review Board (IRB)

Workload Allocation and Integrated Course Hours (ICH) Release

Faculty with special appointments may receive an ICH release to accommodate the demands of their roles. The amount of release will vary based on the specific responsibilities of the appointment. Standard ICH release for administrative roles (e.g., Department Chair) is 6 ICH. For other special appointments, the ICH release will be determined on a case-by-case basis in consultation with the Department Chair and reflected in the Annual Impact and Merit (AIM) document.

Scholarship Expectation Adjustments

Scholarship expectations for faculty with special appointments may be adjusted to reflect their reduced teaching load and increased service commitments.

The specific expectations for scholarship will be determined in consultation with the Department Chair and clearly outlined in the AIM document.

In general, faculty with significant administrative or service responsibilities may have lower scholarship expectations.

Service Expectation Adjustments

Faculty with special appointments are expected to fulfill the service requirements associated with their roles.

Program Directors: While the directorship is their primary service, they may be asked to participate in other departmental service activities commensurate with their remaining workload capacity.

Other Special Appointments: Service expectations will be clearly defined and agreed upon in consultation with the Department Chair and documented in the AIM.

Workload Allocation and the Annual Impact and Merit (AIM) Document

The AIM document will serve as the primary tool for documenting and communicating individual workload expectations and performance evaluation for faculty with special appointments. It will clearly outline:

Specific responsibilities associated with the special appointment Amount of ICH release, if applicable Adjusted expectations for teaching, scholarship, and service Performance metrics and evaluation criteria

Review and Revision

This policy will be reviewed and revised periodically by the department faculty to ensure its continued relevance and effectiveness in supporting faculty with special appointments. Also, adjusted expectations or ICH release specifically associated with the role of department chair need the approval of the dean.

Faculty Seeking Redress

Faculty seeking redress relating to measures of Teaching Effectiveness (including student feedback) or evaluations of Scholarly/Creative Work must follow the following procedures. Faculty who receive a rating other than Acceptable Progress from P&T evaluators due to unflattering student or peer evaluations of their teaching and/or scholarly/creative work or service that did not materialize as desired must discuss measures to redress these evaluations at the AIM meeting prior to their next P&T review submission. Faculty are encouraged to provide written clarification and context regarding the evaluation in the linked documents or Appendix of their next P&T report as well as measures they have taken or will take to ensure their future work is in alignment with the DEC, Student-Centric Faculty Engagement, and the University Mission. In the case of a dispute between the Faculty member and the Department Chair regarding AIM discussions, the Dean or Associate Dean will serve as arbiter as Departmental needs and policies dictate. Please see relevant policies: Faculty Due Process (6.22) and Faculty Professional Responsibility (6.28).

Faculty on a Development Plan

If the Department Chair, Dean, and Provost determine the Faculty member has not sufficiently fulfilled the requirements outlined in SUU Policy 6.1, they work together with the Faculty Member to create a development plan that is mutually agreed upon. Faculty on a

development plan will work with this team to identify development goals and activities (with appropriate documentation) to foster professional growth on an expedient timeline. The purpose of the plan will be to enhance the Faculty member's professional growth and development in ways that bring their Faculty engagement in teaching, research (if applicable), and service in alignment with the Department evaluation criteria and the requirements of their position at SUU.

The Faculty member returns to the annual FEC Report process and annual AIMs, until they meet the expectations described in the development plan. In accordance with the Utah System of Higher Education Policy R481, a Faculty member's failure to successfully remediate deficiencies (which may be evaluated at any time or a specified deadline) may result in disciplinary action up to and including termination following the process outlined in Policy 6.28.

Variations in Procedure by Faculty Rank

Junior TT and NTT Faculty:

Each Junior Tenure-Track and Non-Tenure track Faculty member develops an annual Faculty Engagement Report (FECR), Mid-Point Review Applications (optional for NTT), and/or Post-Promotion Annual FEC Reports (NTT Faculty), that summarizes and evaluates the prior year's efforts in teaching, scholarship (applicable only for Junior TT Faculty), and service. Deadlines for submissions can be found here:

https://www.suu.edu/academics/p-and-t/deadlines.html

TT Associate and Full Faculty:

Each TT Faculty member with the rank of Associate or Full Professor develops a five-year Faculty Engagement Report (FECR) that summarizes and evaluates the past five years since the last rank advancement. Five-Year Post-Tenure Review procedures for TT Associate Professors and Professors can be found here: https://www.suu.edu/policies/06/01.html. They also must complete an annual FEC report and annual AIM meetings during that time period. Faculty who have earned tenure are expected to continue contributing meaningfully to their Department, College and University. The expectation is that tenured faculty will contribute highly valued deliverables in at least two of the three domains of teaching, research and service each year.

Faculty with Special Appointments:

Faculty with Special Appointments such as Professional in Residence, Artist in Residence, or Distinguished Fellow complete annual AIMs and FECRs as specified in Policy 6.0.

Faculty with Partial Reassignments and/or Academic Administrators:

Evaluators will give consideration to Faculty members who have partial reassignment of time and duties, such as Chairs, fellows, directors of programs, those with administrative appointments, and part-time Faculty (not adjuncts). Although the caliber of work required of these Faculty should be held to the same standards as full-time Faculty, Promotion and

Tenure expectations will be adjusted commensurate with their Faculty workload. Standards, expectations, and evaluation guidelines in the domains of Teaching Effectiveness, Service /Leadership, and Scholarship/Creative Activity will be determined at AIMs with the Department Chair (if relevant) and may be subject to completing annual FEC Reports dependent upon Faculty rank.

Policy Adoption and Hire Dates

By Fall 2025, all faculty will use the revised 2023-2024 DEC when writing a FEC report or Mid-Point Review. Those going up for Tenure or Rank Advancement or submitting a 5-Year Review **can choose** to use the 2023-2024 DEC or the previous iteration of the policy under 6.1.

By Fall 2026, **all faculty will be required to use** 2023-2024 DEC policy for annual reviews, Mid-Point Reviews, Tenure and/or Rank Advancement, and 5-Year Reviews.

For more information regarding the progression of the new policy adoption, please refer to this guidance document.

FLHD EVALUATION CRITERIA

The Family Life and Human Development (FLHD) Department values Faculty engagement and contributions that are student-centered and advance the goals, mission, and vision of the Department, College, University, community, and profession. The Department expects and appreciates variation in the types of contributions among Faculty members as described in SUU Policy 6.1. All FLHD Faculty are expected to demonstrate and document proficiency and effectiveness of their contributions and engagement in teaching, scholarship (if applicable), and service/leadership in accordance with the SUU Promotion and Tenure policy (SUU Policy 6.1). Additionally, Faculty are expected to follow Policy 6.28 Faculty Professional Responsibility in all of their professional efforts. Faculty, at any rank or tenure status, who are not in compliance with policy 6.28 will be subject to relevant university policies and procedures and follow Faculty Due Process (Policy 6.22).

The FLHD Department requires individually challenging goals in all three categories consistent with <u>SUU Policy 6.1.</u> NTT Faculty are expected to contribute to the Department, College and University mission primarily through their teaching and service. Scholarship is optional, but not required of NTT Faculty. TT Faculty are expected to contribute to the Department, College, and University mission through their teaching, scholarship/creative activities, and service. The ranking system of valued and highly valued are in place to operationalize "exceed expectations" for TT faculty seeking early tenure, and/or rank advancement. The expectation is that each faculty member will document contributions in three (3) different valued activities in each required category per year (NTT are not required to document contributions in scholarship). TT Faculty seeking early tenure or rank advancement are expected to also document at least one (1) highly valued contribution in each category over the duration of the review period.

The Department recognizes that some "valued" contributions may involve exceptional efforts that are more congruent with a "highly valued" rating. A faculty member may appeal this rating in a conversation with the Department Chair, and if approved, must be documented in both the AIM meeting and report. The Department values a diversity of contributions; as a general rule, one may not count multiple instances of the same activity twice. The Department recognizes the items listed in the table do not represent an exhaustive list. Other acceptable forms of evidence for effectiveness in teaching, research, and/or service effectiveness may be approved by the Chair and documented in the AIM in advance of completion.

Teaching Effectiveness

effectiveness is evaluated through the documentation of, and reflection on, student, peer, and/or Department Chair evaluations; self-reflections; professional development activities relating to improving teaching effectiveness; implementation of high-impact practices, and/or other pertinent information. Teaching efforts may involve the overlap of Teaching Effectiveness, Scholarship, and/or Service/Leadership.

FLHD Faculty members are required to evaluate their own teaching effectiveness, as directed in SUU Policy 6.1.1: II.D.2 (p. 11). The FEC report will include a teaching portfolio with an emphasis on development/progress over time, self-reflection on student feedback from course evaluation tools, and additional teaching goals. Required components of the teaching portfolio are outlined in the table below and counts as one valued contribution.

Teaching: Minimum expectation is 3 points

Guiding Values:

SUU Mission Statement: Southern Utah University is a dynamic teaching and learning community that engages students in experiential education leading to personal growth, civic responsibility, and professional excellence.

SUU Vision Statement: SUU will be an inclusive and innovative institution of higher education that strengthens students' connections to each other, the campus, their discipline, career of choice, community, and the world. SUU will deliver quality and affordable academic learning and an outstanding student experience.

SUU Strategic Plan 2024-2030. Connecting People, Purpose, and Place. Southern Utah University (SUU) is an institution built on a foundation of being people-centered, purpose-driven, and place-empowered (the three P's). This plan intends to build on five strategic priorities: enhancing student success, enriching the academic experience, cultivating a culture of caring, increasing access and affordability, and expanding alumni and community engagement.

FLHD Department Mission: The Family Life and Human Development program focuses on strengthening families by integrating curriculum based on the healthy development of individuals and families throughout the lifespan. The program prepares early childhood and family service professionals to integrate family theory and research into evidence based practices through experiential education applicable to families and human relationships

FLHD Department Vision: Family Life and Human Development will be recognized as a premier family studies program for its innovations in teaching, professional prepared practitioners, and extraordinary attention to each student.

Guiding Questions: What is the most impactful for students?

Required

Submission of an externally linked teaching portfolio containing the following items:

This counts as 1 valued point

- 1. ALL raw data (including anecdotal responses to teaching performance) from student evaluations
- 2. Visual representation of data from course evaluation tools
- 3. A single document containing all anecdotal responses to teaching performance organized by course and section
- 4. Identify and reflect on one to three overall strengths and one to three overall areas of growth in general student feedback across all courses. Provide a targeted course reflection and evaluation outlining an action plan for addressing student feedback provided within one particular course in a table or 1-2 paragraphs.
- 5. Self-reflective teaching narrative emphasizing development and progress over time based on teaching goals, student feedback from course evaluation tools, and/or previous action plans identified in past reports (1-2 paragraphs)

Link to example and optional template

Valued 1 point for each item	Highly Valued 2 points for each item
Receipt of Influencer Award	Attendance at a day/multi-day of professional learning at a national, regional, or state workshops/seminars/conference intended to improve pedagogical practices with reflection on what one plans to incorporate in future teaching and/or how it has improved one's teaching
Attendance at an hour/multi-hour professional learning, teacher training, or professional development session with reflection on what one plans to incorporate in future teaching and/or how it has improved one's teaching	Receipt of SUU teaching award
Nomination for a state or regional teaching award	Receipt of state, regional or national teaching award
Documentation of instructional enhancement through peer coaching and/or collaborative teaching with evaluations	Nomination for a national/international teaching award
Documented attendance (certification of completion) at a SUU's Center for Teaching Innovation training with reflection on what one plans to incorporate in future teaching and/or how it has improved one's teaching	Course design/redesign with CTI that meets the Quality Matters designation
Participation in webinars, online training, and/or certifications focusing on improving pedagogical practices with reflection on what one plans to incorporate in future teaching and/or how it has improved one's teaching	Evidence of contributing in specific ways to curricula or program development
New course proposal and approval through Curriculog	Participation in a semester-long Professional Learning Communities or Reading Circles focused on developing pedagogical practices with reflection on what one plans to incorporate in future teaching and/or how it has improved one's teaching
Nomination for SUU teaching award	Receiving recognition for High Impact Practices in a course such as obtaining a research or writing intensive course designation
Mentoring student learning, projects, and creative endeavors (e.g., honors contracts, independent study, or student research)	Obtaining a CFLE certification

Leading and implementing community-engaged learning projects	Development and/or implementation of a study abroad course
Leading and implementing cooperative educational programs with community partners	Development of a new Department course with documentation that includes syllabus, course modules/activities, assessments, and complete Canvas shell
Targeted, extensive, and reflexive efforts to substantively enhance course instruction responsive to student feedback as evidenced in significant changes made to your course syllabi, course materials, course activities, delivery, or evaluation methods.	Leading or providing educational opportunities for the University community and/or local community focused on improving pedagogy
Course modifications to meet state licensing exam standards, preparation or integrate accreditation standards	Preparing and submitting a R401 (new program proposal)
Integrating a new technology in your teaching such as Padlet, Virtual Reality, Open Educational Resources, etc.	Prepare and submit a proposal for a new major, degree, minor, emphasis.
Incorporating panels, webinars, and/or guest lectures in your courses	Development of a pedagogically-based workshop or training for faculty with CTI
Implementing High Impact Practices in your courses	
Complete training to become a clinical or practicum supervisor tied to your teaching load	

Scholarship/Creative Activities

Scholarship is deeply informed by current knowledge production in the field, skillful interpretation, and a peer-reviewed dissemination process. Scholarly activities accomplished with purpose and intention provides new knowledge or understanding to the field, leads to innovative and current curriculum design, improves pedagogical practices, helps address issues or problems within the community, and/or integrates thoughts and ideas from diverse disciplines or areas of inquiry. Generally, scholarly work is defined as producing research that culminates in a form of dissemination that goes through a blind review process by peers working in the same field. Reviewers may request necessary documentation to more accurately assess the level of rigor applied to the peer review process of documented scholarly work.

Scholarship includes creative activity when defined as such through Departmental Evaluation Criteria. Faculty of each Department can develop or adopt ideas such as the Boyer model's inclusive view of scholarship or other guidelines that reflect the overarching framework and shared values of SUU as approved by the Department Chair and the Dean of the College. Scholarly work and creative activities are of equal value and importance to the University. The Department recognizes that some "valued" contributions may involve exceptional efforts that are more congruent with a "highly valued" rating. A faculty member may appeal this rating in a conversation with the Department Chair, and if approved, must be documented in both the AIM meeting and report. The Department values a diversity of contributions; as a general rule, one may not count multiple instances of the

same activity twice.

For NTT faculty, scholarship is optional. As such, they are not required to document scholarly contributions in their annual report. NTT faculty are expected to contribute to the Department, College and University mission primarily through their teaching and service.

Research: Minimum expectation is 3 points

Guiding Questions: What is the most impactful for students, advances faculty scholarship, impacts the field, and/or improves SUU's visibility/impact in the field?

Guiding Values:

SUU Mission Statement: Southern Utah University is a dynamic teaching and learning community that engages students in experiential education leading to personal growth, civic responsibility, and professional excellence.

SUU Vision Statement: SUU will be an inclusive and innovative institution of higher education that strengthens students' connections to each other, the campus, their discipline, career of choice, community, and the world. SUU will deliver quality and affordable academic learning and an outstanding student experience.

SUU Strategic Plan 2024-2030. Connecting People, Purpose, and Place. Southern Utah University (SUU) is an institution built on a foundation of being people-centered, purpose-driven, and place-empowered (the three P's). This plan intends to build on five strategic priorities: enhancing student success, enriching the academic experience, cultivating a culture of caring, increasing access and affordability, and expanding alumni and community engagement.

FLHD Department Mission: The Family Life and Human Development program focuses on strengthening families by integrating curriculum based on the healthy development of individuals and families throughout the lifespan. The program prepares early childhood and family service professionals to integrate family theory and research into evidence based practices through experiential education applicable to families and human relationships.

FLHD Department Vision: Family Life and Human Development will be recognized as a premier family studies program for its innovations in teaching, professional prepared practitioners, and extraordinary attention to each student.

Valued 1 point for each item	Highly Valued 2 points for each item	
Published abstract in a peer-reviewed journal	Publication in a peer-reviewed journal as first author/co-author	
Submission of a manuscript to a peer-reviewed journal	Scholarly presentation at a peer-reviewed national/international conference	
Presentation of research findings at a peer-reviewed local, state, or regional conference	Editor or co-editor of an edited book through a peer-reviewed process	
Submission of conference proposals to a peer-reviewed state, regional, national or international conference. If this submission results in a presentation during the same academic year one may only count the final	Author or co-author of a book or textbook published through a peer-reviewed process	

deliverable (the presentation).	
Mentoring and supervision of undergraduate	Author or co-author of a chapter in a book or textbook
research that does not result in a scholarly deliverable	published through a peer-reviewed process
Program evaluation research tied to accreditation standards disseminated in	Receipt of an award for scholarly achievements
relevant venues	
Co-presenting student generated research with students at venues such as the Utah	Principal or Co-Principal Investigator on an internally or externally funded grant with documentation on
Conference on Undergraduate Research or	funding source, role, amount, purpose, contributors,
Department Research Symposiums, Festival of Excellence, Family Matters	and timeline
Conference.	
Invitation to present your research findings at a local conference	Invitation to present your research at a state, regional or national/international conference
Public or translational scholarship involving the dissemination of research for the purposes of evidence-based outreach in the form of scholarly newsletters, websites, media outreach, or blog publications	Mentoring and supervision of undergraduate research resulting in a co-authored, peer-reviewed journal publication
Evidence-based action research designed to impact research informed public policy for the purposes of advocacy	Mentoring and supervision of undergraduate research resulting in a co-authored conference presentation at a regional, national, or international venue
Nomination for a scholarly-related award	Editor or co-editor of a journal issue through a peer-reviewed process
Implementation of outcome measurements related to national accreditation, and licensing exam standards	
Evidence based research consulting informed by one's scholarly publications and expertise	
Author or co-author of a book, chapter in a book, textbook, or chapter in a textbook that is self-published (not peer reviewed)	
Non-funded internally or externally funded grant with documentation on funding source, role, amount, purpose, contributors, and timeline	
Submission of an internally or externally funded grant with documentation on funding source, role, amount, purpose, contributors, and timeline	
Invited guest lecture in another class about one's research	
Published book review	
Co-investigator on an Internally or externally funded grant with documentation on funding source, role, amount, purpose, contributors,	
and timeline	

Service/Leadership

Service/leadership is defined as participation (usually by term, letter of appointment, and or a reassignment of time) in the operation or function of a member's Department, College/School, University, community, or professional field and its organizations. Such service/leadership is a required component of everyone's job, is vital to the shared governance of SUU, and contributes to a sense of collegiality. The Department values diverse service opportunities and recognizes that some "valued" service commitments may take more time than others. Any "valued" service commitment that takes a high amount of time, effort, and commitment may be appealed to count as a "highly valued" contribution with adequate documentation of the time expended per week in that service domain. This appeal and outcome decision would be documented in the AIM and relevant report. The Department values a diversity of contributions; as a general rule, one may not count multiple instances of the same activity twice.

Department Chairs are responsible for monitoring the service/leadership workload of their Faculty to ensure that an inordinate amount of Department/College/School/University/ad hoc committee work has not been assigned and that some level of equity exists across members of the Department.

Service: Minimum expectation is 3 points

Guiding Values:

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Guiding Questions: What is most impactful to students, represents a significant time commitment, advances the mission/vision of the department, college, and university, and/or contributes to a culture of collegiality?

Type of Service	Valued	Highly Valued
Type of Service	1 point for each item	2 points for each item

Service to the	Serving on a University Committee such as:	Nomination, recognition, and/or receipt of a
University	University Curriculum Committee Distinguished Faculty Service Award Committee Distinguished Faculty Scholar/Creative Award Committee Distinguished Faculty Lecturer and Grace A. Tanner Committee Outstanding and Distinguished Educator Award Committee Faculty Senate General Education Committee Graduate Council Representative Academic Program Review Board Online Teaching and Learning Advisory Board Office of Learning Abroad Advisory Board Honors Program Faculty Council Library Committee Festival of Excellence Student Assessment & Intervention Team University Insurance Committee Attainment Gaps Committee Other relevant and appropriate forms of service to the University as approved by the Department Chair Attend a USHE Committee/Meeting such as Family and Human Development Committee, or the GE Task Force	University service-related award
	Receipt of unsolicited letters of appreciation	Chairing or co-chairing a University committee
	Other relevant and appropriate forms of service to the University as approved by the Department Chair	Serving in a University role that involves a reassignment of time such as Institutional Review Board
	Representing the University at required state or national level meeting	Development of a workshop or training for faculty
	Serving on a College Committee such as: Academic Integrity Committee College Grade Committee College Curriculum Committee	University P&T Committee
Service to the College	Receipt of unsolicited letters of appreciation	College P&T Committee
	Other relevant and appropriate forms of service to the College as approved by the Department Chair	Organizing/leading a College Professional Learning Community
	Serving on a Department Committee such as: FLHD Curriculum Committee Graduate Admissions Committee Department search committee Other relevant and appropriate forms of service to the Department as approved by the Department Chair DEC committee	Nomination, recognition, and/or receipt of a College service-related award
	Receipt of unsolicited letters of appreciation	Chairing or co-chairing a College committee

	Serving as the social media coordinator for the department	Serving in a College role that involves a reassignment of time
Service to the	Leading the NCFR recertification process	Serving in an administrative/director role
Department	Serving as a board member, or committee member for a professional organization	Serving on the Department P&T Committee
	Serving on a local or state committee	Serving as the lead advisor to a student club or organization
	Reviewing abstracts for a local, state, or regional conference	Organizing/leading a Department PLC
	Reviewing a textbook/manual	Chairing or co-chairing a Department committee
	Organizing panel discussions	Nomination, recognition, and/or receipt of a Department service-related award
	Other relevant and appropriate forms of service to the profession as approved by the Department Chair	Serving in a Department role that involves a reassignment of time
	Receipt of unsolicited letters of appreciation	Serving as a P & T Mentor
	Writing at least 5 Letters of Recommendation for students applying to graduate school and/or future employment	
Service to the Profession	Serve as a discussant at a conference	Serving in a leadership position for a professional organization
	Serve as a panelist at a conference	Serving on the editorial board of a peer-reviewed journal, and/or reviewing a manuscript for a peer-reviewed journal
	Mentor students as Career Service interns, provide career interviews	Serving as an editor or guest editor for a journal
	Membership and service on local, and state boards/advisory boards	Reviewing abstracts for a national conference
	Presentations to community organizations or groups	Serving on a grant review committee
	Facilitating experiential/service learning for students in the community	Organizing professional meetings or conferences
	Other relevant and appropriate forms of service to the community as approved by the Department Chair	Serving as a field or clinical supervisor or accreditation officer
	Receipt of unsolicited letters of appreciation	Serving as an accreditation officer
	Currently licensed practitioner hours in the community	Serve as a chair or co-chair of a conference.
	Consulting with and/or providing direct services to community agencies as appropriate within University guidelines	Nomination, recognition, and/or receipt of a professional organization's service-related award
	Offering Family Life Education in the community	Chairing a professional organization committee
		Serving on a regional or national committee

	Other relevant forms of service to the profession as approved by the Department Chair
	Serving on the editorial board of a journal
Service to the Community	Leadership on local/state boards/advisory board
	Recognition of service from a community group
	Membership on regional/national advisory boards
	Nomination, recognition, and/or receipt of a community service-related award
	Chairing a community committee