

Promotion and Tenure (P&T) Criteria for Faculty Evaluation

Department of Interdisciplinary Studies

Southern Utah University, College of Humanities and Social Sciences

Approved by INDS faculty September 12, 2023 (Revised & Approved May 20th, 2024)

Effective Fall 2024, this Department Evaluation Criteria (DEC) applies to all INDS Faculty submitting annual reports, midpoint reviews, application for tenure or rank advancement, or five-year reviews regardless of hire date.

The Department of Interdisciplinary Studies at Southern Utah University provides and facilitates an excellent interdisciplinary educational experience through dedicated faculty and staff who are equipped to help students develop, modify, and attain their educational goals. The department values quality teaching, research/creative activities, service and leadership that foster student success and support the missions of the Department, College, and University.

The INDS Promotion and Tenure (P&T) criteria recognizes the interconnected nature of teaching, service/leadership, and scholarly/creative activities as defined in the Student-Centric Faculty Engagement Model in SUU [Policy 6.1](#). While INDS faculty are evaluated according to university policy, the guidelines below elaborate on the Departmental Evaluation Criteria (DEC) to help faculty succeed as they navigate the process of continuance, promotion, tenure, and post-tenure review.¹

Evaluative Committees

Departmental Evaluation Criteria (DEC) Committee

The Departmental Evaluation Criteria (DEC) Committee consists of “at least three (3) eligible Department faculty members, including a committee chair, who is, whenever possible, a Tenured Faculty member” ([SUU Policy 6.1.IV](#)). Members are expected to serve for three (3) years on a rotating basis. The committee is responsible for creating and updating the Departmental Evaluation Criteria policies. Eligible INDS faculty members may serve in the DEC and P&T committee. Faculty not affiliated with the Department of Interdisciplinary Studies may not serve in the DEC Committee.

Due to the unique composition of the department, forming a DEC committee with eligible INDS faculty may not always be feasible. Under such circumstances, the INDS Department Chair may lead this committee, in consultation with the faculty, and with prior approval from the HSS Dean and Provost’s Office. Any edits and/or changes to the DEC require faculty input and majority approval before implementation.

¹ As defined in [SUU Policy 6.1.IV](#), “this Policy applies to Non-Tenure-Track Faculty, Tenure-Track Faculty, Tenured Faculty, and Special Appointments at Southern Utah University with full-time or part-time appointments, on-campus or off-campus, and to Academic Administrators. This Policy does not apply to at-will appointees, such as adjuncts, emergency hires, visiting Faculty, or Emeriti.”

Promotion & Tenure (P&T) Committee

The Department of Interdisciplinary Studies P&T Committee is responsible for providing a “thorough evaluation of annual FEC Reports and applications for Mid-Point Review, Promotion and/or Tenure, and Five-Year Review” (see [SUU Policy 6.1.IV.G.1](#)). The committee will consist of a minimum of three (3) and a maximum of five (5) faculty members. The committee is composed primarily of tenured faculty (minimum rank of Associate Professor). If a Non Tenure Track (NTT) faculty member is being evaluated, one promoted NTT faculty member must also be part of the committee. Committee members serve a three (3) year term. Members can serve an additional term if elected by a majority vote.

To form the committee, the Department Chair will request volunteers from among the eligible faculty. If the department does not have sufficient tenured faculty members or if there is no promoted NTT Faculty Member available to evaluate an NTT faculty member, the following steps should be taken:

- Priority should be given to identifying a tenured or promoted Faculty Member within the same college.
- If no suitable candidates are available within the College/School, the Department of Interdisciplinary Studies may consider candidates from other departments within the University.

Alternative committee members need to be considered for cases where there may be a conflict of interest. The Department Chair may not serve on the P&T committee. All INDS P&T Committee members are required to complete the annual training provided by the Provost’s Office. Any committee member outside the department must also become familiar with the Department’s DEC to ensure proper evaluation procedures.

INDS P&T committee members need to provide a “substantive, supportive, and meaningful review [to] ensure that the evaluative process maintains its integrity and value” ([SUU Policy 6.1.IV.G.5](#)). Evaluators are expected to follow the confidentiality guidelines and professional responsibilities outlined in [SUU Policy 6.1.IV.G.5](#).

In addition to their evaluative letter, evaluators must provide a “detailed, objective justification, based on requirements in the DEC, for the Evaluative Rating they assign” ([SUU Policy 6.1.IV.G.5](#)). The overall evaluative ratings include:

- Annual, Post-Promotion FEC Reports, or applications for Mid-Point Review: “Acceptable Progress”, “Development Needed” or “Recommendation for Non-Reappointment”
- Promotion and/or Tenure: “Yes” or “No”
- Five-year Review: “Acceptable Progress” or “Development Needed”

Definitions

Academic Year

For evaluative purposes, the Department of Interdisciplinary Studies defines the academic year under review from **May 16th through May 15th**.

Faculty

The following INDS NTT and TT faculty ranks are defined according to [SUU Policy 6.1.III](#). Evaluative entities should use the following definitions:

- **Lecturer (NTT):** “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).”
- **Assistant Professor (TT):** “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 (TT):** “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.”
- **Professor (TT):** “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.”

- **Academic Administrator:** “A faculty member who serves as a non-executive level academic leader and administrative head of a Department or unit (e.g. Department Chair, or Associate Department Chair).”
- **Special Appointments:** “Special Appointments (e.g. Professional in Residence, Artist in Residence, Distinguished Fellow) are defined in [SUU Policy 6.0](#).”

Scholarship/Creative

Depending on one’s rank or positions, participating in scholarly activities is essential for successful promotion and continuance. NTT faculty and full-time lecturers typically don’t have an evaluative expectation of scholarship/creative activities. The Department of Interdisciplinary Studies values “purposeful and intentional” scholarship/creative activities that aim “to provide new knowledge or understanding to a particular field of study” ([SUU Policy 6.1.III](#)). These activities are expected to be “deeply informed by current knowledge in a faculty member’s field of study and expertise” and “may lead to innovative curriculum, and/or integrate thoughts and ideas from diverse disciplines or areas of inquiry” ([SUU Policy 6.1.III](#)). Using the Student-Centric Faculty Engagement Model as the foundation of our evaluation criteria, the department recognizes that scholarship/creative activities may overlap with teaching and service/leadership efforts. Examples of this may include, but are not limited to, mentoring student scholarly projects and creative endeavors and/or co-authoring student-generated scholarly papers or professional presentations.

As approved by the Department Chair and the Dean of the College/School, INDS faculty can develop or adopt ideas such as the Boyer model’s inclusive view of Scholarship that reflect the overarching framework and shared values of SUU.

Service/Leadership

Purposeful and intentional service and leadership activities connected to the department, college, university, and profession are necessary for well-rounded professional development and the healthy functioning of the university. The Department of Interdisciplinary Studies values reasonable time spent in these contributions, recognizing that this work may be interconnected with teaching and/or scholarly/creative activities. Examples of this may include, but are not limited to, “participating in programs that enhance students’ global perspective, being involved with student clubs and other organizations, [...] participation in formalized community-engaged learning projects, providing educational opportunities for the University community, and implementing cooperative educational programs with community partners” ([SUU Policy 6.1.IV](#)).

Teaching Effectiveness

The Department of Interdisciplinary Studies values quality teaching practices and expects all faculty to be engaged educators. Consistent with [SUU Policy 6.1.III](#), “teaching effectiveness is a crucial component evaluated in the decision-making process for reviews and granting a faculty member promotion and/or tenure.” As such, the primary responsibility of all INDS faculty, regardless of rank, is “to engage students in the learning process, facilitate critical thinking and intellectual growth, and achieve desired learning outcomes.” Faculty are encouraged to follow a

Student-Centric approach to create “purposeful and intentional activities or contributions [...] that help students become informed, responsible, and productive members of society who explore diverse ideas, disciplines, skills, cultures, and places.”

Teaching effectiveness is demonstrated and assessed through multiple methods, including, but not limited to the documentation and reflection of teaching approaches, strategies to improve student learning, student feedback, High Impact teaching practices (as defined by the Association of American Colleges and Universities), professional development activities connected to teaching effectiveness, peer evaluations of teaching practices, service/leadership and/or scholarly/creative activities related to teaching effectiveness. As defined by the University’s Student-Centric Faculty Engagement Model, teaching contributions may also overlap wholly or in part with scholarship, creative activities, and/or service/leadership activities.

Faculty Expectations & Responsibilities

Alignment and Integration Meeting (AIM)

As outlined in [SUU Policy 6.1.IV.C.](#), faculty should receive “feedback on their progress toward P&T from thorough, thoughtful, and unbiased review.” As part of this process, full-time NTT and TT faculty participate in an Alignment and Integration Meeting (AIM) between January and April. Junior INDS faculty have an AIM annually. Advanced TT INDS faculty schedule an AIM at least once prior to submitting their Five-Year Review application. With prior approval from the Dean, Advanced NTT INDS faculty may schedule an AIM at least once prior to submitting their next application for rank advancement from Assistant to Associate Professors. Newly hired faculty members are required to have an initial AIM within the first two (2) weeks of the start of their contract, in addition to their annual AIM requirement for Junior faculty.

The AIM provides an opportunity between the INDS Department Chair and Faculty to discuss teaching, leadership/service, scholarly/creative activities (as applicable) and expectations for the upcoming academic year. Faculty should articulate how their contributions and activities align with the Departmental Evaluation Criteria (DEC), Student-Centric Faculty Engagement, and the mission of the Department, College, and University. Faculty are encouraged to meet with their assigned mentors before their scheduled AIM until the successful completion of their Mid-Point Review. Mentors may attend the AIM at the Mentee’s request. Participants are encouraged to approach the AIM as an opportunity for dialogue and positive professional development.

The INDS Department Chair, in collaboration with individual faculty members, is expected to document the following in the Faculty Dashboard: 1) Completion of the AIM; 2) Meeting notes; 3) Service and/or teaching expectations; 4) Points of agreement or disagreement. In the case of extenuating circumstances, faculty may also use the Dashboard to record personal or professional information that may provide relevant additional information to Evaluators. All evaluative entities may access AIM documentation in the Faculty Dashboard, but may not use this information as the primary criteria for evaluation or to determine progress. The AIM documentation is intended as

additional support to evaluators while reviewing the Faculty's FEC Reports and applications for Mid-Point Review and Promotion and/or Tenure.

Additional AIM considerations for administrators returning to faculty positions: "When an Administrator leaves their administrative assignment and returns to a full-time Faculty position within their Department, they must hold an AIM within two (2) weeks of starting their full-time Faculty contract. P&T expectations return to those described in the DEC commensurate with their Faculty status" ([SUU Policy 6.1.IV.G.12](#)).

Mentorship

INDS faculty members (TT and NTT) will also be assigned a mentor by their contract start date. Mentorship is required during the first three (3) years. TT faculty work with their mentors until the successful completion of their Mid-Point Review. At this point, the faculty member may request to continue the mentoring relationship. Mentorship can also be extended upon the recommendation of the Department Chair if sufficient mentors are available and with prior approval from the mentee.

Mentees are expected to communicate with their mentors regularly and should schedule at least **one (1) meeting per semester** (virtually or in-person) to discuss how teaching, service/leadership, and scholarly/creative activities for the upcoming academic year align with the Departmental Evaluation Criteria (DEC), Student-Centric Faculty Engagement, and the University Mission. Mentors and mentees should use the Faculty Dashboard to record the date(s) of their meeting(s), as well as optional notes or comments. Mentors do not have a role in their Mentee's evaluation process and must recuse themselves from any evaluative committees that may cause a conflict of interest.

All mentors must complete an annual training facilitated by the College of Humanities and Social Sciences. If the mentor assigned is not an INDS faculty member, they are also expected to familiarize themselves with the Department's DEC. As indicated in [SUU Policy 6.1.IV.F.](#), mentors are selected by the Department Chair and must hold one of the following requirements: 1) Professor with tenure; 2) Advanced Faculty; 3) NTT Faculty with seven (7) years of continuous employment at SUU and at least one rank advancement. Mentors may not be assigned more than two (2) mentees unless other mentors are not available in the Department, College/School, and the mentor agrees to participate.

The INDS Department Chair will annually assess the effectiveness of mentoring assignments and make changes if needed to best support the faculty. They will also provide guidance and training on the Department's DEC for mentors serving outside of INDS. Participation as a mentor is voluntary. Mentors and mentees have the option of discontinuing the assigned mentorship relationship without prejudice or repercussions. The INDS Department Chair should be notified promptly in order to make the necessary changes.

Annual Faculty Engagement Contribution Report (FEC)

During the evaluative process, the department expects faculty (TT and NTT) to obtain a copy of the current DEC from the Faculty Dashboard; participate in an Alignment and Integration Meeting (AIM) according to their rank; and complete the required mentee requirements and expectations (as applicable).

FEC Reports must be submitted by TT and NTT faculty members. After promotion to Assistant or Associate Professor, NTT should continue to submit an annual FEC Report. Faculty must upload an annual Faculty Engagement Contribution Report (FEC) according to the university schedule and using templates provided in the Faculty Dashboard.

The FEC Report should include the following:

- Summary of duties and accomplishments in teaching, service/leadership, and scholarly/creative activities (as applicable)
- Reflection of how duties and accomplishments align with the Departmental Evaluation Criteria (DEC), Student-Centric Faculty Engagement, and the University Mission.

As part of the required documentation during the evaluative process, the FEC Report should include a reflective narrative (3 pages maximum), an updated CV, syllabi, and course evaluations (with student feedback) provided by the University. Additional documentation in support of teaching effectiveness, scholarly/creative contributions, and service/leadership activities may also be included. Examples include, but are not limited to: teaching portfolio, faculty reflections, peer classroom evaluations, teaching awards, curriculum development, evidence of the use of High-Impact Practices, evidence of student mentorship (research projects/capstones/internships), copies of publications, and/or other relevant information. These materials must be submitted through the Faculty Dashboard. Please review the required documents listed in [SUU Policy 6.1 \(Appendix A\)](#).

Faculty are encouraged to meet with the Department Chair or Dean (as applicable) to discuss their contributions before the final document submission deadline. Late submissions are discouraged. Faculty must seek approval from the Department Chair and/or Dean to submit materials in the Dashboard past the deadline. For more information, please see [SUU Policy 6.1.IV.G.4](#).

Mid-Point Review (TT Faculty only)

The Mid-Point Review “represents a major review of Junior Faculty contributions to determine whether Junior Faculty are making sufficient progress to receive Promotion and Tenure, as applicable” ([SUU Policy 6.1.IV.G.7](#)). Faculty are expected to submit a Mid-Point Review according to the following timetable:

| Years Granted or Rank at Time of Hire | Years of Service Before Mid-Point Review |
|---------------------------------------|--|
| 0 | 3 full years |
| 1 | 3 full years |
| 2 | 2 full years |
| 3 | 1 full year |

Faculty should submit a reflective narrative (3 pages maximum) that holistically reviews their contributions in the following areas:

- Summary of duties and accomplishments in teaching, service/leadership, and scholarly/creative activities (as applicable) during their years of service before their Mid-Point Review.
- Reflection of how duties and accomplishments align with the Departmental Evaluation Criteria (DEC), Student-Centric Faculty Engagement, and the University Mission.

Faculty should include all prior annual FEC Reports and Evaluative Letters, documentation of years granted toward promotion and/or tenure, a completed application for Mid-Point Review found in the Faculty Dashboard, an updated CV, syllabi, and course evaluations (with student feedback) provided by the University. Additional documentation in support of teaching effectiveness, scholarly/creative contributions, and service/leadership activities may also be included. Examples include, but are not limited to: teaching portfolio, faculty reflections, peer classroom evaluations, teaching awards, curriculum development, evidence of the use of High-Impact Practices, evidence of student mentorship (research projects/capstones/internships), copies of publications, and/or other relevant information. These materials must be submitted through the Faculty Dashboard. Please review the required documents listed in [SUU Policy 6.1 \(Appendix A\)](#).

Promotion (and Tenure, as applicable) (TT and NTT Faculty)

The University extends tenure “only to those members of the Faculty who, at the time of application for tenure, meet the evaluation criteria as specified in Section IV.D [...] [and] signifies the Faculty member’s strong commitment to serve students, colleagues, the discipline, and the University in a manner befitting an academic professional” ([SUU Policy 6.1.IV.G.8](#)).

Faculty should submit a reflective narrative (3 pages maximum) that holistically reviews their contributions in the following areas:

- Summary of duties and accomplishments in teaching, service/leadership, and scholarly/creative activities (as applicable) during their years of service before the application submission.
- Reflection of how duties and accomplishments align with the Departmental Evaluation Criteria (DEC), Student-Centric Faculty Engagement, and the University Mission.

Faculty should include all prior annual FEC Reports and Evaluative Letters, Mid-Point Review (if applicable), documentation of years granted toward promotion and/or tenure, a completed application for Mid-Point Review found in the Faculty Dashboard, an updated CV, syllabi, and course evaluations (with student feedback) provided by the University. Additional documentation in support of teaching effectiveness, scholarly/creative contributions, and service/leadership activities may also be included. Examples include, but are not limited to: teaching portfolio, faculty reflections, peer classroom evaluations, teaching awards, curriculum development, evidence of the use of High-Impact Practices, evidence of student mentorship (research projects/capstones/internships), copies of publications, and/or other relevant information. These materials must be submitted through the Faculty Dashboard. Please review the required documents listed in [SUU Policy 6.1 \(Appendix A\)](#).

TT Faculty applying for tenure and/or promotion from **Assistant to Associate Professor (TT)** are expected to submit required documents according to the following timetable:

| Years Granted Toward Promotion (TT) at Time of Hiring | Years of Service at SUU Before Promotion (TT) Application | Application Submission | Granted (after successful evaluation application) |
|--|--|---|--|
| 0 | 6 full years | At the conclusion of the 6th complete academic year | At the conclusion of the 7th complete academic year |
| 1 | 5 full years | At the conclusion of the 5th complete academic year | At the conclusion of the 6th complete academic year |
| 2 | 4 full years | At the conclusion of the 4th complete academic year | At the conclusion of the 5th complete academic year |
| 3 | 3 full years | At the conclusion of the 3rd complete academic year | At the conclusion of the 4th complete academic year |

NTT Faculty applying for promotion from **Lecturer to Assistant Professor (NTT)** are expected to submit required documents according to the following timetable:

| Years Granted Toward Promotion (NTT) at Time of Hiring | Years of Service at SUU Before Promotion (NTT) Application | Application Submission | Granted (after successful evaluation application) |
|---|---|---|--|
| 0 | 4 full years | At the conclusion of the 4th complete academic year | At the conclusion of the 5th complete academic year |
| 1 | 3 full years | At the conclusion of the 3rd complete academic year | At the conclusion of the 4th complete academic year |
| 2 | 2 full years | At the conclusion of the 2nd complete academic year | At the conclusion of the 3rd complete academic year |
| 3 | 1 full year | At the conclusion of the 1st complete academic year | At the conclusion of the 2nd complete academic year |

NTT Faculty applying for promotion from **Assistant Professor to Associate Professor (NTT)** are expected to submit required documents according to the following timetable:

| Years Granted Toward Promotion (NTT) at Time of Hiring | Years of Service at SUU Before Promotion (NTT) Application | Application Submission | Granted (after successful evaluation application) |
|---|---|---|--|
| 0 | 6 full years | At the conclusion of the 6th complete academic year | At the conclusion of the 7th complete academic year |
| 1 | 5 full years | At the conclusion of the 5th complete academic year | At the conclusion of the 6th complete academic year |
| 2 | 4 full years | At the conclusion of the 4th complete academic year | At the conclusion of the 5th complete academic year |
| 3 | 3 full year | At the conclusion of the 3rd | At the conclusion of the 4th |

| | | | |
|--|--|------------------------|------------------------|
| | | complete academic year | complete academic year |
|--|--|------------------------|------------------------|

Early Tenure Applications

INDS faculty may submit an early tenure application if all the following conditions are met:

- Faculty has completed three (3) full academic years of service at the University and was granted fewer than three (3) years toward tenure at the time of hiring. Faculty granted three (3) years toward tenure at the time of hiring are not eligible to apply for early tenure.
- Faculty not only meets but also exceeds all DEC related to Tenure.
- Faculty discusses the merits, challenges, and expectations of reducing the probationary period with the Department Chair and Dean and obtains a letter of support from both by **April 1st** of the calendar year in which the Faculty will submit a Tenure application. Faculty applying for early Tenure must include the support letters from the Department Chair and Dean in their Tenure application. Including the support letters is not a guarantee that the Faculty will be awarded Tenure (From: [SUU Policy 6.1.IV.G.8.e.iii](#)).

INDS Faculty members considering early tenure should discuss their intent ahead of time with the Department Chair and HSS Dean.

Five-Year Review

As explained in [SUU Policy 6.1.G.11](#), “Associate Professors with Tenure, Professors, and Academic Administrators with Tenure at the Associate or Professor rank (hereafter, Five-Year Review Faculty) are required to submit a FEC Report five (5) years after the initial P&T date, subsequent Promotion, or most recent Five-Year Review. The Dean’s office will notify all scheduled Five-Year Review Faculty in writing that a Review will take place during the following academic year. If a Review falls in the same academic year as a subsequent Promotion, Five-Year Review Faculty may submit both the Five-Year Review and Promotion applications and required supporting documents as listed in [SUU Policy 6.1 \(Appendix A\)](#) in a combined submission in the Faculty Dashboard.”

Faculty contributions are evaluated according to the INDS Criteria for Faculty Evaluation and Advancement (See next section). Faculty serving as mentors and/or Department Chair receive “significant weight in their Service/Leadership category” ([SUU Policy 6.1.G.11](#)).

Criteria for Faculty Evaluation and Advancement

INDS faculty are evaluated holistically in all recognized contributions of teaching effectiveness, scholarly/creative contributions, and service/leadership activities. As such, professional and scholarly development of TT and NTT faculty is noted not only during a sole academic year, but also during the entirety of the required probationary period for tenure/rank advancement.

The list below provides examples of recognized contributions and reflects the expectation for continued growth and engagement. The content and presentation format of this list also reflects the interconnected nature of teaching, service/leadership, and scholarly/creative activities as defined in the Student-Centric Faculty Engagement Model. Faculty members are also not expected to demonstrate all of the examples provided for successful rank advancement or continuance. This is not meant to be a definitive or comprehensive list and simply aims to provide a general guideline.

Please note that NTT faculty and full-time lecturers typically don't have an evaluative expectation of scholarship and/or creative activities.

Tenured Track-Faculty (Years 1-3) & Lecturers (Years 1-5)

- Documentation and reflection of teaching philosophy, methodology, and evidence-based practices in the classroom
- Seeks and reflects on student feedback, peer (including the Center for Teaching Innovation), and/or Department Chair evaluations/classroom observations of teaching practices (supported by qualitative and/or quantitative data)
- Begins to incorporate High Impact Practices (HIPs)
- Provides timely and meaningful feedback to students
- Begins to engage students in meaningful co-curricular and/or extracurricular activities
- Participates in regional/national conferences directly related to improving teaching effectiveness and reflects on professional development
- Provides academic guidance and mentorship to students, fostering a positive educational experience and meaningful student/faculty interactions
- Adopts and/or begins to develop OER materials, aligning them with course/program learning outcomes
- Actively begins to participate in campus learning communities, working/reading groups; completes courses, and/or earns Badges through the Center for Teaching Innovation to improve teaching effectiveness
- Begins to define themselves as scholars, engaging in scholarly/creative activities that are “purposeful and intentional” and “seek to provide new knowledge or understanding to a particular field of study” ([SUU Policy 6.1.III. 24](#)). This includes but is not limited to: peer-reviewed publications (books, articles, reviews, chapters in edited volumes, creative writing, translations, co-authored work, etc.)²; presentations at conferences, workshops, colloquia, seminars; co-authored scholarly papers and/or presentations with students; guest lectures; grant applications; pedagogical scholarship; educational research projects; direction of undergraduate/graduate research and internships; honors/awards that recognize scholarship/creative work; curriculum development, revision, and assessment; development of instructional materials (including OER, videos and other non-print forms). As approved by the Department Chair and the Dean of the College of Humanities and Social Sciences, INDS faculty 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. The

² The department uses the University's definition of peer-review: “the evaluation of a Faculty's Scholarly/Creative product by experts in the same or related occupation, profession, or industry (peers)” ([SUU Policy 6.1.III](#)).

Department of Interdisciplinary Studies recognizes scholarly contributions that overlap with teaching and service/leadership contributions.

- Begins to serve on department-level committees
- Begins to meaningfully support INDS related clubs, symposia, conferences, honor societies, study abroad programs, etc.
- Assists the department in student recruitment efforts
- Supports the department's sponsored activities
- Attends, participates, and contributes to scheduled department meetings

Tenure-Track Faculty (Years 4-7) & Assistant NTT faculty

- Continues to document and reflect on teaching philosophy, methodology, and evidence based practices in the classroom.
- Continues to seek and reflect on student feedback, peer (including the Center for Teaching Innovation), and/or Department Chair evaluations/classroom observations of teaching practices (supported by qualitative and/or quantitative data).
- Incorporates more or further develops High Impact Practices (HIPs) used in courses
- Continues to provide timely and meaningful feedback to students
- Continues to engage students in meaningful co-curricular and/or extracurricular activities and seeks ways to increase the number of opportunities for students to engage in research, study abroad, conference attendance, and/or conference presentations/peer-reviewed publications, etc.
- Participates in regional/national conferences directly related to improving teaching effectiveness and reflects on professional development.
- Provides academic guidance and mentorship to students, fostering a positive educational experience and meaningful student/faculty interactions.
- Adopts and/or begins to develop OER materials, aligning them with course/program learning outcomes
- Actively participates in learning communities, working groups, completes courses, and/or earns Badges through the Center for Teaching Innovation to enhance professional learning and development.
- Regularly updates course content (readings, assignments, Canvas modules, etc.) to ensure relevance in the field of study.
- Begins to develop and implement instructional materials connected to interdisciplinary studies courses and/or degree programs.
- Begins to develop and implement assessment methods/materials for interdisciplinary studies courses and/or degree programs.
- Continues to define themselves as scholars, engaging in scholarly/creative activities that are “purposeful and intentional” and “seek to provide new knowledge or understanding to a particular field of study” ([SUU Policy 6.1.III.24](#)). This includes but is not limited to: peer-reviewed publications (books, articles, reviews, chapters in edited volumes, creative writing, translations, co-authored work, etc.); presentations at conferences, workshops, colloquia, seminars; co-authored scholarly papers and/or presentations with students; guest

lectures; grant applications; pedagogical scholarship; educational research projects; direction of undergraduate/graduate research and internships; honors/awards that recognize scholarship/creative work; curriculum development, revision, and assessment; development of instructional materials (including OER, videos and other non-print forms). As approved by the Department Chair and the Dean of the College of Humanities and Social Sciences, INDS faculty 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. The Department of Interdisciplinary Studies recognizes scholarly contributions that overlap with teaching and service/leadership contributions.

- Serves on department-level committees
- Begins to serve on College/University level committees as opportunities arise
- Begins to meaningfully develop and/or support INDS related clubs, symposia, conferences, honor societies, study abroad programs, etc.
- Assists the department in student recruitment efforts
- Supports the department's sponsored activities
- Attends, participates, and contributes to scheduled department meetings

Tenure-Track Faculty (Associate Professor) and NTT Associate Faculty

- Demonstrates proficiency at integrating academic work (teaching, mentoring, scholarship, service, and leadership) for the benefit of students and academia in general.
- Demonstrates continued efforts to improve and engage in teaching practices that support the University's student-centered mission and include but are not limited to the following:
 - Continues to document and reflect on teaching philosophy, methodology, and evidence based practices in the classroom.
 - Continues to seek and reflect on student feedback, peer (including the Center for Teaching Innovation), and/or Department Chair evaluations/classroom observations of teaching practices (supported by qualitative and/or quantitative data).
 - Demonstrates use of well-developed High Impact Practices (HIPs) in assigned classes
 - Continues to provide timely and meaningful feedback to students
 - Continues to engage students in meaningful co-curricular and/or extracurricular activities and seeks ways to increase the number of opportunities for students to engage in research, study abroad, conference attendance, and/or conference presentations/peer-reviewed publications, etc.
 - Continues to develop and implement instructional materials connected to interdisciplinary studies courses and/or degree programs.
 - Continues to participate in regional/national conferences directly related to improving teaching effectiveness and reflects on professional development.
 - Provides academic guidance and mentorship to students, fostering a positive educational experience and meaningful student/faculty interactions.
 - Develops OER materials, aligning them with course/program learning outcomes

- Continues to actively participate, create or lead campus learning communities, working groups, and/or courses to enhance professional learning and development.
- Continues to regularly update course content (readings, assignments, Canvas modules, etc.) to ensure relevance in the field of study.
- Demonstrates continued development as scholars, engaging in scholarly/creative activities that are “purposeful and intentional” and “seek to provide new knowledge or understanding to a particular field of study” ([SUU Policy 6.1.III. 24](#)). This includes but is not limited to: peer-reviewed publications (books, articles, reviews, chapters in edited volumes, creative writing, translations, co-authored work, etc.); presentations at conferences, workshops, colloquia, seminars; co-authored scholarly papers and/or presentations with students; guest lectures; grant applications; pedagogical scholarship; educational research projects; direction of undergraduate/graduate research and internships; honors/awards that recognize scholarship/creative work; curriculum development, revision, and assessment; development of instructional materials (including OER, videos and other non-print forms). As approved by the Department Chair and the Dean of the College of Humanities and Social Sciences, INDS faculty 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. The Department of Interdisciplinary Studies recognizes scholarly contributions that overlap with teaching and service/leadership contributions.
- Chairs department-level committees as opportunities arise
- Serves on College/University level committees
- Begins to mentor pre-tenured INDS faculty
- Meaningfully develops and/or continues to support INDS related clubs, symposia, conferences, honor societies, study abroad programs, etc.
- Continues to assist the department in student recruitment efforts
- Continues to support the department's sponsored activities
- Attends, participates, and contributes to scheduled department meetings

Tenure-Track Faculty (Professor/Post Tenure Five-Year Review)

- Demonstrates high proficiency or mastery at integrating academic work (teaching, mentoring, scholarship, service, and leadership) for the benefit of students and academia in general.
- Demonstrates continued efforts to improve and engage in teaching practices that support the University's student-centered mission and include but are not limited to the following:
 - Continues to document and reflect on teaching philosophy, methodology, and evidence based practices in the classroom.
 - Continues to seek and reflect on student feedback, peer (including the Center for Teaching Innovation), and/or Department Chair evaluations/classroom observations of teaching practices (supported by qualitative and/or quantitative data).
 - Demonstrates use of well-developed High Impact Practices (HIPs) in assigned classes
 - Continues to provide timely and meaningful feedback to students

- Continues to engage students in meaningful co-curricular and/or extracurricular activities and seeks ways to increase the number of opportunities for students to engage in research, study abroad, conference attendance, and/or conference presentations/peer-reviewed publications, etc.
 - Continues to develop and implement instructional materials connected to interdisciplinary studies courses and/or degree programs.
 - Provides academic guidance and mentorship to students, fostering a positive educational experience and meaningful student/faculty interactions.
 - Develops OER materials, aligning them with course/program learning outcomes
 - Continues to actively participate, create or lead campus learning communities, working groups, and/or courses to enhance professional learning and development.
 - Continues to regularly update course content (readings, assignments, Canvas modules, etc.) to ensure relevance in the field of study.
- Demonstrates oneself as a proficient scholar, engaging in scholarly/creative activities that are “purposeful and intentional” and “seek to provide new knowledge or understanding to a particular field of study” ([SUU Policy 6.1.III. 24](#)). This includes but is not limited to: peer-reviewed publications (books, articles, reviews, chapters in edited volumes, creative writing, translations, co-authored work, etc.); presentations at conferences, workshops, colloquia, seminars; co-authored scholarly papers and/or presentations with students; guest lectures; grant applications; pedagogical scholarship; educational research projects; direction of undergraduate/graduate research and internships; honors/awards that recognize scholarship/creative work; curriculum development, revision, and assessment; development of instructional materials (including OER, videos and other non-print forms). As approved by the Department Chair and the Dean of the College of Humanities and Social Sciences, INDS faculty 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. The Department of Interdisciplinary Studies recognizes scholarly contributions that overlap with teaching and service/leadership contributions.
 - Assumes leadership roles by chairing high impact committees and programs at the Department, College, and University levels or by serving as a Department Chair, College, or University program director
 - Regularly mentors pre-tenured INDS faculty
 - Meaningfully develops and/or continues to support INDS related clubs, symposia, conferences, honor societies, study abroad programs, etc.
 - Continues to assist the department in student recruitment efforts
 - Continues to support the department’s sponsored activities
 - Attends, participates, and contributes to scheduled department meetings
 - Takes a leadership role in the creation of new INDS programs or degrees at SUU

Faculty with Partial Reassignments and/or Academic Administrators

- Faculty members with partial reassignments and/or academic administrators (e.g. department chair, program director) must maintain the department’s standards for teaching effectiveness, even if other duties or

administrative responsibilities require a reduced course load. Scholarly/creative activities and service should reasonably commensurate with the course reduction and be evaluated holistically, taking into account the student-centric faculty engagement model. As defined in [SUU Policy 6.2](#), the INDS department chair is evaluated annually by the Dean of the College of Humanities and Social Sciences. A formal evaluation of the Department Chair is also conducted after every three (3) years in the position. Academic administrators with tenure at the Associate or Professor rank are “required to submit a FEC Report five (5) years after the initial P&T date, subsequent promotion, or most recent Five-Year Review. The Dean’s Office will notify all scheduled Five-Year Review Faculty in writing that a review will take place during the following academic year. If a review falls in the same academic year as a subsequent Promotion, Five-Year Review Faculty may submit both the Five-Year Review and Promotion applications and required supporting documents” ([SUU Policy 6.1.G.11](#))

Faculty with Special Appointments

- Faculty with special appointments, as defined in [SUU Policy 6.0.IV](#), are expected to complete annual AIMs and FEC Reports, and satisfy the teaching effectiveness, scholarship/creative activities, and service expectations specified in their hiring contracts.

Procedures for Faculty Seeking Redress and Development Plans

INDS faculty members who wish to redress evaluations relating to measures of Teaching Effectiveness including outliers in student feedback or evaluations of Scholarly/Creative work, should initiate the process by scheduling a meeting with the Department Chair to discuss their concerns. If a satisfactory resolution or consensus is not reached, the faculty member should submit a formal written request to the P&T Committee Chair, Department Chair, and Dean. This formal written request should include relevant evidence and appropriate documentation for review. Faculty seeking to pursue a redress should do so within three (3) calendar weeks of receiving the evaluative feedback where the issue was identified.

TT and NTT Faculty members who are not in compliance with the professional responsibilities and expectations outlined in [SUU Policy 6.28](#) and/or receive a “Development Needed” or “Not in Good Standing” evaluative rating during an Annual, Mid-Point, or Five Year Review, will need to schedule an Alignment and Integrating Meeting (AIM) and collaborate with the INDS Department Chair, Dean, and Provost to create a development plan and clear timeline to address the issues or concerns identified. Follow-up discussions may be scheduled to review progress and provide support as needed.

As outlined in [SUU Policy 6.1.IV.G.11](#), between Five Year Reviews, “if issues remain unresolved, the Department Chair, in consultation with the Dean, can petition the Provost’s Office for a change in the nature and/or frequency of AIMs, reporting, and evaluation. After consulting with the Faculty member, Department Chair, and Dean, the Provost’s Office will render a final decision that includes details of modifications to the nature and/or frequency of AIMs, reporting, and evaluation. At the time of Five-Year Review, if the Department Chair, Dean, and Provost determine that the Five-Year-Review Faculty member has not sufficiently fulfilled requirements from Section IV.G.4.

Faculty Responsibilities and is not in Good Standing, they work together to create a development plan. The Five-Year-Review Faculty member returns to the annual FEC Report process, similar to annual AIMs and the process for Tenure-Track Faculty, 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 in [SUU Policy 6.28](#). In the case of a dispute between the Five-Year-Review Faculty member and the Department P&T Committee and/or Department Chair, the Dean or Associate Dean will serve as arbiter.”