

Departments of Teacher Education (TED) and Family Life and Human Development (FLHD)

Promotion and Tenure Criteria

SUU Policy 6.1 states that faculty contribute to SUU's Student-Centric Faculty Engagement Mission via faculty engagement exemplifying Teaching Effectiveness, Scholarship, and Service/Leadership in a manner consistent with that described in Policy 6.1 VIII B (Faculty Engagement).

The TED and FLHD Department values engagement and contributions faculty make toward the Department, College, University, community and profession to the extent that they advance the goals and mission for the Department, College, and the University. The TED and FLHD Department expects and appreciates that the types of contributions may vary among faculty members, and even for individual faculty members over time. To be eligible for tenure, a TT faculty member needs to demonstrate increasing proficiency and effectiveness in their engagement and contributions documented in their FECRs. A TT faculty member who receives a "Development Required" designation on more than one FECR within the tenure review period is less likely to receive tenure. NTT faculty will have clearly established roles within the department that generally will emphasize teaching/mentoring, with a secondary responsibility to Departmental, College and University service/leadership.

The department's P&T Mentorship Teams and the Department Chair review the faculty member's engagement and contribution plan (FECP) to ensure that their planned teaching, scholarly and service/leadership contributions are sufficient to promote the development of the faculty member. Each goal within the FECP should include an explanation of the value of the goal and how the goal will be achieved. Goals that have been achieved should be reflected upon and disseminated in the subsequent Yearly or Five-year Plan Report. Goals should be supported by evidence and examples either in an appendix or available upon request. Goals that were set but not achieved should also be addressed in the Plan Report. As defined in Policy 6.1, in the event of a dispute between the faculty member, the P&T Mentorship Team, and/or the Department Chair, the Dean will serve as arbitrator.

Evaluation Criteria

It is encouraged that each faculty member develop a balanced plan that highlights their strengths as well as areas of professional growth and accomplishments. Goals will be composed by faculty members and approved by the mentorship team at the beginning of the year and progress will be evaluated and monitored in the middle and end of the academic year. There must be a goal in each category (teaching effectiveness, scholarship, and service). If the faculty member is not progressing, the mentorship team will create a developmental plan for the faculty as soon as

necessary. It is advised that the faculty member meet with their Department Chair prior to the end of each academic year to discuss goals and activities to be included in their FECP plan. The faculty member should complete FECP plan and submit it to appropriate entities according to the scheduled outline in SUU [policy 6.1 Appendix B](#). In summary, plans will be due at the beginning of the year (September) and reports due at the end of the year (April). When gathering artifacts, each artifact should only be counted in one category unless approved by mentorship team.

Evaluation Categories/Criteria for Creating Faculty Engagement and Contribution Plan (FECP)

(To be completed by faculty member, Promotion and Tenure Mentorship Team, and the Department Chair)

Teaching Effectiveness

Category: Faculty Self-evaluation

Faculty members are encouraged to evaluate their own teaching effectiveness, which may consist of responding to items on student evaluations or other relevant reviews. This evaluation should provide evidence of reflection on the items evaluated and a plan of action for improvement and/or continued excellence.

- Self-Reflection on teaching performance for one class that includes strengths, areas for improvement, curricular or instructional innovations, and modifications made based upon student, department, or other feedback.
- Other (approved by Mentorship Team team by Midpoint Review).

Category: Peer Evaluations

Faculty members are encouraged to seek more but one is required for their teaching from peers (including the Department Chairperson) and provide evidence of reflection on those evaluations. Faculty members are also encouraged to contribute to the development of others through providing evaluations of their teaching.

- Peer evaluation (Internal and/or External), using standardized department form. (See Peer Evaluation Form)
- Course evaluation (Internal and/or External), using standardized department form, assessing Canvas course design, and all course components. (See Course Evaluation Form)
- Letter of Support from an educational professional that documents teaching effectiveness with specific annotations.
- Other (approved by Mentorship Team team by Midpoint Review).

Category: Student Evaluations

Student evaluations will be conducted in all classes and labs each semester according to SUU policy. Annual numerical averages will be maintained by the department for each faculty member and collectively as a department. Faculty members are expected to show evidence of reflection on the numerical scores and written comments of students.

- Submission of ALL student evaluation anecdotal responses and feedback to teaching performance with summary and self-evaluation.
- Other (approved by Mentorship Team team by Midpoint Review).

Category: Instructional Enhancement

Faculty members should provide evidence of efforts to enhance course instruction. Effective course organization and management may be demonstrated through course syllabi, course outlines, learning objectives, study guides, or other support items. Evidence for creative, innovative, thoughtful, and thorough methods and materials may be demonstrated through description of class activities, projects, lab activities, field experiences, delivery methods, and so on.

- Peer or collaborative teaching experience, in university classes, with summary and feedback.
- Other (approved by Mentorship Team team by Midpoint Review).

Category: Teacher Development

Faculty members are encouraged to seek opportunities for professional development in teaching. Evidence should be provided of new knowledge and/or skills gained and planned application. Teacher development may include attending pedagogical conferences and workshops, participating in pedagogical discussion groups, continued training/education in their discipline, or other appropriate activities to improve a faculty member's abilities as a teacher.

- Attendance at national, regional, or state workshops/seminars/conferences that focuses on teaching effectiveness and/or professional development.
- Attendance at SUU Center for Excellence in Teaching and Learning Training.
- Other (approved by Mentorship Team team by Midpoint Review).

Category: Course Materials

New course materials that demonstrate strong instructional design, sound evaluation and assessment procedures with scoring distributions are valued. Instructional developed materials may include but are not limited to the following:

- Development of a completely new department course with documentation that includes syllabus, course modules/activities, assessments, and complete Canvas shell
- Extensive revision of an existing course that significantly improves course design and function, updates content, and includes course syllabus and Canvas shell. Documentation must clearly identify the scope and substance of revisions.
- Lecture notes or course Powerpoint presentations (partial/skeletal or complete)
- Rubrics
- Outcomes/Objectives (ELOs/Accreditation)
- Student wikis or discussion boards with significant contribution from faculty
- Practice exams or review guides
- Animations, tutorials, video clips, or simulations related to course material
- OER and/or annotated bibliography
- Utilization of new or state-of-the-art technological application embedded in course with

documentation.

- Curricular innovation embedded in course with documentation.
- Other (approved by Mentorship Team team by Midpoint Review).

Other Category: Evidence of Teaching Effectiveness

Several other methods may be used to demonstrate teaching effectiveness. The following are additional examples, though other appropriate methods may also be considered.

- Receipt of state or national teaching award
- Receipt of SUU or other teaching award
- Contributing to curricula or program development
- Mentoring of internships and practicum

Scholarly/Creative Activity

Southern Utah University Policy 2.2 states “Faculty are selected, retained, and promoted primarily on the basis of evidence of effective teaching. Additional criteria include scholarly, professional and creative achievements, and service that complements the teaching role”. The TED and FLHD departments, in accordance with policy 6.1, will utilize the expanded definitions of scholarship as defined in the Boyer Model (Scholarship Reconsidered: Priorities of the Professoriate by Ernest L. Boyer, 1990, Jossey Bass Publishing, ISBN: 0787940690). Faculty may pursue scholarly activity in any of the four broad categories as defined in the Boyer Model: discovery, integration, application or teaching. Scholarly and creative achievements should be complementary to the teaching role at Southern Utah University.

Category: End-Products

Scholarly Activities of faculty members are expected to include a combination of individual or collaborative work and supervision of student work. Examples of appropriate end-products include:

- Presentation at national/international meeting, Lead Presenter
- Presentation at national/international meeting, Co-Presenter
- Presentation at regional/state meeting, Lead Presenter
- Presentation at regional/state meeting, Co-Presenter
- Peer-reviewed published article, Lead Author
- Co-Author Peer-reviewed published article
- Peer-reviewed published abstract
- Co-Author Peer-reviewed published abstract
- Dissemination of results through student level venue (i.e. SUU Festival of Excellence, Research Symposiums, UGRASP, etc.)
- Author of a book. (Published book equals 2 artifact points)
- Co-author of a book.
- Author of a chapter in a book.
- Co-author of a chapter in a book.

- Creation of USBE digital badge (no more than 1 per semester)
- Other (approved by Mentorship Team team by Midpoint Review).

Faculty members are also encouraged to provide evidence of other types of Scholarly Activities as described below.

Category: Professional Development

Faculty members are encouraged to seek opportunities for professional development in support of scholarly/creative activity. Evidence should be provided of new knowledge and/or skills gained and planned application. Professional development may include:

- Attending scholarly conferences and workshops
- Training in use of research techniques and technology
- Integration of new equipment/technology into research
- Other (approved by Mentorship Team team by Midpoint Review).

Other Category: Evidence of Scholarly/Creative Activity

Several other methods may be used to demonstrate scholarly/creative activity. The following are additional examples, though other appropriate methods may also be considered.

- Award/recognition for scholarly/creative achievements
- Development of scholarly workshops or training
- Externally funded grant (\$20K or greater) with documentation on funding source, amount, purpose, contributors, and timeline. (Copy of approved grant must be included.)
- Externally funded grant (\$5---\$20K) with documentation on funding source, amount, purpose, contributors, and timeline. (Copy of approved grant must be included.)
- Non-funded grant (\$5---\$20K) with documentation of proposal, funding source, amount, purpose, contributors, and timeline. (Copy of proposed grant must be included.)
- Invited to present at scholarly conference, not apply
- Dissemination of scholarly information (newsletters, websites, field days, etc.)
- Reviewing for journal, conference, grant review committee, or textbook/manual
- Supervision of student research projects and research assistants
- Co-presenting, co-publishing practitioner projects
- Principal Investigator of action research that significantly impacts professional practice at the college, state, or local level. (Documentation required)
- Co-Investigator of action research that significantly impacts professional practice at the college, state, or local level. (Documentation required)
- Scholarship of Application – Documented field of education topic or issue publicly disseminated through professional consulting, partnerships, educational organizations or other entity.

- Other (approved by Mentorship Team team by Midpoint Review).

Service/Leadership

Service to the university, the profession, and the community is an important role of faculty members in TED and FLHD departments. Service may be demonstrated in several forms as described below.

Category: Service to the University

Service provided to the university is essential for continued function and progress of the institution, and faculty members are expected to engage in such service.

- Service to the university is demonstrated through serving on a department, college, or university committee
- Serving as a mentor or on a mentor team to a faculty member
- Serving as a mentor trainer
- Serving in an administrative/director role
- Serving as an advisor to a student organization
- Serving in a faculty senate position
- Participating in a student recruitment or retention activity
- Mentoring of new faculty as assigned by the Dean. (with documentation)
- Paid membership to professional organization
- Involvement in an organized peer or department learning community with identifiable outcomes. (with documentation)
- Providing Letter of support for peers/colleagues.
- Providing Letter of support for college or university administration.
- Other appropriate forms of service to the university.

Category: Service to the Profession

Faculty members are encouraged to engage in service efforts to enhance and support their professions as educators and scholars within their particular disciplines.

- Serving as an officer, board member, or committee member for a professional organization
- Other appropriate forms of service to the profession.

Category: Service to the Community

Faculty members are encouraged to provide professional service for enhancement of economic, technological, health, and cultural development of the community. Faculty members are role models to students in carrying out professional service to the community, and they are encouraged to involve students in these activities where appropriate.

- Representing the university in service to the non-academic community
- Serving in specialty roles among community groups
- Facilitating service learning with students

- Other appropriate forms of service to the community.

Category: Award/Recognition for Service

- Nomination and/or Receipt of a service-related award/recognition from a university, professional, or community group.
- Receipt of unsolicited letters of appreciation

Departments of Teacher Education (TED) and Family Life and Human Development (FLHD)

Promotion and Tenure (P&T) Mentorship Policy

1. At the beginning of spring semester each year, the Department Chair will prepare a list of tenured faculty members who are qualified to serve as P&T mentors. The Department Chair is ineligible to serve as a mentor. The Chair will also prepare a list of faculty who are in need of a P&T Mentorship Team, including both Tenure-Track and Non-Tenure Track.
2. The Department Chair and all faculty qualified to serve as P&T mentors will discuss the list of department members who are in need of a P&T Mentorship Team. The Department Chair will match mentors and faculty after gathering input. If necessary, mentor team members may be selected from other colleges. Tenure-track faculty need at least two mentors (mentor team), and non-tenure track faculty need at least one mentor. New mentors may be assigned as needed. Faculty may request in writing at any time that the Department Chair consider changes to the P&T Mentorship Team. Any concerns should be brought to the Department Chair at any time.
3. Should there not be sufficient eligible faculty members in the TED & FLHD departments to form a mentorship team, in accordance with SUU policy, individuals outside the TED & FLHD department may serve as mentors. Potential mentors from outside the department will be contacted under the direction of the Department Chair.
4. Mentor duties:
 - a. Mentors/mentor teams should meet with each faculty member being mentored during Fall Welcome Week to evaluate fall syllabi, the Faculty Engagement and Contribution Plan (FECF) for the coming year and the Faculty Engagement and Contribution Report (FECR) for the past year.
 - i. Mentors complete two forms (Policy 6.1, Appendix C) which will be shared with the Department Chair:
 1. Annual Evaluation of Faculty Engagement & Contribution Report including one of the following ratings:
 - a. Acceptable Progress toward Faculty Engagement & Contribution Plan
 - b. Development Required (followed by a detailed justification and a description of necessary actions described below.)
 2. Annual Evaluation of Faculty Engagement & Contribution Plan including the following assessment:

- a. The Faculty Engagement & Contribution Plan for the upcoming year satisfies departmental expectations, aligns with SUU's mission, and promotes a developmental process for the individual faculty member. ___Yes ___No
 - ii. Mentor teams should meet without faculty after reviewing the Faculty Engagement & Contribution Plan or Report and consolidate their suggestions before advising faculty.
 - b. Mentors/mentor teams should meet with faculty at least once each semester to answer questions and discuss progress.
 - c. Mentors should make sure that faculty receive peer review of at least one class each semester.
5. Scheduled meetings:
 - a. Fall (August) mentors/mentor teams meeting with faculty
 - i. Review annual Faculty Engagement & Contribution Plan
 - ii. Complete annual Faculty Engagement & Contribution Report
 - b. Spring (January) faculty meeting with Department Chair
 - i. Chair will meet with faculty to discuss overall progress and gather feedback about the mentoring experience. Address any questions or concerns of faculty member or the Chair.
 - c. Spring (April) mentors/mentor teams meeting with faculty
 - i. Prepare for review of Faculty Engagement & Contribution Plan due for submission during Fall Semester.
6. Changes to Mentors
 - a. If a change of a mentor becomes necessary, for whatever reason, the change process may be initiated by the faculty member, mentor/mentor team, or Chair. The potential change should be discussed with each entity involved.
8. Remediation plan.
 - a. In the event that a "Development Required" determination is rendered, the P&T Mentorship Team and/or Department Chair will provide written justification for this determination through a detailed assessment of the faculty member's teaching, scholarship, service/leadership (or combinations of these areas), and identify areas in which improvements can and should be made. This formative feedback will be provided to the faculty member in writing. The faculty member, in consultation with the P&T Mentorship Team and/or Department Chair, will prepare and implement a plan for improvement, including a written timetable which may be a separate document, but should be part of a revised FECF. In case of a dispute between a faculty member, the P&T Mentorship Team and/or Department Chair, the Dean serves as arbitrator.