

Faculty Evaluation
Department of Agricultural and Nutritional Sciences
Southern Utah University

As a department, we value:

- High quality professional work
- Relevance to the mission and goals of the Department, College, and University
- Priority of undergraduate education through personalized and participative classes and undergraduate research opportunities
- Impact of program efforts
- Individual and team contributions
- Peer review as validation of accomplishment and as contribution to development of others
- Lifelong learning
- Community and social responsibility

Evaluation Criteria

The Department of Agricultural and Nutritional Sciences will evaluate faculty members based on *Teaching Excellence*, *Scholarly/Creative Activity*, *Service*, and *Collegiality*. Consistent with the evaluation guidelines set forth in Policy 6.1, faculty members will be rated according to the following scale, with justification provided for the rating assigned.

Standard Professional Performance (SP)

Meets or exceeds accepted standards of professional performance.

Low Performance (LP)

Does not consistently meet accepted standards of professional performance. If the faculty member is retained, a development plan is required.

Unacceptable Performance (UP)

Does not meet minimal standards of professional performance.

Teaching Excellence

As a department, we support the statement in Policy 6.1 that “teaching is of primary importance” to the accomplishment of Southern Utah University’s mission. Evidence for teaching excellence will be demonstrated through student evaluations and other forms as described below.

Standard Performance for Teaching Excellence:

- Show evidence of reflection on numerical scores and written comments from *Student Evaluations*.
- Provide additional evidence of Teaching Excellence.

Student Evaluations

Student evaluations will be conducted in all classes and labs each semester according to SUU practice. 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.

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 Evaluations

Faculty members are encouraged to seek written evaluations of 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.

Faculty Self-evaluation

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

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.

Other Evidence of Teaching Excellence

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

- Award/recognition for teaching excellence
- Contributing to curricula or program development
- Creativity in course development, methods of presentation, and incorporation of new materials, ideas, technologies, resources, etc.
- Competence of students exiting courses
- Mentoring of concurrent enrollment courses, internships, and practicums

Scholarly/Creative Activity

Scholarly and creative achievements should be complementary to the teaching role at Southern Utah University as a primarily undergraduate institution. As stated in Policy 6.1.IV.2, “the University has adopted the Boyer model for scholarship, as outlined in *Scholarship Reconsidered: Priorities of the Professoriate* (Ernest L. Boyer, 1990, Jossey Bass Publishing, ISBN: 0787940690)”. The Department of Agricultural and Nutritional Sciences values the following elements of scholarship suggested in the Boyer paradigm.

1. The scholarship of discovery – Development of new knowledge. It is commonly considered as basic research.
2. The scholarship of integration – Interdisciplinary work. It encourages research that bridges disciplines, draws from one discipline in informing another, or places the work of a specific discipline within a broader context for more comprehensive understanding.
3. The scholarship of application – Learning from practice. It involves the application of disciplinary expertise to consequential societal problems.
4. The scholarship of teaching – Transformation of an individual or group through transmission of knowledge. It develops meaning and understanding within the learner through helping them expand and test knowledge.

Standard Performance for Scholarly/Creative Activity:

- Provide evidence of four appropriate end products from Scholarly Activities as described below for tenure. At least one end product should be a peer-reviewed publication. Demonstrate a similar level of performance post-tenure. Greater performance is required for rank of full professor.

Scholarly Activities of faculty members are expected to include a combination of individual or collaborative work and supervision of student work within the elements of scholarship listed above. Appropriate end-products include dissemination of results through professional venues (i.e. presentations at regional/state/national/international meetings, peer-reviewed publications, etc.) and student level venues (i.e. SUU Student-Faculty Scholarship Day, Council on Undergraduate Research, etc.).

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

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 scientific conferences and workshops; training in use of scientific techniques, equipment, or technology; integration of new equipment/technology into research; or

other appropriate activities to improve a faculty member's scholarly/creative abilities and resources.

Other 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
- Submission of grant proposals
- Invited presentations at scholarly conferences
- Dissemination of scholarly information (newsletters, websites, field days, etc.)
- Reviewing for scientific journal, grant review committee, or textbook/manual
- Performing professional consultation
- Supervision of student research projects

Service

Service to the university, the profession, and the community is an important role of faculty members in the Department of Agricultural and Nutritional Sciences. Service can be demonstrated in several forms as described below.

Standard Performance for Service:

- Provide service to the university each year.
- Provide service to either the profession or community each year.

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 in an administrative role (including program resource coordinator); serving as an advisor to a student organization; serving in a faculty senate position; participating in a student recruitment or retention activity; or other appropriate forms of service to the university.

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. Service to the profession is demonstrated through serving as an officer, board member, or committee member for a professional organization, as well as other appropriate forms of service to the profession.

Service to the Community

Faculty members are encouraged to provide professional service for enhancement of economic, technological, 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. Service to the community is demonstrated through representing the university in service to the non-academic community, serving in specialty roles among community groups, facilitating service learning with students, and other appropriate forms of service to the community.

Award/Recognition for Service

Service can also be demonstrated through the nomination and/or reception of a service-related award/recognition from a university, professional, or community group.

Collegiality

Faculty members' ability to work with others and within the institution is an important factor for faculty evaluation. Collegial evaluation should be focused on faculty interaction and willingness of the individual to function in a positive manner as part of a department or discipline. Collegiality is defined as faculty responsibilities toward students, peers, and administration as addressed in SUU policy 6.28.

<p>Standard Performance for Collegiality:</p>

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| <ul style="list-style-type: none">• Demonstrate an acceptable level of collegiality. |
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To assess collegiality, performance of professional responsibilities as outlined in SUU policy 6.28 and responses to the reflection items below may be considered. Faculty members may also provide other evidence of collegiality, as available and appropriate.

Relationship with others

1. Interacts with colleagues.
2. Interacts in a positive manner.
3. Engages in give and take of ideas and perspectives.
4. Treats others as professional equals by respecting their ideas, perspectives, and experiences.

Institutional citizenship

1. Takes his or her turn in doing some of the needed institutional citizenship responsibilities.
2. Helps others understand the issues and possible solutions to improve the institution.
3. Uses his or her expertise to respond to institutional needs or problems.
4. Helps develop an environment of open exchange and willingness to help resolve institutional problems/issues.
5. Represents the institution in a professional manner – honest, factual, advocates for its functions, and projects a positive image.