Decisions regarding evaluation, promotion and tenure of faculty members will use the following criteria and their respective definitions:

I. Teaching Excellence.* Write a summary describing your teaching excellence as described in Appendix A.

II. Scholarly/Creativity Activities. Write a summary of your scholarly activities as described in Appendix B.

III. Service. Write a summary of your service activities as described in Appendix C.

IV. Collegiality. Write a summary of your collegiality as described in Appendix D.

*This form is in illustrative format. Use as many pages as desired. In accordance with SUU policy 6.1, teaching excellence, scholarship/creativity activity, service and collegiality are evaluated and scored separately. The following scale will be used for evaluating activity reports: a) Standard Professional Performance (SP) - Meets or exceeds accepted standards of professional performance. b) Unacceptable Performance (UP) - Does not meet minimal standards of professional performance. (Justification for scores must be included)
Appendix A
Teaching Excellence

**Standard of Performance:** To be eligible for tenure, faculty members are expected to demonstrate an acceptable level of teaching performance (using the criteria listed in SUU policy 6.1 and further defined below) by the third year review and that a general pattern of acceptable performance be maintained thereafter. In accordance with SUU’s academic freedom policy 6.28, faculty will be given the freedom to develop both the curriculum and the pedagogy for the courses they teach.

**SUU Teaching Policy:** SUU Policy 6.1 defines teaching excellence as follows...Consistent with SUU’s mission as defined in R312, teaching is of primary importance. Scholarly and creative achievements should be complementary to the teaching role. Teaching excellence can be evaluated through the use of student, peer, department chair, (except the department chair may not evaluate his/her own teaching effectiveness), and self evaluations, or other pertinent information. Student evaluations will be conducted in all classes taught every semester, and administered during the last week of instruction. The responses to all teaching-related questions on the student-evaluation instrument will be considered in assessing teaching ability. Other evidence of teaching excellence includes instructional delivery/design, and course management skills.

**Peer Evaluation:** Input from peers not only helps assure that material is being presented effectively in the classroom, but also ensures that the appropriate material is being taught at the appropriate level. Peer evaluations may be in the form of: a) observations of class room presentation, b) evaluations of pedagogical methods, c) comparisons of syllabi and course objectives with similar courses at other universities, d) examinations of curriculum guidelines proposed by scientific societies, e) review of course scope, depth or sequence of course material by other faculty, either at SUU or other universities, who have expertise in the material being taught, f) consultations with educational specialists.

**Department Chair Evaluation:** The chair will evaluate each faculty member’s teaching each year. The evaluation instrument will be standardized for all evaluations, and will include: an annual classroom visit, review of all student and peer evaluations, review of faculty self evaluations and any other pertinent materials as described below. The chair’s assessment will be based only on documented evidence.

**Student Evaluation:** Data obtained from student evaluations should be presented in bar graph form and discussed. The template for bar graph may be obtained from the department chair. Significant problems in assessing teaching excellence might occur when using student evaluations alone. Firstly, evaluations surveys in their current form are non-standardized. Secondly, only a self-selected subset of each class actually fills out the evaluation forms.

**Other Pertinent Information:** Faculty members additionally may document teaching effectiveness by: receiving teaching recognition awards; attending pedagogical conferences and workshops; participating in pedagogical discussion groups; reading scientific journals, annual reviews, and books; monitoring scientific news internet sites; attending scientific meetings; taking courses; examining and incorporating Department of Biology outcome objectives into courses; reflecting on evaluative instruments; and discussing assessed outcomes.

**Faculty Self Evaluation:** Faculty members are encouraged to thoughtfully evaluate their own teaching effectiveness. This evaluation should be as complete and insightful as possible and should include analysis of, and responses to, the items listed above.

*Please note: It is important for faculty members to document teaching effectiveness in as many different ways as possible. If no other means of documentation is provided, decisions regarding faculty teaching effectiveness will, by default, be made based primarily on student evaluations.*
## Appendix B
### Scholarly and Creative Activities

| Standard of Performance: | To be eligible for tenure, faculty members are expected to have prepared and submitted at least one extramural grant application, authored (or co-authored) at least one peer-reviewed, standard scientific publications that are disseminated in at least a regional or national publication (Peer reviewed web publications are acceptable), and produced at least two additional scholarly end products as defined below. To advance to Full Professor faculty members must demonstrate scholarly performance of a greater depth or breadth than is required for tenure. Scholarly activities can include but are not limited to the areas of scholarship outlined below. |

### SUU Policy Regarding Relative Time Faculty Should Spend on Teaching Versus Scholarly Activities
The relative priorities of teaching and scholarly activity at SUU are stated in Policy 2.2, *Criteria for Selection, Retention and Advancement*:

Faculty are selected, retained and promoted primarily on the basis of evidence of effective teaching. Secondary criteria include scholarship/professional/creative efforts and service which complement the teaching role.

Standards of performance in the Scholarly Activity section are limited to ensure that faculty members maintain proper focus on teaching. We propose these standards be kept in place until such time as: a) the university changes its mission, b) faculty contracts are increased from nine to eleven months, c) teaching loads are adjusted to allow time for research during the contract period, and d) the infrastructure, funding, and human support necessary for basic research in the laboratory sciences is provided.

### Boyer Model of Scholarship for Teaching Institutions:
The department of Biology, in accordance with policy 6.1, will utilize the expanded definitions of scholarship as defined in the Boyer Model (*Scholarship Reconsidered: Priorities of the Professorate* 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.

### Scholarship of Discovery:
Scholarship of discovery includes endeavors one undertakes in pursuit of adding to the basic or applied knowledge pool. Scholarly activities in this area may include, but are not limited to: a) producing peer-reviewed or edited publications, b) writing scholarly books, c) writing scientific reports for agencies or other organizations, d) disseminating of scholarly data through professional level venues, and e) presentation of scholarly data at regional or national meetings.

### Scholarship of Discovery - Boyer Model:
Scholarly activities include: guiding students through the process of learning how to conduct research, and helping students interpret and disseminate their findings. Student research projects may be totally original or they may be designed to teach by repeating classical types experiments. The results of student research projects should be disseminated through appropriate student level venues such as: SUU Academic Day; Utah Academy of Science, Arts, and Letters; Council on Undergraduate Research; or higher-level venues.

### Scholarship of Integration:
Scholarship of integration includes, but is not limited to activities that integrate, synthesize, or mine information from literature. This information is then used to reorganize, verify, or expand ideas and resources. Integrated or synthesized information must be disseminated to the appropriate audiences, either through publication, presentation at professional venues, production of some type of non-course-related websites (e.g., online field guides), publication in the popular media, and other appropriate activities.

### Scholarship of Integration - Boyer Model:
Scholarly activities include: guiding students through the processes of integrating, synthesizing, or mining information from literature; and helping students reorganize, verify, or expand ideas. The results of student integration projects should be disseminated through appropriate venues such as: SUU Academic Day; Utah Academy of Science, Arts, and Letters;
Council on Undergraduate Research, or higher-level venues.

Scholarship of Application: Scholarship of application includes, but is not limited to activities that transfer knowledge resulting from discovery and integration into the existing knowledge pools; or, the application of newly acquired knowledge to practices and procedures of a particular scientific discipline or pedagogy. New applications should be published or disseminated to appropriate audiences (i.e. regional meetings or peer-reviewed publications). Scholarship of application may also stand-alone as a scholar serendipitously integrates and disseminates existing knowledge.

Scholarship of Application - Boyer Model: Scholarly activities include guiding students through the process of transferring and/or utilizing knowledge gleaned from discovery into the existing knowledge pools or practices. Results of student application projects should be disseminated through appropriate student level venues such as: SUU Academic Day; Utah Academy of Science, Arts, and Letters; or Council on Undergraduate Research, or higher-level venues. It must be recognized that results of scholarly applications are much more tenuous than those of discovery or integration, because applications often must await events outside the scope of the immediate project; conversely, applications may stand-alone as a scholar serendipitously integrates and disseminates existing knowledge.

Scholarship of Teaching - Boyer Model: Scholarship of teaching may includes but is not limited to activities one undertakes to advance the techniques and timeliness of teaching processes. The development of new teaching techniques and procedures allows for the utilization of information derived from the other three areas of scholarship. Teaching scholarship may include: producing peer-reviewed and popular publications on pedagogical techniques, developing novel lab or lecture material, producing texts and lab manuals, producing original pedagogically-oriented websites for use by peers or students, presenting pedagogically relevant data at regional and national meetings, using and analyzing original scientific data in the classroom, and other activities.

Scholarship of teaching may also include supervision of students engaged in formal studies of evaluation, learning styles, or pedagogy. Activities one pursues in the role of professor by leading, or guiding, students to investigate and develop advances in pedagogy that will improve the overall process of teaching. Supervised student projects must be disseminated through appropriate student level venues (i.e., SUU Academic Day; Utah Academy of Science, Arts, and Letters; or Council on Undergraduate Research), or higher-level venues.

Other Types of Scholarship: The Department of Biology recognizes the preparation and submission of grant proposals as scholarly activity. However, it is expected that faculty members receiving grants will be able to exhibit evidence of efficient use of these funds to advance their research and teaching scholarship goals. The dollar amount of the grant is not as important as the use to which funds are put.

In order to advance professionally, faculty members are encouraged to focus on identifying and pursuing their own goals within the scholarship arena. In other words, the Department of Biology does not expect faculty to seek major accomplishments in teaching, research, and grant-writing scholarship every year, nor to amass dozens of minor accomplishments but no major achievements. Each member of the faculty should instead develop a goal for his/her own pathway toward scholarly excellence, and work towards achieving that goal.

There are multiple ancillary activities involved with research and teaching scholarship, including reviewing internal and external grant proposals, reviewing manuscripts for peers or for journals, etc. Faculty members are encouraged to include these types of activities in either the Scholarship or Service categories in annual reviews.
Appendix C
Service Activities

Standard of Performance: For tenure consideration, the Biology Department requires that an acceptable level of service, as documented by the faculty member's file, be demonstrated by the third year review and that a general pattern of acceptable performance be maintained thereafter. Service activities can include but are not limited to those listed below.

University Policy on Service: Policy 61.1 states that service generally means service to the university and profession. But, professional service to the community may also be considered. The importance of professional service to the community is an integral function of type II institutions in Policy 2.2.

...The institution contributes to the quality of life and economic development of the state and the metropolitan area or region through education, applied technology and vocational training programs associated with a metropolitan/regional university.

In accordance with these guidelines the Department of Biology defines service as activities that contribute to the University, Profession and Community in ways that fulfill and supports SUU's Mission/Vision/Core Values Statements.

Service to the University: University service activities include, but are not limited to, committees and activities that support the University, the College of Science, or the Department of Biology. Quality service to students is foremost in our Mission.

Service to the Profession: Professional service activities include but are not limited to efforts that enhance and support either a faculty member's chosen curricular profession or their profession as educators and scholars.

Professional Service to the Community: Community service activities include, but are not limited to, service efforts that enhance the economic, technological and cultural development of the communities served; activities that support the SUU Core Values of community and social responsibility, and involvement and personal growth; activities that encourage effective communication on campus and with external constituencies; public service in area of curricular expertise, educational expertise, or personal expertise; outreach to regional secondary education institution, activities that help prepare SUU students to become informed and responsible citizens, and effective members of family and societal organizations.
Appendix D
Collegial Behavior

Standard of Performance: For tenure consideration, the Biology Department requires that an acceptable level of collegiality, as documented by the faculty member’s file, be demonstrated by the third year review and that a general pattern of acceptable performance be maintained thereafter. SUU Policy 6.28 defines collegiality in terms of professional responsibility to the university, the students and the faculty. Faculty may also include the attached survey as evidence for collegiality.

University Policy on Collegiality (6.28)
Professional Responsibility to the University: The Southern Utah University code of professional responsibility provides that persons having a formal association with the institution shall not violate the academic freedom or constitutional rights of others, or the rules, regulations, policies or procedures of SUU or the State Board of Regents. Failure to meet professional responsibilities shall constitute serious misconduct and result in appropriate disciplinary action as set forth below.

Southern Utah University is operated for the common good of the greater community it serves. The common good depends upon the free search for truth and its free exposition. Academic freedom is the right of scholars in institutions of higher education freely to study, discuss, investigate, teach, and publish. Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it responsibilities correlative with rights.

In teaching: Faculty members possess the right to full freedom in the classroom in discussing their subjects. They may present any controversial material relevant to their courses of instruction, but they shall take care not to introduce into their teaching controversial matter which has no relation to the subject being taught. In research: A faculty member is entitled to full freedom in research and in the publication of the results. Research for pecuniary return should be conditional upon disclosure to and the consent of the officials of the institution, and comply with the University’s Intellectual Property Policy.

In public life: A university faculty member is a citizen, a member of a learned profession, and an officer of an educational institution. When the faculty member speaks or writes as a citizen, he/she should be free from institutional censorship or discipline, but the faculty member’s special position in the community imposes special obligations. As a person of learning and an education officer, the faculty member should remember that the public may judge his/her profession and institution by his/her utterances. Hence the faculty member should at all times strive to be accurate, exercise appropriate restraint, show respect for others, and make every effort to indicate that he/she is not speaking for the institution.

Faculty Responsibilities to Students:
   a. Ensure that the content and rigor of each course is generally consistent with benchmark academic standards, as determined by the respective department and/or accrediting body.
   b. Faculty members will meet scheduled classes, including final examinations, and be well prepared to meet their teaching responsibilities as described in paragraph A above.
   c. Faculty members will maintain regular office hours during which they are available for consultation with students and will otherwise make themselves accessible to students whenever reasonably possible.
   d. Evaluation of student performance will occur promptly, conscientiously, and without prejudice or favoritism. Evaluation criteria will be stated in the course syllabus. The criteria for evaluating student performance shall relate to the legitimate academic purposes of the course.
   e. Faculty members will avoid the misuse of class time and will not present their own views on topics unrelated to the subject matter of the course. If faculty members find it pedagogically useful
to advocate a position on controversial matters, such will be reasonably articulated and professional sensitivity will be exercised.

f. Faculty members will provide a respectful atmosphere and not reward agreement or penalize disagreement with their views on controversial topics.

g. Faculty members will not use their positions, authority, or relationships with students to obtain uncompensated labor for their own private or pecuniary gain. They shall not ask students to perform services unrelated to legitimate requirements of a course.

h. Faculty members will not plagiarize the work of any student. When faculty members and students work together, appropriate credit and attribution will be given to the students. Faculty members shall not limit or curtail the right of students to publish or otherwise communicate the results of their independent scholarly activities.

i. Faculty members will maintain confidentiality in regard to student records and other professional interactions in accordance with SUU policy as well as federal, state, and/or local laws.

j. SUU faculty members will not participate in conduct or relationships with students, which place them in a conflict of interest or in a position to be accused of sexual harassment.

**Faculty Responsibilities to Colleagues:**

a. Faculty members will be informed and knowledgeable about developments in their field of academic expertise.

b. Members of the faculty will not permit the appearance that they are authors of work done by others.

c. Faculty members will not exploit their position for personal or pecuniary gain when acting as supervisor of the professional work of other persons.

d. Faculty members will exhibit "reasonable care" in meeting their commitments to their associates while engaged in joint research or other professional effort with other persons.

e. Members of the faculty will exhibit "reasonable care" in meeting their commitments to the institution which may include research, or other professional endeavors in addition to teaching.

f. Faculty members will report the results and conclusions of their research or professional activities with professional integrity.

g. Faculty members will respect colleagues and their right for academic freedom.
# ASSESSING COLLEGIALITY: A FACULTY SURVEY

<table>
<thead>
<tr>
<th>Relationships with others:</th>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Occasionally</th>
<th>Never</th>
<th>Not enough information</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Interacts with colleagues.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>b. Interacts in a positive manner.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>c. Engages in give and take of ideas and perspective.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>d. Treats others as professional equals by respecting their ideas, perspectives, and experiences.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Institutional citizen:</th>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Occasionally</th>
<th>Never</th>
<th>Not enough information</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Takes his or her turn in doing some of the needed institutional citizenship responsibilities.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>b. Helps others understand the issues and possible solutions to improve the institution.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>c. Uses his or her expertise to respond to institutional needs or problems.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>d. Helps develop an environment of open exchange and willingness to help resolve institutional problems/issues.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>e. Represents the institution in a professional manner—honest, factual, advocates for its functions, and projects a positive image.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Date:__________
Assessment by:__________________
Comments: