

**Criteria for Faculty Evaluation
Department of Physical Science
Southern Utah University**

The department of Physical Science will evaluate its faculty members according to four criteria (teaching effectiveness, scholarly/creative activity, service to the University/community/profession, and collegiality). Following the evaluation guidelines in Policy 6.1, the scale for rating faculty performance will be:

Exceptional Professional Performance (EP)

Exceeds accepted standards of professional performance
(JUSTIFICATION MUST BE INCLUDED)

Standard Professional Performance (SP)

Meets accepted standards of professional performance
(JUSTIFICATION MUST BE INCLUDED)

Low Performance (LP)

Does not consistently meet accepted standards of professional performance. If the faculty member is retained, a development plan is required.
(JUSTIFICATION MUST BE INCLUDED)

Unacceptable Performance (UP)

Does not meet minimal standards of professional performance
(JUSTIFICATION MUST BE INCLUDED)

Teaching Effectiveness

Preamble

Consistent with Southern Utah University's (SUU's) mission as defined in Regent's Policy , R312, "teaching is of primary importance" (SUU Policies and Procedures, *Policy 6.1 - Faculty Evaluation, Promotion and Tenure*, Section IV., 1.). In the past, teaching effectiveness has primarily been demonstrated by examining student evaluations (both numerical scores and written responses). Herein is described a means of demonstrating teaching effectiveness that includes, but exceeds, a review of student evaluations.

Definition of Teaching Effectiveness

In the Department of Physical Science, teaching effectiveness can be demonstrated in the following ways:

Peer Evaluations

Faculty members are encouraged to seek written, formative, peer teaching evaluations and provide evidence of reflection on those evaluations. The department Leave, Rank, and Tenure Committee will evaluate instruction for each tenure-track faculty member during their annual visits. Tenured faculty members are encouraged to seek periodic peer teaching evaluations, particularly when major teaching concerns have been raised. All continuing, non-tenured faculty should have peer teaching evaluations at least once per year.

Student Evaluations

Student evaluations will be conducted in all classes, every semester (including laboratories and field-based courses). These evaluations will be conducted, according to SUU practice. Numerical averages for all teaching-related questions will be tabulated for all courses taught by each individual faculty member and collectively for all courses taught by the department. These evaluations and their averages will be maintained by the department. Individual faculty members are encouraged to obtain their own numerical data, and the department data and analyze, summarize, and interpret it. Faculty members are also encouraged to show evidence that they have read and understand the student written comments.

Department Chair Evaluations

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, and any other pertinent materials.

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 herein.

Other Methods

In addition to those items mentioned above, faculty members may document a high priority on teaching by: receiving teaching recognition, attending pedagogical conferences/workshops and providing evidence of adapting/adopting best practices, participating in pedagogical discussion groups and documenting implementation of input received, demonstrating positive trends for national standardized exams (e.g. American Chemical Society (ACS) end-of-course and Educational Testing Service (ETS) field exams) where available.

Please note that 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.

Definition of Scholarly/Creative Activity

Preamble

Universities have traditionally defined one form of scholarship as research and publication that contribute new knowledge to the discipline of one's terminal degree. This definition of scholarship is easier to accomplish at large research universities where teaching loads are 1/2 to 1/4 of those at Southern Utah University (SUU), but is very difficult for primarily undergraduate institutions where teaching is the main focus. At SUU, a broader definition of scholarship is used.

The following is quoted from SUU policy 6.1.IV.2: Scholarly/Creative Activity:

*“The University has adopted the Boyer model for scholarship, as outlined in *Scholarship Reconsidered: Priorities of the Professorate* (Ernest L. Boyer, 1990, Jossey Bass Publishing, ISBN: 0787940690). As approved by the department chair and reviewed by the dean of the college/school, the faculty of each department develop guidelines stipulating the required amount and kind of scholarly/creative activity expected for tenured, tenure-track, and non-tenure track faculty members.” *Scientific scholarship in the Department of Physical Science should encompass the four broad categories as the Boyer model.**

Standard of Performance

The minimum standard for the seven (7) year probationary period for tenure-track faculty will be four (4) scholarly activities [as defined in the following section “Scholarly activities and expected results”]. The minimum standard for the five (5) year post-tenure review period for tenured faculty will be three (3) scholarly activities [only one (1) item from each of the areas A, B, and C as defined in the following section “Scholarly activities and expected results”].

Scholarly activities and expected results are as follows:

A. Two (2) different supervised student research projects leading to appropriate presentations¹, and

B. One (1) peer-reviewed publication², with the stipulation that Utah Academy may be used only when co-authored with an undergraduate who is the lead author, and

C. One (1) of the following:

1. A properly written and completed significant grant proposal submitted to an external funding agency³, such as a federal (NIH, NSF, or other), state,

- private, or public funding entity.
- 2. A significant governmental report/map (i.e. open file) or proprietary report.
- 3. A patent.
- 4. A marketable product or business.
- 5. An additional peer-reviewed publication (not in Utah Academy).
- 6. Two (2) conference presentations made at a minimum of a regional (multi-state) level.
- 7. Edit/Co-edit a scientific volume.
- 8. A scholarly activity pre-approved, in writing, by all three of the following: the Dean of the College of Science, the Chair of the Department of Physical Science, and the Department of Physical Science leave, Rank, and Tenure Committee.

Statement of Intent:

1. Because the principal role of SUU is teaching undergraduates, these two (2) different undergraduate research projects are integral to fulfillment of faculty assignment. This may involve two (2) different students doing one (1) project each or one (1) student doing two (2) different projects.
2. The production of one peer-reviewed publication per review cycle is viewed as a minimum for a tenured, or tenure-track, faculty member.
3. The primary purpose of the grant proposal is to secure external funding for the tenured, or tenure-track, faculty member and the Department of Physical Science. A secondary purpose is for the tenured, or tenure-track, faculty, member to regularly evaluate future career direction. Therefore, it is expected that the writing, editing, and evaluation process will be taken extremely seriously.

In contemplating topics for grant proposals, or any other activity, attention is drawn to the emphasized sentence in the Board of Regents' mission statement covering SUU (R312-5.1.1) – “The institution's mission is to transmit knowledge and skills primarily through undergraduate programs at the associate and baccalaureate levels, including applied technology education programs and selected graduate programs in high demand areas. Emphasis is placed on teaching, scholarly, and creative achievements that are complementary to the teaching role, and community service. The institution contributes to the quality of life and economic development at the local and state levels. Student success is supported through developmental programs and services associated with a comprehensive community college.”

Definition of Scholarly/Creative Activity

For the Department of Physical Science, the definitions of scholarship follow the four broad categories outlined by Boyer. Faculty members are expected to participate in all levels of scholarly activity (*supervision of students and personal discovery*), but not necessarily at equal intensity or proportions, nor to follow consistently the same combinations of activities year after year.

Scholarship of Discovery

Supervision of Students Engaged in Discovery — is a level of endeavor one pursues in the role of professor by leading, or guiding, students through the process of learning how to conduct research of discovery and disseminate their findings. The research of discovery may be totally original or it may be designed to teach by repeating classical type experiments. The acquired knowledge 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.

Personal Discovery — is a level of endeavor one undertakes in pursuit of adding to the basic or applied knowledge pool or the “mining” and/or synthesis of information from literature to reorganize, verify, or expand ideas. The acquired knowledge must be disseminated through professional level venues (i.e., at least regional meetings or publications juried by one’s peers).

Scholarship of Integration

Supervision of Students Engaged in Integration — is a level of activity one pursues in the role of professor by leading, or guiding, student discoverers through the process of integrating the knowledge gleaned from discovery into the existing knowledge pool and then disseminating that integrated knowledge. The integrated knowledge 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.

Personal Integration — is a level of activity one undertakes to integrate the information gleaned from activities of discovery into the existing knowledge pool and disseminating it to appropriate audiences. The integrated information must be disseminated through professional level venues (i.e., at least regional meetings or publications juried by one’s peers).

Scholarship of Application

Supervision of Students Engaged in Application — is a level of activity one pursues in the role of professor by leading, or guiding, students to utilize knowledge garnered from efforts of discovery and integration. Applications are much more tenuous than the discovery or integration because applications often must await events outside the scope of the immediate project. Conversely,

Scholarship of Application may stand-alone as a scholar serendipitously integrates and disseminates existing knowledge. The applications 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.

Personal Application — is a level of activity one pursues by utilizing knowledge from efforts of discovery and integration and disseminating it to appropriate audiences. Scholarship of Application may also stand alone as a scholar serendipitously integrates and disseminates existing knowledge. The applications must be disseminated through professional level venues (i.e., at least regional meetings or publications juried by one's peers).

Scholarship of Teaching

Supervision of Students Engaged in Formal Studies of Evaluation, Learning Styles, or Pedagogy (Teaching)— is a variety of activity 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 and then to disseminate that information. The scholarship of teaching 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

Personal Application — is a variety of activity one undertakes to advance the techniques and timeliness of teaching processes. Development of new teaching techniques and procedures allows for the utilization of information derived from the other three areas of scholarship. The scholarly derived information concerning techniques of teaching must be disseminated through professional level venues (i.e., at least regional meetings or publications juried by one's peers).

Definition of Service

Policy 61.1 IV 3, *Service: Academic departments define acceptable professional service. Generally it means service to the University and profession. Professional service to the community may also be considered.*

In the Department of Physical Science, service can be separated into three categories: Service to the University, Service to the Profession, Professional Service to the Community, and demonstrated in the following ways:

Service to the University

Faculty members are encouraged to engage in service efforts that fulfill and support SUU's Mission/Vision/ Core Values Statements. These efforts may include, but not limited to, committees and activities that support the University, the College of Science, or the Department of Physical Science. Quality service to students is foremost in our Mission.

Service to the Profession

Faculty members are encouraged to engage in service efforts that fulfill and support SUU's Mission/Vision/ Core Values Statements. Encouraged are service efforts that enhance and support either their chosen curricular profession or their profession as educators and scholars. May include but not limited to participating in or holding office in professional organizations that are focused on their curricular field or their teaching or the profession of education.

Professional Service to the Community

Faculty members are encouraged to engage in service efforts that fulfill and support SUU's Mission/Vision/ Core Values Statements. Encouraged are service efforts that enhance the economic, technological and cultural development of the communities served; that support the SUU Core Values of community and social responsibility, and involvement and personal growth; that encourage effective communication on campus and with external constituencies. Faculty members are role models for SUU students, helping prepare them as informed and responsible citizens and for effective roles in families and societal organizations. May include but not limited to public service in area of curricular expertise, educational expertise, or personal expertise.

Definition of Collegiality

Policy 61.1 IV 4, *Collegiality: SUU Policy 6.28 defines collegiality.*

SUU policy 6.28 inadequately defines what constitutes collegial behavior, largely because it is often difficult to measure collegiality by any simple techniques. Regardless of the inherent difficulties, how well a faculty member works with his/her colleagues and with the institution must be a factor considered in faculty evaluation. For legal reasons, the focus of collegial evaluations should not be on what is said or on the stands that an individual takes, but on the faculty interactive process itself and the willingness of an individual to function in a positive manner as part of a department or discipline.

An example of questions that might be asked to assess collegiality is included below. These questions could be evaluated using a numerical scale (1-5), or a verbal scale (e.g., always, usually, sometimes, occasionally, never) or some combination.

Relationships 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/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/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 its functions, and projects a positive image