

SOUTHERN UTAH UNIVERSITY ENGLISH DEPARTMENT

P&T Faculty Engagement & Contribution Report/Plan Guidelines

APPROVED 19 MARCH 2019

The primary document that governs faculty promotion and tenure in the SUU English Department is Policy 6.1; the guidelines below merely augment and clarify the submission process, the evaluation criteria, and the requirements for advancement for English faculty.

A. FACULTY ENGAGEMENT & CONTRIBUTION REPORT/PLAN SUBMISSION

By the first Tuesday in September, all assistant professors, lecturers, and assistant professors (NTT)--along with those associate professors, full professors, and associate professors (NTT) required by their five-year plan rotations--in the SUU English Department will submit a **Faculty Engagement & Contribution Report/Plan** to the Department Chair, as outlined in Appendix A of Policy 6.1. These documents will be submitted via Google Drive as single .pdfs, including the following materials, indexed with bookmarks:

1. Faculty Engagement & Contribution Report
 - a. The cover page required by the University [see Policy 6.1]
 - b. A 1-3 page reflective narrative (1" margins, 12-point font, single spaced, block style paragraphs), including a table summarizing the year's IDEA scores
 - c. A 1-page reflective narrative discussing any English Department or College of Humanities and Social Science administrative assignment (only if applicable)
2. Required appendices for the English Department
 - a. Current CV
 - b. Copies of the IDEA summary reports (all four pages)
 - c. Copies of all syllabi (multiple-section courses need not be duplicated)
 - d. Any additional evidence of Student-Centric Faculty Engagement
 - i. Evidence of innovative and engaged teaching, including class visitation reports for assistant professors, lecturers, and assistant professors (NTT)
 - ii. Evidence of scholarly and creative work
 - iii. Evidence of service to the University and the profession
 - e. Copies of FEC Report assessment letters (required only for multi-year evaluations; will include FAAR letters for the next few years)
3. Faculty Engagement & Contribution Plan (the cover page [see Policy 6.1] plus no more than 3 pages of personalized goals, objectives, and targets)

For mid-point reviews, tenure applications, five-year reviews, and rank advancement applications, the FEC Report reflective narrative must discuss *all* of the years under review in terms of the FEC Plan(s); a table that includes average scores for all IDEA reports from relevant years must also be included as part of the teaching evidence section. In addition, faculty will

include all annual evaluations of their FEC Reports for all years under review. *Previous FEC Reports and Plans, as well as any supporting evidence from those years, will only be available for review “upon request,” as those supporting documents will have already been vetted.*

B. FACULTY ENGAGEMENT & CONTRIBUTION REPORT ASSESSMENT

As outlined in Policy 6.1, all full-time faculty, working closely with their Mentorship Team, will determine their annual goals and objectives “in alignment with the university mission, departmental evaluation criteria, and the *Student-Centric Faculty Engagement Model*,” and articulate these criteria in their personalized Faculty Engagement & Contribution Plans. Each evaluating entity will assess the faculty member’s efforts to fulfill their FECP using the documents provided in Policy 6.1 Appendix C and determine whether faculty efforts demonstrate “acceptable progress” or “development required.”

C. BASELINE CRITERIA FOR FACULTY PERFORMANCE

All English Department faculty will be required to meet certain “baseline” standards each year for acceptable progress and performance.

1. Teaching

The English Department values quality teaching as the primary focus of faculty efforts and activities, and recognizes those faculty members who demonstrate student-centric faculty engagement and teaching that results in student success and learning. To receive an “acceptable progress” assessment from evaluating bodies, faculty must establish the following baseline performance indicators:

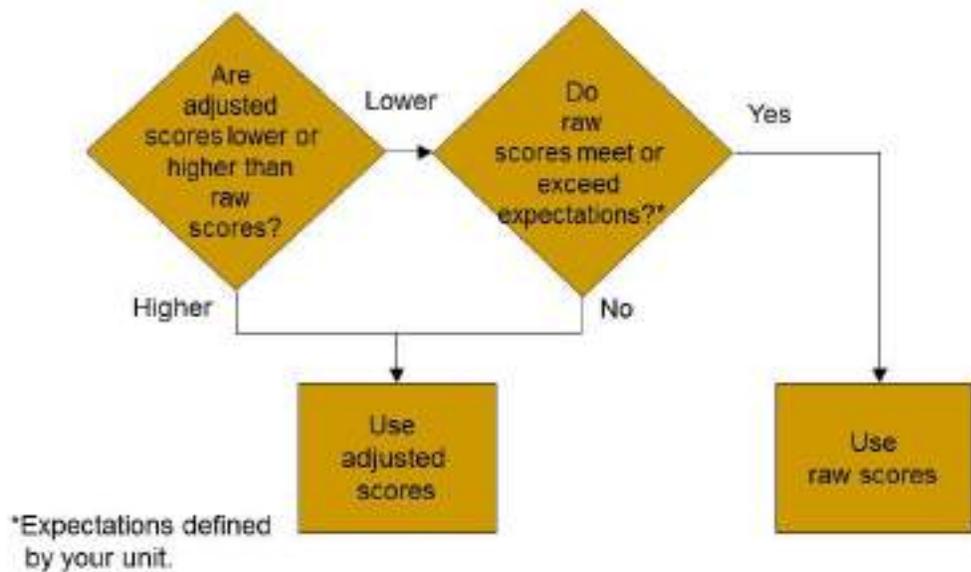
a. Insightful reflection narratives

Faculty are expected in their 1-3 page FEC Reports to reflect thoughtfully on their pedagogical performance in terms of their approved FEC Plans, drawing attention to their engaged teaching practices, considering their successes as well as their challenges, addressing specific student feedback, and proposing ways they will be able to improve in coming years.

b. Acceptable IDEA evaluation scores

Based on guidelines provided from the IDEA Center, faculty will report their average evaluation scores, including both raw and adjusted.

When to Use Adjusted Scores for Administrative Decisions:



Using an imbedded table in their FEC Reports, faculty will calculate their average IDEA scores for the following categories:

- “Your Average Scores: Summary Evaluation” numbers, raw
- “Your Average Scores: Summary Evaluation” numbers, adjusted
- “Your Converted Average When Compared to All Classes in the IDEA Database: Summary Evaluation” numbers, raw
- “Your Converted Average When Compared to All Classes in the IDEA Database: Summary Evaluation” numbers, adjusted

Faculty determine their performance standard by considering the **higher** average scores from the two broader categories. The threshold scores for “acceptable progress” are at least a 4.0 average score for “Average Scores” and at least a 45 for “Converted Average.” A repeated pattern of average scores below these thresholds may indicate “development required.”

c. Quality syllabi

All syllabi must fulfill content expectations as outlined in Policy 6.36, including contact information, clear engagement with essential learning outcomes and methods of assessment, and all required policy statements.

d. Positive class visitation reports

The Department Chair will observe each non-tenured, tenure-track faculty member in the classroom once annually and prepare and distribute a report to the faculty member by the last day of spring semester. (See Appendix B)

The Writing Program Administrator will observe each lecturer and NTT assistant professor in the classroom once annually and prepare and distribute a report to the faculty member by the last day of spring semester. (See Appendix B)

Lecturers will receive an additional class visit by a peer, mentor, or other approved evaluating entity (Department Chair, Honors Program representative, co-teacher[s], etc.).

2. Scholarship and Creative Activities

Although the English Department primarily emphasizes teaching effectiveness, current, relevant, and impactful scholarship (understood to be scholarly work or creative activities) are essential parts of a Student-Centric Faculty Engagement Model.

Department faculty are expected to maintain, demonstrate, and document currency in their discipline of appointment. In addition, tenured and tenure-track faculty members--along with lecturers seeking rank advancement--are expected to produce and disseminate scholarly and creative work.

Items included in the FEC Report are limited to publications, presentations, activities, and awards--that occurred, took place, or were given during the academic year under review (that is, July 1 through June 30 only). To receive "acceptable progress" from evaluating bodies, faculty must demonstrate ongoing progress towards the required advancement goals in terms of scholarship or creative activity.

3. Service

Service should be part of a balanced academic life. As important as service is, it should not supersede teaching and scholarly/creative work. All tenure-track or tenured members of the English Department faculty are required to serve on the DCC and relevant program subcommittees. All non-tenure-track faculty must make reasonable service contributions to the Writing Program curriculum as assigned by the Writing Program Administrator.

Active participation must be detailed in the FEC Report narrative. **Mere meeting attendance does not count as service.** To receive "acceptable progress" from evaluating bodies, faculty must demonstrate reliable service on all required Department committees

4. Administration

When designated administrative or other non-teaching assignments occur at the level of the English Department or the College of Humanities and Social Sciences (e.g., Chair, Associate Chair, Writing Program Director, Writing Center Director, or Associate Dean), they must be discussed in the second reflective narrative (as indicated in A.1.c.). In the case of administrative designations outside of the College (e.g., a center director or Faculty Senate President), these assignments must be documented in the CV and acknowledged in the standard reflective narrative. Furthermore, for faculty holding these kinds of administrative or other non-teaching assignments, service expectations in the English Department will be reduced proportionally--in consultation with the English Department Chair and the College of Humanities and Social Sciences Dean--especially in terms of rank advancement.

D. SPECIFIC CRITERIA FOR FACULTY ADVANCEMENT

The following criteria outline Department expectations from faculty members of various ranks to fulfill expectations for the granting of tenure and advancement in rank. In many cases, specific language and examples have been intentionally avoided, as the burden of proof always lies with individual faculty member to make their own cases.

Note: Accomplishments in teaching, scholarship, and service utilized for rank advancement (e.g. assistant to associate professor, or lecturer to assistant NTT) cannot be re-applied toward future rank advancement (e.g. associate to full professor, or assistant NTT to associate NTT).

1. Definitions for Specific Criteria

Engaged Teaching Assignments include teaching assignments that go beyond traditional face-to-face classroom or online instruction. Examples could include teaching in Jumpstart, for the Honors Program, with the Semester in the Parks program, or as part of a Study Abroad or Community on the Go trip; team teaching, co-teaching, or other interdepartmental collaborative teaching; or mentoring students in the Honors Program, the EDGE Program, or with undergraduate research (UGRASP). Other examples of ETA must be rationalized and justified by faculty members in their FEC Plans and Reports.

Scholarly/Creative Activity includes any professional research, writing, creating, and presenting that could lead to a publication or demonstrate disciplinary currency--for example, keynote addresses, invited readings, academic conference presentations, other scholarly lectures, grant writing, peer reviewing, or revision efforts (especially revise-and-resubmit requests), to name just a few.

Publications should be recognized and categorized according to the following tiers. For specific types of work not listed below, the burden of proof will lie with individual faculty members to count other deliverables in any given tier. All efforts must be approved in

advance by the appropriate evaluatory entities and mentors in the FEC Plan.

a. Tier 1

- Solo or collaborative book (academic, textbook, creative, chapbook, etc.)
- Solo or collaborative edited book/collection of critical or creative work including substantial chapter/work by the faculty member
- Edited critical edition or translation of a primary book-length work with a substantial introduction/preface by the faculty member
- Substantial digital humanities project (solo or collaborative) where the faculty member has a significant constructive (not exclusively administrative) role and is connected to an additional scholarly publication

b. Tier 2

- Solo or collaborative edited book/collection of critical or creative work without a substantial contribution beyond the introduction/preface by the faculty member (book or journal)
- Journal article, creative work in a literary magazine, chapter in an edited collection or anthology, or published curriculum guide
- Expository or creative work published in a popular magazine or textbook
- Digital humanities project (solo or collaborative) where the faculty member has a significant constructive role in the project

c. Tier 3

- Scholarly book review in an academic journal
- Editor-reviewed review of a novel or other creative work
- Editor-reviewed encyclopedia entry

The Department recognizes discipline-specific indicators of quality--such as positive reviews, awards, adoption as a course text, citation index, etc.--through either peer-review (external blind review process) or professional review (editorial review process). Self-published, vanity, and "pay-to-play" scholarly and creative publications are *not* recognized as part of the P&T review processes.

2. Criteria for Tenure-track Faculty Advancement

a. Mid-point Review

- i. One substantial course design or redesign (including a section of a themed course)
- ii. One Tier 2 publication
- iii. Demonstrable progress towards additional Tier 2 or Tier 1 publications

- iv. Reliable record serving on one additional Department or extra-Departmental committee (beyond those already expected, as described above)

b. Tenure and Rank Advancement to Associate Professor

- i. One Engaged Teaching Assignment
- ii. Three Tier 2 publications (two of which must be in the faculty member's discipline of appointment)
OR
One Tier 1 publication in the faculty member's discipline of appointment
- iii. Chairing any Department committee
OR
Reliable record of service on one extra-Department committee

c. Rank Advancement to Full Professor

- i. One Tier 1 publication
- ii. One Engaged Teaching Assignment
- iii. Chairing any Department, College, or University standing committee; directing a University center or program; or serving on Faculty Senate
- iv. Demonstrable extra-University service to the profession
- v. Dedicated efforts serving on assigned Mentorship Team(s)

3. Criteria for Non-tenure-track Faculty Advancement

a. Rank Advancement to Assistant Professor (NTT)

- i. One substantial course design or redesign
- ii. One example of appropriate scholarly/creative ability
- iii. Attendance at an extra-University professional conference
OR
Any Tier 1, 2, or 3 publication
- iv. Reliable record of serving on one non-required Department committee

b. Rank Advancement to Associate Professor (NTT)

- i. One Engaged Teaching Assignment
- ii. Any Tier 1, 2, or 3 publication
- iii. Reliable record serving on one extra-Department committee
OR
Demonstrable extra-University service to the profession
- iv. Dedicated efforts serving on assigned Mentorship Team(s)

**SOUTHERN UTAH UNIVERSITY
ENGLISH DEPARTMENT
P&T Mentor Guidelines**

APPROVED 9 APRIL 2019

The primary document that governs faculty promotion and tenure in the SUU English Department is Policy 6.1; the guidelines below outline the procedure to be followed when assigning mentors to the assistant professors and lectures in the English Department.

As outlined in SUU Policy 6.1, all full professors, associate professors TT, and associate professors NTT in the English Department will perform annual service in the capacity of mentors for the remaining faculty in the Department. Mentors are expected to provide guidance and support to help their mentee(s) develop as engaged, contributory members of the Department, College, and University in ways that align with SUU's student-centered mission. P&T teams meet no less than twice per academic year.

Each tenure-track assistant professor will be assigned two tenured faculty mentors. To the best of the department's ability, one mentor will be a full professor and one will conduct scholarly or creative work in as related a field as possible to the mentee. Non-tenure-track assistant professors and lecturers will be assigned one faculty mentor, ideally one with a related field of scholarly and creative work.

The Department Chair, who may not serve as a mentor to another member of the department, is responsible for assigning mentor/mentee partnerships no later than the first Friday following graduation. In the case of new hires, mentors will be assigned as soon as possible. With consideration of faculty interests and workloads, mentors will be selected from among the Department's tenured and associate professors NTT. Ideally, the P&T teams will continue until the mentee achieves tenure/promotion. The time commitment of a mentor to a mentee will vary depending upon the needs of the mentee; for that reason, no mentor will be assigned more than four mentees for an academic year unless a larger number is approved in consultation with the Department Chair and the Dean of HSS.

In the event that there is a shortage of Department mentors, one mentor may be selected from another campus department, whose mission and P&T policies reasonably align with the impacted department. Preference will be given to one's own department before accepting the mentorship of a colleague outside the department. Further, faculty should not accept mentoring assignments without the approval of the Chair of the Department and the Dean of HSS.

At the request of a mentor or mentee, and with the support of the Department Chair, mentors may be re-assigned at any point during the academic year. Additionally, mentor/mentee assignments will be carefully reviewed by the Department Chair annually and assigned/reassigned as necessary based on changes in personnel, changes in faculty ranks, and other factors.