

**Southern Utah University**  
**WMG COLLEGE OF SCIENCE AND ENGINEERING**  
**DEPARTMENT OF NURSING**  
**Faculty Evaluation**  
**COVER SHEET**  
(to be completed by applicant)

**EVALUATION FOR:** (check all applicable)

- ANNUAL REVIEW
- MID-POINT REVIEW
- RANK ADVANCEMENT
  - TENURED to Full Professor
  - NON-TENURE TRACK to \_\_\_\_\_
- TENURE and PROMOTION
- POST-TENURE REVIEW

**Name:** \_\_\_\_\_

**Department:** \_\_\_\_\_

**Track**       Tenure-track       Non-tenure track

**Highest degree earned**       Doctorate       Masters

**Degree** \_\_\_\_\_ **Date** \_\_\_\_\_

**Institution** \_\_\_\_\_

**Date of hire/rank** \_\_\_\_\_

**Complete the following only if you are applying for tenure or rank advancement.**

**If you are applying for tenure or advancement in rank, check one of the following regarding credit towards tenure:**

- Not applicable - I do not have credit towards tenure granted from time of hire.
- I have credit towards tenure granted from time of hire. (copy of the agreement enclosed).  
Number of years of credit towards tenure/rank being applied for: \_\_\_\_\_

Date present rank obtained at this institution (put actual date present rank was granted at this institution, do not include credit granted towards rank advancement at time of hiring): \_\_\_\_\_

Total number of years of service at SUU at current rank (plus years credited if applicable): \_\_\_\_\_

## **Instructions for Application**

When developing your portfolio for submission, thoroughly read policy 6.1. Your portfolio should highlight and showcase your knowledge, skills, and abilities as they relate to the areas of evaluation. Cite supporting evidence that reflects your best efforts across all three domains— Teaching Effectiveness, Scholarship/Creative Activities, Service/Professional Service.

## **Department Faculty Evaluation Criteria**

### **Mentorship**

#### *Mentorship process:*

The mentorship process is to follow guidelines established by Southern Utah University Policies and Procedures, specifically Policy #6.1. A mentorship team will be assigned within the first week of the calendar school year.

#### *Mentorship team:*

Each mentorship team member will consist of a minimum of two faculty members, meeting the following specifications according to faculty track:

- **Non Tenure-track:** Minimum of two faculty members on each mentorship team including at least one Associate Professor (Tenured or Non-Tenure-Track) or Professor.
- **Tenure track:** Minimum of two tenured faculty members on each mentorship team.

The mentorship team members will be decided on by the department chair as facilitated through input from the potential faculty mentors and mentees to determine appropriate matches with consideration to scholarly interests, teaching styles, expertise, goals, personalities, etc. Mentorship team members to be reviewed annually to determine continuation of involvement.

### **Evaluation Process**

Evaluations will follow within guidelines established by Southern Utah University Policies and Procedures, specifically Policy #6.1, and the Walter Maxwell Gibson College of Science and Engineering. The peer evaluation process will be completed by the mentorship teams as outlined in policy 6.1 The portfolio must show evidence that faculty members have met the required criteria per the scoring criteria.

## FACULTY ENGAGEMENT & CONTRIBUTION CRITERIA

Name: \_\_\_\_\_

Contribution Period: August 15, \_\_\_\_\_ through Aug 14, \_\_\_\_\_

### PLANNING/EARNED POINT SUMMARY

Faculty members will complete this form as part of their FEC Plan, under advisement with their mentor, and submit it to the Department Chair by the first Tuesday after Labor Day. One signed copy will be forwarded on as part of the FEC Plan. Another signed copy will be retained by the Department and attached to the FEC Report at the end of the academic year. The point ranges for each category are intended for planning purposes only, with 100 annually earned contribution points being considered a Satisfactory level of performance for Tenured (T), Tenure Track (TT) and Non-Tenure Track (NTT) rank advancements and the granting of tenure.

	T/TT	NTT
1. TEACHING EFFECTIVENESS (T/TT Range: 60-80 pts; NTT: 70-90 pts)	_____ pts	_____ pts
2. SCHOLARLY/CREATIVE CONTRIBUTIONS (T/TT Range: 10-30 pts; NTT: 5-15 pts)	_____ pts	_____ pts
3. SERVICE/LEADERSHIP CONTRIBUTIONS (T/TT Range: 10-30 pts; NTT: 5-15 pts)	_____ pts	_____ pts

4. COLLEGIALITY:

Must achieve minimum average of 3.5 on  
Faculty Collegiality Survey

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### TOTAL POINTS

**PROJECTED/EARNED:** \_\_\_\_\_

### SIGNATURES

\_\_\_\_\_  
Faculty Member

\_\_\_\_\_  
Date

\_\_\_\_\_  
Mentor

\_\_\_\_\_  
Date

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Department Chair

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Date

## **EXPLANATION OF FACULTY ENGAGEMENT & CONTRIBUTION CRITERIA**

### **FACULTY ENGAGEMENT & CONTRIBUTION SYSTEM EXPLANATION**

All faculty members are expected to earn at least 100 FEC points per year\*. Faculty are allowed to fall under this benchmark with the knowledge that they will receive Development Required status for that year's FEC report. This action is intended to ensure these faculty members are supported appropriately by the department mentorship team. Faculty are also allowed to exceed 100 earned points, though the mentorship team should take care to develop an FEC Plan that is reasonably attainable and appropriate.

The 100-point benchmark is broken up by three main categories, Teaching Effectiveness, Scholarly/Creative Contributions, and Service Contributions. Each category has a suggested yearly point range to be used for planning purposes. Individual FEC Plans or Reports do not need to fall within these ranges every year, allowing faculty flexibility. However, for the awarding of Tenure and/or Rank Advancement, a minimum level of points in each category are required, along with the appropriate number of years of service, and achievement of the required Key Contributions. The Mentorship Team should take great care in assisting faculty in their yearly planning as well as in formulating a plan that efficiently works towards tenure and/or rank advancement.

### **FEC TENURE AND/OR RANK ADVANCEMENT POINT BENCHMARKS**

#### **Tenure-Track Faculty** (Asst. Professor to Assoc. Professor)

Tenure-track faculty must earn at least 600 total FEC points with the appropriate number of points in each category by the end of their 6<sup>th</sup> year (prior to applying for tenure). Points earned above that benchmark will be added towards their next rank advancement. Faculty hired with years granted towards tenure will be awarded points at the time of hire with the Department Chair and Dean approval. The required Key Contributions and number of points in each category are as follows:

TEACHING EFFECTIVENESS:	450 total points
SCHOLARSHIP/CREATIVE CONTRIBUTIONS:	75 total points
SERVICE CONTRIBUTIONS:	75 total points

#### **Key Contributions**

TEACHING EFFECTIVENESS:

SCHOLARSHIP/CREATIVE CONTRIBUTIONS: One (1) peer-reviewed publication, and

SERVICE CONTRIBUTIONS:

**\*NOTE:** New faculty members awarded time toward rank and/or tenure at the time of hiring will be awarded 100 points per year shortening of the time in rank/probationary period.

**Tenured Faculty Rank Advancement (Assoc. Professor to Full Professor)**

Tenured faculty must earn at least 1200 total FEC points (including the points earned at the time of tenure) with the appropriate number of points in each category. This can be accomplished no sooner than the 5<sup>th</sup> year after tenure was awarded. The required Key Contributions and number of points in each category are as follows:

TEACHING EFFECTIVENESS:	900 total points
SCHOLARSHIP/CREATIVE CONTRIBUTIONS:	150 total points
SERVICE CONTRIBUTIONS:	150 total points

**Key Contributions (since tenured date)**

TEACHING EFFECTIVENESS:	
SCHOLARSHIP/CREATIVE CONTRIBUTIONS:	One (1) peer-reviewed publication, and
SERVICE CONTRIBUTIONS:	

**Non Tenure-Track Faculty Rank Advancement (Lecturer to Assist. Professor)**

Non Tenure-track faculty must earn at least 400 total FEC points with the appropriate number of points in each category by the end of their 4<sup>th</sup> year (prior to applying for advancement to the rank of Assistant Professor). Points earned above that benchmark will be added towards their next rank advancement. The required Key Contributions and number of points in each category are as follows:

TEACHING EFFECTIVENESS:	340 total points
SCHOLARSHIP/CREATIVE CONTRIBUTIONS:	20 total points
SERVICE CONTRIBUTIONS:	40 total points

**Key Contributions**

TEACHING EFFECTIVENESS:	
SCHOLARSHIP/CREATIVE CONTRIBUTIONS:	
SERVICE CONTRIBUTIONS:	

**Non Tenure-Track Faculty Rank Advancement (Assist. Professor to Assoc. Professor)**

Non Tenure-track faculty must earn at least 1000 total FEC points with the appropriate number of points in each category by the end of their 10<sup>th</sup> year (including the points earned when granted the rank of Assist. Professor) prior to applying for advancement to the rank of Associate Professor. The required Key Contributions and number of points in each category are as follows:

TEACHING EFFECTIVENESS:	850 total points
SCHOLARSHIP/CREATIVE CONTRIBUTIONS:	50 total points
SERVICE CONTRIBUTIONS:	100 total points

**Key Contributions**

- TEACHING EFFECTIVENESS:
- SCHOLARSHIP/CREATIVE CONTRIBUTIONS:
- SERVICE CONTRIBUTIONS:

**FEC POST-TENURE POINT BENCHMARKS**

Tenured faculty must earn at least 500 total FEC points, with the appropriate number of points in each category.

**Key Contributions**

- TEACHING EFFECTIVENESS:
- SCHOLARSHIP/CREATIVE CONTRIBUTIONS: One (1) peer-reviewed publication, and
- SERVICE CONTRIBUTIONS:

**FACULTY ENGAGEMENT CRITERIA FOR EVALUATION**

**TEACHING EFFECTIVENESS**

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 effectiveness 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, with the faculty member deciding when

in the semester the evaluation will be given. The responses to all teaching-related questions on the student-evaluation instrument will be considered in assessing teaching ability. Other evidence of teaching effectiveness includes instructional delivery/design, and course management skills.

### Teaching Effectiveness Point Guide

Check those that apply and cite evidence in FEC Report for each one selected. Multiple credits in each area are allowed.

#### 12-Point Contributions. (Actual criteria are assigned by Departments, these are place holders)

\_\_\_\_\_ Documented overall student course evaluations illustrating effectiveness.

\_\_\_\_\_ Positive Ratings by DC and Peers in respect to the following course characteristics outlined in the Appendix A: 1) Quality learning environment, 2) Personal student investment, 3) Meaningful interactions, 4) Challenging thinking, 5) Demonstration of competence, 6) Timely feedback, and 6) Student reflection and integration.

\_\_\_\_\_ Faculty narrative indicates a focused and sincere effort to improving teaching and responding to student concerns, if any.

\_\_\_\_\_ Course syllabi are updated to current University standards and clearly demonstrate appropriate level of student expectations, course objectives, grading & assessment criteria, and research-based instructional design.

\_\_\_\_\_ Course syllabi demonstrate content expertise, strong instructional design and sound evaluation procedures.

\_\_\_\_\_ Revise/updates coursework to maintain currency according to Evidence Based Practices and standards.

\_\_\_\_\_ Use of appropriate and current scientific technology, pedagogical technology and/or techniques.

\_\_\_\_\_ Teaches a new course(s) develops new course material, or implements new instructional approaches.

\_\_\_\_\_ Documented activities (workshops, conferences, reading materials) appropriate for keeping current with teaching strategies (can be used multiple times).

\_\_\_\_\_ Received award denoting teaching excellence (can be used multiple times).

\_\_\_\_\_ Documented consultation with educational specialist.

\_\_\_\_\_ Peer-Evaluation conducted for a colleague (can be used multiple times).

\_\_\_\_\_ Participation in a team-taught course (can be used multiple times).

\_\_\_\_\_ Contributes to overall program curriculum revision and currency.

\_\_\_\_\_ Demonstrates they hold students to a high level of academic performance.

\_\_\_\_\_ Recognition for development of innovative pedagogical methods and materials.

\_\_\_\_\_ Serve as curriculum consultant to outside Schools and Colleges of Nursing.

\_\_\_\_\_ Development of resources to facilitate teaching excellence (e.g., guidebooks, learning resources, simulations).

\_\_\_\_\_ Documented contributions for innovations to nursing program (e.g., development of training grants, courses, seminars, lectures, teaching aids, computer-aided instruction, interdisciplinary courses or lectures).

\_\_\_\_\_ Represents the DON in national and/or international level planning activities associated with nursing education.

\_\_\_\_\_ Serves as undergraduate scholarly mentor/advisor.

\_\_\_\_\_ Guest lectures in courses in area of expertise.

\_\_\_\_\_ Other with justification.

\_\_\_\_\_ **TOTAL TEACHING EFFECTIVENESS POINTS EARNED**

## **SCHOLARLY/CREATIVE CONTRIBUTIONS**

Faculty are selected, retained, and promoted primarily on the basis of evidence of effective teaching. Standards of performance in scholarship and creative contributions are limited to ensure that faculty members maintain proper focus on teaching.

### **Scholarly/Creative Activity Point Guide**

Check those that apply and cite evidence in FEC Report for each one selected. Multiple credits in each area are allowed.

#### **20-Point Contributions**

\_\_\_\_\_ Publication of a book related to academia and/or nursing

\_\_\_\_\_ Funded External Grant over \$40,000 (Principal or Co-Principal Writer).

\_\_\_\_\_ Director of project involving over \$100,000 in funding.

\_\_\_\_\_ Published data driven article in a peer-reviewed journal (author, co-author)

\_\_\_\_\_ Completed evidence-based practice (EBP) project or quality improvement (QI) project with dissemination

\_\_\_\_\_ Mentored student in research which resulted in presentation at a state, local or regional professional meeting or conference (maximum of 10 points per year).

\_\_\_\_\_ Director of multi-year project

\_\_\_\_\_ Project director of externally funded grant

\_\_\_\_\_ New academic program development (lead)

\_\_\_\_\_ Principal writer for national accreditation or accreditation review.

\_\_\_\_\_ Professional consultation report which is submitted in writing to a client that has national or international impact.

\_\_\_\_\_ Other with justification (emphasis on contributions with a large impact state-wide or national).

#### **15-Point Contributions**

\_\_\_\_\_ Published non-data driven article in a peer-reviewed journal.

\_\_\_\_\_ Publication and dissemination of white paper.



- \_\_\_\_\_ Provide invited scholarly presentations at national/international meetings on variety of topics related to content expertise
- \_\_\_\_\_ Attained national certification from an approved primary certifying body of the specialty (new from last review)
- \_\_\_\_\_ Publication of a book chapter (author or editor)
- \_\_\_\_\_ Funded External Grant between \$10,000.00-\$39,000 (Principal or Co-Principal writer)
- \_\_\_\_\_ Presentation at a national or international professional meeting or conference.
- \_\_\_\_\_ Publication of widely adopted or acclaimed textbooks, cases, simulations, or other nursing materials
- \_\_\_\_\_ Conduct independent studies with students
- \_\_\_\_\_ Contributor for national accreditation or accreditation review.
- \_\_\_\_\_ Professional consultation report which is submitted in writing to a client that has regional or state-wide impact.
- \_\_\_\_\_ Other with justification (emphasis on contributions with a regional or state-wide impact).

**10-Point Contributions**

- \_\_\_\_\_ Publication of a book/lab manual/workbook in academic or specialty area (author or co-author).
- \_\_\_\_\_ Published article in a non-refereed journal or other print or electronic medium.
- \_\_\_\_\_ Submitted grant as PI or co-PI
- \_\_\_\_\_ Professional consultation report which is submitted in writing to a client that has local impact.
- \_\_\_\_\_ Workshop presentation (regional or state impact)
- \_\_\_\_\_ Book review for publishing company.
- \_\_\_\_\_ Co-PI of multi-year funded grant
- \_\_\_\_\_ Serve on ongoing editorial board member or manuscript reviewer for peer-reviewed journal
- \_\_\_\_\_ Serve as a content reviewer/advisor on an IRB, dissertation, thesis, or scholarly project (e.g. DNP project) that is not a component of your employment duties.
- \_\_\_\_\_ Complete a dissertation, thesis, or graduate-level scholarly project (e.g., DNP project)
- \_\_\_\_\_ Contributor for national accreditation or accreditation review
- \_\_\_\_\_ Recognition/award related to scholarly/creative activities
- \_\_\_\_\_ Other with justification (emphasis on contributions with a local impact).

**5-Point Contributions**

- \_\_\_\_\_ Presentation at a state, local or regional professional meeting or conference.
- \_\_\_\_\_ Funded faculty development grant with appropriate report.
- \_\_\_\_\_ Collaborates with clinical colleagues and other disciplines to improve standards of care within the practice setting
- \_\_\_\_\_ Presentation/workshop at a state, local or regional professional meeting or conference
- \_\_\_\_\_ Published article in a non-peer reviewed nursing or educational resource
- \_\_\_\_\_ Development and integration of knowledge into a course that requires learning and applying new methods or technology.
- \_\_\_\_\_ Book review for publishing company
- \_\_\_\_\_ Serve as the primary author of content related to your academic or specialty area utilized in e-learning and/or other media presentations.
- \_\_\_\_\_ Contribution to media development, technology tools, or informatics
- \_\_\_\_\_ Contributor to new program development
- \_\_\_\_\_ Other with justification (emphasis on contributions with a local impact.)

\_\_\_\_\_ **TOTAL SCHOLARLY/CREATIVITY POINTS EARNED**

## SERVICE CONTRIBUTIONS

Service is defined as activities that contribute to the University, Profession, or Community in ways that fulfill and supports SUU's Mission, Vision, and/or Core Value statements.

### Service Activity Point Guide

Check those that apply and cite evidence in FEC Report for each one selected. Multiple credits in each area are allowed.

#### 12-Point Contributions (Actual criteria are assigned by Departments, these are place holders)

- Serving as president of a professional organization with at least a national impact.
- Principal or Co-organizer/host of large, national or international event.
- At least ½ time special appointment at the University or College level.
- Serve in lead position (e.g., president) of a national professional organization, board or council
  
- Documented contributions to improving health care for individuals and/or populations on a state, regional or national level (i.e., legislative activity, policy development, award)
- Provide distinctive contribution in the school/university toward the aspirations, operation, development, and improvement of the organization (e.g., elective or appointed leadership positions)
- Hold office in a professional society
- Fellowship through professional organization (e.g., Robert Wood Johnson, FAAN)
- Other with justification.

#### 8-Point Contributions

- Serving as board member or council member of a professional organization with national impact.
- Faculty Senator.
- Principal or co-organizer of regional/state-level event.
- Holding office in a professional society at the state or regional level.
- Hosting a professional development event for off-campus groups (science related).
- 1/4 -time special appointment at the University or College level.
- Leadership in clinical/practice standards committees and quality review boards
- Leadership in the development or revision of clinical practice guidelines
- Service on national or international expert panel
- Other with justification.

#### 6-Point Contributions

- Administrative responsibilities at the University, College, or Department level.
- Graduate Committee chair.
- Committee member of University Committee.
- Chair of and department-level committee.
- Advisor to student organization.
- Member of Department FEC Mentorship Team
- Other with justification.

#### 3-Point Contributions

- Member of any College or Department-level committee.
- Graduate Committee member.
- Chair of faculty hiring committee

- \_\_\_\_\_ Involvement in community service activity.
- \_\_\_\_\_ Recognized accomplishment in professionally related activity.
- \_\_\_\_\_ Writing letters of recommendation for students (maximum of 3 credits)
- \_\_\_\_\_ Maintain board and/or specialty certification related to nursing practice
- \_\_\_\_\_ Student academic advising
- \_\_\_\_\_ Writes health-related information for clinical agency brochures, newspapers, newsletters
- \_\_\_\_\_ Other with justification.

\_\_\_\_\_ **TOTAL SERVICE POINTS EARNED**