

Department of Political Science & Criminal Justice
Promotion & Tenure (P&T) Policy

The mission of the Southern Utah University (SUU) Department of Political Science and Criminal Justice (POLS/CJ) is to encourage a lifelong passion for learning and a quest for knowledge by providing an environment that fosters academic excellence and inquiry. We encourage the development of ethics and values that recognize knowledge in all its diverse and creative forms. The primary goal of the Department is excellent instruction while otherwise meeting students' academic needs. The Department fosters a creative learning environment and assists students through meaningful and relevant experiences as follows.

- Guide students to develop analytical, communication, and information-gathering skills.
- Offer opportunities for practical experience through internships, work-study, and memberships in honorary societies in political science and criminal justice.
- Encourage students to be tolerant, informed, and responsible citizens.
- Promote respect for all people and for diverse viewpoints.
- Contribute to political and cultural development, and to development of law, order, and justice, in Southern Utah and beyond.

Definitions, Descriptions, and Expectations

Teaching: The Department supports and values SUU's definition of an engaged faculty member (policy 6.1. VIII. B.). Accordingly, the Department believes that quality teaching and mentoring are the highest priority. We value curricular currency, relevancy, and practical applications, as well as evidence-based pedagogies and the use of High Impact Educational Practices. We appreciate that different pedagogies are appropriate for different courses and course enrollment numbers, and that learning objectives vary from course to course. As such, we have no "one size fits all" evaluation criteria for courses or teaching. We employ SUU and departmental course evaluation systems, as appropriate and current, to assist in evaluating teaching effectiveness. Specific evaluation questions may be tailored to reflect department or program requirements. Other evaluation materials, such as course syllabi reviews, descriptions of in-class activities and learning assessments, and peer observations of teaching, may be submitted for review. The typical expected teaching load for tenured and tenure-track faculty is 24 credit hours over the contracted academic year. Reduced teaching loads must be approved by the Department Chair and College Dean.

Faculty Engagement: SUU faculty actively engage with students in ways that deepen learning and enhance the overall university experience. Faculty engagement consists of evidence-based curricular and extracurricular activities that help students become

informed, responsible, and productive members of society who explore diverse ideas, disciplines, skills, cultures, and places. Related efforts may include, but are not limited to:

- Evidence-based teaching practices;
- Mentoring student projects and creative endeavors;
- Coauthoring student-generated scholarly papers or professional presentations;
- Participating in scholarship;
- Leveraging High Impact Practices, such as those defined by the Association of American Colleges and Universities;
- Supervising formalized community engaged-learning projects;
- Supervising student clubs and other student organizations;
- Providing educational opportunities for the university community;
- Implementing cooperative educational programs with community partners; and
- Participating in programs that enhance students' global perspective.

Faculty engagement also extends to meaningful participation in: service/leadership and shared governance of the university, faculty Promotion and Tenure (P & T) Mentorship Teams, service/leadership opportunities outside the university, and scholarly contributions in respective fields of expertise. Specific types of activities and expected level of faculty engagement are outlined below in departmental evaluative criteria and review standards.

Scholarship: As stated in the SUU P & T policy, "Scholarship is deeply informed by current knowledge in a field, skillfully interpreted, and deployed with purpose and intention that seeks to provide new knowledge or understanding, leads to innovative curriculum and improved pedagogical practices, helps address issues or problems within the community, and/or integrates thoughts and ideas from diverse disciplines or areas of inquiry. Scholarly work culminates in a form of dissemination that is reviewed by peers and is acceptable by approved departmental evaluation criteria" (Policy 6.1. VIII. F.).

Peer Review: The Department defines peers as professionals in the practice, research, and/or teaching of an allied discipline (in the same or related occupation, profession, or industry). In cases of peer review by a single individual, the peer must be external to the Department. Alternatively, a review performed by two or more faculty members within the Department (including the PTC) satisfies the definition of peer review.

The Department recognizes the value of a wide variety of scholarly contributions, including but not limited to those defined by the "Boyer Model" (see *Scholarship* under Evaluative Criteria below). Activities that engage students meaningfully or otherwise support engaged teaching are especially encouraged.

Service/Leadership: The Department expects faculty members to participate (typically by term of appointment) in the operation or function of the Department, College, University, community, or professional field and its organizations. Service activities that promote SUU's student-centered mission are especially valued.

Professional Responsibility: The Department values amicable, ethical, collegial, and responsible colleagues. Faculty members must adhere to all SUU policies, ethical standards and codes of conduct. Faculty members are expected to attend and contribute to Department meetings. The Department assumes that faculty members are in compliance with SUU policies on professional and ethical conduct (University Policy 6.28) unless evidence is presented to the contrary.

Mentorship

Mentors play a key role in helping new and junior faculty transition to their positions and acclimate to the SUU community. As part of the Department culture, there is a collective responsibility to assist and mentor all faculty members. Mentoring is a valuable investment of time and effort made by both mentors and mentees, and efforts will be made to ensure that Department Promotion and Tenure Mentor Teams are a good match for all parties involved.

Mentors: Mentors are faculty who belong to any of the following categories: non-tenure-track (NTT) associate professor, tenured associate professor, or full professor.

Mentees: Mentees are faculty who belong to any of the following categories: lecturer, NTT and tenure-track (TT) assistant professor, or tenured associate professor.

Department Promotion and Tenure Mentor Team (PTMT): The Department Chair shall determine the membership of each PTMT according to Department PTMT procedures and in accordance with SUU policy 6.1. Each team is comprised of two faculty mentors for TT members and one faculty mentor for each NTT member. Additional mentors may be assigned at the discretion of the Department Chair. Mentors provide formative guidance and assistance to their mentee(s), as needed, and document such meetings at least twice per semester. Mentors assist and guide their mentees' efforts to craft their P & T materials, as applicable.

Department Promotion and Tenure Committee (PTC): The Department PTC is comprised of all faculty members who currently serve as a Department faculty mentor, and one other NTT associate or tenured faculty member of the Department, if available. The Department PTC reviews each mentee's annual Faculty Engagement and Contribution Report (FECR) and their

Faculty Engagement and Contribution Plan (FECP) for the upcoming year. As such, the PTC serves both an evaluative and formative (i.e. developmental) function. The PTC also meets at the request of any mentee who has concerns about their progress toward meeting the objectives and goals defined in their FECP.

Availability of Mentors: Because of the time and effort required to serve as a mentor, during periods when fewer than four tenured POLS/CJ faculty are available within the department, the Department Chair and Department PTC may reach out to other department(s) to identify relevant mentors to pair with POLS/CJ junior faculty members.

Evaluative Process

To facilitate faculty progress toward fulfilling the Department's mission, each mentee will submit a FECP of the previous year and FECP for the upcoming year according to the procedures and schedule outlined in SUU policy 6.1. Tenured faculty and NTT associate faculty will submit a FECP and FECP once every five years. The FECP documents accomplishments, contributions, and progress from the previous academic year (or previous five years as applicable). The Department PTC's review of the FECP for mentee members of the Department is meant to be both formative and evaluative. The FECP is assessed in terms of the extent to which the goals and objectives defined in the last FECP were met. The PTC's review of mentees' FECP for the upcoming year is meant to be formative. The content of the plan is reviewed for its alignment with the Department and University's student-centered mission and the Department's evaluative criteria. Note that a mentee may make alterations to their FECP at any time, and that such revisions are subject to the Department's PTC's approval. The FECP and FECP from NTT associate and tenured faculty are typically reviewed by the Department Chair. The Department's PTC reviews these materials if one or more concerns are noted by the Department Chair or a higher evaluative committee.

Evaluative Criteria

Review Standards for Tenure Track and Tenured Faculty

The Department values academic work (teaching, mentoring, scholarship, service, and leadership) that supports the student-centered mission of the Department, College, and University. As such, the Department PTC's evaluation will focus primarily on the faculty member's engagement, contributions and performance that supports students' education along with students' personal and professional development. The source of these contributions

may be and will be different among faculty members, and for individual faculty members over time. To advance through the ranks and achieve tenured status, a faculty member must demonstrate increasing proficiency and effectiveness in their engagement and contributions, as documented in their FECRs, until all standards are fully met, at which point the member should demonstrate continued proficiency and effectiveness. A TT faculty member who receives a “development required” designation on more than one FECR within the tenure review period is less likely to receive tenure.

Teaching

Demonstrating effective teaching is essential for rank advancement. Standards include:

1. SUU and/or Department teaching evaluations reveal no material deficiencies in course or instructional quality. Alternatively, where such deficiencies are identified, the faculty member has appropriately remediated them. TT Faculty member will designate five courses in their FECPs to be evaluated (six courses for lecturers). Pre-tenure-decision faculty who are below these standards demonstrate a trend in the positive direction.
2. Peer evaluations, if used, reflect appropriate teaching effectiveness.
3. The faculty member offers *and is consistently available for* regular posted office hours reserved for individual or small group meetings with students.
4. The faculty member provides evidence of ongoing revision of classroom teaching to enhance opportunities and ability for students to learn.
5. The faculty member provides other evidence demonstrating ongoing effort to improve teaching. Examples include, but are not limited to: attending conferences, courses, or professional development activities designed to enhance teaching effectiveness; evidence of course modifications based on student, peer, or Department feedback.

Scholarship

The Department uses the Boyer (1990) model as the basis for what constitutes the breadth of scholarship, encompassing scholarship of discovery, integration, application, and teaching. To meet standards for advancement to associate professor, TT faculty members are expected to demonstrate active scholarship by completing three activities that align with one or more of these types of scholarship. Where the faculty member demonstrates substantial and major contributions, a co-authored work counts fully as an activity (minor contributions may count for less than a full activity, as coordinated with the Department PTC). With concurrence of the Department PTC, activities that are of greater scope, such as peer-reviewed scholarly books, may count for multiple scholarship activities (perhaps all three).

Tenured faculty members are expected to demonstrate active scholarship of these types as outlined in their FECPs.

Sample activities, which are not intended to be all-inclusive, are listed below under the descriptions of each type of scholarship. Since expanding knowledge is a communal endeavor, the Department expects scholarship to be shared via appropriate fora.

The *Scholarship of Discovery* aligns most closely with the traditional understanding of scholarship and encompasses the search and discovery for new knowledge and sharing that knowledge via (peer-reviewed) publication. Examples include: grant-funded research and other research projects; journal articles; book chapters in edited works; and books. While such knowledge is normally shared via blind peer-reviewed publication, the Department PTC may approve other forms of sharing on a case-by-case basis.

The *Scholarship of Integration* involves integration of knowledge from different sources including bringing cross-disciplinary knowledge together to identify trends and gain new insights, perhaps using interpretative approaches. Examples include: (cross-disciplinary) professional development workshops; review articles; non-academic publications that address discipline-related concerns; and, meta-analyses that combine results from multiple studies. Such scholarship is peer-reviewed and shared via appropriate fora.

The *Scholarship of Application* involves discovering ways to apply new or existing knowledge to help solve real-world problems, usually outside the academic community. Examples include: media contributions (appearing in non-peer-reviewed publications); development of centers for study or service; field application of theory or research methodology to real-world problems; development or oversight of practica or partnerships, on behalf of SUU, that connect students with the field/industry; support or development of community activities in the field or industry that link with academic disciplines; and, consulting activities in the field or industry that relate directly to the intellectual work of the faculty member. Such scholarship is peer-reviewed, often by users in a professional field related to a faculty member's discipline or an allied discipline, and shared via appropriate fora.

The *Scholarship of Teaching* involves the search for innovative approaches and best practices to facilitate skill development and dissemination of knowledge to students and others. Examples include: development of new or *substantially* revised courses and curricula; innovative teaching materials or strategies; pedagogically-based research that provides new insights into teaching and learning; *substantial and meaningful* involvement of students in research projects involving the other three forms of scholarship; grant-funded projects to support instructional activities; production of digital (including video, open-source e-books, etc) or print texts and related instructional materials, or *substantial* revisions to such; and, technical, procedural, or practical clinical or professional innovations. Such scholarship is peer-reviewed and shared via appropriate fora.

Scholarship requirements are *prorated/reduced* for faculty members teaching 30 or more credit hours in an academic year (e.g. two years teaching 30 or more credit hours relieves the member of one scholarly activity), although at least one scholarly activity must be completed and evaluated (see SUU Policy 6.1, VII. A.).

Service

Current SUU policy does not mandate a specific number of committees, and presumes that committee work will be “equitably distributed among the faculty” under the direction of the Department Chair. Accordingly, faculty members are expected to *regularly* serve on *at least two* department, college, or university committees. The following types of service count as one of the two committee positions and, if successfully executed, are considered to exceed requirements: Department Chair, program director, or other administrative responsibilities that necessitate course-release; Faculty Senate; committee chair; advisor to student organization(s); journal editor; hosting conferences or similar activities; serving as a discussant, panel chair, or related position at an academic conference or workshop; and, other activities agreed by the faculty member, mentorship team, and the Department Chair.

Professional Conduct

The faculty member is not known to be in violation of SUU Policy 6.28, Professional Standards. If violations are identified and the member retained, and the violations have been successfully remediated, the Department PTC may recommend retention and promotion. Although “collegiality” is not evaluated as a category, a pattern of contributing to an environment that makes it difficult for other Department members to function effectively and comfortably in their duties may be considered as grounds *not* to recommend a member for promotion and tenure. Such failures should be documented by the Department Chair or P & T committee as they occur and will normally only be considered disqualifying if not remediated.

Note: Teaching loads will be considered when evaluating Scholarly, Creative, or Professional Activity. In particular, a faculty member’s consistent bearing of heavy loads (above 24 credit hours per contract year) should mitigate favorably in the evaluation process.

The table in the Appendix provides a sample of *exemplars* – that is, traits, philosophies, and activities valued and/or expected for each rank and status of faculty in the Department. No faculty member is expected to model every single exemplar—this table is not a checklist and this sample not exhaustive. The table’s intent is to give faculty members a better sense what is valued and expected to be successful in our Department. Faculty who model very few of these exemplars and who do not supplement them with other activities and contributions that support the Department’s mission may receive a “development required” FECR designation.

Evaluative Criteria for Lecturers, NTT Assistant, and NTT Associate Professors

Lecturers’ primary responsibilities are teaching and departmental service. To qualify for assistant NTT status, a lecturer must satisfy SUU policy 6.1 requirements and consistently meet the review Standards above, except that activities referencing scholarship do not typically apply. To qualify for associate NTT status, the assistant NTT professor must satisfy pertinent SUU policy 6.1 requirements, and demonstrate consistent development in teaching and service

related activities as described in the Exemplars table (Appendix), “pre-tenure years 4-7” category. Again, activities referencing scholarship do not typically apply.

Promotion and Tenure: Process and Schedules

The Department adheres to University’s Promotion and Tenure Policy regarding the number of years (since hire) that are to be considered for the mid-term review and tenure applications. The Department further adheres to the timelines and procedures to be followed for promotion, tenure, and for providing feedback to faculty and evaluative entities.

Resources and References:

SUU Faculty Evaluation, Promotion, & Tenure Policy: <https://www.suu.edu/academics/p-and-t/>

Scholarship Reconsidered: Priorities of the Professoriate (Ernest L. Boyer, 1990, Jossey Bass Publishing, ISBN: 0787940690)

Link to AACU High Impact Educational Practices: <https://www.aacu.org/leap/hips>

Appendix—Faculty Exemplars

Pre-tenure years 1- 3 and Lecturers

- Demonstrates respect and concern for students' welfare and educational experiences
- Provides academic guidance and counseling to students
- Incorporates evidenced-based practices in the classroom
- Begins to incorporate forms of faculty engagement (defined above) into student interactions
- Provides timely and meaningful feedback to students
- Begins to engage students in extracurricular activities
- Seeks and values feedback/training from other faculty in the department or from other sources at SUU (e.g. CETL) or through participation at regional/national teaching conferences
- Supports the Department through regular and consistent attendance at Department meetings and retreats
- Begins to define themselves as scholars by engaging in some scholarly activities (TT only)
- Begins at least light service on department-level committees
- Develops plans and goals to integrate academic work (teaching, mentoring, scholarship, service, and leadership) for the benefit of students
- Conducts themselves in ways to foster a positive learning and working environment for the benefit of the SUU community

Pre-tenure years 4- 7 and assistant NTT faculty

- Updates course reading materials, as needed, to keep students abreast with advancing fields
- Assists the Department in student recruitment efforts
- Uses and develops talents by engaging in community service
- Incorporates more forms of faculty engagement, into student interactions or further develops them
- Seeks ways to increase opportunities for students to engage in extracurricular activities (e.g. research, internships)
- Demonstrates continued development as scholars, by completing scholarly activities (TT only)
- Chairs department-level committees
- Serves on College/University-level committees as opportunities present
- Begins to enhance or grow Department programs by creating new courses, clubs, symposia, conferences, etc, and/or encouraging participation in SUU's annual Festival of Excellence by mentoring students' projects
- Demonstrates attempts to integrate academic work (teaching, mentoring, scholarship, service, and leadership) for the benefit of students

Post-tenure associate and NTT associate faculty

- Demonstrates use of well-developed forms of faculty engagement in their student interactions
- Engages students in meaningful extracurricular activities
- Mentors pre-tenured faculty in the Department
- Chairs Department-level committees as need
- Demonstrates themselves as proficient scholars by engaging in and contributing to such activities defined in SUU policy 6.1
- Serves as a member of high impact committees on campus
- Develops pedagogical materials that may be used by others in the Department
- Contributes to the profession by serving on professional committees/organizations/associations outside of SUU
- Demonstrates proficiency at integrating academic work (teaching, mentoring, scholarship, service, and leadership) for the benefit of students

Post-tenure full professor faculty

- Makes full use of well-developed forms of faculty engagement in their student interactions
- Demonstrates themselves as master scholars by not only engaging in and contributing to such activities but by integrating these activities into their roles and responsibilities
- Assumes leadership roles by chairing high impact committees and programs at the College and University levels or by serving as a Department, College, or University program director
- Develops pedagogical materials for students/faculty use in other departments or schools
- Takes a leadership role in the creation of new programs or degrees at SUU
- Contributes to the profession by assuming leadership roles on professional committees/organizations/associations outside of SUU
- Demonstrates mastery at integrating academic work (teaching, mentoring, scholarship, service, and leadership) for the benefit of students and academia in general
- Demonstrates continued efforts to improve and engage in teaching and scholarship that supports the University's student-centered mission

Notes:

1. A sample of exemplars in one level includes/builds on the sample of exemplars in the levels above it.
2. Extracurricular activities are those which occur outside of a traditional course context and which lead to the personal and/or professional student growth as defined in the Department's and/or SUU's mission statement.