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SOUTHERN UTAH UNIVERSITY
COLLEGE OF HEALTH SCIENCES
DEPARTMENT OF AGRICULTURE AND NUTRITION SCIENCE
Faculty Evaluation (Promotion and Tenure)

Instructions for Application

Faculty should become familiar with Policy 6.28 – Faculty Professional Responsibility. When developing a portfolio for submission, thoroughly read Policy 6.1 – Faculty Evaluation, Promotion, and Tenure. A portfolio should highlight and showcase knowledge, skills, and abilities as they relate to the areas of evaluation. Cite supporting evidence that reflects best efforts across all three domains – Teaching Effectiveness, Scholarship, Service/Leadership.

Department Faculty Evaluation Criteria

The Department of Agriculture and Nutrition Science values academic work that supports the student-centered mission of the university in Teaching, Scholarship, and Service/Leadership. Some contributions, especially in Scholarship and Service/Leadership, support SUU’s student-centered mission even when they do not directly relate to students. Faculty articulate how their contributions relate to SUU’s mission in the Faculty Engagement and Contribution Report/Plan.

The Department of Agriculture and Nutrition Science will evaluate faculty members based on *Teaching Effectiveness, Scholarship, and Service/Leadership*. Consistent with the evaluation guidelines set forth in Policy 6.1, faculty members will be rated according to the following scale, with justification provided for the rating assigned.

1. Acceptable Progress toward Faculty Engagement & Contribution Plan
2. Development Required (followed by a detailed justification and a description of necessary actions)

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Teaching Effectiveness

As a department, we support the statement in Policy 6.1 that “teaching is of primary importance” to the accomplishment of SUU’s mission. Teaching effectiveness is evaluated through the documentation of, and reflection on, student feedback, peer and Department Chair evaluations, self-reflections, professional development activities, and/or other pertinent information.

Acceptable Progress toward Faculty Engagement & Contribution Plan for Teaching Effectiveness:

- Provide evidence of Teaching Effectiveness through Faculty Self-Evaluation, Peer Evaluations, Student Feedback, Instructional Enhancement, Teacher Development and/or Other Evidence of Teaching Excellence (see below).

Faculty Self-Evaluation

Faculty members are encouraged to evaluate their own teaching effectiveness, which may consist of responding to the same items on student feedback forms or other relevant items. This evaluation should provide evidence of reflection on the items evaluated and a plan of action for improvement and/or continued excellence.

Peer Evaluations

Faculty members are encouraged to seek written evaluations of their teaching from peers (including the department chair) and provide evidence of reflection on those evaluations. Faculty members are also encouraged to contribute to the development of others through providing evaluations of their teaching.

Student Feedback

Student feedback will be collected for all classes and labs each semester according to SUU practice. Faculty members are expected to show evidence of reflection on the survey responses and written comments of students.

Instructional Enhancement

Faculty members should provide evidence of efforts to enhance course instruction. Implementation of high-impact and evidence-based practices are encouraged. Effective course organization and management may be demonstrated through course syllabi, course outlines, learning objectives, study guides, or other support items. Evidence for creative, innovative, thoughtful, and thorough methods and materials may be demonstrated through description of class activities, projects, lab activities, field experiences, delivery methods, and so on.

Teacher Development

Faculty members are encouraged to seek opportunities for professional development in teaching. Evidence should be provided of new knowledge and/or skills gained and planned application. Teacher development may include attending pedagogical conferences and workshops, participating

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in pedagogical discussion groups, continued training/education in their discipline, or other appropriate activities to improve a faculty member's abilities as a teacher.

Other Evidence of Teaching Effectiveness

Several other methods may be used to demonstrate teaching effectiveness. The following are additional examples, though other appropriate methods may also be considered.

- Award/recognition for teaching excellence by SUU or professional organization
- Contributing to curricula or program development
- Mentoring of internships and practicum

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Scholarship

Policy 2.0 states “Faculty are selected, retained, and promoted primarily on the basis of evidence of effective teaching. Additional criteria include scholarly, professional and creative achievements, and service that complements the teaching role”. The Department of Agriculture and Nutrition Science, in accordance with policy 6.1, will utilize the expanded definitions of scholarship as defined in the Boyer Model (*Scholarship Reconsidered: Priorities of the Professoriate* 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. Scholarly and creative achievements should be complementary to the teaching role at Southern Utah University as a primarily undergraduate institution.

Acceptable Progress toward Faculty Engagement & Contribution Plan for Scholarship:

- Provide evidence of at least four scholarly activities from the lists below prior to tenure application (6 years) or three scholarly activities from the list below prior to post-tenure review (5 years); at least one of which must be a peer-reviewed publication (abstract or article). At least one end-product must be in a professional venue (not student venue).
- To achieve the rank of Full Professor, faculty must reflect a high level of professional competence. To qualify, faculty must produce at least two peer-reviewed publications (abstracts or articles) in professional venues after reaching the rank of Associate Professor.

Non-tenure track faculty are required to maintain currency in their field, and show evidence of teaching excellence. To be eligible for promotion, non-tenure track faculty are expected to contribute to the existing body of knowledge and its dissemination, but need not demonstrate investigative independence.

End-Products

Scholarly activities of faculty members are expected to include a combination of individual or collaborative work and supervision of student work. Examples of appropriate end-products include:

- Presentation at regional/state/national/international meeting
- Peer-reviewed published abstract
- Peer-reviewed published article
- Dissemination of results through student level venue (i.e., SUU Festival of Excellence, UGRASP, etc.)
- Technical bulletin (based on research) for a government agency
- Technical bulletin (based on research) for a healthcare facility

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Faculty members are also encouraged to provide evidence of other types of scholarly activities as described below.

Professional Development

Faculty members are encouraged to seek opportunities for professional development in support of scholarly/creative activity. Evidence should be provided of new knowledge and/or skills gained and planned application. Professional development may include:

- Attending scientific conferences and workshops
- Training in use of scientific techniques, equipment, or technology
- Integration of new equipment/technology into research
- Other appropriate activities to improve a faculty member's scholarly abilities and resources

Other Evidence of Scholarship

Several other methods may be used to demonstrate scholarship. The following are additional examples, though other appropriate methods may also be considered.

- Award/recognition for scholarly activities
- Development of scholarly workshops or training
- Submission of grant proposals
- Invited presentations at scholarly conferences
- Dissemination of scholarly information (newsletters, websites, field days, etc.)
- Reviewing for scientific journal, grant review committee, or textbook/manual
- Supervision of student research projects

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Service/Leadership

Service to the university, the profession, and the community is an important role of faculty members in the Department of Agriculture and Nutrition Science. Service may be demonstrated in several forms as described below.

Acceptable Progress toward Faculty Engagement & Contribution Plan for Service:

- Complete the following each year.
 - a. Provide service to the university.
 - b. Provide service to the profession/community.

Service to the University

Service provided to the university is essential for continued function and progress of the institution, and faculty members are expected to engage in such service. Service to the university is demonstrated through serving on a department, college, or university committee; serving as a mentor or on a mentor team to a faculty member; serving in an administrative role (including program resource coordinator); serving as an advisor to a student organization; serving in a faculty senate position; participating in a student recruitment or retention activity; or other appropriate forms of service to the university.

Service to the Profession

Faculty members are encouraged to engage in service efforts to enhance and support their professions as educators and scholars within their disciplines. Service to the profession is demonstrated through serving as an officer, board member, or committee member for a professional organization, as well as other appropriate forms of service to the profession.

Service to the Community

Faculty members are encouraged to provide professional service for enhancement of economic, technological, health, and cultural development of the community. Faculty members are role models to students in carrying out professional service to the community, and they are encouraged to involve students in these activities where appropriate. Service to the community is demonstrated through representing the university in service to the non-academic community, serving in specialty roles among community groups, facilitating service learning with students, and other appropriate forms of service to the community.

Award/Recognition for Service

Service can also be demonstrated through the nomination and/or reception of a service-related award/recognition from a university, professional, or community group.

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Mentorship

Mentorship process:

The mentorship process is to follow guidelines established by SUU Policies and Procedures, specifically Policy 6.1. A mentorship team will be assigned during spring semester if possible, or shortly after faculty contracts begin in August.

Agriculture and Nutrition Science Department Promotion and Tenure (P&T) Mentorship Policy:

1. At the beginning of spring semester each year, the Department Chair will prepare a list of eligible faculty members who are Associate Professors or Full Professors in the department and are qualified to serve as P&T mentors (must be tenured to serve as a mentor for tenure-track faculty). The Department Chair is ineligible to serve as a mentor. The Chair will also prepare a list of faculty members who need a P&T Mentorship Team, including: Assistant Professors (both tenure-track and non-tenure track), Lecturers (non-tenure track) and tenure-track faculty hired at the rank of Associate Professor or Professor.
2. The Department Chair and all faculty members qualified to serve as P&T mentors will discuss the list of department members who need a P&T Mentorship Team. The Department Chair will match mentors and faculty members after gathering input. Tenure-track faculty members need at least two mentors (mentor team), and non-tenure track faculty need at least one mentor. New mentors may be assigned as needed. Faculty may request in writing at any time that the Department Chair consider changes to the P&T Mentorship Team. Any concerns should be brought to the Department Chair at any time.
3. Should there not be sufficient eligible faculty members in the Agriculture and Nutrition Science department to form a mentorship team, in accordance with SUU policy, individuals outside the department but from within the College of Health Sciences may serve as mentors. Potential mentors from outside the department will be contacted under the direction of the Department Chair.
4. Department faculty members currently serving on the College of Health Sciences P&T Committee are eligible to serve as department mentors.
5. Mentor duties:
 - a. Mentors/mentor teams should meet with each faculty member being mentored at the beginning of fall semester to evaluate fall syllabi, the Faculty Engagement and Contribution Plan (FECP) for the coming year and the Faculty Engagement and Contribution Report (FECP) for the past year.
 - i. Mentors complete two forms (Policy 6.1, Appendix C) which will be shared with the Department Chair:

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1. Annual Evaluation of Faculty Engagement & Contribution Report including one of the following ratings:
 - a. Acceptable Progress toward Faculty Engagement & Contribution Plan
 - b. Development Required (followed by a detailed justification and a description of necessary actions)
 2. Annual Evaluation of Faculty Engagement & Contribution Plan
 - ii. Mentor teams should meet without faculty after reviewing the Faculty Engagement & Contribution Plan or Report and consolidate their suggestions before advising faculty.
 - b. Mentors/mentor teams should meet with faculty at least once each semester to answer questions and discuss progress.
 - c. Mentors should make sure that faculty receive peer review of at least one class each semester.
6. Scheduled meetings (according to annual P&T deadlines):
- a. Fall mentors/mentor teams meeting with faculty
 - i. Review annual Faculty Engagement & Contribution Plan
 - ii. Complete annual Faculty Engagement & Contribution Report
 - b. Spring (January) faculty meeting with Department Chair
 - i. Chair will meet with faculty to discuss overall progress and gather feedback about the mentoring experience. Address any questions or concerns of faculty member or the Chair.
 - c. Spring (April, May) mentors/mentor teams meeting with faculty
 - i. Prepare for review of Faculty Engagement & Contribution Plan due for submission during Fall Semester.
7. Changes to Mentors
- a. If a change of a mentor becomes necessary, for whatever reason, the change process may be initiated by the faculty member, mentor/mentor team, or Chair. The potential change should be discussed with each entity involved.

Early Tenure

As indicated in Policy 6.1, a tenure-track faculty member may opt to apply for tenure one year early. A tenure-track faculty member considering early tenure should discuss this with their mentor team. To pursue early tenure, a faculty member must get letters of support from the Department Chair and the Dean by the April 1 deadline. The letters of support serve as departmental criteria for a faculty member to apply for early tenure.