

Department of Geosciences Departmental Evaluation Criteria (DEC)
Approved by faculty vote (September 2023)

I. DESCRIPTION AND PURPOSE

Per the definition presented in SUU Policy #6.1, part III E, the Departmental Evaluation Criteria (DEC) is a document that describes “*Department-created and maintained standards and expectations for Promotion and Tenure for Non-Tenure-Track, Tenure-Track, and Academic Administrators.*”

Important considerations in respect to the DEC:

- A. The DEC does not apply to adjunct faculty
- B. The DEC must be based on input from faculty within each department. The DEC policy should serve as a guiding document for faculty as they plan their yearly contributions to the department and discuss those plans with their mentor or in their annual Alignment and Integration Meeting (AIM) with the department chair each fall.
- C. The DEC committee is not an evaluative committee; a separate Department Evaluation Committee comprised of three members of the Department that performs annual evaluations and promotion applications.
- D. The current DEC and any archived versions will be hosted on the Geosciences website, in the Geosciences shared Google Drive, and available upon request from the Department Chair or Department Evaluation Committee.

— Please refer to SUU Policy 6.1 for definitions: <https://www.suu.edu/policies/06/01.html> —

II. DEPARTMENTAL EVALUATION CRITERIA

SUU policy requires the departmental evaluation criteria (DEC) to incorporate elements of the Student-Centric Faculty Engagement model, a three part model comprised of the following:

- A. Teaching Effectiveness
- B. Scholarly and Creative activities
- C. Service

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This document outlines the criteria for each of the elements listed above, with separate sections for Tenure-Track, Tenured, and Non-Tenure-Track faculty.

Recommended documents for annual reviews, mid-point reviews, tenure and promotion applications (typically to be attached as appendices in PDF reports submitted to the Faculty Dashboard) include: course evaluations; scanned or linked copies of teaching awards, committee recognition letters, certificates; links to conference websites or publications and/or an annotated bibliography of publications and presentations.

This policy is required for all faculty hired after spring of 2024 and will be the new policy for the next level of rank advancement or review for faculty who achieve promotion in the spring of 2024. Faculty who prefer to be evaluated under this plan can choose to be so in consultation with the Department Evaluation Committee and Department Chair

A. Teaching Effectiveness

Consistent with SUU's mission as defined in the Utah System of Higher Education (USHE) policy [R312](#), teaching is of primary importance in each program within the Department of Geoscience. This DEC emphasizes student-focused teaching through best practices, multiple modes of teaching assessment, and self-reflection.

1. Key Criteria (All Ranks)

The Department of Geosciences DEC outlines the following key contributions and criteria for assessment on Teaching Effectiveness. These criteria are used for annual FEC reports and assessment and for mid-point or rank advancement review, and discussed in AIM meetings:

- a) Adherence to SUU [Policy 6.28 Faculty Professional Responsibility](#)
- b) Document teaching approaches and assess effectiveness of various teaching strategies for each course. SUU recommends use of high-impact practices as defined by the American Association of Colleges and Universities:
<https://www.aacu.org/trending-topics/high-impact>
- c) Perform and report Student Evaluations of all courses for which the faculty member receives feedback.
- d) Document thoughtful self-reflection and course planning based on parts b and c above in annual FEC reports and/or mid-point and tenure reviews. The DEC committee acknowledges that student

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course evaluations are subject to bias, and considers scores and comments to be a context for reflection and does not set specific numerical benchmarks for consideration of teaching success. If faculty repeatedly receive below-average scores on teaching evaluations they should discuss the context of those scores with their mentor and department chair.

- e) Peer and/or Department Chair Observations
 - (1) Receive 1 Chair or Mentor classroom observation per year.
This is the chair's responsibility to coordinate, and faculty will not be penalized if they do not receive an annual classroom observation (face-to-face or recorded).
 - (2) Receive at least 1 peer observation (non-Chair) per year
 - (3) Perform 1 peer observation per year
- f) Documented professional development activities directly related to teaching effectiveness, either through SUU resources such as the Center for Teaching Innovation (CTI) or participation in external workshops and training activities. These activities are not expected on an annual basis, but will be considered for rank advancement.
- g) Documented course design activities, with an emphasis on course redesign, new course design, collaborative or interdisciplinary courses, or integration of emerging technologies. These activities are not expected on an annual basis, but will be considered for rank advancement.
- h) Special consideration to documented activities performed through Partial Reassignment or Special Appointment, with prior approval of the DEC and Department Chair.

2. Annual Teaching Effectiveness Criteria

- a) Perform and document Key Contributions a-e
- b) Extra consideration given for documentation and performance of f-g
- c) Further consideration given for recognition of teaching excellence through awards or other achievements as determined by the DEC committee and Department Chair on an individual basis.

3. Teaching Effectiveness Criteria for Mid-Point Review

- a) *Teaching Effectiveness Criteria for Non-Tenure-Track Faculty Lecturer at Mid-Point Review*

- (1) Three years of Acceptable at annual assessment
- (2) Completion of required activities if Development Required at annual assessment, or documentation of progress towards completing development plan.

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b) Teaching Effectiveness Criteria for Tenure-Track Assistant Professor at Mid-Point Review

- (1) Three years of Acceptable at annual assessment
- (2) Completion of required activities if Development Required at annual assessment, or documentation of progress towards completing development plan.

4. Teaching Effectiveness Criteria for Rank Advancement

a) Teaching Effectiveness Standards for Non-Tenure Track Advancement to Assistant Professor

- (1) Appropriate time employed for application of tenure or promotion per [Policy 6.1](#).
- (2) Faculty rated as Acceptable in required annual Key Criteria (a-e) for a minimum of 80% of the evaluation period.
- (3) Faculty completes a minimum of 2 documented activities from supplemental Key Criteria (f-g) over the entire evaluation period.
- (4) Additional consideration given for the following
 - (a) recognition of teaching excellence through awards
 - (b) other documented achievements or activities as determined by the DEC committee and Department Chair on an individual basis.
 - (c) Participation in Partial Reassignment or Special Appointment, as described in Teaching Effectiveness key criteria h)
- (5) If placed on a Development Plan, completion of plan by time of consideration.

b) Teaching Effectiveness Standards for Non-Tenure Track Advancement to Associate Professor

- (1) Appropriate time employed for application of tenure or promotion per [Policy 6.1](#).
- (2) Faculty rated as Acceptable in required annual Key Criteria (a-e) for a minimum of 80% of the evaluation period at time employed at current rank.
- (3) Faculty completes a minimum of 2 documented activities from supplemental Key Contributions (f-g) over the entire evaluation period.
- (4) Additional consideration given for the following
 - (a) recognition of teaching excellence through awards
 - (b) other documented achievements or activities as determined by the DEC committee and Department Chair on an individual basis.

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- (c) Participation in Partial Reassignment or Special Appointment, as described in Teaching Effectiveness key criteria h)
- (5) If placed on a Development Plan, completion of plan by time of consideration.
- c) *Teaching Effectiveness Standards for Tenure-Track Promotion to Associate Professor*
 - (1) Appropriate time employed for application of tenure or promotion per [Policy 6.1](#).
 - (2) Faculty rated as Acceptable in required annual Key Contributions (a-e) for a minimum of 80% of the evaluation period at time employed at current rank.
 - (3) Faculty completes a minimum of 2 documented activities from supplemental Key Contributions (f-g) over the entire evaluation period.
 - (4) Additional consideration given for the following
 - (a) recognition of teaching excellence through awards
 - (b) other documented achievements or activities as determined by the DEC committee and Department Chair on an individual basis.
 - (c) participation in Partial Reassignment or Special Appointment, as described in Teaching Effectiveness key criteria h)
 - (5) If placed on a Development Plan, completion of plan by time of consideration.
- d) *Teaching Effectiveness Standards for Tenure-Track Faculty Promotion to Full Professor*
 - (1) Appropriate time employed for application for promotion per [Policy 6.1](#).
 - (2) Application must cover a minimum of 5 years to a maximum of 8 years of most recent activity prior to application.
 - (3) A minimum teaching load of half-time or greater over the period evaluated for promotion.
 - (4) Faculty rated as Acceptable in required annual Key Contributions (a-e) for a minimum of 80% of the evaluation period.
 - (5) Continued development of teaching excellence through any teaching-effectiveness related activity, outcome, or achievement agreed upon by the department faculty, including options such as:
 - (a) Faculty completes a minimum of 2 documented activities from supplemental Key Contributions (f-g) over the entire evaluation period.

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- (b) Reception of teaching awards.
 - (c) Multiple (2 or more) peer evaluations conducted per year for faculty who are not part of the mentorship responsibilities of the applicant.
 - (d) Teaching activities performed as part of a special appointment by the university.
 - (e) Supplemental SUU teaching activities outside of the contract load or summer courses, including field trips and workshops.
- (6) Participation in Partial Reassignment or Special Appointment, as described in Teaching Effectiveness key criteria h)
- (7) If placed on a Development Plan, completion of plan by time of consideration.
- e) *Teaching Effectiveness Standards for Tenure without Rank Advancement*
- (1) Appropriate time employed for application of tenure or promotion per [Policy 6.1](#).
 - (2) Faculty rated as Acceptable in required annual Key Contributions (a-e) for a minimum of 80% of the evaluation period at time employed at current rank.
 - (3) Faculty completes a minimum of 2 documented activities from supplemental Key Contributions (f-g) over the entire evaluation period.
 - (4) Additional consideration given for the following
 - (a) recognition of teaching excellence through awards
 - (b) other documented achievements or activities as determined by the DEC committee and Department Chair on an individual basis.
 - (c) Participation in Partial Reassignment or Special Appointment, as described in Teaching Effectiveness key criteria h)
 - (5) If placed on a Development Plan, completion of plan by time of consideration.
- f) *Teaching Effectiveness Standards for Application for Early Tenure and/or Promotion to Associate Professor*
- (1) Appropriate time employed for application of early tenure or promotion per [Policy 6.1](#)
 - (2) Letters of Support from the Department Chair and Dean
 - (3) Completion of all Teaching Effectiveness criteria listed in part 4.c)
 - (4) Documentation of years towards tenure if awarded in initial hiring agreement

5. Teaching Effectiveness Standards for Post-Tenure 5-Year Review

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- a) Completion of all Key Criteria from 4.d)(3) through (6)

6. Evaluation of Teaching Effectiveness: Faculty Assessment Categories

These categories are applied to Non-Tenure-Track and Tenure-track faculty during annual reports and assessments, mid-point reviews, and rank advancement. Tenured faculty are evaluated every five years or when applying for rank advancement, and will receive the following assessments:

a) *Acceptable*

- (1) Faculty member demonstrates acceptable performance in teaching effectiveness through documentation of all required Key Contributions and supplemental professional development activities over the review period.
- (2) Faculty member documents thoughtful reflection on self-analysis, student evaluations, and peer observations, and integrates changes based on feedback.
- (3) Extenuating circumstances including but not limited to medical leave, family emergencies, or bereavement may cause a faculty member's teaching performance to fall below acceptable levels. With documentation, faculty member may receive an acceptable with consideration evaluation for that year.

b) *Development Required*

- (1) Faculty member demonstrates unacceptable levels of teaching effectiveness listed in Key Criteria.
- (2) Faculty must meet with mentorship team and Department Chair to generate a personal improvement plan.
- (3) If faculty member receives development required in two consecutive years, an official development plan will be implemented by the Department Chair.

c) *Recommendation for Non-Reappointment*

- (1) Faculty maintains development required status over two or more annual and/or mid-point reviews, or does not complete their development plan.
- (2) Faculty misconduct, as outlined under policies 6.1 or 6.28

B. Scholarly and Creative Activities

1. Scholarly and Creative Activities Key Criteria

- a) Publication that fits the following categories:
- (1) Must contribute to a relevant scientific discipline or scientific teaching pedagogy
 - (2) Must include a formal external review

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- (3) Must be disseminated to a regional, national, or international audience
 - (4) Must be in print at time of annual review or application for promotion
 - (5) If first author: the majority of work must have been completed while employed at SUU. The DEC encourages faculty to concentrate on publications with SUU undergraduate co-authors.
 - (6) If not first author: the faculty must demonstrate essential contributions to the work while employed by SUU. This includes student-authored publications, which are favored by the DEC.
- b) Presentation at regional or national conferences that fit the following criteria:
- (1) Must contribute to a relevant scientific discipline or scientific teaching pedagogy
 - (2) If first author: presented work occurred while employed at SUU. The DEC encourages faculty to concentrate on presentations with SUU undergraduate co-authors.
 - (3) If not first author: the faculty must demonstrate essential contributions to the work while employed by SUU. This includes student presentations, which are favored by the DEC.
- c) Presentation on campus that fit the following criteria
- (1) Must contribute to a relevant scientific discipline or scientific teaching pedagogy
 - (2) If first author: presented work occurred while employed at SUU. The DEC encourages faculty to concentrate on presentations with SUU undergraduate co-authors.
 - (3) If not first author: the faculty must demonstrate essential contributions to the work while employed by SUU. This includes student presentations, which are favored by the DEC.
- d) External grant applications documented through the SPARC office
- e) Internal grant applications through the college or university
- f) Mentorship of student research through GEO 2990, GEO 3990, GEO 4800, GEOG 4500, ENVS 4800, or BIOL 4850.
- g) Mentorship of SUU students through participation in non-course based scientific research or pedagogical development opportunities. SUU students may participate in external research through non-SUU entities or partner entities, and if the faculty member also participates in those activities or mentors subsequent research, writing, or presentation that contribution will be considered towards scholarly and creative activities.

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- h) Additional scholarly or creative work that could include:
 - (1) A significant city, county, state or federal governmental report/map
 - (2) External publication of a textbook or other educational media
 - (3) Documented discipline-specific creative activities as evaluated by the Department Chair.
 - i) Special consideration to documented activities performed through Partial Reassignment or Special Appointment, with prior approval of the DEC and Department Chair.
2. ***Annual Effectiveness Standards for Scholarly and Creative Activities (All Ranks)***
- a) Faculty defines research interests and drafts a plan for scholarly activity and development in annual AIM meetings or five-year plans.
 - b) Faculty member documents progress towards the minimum key requirements for rank advancement in annual FEC reports.
 - c) Demonstrate evidence of scholarly activity by the second year of employment (fall AIM meeting).
3. ***Scholarly and Creative Activity Criteria for Mid-Point Review***
- a) ***Scholarly and Creative Criteria for Non-Tenure-Track Faculty Lecturer at Mid-Point Review***
 - (1) Minimum completion of at least two examples from Key Criteria a) through c)
 - (2) Minimum completion of at least one example from Key Criteria d) through e)
 - (3) Minimum completion of at least two examples of Key Criteria f) or (g)
 - (4) Three years of Acceptable at annual assessment
 - (5) Completion of required activities if Development Required at annual assessment, or documentation of progress towards completing development plan.
 - b) ***Scholarly and Creative Criteria for Tenure-Track Assistant Professor at Mid-Point Review***
 - (1) Minimum completion of at least three examples from Key Criteria (a-c)
 - (2) Minimum completion of at least one example from Key Criteria (d-e)
 - (3) Minimum completion of at least three examples of Key Criteria (f) or (g)
 - (4) Three years of Acceptable at annual assessment

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(5) Completion of required activities if Development Required at annual assessment, or documentation of progress towards completing development plan.

4. Scholarly and Creative Activity Criteria for Rank Advancement

a) Non-Tenure-Track rank advancement from Lecturer to Assistant Professor

- (1) A minimum of one documented publication or presentation that meet key criteria (a) or (b)
- (2) A minimum of one documented instance of mentorship that meets key criteria (f) or (g).
- (3) A documented instance that meets key criteria (h) can replace (a)
- (4) Participation in Partial Reassignment or Special Appointment, as described in Teaching Effectiveness key criteria i)

b) Scholarly and Creative Activity Criteria for Non-Tenure-Track rank advancement from Assistant to Associate Professor

- (1) Demonstrate a high level of scholarly engagement with the minimum criteria during the period considered for evaluation:
 - (a) One publication that meets key criteria a)
 - (b) One presentation that meets key criteria b), or three presentations that meet key criteria c)
 - (c) an external grant submission that meets key criteria d) can replace either a) or b) in this list
- (2) Mentorship of an average of one student per year that meets key criteria f) or g) during the evaluation period.
- (3) A documented instance that meets key criteria h) can replace a)
- (4) Scholarly activities performed as part of Partial Reassignment or Special Appointment, as described in Teaching Effectiveness key criteria i) can be used to substitute for other criteria upon with agreement of the DEC and Department Chair

c) Scholarly and Creative Activity Criteria for Tenure-Track Promotion to Associate Professor

- (1) Appropriate time employed for application for promotion per Policy 6.1
- (2) One publication that meets key criteria a)
- (3) Two presentations that meet key criteria b)
- (4) Three on-campus presentations that meet key criteria c).
- (5) One external funding proposal that meets key criteria d), or three internal funding proposals that meet key criteria (e)

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- (6) Mentorship of an average of one student per year that meets key criteria f) or g)
 - (7) A documented instance that meets key criteria h) can be used as a substitute for presentations that meet key criteria b) or c)
 - (8) Scholarly activities performed as part of Partial Reassignment or Special Appointment, as described in Teaching Effectiveness key criteria i) can be used used to substitute for other criteria upon with agreement of the DEC and Department Chair
- d) *Scholarly and Creative Activity Criteria for Promotion to Full Professor*
- (1) Must meet the scholarly and creative activity key contributions as required for advancement to Associate Professor, but within the 5-8 year review period for advancement to Full Professor, and:
 - (2) Additional completion of at least one of the following:
 - (a) One peer-reviewed publication that meets key criteria a)
 - (b) One presentation that meets key criteria b)
 - (c) One external grant submission that meet key criteria d)
 - (d) Two supervised student research projects that lead to student presentations that meet key criteria b)
 - (e) A documented instance that meets key criteria h)
 - (f) Scholarly activities performed as part of Partial Reassignment or Special Appointment, as described in Teaching Effectiveness key criteria i) can be used used to substitute for other criteria upon with agreement of the DEC and Department Chair
 - (g) A scholarly activity, pre-approved as a key contribution (in writing) by the Dean of the College and Chair of the Department, including external opportunities.
- e) *Scholarly and Creative Criteria for Tenure without Rank Advancement*
- (1) Appropriate time employed for application for promotion per Policy 6.1
 - (2) One publication that meets key criteria a)
 - (3) One presentation that meets key criteria b)
 - (4) Two on-campus presentations that meet key criteria c).
 - (5) One external funding proposal that meets key criteria d), or two internal funding proposals that meet key criteria e)

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- (6) Mentorship of an average of one student per year that meets key criteria f) or g)
- (7) A documented instance that meets key criteria h can be used as a substitute for presentations that meet key criteria b) or c)
- (8) Scholarly activities performed as part of Partial Reassignment or Special Appointment, as described in Teaching Effectiveness key criteria i) can be used to substitute for other criteria upon with agreement of the DEC and Department Chair
- f) *Scholarly and Creative Criteria Standards for Application for Early Tenure and/or Promotion to Associate Professor*
 - (1) Appropriate time employed for application of early tenure or promotion per [Policy 6.1](#)
 - (2) Letters of Support from the Department Chair and Dean
 - (3) Completion of all Scholarly and Creative criteria listed in part 4.c)
 - (4) Documentation of years towards tenure if awarded in initial hiring agreement
- 5. ***Scholarly and Creative Activity Standards for Post-Tenure 5-Year Review***
 - a) Completion of Key Criteria from 4.d)(2)
- 6. ***Evaluation of Scholarly and Creative Activities: Faculty Assessment Categories (All Ranks)***

These categories are applied to Non-Tenure-Track and Tenure-track faculty during annual reports and assessments, mid-point reviews, and rank advancement. Tenured faculty are evaluated every five years or when applying for rank advancement, and will receive the following assessments:

- a) *Acceptable*
 - (1) Faculty member documents performance of the minimum key criteria during the period considered in review.
 - (2) Extenuating circumstances including but not limited to medical leave, family emergencies, or bereavement may cause a faculty member's teaching performance to fall below acceptable levels. With documentation, faculty member may receive an acceptable with consideration evaluation for that year.
- b) *Development Required*
 - (1) Faculty member does not meet the minimum expectations for Key Criteria during the period considered in review.
 - (2) Faculty must meet with mentorship team and Department Chair to generate a personal improvement plan.

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(3) If faculty member receives development required in two consecutive years, a development plan will be implemented by the Department Chair.

c) *Recommendation for Non-Reappointment*

(1) Faculty maintains development required status over two or more annual or mid-point reviews, and does not complete their development plan.

(2) Faculty misconduct, as outlined under policies 6.1 or 6.28

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C. Service

The Department of Geosciences defines service as activities that contribute to the Department, College, University, Profession, or Community in ways that fulfill and support SUU's mission and vision ([R312](#)). The Geosciences DEC for service is designed to allow faculty to pursue strengths, but also encourage growth. Service contributions should fall within a reasonable workload for individual faculty, with departmental, college, and university service distributed equitably throughout the department faculty. Though service is important, it should be considered below Teaching Effectiveness and Scholarship in faculty planning and overall workload, especially for junior faculty. Faculty at higher ranks are expected to maintain a higher proportion of service within their annual contributions to the department.

1. Service Key Criteria (All Ranks)

The Department of Geosciences DEC list the following as service activities that meet criteria, with the possibility of supplemental service that meets the standards of activities that support SUU's Student-Centric Faculty engagement model possible upon agreement of faculty, the DEC committee, and the Department Chair:

- a) Serving on or chairing committees at departmental, college, or university level. Recurring committee assignments count as key criteria each year.
- b) Community engagement related to departmental discipline, as a representative of the university. Includes science outreach and other educational events.
- c) Service to a professional organization relevant to the faculty member's discipline or specialization, including leadership in an organization or serving as a peer reviewer for an academic journal.
- d) Service directly interacting with students, including club mentorship
- e) Integration of service with scholarship or teaching
- f) Faculty mentorship
- g) Other, with documented justification and approval by the DEC and Department Chair, including Partial Reassignments or Special Appointments

2. Annual Effectiveness Standards for Service (All Ranks)

- a) Define service obligations to department, college, university, profession, and or/community in AIM plan.
- b) Faculty member documents progress towards the minimum key requirements for rank advancement in annual FEC reports.
- c) Demonstrate evidence of service by the second year of employment (fall AIM meeting).

3. Service Criteria for Mid-Point Review

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a) Service Criteria for Non-Tenure-Track Faculty Lecturer at Mid-Point Review

- (1) Minimum completion of at least one example of Key Criteria a) in at least two of three years.
- (2) Minimum completion of at least one example from Key Criteria b) or c) in at least two of three years
- (3) Minimum completion of at least one example of d) through g) over the review period.
- (4) Three years of Acceptable at annual assessment
- (5) Completion of required activities if Development Required at annual assessment, or documentation of progress towards completing development plan.

b) Service Criteria for Tenure-Track Assistant Professor at Mid-Point Review

- (1) Minimum completion of at least three examples of Key Criteria a) over the review period.
- (2) Minimum completion of at least three example from Key Criteria b) or c) over the review period
- (3) Minimum completion of at least two examples of d)-g) over the review period.
- (4) Three years of Acceptable at annual assessment
- (5) Completion of required activities if Development Required at annual assessment, or documentation of progress towards completing development plan.

4. Service Criteria for Rank Advancement

a) Service Criteria for Promotion of Non-Tenure-Track Faculty from Lecturer to Assistant Professor

- (1) Appropriate time employed for application for promotion per Policy 6.1
- (2) By the time of application, the faculty member must have demonstrated service through average annual completion of two or more of any key criteria within the review period. Faculty must demonstrate instances from two distinct criteria.
- (3) If placed on a development plan, faculty must have completed the plan by the time of application.

b) Service Criteria for Promotion of Non-Tenure-Track Faculty from Assistant to Associate Professor

- (1) Appropriate time employed for application for promotion per Policy 6.1
- (2) By the time of application, the faculty member must demonstrate service through average annual completion of three or more of any key criteria within the review period.

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Faculty must demonstrate instances from at least two distinct criteria.

- (3) If placed on a development plan, faculty must have completed the plan by the time of application.
- c) *Service Criteria for Promotion from Assistant to Associate Professor for Tenure-Track Faculty*
 - (1) Appropriate time employed for application for promotion per Policy 6.1
 - (2) By the time of application, the faculty member must demonstrate service through average annual completion of four or more of any key criteria within the review period. Faculty must demonstrate instances from at least two distinct criteria.
 - (3) If placed on a development plan, faculty must have completed the plan by the time of application.
- d) *Service Criteria for rank advancement from Associate Professor to Full Professor*
 - (1) Appropriate time employed for application for promotion per Policy 6.1
 - (2) Must meet the service key criteria as required for advancement to Associate Professor, but within the 5-8 year review period for advancement to Full Professor.
 - (3) In addition to minimum service expected for Associate Professor, faculty must document an average annual completion of one or more of the following advanced criteria within the review period:
 - (a) Leadership roles such as chair of committees, departments, or programs
 - (b) College or university-level committee membership
 - (c) Serve as faculty senator representative for the department
 - (d) Serve as departmental mentor
 - (e) Service on discipline-specific committees outside of SUU
 - (f) Service by special appointment by the University
 - (g) Service pre-approved as a key contribution, in writing, by the Dean of the College and Geosciences Department Chair, including Service performed as part of a Partial Reassignment or Special Appointment.
 - (4) If placed on a development plan, faculty must have completed the plan by the time of application.
- e) *Service Criteria for Tenure without Rank Advancement*

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- (1) Appropriate time employed for application for tenure per Policy 6.1
 - (2) By the time of application, the faculty member must demonstrate service through average annual completion of four or more of any key criteria within the review period. Faculty must demonstrate instances from at least two distinct criteria.
 - (3) If placed on a development plan, faculty must have completed the plan by the time of application.
- f) *Service Criteria Standards for Application for Early Tenure and/or Promotion to Associate Professor*
- (1) Appropriate time employed for application of early tenure or promotion per [Policy 6.1](#)
 - (2) Letters of Support from the Department Chair and Dean
 - (3) Completion of all Service criteria listed in part 4.c)
 - (4) Documentation of years towards tenure if awarded in initial hiring agreement

5. Service Standards for Post-Tenure 5-Year Review

- a) Completion of Key Criteria from 4.d)(3)

6. Evaluation Ratings Service Activities

These categories are applied to Non-Tenure-Track and Tenure-track faculty during annual reports and assessments, mid-point reviews, and rank advancement. Tenured faculty are evaluated every five years or when applying for rank advancement, and are only considered for a) *Acceptable Progress*, or b) *Development required*

a) *Acceptable Progress*

- (1) Faculty member documents performance of the minimum key criteria during the period considered in review.
- (2) Extenuating circumstances including but not limited to medical leave, family emergencies, or bereavement may cause a faculty member's teaching performance to fall below acceptable levels. With documentation, faculty member may receive and acceptable with consideration evaluation for that year

b) *Development Required*

- (1) Faculty member does not meet the minimum expectations for Key Criteria during the period considered in review.
- (2) Faculty must meet with mentorship team and Department Chair to generate a personal improvement plan.
- (3) If faculty member receives development required in two consecutive years, a development plan will be implemented by the Department Chair.

c) *Recommendation for Non-Reappointment*

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- (1) Faculty maintains development required status over two or more annual or mid-point reviews, and does not complete their development plan.
- (2) Faculty misconduct, as outlined under policies 6.1 or 6.28

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III. DEPARTMENT CHAIR EVALUATION

A. Appointment

1. *Appointment covered in [SUU Policy 6.2](#)*

B. Responsibilities

1. *Responsibilities covered in [SUU Policy 6.2](#)*

C. Evaluation

1. *Policies covered in [SUU Policy 6.2](#)*

2. *Department-specific criteria, per SUU Policy 6.2 section IV.F.3.b*

a) *Dean will solicit input from department faculty and staff, including the following from SUU Policy 6.2 Section IV.F.3.a*

- (1) *Honesty: communications from chair must not include knowingly false statements meant to mislead faculty, staff, or students.*
- (2) *Integrity: decisions by chair should be in the best interest of the career potential of faculty and staff and the academic potential of students.*
- (3) *Reliability: the department chair should be accessible through in-person, email, or other communication mechanisms and hold regular department meetings.*
- (4) *Courtesy and Respect: the chair must not belittle or demean specific faculty, staff, or students while performing their chair duties.*
- (5) *Consistency: the chair must endeavor to treat all faculty, staff, and students with consistent standards regarding review, promotion, tenure, and academic honesty..*

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IV. REDRESS

This section of the document outlines conditions and procedures for faculty who chose to petition the department for redress regarding assessment measures or the assessment conclusions of the Department Evaluation Committee or Department Chair.

A. Teaching Effectiveness

1. Redress considerations
 - a) Assessment Measures
 - (1) Faculty may petition the Department Evaluation Committee regarding the validity of the assessment measures outlined in the Department Evaluation Criteria
 - (a) Petition must specifically address deficiencies, inaccuracies, or biases in the assessment measures
 - (b) Petition must propose alternate assessment measures that meet the university standard of the Student-Centric Faculty Engagement model
 - b) Assessment Conclusions
 - (1) Faculty may petition regarding the validity of the Department Evaluation Committee and Department Chair's assessment of their annual review, mid-point review, five-year review, or tenure and promotion materials.
 - (a) Petition should present evidence or other support that the faculty work met or exceeded assessment measures
2. Redress Petition Options: faculty can choose from one or more of these mechanisms to formally evaluate a petition for redress regarding issues 1.a) or 1.b)
 - a) A meeting with DEC and Department Chair.
 - b) A written petition outlining specific concerns regarding 1.a) and/or 1.b) and/or proposed alternative criteria for 1 a)
 - c) A request for an outside evaluator or evaluators from faculty within another department of the College of Natural Sciences
 - d) Arbitration through staff or faculty from the Provost's Office

B. Scholarly and Creative Activities

1. Redress considerations
 - a) Assessment Measures
 - (1) Faculty may petition regarding the validity of the assessment measures outlined in the Department Evaluation Criteria
 - (a) Petition must specifically address deficiencies, inaccuracies, or biases in the assessment measures

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- (b) Petition must propose alternate assessment measures that meet the university standard of the Student-Centric Faculty Engagement model
 - b) Assessment Conclusions
 - (1) Faculty may petition regarding the validity of the Department Evaluation Committee and Department Chair's assessment of their annual review, mid-point review, five-year review, or tenure and promotion materials.
 - (a) Petition should present evidence or other support that the faculty work met or exceeded assessment measures
- 2. Redress Petition Options: faculty can choose from one or more of these mechanisms to formally evaluate a petition for redress regarding issues 1.a) or 1.b)
 - a) A meeting with DEC and Department Chair.
 - b) A written petition outlining specific concerns regarding 1.a) and/or 1.b) and/or proposed alternative criteria for 1 a)
 - c) A request for an outside evaluator or evaluators from faculty within another department of the College of Natural Sciences
 - d) Arbitration through staff or faculty from the Provost's Office