Definitions, Descriptions and Expectations:

Tenure-Track (TT) Faculty

Teaching: The Department of Languages and Philosophy places the highest value on our faculty members' contributions to providing our students with an exceptional educational experience.

University policy states:

Policy 6.1.VIII.I—Teaching Effectiveness - Consistent with SUU's mission as defined in R312, teaching is of primary importance at SUU. Teaching effectiveness is evaluated through the documentation of and reflection on student, peer, and Department Chair evaluations; self-reflections; professional development activities; and/or other pertinent information. Teaching efforts may involve the overlap of Teaching Effectiveness, Scholarship, and/or Service/Leadership.

The standard combined teaching load in our department for the fall and spring semesters is 24 credit hours. Any reduction of teaching loads requires approval from both the department chair and the dean of the college.

Scholarship: As stated in the SUU university 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." (Policy 6.1 VIII F.). The Department of Languages and Philosophy recognizes the value of a wide variety of scholarly contributions, including but not limited to those defined by the "Boyer Model". As such, the department of languages and philosophy recognizes that different kinds of scholarly projects will be best evaluated by different sets of peers. For instance, disciplinary specialization works may be evaluated by peers representing journals and scholarly collections, while pedagogical scholarship may be evaluated by peers representing more local interests. The department recognizes the importance of continued scholarly engagement—we strongly encourage faculty to consistently engage in scholarly activities throughout their career. In line with the university student-centered approach, scholarly activities that engage students in meaningful ways are appreciated. Some examples of the type of scholarly/creative contributions recognized by our department are:

1) Peer or professionally reviewed publications and/or presentations—including creative writing, translations, edited volumes, book and literature reviews

2) Pedagogical research

3) Development, creation and dissemination of instructional materials connected to their discipline/serving multiple disciplines

4) Design and implementation of assessment systems/material at the program level

5) Design and delivery of interdisciplinary core courses as well as new courses in the faculty's area of expertise

Service/Leadership: The department expects faculty members to participate in the operation and function of the program, department, college, university, community or the professional field and its organizations. Policy 6.1VIII.B defines faculty engagement as, "consisting of evidence-based curricular, co-curricular, and extracurricular activities that help students become informed, responsible, and productive members of society who explore diverse ideas, disciplines, skills, cultures and places." In keeping with this definition, a non-exhaustive list of activities fitting this description is included below. Service activities that promote the student-centered mission of the University are encouraged; however, service activities

that serve the faculty's discipline or advance the faculty member's scholarship is of equal importance. Given the nature of the programs housed in the Department of Languages and Philosophy, we expect substantial overlap between pedagogical, scholarship, and service/leadership activities; as such we recognize the pedagogical value of many programs broadly captured by the "service/leadership" heading (per policy 6.1.IX.A). The faculty member's Promotion and Tenure Mentorship Team (PTMT, defined in the) and the Department Chair (DC) review his/her (their?) engagement and contribution plan (FECP, defined below) to ensure that planned service/leadership contributions do not become so excessive as to interfere with the faculty member's performance, objectives, and goals in the area of teaching/mentoring; it is the job of the DC to ensure some level of equity among members of the department (per policy 6.1.VIII.G). Service and Leadership may take many forms including, but not limited to:

- Serving on or chairing a committee at the Program, Department, College, University, or Professional level
- Advising student clubs or honors societies
- Organizing film festivals or other cultural events
- Observing student teachers
- Organizing/teaching community outreach programs (e.g. Utah Lyceum)
- Leading study abroad trips
- Creating and participating in student activities related to faculty member's area of expertise (e.g. student conferences, brown bags)
- Applying expertise to intellectual or social concerns of the campus or local community (e.g. guest lectures)
- Providing support to disciplinary organizations (e.g. peer reviewing books or articles, chairing sessions at conferences, organizing conferences or panels)
- Grant writing or fund-raising

Non-Tenure-Track (NTT) Faculty

University Policy 6.1. VII. B. defines Non-Tenure Track (NTT) faculty as "faculty who are under contract but not ultimately eligible for tenure". Non-tenure track faculty hold regular faculty titles of Associate Professor (NTT), Assistant Professor (NTT), or Lecturer. This policy further states that the Lecturer is an entry-level position, and that a lecturer is eligible to apply for a change in status to Assistant Professor (NTT) after four years of serving as such, and that, correspondingly, an Assistant Professor (NTT) is eligible to apply for a change in status to Associate Professor (NTT) after "at least seven years of experience at SUU as an Assistant Professor (NTT)." The Department of Languages and Philosophy views this succession of NTT ranks to be optional, according to the goals and intentions of the NTT faculty members and they may retract and retrieve their application for rank advancement at any point of the process, without prejudice.

Evaluative Process:

Per the deadline schedule in Appendix B of university policy 6.1, faculty will submit a 1 to 3-page Faculty Engagement and Contribution Report (FECR) for the previous academic year and a Faculty Engagement and Contribution Plan (FECP) for the upcoming academic year to the members of their Promotion and Tenure Mentorship Team (PTMT) by the Friday before the first day of fall classes. The PTMT will return an evaluation of the FECR to their mentee for review and response on or before the Friday following the first day of classes. Suggested revisions to the faculty member's FECP are due to the faculty member by the third Monday of September with a revised plan due to the department chair by the second Monday of October. The FECR will include a narrative of the faculty member's progress toward the previous year's approved FECP as well as any justifications for insufficient progress toward the goals outlined in the FECP. Faculty members should provide appropriate documentation of their progress in appendices to their FECR.

We recognize that successful educators in our department are able to demonstrate their effectiveness and commitment to student success through a number a different practices. Thus, evaluation of faculty teaching performance should be undertaken holistically. The faculty member must include a complete copy of the student evaluations, complete syllabi, and any documents from previous years' PTMT evaluations.

The Department encourages faculty members to submit additional evidence of teaching effectiveness. Examples of the types of activities and documentation that faculty members may use to demonstrate effective teaching include, but are not limited to: self-reflection; student evaluations; peer evaluation; implementation of evidenced-based high-impact

educational practices (see Appendix A); mentorship of student projects; curricular innovation; learning assessments; organization of extra-curricular activities; and participation in professional development opportunities (conferences, workshops, etc.). Faculty members should submit evidence of these efforts.

Faculty members may submit changes to their FECP for approval by their PTMT and the department chair during the academic year in question. However, no proposed changes to the FECP will be accepted for approval after April 1st. Proposed changes are first discussed with the faculty member's PTMT and, upon approval by the PTMT, are forwarded to the department chair for approval.

As part of their FECP for their 4th year of service, TT faculty members have the option to include a three-year scholarship plan that outlines anticipated scholarly contributions over the final years of the probationary period. The respective PTMT will provide written feedback to the TT faculty member on their plan and recommend (if necessary) any adjustments to the three-year plan. The nature of this optional process is developmental and is intended to offer additional guidance to TT faculty members as they move toward the application for tenure. It is strongly recommended for TT faculty members who anticipate applying for tenure under 'non-traditional' or 'hybrid' approaches to scholarship described in the 'Evaluative Criteria' section that follows.

Evaluative Criteria:

Tenure Track (TT) Faculty

The Department of Languages and Philosophy values academic work that supports the student-centered mission of the department, college and university (see Policy 6.1.IX.A). The Department recognizes the importance of, and values activities in the areas of scholarship and service that do not directly relate to students. The Department recognizes that some activities will fit squarely within one category (teaching/mentorship, scholarship, service/leadership), but that often activities will fit into multiple areas (see Policy 6.1.IX.A). The Department appreciates that the sources of contributions will differ among faculty members, and for the same faculty members across time. The TT faculty member is expected to demonstrate increasing proficiency and effectiveness in all areas (teaching, scholarship, and service) as they work toward tenure.

TT faculty provide a Faculty Engagement and Contribution Report (FECR) of no more than three pages (and any appendices the faculty member deems necessary - see policy 6.1.1.II.D) annually, which details how their contributions in and across the three areas of faculty engagement stated in the prior year's FECP were met. The faculty member's PTMT's evaluation will address the faculty member's development in teaching, scholarship and service, in that order. Of the greatest importance are engagement, contributions and performance in teaching and mentorship (in keeping consistent with SUU's mission defined in R312; see 6.1.VIII.I), followed by scholarly contributions. The department values service, but considers teaching and scholarship both to hold greater importance in evaluating faculty engagement. In evaluating the TT faculty's FECR, the PTMT considers whether the faculty member has made adequate progress toward the goals set out in the prior year's FECP.

Based on their review of the TT faculty member's annual FECR, the PTMT, and subsequently the DC, will document the faculty member's progress as either "Acceptable progress toward goals and contributions" or "Development required" (6.1.IX.D). In the event that a "development required" determination is rendered, the PTMT and DC will provide a detailed written justification for the determination, indicating specifically in which area or areas the faculty member can and should improve. To be eligible for tenure, a TT faculty member needs to demonstrate consistent engagement and growth in all areas. A faculty member in their sixth year is held to a higher standard than a faculty member in their first year.

In teaching and mentorship, PTMTs should evaluate faculty performance holistically, considering trends across discursive student comments and the numerical values assigned in student evaluations, faculty reflection on teaching practices, peer evaluation of teaching, and syllabi. TT faculty may include additional supplemental information in both their narrative and appendices. Development may be required in the event that the PTMT notices problematic *trends* across the evaluative metrics. Trends (both positive and negative) across classes and across years should be considered. In addition, PTMTs

should recognize that new preps, redesigns and experimental projects should be evaluated more generously than established courses and practices.

In Scholarship (6.1.VIII.F), PTMTs should evaluate faculty on relative progress of proposed scholarly activity. The Department recognizes that scholarship takes many forms as described by the Boyer model (Appendix B), and that quality scholarship is a laborious and time-intensive process. The TT faculty member should demonstrate a continued engagement with the scholarly community through the various means listed above. Scholarly development may be required in the event that a TT faculty member fails to make sufficient progress on scholarly goals set out in the FECP. Sufficient progress may vary between programs, and the Department recognizes that some scholarly projects may not pan out, while other opportunities may unexpectedly arise. Progress on scholarly projects that faculty members ultimately abandon counts as engagement, but is not sufficient for tenure.

TT faculty may choose to adhere to one of the following three approaches to meet the department's minimum scholarship requirement for advancement to associate professor. It is not a requirement that TT faculty members officially declare at any time during their probationary period their adherence to one approach or another; however, in their application for tenure, TT faculty members will need to address how their scholarly contributions align with one of these approaches:

1. A traditional approach. As in the previous version of this department's document, the minimum requirement is one peer-reviewed book or two peer-reviewed publications.

2. A non-traditional approach. TT faculty will make more-broadly defined scholarly contributions as set out in the Boyer model and as defined in this document. Feedback from the respective PTMT on the faculty member's annual FECR and FECP will be critical to assuring that the TT faculty member is making sufficient progress toward the department's expectations in scholarship. Faculty members electing this approach are strongly encouraged to submit the three-year scholarship plan as outlined in the "Evaluative Process" section of this document.

3. A hybrid approach. An exemplary TT faculty member electing this approach will have one peer-reviewed publication and will have made more-broadly defined scholarly contributions as set out in the Boyer model and as defined in this document. Feedback from the respective PTMT on the faculty member's annual FECR and FECP will be critical to assuring that the TT faculty member is making sufficient progress toward the department's expectations in scholarship. Faculty members electing this approach are strongly encouraged to submit the three-year scholarship plan as outlined in the "Evaluative Process" section of this document.

In service, PTMTs should evaluate faculty on the level of commitment service activities require (6.1.VIII.G). While service takes many forms, all faculty are expected to serve on committees as the need arises. The Department recognizes that some activities (leading a study-abroad, organizing a conference, e.g.) are more time-consuming than others, and will take into consideration the sort of commitment various service activities entail when evaluating the FECP/FECR.

As stated above, evaluation of faculty will be holistic and will recognize that engagement activities can and will overlap between categories. TT faculty will be evaluated annually on their FECRs. Faculty are expected to make satisfactory progress each year. Faculty who earn the "Development Required" designation in two non-consecutive years are less likely to receive tenure than a faculty member who does not, but are not precluded from earning tenure. A faculty member who receives two *consecutive* "Development Required" designations will have a mandatory meeting with their TPMC, DC, and Dean to establish a plan going forward. A faculty member earning two consecutive "development required" designations faces a substantial decrease in the likelihood of earning tenure.

Non-Tenure-Track (NTT) Faculty

According to University Policy 6.1.VII.3, the role of NTT faculty is to "have a primary responsibility for effective teaching while maintaining currency in their field and secondary responsibility for departmental participation." Consequently, engagement in non-teaching related activities is of secondary importance in consideration of the NTT faculty member's annual report and plan.

NTT faculty members will submit an annual Faculty Engagement and Contribution Report (FECR) of one to three pages (and any appendices the faculty member deems necessary - see policy 6.1.1.II.D), which details how their contributions stated in the prior year's Faculty Engagement and Contribution Plan (FECP) were met. Given the nature of NTT positions, the PTMT's evaluation will especially take into consideration NTT faculty members' development in the area of teaching and their incorporation of high-impact, evidence-based pedagogies into their practices.

In accordance with the University and the Department's philosophy, NTT faculty members' teaching performance should be evaluated in a holistic manner, considering trends across discursive student comments and the numerical values assigned in student evaluations, faculty reflection on teaching practices, peer evaluation of teaching, and syllabi. NTT faculty may include additional supplemental information in both their narrative and appendices. Development may be required in the event that the PTMT notices problematic *trends* across the evaluative metrics. Trends (both positive and negative) across classes and across years should be considered. In addition, PTMTs should recognize that new preps, redesigns and experimental projects should be evaluated more generously than established courses and practices.

In compliance with Policy 6.1.1.IV.B., PTMT for Assistant Professors (NTT) and Lecturers (NTT) will consist of at least one Associate Professor (Tenured or Non-Tenure-Track) or Professor. Based on the review of the NTT faculty member's annual FECR, the PTMT, and subsequently the DC, will document the faculty member's progress as either "Acceptable progress toward goals and contributions" or "Development required" (6.1.IX.D). In the event that a "development required" determination is rendered, the PTMT and DC will provide a detailed written justification for the determination, indicating specifically the aspects to improve and the steps and timetable for the implementation of a remediation plan, which will be developed by the faculty member in consultation with the PTMT and the DC. Additionally, the DC may elect to place the faculty member on probation and assist through developmental opportunities.

Tenured faculty members

In compliance with Policy 6.1.1.III and the deadline schedule in Appendix B of Policy 6.1, all Associate Professors and Professors submit a Five-Year Plan to their Department Chair the first Tuesday after Labor Day and meet "with the Department Chair annually to discuss progress toward the Five-Year Plan." Associate Professors and Professors are expected to continue to make contributions in line with the criteria outlined for tenure-track faculty members, allowing that leadership and mentorship contributions will more substantial than for those of junior faculty members. Administrative positions and duties both within the department and outside of the department are recognized as valuable service contributions.

The rank of full professor should be conferred on faculty who have demonstrated commitment to the institution and the mission of high-quality teaching, scholarship, and service. Policy 6.1 defines Full Professors as having "exhibited continued development in Faculty Engagement. They have contributed significantly to SUU's mission, and they have taken advantage of appropriate opportunities to mentor other SUU faculty members. Their teaching, scholarship, and service/leadership reflect high professional competence."

High-Impact Educational Practices

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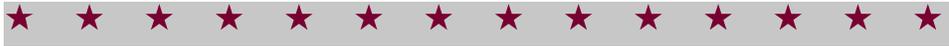
First-Year Seminars and Experiences

Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

Common Intellectual Experiences

The older idea of a "core" curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.

Learning Communities

The key goals for learning communities are to encourage integration of learning across courses and to involve students with "big questions" that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link "liberal arts" and "professional courses"; others feature service learning.

Writing-Intensive Courses

These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Collaborative Assignments and Projects

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

Undergraduate Research

Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

Diversity/Global Learning

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore "difficult differences" such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

ePortfolios

ePortfolios are the latest addition to AAC&U's list of high-impact educational practices, and higher education has developed a range of ways to implement them for teaching and learning, programmatic assessment, and career development. ePortfolios enable students to electronically collect their work over time, reflect upon their personal and academic growth, and then share selected items with others, such as professors, advisors, and potential employers. Because collection over time is a key element of the ePortfolio process, employing ePortfolios in collaboration with other high-impact practices provides opportunities for students to make connections between various educational experiences.

Service Learning, Community-Based Learning

In these programs, field-based "experiential learning" with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both *apply* what they are learning in real-world settings and *reflect* in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Internships

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects

Whether they're called "senior capstones" or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.

LEAP

Table 1

Relationships between Selected High-Impact Activities, Deep Learning, and Self-Reported Gains

	Deep Learning	Gains: General	Gains: Personal	Gains: Practical
First-Year				
Learning Communities	+++	++	++	++
Service Learning	+++	++	+++	+++
Senior				
Study Abroad	++	+	+	++
Student–Faculty Research	+++	++	++	++
Internships	++	++	++	++
Service Learning	+++	++	+++	+++
Senior Culminating Experience	+++	++	++	++

+ p<0.001, ++ p<0.001 & Unstd B > 0.10, +++ p<0.001 & Unstd B > 0.30

Table 2

Relationships between Selected High-Impact Activities and Clusters of Effective Educational Practices

	Level of Academic Challenge	Active and Collaborative Learning	Student–Faculty Interaction	Supportive Campus Environment
First-Year				
Learning Communities	+++	+++	+++	++
Service Learning	+++	+++	+++	+++
Senior				
Study Abroad	++	++	++	++
Student–Faculty Research	+++	+++	+++	++
Internships	++	+++	+++	++
Service Learning	+++	+++	+++	+++
Senior Culminating Experience	++	+++	+++	++

+ p<0.001, ++ p<0.001 & Unstd B > 0.10, +++ p<0.001 & Unstd B > 0.30

Source: *Ensuring Quality & Taking High-Impact Practices to Scale* by George D. Kuh and Ken O'Donnell, with Case Studies by Sally Reed. (Washington, DC: AAC&U, 2013). For information and more resources and research from LEAP, see www.aacu.org/leap.

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

scholarship

	of teaching	of discovery	of application	of integration
definition	faculty study and apply teaching models and practices to achieve optimal learning for students and faculty	faculty gain new knowledge by engaging in traditional research appropriate to their discipline and field of study	faculty aid the institution, communities and profession in addressing problems they face	faculty interpret the use, implication, or application of knowledge across disciplines
valued activities	pedagocial research which is disseminated to their peers or profession, developing instructional materials which are disseminated to their peers or profession, mentoring UG or grad students, designing and implementing a program level assessment system	peer or professionally reviewed publications and/or presentations, creating an infrastructure for future studies, discoveries which contribute to the intellectual climate of the university	serving the institution, community groups, non-profit organizations, industry or government as a consultant, assuming leadership roles in professional organizations, and advising student leaders thereby fostering their professional growth. Such activities must be specifically tied to the faculy's field of knowledge and professional activities	preparing a comprehensive literature review which is disseminated to their peers or relevant professionals, writing a textbook, manual or instructional video for use in multiple disciplines, designing and delivering a core course which services multiple disciplines