

**Southern Utah University**  
**WMG College of Sciences**  
**DEPARTMENT OF PHYSICAL SCIENCE**  
**Faculty Evaluation**  
***COVER SHEET***  
(to be completed by applicant)

**EVALUATION FOR:** (check as many as applicable)

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

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

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

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

**Highest degree earned**         Doctorate         Masters

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

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

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

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

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

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

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

Number of years of service at SUU at current rank (plus years credited if applicable) \_\_\_\_\_

**Instructions for Application**

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

## **Department Faculty Evaluation Criteria**

### **Mentorship**

#### *Mentorship process:*

The mentorship process is to follow guidelines established by Southern Utah University Policies and Procedures, specifically Policy 6.1. A Promotion & Tenure (P&T) Mentorship Team will be assigned within the first week of the calendar school year.

#### *Mentorship Team:*

Each P&T Mentorship Team will consist of a minimum of two faculty members of the following specifications according to faculty track:

- Non-Tenure-Track: Minimum of two faculty members including at least one Associate Professor (Tenured or Non-Tenure-Track) or Professor and the other member with more experience than the mentee.
- Tenure-Track: Minimum of two tenured faculty members.

The P&T Mentorship Team members will be decided on by the Physical Science Mentor Selection Committee as facilitated through input from the potential faculty mentors and mentees to determine appropriate matches with consideration to scholarly interests, teaching styles, expertise, goals, personalities, etc. P&T Mentorship Team members may be reviewed annually to determine continuation of involvement.

### **Evaluation Process**

Evaluations will be within guidelines established by Southern Utah University Policies and Procedures, specifically Policy 6.1, and the Walter Maxwell Gibson College of Sciences. The peer evaluation process will be completed by the mentors, who review each portfolio and evaluate based on the criteria as outlined within Policy 6.1. The portfolio must show evidence that you have met the required criteria.

*Note: Faculty are expected to meet their professional responsibilities to students, colleagues, and the institution as outlined in Policy 6.28. Failure to meet these responsibilities may result in an unsatisfactory rating, requiring a developmental plan.*

## FACULTY ENGAGEMENT & CONTRIBUTION CRITERIA

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

Contribution Period: August 16, \_\_\_\_\_ through Aug 15, \_\_\_\_\_

### PLANNING SUMMARY

Faculty members will complete this form as part of their Faculty Engagement & Contribution (FEC) Plan, under advisement from their mentors, and submit it to the Department Chair by the first Tuesday after Labor Day. One signed copy will be forwarded on as part of the FEC Plan. Another signed copy will be retained by the Department and attached to the FEC Report at the end of the academic year. Note: Official forms for the FEC Plan and FEC Report can be found on the provost's website under the [Faculty and Staff Resources](#) tab. The following three items must be addressed in each FEC Plan and FEC Report:

**Teaching Effectiveness:** Describe your plans to maintain and enhance your teaching skills. Also, describe changes you plan to make to address any weaknesses or shortcomings identified in prior evaluations.

**Scholarly/Creative Contributions:** First, list the cumulative scholarly or creative contributions that you have already fulfilled towards your next rank advancement and/or your next review period. Then describe your plans to achieve (or exceed) the remaining requirements for this review period.

**Service/Leadership Contributions:** First, list the contributions to service and leadership that you have already rendered in the current evaluation period. Then describe how you will continue to fulfill the expectations in this category, or changes you plan to make, as you work toward your next rank advancement or completion of this review cycle.

### SIGNATURES

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Mentor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Mentor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Department Chair

\_\_\_\_\_  
Date

## **FACULTY ENGAGEMENT & CONTRIBUTION SYSTEM**

All faculty members are expected to show consistent effort as they strive to achieve excellence in their teaching, scholarly/creative activity, and service/leadership. Any significant deficiencies identified during a review cycle will result in a Development Required status for that year's FEC report. This action is intended to ensure these faculty members are supported appropriately by the Physical Science Mentor Selection Committee. Faculty are allowed to exceed benchmark expectations, though the P&T Mentorship Team should take care to encourage a FEC Plan that is reasonably attainable and appropriate.

The benchmark expectations are divided into three main categories: Teaching Effectiveness, Scholarly/Creative Contributions, and Service/Leadership Contributions. Individual FEC Plans or Reports do not need to include plans for activities that fall within these categories every year, allowing faculty flexibility. However, for the awarding of Tenure and/or Rank Advancement, a minimum level of performance in each category is required, along with the appropriate number of years of service and achievement of the required Key Contributions. The P&T Mentorship Team should take great care in assisting faculty in their yearly planning as well as in formulating a FEC Plan that efficiently works towards tenure and/or rank advancement.

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

(Assistant Professor to Associate Professor [Tenure-Track Faculty])

#### **Key Contributions**

Key contribution criteria must be met for achievement of tenure and advancement to Associate Professor.

#### **TEACHING EFFECTIVENESS:**

Effective teaching is the primary responsibility of faculty at SUU. The demonstrated ability to build and maintain an effective learning atmosphere in the classroom is essential. For the award of tenure, evidence of consistent, competent, and effective teaching performance is required.

Demonstrate teaching effectiveness through peer, student, self, and/or department chair evaluations and other methods as suggested by your peer mentors, such as attending a conference/seminar/workshop about teaching/pedagogy/best practices and showing evidence of using the workshop to improve teaching.

*Please note that it is important for faculty members to document teaching effectiveness in as many ways as possible. Faculty are expected to provide self-reflection on their teaching in their annual report and to take the lead in seeking out peer faculty evaluations of teaching. Evaluative bodies cannot accurately assess faculty contributions in teaching solely from student feedback survey results.*

## SCHOLARLY/CREATIVE CONTRIBUTIONS:

Tenure-track faculty in the department of Physical Science are expected to establish and maintain an active research program that enables the faculty members to maintain currency in their field and engage students in meaningful research experiences. This will result in student and faculty presentations on and off campus and regular publications of the findings of the faculty member and students. The expected regularity is dependent upon the venue in which these findings are published.

It is incumbent upon the faculty member to justify, explain, and defend the merits of their scholarship. Furthermore, candidates for tenure and/or rank advancement to Associate Professor should demonstrate a focus on student mentoring and inclusion in their scholarship. They should be able to provide an accounting of their contribution to the experimental design, data acquisition, analysis, and manuscript preparation. Satisfying the expectation for publication does not automatically guarantee rank advancement if the publication does not reflect a significant contribution by the candidate, and/or the candidate did not demonstrate a continual engagement in quality scholarship or student mentoring.

The minimum requirements to demonstrate quality scholarship and continual engagement in scholarship are outlined in categories a-c below, with the additional requirement that one category (a-c) be completed twice for a total of four completed categories:

- a) Two (2) different supervised student research projects leading to appropriate presentations at a minimum of a state level or broader<sup>1</sup>, and
- b) One (1) peer-reviewed publication<sup>2</sup>, with the stipulation that Utah Academy may be used only when co-authored with an undergraduate, and
- c) One (1) of the following:
  1. A properly-written and completed significant grant proposal submitted to an external funding agency<sup>3</sup> such as a federal (NIH, NSF, or other), state, private, or public funding entity.
  2. A significant governmental report/map (i.e. open file) or proprietary report.
  3. A patent.
  4. A successfully marketed product or business.
  5. An additional peer-reviewed publication.
  6. Two (2) conference presentations made at a minimum of a regional (multi-state) level.
  7. Edit/Co-edit a scientific volume.
  8. A scholarly activity pre-approved, in writing, by all three of the following: the Dean of the College of Science, the Chair of the Department of Physical Science, and the P&T Mentorship Team.

## SERVICE/LEADERSHIP:

Service and leadership are critical components of institutional maintenance and improvement. As faculty work toward tenure and rank advancement, they should strive to find meaningful ways to contribute to the department, college, university, and community. An acceptable level of service and/or leadership will be identified by making appropriate adjustments to committee work and service and/or leadership activities in response to feedback in evaluation letters each cycle. Service and/or leadership within and outside of the department is expected.

Faculty may apply for tenure one year early, provided they have met all the criteria as set forth in Policy 6.1.IV.H.2.c.iii and accumulated a total of six Scholarly/Creative Contributions. Alternatively, the prior consultation with the department chair and dean, as required in Policy 6.1, must assess that the candidate has reached an “excellent or exceptional” level of teaching performance for the years under consideration, when compared to the average level of teaching performance within the department. This assessment will be based on a combination of student evaluations, peer evaluations, and an objective measure of student performance which demonstrates mastery of the course material. Additionally, an above-average level of service/leadership contributions will be expected for the years under consideration.

## **FEC Tenured Faculty Rank Advancement Benchmark**

(Associate Professor to Full Professor)

Tenured faculty must satisfy the requirements for key contributions in each category. Application for rank advancement can be made no sooner than 5 years after tenure was awarded. Application for rank advancement to full professor must also be preceded by at least five years without being on a developmental plan. The required Key Contributions in each category are as follows:

### **Key Contributions**

Key contribution criteria must be met for advancement to Full Professor.

## TEACHING EFFECTIVENESS:

Effective teaching is the primary responsibility of faculty at SUU. The demonstrated ability to build and maintain an effective learning atmosphere in the classroom is essential. A consistent record demonstrating a high level of teaching excellence is required to attain the rank of full professor.

Demonstrate teaching effectiveness through peer, student, self, and/or department chair evaluations and other methods as suggested by your department chair, such as attending a conference/seminar/workshop about teaching/pedagogy/best practices and showing evidence of using the workshop to improve teaching.

*Please note that it is important for faculty members to document teaching effectiveness in as many ways as possible. Faculty are expected to provide self-reflection on their teaching in their five-year report and to take the lead in seeking out peer faculty*

*evaluations of teaching. Evaluative bodies cannot accurately assess faculty contributions in teaching solely from student feedback survey results.*

#### SCHOLARLY/CREATIVE CONTRIBUTIONS:

Tenured faculty in the department of Physical Science are expected to maintain an active research program that enables the faculty members to maintain currency in their field and continually engage students in meaningful research experiences. This will result in student and faculty presentations on and off campus and regular publications of the findings of the faculty member and students. The expected regularity is dependent upon the venue in which these findings are published.

For advancement to Full Professor, candidates are expected to fulfill the same general requirements as outlined for advancement to Associate Professor, with an emphasis on demonstrating that they have been engaged in continuing, not just intermittent, quality scholarship since Associate Professor rank advancement. Candidates for rank advancement to Full Professor should demonstrate a focus on student mentoring and inclusion in their scholarship. Candidates need to provide an account of their contribution to the experimental design, data acquisition, analysis, and manuscript preparation of their publications. Additionally, candidates who meet the publication expectation but fail to demonstrate a continual engagement in quality scholarship or whose scholarship reflects a low quality and/or an insignificant contribution should not be granted rank advancement.

Since hire, a candidate must have at least ten Scholarly/Creative Contributions to demonstrate quality scholarship and continual engagement in scholarship. Four of these ten contributions must have been achieved since receiving tenure, with contributions from each category:

- a) Two (2) supervised student research projects leading to appropriate presentations at a minimum of a state level or broader<sup>1</sup>, and
- b) One (1) peer-reviewed publication<sup>2</sup>, with the stipulation that Utah Academy may be used only when co-authored with an undergraduate, and
- c) One (1) of the following:
  1. A properly-written and completed significant grant proposal submitted to an external funding agency<sup>3</sup> such as a federal (NIH, NSF, or other), state, private, or public funding entity.
  2. A significant governmental report/map (i.e. open file) or proprietary report.
  3. A patent.
  4. A successfully marketed product or business.
  5. An additional peer-reviewed publication.
  6. Two (2) conference presentations made at a minimum of a regional (multi-state) level.
  7. Edit/Co-edit a scientific volume.
  8. A scholarly activity pre-approved, in writing, by all three of the following: the Dean of the College of Science, the Chair of the Department of Physical Science, and the P&T Mentorship Team.

## SERVICE/LEADERSHIP CONTRIBUTIONS:

Service and leadership are critical components of institutional maintenance and improvement. As faculty work toward tenure and rank advancement, they should strive to find meaningful ways to contribute to the department, college, university, and community. An acceptable level of service and/or leadership will be identified by making appropriate adjustments to committee work and service and/or leadership activities and roles in response to feedback in evaluation letters each cycle.

Consistent service and/or leadership are expected within and outside of the department, including at least one University-level committee since receiving tenure.

## **FEC Non-Tenure Track Faculty Rank Advancement Benchmarks** (Lecturer to Assistant Professor)

Satisfactory performance for Non-Tenure Track faculty is demonstrated by meeting the appropriate benchmarks. Non-Tenure Track faculty must fulfill all requirements in each category prior to applying for rank advancement to the rank of Assistant Professor, which can be no earlier than the end of their 4<sup>th</sup> year. The required Key Contributions in each category are as follows:

NTT Lecturers who do not desire rank advancement must maintain acceptable levels of Teaching Effectiveness to maintain their rank.

### **Key Contributions**

Key contribution criteria must be met for advancement to Assistant Professor.

## TEACHING EFFECTIVENESS:

Effective teaching is the primary responsibility of faculty at SUU. The demonstrated ability to build and maintain an effective learning atmosphere in the classroom is essential. For rank advancement from Lecturer to Assistant Professor, the candidate must have at least four years of satisfactory evaluations by the department chair.

Demonstrate teaching effectiveness through peer, student, self, and/or department chair evaluations and other methods as suggested by your peer mentors, such as attending a conference/seminar/workshop about teaching/pedagogy/best practices and showing evidence of using the workshop to improve teaching.

*Please note that it is important for faculty members to document teaching effectiveness in as many different ways as possible. Faculty are expected to provide self-reflection on their teaching in their annual report and to take the lead in seeking out peer faculty evaluations of teaching. Evaluative bodies cannot accurately assess faculty contributions in teaching solely from student feedback survey results.*

## SCHOLARLY/CREATIVE CONTRIBUTIONS:

At least two activities at the High Impact Contribution level or higher (see list below) are expected, with at least one being an off-campus oral presentation.



#### SERVICE/LEADERSHIP CONTRIBUTIONS:

Service and leadership are critical components of institutional maintenance and improvement. As faculty work toward rank advancement, they should strive to find meaningful ways to contribute to the department, college, university, and community. An acceptable level of service and/or leadership will be identified by making appropriate adjustments to committee work and service and/or leadership activities in response to feedback in evaluation letters each cycle.

Service and/or leadership within and outside the department is expected.

\* NTT Assistant Professors who do not desire rank advancement must sustain Assistant Professor criteria.

### **FEC Non-Tenure Track Faculty Rank Advancement Benchmarks**

(Assistant Professor to Associate Professor)

Non-Tenure Track faculty must satisfy the key contributions in each category no earlier than the end of their 6<sup>th</sup> year as an Assistant Professor prior to applying for advancement to the rank of Associate Professor. The required Key Contributions are as follows:

#### **Key Contributions**

Key contribution criteria must be met for advancement to Associate Professor.

#### TEACHING EFFECTIVENESS:

Effective teaching is the primary responsibility of faculty at SUU. The demonstrated ability to build and maintain an effective learning atmosphere in the classroom is essential. For rank advancement from Assistant Professor to Associate Professor, the candidate must have at least six years of satisfactory evaluations by the department chair since rank advancement to Assistant Professor.

Demonstrate a consistent track record of teaching effectiveness through peer, student, self, and/or department chair evaluations and other methods as suggested by your peer mentors, such as attending a conference/seminar/workshop about teaching/pedagogy/best practices and showing evidence of using the workshop to improve teaching.

*Please note that it is important for faculty members to document teaching effectiveness in as many different ways as possible. Faculty are expected to provide self-reflection on their teaching in their annual report and to take the lead in seeking out peer faculty evaluations of teaching. Evaluative bodies cannot accurately assess faculty contributions in teaching solely from student feedback survey results.*

#### SCHOLARLY/CREATIVE CONTRIBUTIONS:

At least three High Impact Contribution level activities, (or one High Impact Contribution- and one Very High Impact Contribution level activity) with at least one being an off-campus oral presentation, since the last successful application for rank advancement and within the last six years.

#### SERVICE/LEADERSHIP CONTRIBUTIONS:

Service and leadership are critical components of institutional maintenance and improvement. As faculty work toward tenure and rank advancement, they should strive to find meaningful ways to contribute to the department, college, university, and community. An acceptable level of service and/or leadership will be identified by making appropriate adjustments to committee work and service and/or leadership activities in response to feedback in evaluation letters each cycle.

Service and/or leadership within and outside the department is expected. Service on at least one university level committee is required.

Note: NTT Associate Professors must sustain the Associate Professor criteria.

### **FEC POST-TENURE BENCHMARKS**

Tenured faculty must continue to perform at a comparable level of achievement to that shown before tenure. For each five-year post-tenure review cycle, tenured faculty must achieve the performance benchmarks in each of the three categories of evaluation.

#### TEACHING EFFECTIVENESS:

Effective teaching is the primary responsibility of faculty at SUU. The demonstrated ability to build and maintain an effective learning atmosphere in the classroom is essential. A consistent record demonstrating a high level of teaching excellence is expected.

Demonstrate teaching effectiveness through peer, student, self, and/or department chair evaluations and other appropriate methods, such as attending a conference/seminar/workshop about teaching/pedagogy/best practices and showing evidence of using the workshop to improve teaching.

*Please note that it is important for faculty members to document teaching effectiveness in as many different ways as possible. Faculty are expected to provide self-reflection on their teaching in their five-year report and to take the lead in seeking out peer faculty evaluations of teaching. Evaluative bodies cannot accurately assess faculty contributions in teaching solely from student feedback survey results.*

#### SCHOLARLY/CREATIVE CONTRIBUTIONS:

Tenured faculty in the department of Physical Science are expected to maintain an active research program that enables the faculty members to maintain currency in their field and engage students in meaningful research experiences. This will result in student and faculty presentations on and off campus and regular publications of the findings of the faculty member and students. The expected regularity is dependent upon the venue in which these findings are published. The effectiveness of this scholarly activity is demonstrated by meeting the minimum requirements established by the department.

The required benchmark for scholarly/creative contributions is achieving each item (a-c) outlined below:

- a) Two (2) supervised student research projects leading to appropriate presentations at a minimum of a state level or broader<sup>1</sup>, and
- b) One (1) peer-reviewed publication<sup>2</sup>, with the stipulation that Utah Academy may be used only when co-authored with an undergraduate, and
- c) One (1) of the following:
  1. A properly-written and completed significant grant proposal submitted to an external funding agency<sup>3</sup> such as a federal (NIH, NSF, or other), state, private, or public funding entity.
  2. A significant governmental report/map (i.e. open file) or proprietary report.
  3. A patent.
  4. A successfully marketed product or business.
  5. An additional peer-reviewed publication.
  6. Two (2) conference presentations made at a minimum of a regional (multi-state) level.
  7. Edit/Co-edit a scientific volume.
  8. A scholarly activity pre-approved, in writing, by all three of the following: the Dean of the College of Science, the Chair of the Department of Physical Science, and the P&T Mentorship Team.

#### **SERVICE/LEADERSHIP CONTRIBUTIONS:**

Service and leadership are critical components of institutional maintenance and improvement. Faculty should strive to find meaningful ways to contribute to the department, college, university, and community. An acceptable level of service and/or leadership will be identified by making appropriate adjustments to committee work and service and/or leadership activities in response to feedback in evaluation letters each cycle.

Continued service within and outside of the department is expected.

## **FACULTY ENGAGEMENT CRITERIA FOR EVALUATION**

### **TEACHING EFFECTIVENESS**

Consistent with SUU's mission as defined in R312, teaching is of primary importance. Scholarly and creative achievements should be complementary to the teaching role. Teaching effectiveness can be evaluated through the use of student, peer, department chair, and self-evaluations, or other pertinent information. Student evaluations will be conducted in all classes taught every semester, with the faculty member deciding when in the semester the evaluation will be given. The responses to all teaching-related questions on the student-evaluation instrument will be considered in assessing teaching ability. Other evidence of teaching effectiveness includes instructional delivery/design and course management skills.

## **Ways to demonstrate Teaching Effectiveness**

- Meeting basic teaching responsibilities: assigning grades based on the syllabus, holding regular office hours, providing course information on Canvas, meeting with all scheduled classes, participating in course meetings, covering content listed in the course description, etc.

*Note: If Policy 6.28 is not met, a faculty member will be placed on a developmental plan. The meeting of basic teaching responsibilities is essential.*

- Purposeful self-evaluations, including a description of ways in which you are making efforts to improve teaching effectiveness.
- Satisfactory (as determined by P&T Mentorship Team and Department Chair) numerical scores on student evaluations and/or generally positive student comments in a majority of courses.
- Increased teaching load.
- Requesting and receiving a peer evaluation. (repeatable)
- Providing a peer evaluation to a colleague. (repeatable)
- Above national average score on nationally standardized exam.
- Demonstrating teaching effectiveness through alternative methods or completing other activities as agreed upon by the P&T Mentorship Team and Department Chair, including but not limited to:
  - redesigning a course
  - attending a conference/seminar/workshop about teaching/pedagogy/best practices and evidence of using the workshop to improve teaching
  - receiving a Curriculum Innovation Grant from CTI (or something similar)
  - teaching a course for the first time
  - peer collaboration

## **SCHOLARLY/CREATIVE CONTRIBUTIONS**

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

### **Examples of Scholarly/Creative Activity**

#### **Very High Impact Contributions**

- Publication of an article in a peer-reviewed journal. Must provide an account of contribution to the experimental design, data acquisition, analysis, and manuscript preparation
- Receipt of a significant grant award (external to Southern Utah University)
- Publication of chapters/sections of a book
- Presentation at a national scholarly/professional/teaching conference in his/her field
- Other with justification

### **High Impact Contributions**

- Publishing a professionally related article in a peer-reviewed “general interest” journal, non-peer reviewed journal, magazine, or government document
- Presentation at a state level or broader scholarly/professional/teaching conference in the faculty member’s field
- Apply for a fellowship or grant award (external to Southern Utah University) with pending approval/denial
- Other with justification

### **Medium Impact Contributions**

- Formal collaborative undergraduate research characterized by regular meetings
- On-campus presentation in field
- Apply for a fellowship or grant award (internal to Southern Utah University), especially with a student
- Conduct or participate in a workshop or formal training
- Engage in scholarly activity that results in the development or improvement of curriculum (with formal peer evaluation)
- Referee an article
- Submit an article for publication
- Revised and resubmit an article for publication
- Other with justification

### **SERVICE/LEADERSHIP CONTRIBUTIONS:**

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

### **Examples of Service/Leadership Activities**

**Very High Impact Contributions** (activities requiring more than 15 hours per year of commitment time)

- Chairing a significant Departmental, College, or University committee
- Serving as Department Chair
- Serving as a student club advisor
- Serving in an official position for a regional or national professional society, or for a state entity (such as USHE or USBE)
- Serving on the Faculty Senate
- Participating in outreach programs that involve running an ongoing program, or coordinating and running a major event (repeatable)
- Organizing and presiding over a symposium or technical session at a regional or national conference
- Other activities deemed by the P&T Mentorship Team or Department Chair to be of similar caliber.

**High Impact Contributions** (activities requiring 5 to 15 hours per year of commitment time)

- Serving on a P&T Mentorship Team
- Serving on a significant Departmental, College, or University committee
- Participating in outreach programs which require helping on an ongoing basis with a previously planned event, or planning a single event (repeatable)
- Other activities deemed by the P&T Mentorship Team or Department Chair to be of similar caliber.

**Medium Impact Contributions** (activities that require less than 5 hours per year of commitment time)

- Serving as a Science Fair judge
- Serving on a minor Departmental, College, or University committee
- Participating in outreach programs, volunteering for a single day (repeatable)
- Other activities deemed by the P&T Mentorship Team or Department Chair to be of similar caliber.

Statements of Intent Regarding Scholarly/Creative Key Contributions:

- <sup>1</sup> Because the principal role of SUU is teaching undergraduates, these two (2) different undergraduate research projects are integral to fulfillment of faculty assignment. This may involve two (2) different students doing one (1) project each or one (1) student doing two (2) different projects.
- <sup>2</sup> The production of one peer-reviewed publication per review cycle (tenure/post-tenure review) is viewed as a minimum for a tenured, or tenure-track, faculty member. These publications must reflect work done while working at SUU, and articles written with undergraduates are highly encouraged.
- <sup>3</sup> The primary purpose of the grant proposal is to secure external funding for the tenured, or tenure-track, faculty member and the Department of Physical Science. A secondary purpose is for the tenured, or tenure-track, faculty member to regularly evaluate future career direction. Therefore, it is expected that the writing, editing, and evaluation process will be taken extremely seriously.