

Southern Utah University
WMG COLLEGE OF SCIENCE AND ENGINEERING
DEPARTMENT OF AGRICULTURE & NUTRITION

Faculty Evaluation
COVER SHEET

(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): _____

Total number of years of service at SUU at current rank (plus years credited if applicable): _____

Instructions for Application

Faculty should become familiar with Policy 6.28 “Faculty Professional Responsibility”. Also 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, Scholarship, Service/Leadership.

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 mentorship team will be assigned within the first week of the calendar school year.

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

1. At the beginning of spring semester each year, the Department Chair will prepare a list of names of eligible faculty who are Associate Professors or Full Professors in the Agriculture and Nutrition (AGNS) department who are qualified to serve as P&T mentors (must be tenured to serve as a mentor for Tenure-Track faculty). The Department Chair is ineligible to serve as a mentor. The Chair will also prepare a list of faculty who are in need of a P&T Mentorship Team, including: Assistant Professors (both Tenure-Track and Non-Tenure Track), Lecturers (Non-Tenure Track) and Tenure-Track faculty hired at the rank of Associate Professor or Professor.
2. The Department Chair and all faculty qualified to serve as P&T mentors will discuss the list of department members who are in need of a P&T Mentorship Team. The Department Chair will match mentors and faculty after gathering input. Tenure-track faculty need at least two mentors (mentor team), and non-tenure track faculty need at least one mentor. New mentors may be assigned as needed. Faculty may request in writing at any time that the Department Chair consider changes to the P&T Mentorship Team. Any concerns should be brought to the Department Chair at any time.
3. Should there not be sufficient eligible faculty members in the AGNS department to form a mentorship team, in accordance with SUU policy, individuals outside the AGNS department but from within COSE may serve as mentors. Potential mentors from outside the department will be contacted under the direction of the Department Chair.
4. AGNS faculty members currently serving on the College of Science and Engineering (COSE) P&T Committee are eligible to serve as department mentors.

5. Mentor duties:

- a. Mentors/mentor teams should meet with each faculty member being mentored during fall welcome week to evaluate fall syllabi, the Faculty Engagement and Contribution Plan (FECP) for the coming year and the Faculty Engagement and Contribution Report (FECP) for the past year.
 - i. Mentors complete two forms (Policy 6.1, Appendix C) which will be shared with the Department Chair:
 1. Annual Evaluation of Faculty Engagement & Contribution Report including one of the following ratings:
 - a. Acceptable Progress toward Faculty Engagement & Contribution Plan
 - b. Development Required (followed by a detailed justification and a description of necessary actions)
 2. Annual Evaluation of Faculty Engagement & Contribution Plan including the following assessment:
 - a. The Faculty Engagement & Contribution Plan for the upcoming year satisfies departmental expectations, aligns with SUU's mission, and promotes a developmental process for the individual faculty member. ___Yes ___No
 - ii. Mentor teams should meet without faculty after reviewing the Faculty Engagement & Contribution Plan or Report and consolidate their suggestions before advising faculty.
- b. Mentors/mentor teams should meet with faculty at least once each semester to answer questions and discuss progress.
- c. Mentors should make sure that faculty receive peer review of at least one class each semester.

6. Scheduled meetings:

- a. Fall (August) mentors/mentor teams meeting with faculty
 - i. Review annual Faculty Engagement & Contribution Plan
 - ii. Complete annual Faculty Engagement & Contribution Report
- b. Spring (January) faculty meeting with Department Chair
 - i. Chair will meet with faculty to discuss overall progress and gather feedback about the mentoring experience. Address any questions or concerns of faculty member or the Chair.
- c. Spring (April, May) mentors/mentor teams meeting with faculty
 - i. Prepare for review of Faculty Engagement & Contribution Plan due for submission during Fall Semester.

7. Changes to Mentors

- a. If a change of a mentor becomes necessary, for whatever reason, the change process may be initiated by the faculty member, mentor/mentor team, or Chair. The potential change should be discussed with each entity involved.

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 Science and Engineering. The peer evaluation process will be completed by the mentorship teams as outlined in policy 6.1 who review each portfolio and evaluate based on the scoring criteria as outlined within this policy. The portfolio must show evidence that you have met the required criteria per the scoring criteria.

FACULTY ENGAGEMENT & CONTRIBUTION CRITERIA

Name: _____

Contribution Period: August 15, _____ through Aug 14, _____

PLANNING/EARNED POINT SUMMARY

Faculty members will complete this form as part of their FEC Plan, under advisement with their mentor, 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. The point ranges for each category are intended for planning purposes only, with 100 annually earned contribution points being considered a Satisfactory level of performance for Tenured (T), Tenure Track (TT) and Non-Tenure Track (NTT) rank advancements and the granting of tenure.

	T/TT	NTT
1. TEACHING EFFECTIVENESS (T/TT Range: 60-80 pts; NTT: 70-90 pts)	_____ pts	_____ pts
2. SCHOLARSHIP (T/TT Range: 10-30 pts; NTT: 5-15 pts)	_____ pts	_____ pts
3. SERVICE/LEADERSHIP (T/TT Range: 10-30 pts; NTT: 5-15 pts)	_____ pts	_____ pts

TOTAL POINTS PROJECTED/EARNED: _____

SIGNATURES

Faculty Member

Date

Mentor

Date

Department Chair

Date

EXPLANATION OF FACULTY ENGAGEMENT & CONTRIBUTION CRITERIA

FACULTY ENGAGEMENT & CONTRIBUTION SYSTEM EXPLANATION

All faculty members are expected to earn an average of at least 100 points per year from the FEC categories*. Faculty are allowed to fall under this benchmark with the knowledge that they will receive Development Required status for that year's FEC report. This action is intended to ensure these faculty members are supported appropriately by the department. Faculty can exceed 100 earned points, but take care to develop a FEC Plan that is reasonably attainable and appropriate.

The 100-point benchmark consists of three main categories, Teaching Effectiveness, Scholarship, and Service/Leadership. Each category has a suggested yearly point range to be used for planning purposes. Individual FEC Plans or Reports do not need to fall within these ranges every year, allowing faculty flexibility. A minimum level of points in each category are required, along with the appropriate number of years of service, and achievement of the required Key Contributions. Care should be taken in assisting faculty in their yearly planning as well as in formulating a plan that efficiently works towards tenure and/or rank advancement. Documentation should be available upon request.

FEC TENURE AND/OR RANK ADVANCEMENT POINT BENCHMARKS

Tenure-Track Faculty (Asst. Professor to Assoc. Professor)

Tenure-track faculty must earn at least 600 total FEC points with the appropriate number of points in each category by the end of their 6th year (prior to applying for tenure). Points earned above that benchmark will be added towards their next rank advancement. Faculty hired with years granted towards tenure will be awarded points at the time of hire with the Department Chair and Dean approval. The required Key Contributions and number of points in each category are as follows:

TEACHING EFFECTIVENESS:	450 total points
SCHOLARSHIP:	75 total points
SERVICE/LEADERSHIP:	75 total points

Key Contributions

TEACHING EFFECTIVENESS: A minimum of one peer evaluation per year. Student evaluations for each year, and a written reflection of those evaluations.

SCHOLARSHIP: Dissemination of scholarly work in a peer-reviewed venue.

SERVICE/LEADERSHIP: At least one from the University area, and one from either the Profession or Community area, per year.

***NOTE:** New faculty members awarded time toward rank and/or tenure at the time of hiring will be awarded 100 points per year shortening of the time in rank/probationary period.

Tenured Faculty Rank Advancement (Assoc. Professor to Full Professor)

Tenured faculty must earn at least 1200 total FEC points (including the points earned at the time of tenure) with the appropriate number of points in each category. This can be accomplished no sooner than the 5th year after tenure was awarded. The required Key Contributions and number of points in each category are as follows:

TEACHING EFFECTIVENESS:	900 total points
SCHOLARSHIP:	150 total points
SERVICE/LEADERSHIP:	150 total points

Key Contributions (since tenured date)

TEACHING EFFECTIVENESS: A minimum of one peer evaluation per year. Student evaluations for each year, and a written reflection of those evaluations.

SCHOLARSHIP: Dissemination of scholarly work in a peer-reviewed venue.

SERVICE/LEADERSHIP: At least one from the University area, and one from either the Profession or Community area, per year.

Non Tenure-Track Faculty Rank Advancement (Lecturer to Assistant Professor)

Non Tenure-track faculty must earn at least 400 total FEC points with the appropriate number of points in each category during the four years prior to applying for advancement to the rank of Assistant Professor. Points earned above that benchmark will be added towards their next rank advancement. The required Key Contributions and number of points in each category are as follows:

TEACHING EFFECTIVENESS:	340 total points
SCHOLARSHIP:	20 total points
SERVICE/LEADERSHIP:	40 total points

Key Contributions

TEACHING EFFECTIVENESS: A minimum of one peer evaluation per year. Student evaluations for each year, and a written reflection of those evaluations.

SCHOLARSHIP: Dissemination of scholarly work in a peer-reviewed venue.

SERVICE/LEADERSHIP: At least one from the University area, and one from either the Profession or Community area, per year.

Non Tenure-Track Faculty Rank Advancement (Assist. Professor to Assoc. Professor)

Non Tenure-track faculty must earn at least 1000 total FEC points with the appropriate number of points in each category during each of the ten years prior to applying for advancement to the rank of Associate Professor (including the points earned when granted the rank of Assistant Professor).

The required Key Contributions and number of points in each category are as follows:

TEACHING EFFECTIVENESS:	850 total points
SCHOLARSHIP:	50 total points
SERVICE/LEADERSHIP:	100 total points

Key Contributions

TEACHING EFFECTIVENESS: A minimum of one peer evaluation per year. Student evaluations for each year, and a written reflection of those evaluations.

SCHOLARSHIP: Dissemination of scholarly work in a peer-reviewed venue.

SERVICE/LEADERSHIP: At least one from the University area, and one from either the Profession or Community area, per year.

FEC POST-TENURE POINT BENCHMARKS

Tenured faculty must earn at least 500 total FEC points, with the appropriate number of points in each category.

Key Contributions

TEACHING EFFECTIVENESS: A minimum of one peer evaluation per year. Student evaluations for each year, and a written reflection of those evaluations.

SCHOLARSHIP: Dissemination of scholarly work in a peer-reviewed venue.

SERVICE/LEADERSHIP: At least one from the University area, and one from either the Profession or Community area, per year.

FACULTY ENGAGEMENT CRITERIA FOR EVALUATION

TEACHING EFFECTIVENESS

Consistent with SUU's mission as defined in R312, teaching is of primary importance. Scholarly achievements should be complementary to the teaching role. Teaching effectiveness can be evaluated through the use of student, peer, department chair, (except the department chair may not evaluate his/her own teaching effectiveness), 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.

Teaching Effectiveness Point Guide

Check those that apply and cite evidence in FEC Report for each one selected. Multiple credits in each area are allowed.

10 -Point Contributions

- _____ Meeting basic teaching responsibilities: assigning grades based on the syllabus, holding regular office hours, providing course information on Canvas, meeting with all scheduled classes, covering content listed in the course description, etc.
- _____ Documentable overall student course evaluations illustrating effectiveness.
- _____ Positive review by Department Chair.
- _____ Positive review by Peers.
- _____ Faculty narrative indicates a focused and sincere effort to improving teaching and responding to student concerns, if any.
- _____ Course syllabi are updated to current University standards and clearly demonstrate appropriate level of student expectations, course objectives, grading & assessment criteria, and research-based instructional design.
- _____ Use of appropriate and current scientific technology, pedagogical technology and/or techniques.
- _____ Teach a new course(s) develop new course material, or implements new instructional approaches.
- _____ Documentable activities (workshops, conferences, reading materials) appropriate for keeping current with teaching strategies and/or discipline content (can be used up to 3 times).
- _____ Received award denoting teaching excellence (can be used up to 3 times).
- _____ Peer-Evaluation conducted for a colleague (can be used up to 3 times).
- _____ Participation in a team-taught course (can be used up to 3 times).
- _____ Credit for number of preps (1 point per prep).
- _____ Oversee student internship/practicum/workshop (1 point per student/up to 10 points).
- _____ Other with approval from mentorship team/department approval committee.

5 Point Contributions

- _____ Documentable activities (webinars or on-campus training) appropriate for keeping current with teaching strategies (can be used up to 3 times).
- _____ Documentable consultation with educational specialist (can be used up to 3 times).
- _____ Other with approval from mentorship team/department approval committee

_____ **TOTAL TEACHING EFFECTIVENESS POINTS EARNED**

SCHOLARSHIP

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

Scholarship Activity Point Guide

Check those that apply and cite evidence in FEC Report for each one selected. Multiple credits in each area are allowed.

*These are guidelines and suggestions and should/can be negotiated with your mentorship committee, or department approval committee

15 -Point Contributions

- Publication of a book in appropriate academic area.
- Funded External Grant
- Published article in a refereed journal
- Presentation at a national or international professional meeting, conference or workshop
- Other with justification *

10 -Point Contributions

- Publication of lab manual/workbook for use in your own class
- Published article in a non-refereed journal or other print or electronic medium
- Submitted a grant external to Southern Utah University
- Peer reviewed written contribution (abstract, curriculum clearinghouse, etc.)
- Workshop presentation (regional or state)
- Book review for publishing company
- CO-PI of funded grant
- Publication of a book chapter.
- Presentation at a state, professional meeting, conference, or workshop.
- Professional consultation report
- Mentored NTT Faculty in research
- Maintain professional credential, license, certificates.
- Other with justification *

5-Point Contributions

- Presentation at a local or regional professional meeting or conference.
- Mentored student research project which resulted in presentation at a professional meeting or conference (can be used multiple times).
- Funded faculty development grant with appropriate report.
- Workshop presentation/symposium on campus (local impact)
- Maintain professional membership(s)
- Journal reviewer
- Other with justification *

TOTAL SCHOLARSHIP POINTS EARNED

SERVICE/LEADERSHIP *related to your discipline*

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.

Service/Leadership Activity Point Guide

Check those that apply and cite evidence in FEC Report for each one selected. Multiple credits in each area are allowed.

**Values to be approved by mentorship committee, or department approval committee*

UNIVERSITY: 15-Point Contributions

- Faculty Senator
- Serve as Department Chair
- *Chair of University, College or Department committee (may be used multiple times)
- *Advisor to student organization
- Other with justification and approval

UNIVERSITY: 10-Point Contributions

- *Chair and Committee member of University, College or Department committee (may be used multiple times)
- *Member of department FEC Mentorship Team
- *Advisor to student organization
- *Writing letters of recommendation for students (1 point per letter/up to 10 points)
- New academic program development (Lead Writer)
- Contributor to a new program development.
- Other with justification and approval

UNIVERSITY: 5-Point Contributions

- *Committee member of University, College or Department committee (may be used multiple times)
- *Chair of University, College or Department committee
- *Advisor to student organization
- *Member of department FEC Mentorship Team
- Provide student advising, counseling, mentoring
- Mentoring Honors/Edge projects
- Participate in University, College or Department recruitment activities
- Other with justification and approval

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**PROFESSION: 15-Point Contributions**

- Serving as president of a professional organization
- Principal or Co-organizer/host of large, professional event.
- Other with justification and approval

**PROFESSION: 10-Point Contributions**

- Serving as board member or council member of a professional organization or holding office in a professional society at the state or regional level.
- Principal or co-organizer of regional/state-level event.
- Hosting a professional development event for off-campus groups (science related).
- \*Recognized accomplishment in professionally related activity.
- Other with justification and approval

**PROFESSION: 5-Point Contributions**

\_\_\_\_\_ \*Recognized accomplishment in professionally related activity.

\_\_\_\_\_ Other with justification and approval

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COMMUNITY: 10-Point Contributions

_____ *Involvement in community service activity relative to discipline or university responsibilities
(can be used multiple times).

_____ Other with justification and approval

COMMUNITY: 5-Point Contributions

_____ *Involvement in community service activity relative to discipline or university responsibilities
(can be used multiple times).

_____ Other with justification and approval

_____ **TOTAL SERVICE/LEADERSHIP POINTS EARNED**