

**BIOLOGY DEPARTMENT**

**EXPLANATION OF FACULTY ENGAGEMENT & CONTRIBUTION  
PLAN/REPORT SYSTEM**

**July 10, 2019**

## **FACULTY PLANS & REPORTS**

### **Tenure-Track Assistant Professors and Non-Tenure Track Instructors, Lecturers, and Assistant Professor faculty members required plans and reports:**

1. **FEC Plan:** This yearly document (1-3 pages) uses the structure outlined later in this document. The plan should be constructed in collaboration with the Mentorship Team and the Chair. This is a chance for faculty to create a development plan with their mentors and chairs, knowing full-well that execution of the plan is subject to change. The FEC Plan is to be submitted to the P&T Mentorship Team, in draft form, the Friday BEFORE fall classes. The final form of this plan is due to the Chair the first Tuesday after LABOR DAY.
2. **FEC Report:** This end-of-year reflection (1-3 pages) is based off of the plan submitted at the beginning of the school year. The structure is same as the plan and, depending on how the plan was executed, may only require slight modification before submission. It is also due in its final form to the Chair the first Tuesday after Labor Day.
3. **College of Science and Engineering Annual Report:** This is an outline, based on a COSE document that can be found in the Department Team Drive. It represents the work of each faculty member in a format that the College is required to report to the University. Many of the contributions found in this Annual Report will also be a part of the FEC Plan/Report. This is due to the Chair by the last day of the faculty contract, typically around May 15<sup>th</sup>.

### **Tenured faculty members required plans and reports:**

Tenured Associate and Full Professors and Non-Tenure Track Associate Professors will develop a five-year plan in alignment with the university mission, departmental evaluation criteria, and the *Student-Centric Faculty Engagement Model* described in Policy 6.1. Recommendations regarding evaluation, promotion, and tenure are based on each faculty member's progress toward their plan and in accordance with the following departmental evaluation criteria and SUU's mission. Additionally, faculty are expected to follow Policy 6.28 Faculty Professional Responsibility in all of their professional efforts.

As described in Policy 6.1 "All Associate Professors (Tenure-Track and Non-Tenure-Track) and Professors, except those applying for rank advancement, create a Five-Year Plan. This Five-Year Plan is valid for the entire post-tenure review period. All Associate Professors (Tenure-Track and Non-Tenure-Track) and Professors meet with the Department Chair annually to formally discuss progress toward the Five-Year Plan. No written record is required unless annual adjustments are made at the faculty member's request. At the conclusion of each Five-Year Plan, the faculty member submits a post-tenure review report and a Five-Year Plan for the next review cycle."

"If there is evidence that the faculty member is not fulfilling professional responsibilities (Policy 6.28) and their goals listed in their Five-Year Plan, the Department Chair collaborates with the faculty member to address the issues. If issues remain unresolved, the Department Chair, in consultation with the College/School Dean, can petition the Provost's Office for a change in the nature and/or frequency of reporting and evaluation. After consulting with the faculty member, Department Chair, and College/School Dean, the Provost's Office will render a final decision that includes an updated plan.

The Five-Year Plan format consists of a 1- to 3-page narrative describing the faculty member's Five-Year Plan and any pertinent additional information. The Five-Year Plan outlines contributions that meet the Faculty Engagement definition and align with SUU's mission and the faculty member's departmental evaluation criteria." These plans and reports are summarized below, with the addition of the COSE Annual Report.



## **FACULTY EXPECTATIONS**

Faculty at Southern Utah University include personnel who carry out academic instruction and technical training. The Faculty Engagement & Contribution (FEC) system applies only to full-time faculty who have the appointed titles of Professor, Associate Professor, Assistant Professor, and Lecturers.

Faculty are expected to be fully engaged in three professional categories, though at different levels based upon their appointment: 1) Teaching, which will be referred to in the FEC Plan/Report system as Teaching Effectiveness, 2) Scholarship/Creativity, and 3) Service/Leadership. A full description of these categories can be found in SUU Policy 6.1. The expected performance in each of these categories is detailed within the FEC Plan/Report system later in this document.

All faculty have professional responsibilities described fully in SUU Policy 6.28. These include expectations towards students and other faculty members. Faculty evaluation will include performance assessment in these criteria, in addition to the other professional categories outlined in this system. While many of these criteria are integrated within the FEC Plan/Report system in some form, it is the responsibility of individual faculty members to adhere to these expectations. Faculty Mentorship Teams, the Department, and the Department Chair can also provide resources and support for faculty regarding these responsibilities and expectations.

Faculty bring unique strengths and experience to SUU. The Biology FEC Plan/Report system was designed to provide flexibility in the contributions faculty engage in, providing the ability to both play to one's strengths and to encourage growth through continual professional development. The FEC Plan/Report system guides faculty in planning and documenting their contributions. While there is an expected benchmark in the FEC system for promotion and tenure, this should be viewed as a minimum expectation for the Acceptable Progress status. This system provides faculty with clear guidance pertaining to both yearly performance and status regarding promotion and tenure with the hope that faculty will confidently surpass the minimum benchmarks, focusing on increasing and maintaining their professionalism throughout their career.

Growth and development should be the focus of junior faculty members as they work towards their first step in promotion and tenure. Development plans should be reviewed with the Mentorship Teams and the Department Chair to ensure that faculty expectations are both appropriate and attainable. The level of professional responsibility increases with rank advancement. Faculty are expected to maintain the level of responsibility and contribution commensurate to the title they hold. This does not mean that faculty are required to meet the Key Contributions outlined for each rank on a yearly basis, but are expected to maintain an appropriate amount of care, effort, and influence to continue after rank advancement is obtained. Policy 6.1 outlines the steps taken by the Mentorship Teams, Department Chair, and Dean should faculty expectations not be met.

As outlined in Policy 6.1, faculty may, with permission from the Department Chair and Dean, apply for tenure one year early, assuming they have met and exceeded the point requirement and fulfilled all Key Contributions.

Faculty members are hired and retained due to the contributions they make to the University, community, and their field of expertise. As faculty members gain comfort and confidence in this faculty role their efficacy will grow, as will their influence on the University, community and field. Rank advancements will be a natural result and reward for their dedication and contributions.

## **FACULTY ENGAGEMENT & CONTRIBUTION SYSTEM EXPLANATION**

This FEC Plan/Report system consists of yearly and cumulative points that need to be earned as well as the completion of required Key Contributions.

### ***Point System***

The FEC Plan/Report system is based on a 100-point yearly minimum, with the points dispersed between three professional categories, 1) Teaching Effectiveness, 2) Scholarly/Creative Contributions, and 3) Service/Leadership Contributions.

The cumulative points in each category needed at the time of rank advancement or the granting of tenure can be found in detail later in this document. For Tenure and Tenure Track faculty, the minimum cumulative points needed in each category are as follows: Teaching Effectiveness 75%, Scholarly/Creative Contributions 12.5%, and Service contributions 12.5%. Similarly, Non-Tenure Track faculty have the following cumulative contribution percentages: Teaching Effectiveness 85%, Scholarly/Creative Contributions 5%, and Service Contributions 10%. 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 year-to-year flexibility. However, for the awarding of Tenure and/or Rank Advancement, the minimum level of points in each category are required, along with the appropriate number of years of service, and achievement of required Key Contributions.

Faculty members must earn at least 100 FEC points per year to remain the status of *Acceptable Progress*. Falling below this suggested benchmark will result in *Development Required* status for that year's FEC report. This action is intended to ensure these faculty members are supported appropriately by the department mentorship team. Faculty are encouraged to comfortably exceed the 100-point benchmark (minimum), though the mentorship team should take care to develop an FEC Plan that is reasonably attainable and appropriate. It should also be noted that although points from each year are summed for eventual tenure/rank advancement, points earned over the 100-point benchmark in a given year cannot be applied to previous or subsequent years to achieve the benchmark for a different year. For example, should a faculty member earn 150 points in their first year at SUU and then earn only 50 points the second year, the faculty member would still be given *Development Required* status for their second year. However, they would still have earned 200 points towards their cumulative point total. Additionally, no more than two years of *Development Required* status are allowed within the time frame used for promotion or tenure.

Points are planned out and awarded through consultation between the faculty member, their Mentorship Team, and the Department Chair. The process is intended to be transparent so that all parties involved are of equal understanding. A short description of the contributions, plan/report of execution and reflection would be appropriate in both the FEC Plan and Report.

### ***Challenge Levels***

The FEC Plan/Report system is based off the general categorization of Contribution Themes that provide guidelines for faculty to ascertain how their individual contributions fit into the Department's overall criteria. Additionally, there are three Challenge Levels that are defined in terms of energy required (high, moderate, and low) and the zone of influence (high, moderate, and low) required of the various activities a faculty member is engaged with. It is important to note that faculty members will need to work with their mentorship team and Department Chair to decide how their activities will fit into the provided Contribution Themes and Challenge Levels and the point values that could be earned.

### ***Key Contributions***

Key Contributions comprise an integral piece to this FEC system. Specific Key Contributions are listed for each advancement and the granting of tenure. There are Key Contributions required in all three categories (Teaching Effectiveness, Scholarly/Creativity, and Service/Leadership). Completing these Key Contributions will also earn a faculty member points within these categories. As noted previously, faculty members must work with the Mentorship Teams and Department Chair to ensure that their specific contributions meet the rigor required of the Challenge Levels for promotion and tenure. For example, a grant submission at a Challenge Level of 2 is required to earn tenure. The submission must meet the expected criteria in terms of energy and zone of influence commensurate of a Challenge Level 2.

\*NOTE: New faculty members awarded time toward rank and/or tenure at the time of hiring will be awarded 100 points per year-granted. This will shorten the time in rank/probationary period. Faculty members transitioning between tenure systems will also receive 100 points per year for all years they received Acceptable Progress ratings. See Policy 6.1 for additional details.

## **FEC PROMOTION AND TENURE POINT BENCHMARKS**

### **Tenure Track Faculty (Assist. 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 6<sup>th</sup> year (prior to applying for tenure). 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/CREATIVE CONTRIBUTIONS:	75 total points
SERVICE CONTRIBUTIONS:	75 total points

### **Key Contributions**

#### **TEACHING EFFECTIVENESS:**

- Cumulative reflection of a minimum of 7 peer evaluations within no less than six years (Challenge Level 3).

#### **SCHOLARSHIP/CREATIVE CONTRIBUTIONS:**

- One (1) peer-reviewed publication (Challenge Level 3), and
- One (1) grant submission that would be classified as Challenge Level 2 or higher.

#### **SERVICE CONTRIBUTIONS:**

- At least one (1) Challenge Level 2 service contribution.

## **5-YEAR POST-TENURE POINT BENCHMARKS**

Tenured faculty should earn at least 500 total FEC points with the appropriate number of points in each category by the end of their 5<sup>th</sup> year. Faculty hired with tenure will be granted 100 FEC points their first year and should develop their first 5-Year Post-Tenure plan knowing their 5-Year Post-Tenure Report will be submitted at the end of their 5<sup>th</sup> year. The required number of points in each category are as follows:

TEACHING EFFECTIVENESS:	375 total points
SCHOLARSHIP/CREATIVE CONTRIBUTIONS:	63 total points
SERVICE CONTRIBUTIONS:	62 total points

### **Key Contributions**

TEACHING EFFECTIVENESS:

- To be developed with the Chair as part of the 5-Year Post-Tenure Plan

SCHOLARSHIP/CREATIVE CONTRIBUTIONS:

- To be developed with the Chair as part of the 5-Year Post-Tenure Plan

SERVICE CONTRIBUTIONS:

- To be developed with the Chair as part of the 5-Year Post-Tenure Plan

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

Prior to applying for the rank advancement of Full Professor Tenured faculty must 1) earn at least 500 additional FEC points since granted tenure along with the appropriate number of points in each category, 2) complete the required Key Contributions, and 3) and have served in the rank of Associate Professor no less than 4 full years. The required Key Contributions and number of points in each category are as follows:

TEACHING EFFECTIVENESS:	375 total points
SCHOLARSHIP/CREATIVE CONTRIBUTIONS:	63 total points
SERVICE CONTRIBUTIONS:	62 total points

### **Key Contributions (since tenured date)**

TEACHING EFFECTIVENESS:

- Cumulative reflection of a minimum of 6 peer evaluations within no less than five years (Challenge Level 3).

SCHOLARSHIP/CREATIVE CONTRIBUTIONS:

- One (1) peer-reviewed publication (Challenge Level 3), and
- One (1) grant submission that would be classified as Challenge Level 3.

SERVICE CONTRIBUTIONS:

- At least one (1) Challenge Level 3 service contribution.

### **Non-Tenure Track Faculty Rank Advancement (Lecturer to Assist. Professor)**

Non-Tenure-track faculty must earn at least 400 total FEC points with the appropriate number of points in each category by the end of their 4<sup>th</sup> year (prior to applying for advancement to the rank of Assistant Professor). The required Key Contributions and number of points in each category are as follows:

TEACHING EFFECTIVENESS:	340 total points
SCHOLARSHIP/CREATIVE CONTRIBUTIONS:	20 total points
SERVICE CONTRIBUTIONS:	40 total points

#### **Key Contributions**

TEACHING EFFECTIVENESS:

- Cumulative reflection of a minimum of 5 peer evaluations within no less than four years.

SCHOLARSHIP/CREATIVE CONTRIBUTIONS:

- At least one (1) contribution in Challenge Level 2.

SERVICE CONTRIBUTIONS:

- At least one (1) contribution in Challenge Level 2.

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

Non-Tenure-track faculty must earn at least an additional 600 total FEC points with the appropriate number of points in each category, completed the additional Key Contributions, and have served at least 6 years at the rank of Assistant Professor prior to applying for advancement to the rank of Associate Professor. The required Key Contributions and number of points in each category are as follows:

TEACHING EFFECTIVENESS:	510 total points
SCHOLARSHIP/CREATIVE CONTRIBUTIONS:	30 total points
SERVICE CONTRIBUTIONS:	60 total points

#### **Key Contributions**

TEACHING EFFECTIVENESS:

- Cumulative reflection of a minimum of 7 peer evaluations within no less than six years.

SCHOLARSHIP/CREATIVE CONTRIBUTIONS:

- At least one (1) contribution in Challenge Level 2.

SERVICE CONTRIBUTIONS:

- At least one (1) contribution in Challenge Level 2.

## FACULTY ENGAGEMENT CONTRIBUTION CRITERIA FOR EVALUATION

### TEACHING EFFECTIVENESS

Consistent with SUU's mission as defined in R312, teaching is of primary importance, as reflected in the large number of yearly points devoted to this category (T/TT Range: 60-80 pts; NTT: 70-90 pts yearly). Teaching effectiveness can be evaluated through a wide array of evidence-based pedagogical practices and high impact practices. Faculty are expected to work with their Mentorship Team to develop a plan for growth and achievement which leads to fruitful and fulfilling career followed by rank advancements, when appropriate.

FEC Plans and Reports should emphasize contributions that are teaching and student-focused. Evaluation practices will also focus on faculty teaching efficacy. These can/will be assessed 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 also be conducted in all classes taught every semester. The responses to all teaching-related questions on the student-evaluation instrument will be considered in assessing teaching ability.

While a few examples of contributions are given below, the department may develop and maintain a more exhaustive inventory to guide faculty. These will be placed as addenda to this document.

#### FACULTY TEACHING CONTRIBUTIONS

	CHALLENGE LEVEL 3	CHALLENGE LEVEL 2	CHALLENGE LEVEL 1
	20-30 points	10-20 points	1-10 points
<b>SCOPE:</b> Activities in these levels are defined in terms of energy (high, moderate, low) and zone of influence (high, moderate, low).	Activities that are: 1. High Energy & High Influence 2. High Energy & Moderate Influence 3. Moderate Energy & High Influence	Activities that are: 1. High Energy & Low Influence 2. Moderate Energy & Moderate Influence 3. Low Energy & High Influence	Activities that are: 1. Moderate Energy & Low Influence 2. Low Energy & Moderate Influence 3. Low Energy & Low Influence
<b>CONTRIBUTION THEMES</b>	<i>EXAMPLES</i>	<i>EXAMPLES</i>	<i>EXAMPLES</i>
<b>EVALUATION</b> <i>A wide variety of documented activities that assess teaching efficacy. Assessments could include external evaluation from peers, students, reflection of self-efficacy, etc.</i>	Three years of combined evaluations show overall increase over 3+ years (or maintenance if already high)	Thoughtful reflection on three years of evaluations for one course since coming to SUU	Reflection on evaluation from Chair or Peer
<b>COURSE DESIGN</b> <i>A wide variety of documented activities or practices that influence one or more courses in terms of content, activities/practices implemented, and assessments used.</i>	Significant redesign of a course to improve learning outcomes and/or support university initiatives	Redesign of a course to improve learning outcomes and/or support University initiatives	Redesigning a lab report rubric
<b>PROFESSIONAL DEVELOPMENT</b> <i>A wide variety of specialized training, formal education, or advanced professional learning intended to help improve professional knowledge, competence, skill, and effectiveness.</i>	Attended NABT and then incorporated the material learned into a course	Auditing a relevant course to increase content knowledge or skills	Sitting in on at least 1 lecture (not the entire semester) to increase content knowledge/skills or prep a new lab section
<b>INTEGRATION</b> <i>Activities involving teaching with scholarship and/or service.</i>	Project that utilized a course to teach content, collect/analyze data, and provide a service to a community	As part of the course, students complete assessments (exams) where the data is then used in a publication.	Course activity that has students participate in a one day community event

## 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 therefore limited to ensure that faculty members maintain a proper balance that is appropriate for their rank (T/TT Range: 10-30 pts; NTT: 5-15 pts).

Faculty are expected to work with their Mentorship Team to develop a plan for growth and achievement which leads to fruitful and fulfilling career followed by rank advancements, when appropriate.

While a few examples of contributions are given below, the department may develop and maintain a more exhaustive inventory to guide faculty. These will be placed as addenda to this document.

**FACULTY SCHOLARSHIP/CREATIVITY CONTRIBUTIONS**

	CHALLENGE LEVEL 3	CHALLENGE LEVEL 2	CHALLENGE LEVEL 1
	20-30 points	10-20 points	1-10 points
<b>SCOPE:</b> Activities in these levels are defined in terms of energy (high, moderate, low) and zone of influence (high, moderate, low).	Activities that are: 1. High Energy & High Influence 2. High Energy & Moderate Influence 3. Moderate Energy & High Influence	Activities that are: 1. High Energy & Low Influence 2. Moderate Energy & Moderate Influence 3. Low Energy & High Influence	Activities that are: 1. Moderate Energy & Low Influence 2. Low Energy & Moderate Influence 3. Low Energy & Low Influence
<b>CONTRIBUTION THEMES</b>	<i>EXAMPLES</i>	<i>EXAMPLES</i>	<i>EXAMPLES</i>
<b>SCHOLARLY MENTORSHIP</b> <i>Mentorship provided to students and/or peers in an effort to develop scholarship in others.</i>	Working with students on a long-term, multi-year, project that provides opportunities for students to publish and/or present at national/regional venues	Mentoring a team of students on a scholarly project that provides opportunities for presentation at national/regional venues	Mentoring a student project or personal interest projects that may be presented at local venues
<b>SCHOLARLY DEVELOPMENT</b> <i>Activities that purposefully improve one's own understanding and practice of scholarship, in all forms.</i>	Applying and reflecting on a skill or practice learned at a workshop or seminar.	Attending a national/regional workshop and reporting what you learned at an on-campus venue	Attending a national/regional research conference
<b>SCHOLARLY PROJECTS</b> <i>The creation of new knowledge and its acceptance by peers.</i>	Having a major responsibility for an independent research program that has the potential to result in peer-reviewed dissemination	Having a major responsibility for an independent research program that has the potential to result in presentation at regional/national conferences	Having a shared responsibility (co-PI) for a research program that has the potential to result in peer-reviewed dissemination
<b>SCHOLARLY DISSEMINATION</b> <i>The creation, evaluation and sharing of scholarly projects with the scholarly community and/or public.</i>	Publication of the results of scholarly projects in a peer-reviewed journal	Presentations of papers at a national/regional conference	Publication of non-peer-reviewed materials (textbooks, chapters, laboratory manuals, etc.)
<b>SCHOLARLY COLLABORATION</b> <i>Activities bringing together a diversity of disciplines and scholarly expertise to study problems from unique viewpoints and novel angles.</i>	Scholarly collaboration with peers from different disciplines and different institutions	Scholarly collaboration with peers from within different disciplines at our own institution	Scholarly collaboration with peers from within the same discipline at our own institution
<b>SCHOLARLY FUNDING</b> <i>Applying for and/or receiving funding to support scholarly activities.</i>	Receiving external funding as a principle investigator	Receiving internal funding	Receiving internal funding
<b>INTEGRATION</b> <i>Activities incorporating scholarship with teaching and/or service.</i>	Engaging in a long-term scholarly activity with a teaching <b>and</b> service component	Engaging in a long-term scholarly activity with either a teaching or service component	Engaging in a short-term or one-time scholarly activity with a teaching or service component

## SERVICE CONTRIBUTIONS

The Biology Department defines service 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. Standards of performance in service contributions are therefore limited to ensure that faculty members maintain a proper balance that is appropriate for their rank (T/TT Range: 10-30 pts; NTT: 5-15 pts).

Faculty are expected to work with their Mentorship Team to develop a plan for growth and achievement which leads to fruitful and fulfilling career followed by rank advancements, when appropriate.

While a few examples of contributions are given below, the department may develop and maintain a more exhaustive inventory to guide faculty. These will be placed as addenda to this document.

### FACULTY SERVICE/LEADERSHIP CONTRIBUTIONS

	CHALLENGE LEVEL 3	CHALLENGE LEVEL 2	CHALLENGE LEVEL 1
	20-30 points	10-20 points	1-10 points
<b>SCOPE:</b> Activities in these levels are defined in terms of energy (high, moderate, low) and zone of influence (high, moderate, low).	Activities that are: 1. High Energy & High Influence 2. High Energy & Moderate Influence 3. Moderate Energy & High Influence	Activities that are: 1. High Energy & Low Influence 2. Moderate Energy & Moderate Influence 3. Low Energy & High Influence	Activities that are: 1. Moderate Energy & Low Influence 2. Low Energy & Moderate Influence 3. Low Energy & Low Influence
<b>CONTRIBUTION THEMES</b>	<i>EXAMPLES</i>	<i>EXAMPLES</i>	<i>EXAMPLES</i>
<b>COMMITTEE/MENTORSHIP</b> <i>Committees at department, college, or university level. Established for governance and direction of University operations</i>	Chairing a Committee or Elected Leadership role like Faculty Senate	Serving as a member of a committee at any university level	Participate in FEC or Vision & Change Discussions
<b>COMMUNITY</b> <i>Professional engagement with the surrounding Cedar City and Southern Utah community.</i>	Organizing and carrying out a community centric event.	Organizing and participating in portions of the science fair	Judging Science Fair, Lego League, Science Olympiad
<b>PROFESSIONAL</b> <i>Service to professional organizations relevant to field of study or specialization.</i>	Chair a professional organization or committee	Serving on a regional or national committee for a professional organization.	Active member of a national organization
<b>DIRECT TO STUDENT</b> <i>Service directly interacting with students helping to advance SUUs student centric mission.</i>	Organizing and facilitating a student activity	Serving as advisor for University Club	Participating in graduation events, Pancake Breakfast, recruiting events, etc.
<b>SPECIAL APPOINTMENT</b> <i>Specific to University positions that result in faculty receiving release time.</i>	1/2-time or greater course release for University appointment.	At least 1/4-time course release for University appointment.	Less than 1/4-time course release for University appointment
<b>INTEGRATION</b> <i>Integrating service with scholarship and/or teaching.</i>	Service that incorporates research and/or teaching	Service that incorporates research and/or teaching	Service that incorporates research and/or teaching

**SOUTHERN UTAH UNIVERSITY**  
**WMG COLLEGE OF SCIENCE AND ENGINEERING**  
**DEPARTMENT OF BIOLOGY**

# **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

**(FULL NAME)**

**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**

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/Creative Activities, Service/Professional Service.

### **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.

#### *Mentorship team:*

Each mentorship team member will consist of a minimum of two faculty members the following specifications according to faculty track:

- Non Tenure-track: Minimum of two faculty members on each mentorship team including at least one Associate Professor (Tenured or Non-Tenure-Track) or Professor.
- Tenure-track: Minimum of two tenured faculty members on each mentorship team (check to see how written in 6.1).

The mentorship team members will be decided on by the department chair 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. Mentorship team members to 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 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.

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FACULTY ENGAGEMENT & CONTRIBUTION PLAN/REPORT**

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**Name:** \_\_\_\_\_ \_\_T, \_\_TT, \_\_NTT (Check one)

**Contribution Period:** August 15, \_\_\_\_\_ through Aug 14, \_\_\_\_\_

**PLANNING/EARNED POINT SUMMARY**

Faculty members will complete this form as part of their FEC Plan/Report. The subsequent narrative must be less than 3-pages in total length. The point ranges for each category are intended for planning purposes only, with 100 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. SCHOLARLY/CREATIVE CONTRIBUTIONS (T/TT Range: 10-30 pts; NTT: 5-15 pts)	_____ pts	_____ pts
3. SERVICE/LEADERSHIP CONTRIBUTIONS (T/TT Range: 10-30 pts; NTT: 5-15 pts)	_____ pts	_____ pts

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**TOTAL POINTS PROJECTED/EARNED:** \_\_\_\_\_

**SIGNATURES**

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Mentor

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

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## **TEACHING EFFECTIVENESS PLAN/REPORT**

Use the following Contribution Themes to create a short narrative (approximately one-page). Supporting documents do not count as the 3-page maximum and should be added as an appendix.

### **EVALUATION NARRATIVE**

**Points Planned/Earned** \_\_\_\_\_

*Insert narrative here, if appropriate.*

### **COURSE DESIGN NARRATIVE**

**Points Planned/Earned** \_\_\_\_\_

*Insert narrative here, if appropriate.*

### **PROFESSIONAL DEVELOPMENT NARRATIVE**

**Points Planned/Earned** \_\_\_\_\_

*Insert narrative here, if appropriate.*

### **INTEGRATION NARRATIVE**

**Points Planned/Earned** \_\_\_\_\_

*Insert narrative here, if appropriate.*

**TOTAL POINTS PLANNED/EARNED** \_\_\_\_\_

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## **SCHOLARSHIP/CREATIVITY PLAN/REPORT**

Use the following Contribution Themes to create a short narrative (approximately one-page). Supporting documents do not count as the 3-page maximum and should be added as an appendix.

### **SCHOLARLY MENTORSHIP NARRATIVE**

**Points Planned/Earned** \_\_\_\_\_

*Insert narrative here, if appropriate.*

### **SCHOLARLY DEVELOPMENT NARRATIVE**

**Points Planned/Earned** \_\_\_\_\_

*Insert narrative here, if appropriate.*

### **SCHOLARLY PROJECTS NARRATIVE**

**Points Planned/Earned** \_\_\_\_\_

*Insert narrative here, if appropriate.*

### **SCHOLARLY DISSEMINATION NARRATIVE**

**Points Planned/Earned** \_\_\_\_\_

*Insert narrative here, if appropriate.*

### **SCHOLARLY COLLABORATION NARRATIVE**

**Points Planned/Earned** \_\_\_\_\_

*Insert narrative here, if appropriate.*

### **SCHOLARLY FUNDING NARRATIVE**

**Points Planned/Earned** \_\_\_\_\_

*Insert narrative here, if appropriate.*

### **INTEGRATION NARRATIVE**

**Points Planned/Earned** \_\_\_\_\_

*Insert narrative here, if appropriate.*

**TOTAL POINTS PLANNED/EARNED** \_\_\_\_\_

*(Page Five)*

## **SERVICE/LEADERSHIP PLAN/REPORT**

Use the following Contribution Themes to create a short narrative (approximately one-page). Supporting documents do not count as the 3-page maximum and should be added as an appendix.

### **COMMITTEE/MENTORSHIP NARRATIVE**

**Points Planned/Earned** \_\_\_\_\_

*Insert narrative here, if appropriate.*

### **COMMUNITY SERVICE NARRATIVE**

**Points Planned/Earned** \_\_\_\_\_

*Insert narrative here, if appropriate.*

### **PROFESSIONAL SERVICE NARRATIVE**

**Points Planned/Earned** \_\_\_\_\_

*Insert narrative here, if appropriate.*

### **STUDENT-DIRECTED SERVICE NARRATIVE**

**Points Planned/Earned** \_\_\_\_\_

*Insert narrative here, if appropriate.*

### **SPECIAL APPOINTMENT NARRATIVE**

**Points Planned/Earned** \_\_\_\_\_

*Insert narrative here, if appropriate.*

### **INTEGRATION NARRATIVE**

**Points Planned/Earned** \_\_\_\_\_

*Insert narrative here, if appropriate.*

**TOTAL POINTS PLANNED/EARNED** \_\_\_\_\_

THE FOLLOWING DOCUMENTS ARE TO BE USED BY THE EVALUATIVE ENTITIES

APPENDIX C

**ANNUAL EVALUATION OF  
FACULTY ENGAGEMENT & CONTRIBUTION REPORT**

(To be completed by evaluative entity)

**Name of Faculty Member** \_\_\_\_\_

**Evaluative Entity**     P&T Mentorship Team  
(Please check one)     Department Chair

Please refer to the definitions Faculty Engagement, Teaching Effectiveness, Service/Leadership, and Scholarship found in Policy 6.1, VIII, as well as to Policy 6.28 Faculty Professional Responsibility. All members of the evaluative entity should type, sign, and date this form below.

Typed Name	Signature	Date

Based on the review of the Faculty Engagement & Contribution Report and any other pertinent information, and in alignment with SUU's student-centered mission and departmental evaluation criteria, this evaluative entity gives the following rating:

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

Each evaluative entity may use the space below to expand on the rating given above regarding the faculty member's engagement with respect to their Faculty Engagement & Contribution Report, departmental evaluation criteria, and SUU's mission. To promote a culture of continuous improvement, evaluative entities should provide feedback regarding the faculty member's strengths and areas where the faculty member can improve, including detailed suggestions for how such improvements can be made.

**Strengths:**

**Areas of Improvement (including specific strategies):**

## ANNUAL EVALUATION OF FACULTY ENGAGEMENT & CONTRIBUTION PLAN

(To be completed by evaluative entity)

**Name of Faculty Member** \_\_\_\_\_

**Evaluative Entity**     P&T Mentorship Team  
(Please check one)     Department Chair

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\*

If yes, provide additional comments (optional).

\*If no, please describe why the proposed Faculty Engagement & Contribution Plan for the upcoming year does not satisfy department expectations and/or SUU's mission. Please include suggestions for revisions. The faculty member will collaborate with the P&T Mentorship Team to revise the plan appropriately.





**EVALUATION OF  
FIVE-YEAR REPORT**  
(To be completed by evaluative entity)

**Name of Faculty Member** \_\_\_\_\_

**Evaluative Entity**    \_\_\_ Department Chair  
(Please check one)    \_\_\_ College/School P&T Committee  
                                 \_\_\_ College/School Dean

Please refer to the definitions of Faculty Engagement, Teaching Effectiveness, Service/Leadership, and Scholarship found in Policy 6.1, VIII, as well as to Policy 6.28 Faculty Professional Responsibility. All members of the evaluative entity should type, sign, and date this form below.

Typed Name	Signature	Date

Based on the review of the Five-Year Report and any other pertinent information, and in alignment with SUU's student-centered mission and departmental evaluation criteria, this evaluative entity gives the following rating.

\_\_\_ Acceptable Progress toward Five-Year Plan  
\_\_\_ Development Required (followed by a detailed justification and a description of necessary actions)

Each evaluative entity may use the space below to expand on the rating given above regarding the faculty member's engagement with respect to their Five-Year Report, departmental evaluation criteria, and SUU's mission. To promote a culture of continuous improvement, evaluative entities should provide feedback regarding the faculty member's strengths and areas where the faculty member can improve, including detailed suggestions for how such improvements can be made.

**Strengths:**

**Areas of Improvement (including specific strategies):**

## EVALUATION OF FIVE-YEAR PLAN

(To be completed by evaluative entity)

**Name of Faculty Member** \_\_\_\_\_

**Evaluative Entity**    \_\_\_ Department Chair  
(Please check one)

The Five-Year Plan for the upcoming review cycle satisfies departmental expectations, aligns with SUU's mission, and promotes a developmental process for the individual faculty member.

\_\_\_ Yes    \_\_\_ No\*

If yes, provide additional comments (optional).

\*If no, please describe why the proposed Five-Year Plan for the upcoming year does not satisfy department expectations and/or SUU's mission. Please include suggestions for revisions. The faculty member will collaborate with the P&T Mentorship Team to revise the plan appropriately.