

**Department of
Family Life and Human Development
Promotion and Tenure Procedures and Evaluation Criteria
In accordance with SUU Policy 6.1**

Approved: 28 JULY 2021

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The Family Life and Human Development (FLHD) Department values faculty engagement and contributions that are student-centered and advance the goals and mission of the department, college, university, community and profession. The department expects and appreciates variation in the types of contributions among faculty members as described in [SUU Policy 6.1VIII B Faculty Engagement \(p. 5\)](#).

FLHD faculty are expected to demonstrate and document increasing proficiency and effectiveness of their contributions and engagement in teaching, scholarship and service/leadership in accordance with the SUU Promotion and Tenure policy. The annual and five-year documentation includes but is not limited to:

- Each tenure-track and non-tenure track faculty member develops an annual Faculty Engagement Plan (FECF) that aligns with the university mission, department evaluation criteria and the Student-Centric Faculty Engagement Model described in [SUU Policy 6.IX \(p. 8\)](#).
- Each faculty member with the rank of Associate or Full Professor develops a five-year Faculty Engagement Plan (FECF) that aligns with the university mission, departmental evaluation criteria, and the Student-Centric Faculty Engagement Model described in [SUU Policy 6.IX \(p. 8\)](#).
- Each Tenure-Track and Non-Tenure track faculty member develops an annual Faculty Engagement Report (FER) that summarizes and evaluates the success of the prior year's FECF.
- Each faculty member with the rank of Associate or Full Professor develops a five-year Faculty Engagement Report (FER) that summarizes and evaluates the success of the prior years' FECF. Recommendations regarding evaluation, promotion, and tenure are based on each faculty member's progress toward their plan and in accordance with the 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.
- All full-time faculty members are evaluated according to the approved departmental criteria using one of two ratings.
 - i. Acceptable Progress toward Faculty Engagement & Contribution Plan
 - ii. Development Required, followed by a detailed justification and a description of necessary actions

Procedure for Annual/Five Year Review

- I. All faculty use the approved FER and FECF forms to create the annual plan and report including:

- A 1- to 3-page reflective narrative (FECP) that describes the previous year's progress toward their most recent Faculty Engagement & Contribution Plan and additional information that can include justifications for deviations from the plan.
- A 1- to 3-page narrative that describes their goals for the upcoming year (FECP) according to department criteria that describes how they plan to be an engaged faculty member and how the contributions align with SUU's student-centered mission and FLHD departmental criteria.
- Appendices and/or hyperlinks to teaching portfolio and other pertinent evidence and/or documentation.

II. Assistant Professors (Tenure-Track and Non-Tenure-Track) and Lecturers will meet face to face and collaborate with the assigned Promotion and Tenure (P&T) Mentorship Team at the beginning of each academic year to:

- Evaluate the Faculty Engagement & Contribution Report (FECP) that describes progress toward the previous year's Faculty Engagement & Contribution Plan.
- Discuss the new Faculty Engagement & Contribution Plan for the coming year.
- Determine the rating of Acceptable Progress or Development required as mentioned above.

The mentor/mentorship team prepares an evaluative letter that includes the rating and justification for the rating.

- The faculty member has an opportunity to review and respond to the P & T Mentorship Team's evaluation. Any response will be forwarded to the Mentorship team and department chair according to the schedule of deadlines in [Appendix B \(p. 40\)](#).
- Both the faculty member and P&T Mentorship Team will forward the Faculty Engagement & Contribution Report/Plan and evaluative letter/feedback to the Department Chair according to the schedule of deadlines in [Appendix B \(p. 40\)](#).

III. The Department Chair reviews each FECP and FECP, in a three-step process according to the schedule of SUU deadlines in [SUU Policy 6.1 Appendix B \(p. 40\)](#).

1. Meet and discuss the FECP & FECP with each faculty member, including progress on the previous plan and any additional issues pertaining to the quality of the faculty members contributions to the university.
2. Determine the rating as outlined above
 - i. Acceptable Progress, Department Chair proceeds to the next step
 - ii. Development Required, the Department Chair meets with faculty member and mentorship team to revise the FECP and/or FECP, then repeats 1 & 2.
 - iii. Prior to sending written reviews to the Dean's Office, all faculty present their Faculty Contribution Plans (and Five-Year Plans for Full and Associate Professors, see below) to their entire department. The Department Chair creates a mechanism for this presentation that is appropriate for the specific department. These presentations are intended

to increase the transparency, dialogue, equity, accountability, and collaboration within departments.

3. Send a written review of the FECP & FECR, inclusive of all artifacts and narratives, to the faculty member and the Dean according to the schedule of deadlines in [Appendix B \(p. 40\)](#).
 - i. Include the P&T Mentorship Team's evaluative letters
 - ii. The Department Chair's review to the Dean's Office includes 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).

*In the case of a dispute between the faculty member and evaluative entities, the Dean will serve as arbitrator.

- IV. Five-Year Post-Tenure Review Procedure for Associate Professors and Professors [SUU Policy 6.1 \(p. 13\)](#)
- V. [SUU Policy 6.1.2 Mid-point Review Process \(p. 18\)](#)

FLHD Criteria for Evaluation

The FLHD Department requires individually challenging goals in all three categories consistent with [SUU Policy 6.1 VIII F \(p. 8\)](#).

Teaching Effectiveness: Consistent with SUU's mission as defined in R312, teaching is of primary importance at SUU. Teaching effectiveness is evaluated through the documentation of and reflection on student, peer, or Department Chair evaluations (except Department Chairs may only evaluate their own teaching effectiveness as a self-reflection); self-reflections; professional development activities; and/or other pertinent information. Teaching efforts may involve the overlap of Teaching Effectiveness, Scholarship, and/or Service/Leadership.

FLHD faculty members are required to evaluate their own teaching effectiveness, as directed in SUU [Policy 6.1.1: II.D.2 \(p. 11\)](#). The FEC Plan will include a teaching portfolio with an emphasis on development/progress over time, self-reflection on student feedback from course evaluation tools, and additional goal(s). The FLHD Department requires the teaching portfolio to include:

- Submission of ALL student evaluations and anecdotal responses to teaching performance.
- A course-specific reflection and action plan based on student feedback.

Suggestions for goals in the category of teaching effectiveness are listed in the bulleted list below. Other goals may be approved by the department chair.

- Peer evaluation (Internal and/or External) with feedback from evaluator and personal reflection
- Peer course evaluation (Internal and/or External), assessing Canvas course design, and other course components
- Evidence of efforts to enhance course instruction such as:

- Course syllabi
 - Course materials, course activities, field experiences
 - Delivery/implementation/evaluation methods
 - Integrating new technology
 - Online course development that meets [Quality Matters](#) designation
 - Incorporating panels, webinars, guest lecturers
 - Open Educational Resources (OER)
 - Implementing [High Impact Practices](#)
 - Writing intensive course designation
- Attendance at national, regional, or state workshops/seminars/conferences that focuses on teaching effectiveness and/or professional development.
 - Attendance at SUU Center for Excellence in Teaching and Learning or Online Teaching and Learning training.
 - Participation in professional learning communities, webinars, online training/certification.
 - New course proposal and approval through Curriculog.
 - Development of study abroad course.
 - Development of a completely new department course with documentation that includes syllabus, course modules/activities, assessments, and complete Canvas shell.
 - Receipt of state or national teaching award.
 - Receipt of SUU or other teaching award.
 - Mentoring student learning (e.g., honors contracts, independent study, student research, etc.).

Scholarship - Scholarship is deeply informed by current knowledge in a field, skillfully interpreted, and deployed with purpose and intention that seeks to provide new knowledge or understanding, leads to innovative curriculum and improved pedagogical practices, helps address issues or problems within the community, and/or integrates thoughts and ideas from diverse disciplines or areas of inquiry. Scholarly work culminates in a form of dissemination that is typically reviewed by peers and is acceptable by approved departmental evaluation criteria. Scholarship includes creative activity when defined through departmental evaluation criteria. As approved by the Department Chair and the Dean of the College/School, the faculty of each department develop or adopt ideas such as the Boyer model's inclusive view of scholarship or other guidelines that reflect the overarching framework and shared values of SUU.

Suggestions for acceptable scholarly activities are listed below. Other activities may be approved by the department chair.

- Peer-reviewed published article
- Peer-reviewed published abstract
- Submission of manuscript for review in peer-reviewed journal
- Peer-reviewed presentation at national/international meeting
- Peer-reviewed presentation at regional/state meeting
- Mentoring and supervision of undergraduate research
- Mentoring and supervision of undergraduate research resulting in co-authored presentations at venues such as Utah Conference on Undergraduate Research, Festival of

Excellence, Family Matters Conference, Department Research Symposiums, webinars, panels

- Editor/author/co-author of a peer-reviewed chapter/book
- Scholarly professional development such as:
 - Attending scholarly conferences and workshops
 - Training/certification and integration of research techniques and technology
 - CITI training
- Development of scholarly workshops or training.
- Funded (or non-funded) internally or externally funded grant with documentation on funding source, role, amount, purpose, contributors, and timeline.
- Invitation to present at scholarly conference.
- Public scholarship, action research, or dissemination of scholarly information (newsletters, websites, media outreach, blog publications, translational research, public policy etc.) for the purposes of outreach or advocacy.
- Research consultant in the private sector.

Service/Leadership: Participation (usually by term of appointment) in the operation or function of a member's department, college/school, university, community, or professional field and its organizations. Such service/leadership is vital to the shared governance of SUU. Department Chairs are responsible for monitoring the service/leadership workload of their faculty to ensure that an inordinate amount of department/college/school/university/ad hoc committee work has not been assigned, and that some level of equity exists among members of the department.

Suggestions for acceptable scholarly goals are listed below. Other goals may be approved by the department chair.

Service to the University

- Serving on a department, college, or university committee
- Serving as a P & T mentor or on a mentor team to a faculty member
- Mentoring of new faculty as assigned by administration
- Serving in an administrative/director role
- Serving as an advisor to a student organization
- Serving in a faculty senate position
- Participating in a student recruitment or retention activity
- Involvement in an organized peer or department learning community
- Other appropriate forms of service to the university

Service to the Profession

- Serving as an officer, board member, or committee member for a professional organization
- Reviewing for journal, conference, grant review committee, or textbook/manual, journal editorship
- Organizing professional meetings and panels, refereeing scholarship, reviewing journals
- Other relevant forms of service to the profession

Service to the Community

- Leadership on community boards/advisory boards

- Representing SUU to the professional, non-academic community
- Presentations to community organizations or groups
- Facilitating experiential/service learning for students
- Other appropriate forms of service to the community

Award/Recognition for Service

- Nomination and/or Receipt of a service-related award
- Recognition from a university, professional, or community group
- Receipt of unsolicited letters of appreciation