

Utah Tech University Policy Addenda

641a : Faculty Performance Standards 7.1

- I. **Purpose:** Faculty will be reviewed on their contributions to the university on three levels: student learning and success, scholarship and creative activity, and service.

1. *Student Learning and Success:* As teacher-scholars, all faculty are required to demonstrate the degree to which students completing their courses have learned and succeeded; evidenced primarily by the achievement of university approved course learning outcomes (CLOs). This demonstration will be based on the following required evidence:

- 1.1 Evidence that course signature assignments are aligned with CLOs.
- 1.2 Evidence that student learning was measured using the validated measurements of CLOs described in 1.2.
- 1.3 Evidence that student learning for selected CLOs are met or exceeded.
- 1.4 Samples of course syllabi demonstrating alignment with the Utah Tech University approved course syllabi template. (Template to be developed before end of 2019-2020 AY.)
- 1.5 Evidence that course and curricular materials and methods are contemporary and of professional quality.
 - 1.5.1 Samples of assignments, quizzes, exams, and other methods of measuring student learning.
 - 1.5.2 Samples of instructional methods and materials.
 - 1.5.3 Examples of student work in all forms and in all courses.
- 1.6 Student course surveys.
- 1.7 Peer exchange on instruction.
- 1.8 Chair/Dean evaluation of teaching effectiveness and student learning.

- II. *Scholarship and Creative Activity (SCA)*: Engaging in scholarship and creative activity is a primary and essential responsibility of university faculty in the teacher-scholar model. Engagement in SCA helps to maintain disciplinary or professional currency and contributes to the advancement of the academic discipline or profession.
- 2.1 As a teacher-scholar, faculty should actively contribute to the growth of their discipline or profession through appropriate forms of scholarship or creative works in one or more of the following categories (see Boyer, 1990¹):
 - 2.1.1 Scholarship of Discovery – The traditional research model in which new content knowledge is acquired and disseminated.
 - 2.1.2 Scholarship of Integration – The creation of new knowledge by synthesizing and making connections across disciplines or sub-disciplines.
 - 2.1.3 Scholarship of Application – The integration of theory and practice in ways that promote problem-solving and positive physical, social, psychological, and/or behavioral change among humans.
 - 2.1.4 Scholarship of Andragogy – The investigation of ways in which students learn and the identification and assessment of methods that foster learning, especially within a faculty member’s discipline or profession.
 - 2.1.5 Creative Activity -- Creation of a new or innovative object, performance, process, product, or service.
 - 2.2 Priorities for faculty scholarship and creative activity:
 - 2.2.1 Student participation in scholarship and creative activity is considered a high-impact practice that enhances learning and success. Faculty are strongly encouraged and rewarded to engage students in their scholarship and creative activity.
 - 2.2.2 Faculty are particularly encouraged and rewarded to participate in scholarship and creative activity that is multi/inter/trans-disciplinary or community engaged or international or all three.
 - 2.3 Currency in the Discipline or Profession: Faculty members should maintain current awareness of their discipline or professional literature or both, especially in areas most applicable to their teaching responsibilities and

area of scholarship/creative activity. Faculty must provide evidence of currency. Specific forms of evidence of currency will be determined by the individual colleges.

- 2.4 Involvement in the Discipline or Profession: Faculty members should attend and participate in regional and/or national conferences of professional organizations related to their discipline or profession or both.

III. *Service*: Productive participation in committees, activities, and/or projects in departments, colleges, and within the university relating to shared governance that enhance Utah Tech University's mission through serving students and the community.

- 3.1 Faculty are expected to engage in Service to the institution (including students, colleagues, departments, college, and university) or profession or community (including local, state, and national) or all three in a meaningful and collegial way.

3.1.1 Faculty may include the following to show their service:

3.1.1.1 Documentation of service to the university.

3.1.1.2 Documentation of service to the profession.

3.1.1.3 Evidence of relevant community engagement and service related to the institution's mission to the profession, to the community, and/or to outside organizations.

3.1.2 Faculty provide these contributions by acting in a civil, constructive and respectful manner in their interactions with members of the campus community.

3.2 Service Scoring Rubric: Faculty are expected to provide the documentation of service in the areas outlined above by doing the following:

3.2.1 Required: Student mentoring (i.e. student clubs, undergraduate research students, etc.)

3.2.2 University Committee Participation: University, college, and department committees, standing and ad hoc

- 3.2.3 Peer Mentoring/Coaching: Documented service as a peer coach/mentor for faculty emphasizing the impact of the mentorship.
- 3.2.4 Peer Exchange: Completing a Peer Exchange with one of your colleagues.
- 3.2.5 Other Service: professional service, relevant community service, completion of a special project, and non-compensated administrative assignments. Each activity in this category shall be listed in the annual faculty activity plan (AFAP), and then the faculty member must provide evidence in their digital portfolio.

Policy Owner: Vice President of Academic Affairs and Provost

Policy Steward: Faculty Senate

History:

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