

Dixie State University Policy
641 Faculty Retention, Promotion, and Tenure
Addendum 7.1 Faculty Performance Standards

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 all CLOs listed in course syllabi have been approved by the University Curriculum Committee (UCC) or General Education Committee (GEC) as appropriate.
 - 1.2. Evidence that the measurements of CLOs are reliable and valid.
 - 1.3. Evidence that student learning was measured using the validated measurements of CLOs described in 1.2.
 - 1.4. Evidence that students achieved the approved CLOs.
 - 1.5. Maximal student learning is most likely achieved when faculty provide effective instruction using an active and inclusive learning approach. While the effectiveness of instruction is primarily determined by student achievement of CLOs, instructional design and methods must be based on contemporary learning science, evidenced by faculty in each of the following ways:
 - 1.5.1. Statement describing one's instructional design philosophy and design principles for measuring student learning and success that incorporates active and inclusive learning characteristics.
 - 1.5.2. Instructional design and measurement of student learning and success are expected to be aligned with evidenced-based teaching strategies. Faculty must provide evidence that their instructional design and methods as well as measurements of student learning are based on evidenced-based teaching strategies.
 - 1.5.3. Samples of course syllabi demonstrating alignment with the DSU approved course syllabi template.

¹Boyer, E.L. (1990). *Scholarship reconsidered: priorities of the professoriate*. New York: Carnegie Foundation for the Advancement of Teaching.

- 1.5.4. Evidence that course and curricular materials and methods are contemporary and of professional quality.
 - 1.5.4.1. Samples of assignments, quizzes, exams, and other methods of measuring student learning.
 - 1.5.4.2. Samples of instructional methods and materials.
 - 1.5.4.3. Examples of student work in all forms and in all courses.
 - 1.5.5. Student course surveys.
 - 1.5.6. Peer exchange on instruction.
 - 1.5.7. Chair/Dean evaluation of teaching effectiveness and student learning.
2. *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 discovery 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.

¹Boyer, E.L. (1990). *Scholarship reconsidered: priorities of the professoriate*. New York: Carnegie Foundation for the Advancement of Teaching.

- 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.
- 2.4. Involvement in the Discipline or Profession: Faculty members should attend and participate in meetings of professional organizations related to their discipline or profession or both.
3. *Service*: Productive participation in committees, activities, and/or projects in departments, colleges, and within the university relating to shared governance that enhance DSUs 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. Faculty may include the following to show their service:
 - 3.1.1. Documentation of service to the university.
 - 3.1.2. Documentation of service to the profession.
 - 3.1.3. Evidence of relevant community engagement and service related to the institution's mission to the profession, to the community, and/or to outside organizations.

¹Boyer, E.L. (1990). *Scholarship reconsidered: priorities of the professoriate*. New York: Carnegie Foundation for the Advancement of Teaching.

- 3.2. Faculty provide these contributions by acting in a civil, constructive and respectful manner in their interactions with members of the campus community.
- 3.3. Service Scoring Rubric: A scoring rubric shall be used to evaluate completion of the minimum Service expectation. All faculty on tenure-track are expected to accrue a minimum total of 20 points annually (10 per semester) in the category of Service to be eligible for reappointment, tenure, and/or promotion in rank.
- 3.3.1. University Committee Participation: University, college, and department committees, standing and ad hoc, shall each be assigned a point value ranging from 1-3 per semester reflecting the typical workload required for membership or leadership of the committee, with three (3) representing the greatest workload. One additional point may be awarded for leadership of the committee or ad hoc group, if the associated leadership workload warrants additional recognition of workload.
- 3.3.1.1. The point value of standing faculty committees shall be determined by the Faculty Workload Committee.
- 3.3.1.2. The point value for membership or leadership of an ad hoc group or special task shall be determined by the faculty member's dean or Provost/Vice President of Academic Affairs as appropriate, or the Faculty Senate Executive Committee if the task is related to Faculty governance. The point values assigned for special tasks or groups shall be submitted to the Faculty Workload Committee for record keeping in all instances.
- 3.3.2. Each faculty member is expected to accrue a minimum of 6 points of the 20 points annually in committee workload service to be eligible for reappointment, tenure, and/or promotion in rank.
- 3.3.3. Faculty shall be awarded up to 2 points per semester for documented evidence of student mentoring (i.e. student clubs, undergraduate research students, etc.).
- 3.3.4. Peer Mentoring/Coaching: Documented service as a peer coach/mentor and/or completing Peer Exchanges for faculty shall be awarded 1-3 points per semester contingent upon the impact of the mentorship.

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3.3.5. Other Service: Faculty members shall be awarded 1-3 points per semester for professional service, relevant community service, completion of a special project, and non-compensated administrative assignments. The expected point value of each activity in this category shall be listed in the AFAP, and then the faculty member must provide evidence for awarding the points in the digital portfolio.

History:

Approved 7/31/19