

## Department of Earth Science -- Tenure Policy

Tenure represents a commitment, on the part of an academic institution, to an individual to support academic inquiry and to protect academic freedom. Tenure is granted after a probationary period that ensures that a faculty member is exemplary and will bring distinction to the department and to the university. Tenure is also an acknowledgment of the value placed on faculty members by the department for their contributions to the academic institution and the greater community.

This document sets forth the expectations for gaining tenure to the Department of Earth Science and the College of Science & Health. A detailed list of these expectations is included in Table 1, below. These expectations for tenure focus on three areas: teaching, scholarship, and service. All faculty members in the College of Science & Health are expected to make appropriate contributions in all three of these areas throughout their careers. The proportion of effort in each area varies among faculty members and likewise may vary throughout one's career. *Because UVU is primarily a teaching university, the principal emphasis for your tenure evaluation is teaching.* In the classroom, laboratory, field, or other setting, effective teaching of high quality is expected. Scholarship is an essential aspect of being a university faculty member, and it should support and enliven your teaching. When possible, scholarly activities should include meaningful participation by students. Service to the university, the profession, and the community are important roles for faculty members. If you are an assistant professor, your service assignments will be limited compared to later in your career, allowing you to focus your time on development of teaching and scholarship. You should limit your service activities to those that are most beneficial to your career, the university, and your profession.

The university-wide requirements for tenure are detailed in Policy 637, and you should receive a printed copy of that policy and become fully familiar with it. This document complements the university requirements and specifies the expectations at the department and college levels.

Within your first semester at UVU, you should meet with the Chair of the Earth Science Retention, Tenure, and Promotion (RTP) Committee to create a written tenure plan for yourself. This plan will outline your personal goals for gaining tenure, consistent with the expectations outlined in Table 1 and with university Policy 637. Your tenure plan will need to be approved by the Earth Science RTP Committee and the Earth Science Department Chair.

You should *immediately* begin assembling representative documents that provide evidence of your teaching, scholarship and service for inclusion in your faculty portfolio. This portfolio should follow your tenure plan. Along with your portfolio, you should establish and regularly update your accomplishments on the university's electronic faculty portfolio system (currently Digital Measures) and maintain a current curriculum vita for inclusion in your faculty portfolio.

For assistant professors on the standard tenure-track schedule, you will submit your portfolio for your third- and sixth-year reviews as detailed in UVU Policy 637. The completed faculty portfolio submitted for third- and sixth-year reviews should contain the following:

- A detailed Table of Contents listing every entry in the portfolio.
- A brief statement wherein the faculty member describes the nature of his or her contribution to the profession and to the University, the extent to which departmental expectations were met, any circumstances that helped or hindered his or her progress, and any other information that will be beneficial to the reviewers in evaluating the material in the portfolio.
- A current Curriculum Vitae.
- A section containing evidence of achievements in teaching, including a self-assessment of the faculty member's teaching performance and experiences, a supervisor assessment, peer assessments, Students Ratings of Instructor (SRI) from all courses taught during the evaluation period, evidence of contributions to curriculum and course development, professional development related to teaching, and any other evidence related to teaching.
- A section containing evidence of scholarly and/or creative works such as publications, presentations, performances, and discipline-related professional development.
- A section containing evidence of discipline-related service to department, college or school, University, profession and community.

For your third-year review, you will submit a letter of application and your faculty portfolio to the Chair of the Earth Science RTP Committee by September 15 of your third probationary year. For your sixth-year (tenure) review, you will submit a letter of application and your faculty portfolio to the Chair of the Earth Science RTP Committee by September 15 of your sixth probationary year.

Each year, your department chair should conduct an annual faculty evaluation that highlights your accomplishments and identifies those areas that require improvement. You should also solicit peer evaluations of your teaching every year.

The objective of the Department of Earth Science and the College of Science & Health is to have every tenure-track faculty member qualify for tenure. Your Department Chair, the Earth Science RTP Committee, your faculty colleagues, and the Dean and Associate Dean of the College are committed to assisting you as you work toward tenure. Please feel free to contact them at any time with questions or to request assistance.

**TABLE 1:** Expectations for teaching, scholarship, and service in the Department of Earth Science and the College of Science:

## **Teaching**

- 1) Teaching qualifications: Faculty members must be academically qualified and well-prepared to teach the courses assigned to them. Qualification includes knowledge of effective teaching methods as well as technical knowledge within the faculty member's content area. Evidence of continued enhancement of qualifications should be presented in the faculty portfolio, and may include:
  - a) Attendance and presentation at professional conferences that focus on content area and/or teaching;
  - b) Participation in teaching workshops, such as those offered by the UVU Faculty Center and by outside organizations;
  - c) Development of course materials;
  - d) Authorship of course readings such as web resources and textbooks;
  - e) Scholarly research (especially if that work relates to classes taught).
  
- 2) Teaching methods: Courses must be well organized, well-presented, and engaging for students. Evidence of effective teaching should be presented in the faculty portfolio, and may include:
  - a) Course syllabi;
  - b) Materials distributed to students during the course (e.g., exams, assignments, guidelines for research projects, etc.);
  - c) Enhancement of courses with hands-on experiences and technology;
  - d) Student feedback, including Student Ratings of Instructor (SRIs) and other materials as available;
  - e) Peer reviews of teaching. You should periodically have your classes reviewed by your peers. A review should consist of a review of a course, including teaching observation, by a qualified peer reviewer, typically faculty members from within your department or the college. External reviewers may also be invited to review your teaching. Although the department may assign peer-reviewers, you are encouraged to select and invite internal or external reviewers to assess your teaching at any time. Make sure to have at least one course reviewed each year, and ask for written summaries from the reviewers;
  - f) SCOT review of teaching. The UVU Faculty Center offers the Student Consultants On Teaching (SCOT) program to all faculty members. Under this program, a trained "student consultant" will visit your class (even filming, if you'd like), talk to your students about the class, and provide you with written feedback about what is good about your course and how it could be improved.

## **Scholarship**

- 1) Ongoing scholarly activity is essential for faculty members at the university level to support teaching, to offer opportunities for student participation in research, and to advance UVU's participation as a university in the national and international scholarly community. Faculty members are expected to contribute to peer-reviewed scholarship within their professions. Evidence of scholarship should be presented in the faculty portfolio, and may include:
  - a) Descriptions of completed and/or ongoing research projects;
  - b) Published articles in respected peer-reviewed academic journals;
  - c) Summaries of scholarly presentations at national and international conferences;
  - d) Summaries of scholarly presentations at local and regional venues (these will be given less weight than presentations at national and international conferences);
  - e) Summaries of scholarly books and/or chapters in scholarly books;
  - f) Summaries of scholarly textbooks;
  - g) Summaries of scholarly presentations in other venues for dissemination of scholarship.

## **Service**

- 1) Faculty members are expected to contribute to the department, college, university, profession, and community through service and outreach. Assistant professors should generally have reduced assignments for service, with an emphasis on activities that provide the most benefit to them for advancing their participation in meaningful departmental, college, and university-level assignments and contributing to their professions. A strong service record does not compensate for inadequacies in teaching or scholarship. Evidence of service should be presented in the faculty portfolio, and may include descriptions of:
  - a) Participation on committees at the department, college, and university levels;
  - b) Organization of and participation in university events;
  - c) Organization of and participation in department and college seminars;
  - d) Service as an editor or reviewer for manuscripts and grant proposals;
  - e) Participation on professional committees;
  - f) Organization of professional meetings and symposia;
  - g) Service as an officer for a professional organization;
  - h) Collaboration with colleagues within and outside of the university, and other activities that contribute to the advancement of the profession;
  - i) Professional presentations to community groups;
  - j) Organization of or participation in volunteer activities;
  - k) Participation on public committees or councils;
  - l) Other activities that allow faculty members to contribute their professional expertise to student and faculty success and the university's activities and priorities, to advancement of the profession, and to the community.