

**Utah Valley University**  
**University College**  
**Department of Student Leadership and Success Studies**  
**Tenure Criteria**  
March 2021

**Introduction**

The Department of Student Leadership and Success Studies (SLSS) recognizes that a variety of activities in teaching, service, and scholarship contribute to the department’s strength as an academic unit. These activities also contribute to the development of college and institutional goals and initiatives and enhance discipline-related knowledge. The department assumes a combination of these activities demonstrates that a candidate has achieved sustained levels of effectiveness in teaching, service, and scholarship which benefit students and contribute to the evolution of the department, the institution, and the discipline.

**Policy and Criteria**

Procedures for the tenure process are outlined in Utah Valley University Policy 637. This document outlines the criteria for awarding tenure in the Department of Student Leadership and Success Studies (policy 637, 5.1). As per this policy, the DRTP Committee will review the tenure criteria document every five years and submit it for review and approval. (See 5.1.1. below.)

**Policy 637: Faculty Tenure**

**5.1 Development and Review of Criteria for Awarding Tenure**

**5.1.1** Each department shall develop discipline-appropriate tenure criteria, consistent with university policy and mission, and subject to review and approval by the department faculty, dean, SVPAA, and President of the University.

**5.1.2** The University Tenure Board of Review shall have responsibility for reviewing department tenure criteria for compliance with this policy at least every five years, and may recommend changes in the criteria which shall be subject to review and approval by the department faculty, dean, SVPAA, and President of the University.

**5.1.4** Faculty members are evaluated for tenure according to the department tenure criteria in place at the time of hire. Candidates for tenure may, upon their request and if approved by the department chair, dean, and SVPAA, be evaluated according to more recent department tenure criteria, should the criteria be revised during their probationary period.

The tenure review involves a comprehensive review of a candidate’s faculty portfolio, which provides evidence of the person’s contributions in teaching, service, and scholarship to the SLSS department and the students it services, the university, and the profession. Faculty members will be evaluated according to their performance in these areas based on the criteria described in this document. During the year prior to the midterm or final tenure review, the DRTP Chair will facilitate a meeting with the candidate, the department chair, and the RTP committee to discuss the candidate’s tenure goals and progress toward tenure. This allows everyone involved in

the review process to ask questions, make suggestions, and assist the tenure candidate in preparing for the upcoming review.

To be recommended for tenure, faculty members must demonstrate effectiveness in teaching. Teaching is central to the mission of the University and the most important activity of faculty members. Faculty members must also demonstrate significant contributions in the areas of service and scholarship. Overall, evaluators will be looking for a pattern of professional growth and development.

### **Evaluation Overview**

The Department Retention, Tenure, and Promotion (DRTP) committee will evaluate the candidate’s work in teaching, service, and scholarship by using a scale ranging from Poor to Superior. The DRTP committee members will use a numerical measure to rate the caliber of the candidates’ contributions in each area using the following scale: **Superior** (4 points), **Excellent** (3 points), **Good** (2 points), **Fair** (1 point), and **Poor** (0 points). The specific evaluation criteria and associated points for each area are explained in the following sections of this document.

### **Midterm Review**

The *minimum requirements* for receiving a recommendation to continue towards tenure after the midterm review are to (1) receive a total of 8 to 12 points in all areas combined and (2) receive a minimum rating of Good (2 points) in all areas. As the DRTP committee members review the candidate’s portfolio, they are to look specifically for evidence of growth and improvement that will continue through the tenure process.

The following table illustrates possible combinations in teaching, service, and scholarship.

<b>Teaching</b>	<b>Scholarship or Service</b>	<b>Service or Scholarship</b>	<b>Total Score</b>	
minimum rating = 2	minimum rating = 2	minimum rating = 2	Total ≥ 8	
4	4	4	12	All of these combinations meet minimum requirements for midterm review.
4	4	3	11	
4	3	3	10	
3	3	3	9	
3	3	2	8	
4	2	2	8	
2	3	3	8	
4	4	1	9	These combinations do not meet minimum requirements.
4	3	1	8	
3	2	2	7	
2	2	2	6	

### **Tenure Review**

The *minimum requirements* for receiving tenure in the Department of Student Leadership and Success Studies are to (1) receive a minimum rating of Excellent (3 points) in teaching, (2) receive a total of 8 to 12 points in all

areas combined, and (3) receive a minimum rating of Good (2 points) in the other two areas.

The following table illustrates possible combinations in teaching, service, and scholarship.

Teaching	Scholarship or Service	Service or Scholarship	Total Score	
minimum rating = 3	minimum rating = 2	minimum rating = 2	Total $\geq$ 8	
4	4	4	12	All of these combinations meet minimum requirements for tenure.
4	4	3	11	
4	3	3	10	
3	3	3	9	
3	3	2	8	
4	2	2	8	
4	4	1	9	These combinations do not meet minimum requirements.
4	3	1	8	
3	2	2	7	
2	2	2	6	

## Criteria for Teaching

The Department of Student Leadership and Success Studies recognizes that a variety of teaching and engagement strategies benefit students. The department also expects that candidates will provide evidence that demonstrates effective teaching practices and actively seek and use feedback to strengthen their teaching.

Each candidate should model the department mission and purpose in the teaching practices they use in the classroom and in their attitudes and behavior toward students and colleagues. As the DRTP committee members review the candidate’s portfolio, they should consider evidence which demonstrates both specific teaching practices and overall contribution to effective teaching and learning in the classroom.

### Teaching – Evaluation Criteria

<b>Superior (4)</b>	Evidence of a variety of teaching activities that show breadth <b>and</b> depth of work and its impact on students
<b>Excellent (3)</b>	Evidence of teaching activities that show breadth <b>or</b> depth of work and its impact on students
<b>Good (2)</b>	Evidence of teaching activities with limited breadth and depth of work and its impact on students
<b>Fair (1)</b>	Minimal evidence of meaningful teaching activities
<b>Poor (0)</b>	No evidence

## **Definition of Terms**

**Breadth**—the following criteria describe breadth as it applies to the area of teaching. The tables that follow provide examples of breadth as it relates to specific teaching practices.

- Seek a wide array of opportunities to improve teaching practices
- Work to develop and improve teaching and course materials in multiple courses

**Depth**—the following criteria describe depth as it applies to the area of teaching. The tables that follow provide examples of depth as it relates to specific teaching practices.

- Focus on improvement or development of one specific aspect of teaching practice
- Work to develop and improve teaching and course materials in one specific course. (This may include materials developed to teach one course in different modalities, i.e. classroom, online, hybrid, etc.)

## **Required Teaching Practices**

1. Actively seek feedback related to teaching
2. Actively use feedback related to teaching
3. Demonstrate use and application of best teaching practices
4. Implement engaged learning strategies in course curriculum
5. Demonstrate understanding and application of current discipline content
6. Create, construct, or design course materials and readings
7. Contribute to a supportive, inclusive, and collaborative environment when working with colleagues to improve teaching practice or course curriculum.
8. Participate in professional development to improve teaching and learning

**The following tables provide additional information regarding evaluation of and evidence for these required teaching practices.** These tables do not provide a comprehensive list of all possible forms of evidence. The candidate should not feel limited by the examples given. Furthermore, the candidate should be aware that evidence in the portfolio should show what the faculty member has done, what they have learned, and how they have developed their teaching practices over time. The candidate should include brief explanations about why the evidence is included and what it illustrates about their teaching practices. The teaching portfolio should demonstrate the quality of the candidate’s work in teaching—quality of evidence is more important than a vast quantity of papers in the tenure portfolio.

<b>1. Actively seek feedback related to teaching</b>	
<b>Guidelines for Assessing Evidence</b>	<b>Examples of Potential Evidence</b>
<b>Breadth</b> —actively seeks feedback from multiple sources	<ul style="list-style-type: none"> <li>• <b>Student feedback</b>—use formative and summative assessment options (SRI, mid-semester assessment, etc.)</li> <li>• <b>Colleague feedback</b>—request and use chair observations and/or peer observation(s) to inform teaching practices</li> <li>• <b>Other</b>—OTL programs like SCOTs, etc.</li> </ul>
<b>Depth</b> —actively seeks feedback in a specific area of teaching	<ul style="list-style-type: none"> <li>• Seeking feedback on one specific project or aspect of your teaching</li> <li>• Feedback from teacher or colleague who observes your class at least twice during the semester</li> </ul>

<b>2. Actively use feedback related to teaching</b>	
<b>Guidelines for Assessing Evidence</b>	<b>Examples of Potential Evidence</b>
<p><b>Breadth</b>—make improvements based on feedback in multiple aspects of your teaching practice and/or multiple courses.</p>	<ul style="list-style-type: none"> <li>• Demonstrate self-awareness and willingness to share examples of what worked and did not work</li> <li>• Write reflective self-evaluation</li> </ul>
<p><b>Depth</b></p> <ul style="list-style-type: none"> <li>• make improvements based on feedback in a focused area of your teaching practice</li> <li>• thorough analysis of feedback received</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze formative and summative assessment data and provide evidence of how data was used to address teaching goals</li> <li>• Use reflective self-evaluation(s) to develop an action plan(s) for improvement</li> </ul>

<b>3. Demonstrate use and application of best teaching practices</b>	
<b>Guidelines for Assessing Evidence</b>	<b>Examples of Potential Evidence</b>
<p><b>Breadth</b></p> <ul style="list-style-type: none"> <li>• demonstrate understanding of a variety of best teaching practices</li> <li>• demonstrate application of best teaching practices in different teaching modalities</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of high-impact learning practices used in teaching</li> <li>• Familiarity with the professional standards for high-impact learning</li> <li>• Provide examples and reflection on best practices used in face-to-face classes and in online classes</li> </ul> <p><i>Note:</i> Find more information about high-impact learning practices at Association for American Colleges and Universities website - High Impact Educational Practices (<a href="http://www.aacu.org/node/4084">www.aacu.org/node/4084</a>)</p>
<p><b>Depth</b>—Focus on in-depth training/application of specific best teaching practice</p>	<ul style="list-style-type: none"> <li>• Apply for and receive Advance HE Fellowship (<a href="http://www.advance-he.ac.uk/fellowship">www.advance-he.ac.uk/fellowship</a>)</li> <li>• Mentor/train colleagues in best practices for teaching. (This professional collaboration can be formal or informal.)</li> </ul>

<b>4. Implement engaged learning strategies in course curriculum</b>	
<b>Guidelines for Assessing Evidence</b>	<b>Examples of Potential Evidence</b>
<p><b>Breadth</b>—familiarity with and use of a variety of different engaged learning strategies.</p>	<ul style="list-style-type: none"> <li>• UVU Engaged Learning website for reference and for ideas (<a href="http://www.uvu.edu/engagedlearning">www.uvu.edu/engagedlearning</a>)</li> </ul>
<p><b>Depth</b></p> <ul style="list-style-type: none"> <li>• facilitate student involvement in a significant engaged learning project</li> <li>• facilitate student learning in real-world context</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitate applied or inquiry-based learning</li> <li>• Incorporate civic engagement into course(s)</li> <li>• Incorporate service learning into course(s)</li> <li>• Work with student peer mentor in your classroom</li> </ul>

5. Demonstrate understanding and application of current discipline content	
Guidelines for Assessing Evidence	Examples of Potential Evidence
<p><b>Breadth</b>—Faculty member demonstrates use of a broad base of current discipline content in <u>courses</u> taught.</p>	<ul style="list-style-type: none"> <li>• Show evidence of instructional innovation based on breadth of understanding and application</li> <li>• Show evidence of revision to or addition of new material or information in an existing course based on breadth of understanding</li> <li>• Show evidence of curriculum development over time in existing <u>courses</u> to ensure that student learning is current and relevant by discipline standards</li> </ul>
<p><b>Depth</b>—Faculty member demonstrates use of extensive current discipline content about a <u>specific</u> topic or a <u>specific</u> course.</p>	<ul style="list-style-type: none"> <li>• Show evidence of the evolution of curriculum over time in a specific course to ensure that student learning is current and relevant by discipline standards</li> <li>• Reflection on course development that includes rationale for changes made and evaluation of effectiveness</li> </ul>

6. Create, construct, or design course materials and readings	
Guidelines for Assessing Evidence	Examples of Potential Evidence
<p><b>Breadth</b>—Faculty member provides evidence of course materials and readings developed for different courses and/or modalities taught.</p>	<ul style="list-style-type: none"> <li>• Include examples of course syllabi to provide an overview of courses taught</li> <li>• Provide samples of teaching materials with explanation of how these support learning and current approaches in the discipline</li> <li>• Leverage different forms of technology and media to enhance learning and achieve learning outcomes (i.e. podcast, open resource documents, blogs, etc.)</li> <li>• Implement and reflect on the use of different teaching modalities</li> </ul>
<p><b>Depth</b>—Faculty member provides evidence representative of course materials and readings developed related to a <u>specific</u> topic or a <u>specific</u> course.</p>	<ul style="list-style-type: none"> <li>• Provide samples of specific teaching materials with (1) explanation of how and why they were developed, (2) evidence of how they fulfill course outcomes, and/or (3) evidence of effectiveness.</li> <li>• Show evidence of the process used to identify and select appropriate texts, readings, or other materials that are both relevant and substantive for a course.</li> <li>• If assigned to develop a new course, show evidence of the course development process.</li> </ul>

<b>7. Contribute to supportive, inclusive, and collaborative environment when working with colleagues to improve teaching practice or course curriculum</b>	
<b>Guidelines for Assessing Evidence</b>	<b>Examples of Potential Evidence</b>
<b>Breadth</b> —Faculty member is involved in a variety of collaborative efforts in the department focused on teaching and curriculum.	<ul style="list-style-type: none"> <li>● Include personal reflection that illustrates faculty member’s flexibility and willingness to listen to others’ ideas and acknowledge the value of different perspectives.</li> <li>● Colleague feedback that demonstrates how this faculty member contributed to a constructive working environment.</li> <li>● Mentor full-time or part-time colleagues, including adjunct faculty</li> </ul>
<b>Depth</b> —Faculty member works closely with colleagues on specific teaching practices, curriculum changes, or program development.	<ul style="list-style-type: none"> <li>● Train and mentor faculty and their assigned UVU Mentors who work together to facilitate engaged teaching and learning in the classroom</li> <li>● Colleague feedback that demonstrates how this faculty member contributed to a constructive working environment.</li> </ul>

<b>8. Participate in professional development to improve teaching and learning</b>	
<b>Guidelines for Assessing Evidence</b>	<b>Examples of Potential Evidence</b>
<b>Breadth</b> — Faculty member will pursue a variety of professional development opportunities to improve teaching and learning.	<ul style="list-style-type: none"> <li>● Attend trainings, workshops, and/or conferences related to teaching and learning</li> <li>● Participate in Office of Teaching and Learning (OTL) opportunities (i.e. SCOT, POET, Learning Circles, etc.)</li> </ul>
<b>Depth</b> — Faculty member will pursue professional development in specific area of their teaching AND show application.	<ul style="list-style-type: none"> <li>● Participation in professional development activities and evidence of impact on teaching practices</li> </ul>

## **Criteria for Service**

In the Department of Student Leadership and Success Studies, service is uniquely related to the identity of our department. Through the years, this department has been known for its involvement in student success, student leadership, and first-year experience initiatives. The department mission and structure require all faculty be involved in service and leadership roles. Thus, faculty are expected to serve in varying capacities in the department, college, and university. In addition, professors may pursue professional opportunities to serve in the community or in the profession.

A candidate for tenure should be actively involved in the area of **Service**. Service opportunities and experiences may vary in breadth, depth, and time-commitment. Therefore, candidates should provide relevant artifacts and evidence that demonstrate the complexity of their service roles and assignments and how they benefit the department, college, and university. It is critical that the DRTP committee gain a strong understanding of the

candidate’s holistic service contribution. A candidate seeking tenure to the SLSS department should recognize the significance of faculty service roles in accomplishing the mission of this department.

## Service – Evaluation

<b>Superior</b> (4)	Evidence of <b>significant contribution</b> in service roles and leadership assignment for the department, college, institution, and/or profession
<b>Excellent</b> (3)	Evidence of <b>contribution</b> in a service role and leadership assignment for the department, college, institution, and/or profession.
<b>Good</b> (2)	Evidence of <b>participation</b> in service roles for the department, college, institution, and/or profession.
<b>Fair</b> (1)	Little evidence of participation in service roles
<b>Poor</b> (0)	No evidence

### Definition of terms

**Significant contribution** – evidence of effectiveness in leadership roles and responsibilities in the department, college, university, or professional community; evidence of relevant contributions in multiple service assignments/roles; evidence of substantial time commitment (time-intensive, time spent, length of service); evidence of impact and scope of service responsibilities; evidence of leadership and/or administrative responsibilities for department programs and/or other institutional initiatives.

**Contribution** – evidence of leadership roles and responsibilities in the department, college, university, or professional community; evidence of contributions in multiple service assignments/roles; evidence of time commitment (time spent, length of service, short-term); evidence of limited impact and scope of service responsibilities

**Participation** – evidence of committee service with limited responsibility

## Evaluation Guidelines

Because the opportunities for service in this department are so varied, there is no specific checklist to evaluate meaningful service. The following questions will be used by the candidate to frame how evidence is presented in the portfolio and by the DRTP committee to evaluate the candidate’s service activities. The tenure candidate should provide both evidence and written explanation that answers these questions as they apply to each service assignment or opportunity presented in the tenure portfolio. The DRTP committee members should use these questions to evaluate the evidence and to determine the significance of a person’s contributions in service:

- In what ways has the candidate made a recognizable impact within the department, college, institution, or profession?
- How does the candidate demonstrate effective leadership in various roles with colleagues and/or students?
- How much time and responsibility has the candidate dedicated to service roles?



- How effective has the candidate been in collaborating and coordinating across the department, institution, community, or profession?
- How does the candidate help others to succeed in various service roles?
- How has the candidate contributed to sustainable initiatives and projects? Can others build on their contribution for further success?

## Required Service Activities

The following describes required service activities for tenure candidate:

- The faculty member shall support the department, college, and university by actively participating as a member or chair of committees, task forces, university councils, and/or other activities relevant to the mission of the department and the university.
- The faculty member shall be active, responsive, constructive, and civil in their service on committees of all levels. (Policy 635: *Faculty Rights and Professional Responsibilities*, 4.7.3)
- The faculty member attends department meetings on a regular basis to provide input on department decision making. (Policy 635: *Faculty Rights and Professional Responsibilities*, 4.7.2)
- The faculty member takes on reasonable service assignments as requested by the department chair.
- The faculty member demonstrates a commitment to service assignments and provides evidence of how they effectively meet the demands of these assignments.
- The faculty member collaborates with and mentors colleagues in various assignments and responsibilities.

## Examples of Service

*The following list provides some specific examples of service, but it is not meant to be a comprehensive list of the service opportunities available to a faculty member in this department.* Tenure candidates should consult with the department chair about service opportunities that interest them.

- Organizing or coordinating professional meetings, symposia, or panels, such as *Utah Valley Leadership Conference* hosted by our department.
- Leadership assignments in SLSS Department, such as but not limited to lead faculty, program and certificate leadership roles, such as Academic Director of the UVU Mentor Program, UVST program coordinator, assistant department chair, etc.
- Service assignments in SLSS Department – webmaster, marketing, search committees, ad hoc committees, etc.
- Leadership or service roles in college, institution, or professional community (i.e. Phi Theta Kappa, National Society of Collegiate Scholars, etc.)
- Leadership or service roles with Utah System of Higher Education (USHE) — partnerships, task forces, etc.
- Editing journals and newsletters or sitting on an editorial board, such as *Journal of Student Leadership* published by our department.
- Serving in community positions including public schools, education groups, and public service agencies as related to department, college, and/or institutional mission.

*Note* – If the candidate has received recognition or awards for service activities, they should include the evidence of the award and explanation of service provided in their portfolio.

## **Criteria for Scholarship**

The Department of Student Leadership and Success Studies recognizes that a variety of scholarship-related activities may benefit the department as an academic unit and the students it serves. This department recognizes that scholarship can take many forms, so we include the definitions of scholarship provided by Ernest L. Boyer in *Scholarship Reconsidered: Priorities of the Professoriate*. These definitions encompass a broad base of scholarly activities. We encourage tenure candidates to carefully consider these definitions and to discuss the possibilities for scholarly activities with the department chair as they set goals and pursue scholarly interests.

## **Definitions of Scholarship**

### **Scholarship of Teaching and Learning**

Teaching as a form of scholarship is not just transmitting information but transforming and extending information for students to both use and generate new knowledge. As Boyer stated, “Teaching can be well regarded only as professors are widely read and intellectually engaged. . . Pedagogical procedures must be carefully planned, continuously examined, and related directly to the subject taught” (Boyer, 1990). Thus, teaching as a scholarly process involves the learning that the faculty member must engage in to make the knowledge accessible and relevant to the students and the assessment needed to evaluate the effectiveness of teaching methods.

### **Scholarship of Integration**

*Scholarship of Integration* allows a faculty member to explore, research, and disseminate scholarly work within their specific discipline. And, it also encourages faculty members to pursue and disseminate multidisciplinary work (Long, 2014). This multidisciplinary work may include, but is not limited to, discipline-specific themes in which the faculty member may be an expert, explored in the context of one or more other disciplines or content areas. The dissemination may include conference presentations, peer-reviewed journal articles, white papers or other pieces that are used for applied integration into policy/practices or otherwise helping lay people to understand the scholarly work (Long, 2014).

### **Scholarship of Application and Engagement**

The *scholarship of application* (also known as the scholarship of engagement) explores the application of new theories and/or knowledge to relevant social issues. The primary purpose of this form of scholarship is to identify problems and test theories and knowledge to find real- world solutions that improve our micro or macro communities.

### **Scholarship of Discovery**

The *scholarship of discovery* is the combination of inquiry and investigation for the advancement of knowledge. The purpose of this type of scholarship is to contribute new knowledge to a discipline through traditional forms of academic research.

## Scholarship – Evaluation

<b>Superior (4)</b>	Evidence of a variety of scholarly activities that show breadth <b>and</b> depth of work and its impact on students, the institution, discipline, or society
<b>Excellent (3)</b>	Evidence of scholarly activities that show breadth <b>or</b> depth of work and its impact on students, the institution, discipline, or society
<b>Good (2)</b>	Evidence of scholarly activities with limited breadth and depth
<b>Fair (1)</b>	Minimal evidence of scholarly activities
<b>Poor (0)</b>	No evidence

### Definition of Terms

**Breadth**—the following criteria describe breadth as it applies to scholarship. The candidate must meet at least one of the criteria to demonstrate breadth in this area. It is not necessary to meet all criteria.

- Evidence demonstrates the candidate has been involved in a **variety** of scholarly activities.
- Candidate is engaged in scholarly activities related to a broad range of information and data within the discipline and their work contributes to the knowledge of the department, institution, and/or profession.
- Candidate’s scholarship has been shared with a broad range of people, such as a national conference presentation or publication.

**Depth**—the following criteria describe depth as it applies to scholarship. The candidate must meet at least one of the criteria to demonstrate depth in this area. It is not necessary to meet all criteria.

- Evidence shows that the candidate has worked extensively on a specific scholarly activity.
- Candidate is engaged in scholarly activities focused on a specific area within the discipline and their work contributes to the knowledge of the department, institution, and/or the profession.
- Candidate demonstrates expertise in a specific area that is recognized by colleagues in the department, college, institution, and/or the profession.
- Candidate’s scholarship on specific topic has been shared in various forms and/or multiple venues.

### **Scholarship – Evidence and Evaluation Guidelines**

The candidate will include evidence of all scholarly activities in the portfolio. Evidence must show how each scholarly activity resulted in a deliverable that was reviewed by peers and disseminated. Furthermore, the candidate must include a narrative explanation/reflection of each project or activity that summarizes how it demonstrates breadth and/or depth. The department RTP committee will evaluate the breadth and depth of the candidate’s scholarly work completed during the probationary period and rate it using the scale explained above.

### **Required Scholarly Activities**

The candidate is expected to participate in and provide evidence of the three required scholarly activities. These three activities are the baseline for assessing scholarly activities. (Note: The bullet points provide

examples.)

1. **The candidate will demonstrate that they are knowledgeable about current scholarship of teaching and learning and/or within the discipline.**
  - Attends conferences, workshops, and/or learning circles related to the discipline and/or the scholarship and practices of teaching and learning.
  - Demonstrates how knowledge has impacted and transformed
  - Disseminate knowledge gained about current scholarship.
  
2. **The candidate will collect and analyze Course Outcomes and Assessment data in courses taught.**
  - Classroom outcomes research
  - Analyze and incorporate student outcomes data
  - Disseminate knowledge gained from outcomes assessment
  
3. **The candidate will share scholarly work and disseminate knowledge gained.**
  - Shares evidence of scholarship with relevant group or committee.
  - Presents evidence of scholarship to colleagues in a departmental forum.
  - Presents scholarship in a workshop or a learning circle related to the discipline or to the scholarship of teaching and learning.
  - Presents their scholarship as an expert guest lecturer in the classroom.

### Additional Scholarly Activities

The table that follows describes additional scholarly activities. Candidates are expected to pursue at least one of these additional activities and encouraged to do more to move above and beyond the requirements. It is by no means expected that a candidate would engage in all scholarly activities described. *Evidence of Scholarship includes, but is not limited to, the examples included in the following table.*

Scholarly Activities	Examples of Evidence
<b>Scholarship of Teaching and Learning</b>	<ul style="list-style-type: none"> <li>• Publications and/or presentations demonstrating evolution as an instructor and/or improved methods of instructing students</li> <li>• Involvement in campus scholarly projects and initiatives, such as Scholarly and Creative Undergraduate Learning Partnership Team (SCULPT)</li> <li>• Evidence of scholarly contribution to the discipline or profession</li> <li>• Documentation of research related to teaching methods and implementation</li> </ul>
<b>Broad Academic Research</b>	<ul style="list-style-type: none"> <li>• Conduct research and disseminate information, especially the connection between research and student learning</li> <li>• Conduct research related to student success and trends</li> <li>• Contribute to the discipline beyond the department or institution</li> </ul>

Scholarly Activities	Examples of Evidence
<b>Conferences &amp; Presentations</b>	<ul style="list-style-type: none"> <li>Scholarly/discipline-related conference presentations</li> <li>Guest lecturer as a content expert</li> <li>Dissemination and implementation of information acquired at conference</li> </ul>
<b>Curriculum Development</b>	<p>Any of the following activities are likely to be done in collaboration with colleagues:</p> <ul style="list-style-type: none"> <li>Complete literature review and research needed to develop a new course or make significant changes to an existing course. Note: To count as scholarship, these activities must be undertaken at the same level (e.g., IRB approval if appropriate, similar research methods, rigor, depth, dissemination, peer review) as a literature review and research for a publication.</li> <li>Develop research-based course materials or compile a student workbook needed for a new or existing course. The materials are published (online or print) for use by multiple instructors and multiple sections of a course.</li> </ul>
<b>Grants</b>	<ul style="list-style-type: none"> <li>Create and write a grant proposal, independently or in collaboration</li> <li>When grant money is awarded, implement, plan, and assess the effectiveness of the proposed project</li> <li>Dissemination of knowledge gained from grant research and project</li> </ul>
<b>Mentoring Students in Scholarly Activities</b>	<ul style="list-style-type: none"> <li>Mentor students on non-academic grants (travel, study abroad, etc.) that includes faculty-mentored dissemination of knowledge, where possible/appropriate.</li> <li>Mentor students on scholarly or research grant that includes faculty-mentored dissemination of knowledge</li> <li>Mentor students on one or more steps in the scholarly research process (i.e., problem development, literature review, instrument development, submission of IRB, presentations, publications, etc.)</li> </ul>
<b>Publication</b>	<ul style="list-style-type: none"> <li>Publish in peer-reviewed journals, such as <i>The Journal of Student Leadership</i></li> <li>Publish in other publications, such as professional newsletters and websites in the discipline, etc.</li> <li>Publish work that demonstrates innovative ideas or techniques and contributes to professional growth in the field</li> <li>Publish creative projects that enhance the prestige of the department, college, and/or university</li> <li>Develop and publish a textbook or textbook chapter</li> </ul>
<b>Review</b>	<ul style="list-style-type: none"> <li>Act as an editor or reviewer for discipline-related journal or conference</li> <li>Review scholarly work, such as papers/journals, conference proposals or conference proceedings</li> </ul>

## Tenure Policy and Procedure

### Tenure Portfolio

The tenure candidate will find information regarding the Faculty Portfolio and required contents in Policy 637, Faculty Tenure, section 5.6.1. The department RTP Committee Chair will also provide a checklist of items that need to be included in the portfolio. The candidate will also find a Summary of Dates in the Midterm and Tenure Review Process in Policy 637, section 5.8.

### Annual Review

As per Policy 637, Faculty Tenure, section 5.5.3 (see below), the tenure candidate will complete the annual review each year. The department chair shall review the candidate's progress toward tenure during the probationary period.

**5.5.3** Department chairs shall review and document the faculty member's progress toward tenure in annual reviews. If the faculty member is serving as a department chair while on tenure-track, the dean shall review and document the department chair's progress toward tenure in annual reviews during the faculty member's tenure as department chair.

### Solicited Peer Evaluations

As per Policy 637, Faculty Tenure, section 5.6.4.2 (see below), the DRTP Chair will work with the committee members to solicit peer evaluations of the tenure candidate's work in teaching, service, and scholarship.

**5.6.4.2** In the year of midterm or tenure review, the RTP committee, in consultation with the faculty member and the department chair, shall solicit peer evaluations of the teaching, scholarly or creative works, and service of the faculty member. Soliciting evaluations of scholarly and/or creative work from peers outside the University is encouraged. These evaluations shall be added to the tenure review portfolio by the RTP committee chair. Identification of the peer reviewers shall be known to the RTP committee and others charged with reviewing the tenure review portfolio but shall not be disclosed to the tenure candidate unless identification becomes material during a tenure appeal.

- The DRTP Committee Chair will contact the candidate by March 1 the year of the midterm or final tenure review.
- The candidate will provide contact information for people that could provide insight into the candidate's work in teaching, scholarship, and/or service. The names should be people who the candidate has worked with in the department, college, institution, and profession.

*Note:* The people who provide solicited peer evaluations for a candidate may be different for the midterm

review and the final tenure review. Candidates may or may not have solicited peer evaluations from professional contacts external to UVU for the midterm review, but by the final tenure review, candidates are strongly encouraged to have professional contacts external to UVU who can provide a solicited peer evaluation.

- The DRTP Committee will then decide who to contact, and the committee chair will make the necessary contacts to acquire the solicited peer evaluations.
- The candidate does NOT request these solicited peer evaluations.

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### **Scholarship References**

- Boyer, E. L. (1990). *Scholarship Reconsidered: Priorities of the Professoriate*. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.
- Long, B. (2014, July). The Tenure Process in Higher Education: An Application of the Boyer Model of the Professoriate to Create a Coherent Record of Scholarly Productivity. *International Journal of Humanities and Social Science*, 4(9), 43-50.

**Approved by SLSS department faculty, February 25, 2021**

**Approved by University College Deans, March 30, 2021**