

Behavioral Science Department RTP Criteria

Approvals required by UVU policies 637 (§ 5.1.1-5.1.3), 632 (§ 5.10.1.3), and 638 (§ 5.1.1).

Date of Approval

	Tenure	Rank Advancement	Post-tenure Review
Department Faculty		NA	NA
Department Chair	NA	Cameron John, 3/3/2020	NA
College RTP Committee	NA	Scott Abbott, Geoff Cockerham, Phil Gordon, Nathan Gorelick, Doug Jensen, Barton Poulson, Chris Weigel, 4/7/2020	NA
Dean	Steven Clark, 4/7/2020	Steven Clark, 4/7/2020	NA
SVPAA			
President		NA	NA
Faculty Senate Committee	NA	Feedback received 5/12/2020	NA

Minimum Qualifications for Initial Appointment (UVU Policy 632)		
Tenure-Track Ranks	Policy	Department RTP Criteria
Instructor	"An earned appropriate degree as determined by the department retention, tenure, promotion (RTP) committee. The appointment to instructor is reserved for a faculty member who lacks a terminal degree" (5.3.1).	Earned master's degree and pursuit of terminal degree in a related field (e.g., PhD, PsyD, DSW, EdD, or JD) - OR - For professional/field faculty: master's degree (MSW, MS, MA, or MFT) and pursuit of appropriate experience
Assistant Professor	"An earned appropriate degree as determined by the department RTP committee" (5.3.2).	Terminal degree in a related field (e.g., PhD, PsyD, DSW, EdD, or JD) - OR - For professional/field faculty: master's degree (MSW, MS, MA, or MFT) and appropriate experience
Associate Professor	"An earned appropriate degree as determined by the department RTP committee and either (1) successful attainment of tenure at a regionally accredited college or university or (2) tenure granted at the time of hire to UVU" (5.3.3).	Terminal degree in a related field (e.g., PhD, PsyD, DSW, EdD, or JD) or for professional/field faculty master's degree (MSW, MS, MA, or MFT) and appropriate experience
Professor	"An earned appropriate degree as determined by the department RTP committee, a minimum of five years of teaching, service and scholarship as a tenured associate professor, and successful fulfillment of department RTP committee criteria for promotion to professor. The rank of professor is reserved for individuals who are judged to be exemplary. Such individuals shall have achieved distinction clearly above that of associate professor" (5.3.4).	Terminal degree in a related field (e.g., PhD, PsyD, DSW, EdD, or JD) or for professional/field faculty master's degree (MS/MA, MSW, MFT, etc.) and appropriate experience
Non-Tenure-Track Ranks		
Lecturer	"An earned degree in an appropriate discipline or professional field as determined by the department RTP committee" (5.6.1).	Master's degree in an appropriate field (i.e., MS/MA, MSW, MFT, etc.)
Appointment in Residence	"Regional, national, or international reputation and substantial body of work in an appropriate discipline with strong department, school/college, dean and Senior Vice President of Academic Affairs (VPAA) endorsement" (5.6.2)	Master's degree in an appropriate field (MS/MA, MSW, MFT, etc.) - AND - Appropriate applied/work experience
Visiting Faculty/Scholar	"Rank consistent with the academic rank the individual held in a previous faculty position or rank appropriate to the visiting faculty/scholar position as negotiated and decided among the department chair, dean and VPAA. This appointment may be given to an individual under temporary appointment to the University" (5.6.3)	Minimum of master's degree in an appropriate field (i.e., MS/MA, MSW, MFT, etc.)

Minimum Qualifications for Rank Advancement (UVU Policy 632)		
Tenure-Track Ranks	Policy	Department RTP Criteria
Assistant Professor	"An earned appropriate degree as determined by the department RTP committee, successful fulfillment of department RTP committee criteria for promotion to assistant professor, and two years of teaching, service, and scholarship at UVU." (5.4.1).	See relevant section below.
Associate Professor	"Successful attainment of tenure at UVU." (5.4.2).	See relevant section below.
Professor	"An earned appropriate degree as determined by the department RTP committee, a minimum of five years of teaching, service and scholarship at a regionally accredited college or university as a tenured associate professor, and successful fulfillment of department RTP committee criteria for promotion to professor. The rank of professor is reserved for individuals who are judged to be exemplary. Such individuals shall have achieved distinction clearly above that of associate professor" (5.4.3).	See relevant section below.
Non-Tenure-Track Ranks		
Senior Lecturer	"Fulfillment of department RTP committee criteria for promotion to senior lecturer status and seven years of university service" (5.7.1).	See relevant section below.
Senior Appointment in Residence	"Fulfillment of department RTP committee criteria for promotion to senior appointment in residence status and seven years of university service." (5.7.2)	See relevant section below.
Senior Visiting Faculty/Scholar	"Fulfillment of department RTP committee criteria for promotion to senior visiting faculty/scholar status and seven years of university service" (5.7.3).	See relevant section below.

RTP Criteria

The following RTP criteria reflect expectations for faculty with a workload of 12 instructional credit hour equivalents (ICHE), 3 academic credit hour equivalents (ACHE), and 0 governance credit hour equivalents (GCHE) per semester (UVU Policy 641). The expectations established by the criteria below need to be adjusted for faculty who have different workloads (UVU Policy 641 § 4.1.6). Lecturers do not have ACHE or GCHE, and thus there are no expectations for scholarly / creative work and no expectations for governance / service. Faculty serving in administrative roles may have up to 12 GCHE, as few as 3 ICHE, and may have no ACHE. Regardless of the assigned workload, the primacy of teaching in midterm, tenure, and rank advancement decisions remains – high quality teaching and professional development in teaching are expected of all faculty.

Rank advancement to Professor is reserved for faculty members who perform at “a consistently high level of professional work in the areas of teaching, scholarship, and service over and above competency” (Policy 632). This is the overriding criterion. To obtain rank advancement to Professor, the candidate must be exemplary and must have achieved “distinction above what was required to obtain tenure and the rank of Associate Professor” (Policy 632). The RTP criteria below are to help reviewers of the portfolio make this determination. Faculty in administrative positions will be eligible for rank advancement to Professor if they have demonstrated excellence in teaching during the evaluation period and the other areas adjusted to their different workloads. Faculty employed in tenure-track positions prior to the approval of these criteria may opt to remain under their existing, approved criteria. Such faculty may also opt to apply for tenure under these criteria, if approved by the department chair, dean, and senior vice president for academic affairs.

Faculty who were hired previous to these criteria are not tenured are subject to the criteria under which they were hired. Faculty who with tenure and lecturers who are employed prior to the approval of these criteria may opt to apply for rank advancement under these criteria or remain under existing approved criteria. Opting to remain with previous criteria requires the approval of the department chair, dean, and provost.

All files must be submitted no later than the dates specified in the relevant University policies at <https://policy.uvu.edu>. For midterm and tenure reviews, see Policy 637, “Faculty Tenure.” For rank advancement, see Policy 632, “Assignment and Advancement in Academic Rank.”

Portfolio Tabs	Contents Must Include (unless otherwise specified)	Qualitative RTP Criteria	Quantitative RTP Criteria
Table of Contents	1. A detailed, organized list of everything in the portfolio	1. Appropriate material for evaluation period 2. Thoroughness 3. Clarity 4. All required sections/tabs are present and contain documentation	N.A.
Informational Statement	1. A cover letter (2-3 pages) about overall performance during the probationary period. 2. Documentation related to changes in the tenure clock (extensions, years toward tenure, etc.).	1. Describes contributions to department, college, university, and profession 2. Describes extent to which departmental expectations were met 3. Describes any circumstances that helped or hindered progress 4. Highlights significant accomplishments of note	N.A.
Curriculum Vitae	1. An up-to-date CV that clearly delineates work done during the evaluation period at UVU.	1. Thoroughness & accuracy of reporting, CV matches provided evidence 2. Organization and clarity 3. Emphasizes work done during the period under review	N.A.
Teaching	1. A 2-3 page explanation of the documents in the Teaching tab that provides an overview or reflective summary of all materials related to teaching, and other supporting documents	1. Provides evidence of an intentional, reflective pedagogical practice employing principles of engaged learning 2. Teaching that models, maintains, and upholds the highest possible standards of academic rigor and expectations and that challenges students with course content relevant to the course objectives 3. Candidates must also demonstrate their efforts to help students succeed given the rigor (e.g., meeting with students in office hours, study sessions, providing assignments examples, allowing students to submit multiple drafts, etc.)	<p>Teaching constitutes 80% of the evaluation for tenure-track faculty.</p> <p>Tenure: To be considered for tenure and promotion to associate professor, candidates should have averaged at least 3.25 points per year throughout from the below teaching tabs, including items from the significant or high impact areas in the categories below.</p> <p>Rank Advancement to Professor: To be considered for promotion to the rank of professor, candidates should have averaged at least 3.75 points per year throughout</p>

Portfolio Tabs	Contents Must Include (unless otherwise specified)	Qualitative RTP Criteria	Quantitative RTP Criteria
			<p>from the below teaching tabs, including items from the significant or high impact areas in the categories.</p> <p>Rank Advancement to Senior Lecturer or Senior Professional/Field Faculty: To be considered for promotion to the rank of professor, candidates should have averaged at least 3.25 points per year throughout from the below teaching tabs, including items from the significant or high impact areas in the categories below.</p> <p>Activities not listed will also be considered and assigned an appropriate point value by the RTP committee.</p>
Self-Assessment	<ol style="list-style-type: none"> 1. A collection of annual self-assessments. 2. Self-evaluations of progress. 	<ol style="list-style-type: none"> 1. The candidate demonstrates a pattern of self-reflection, further pedagogical learning, or incorporation of supervisor, peer, or student feedback across the evaluation period 	<ol style="list-style-type: none"> 1. Documented improvement plan across the evaluation period with documented improvements in SRIs and peer/supervisor evaluations (1 point)
Supervisor Assessment	<ol style="list-style-type: none"> 1. A collection of all annual supervisor teaching assessments. 	<ol style="list-style-type: none"> 1. The candidate must demonstrate subject matter mastery, organizational ability, clarity of presentation, sound/appropriate pedagogy, and respect for students 	<ol style="list-style-type: none"> 1. One classroom evaluation per year 2. Excellent supervisor classroom observations (1 point)
Peer Assessment	<ol style="list-style-type: none"> 1. A collection of all annual peer assessments. 	<ol style="list-style-type: none"> 1. The candidate must demonstrate subject matter mastery, organizational ability, clarity of presentation, sound/appropriate pedagogy, and respect for and rapport with students 	<ol style="list-style-type: none"> 1. At least three peer assessments during the evaluation period, with no more than one per semester or term. 2. Excellent peer classroom observations (1 point)
SRIs	<ol style="list-style-type: none"> 1. Student Ratings of Instruction (SRI) from each Fall/Spring course candidates teach 	<ol style="list-style-type: none"> 1. Overall pattern of student comments that is positive about the faculty member's teaching and the courses taught 2. Negative comments are infrequent and unsubstantiated, or are addressed by the faculty member in the annual self-assessments 3. The RTP committee will consider common biases in SRIs, such as those associated with gender, race and ethnicity, and other protected categories, as well as those associated with pedagogical rigor 	<ol style="list-style-type: none"> 1. Consistently positive SRIs, after considering demographic and pedagogical biases, among others (1 point)
Curriculum & Course Development	<ol style="list-style-type: none"> 1. A collection of course development documents: <ol style="list-style-type: none"> a. Curriculum and course development to enhance and document student learning based on assessment of course learning outcomes (CLOs) and/or program learning outcomes (PLOs) b. Development of new/existing courses/ programs 	<ol style="list-style-type: none"> 1. Continually involved with enhancing and improving the curricula of the courses taught to meet student learning outcomes (ELOs, PLOs, and CLOs). 2. Participate in the review and coordination of existing curriculum and, as needed, participate in the development of new courses and programs. 3. Demonstrate a clear understanding of the following elements of course/program design: course objectives, course/program content, engaged learning, content-specific teaching methodology and student learning activities, and content-appropriate student assessment procedures (both formative and summative). 	<ol style="list-style-type: none"> 1. Development/enrichment of new/existing programs (including online/hybrid) (2-4 points based on the magnitude and quality of the work) 2. Development/enrichment of new/existing courses (1-2 points based on quality) 3. Development of online/hybrid classes (1-2 points based on quality) 4. Course-wide learning outcomes assessment (1-2 points based on quality)
Other Evidence	<ol style="list-style-type: none"> 1. Required evidence of teaching and professional development related to teaching. <ol style="list-style-type: none"> a. Syllabi of courses taught. Assignments, assessments, rubrics and other course materials can also be included. 	<ol style="list-style-type: none"> 1. Syllabi that are thoughtful and rigorous in ways that develop student knowledge and skills and support departmental aims. 2. The candidate's syllabi change based on experience. 3. The candidate's courses change and evolve with the broader discipline and other developments related to the course. 	<ol style="list-style-type: none"> 1. Receipt of University, Regional, or National teaching awards (3 points) 2. Documented results from the receipt of faculty development grants to support innovations in teaching (e.g., Title 3, GEL, ELLA, and the like) (3 points)

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	<ul style="list-style-type: none"> b. Evidence of participation in activities sponsored by UVU's Office of Teaching and Learning, including Advance HE (previously the Higher Education Academy). c. Evidence of participation in training for online or hybrid course development and delivery. 2. Optional documents related to professional development of teaching: <ul style="list-style-type: none"> a. Syllabi development evidence b. Statement of teaching philosophy and practice c. Teaching awards d. Evidence of innovative instructional design/delivery e. Sample papers written for courses and copies of theses f. Serving on student thesis committees. g. Course preparations greater than is typical. h. Engaged learning, service learning, experiential learning, etc. i. Domestic multicultural experiences or study abroad. j. Developing or teaching online or hybrid courses. k. Supervising independent study, directed readings, or internships. l. Mentoring students. m. Team teaching and interdisciplinary teaching. n. Attending or organizing conferences on pedagogy. o. Presenting teaching-related workshops or facilitating teaching related discussions. p. Supplemental student evaluations of teaching other than the institutional SRIs. q. Organizing and hosting writing or literary colloquia, writing groups, reading series, in-service for students and/or faculty. r. Sponsoring and/or judging writing contests. s. Unsolicited letters from students and former students. t. Using campus resources (Unicheck, writing lab, library trainings, etc.) to support student learning and rigor. u. Training related to instructional design/delivery. v. Observations from Student Collaborators on Teaching (SCOT). w. Applications for grants and receipt of grants related to teaching. x. Publication or sharing of teaching materials with other faculty at UVU or within one's discipline. y. 	<ul style="list-style-type: none"> 4. Utilize tests, written assignments, practica, and/or projects to accurately and productively assess student learning and to provide both formative and summative feedback to students in a timely way. 5. Ensure that non-discrimination, appropriate interpersonal relations, respect for diverse views, and academic honesty characterize your professional interactions. 	<ul style="list-style-type: none"> 3. Publication of teaching pedagogy or class materials in peer- or editorial-board reviewed outlets such as journals, textbooks, or book chapters (3 points) 4. Achievement of Advance HE Fellow Status (3 points) 5. Completion of 3 or more UVU Teaching Excellence Program Pathways (OTL) separate from achievement of Advance HE Fellow status (2 points) 6. Appointment/election to leadership roles in teaching-related activities of professional associations (3 points) 7. Overseeing student's capstone/internships/honors thesis outside of a class (2 points) 8. Thesis committee member (1-2 points based on required work; provide a description) 9. Giving a guest lecture at another institution. (1 point) 10. Development and management of seminars and workshops for colleagues who want to enhance or improve their teaching skills (1 point) 11. Publication of teaching pedagogy or class materials in non-peer- or board-reviewed outlets such as website or online repositories (1 point) 12. Course redesign in excess of updating course material (1 point) 13. Completion of one or two (but fewer than three) professional development or UVU Teaching Excellence Program Pathways (OTL) (1 point) 14. Attending seminars/conferences aimed at improving pedagogy, including online, local, and OTL events (1 point) 15. Evidence of engaged learning, service learning, or other transformative learning process in a year (1 point)
Scholarship	<ul style="list-style-type: none"> 1. A 2-3 page explanation about the documents in the Scholarship tab. 2. Documents related to scholarship such as publications, grant applications, awards, etc. 3. Examples of scholarship include: Books published by university and other reputable presses, book chapters, articles in peer-reviewed and competitively reviewed journals (non-predatory journals), funded grant applications, book reviews, exhibitions, performances, readings, conference presentations, joint research work with peers and students, edited anthologies, articles published in edited anthologies, etc. 	<ul style="list-style-type: none"> 1. An active and ongoing research program. 2. The quality of the venue/journal as established by acceptance rates, disciplinary reputation, and so on. 3. Quality of the scholarship and/or creative activity is paramount. 4. Contributions to the broader discipline. These contributions need not shape the field or set the bounds for the discussion, but they do contribute to the discipline via high-quality publications, performances, or exhibitions. 5. The scholarship of teaching is also welcome and will count 	<p>Scholarship constitutes 10% of the evaluation for tenure-track faculty.</p> <p>Expectations for the level of scholarship should be commensurate with a teaching university and peer-reviewed scholarship is required for tenure and rank advancement based on UVU policies.</p> <p>Tenure: Generally, successful candidates should have completed an average of 2 points per year throughout</p>

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	<p>4. Reprints or other evidence must be included.</p>	<p>6. Scholarship that has been accepted for publication or presentation will count as if it had already been published or presented. Scholarship that has been submitted and is under review should be included in faculty portfolios. Even though it will carry less weight than if it were already accepted</p>	<p>the evaluation period, including items from the significant or high impact areas below, with the requirement of a peer-reviewed article published in an academic journal or published book or edited volume where the candidate had a key role in authorship (3 points)</p> <p>Rank Advancement to Professor: Generally, successful candidates should have completed an average of 2.5 points per year throughout the evaluation period, including items from the significant or high impact areas below, with the requirement of a peer-reviewed article published in an academic journal or published book or edited volume where the candidate had a key role in authorship (3 points):</p> <p>Rank Advancement to Senior Lecturer or Senior Professional/Field Faculty: Not applicable.</p> <p>Activities not listed will also be considered and assigned an appropriate point value by the RTP committee.</p> <p>In the list that follows, any publication or presentation that includes at least one UVU student as a co-author will receive one additional point.</p> <ol style="list-style-type: none"> 1. High Impact (3 points) <ol style="list-style-type: none"> a. Receipt of University, Regional, or National research grants, honors, or awards b. Peer-reviewed journal articles published in academic journals (non-predatory journals) c. Publication of academic book, textbook, or edited volume (as editor) by a reputable publisher d. Research grants from external sources 2. Significant Impact (2 points) <ol style="list-style-type: none"> a. Creative projects or publications that demonstrate innovative ideas or techniques and contribute to professional growth in the field b. Scholarly publications (e.g., book chapters, reports, etc.) c. Research grants from internal UVU sources d. Peer-reviewed or presentations at national or regional conferences e. Uncompensated research consulting or program evaluation 3. Lower Impact (1 point)

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			<ul style="list-style-type: none"> a. Scholarly publications such as conference proceedings (presentations), contributions to magazines, or other media outlets b. Scholarly works under review at the time of review c. Presentations or posters at local conferences d. Invited presentations at national or regional conferences e. Compensated research consulting or program evaluation <p>Activities not listed will also be considered and assigned an appropriate point value by the RTP committee.</p>
Service	<ol style="list-style-type: none"> 1. A 2-3 page explanation about the documents in the Service tab. 2. Documents related to service such as letters, certificates, statement of impact, etc. 3. Documentation about the intensity of committee work (frequency and length of meetings, preparation time, etc.), including memos from committee chairs or other responsible individuals. 4. Evidence of hiring committees, assessment work, policy development, faculty senate, specific senate committees, professional activities, community outreach and service related to the discipline, organizing conferences, lectures, and lecture series, service learning, creating exceptional opportunities for students (study abroad, for instance), promoting interdisciplinary work across the university, and other engaged learning activities. 5. For faculty seeking promotion to professor, evidence of providing advice and assistance to their junior faculty colleagues as needed, including but not limited to matters relating to retention, tenure, and promotion, to be documented via letters from junior faculty. 	<ol style="list-style-type: none"> 1. A principal expectation of all faculty members is that they make meaningful contributions to the wide range of constituencies, including service to the (1) program area, (2) department, (3) college, (4) university, (5) community, and/or (6) professional organization. 2. Candidates should exhibit service on multiple levels and demonstrate a pattern of service across the evaluation period. 	<p>Service constitutes 10% of the evaluation for tenure-track faculty.</p> <p>Tenure: To be considered for tenure, successful candidates should have completed an average of 2.5 points per year throughout the evaluation period, including items from the significant or high impact areas below.</p> <p>Rank Advancement to Professor: To be considered for tenure, successful candidates should have completed an average of 3 points per year throughout the evaluation period, including items from the significant or high impact areas below.</p> <p>Senior Lecturer: Not applicable.</p> <p>Senior Professional/Field Faculty: Based on the assigned duties of the faculty member, these faculty must demonstrate a high and effective service to their discipline area and an average of 2 points per year throughout the evaluation period from additional service in the area below</p> <p>1. High Impact (3 points)</p> <ul style="list-style-type: none"> a. Outstanding service on at least 3 levels (department, college, university, etc.) across a year b. Significant service in one area (such as Department Chair, Director, Faculty Senate President, IRB chair, Field Coordinator, Program Coordinator, etc.) in a given year c. Receipt of university, regional, or national service honors or awards

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			<ul style="list-style-type: none"> d. Professional contributions through services as an officer, committee chair, or other administrative responsibility in appropriate professional organizations (state, regional, or national) e. Serving on an editorial board of a scholarly journal (minimum of 4 reviews per year) <p>2. Significant Impact (2 points)</p> <ul style="list-style-type: none"> a. A pattern of significant service on at least 2 levels (department, college, university, etc.) in a year b. Advising or assisting student organizations for a year c. Community service within the disciplines encompassed by the department or college d. Reviewing manuscripts considered for publication (journals, conference papers, or books) (minimum of 4 reviews per year) e. Organizing local, regional, or national professional conferences or seminars f. Professional achievement in professional fields represented by department g. Search Committee Chair <p>3. Lower Impact (1 point)</p> <ul style="list-style-type: none"> a. Outstanding service on one level (department, college, university, etc.) across a year b. Search Committee Member c. Professional or Academic conference reviewer <p>Activities not listed will also be considered and assigned an appropriate point value by the RTP committee.</p>
RTP Criteria	<ol style="list-style-type: none"> 1. A copy of the department RTP criteria by which the candidate will be evaluated. 2. Include documentation if there is any question about the criteria being used for the evaluation. 	N.A.	N.A.
Annual Reviews	<ol style="list-style-type: none"> 1. All annual reviews conducted by the supervisor for the period under review. 2. All letters of commendation (if present). 3. All letters of reprimand (if present). 4. All rebuttals and RTP committee responses (if present). 	<ol style="list-style-type: none"> 1. Annual Reviews are generally positive and free from problematic behaviors (e.g. substantiated student complaints, unaccounted for missing classes or being late to classes, not turning in grades, consistently missing department meetings, consistently missing committee meetings, or other designated service responsibilities, etc.). If there are problematic behaviors, subsequent annual reviews document that any issues that were identified have been resolved. 	<ol style="list-style-type: none"> 1. The individual meets or exceeds expectations for teaching in all five years before applying for tenure or for additional rank advancement. Individuals should have exceeded expectations at some point in their evaluation period. 2. Any individual who receives “less than meets expectations” in any area shows how they implemented a corrective plan to be considered for tenure or promotion.
Solicited Peer Evaluations	<ol style="list-style-type: none"> 1. Any solicited peer evaluations from inside or outside the university. 	<ol style="list-style-type: none"> 1. Solicited evaluation will be considered as part of the overall evaluation 	N.A.

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Policy		N.A.	N.A.

Annual Review and Post-tenure Review Criteria

Annual Reviews:

The criteria for annual reviews is that faculty performance be consistent with the principles set forth in the above RTP criteria, with the recognition that tenure and rank advancement are based on the cumulative work of faculty over multiple years while annual reviews reflect what might reasonably be accomplished in a single year. In addition, faculty need to follow UVU policies and procedures, complete required trainings, etc.

Post-Tenure Review – Annual:

Same as the annual review criteria.

Post-Tenure Review – 5th Year:

The criteria for post-tenure review in the 5th year is that faculty have met or exceeded expectations for their annual reviews for all five of the years under consideration.