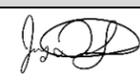


### Political Science RTP Criteria

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

Provide signature and date of approval.

	Tenure	Rank Advancement	Post-tenure Review
Department Faculty	2/26/2021	NA	NA
Department Chair	NA	 Jay DeSart – 2/26/2021	NA
College RTP Committee	NA		NA
Dean			NA
SVPAA			
President		NA	NA
Faculty Senate Committee	NA		NA

Minimum Qualifications for Initial Appointment (UVU Policy 632)		
Tenure-Track Ranks	Policy	Department RTP Criteria
<b>Instructor</b>	"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).	Master's degree in Political Science or equivalent in their area of expertise
<b>Assistant Professor</b>	"An earned appropriate degree as determined by the department RTP committee" (5.3.2).	Ph.D. in Political Science or related field or a J.D.
<b>Associate Professor</b>	"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).	Ph.D. in Political Science or related field or a J.D.
<b>Professor</b>	"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).	Ph.D. in Political Science or related field or a J.D.
Non-Tenure-Track Ranks		
<b>Lecturer</b>	"An earned degree in an appropriate discipline or professional field as determined by the department RTP committee" (5.6.1).	Master's Degree in Political Science or equivalent in their area of expertise
<b>Appointment in Residence</b>	"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 Political Science or equivalent in their area of expertise
<b>Visiting Faculty/Scholar</b>	"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)	Master's Degree in Political Science or equivalent in their area of expertise

Minimum Qualifications for Rank Advancement (UVU Policy 632)		
Tenure-Track Ranks	Policy	Department RTP Criteria
<b>Assistant Professor</b>	"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 RTP criteria listed below.
<b>Associate Professor</b>	"Successful attainment of tenure at UVU." (5.4.2).	See RTP criteria listed below.
<b>Professor</b>	"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 RTP criteria listed below.
Non-Tenure-Track Ranks		
<b>Senior Lecturer</b>	"Fulfillment of department RTP committee criteria for promotion to senior lecturer status and seven years of university service" (5.7.1).	See RTP criteria listed below.
<b>Senior Appointment in Residence</b>	"Fulfillment of department RTP committee criteria for promotion to senior appointment in residence status and seven years of university service." (5.7.2)	See RTP criteria listed below.
<b>Senior Visiting Faculty/Scholar</b>	"Fulfillment of department RTP committee criteria for promotion to senior visiting faculty/scholar status and seven years of university service" (5.7.3).	See RTP criteria listed below.

## RTP Criteria

Because granting tenure has long-term consequences related to employment in the department, college, and university, it should be awarded only when the department will be better off by granting tenure than by hiring anew. This is the overriding criterion. The RTP criteria below are to help reviewers of the portfolio make this determination. The department should not accept a long-term commitment if there is any doubt on this matter.

Rank advancement to Professor is reserved for faculty members who are clearly exemplary in teaching, scholarship, and service. 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. The RTP criteria below are to help reviewers of the portfolio make this determination.

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.

Faculty employed in tenure- track positions prior to the approval of these criteria are evaluated for tenure according to the department tenure criteria in place at the time of hire. They may opt to apply for tenure under these criteria if approved by the department chair, dean, and Provost. Faculty should include any such documents that they have prior to the approval of these criteria.

Political Science does not have a rank advancement policy for candidates that precedes these criteria. As a consequence, new and current tenured faculty and lecturers are subject to these criteria upon their approval. Current tenured faculty and lecturers are encouraged to request exceptions to this policy by a written petition to the Political Science RTP Committee to address any potential negative or unfavorable consequences to a retroactive application of these criteria to his or her candidacy for rank advancement (see UVU policy 637 section 5.12.2). While a complete record of SRIs and Annual Reviews are expected for tenured faculty and lecturers who are eligible for rank advancement upon approval of these criteria, other criteria herein, such as self-assessments of teaching, supervisor assessments of teaching, peer assessments of teaching, and OTL requirements are not required for the rank advancement period prior to the approval of these criteria (though the said faculty and lecturers may include any partial completion of the aforementioned criteria in their rank portfolio). Tenured faculty and lecturers, who have completed at least five years, may apply for rank advancement upon approval of these criteria.

Portfolio Tabs	Contents	Subjective RTP Criteria	Objective RTP Criteria
<b>Table of Contents</b>	<ul style="list-style-type: none"> <li>A detailed table of contents listing every entry in the portfolio.</li> </ul>	<ul style="list-style-type: none"> <li>Clarity.</li> <li>Thoroughness.</li> <li>Materials are appropriate and from evaluation period.</li> <li>All required sections / tabs are present and contain appropriate documentation.</li> </ul>	N.A.
<b>Informational Statement</b>	<ul style="list-style-type: none"> <li>A cover letter (2-3 pages) about overall performance during the period being reviewed.</li> <li>Documentation related to changes to the tenure or rank advancement clock (extensions, years toward tenure, early application, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>Describes contributions to the department, college, and university.</li> <li>Describes extent to which departmental criteria were met.</li> <li>Describes any circumstances that helped or hindered progress.</li> <li>Highlights accomplishments of note.</li> </ul>	N.A.
<b>Curriculum Vitae</b>	<ul style="list-style-type: none"> <li>A curriculum vitae.</li> </ul>	<ul style="list-style-type: none"> <li>Current.</li> <li>Complete.</li> <li>Well organized.</li> <li>Delineates work done during the period being reviewed.</li> <li>Matches materials provided in the portfolio.</li> </ul>	N.A.
<b>Teaching</b>	<ul style="list-style-type: none"> <li>A short (2-3 pages) overview of one's teaching during the period being reviewed and a brief explanation of the documents in the Teaching tab.</li> </ul>	<ul style="list-style-type: none"> <li>Provides evidence of an intentional, reflective pedagogical practice focused on student learning.</li> <li>Provides evidence of teaching that maintains appropriate standards of academic rigor and content.</li> </ul>	N.A.

Portfolio Tabs	Contents	Subjective RTP Criteria	Objective RTP Criteria
		<ul style="list-style-type: none"> <li>Provides evidence that faculty member facilitates student success and engaged learning</li> </ul>	
Self-Assessment	<ul style="list-style-type: none"> <li>A self-assessment of one's teaching and professional development related to teaching for each year of the period being reviewed.</li> </ul>	<ul style="list-style-type: none"> <li>A pattern of self-reflection, pedagogical development, and incorporation of supervisor, peer, and student feedback from year to year.</li> </ul>	N.A.
Supervisor Assessment	<ul style="list-style-type: none"> <li>A supervisor assessment of one's teaching for each year of the period being reviewed based on direct classroom observation and a review of course materials.</li> </ul>	<ul style="list-style-type: none"> <li>Subject matter mastery.</li> <li>Organizational ability.</li> <li>Clarity of presentation.</li> <li>Sound/appropriate pedagogy.</li> <li>Demonstration of positive working relationships with students by such means as student engagement in the classroom, effective use of class time, and instructional professionalism.</li> <li>Flexibility in accepting teaching assignments (courses and schedules) to meet department needs.</li> </ul>	<p><b>Tenure:</b> At least one department supervisor assessment, per year, during the probationary period.</p> <p><b>Rank Advancement to Professor:</b> At least three departmental supervisor assessments during a five-year period before application for rank advancement.</p> <p><b>Rank Advancement to Senior Lecturer (etc.):</b> At least three departmental supervisor assessments during a six-year period before applying for rank advancement.</p>
Peer Assessment	<ul style="list-style-type: none"> <li>A peer assessment of one's teaching for each year of the period being reviewed based on direct classroom observation and a review of course materials</li> </ul>	<ul style="list-style-type: none"> <li>Subject matter mastery.</li> <li>Organizational ability.</li> <li>Clarity of presentation.</li> <li>Sound/appropriate pedagogy.</li> <li>Demonstration of positive working relationships with students by such means as student engagement in the classroom, effective use of class time, and instructional professionalism.</li> </ul>	<p><b>Tenure:</b> At least one departmental peer assessment, per year, during the probationary period.</p> <p><b>Rank Advancement to Professor:</b> At least three departmental peer assessments during a five-year period before application for rank advancement.</p> <p><b>Rank Advancement to Senior Lecturer (etc.):</b> At least three departmental peer assessments during a six-year period before applying for rank advancement</p>
SRIs	<ul style="list-style-type: none"> <li>Student Ratings of Instruction (SRIs) from all courses taught during the period being reviewed.</li> <li>A summary sheet with overall scores for all courses taught during the period being reviewed.</li> </ul>	<ul style="list-style-type: none"> <li>An overall pattern of student comments that is positive about the faculty member's teaching and the courses taught.</li> <li>Negative comments are infrequent and unsubstantiated or are addressed by the faculty member in their annual self-assessments.</li> <li>Faculty member demonstrates pattern of reflection and self-improvement on SRI scores.</li> </ul> <p><u>Note:</u> SRI scores may vary widely in quality and accuracy from class to class. Students are not required to submit SRIs scores so there may also be wide variation from class to class in student participation, which may affect the validity and reliability of SRI scores as a measure of teaching. SRI scores may also be influenced by race, gender, sexual orientation, age, nationality, and other demographic</p>	<p><b>Tenure:</b> The numerical SRI scores will be taken into consideration by the RTP committee along with student feedback of teaching. The context of these scores, including, but not limited to: self-assessments of teaching, extent of student participation in SRI evaluations, potential biases, course difficulty, course subject matter, and pedagogy should also be considered by the RTP committee in assessing these numerical scores.</p>

Portfolio Tabs	Contents	Subjective RTP Criteria	Objective RTP Criteria
		<p>factors. Course difficulty, course subject matter, and unconventional pedagogies (i.e. service learning and online classes) may also affect SRI scores. The RTP committee should take these factors into considering in evaluating a candidate's SRI scores.</p>	<p><b>Rank Advancement to Professor:</b> SRIs for rank advancement should be above that of an assistant professor seeking tenure. The numerical SRI scores, student feedback, and the overall context of the SRI ratings described above should all be considered by the RTP committee for rank advancement.</p>
<p><b>Curriculum &amp; Course Development</b></p>	<ul style="list-style-type: none"> <li>Documentation of curriculum and course development.</li> </ul>	<ul style="list-style-type: none"> <li>Continually involved in enhancing and improving the curriculum of courses taught.</li> <li>Continually involved in the assessment of student learning outcomes (ELOs, CLOs, and PLOs and curricular improvements to enhance students acquisition of learning outcomes).</li> <li>Participation in the review and coordination of existing curriculum.</li> <li>If new courses and programs are developed, demonstration of their quality and how they address student and department needs.</li> <li>Development of online or hybrid courses are highly valued.</li> </ul> <p><b>Rank Advancement to Professor:</b> Candidates for rank advancement should provide evidence that they have developed curriculum, new courses or improved existing courses after receiving tenure beyond that expected of an Associate Professor. Changes or modifications including quality, addressing student or department needs, changes in pedagogy, or participation in the review and coordination of existing curriculum may be considered by the committee in assessing consistent development.</p>	<p>N.A.</p>
<p><b>Other Evidence</b></p>	<p><b>Required evidence of teaching and professional development related to teaching.</b></p> <ul style="list-style-type: none"> <li>Syllabi of courses taught. Assignments, assessments, rubrics and other course materials can also be included.</li> <li>Participation in activities sponsored by UVU's Office of Teaching and Learning (OTL), including Advance HE (previously the Higher Education Academy)</li> </ul> <p><b>Optional evidence of teaching and professional development related to teaching.</b></p> <p>Below is a list of additional evidence that can be included. This list is not inclusive and there is no expectation that all or even most of these will be included in the portfolio. This is an opportunity for faculty to supplement the documents included in the other Teaching tabs.</p> <ul style="list-style-type: none"> <li>A college, institutional, or professional teaching award.</li> <li>Student Collaborator On Teaching (SCOT) classroom observation.</li> <li>Teach in a study abroad program.</li> <li>Teach four or more online classes.</li> </ul>	<ul style="list-style-type: none"> <li>Teaching observations need to reflect excellent pedagogy and interaction with students</li> <li>Mentored projects that demonstrate substantive engaged learning</li> <li>Syllabi are thoughtful and rigorous in ways that develop student knowledge and skills and that support departmental aims.</li> <li>Syllabi change based on experience and professional development.</li> <li>Courses change and evolve with the broader discipline and other developments related to courses and discipline.</li> <li>Tests, assignments, rubrics, practice, and projects accurately and productively assess student learning and provide both formative and summative feedback to students in a timely way.</li> <li>Ongoing participation with activities and trainings sponsored by UVU's Office of Teaching and Learning.</li> <li>Documented evidence demonstrates educational rigor; a focus on engaged teaching and learning, innovative teaching techniques, and continual improvement as a teacher.</li> </ul>	<p><b>Tenure:</b> Must participate in at least two OTL activities. Attainment of Associate Fellow HEA status is highly valued.</p> <p><b>Rank Advancement to Professor:</b> Consistent participation in multiple OTL activities (at least 4 in the five-year period before rank advancement). Attainment of Fellow HEA Status is highly valued.</p> <p><b>Rank Advancement to Senior Lecturer (etc.):</b> Participation in multiple OTL activities and attainment of Fellow HEA Status is highly valued.</p>

Portfolio Tabs	Contents	Subjective RTP Criteria	Objective RTP Criteria
	<ul style="list-style-type: none"> <li>Mentor an undergraduate research project.</li> <li>Awarded and successfully implementing a Grant for Engaged Learning.</li> <li>Present a paper at a regional or national conference on teaching practices or experiences (substantive research on teaching should be under scholarship).</li> </ul>	<p><b>Rank Advancement to Professor:</b> Candidates for rank advancement should provide evidence that they have engaged in exemplary pedagogy, rigorous course development, engaged teaching and learning, and continued improvement as a teacher since tenure.</p>	
<b>Scholarship</b>	<ul style="list-style-type: none"> <li>A short (2 – 3 pages) overview of one’s scholarship during the period Being reviewed and an explanation of the documents in the Scholarship tab. For collaborative work, include a description of the faculty member’s contribution.</li> <li>Documents related to scholarship. Books published by university and other reputable presses, book chapters, articles in peer-reviewed and competitively reviewed journals, and conference presentations. Reprints or other evidence must be included. Publications must not be from predatory or vanity journals or publishers.</li> <li>In the case of manuscripts under review at the time a candidate submits his/her tenure portfolio for review he/she may include evidence of the status of these manuscripts in the publication pipeline, which the RTP Committee may consider.</li> </ul>	<ul style="list-style-type: none"> <li>An active and ongoing research program.</li> <li>Contributions to the discipline via high-quality publications, addresses, presentations, etc.</li> <li>The scholarship of teaching is also welcome and will count as a scholarly achievement.</li> <li>Scholarship that has been accepted for publication or presentation will count as if it had already been published or presented.</li> <li>Maintain ethical and professional standards for scholarship, research, and/or creative activity as defined by institutional policy.</li> </ul>	<p><b>Tenure:</b> Sole or co-authorship of <b>one</b> published peer-reviewed book, <b>or</b> any combination of <b>two</b> peer-reviewed book chapters or articles. <b>and</b> Present a scholarly research presentation at a regional or national professional seminar, workshop, conference, lecture or keynote address.</p> <p><b>Rank Advancement to Professor:</b> Sole or co-authorship of <b>one</b> published peer-reviewed book, <b>or</b> any combination of <b>three</b> peer-reviewed book chapters or articles. <b>and</b> Present multiple scholarly research presentations (more than <b>two</b>) at a regional or national professional seminar, workshop, conference, lecture or keynote address.</p> <p><b>or</b> Be the recipient of a research award, fellowship, or professorship.</p>
<b>Service</b>	<ul style="list-style-type: none"> <li>To demonstrate achievement of the service criteria, the candidate must have a 2-3 page explanation of the documents in the Service tab and include an overview or reflective summary of all materials related to service, and other supporting material showing documentation of things such as following:</li> </ul> <ol style="list-style-type: none"> <li>Service on departmental committees as assigned or elected by the department.</li> <li>Service on school committees or institutional committees.</li> <li>A college, institution, community, or professional service award.</li> <li>Service on the Faculty Senate.</li> <li>Chairing a department, college or institutional committee.</li> </ol>	<ol style="list-style-type: none"> <li>Introductory statement accurately describes one’s service and contribution to the entities served.</li> <li>Plays an active and ongoing role in shared governance via their service.</li> <li>Faculty with reassigned time for governance (GCHE) must document the fulfillment of those service obligations and how they were met.</li> <li>Demonstrates a consistent pattern of service across the period being reviewed.</li> <li>Documentation of service includes letters from colleagues, supervisors, committee chairs, etc. that detail the service obligations (frequency of meetings, number of meetings, preparation time, work time outside committee meetings, etc.), and the contribution of the faculty member (attendance, preparedness, level of productive engagement, etc.)</li> </ol>	<p><b>Tenure:</b> Letters providing documentation of substantive service at two or more levels during the period being reviewed (i.e. [1] program,[2] department, [3] college, [4] university, [5] community, and [6] disciplinary or professional organization.) Time commitments, chairing a committee, serving beyond the department/college domains or a significant administrative role will be</p>

Portfolio Tabs	Contents	Subjective RTP Criteria	Objective RTP Criteria
	<ol style="list-style-type: none"> <li>6. Including a community service element in a course's curriculum that is supported by documentation from the department chair or department assessment coordinator as a productive addition to the course.</li> <li>7. Serving as a faculty advisor (internships, student clubs, etc.) or as a faculty supervisor for two or more student internships.</li> <li>8. Providing service recognized as excellent by a letter from the president, a vice president, dean, director, or chair of the institution.</li> <li>9. Organizing a professional seminar, workshop, or conference.</li> <li>10. Providing service recognized as excellent by a letter from a community or governmental leader.</li> <li>11. Providing service recognized as excellent by a letter from a leader of a professional organization.</li> <li>12. Serving as an administrator at the institution (coordinator, director, chair or assistant chair, dean, or vice president, etc.).</li> <li>13. Community outreach and service related to the discipline</li> <li>14. Officer or contributing member of national, regional, state, or local committee connected to the faculty member's area of expertise</li> <li>15. Manuscript / articles reviews</li> <li>16. Editor or editorial board member for a scholarly or creative outlet</li> <li>17. Participation as a panelist or giving a lecture, key note address or remarks at a government, community, or national, regional, or local disciplinary conference, workshop or roundtable i.e., panel chair, discussant, speaker etc. (unless documented as a research presentation in the scholarship section)</li> <li>18. Active participation in the appropriate academic or professional organizations.</li> </ol>	<ol style="list-style-type: none"> <li>6. The number of committees and positions will carry less weight than the intensity of work required by service positions and the contribution made in those roles.</li> <li>7. Maintain ethical and professional standards for service.</li> </ol>	<p>considered by the RTP committee for substantive service. <u>Note:</u> For substantive community service the candidate must act in the capacity of a faculty member of UVU to the community, not as a private person.</p> <p><b>Rank Advancement to Professor:</b> Letters providing documentation of excellent service at two or more levels during the period being reviewed that must represent greater service than what was required for tenure. (i.e. [1] program, [2] department, [3] college, [4] university, [5] community, and [6] disciplinary or professional organization). Time commitments, chairing a committee, service on Faculty Senate, serving on a university committee or a significant administrative role will be considered for service to be considered exemplary. Service beyond the department/college domains and leadership roles in shared governance will be highly valued for service to be considered exemplary. <u>Note:</u> For excellent community service the candidate must act in the capacity of a faculty member of UVU to the community, not as a private person.</p>
<b>RTP Criteria</b>	<ul style="list-style-type: none"> <li>• A copy of the RTP criteria by which the faculty member will be evaluated.</li> <li>• Documentation if there is any question about the criteria being used for the evaluation.</li> </ul>	N.A.	N.A.
<b>Annual Reviews</b>	<ul style="list-style-type: none"> <li>• Annual reviews conducted by the supervisor for the period under review.</li> </ul>	Annual reviews are positive and free from problematic behaviors (e.g. substantiated student complaints, missing classes or being late to classes, not turning in grades, missing department or committee meetings, not adhering to university policies, procedures, and practices). If there are problematic behaviors, subsequent annual review document that any issues that were previously identified have been resolved.	<p><b>Tenure:</b> Meets or exceeds expectations for teaching in all years before tenure</p> <p><b>Rank Advancement to Professor:</b> Meets or</p>

Portfolio Tabs	Contents	Subjective RTP Criteria	Objective RTP Criteria
			<p>exceeds expectations for teaching in all of the most recent five years before application for rank advancement.</p> <p><b>Rank Advancement to Senior Lecturer (etc.):</b> Meets or exceeds expectations for teaching in all of the most recent six years before application for rank advancement.</p>
<b>Solicited Peer Evaluations</b>	N.A.	N.A.	N.A.
<b>Policy</b>	A copy of the relevant policy (Tenure 637, Rank Advancement 632)		

## 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, and complete required trainings.

### Post-Tenure Review – Annual:

Same as the annual review criteria.

### Post-Tenure Review – 5<sup>th</sup> Year:

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