

UTAH VALLEY UNIVERSITY
Department of Dance
Criteria for Retention, Tenure and Promotion
February, 2023

Department of Dance Mission -

The mission of Utah Valley University Department of Dance is to foster academic and artistic excellence through an intensive technical and reflective study of dance. Anchored in a common core curriculum with several areas of emphasis, our program provides a rich and stimulating environment where students cultivate their technical, aesthetic, creative, and scholarly potential. We value superior teaching, which promotes dance as an artistic and cultural expression that has the power to enrich and transform the individual, community, and society.

Objectives

- Foster academic and artistic excellence through programs that meet nationally competitive standards.
- Cultivate a vibrant engaging student-centered learning environment where imagination, creativity, and innovation are fostered and promoted.
- Prepare a highly motivated, talented, and diverse student body for graduate school, careers in dance and related fields, and lifelong learning.

Purpose

The Department of Dance seeks to appoint excellent faculty, recognize their achievement, and encourage their active participation in the profession, institution, and community. The purpose of this document is to define expectations and criteria for evaluation of faculty in the Department of Dance for purposes of Retention, Tenure, and Promotion (RTP) at Utah Valley University. Tenure and promotion are granted in recognition of distinctive achievement. A faculty member's responsibility at UVU is to engage in high-quality teaching, supported by scholarship and active service that reflects their individual role in the institution and make a positive contribution to the university mission.

This document clarifies guidelines and criteria specific to the Department of Dance for faculty tenure, rank advancement, annual faculty reviews and post-tenure review. The Department of Dance adheres to all university policies, which each faculty member should read and review yearly. In particular faculty should be familiar with the following policies which characterize the primary role and responsibilities for faculty at UVU:

[Policy 114 Conflict of Interest](#)

[Policy 601 Classroom Instruction and Management](#)

[Policy 631 Student Evaluations of Faculty and Courses](#)

[Policy 632 Assignment and Advancement in Academic Rank Policy](#)

[Policy 633 Annual Faculty Reviews](#)

[Policy 637 Faculty Tenure](#)

[Policy 635 Faculty Rights and Professional Responsibilities](#)

[Policy 638 Post-Tenure Review](#)

[Policy 641 Salaried Faculty Workload–Academic Year](#)

[School of the Arts Mission Statement](#)

[UVU Dance Mission Statement](#)

[UVU Core Themes](#)

RTP and Equity

Under specific circumstances the tenure candidate faculty member can request an interruption to the probationary period for a specified amount of time. That request would need approval from and recommendation by the department chair, dean, provost/senior vice president. See Policy 637 5.9.2.

The procedure for an interruption to the probationary period may be followed when the tenure candidate's circumstances justifiably prevent the candidate from making progress on the tenure plan. Examples of circumstances that may receive consideration include, but are not limited to pregnancy, childbirth or adoption, special parenting needs, personal or family illness, military duty, or other extenuating medical, professional, or personal circumstance. To request a change to the probationary tenure period (stoppage, leave of absence, or extension), the candidate shall submit a letter to the department chair requesting and justifying the extension by March 15 of the fifth year of the probationary period.

Terminal Degree for Tenure and Rank

The Terminal Degree in Dance is an MFA or Ph.D. All candidates for tenure are expected to have a Terminal Degree in Dance. In cases where there is unique professional expertise and experience, that, in combination with an MA or MS degree in dance or a related field, may be equivalent to a terminal degree. The RTP committee, department chair, dean of the School of the Arts, and provost will decide based on a thorough examination of the candidate's record as made available in the CV, the candidate's professional reputation, and identification of common practice in the field. Equivalency will be recognized at the point of hire.

Tenure and Rank Advancement

Tenure explanation

Tenure is "A condition of continuing employment, awarded to qualified faculty members, that promotes academic freedom, attracts professionals of ability, and enhances the quality of the University's academic programs" (Policy 637 § 3.8). It is intended to ensure that the faculty in the Department of Dance are highly qualified of ongoing student, University, and state support. Tenure is contingent on meeting the criteria for teaching, scholarship, and service outlined in university policy and this document. The award of tenure is accompanied with rank advancement from assistant professor to associate professor.

All tenure-track faculty must complete a midterm review in the fall of their third year to evaluate progress toward tenure and inform the decision of retention. All tenure-track faculty **must** apply for tenure in the fall of their sixth year as a tenure-track faculty member (except in cases when years were awarded toward tenure at the time of hire, or the faculty member applied for and was granted a tenure clock stoppage or extension). If tenure is not awarded, faculty are "offered a one-year, terminal appointment for the next academic year, except in cases of termination for cause, due to a bona fide program or unit discontinuance, or financial exigency" (Policy 637 § 5.7.13).

Rank advancement/promotion explanation

For tenured and non-tenure track faculty, rank advancement/promotion is not a condition of continuing employment, nor is it automatically awarded based on number of years of employment. Rather, it is a recognition of exemplary performance. "Each promotion is evaluated on its own merit, recognizing not merely what has been accomplished, but also the promise for future achievement" (Policy 632 § 4.1). Faculty are not required to apply for rank advancement. In all cases, faculty are encouraged to apply to receive recognition for their work.

Associate professors may apply for rank advancement in the fall of the sixth year after they were awarded tenure or later or at their discretion and must demonstrate exemplary teaching, scholarship, and service, as outlined in this document. Non-tenure track faculty may apply for rank advancement in the fall of their eighth year of university employment or later, at their discretion and in consultation with the department

chair, and the RTP committee, and must demonstrate exemplary teaching, as outlined in this document. If rank advancement is not awarded, faculty may re-apply in any subsequent year, and as many times as they desire, in consultation with the department chair, and the RTP committee.

The Department of Dance adheres to the university policy governing rank advancement to professor as stipulated in UVU Policy 632 Assignment and Advancement in Academic Rank § 5.3.4 Minimum Qualifications for rank advancement as it pertains to the rank of professor. As stated there, “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.”

The Department of Dance requirements for rank advancement to professor includes an earned appropriate degree as determined by the Department of Dance RTP document, a minimum of five years of teaching, service and scholarship as a tenured associate professor, and successful fulfillment of department RTP criteria. The Department of Dance RTP criteria requires excellence to be achieved in teaching, scholarship and creative works, and service. Candidates for advancement to the rank of professor must produce a faculty portfolio providing evidence of excellence.

Non-Tenured Positions

Senior Artist in Residence

Seven years of full-time university employment is required.

A substantial, sustained professional record, including two major (regional, national, international level) peer reviewed publications, creative/scholarly activities, or awards for every three years of service as appropriate to the discipline of hire are required.

Participation in department functions is required. This includes attendance at faculty meetings, minor assignments as given by the department chair, etc.

Ongoing excellence in teaching as documented by a minimum of one annual peer evaluation, and an annual in-class evaluation by the department chair.

University service is not required for advancement, service activities may be considered as positive evidence to support advancement.

Timelines for Annual Reviews, Tenure, and Rank Advancement

The Department of Dance follows the timelines outlined in university policy for annual faculty performance reviews (Policy 633), midterm and tenure reviews (Policy 637), rank advancement (Policy 632), and post-tenure reviews (Policy 638). Faculty are responsible for knowing and meeting these timelines.

Current as of 2021 <i>As prescribed in current policy</i>	General tenure/rank timeline	
Date	What	Who
Within one month of hire	Faculty member is provided with a copy of the appropriate University tenure or rank advancement policy and this document.	Department chair

Within the first semester of hire/post-tenure	Faculty member meets with the department chair and RTP committee chair to be oriented to UVU/Dance RTP processes and discuss the creation of a tenure plan.	Department chair, RTP committee chair
End of the first semester	Faculty member turns in tenure plan and meets with the RTP committee. The candidate's tenure plan must be approved and signed by the candidate, department chair, and RTP committee chair, and dean and a copy placed in the faculty member's official file.	RTP committee, department chair, dean
Each fall	Faculty member meets with mentor to set annual goals in alignment with the tenure or rank advancement plan.	Mentor, department chair
December 15	Lecturers, artists-in-residence and associate professors seeking rank advancement are encouraged to submit portfolios for evaluation by the RTP committee.	Faculty member, RTP committee chair
May 30	Faculty member submits an annual review.	Faculty member
Each spring	Tenure-track faculty member meets with mentors to evaluate progress and plan work on portfolio	Mentor, RTP committee
Each academic year	Participates in a peer observation/evaluation of their teaching	Faculty member
Each academic year	Department chair or dean (for faculty serving as a department chair) completes a supervisor observation/evaluation of faculty member's teaching	Faculty member, department chair/deans
March 15 of 2nd year	Submit names for external review to RTP chair	Faculty member
June 15 of 2nd year	Tenure-track faculty member submits scholarship portfolio for external review to RTP committee chair	Faculty member, RTP committee chair
September 15 of 3rd year	Tenure-track faculty member submits portfolios for midterm review. Faculty member submits annual goals to department chair.	Faculty member, RTP committee chair, Faculty member, Department Chair
March 15 of 5th year	Submit names for external review to RTP chair	Faculty member

March 15 of 6 th year post-tenure (or later)		
June 15 of 5th year Sept 15 of 6th year post-tenure (or later)	Tenure-track faculty member submits scholarship portfolio for external review to RTP committee chair	Faculty member, RTP committee chair
September 15 of 6th year	Tenure-track faculty member submits portfolios for tenure evaluation	Faculty member, RTP committee chair
December 15 of 6th year post-tenure (or later)	Associate professors may submit their portfolio for rank advancement evaluation. *If the faculty member has taken a sabbatical, they will likely need to delay the application for rank advancement to ensure they can demonstrate 5 full years of exemplary teaching at UVU post-tenure.	Faculty member, RTP committee chair

Guidelines and Procedures

Tenure Document

Newly hired faculty members will receive this tenure document from the Department of Dance RTP committee chair no later than one month after the date of hire.

Mentor

Each tenure track faculty will be assigned a mentor by the department chair upon hire. The mentor must be a tenured faculty member. They will assist the candidate throughout the tenure process and in the development of the tenure plan. Guidance from the RTP Committee and department chair will also help the candidate understand the process of achieving tenure in the Department of Dance and creating their tenure plan. The tenure plan, midterm, and tenure portfolios are the responsibility of the candidate.

Tenure Plan

“Within the first semester of hire in a tenure-track position, a new faculty member shall meet jointly with the department chair and the chair of the RTP committee to develop the expectations of the faculty member’s performance during the probationary period, consistent with established department tenure criteria. The expectations agreed upon constitute the candidate’s initial tenure plan. Such expectations shall be clear and reasonable, yet not overly prescriptive, allowing for a broad range of faculty achievement. The tenure plan shall be written; signed by the faculty member, department chair and RTP committee chair; and a copy shall be placed in the faculty member’s official personnel file” (Policy 637 § 5.5.2).

Before the end of their first semester at UVU, the candidate meets with the RTP committee chair and department chair and creates a detailed tenure plan that is an extension of, and consistent with, documented agreements made at the time of hire.

A candidate's proposed tenure plan must contain a narrative of the candidate's agenda for teaching, scholarship, and service, yearly detailed goals, and performance measures. Identified goals and performance measures ought to be as clearly measurable as possible. The candidate's tenure plan will be approved and signed by the candidate, department chair, RTP committee chair and dean and a copy placed in the faculty member's official file. The review process for tenure includes an annual review of the tenure plan and subsequent written feedback from the department chair to a probationary faculty member. Comprehensive reviews shall occur at mid-term in the probationary period and at the time of consideration for tenure in the final probationary year.

This plan will outline a set of expectations for tenure tailored to the specific position and area of expertise of the candidate, consistent with the expectations in UVU Policy 637 § 5.5.2. The tenure plan will be approved by the RTP committee, department chair and dean and assessed based on compliance with UVU tenure policy (Policy 637 § 5.5.2). Documentation of measurable progress toward stated tenure plan goals resides with the candidate and will be reviewed yearly during annual reviews.

The candidate should immediately begin assembling representative documentation that provides evidence of teaching, scholarship, and service. The University currently uses an electronic faculty portfolio system. This online portfolio should follow the tenure plan and must be organized in accordance with UVU Policy 637 and its checklist. Digital forms are universal templates and not always well aligned with policy language and the specific evidence used in the dance discipline. If a candidate is uncertain about material to be included in the portfolio, they should contact their faculty mentor, department chair and/or the department RTP committee.

Changes to the tenure/rank advancement plan. Significant changes—such as a dramatic shift in the scholarly/creative works agenda or change in courses taught—to a tenure/rank advancement plan beyond those in the third-year revision should be made only in consultation with the department chair and RTP committee chair. In this case, a new form should be completed and signed and added to the portfolio to document the change.

Faculty Expectations

- 1) Attend all required meetings/orientations available through HR, Faculty Development, Department of Dance and the School of the Arts.
- 2) First year candidates meet with mentor Fall and Spring semesters.
- 3) First year candidates participate in at least one Learning Circle from UVU Office of Teaching and Learning.
- 4) Prepare to teach department core classes.
- 5) Attend and contribute to regular department meetings.
- 6) Fulfill assignments relating to the common work of the department in a timely manner.
- 7) Participate on department committees as assigned.

- 8) Post and maintain office hours. The Department of Dance expects faculty to be available to students and to allow for appointments as necessary.
- 9) Faculty members will respond substantively in the annual review to the SRIs, demonstrating awareness of and actions taken to address negative reviews.
- 10) Before the end of the first semester of hire, create and submit a proposed tenure plan to the chair of the RTP committee for committee review, approval, and signatures.
- 11) Document tenure-related activities in teaching, scholarship, and service.
- 12) Meet with the department chair at least once a year.

Annual Performance Reviews

Annual reviews are essential to the meaningful evaluation of tenured and tenure-track faculty members. These reviews are used to help advance faculty members professional goals and expectations and to foster and support faculty in teaching, scholarship, service, and compliance with university policies. These reviews also serve to inform decisions regarding tenure and rank advancement and to track progress on tenure and rank advancement goals. Faculty shall follow the procedures outlined in UVU policy 633 Annual Review and shall be evaluated according to the University Annual Review Performance Template.

Tenured and tenure track faculty shall be evaluated annually by the department chair in the areas of teaching, scholarly/creative work, and service using the criteria outlined in this document. Additionally, the annual review for tenure-track faculty must include an evaluation of the faculty member's progress on the goals from their tenure plan, stating whether or not the faculty member is meeting them. Understanding that external forces can heavily impact a faculty member, the annual review shall also determine whether the plan remains realistic or whether it needs to be adjusted for the upcoming year. Any significant adjustments to the tenure plan will be conducted through a meeting with the RTP committee.

The department chair evaluates teaching, scholarly/creative works, and service as "exceeds expectations," "sometimes exceeds expectations," "meets expectations," "sometimes meets expectations, or "does not meet expectations"(policy 633 § 4.6) In all three categories, "meets expectations" is awarded when progress towards midterm review or tenure application is in line with the quality and quantity expected in this document. "Exceeds expectations" and "sometimes exceeds expectations" is given when progress exceeds the quality and/or quantity of minimum measurable expectations. "Sometimes meets expectations and does not meet expectations" is given when progress does not meet the quantity or quality of the minimum measurable expectations.

Faculty shall receive one formal teaching observation annually by the department chair that includes content knowledge and development, teaching practices, curriculum design, course management skills, and demonstrated commitment to UVU Core Values, and responsiveness in addressing the needs of specific classes and individual students. Annual reviews for teaching are based on classroom/teaching observations, peer evaluations, trends in SRIs, student mentoring, and/or achievement of annual goals. SRIs are not the sole method for assessment.

Faculty will include goals for their work every year which should align with the expectations in this criteria document. These reviews should discuss the previous year's goals. Faculty will discuss their progress towards the goals of their plan as well as providing evidence of that progress. If the faculty member has an approved tenure plan, their annual goals should align with the long-term goals of their plans. The department chair should comment on this alignment and the progress the faculty member has made toward their tenure plan.

Non-tenure track faculty including lecturers, artists-in-residence, professionals-in-residence, and those advanced in rank at the same positions (i.e. senior lecturer) shall be evaluated annually by the department chair using the criteria below:

Non-tenure track faculty shall receive one formal teaching observation annually by the department chair that includes content knowledge and development, teaching practices, curriculum design, course management skills, and demonstrated commitment to UVU Core Values, and responsiveness in addressing the needs of specific classes and individual students. The department chair evaluates teaching as either "exceeds expectations," "sometimes exceeds expectations", "meets expectations," "sometimes meets expectations, or "does not meet expectations" following the criteria identified with the quality and quantity expected in this document.

Faculty members must be in compliance with UVU policies. This includes the annual Conflict of Interest form, mandatory HR trainings, and other mandated university trainings and requirements. (See policy 633 § 4.3)

Supervisor Assessment of Teaching

Yearly, the department chair will conduct a supervisor evaluation of teaching, per the guidelines established in the Annual Review section, with the faculty member to review their activity level, highlight accomplishments, and identify any areas requiring improvement.

The Department of Dance combines the annual faculty review and the supervisor evaluation into one document. This document will be placed in the Annual Review tab of the portfolio.

Peer Assessments of Teaching

The Department of Dance requires two peer assessments of teaching *each year* for tenure track faculty (one for non-tenured positions). These peer assessments should be formative and supportive, helping to improve the quality of teaching across the Department of Dance. It is the faculty member's responsibility to arrange for the peer assessment. At least one of the required two peer assessments must be performed by a tenured faculty member in the UVU Department of Dance. The other peer assessment may be performed by tenured faculty outside of the department or by experts in the field.

The required peer assessments of teaching must be based on a class visit to observe teaching skills, review of course and learning outcomes in relation to the teaching criteria outlined in this document, course syllabus, and other relevant curriculum and include a conversation with the candidate to discuss findings. The assessment is expected to be rigorous, and faculty should expect to receive constructive criticism. The assessment should take the form of a letter.

These reviews should be added to Peer Assessments in the Teaching section of the portfolio, not the Solicited Peer Evaluations section. Solicited Peer Evaluations are for additional external or other evaluators.

External Peer Reviews of Scholarship (see *Policy 637 Faculty Tenure*, § 5.6.4.3 and 5.7.1)

The Department of Dance conducts external reviews of the scholarship portion of the portfolio for all phases of advancement; midterm, tenure, and rank. UVU is a Teaching institution, scholarship/creative activities are expected to inform the candidate's teaching. External reviews of these materials are standard practice in the discipline and help maintain rigor. As stated in Policy 637 Faculty Tenure, the outside peer review shall be a blind review process. By March 15, the candidate delivers to the RTP committee chair five names (with credentials and contact information) of potential external peer reviewers. The department chair and RTP chair may add names to this list as necessary. At least two peer reviewers will be chosen by the department chair and RTP chair from the list of names. The tenure track member will submit the scholarship portion of the portfolio electronically to the RTP chair by June 15 for external review. Faculty members seeking rank will submit the scholarship files electronically by Sept.15.

The following should be considered when choosing external reviewers:

Reviews should not be solicited from someone who has a close relationship with the candidate. The external review is included for objective evaluation. Someone who knows the candidate, in a cursory way, is acceptable, but relationships like former committee members of theses and dissertations, close colleagues from previous institutions, and close friends should not be solicited.

The reviewer should possess the same rank or higher as the one for which the UVU faculty member is applying. For instance, for faculty applying for tenure and for the rank of associate professor, the external reviewer should at least be an associate professor.

The department chair and the RTP chair begin contacting names on the list. If someone on the list is unable to provide a review, the next name on the list is contacted until the minimum number of reviewers has been selected. There must be at least two (2) reviews for final and midterm tenure review. As stated in Policy 637 Faculty Tenure, the external peer review shall be a blind review process, so the reviewers remain unknown to the candidate.

Midterm and Tenure/ Rank Portfolio

Faculty must produce a portfolio at midterm, tenure and rank demonstrating University and department criteria to be considered for midterm retention, tenure, and for rank advancement. Special circumstances may be dealt with on an individual basis.

It is the candidate's responsibility to make a convincing and sustained case for the quality of their work through the materials provided in their tenure portfolio. This portfolio should follow the faculty member's tenure plan, reflect UVU's core values and be organized in accordance with UVU Policy 637 § 5.5.2 and 5.6.

Faculty should maintain a digital portfolio using the university approved online software. The tenure portfolio is made up of one portfolio with separate sections.

1) General Items and Information

- Detailed table of contents
- Faculty member's informational statement wherein the candidate formally applies for retention/tenure, summarizes the nature of their contributions to the profession and to the university, describes the extent to which departmental expectations were met as well as any circumstances that helped/hindered their progress and provides any

other information that will be beneficial to the reviewers evaluating the material such as guidance on the structure of the portfolio.

- Updated curriculum vitae formatted appropriately for an institution that focuses on undergraduate teaching
- Tenure midterm recommendations (when going up for final tenure review)
- Tenure plan (not required for Rank Advancement)

N.B. the Narrative for each section will function as an introduction to the section. The candidate will provide an overview and information that contextualizes the material in relation to the Department RTP document.

2) TEACHING SECTION

- Table of Contents
- Narrative statement of teaching
- Self-assessment of teaching
- Supervisor assessments of teaching or Annual Review (the Department of Dance combines these 2 documents)
- Peer assessments of teaching
- Student Rating of Instructor (SRI) and a narrative statement contextualizing the evidence. Candidates should address repetitive comments or patterns of behavior noted by students which may indicate areas of teaching which require improvement.
- Professional development
- Any other evidence related to teaching

3) SCHOLARLY/CREATIVE WORKS

- Table of contents
- Narrative statement of scholarly/creative works
- Evidence of scholarly/creative works

4) SERVICE

- Table of contents
- Narrative statement of service
- Evidence of service

5) Yearly Supervisor's Evaluations/Annual Reviews

6) University Policy 637 and Department RTP Criteria Document

7) Solicited external peer reviews (policy 637 § 5.6.4.2) (added by RTP Committee chair)

Assessment

The RTP committee decision to recommend retention at midterm, or the awarding of tenure or rank will be based on assessment of teaching, scholarship, and service.

The Department of Dance has a department RTP committee composed of five tenured faculty members. When possible, at least one member of the committee should be a full professor to help ensure the rigor of the criteria and evaluation for rank advancement for tenured faculty, having successfully attained the rank themselves.

It is the responsibility of the RTP committee to review the portfolio submitted using the criteria outlined in this document. The committee will respond with a detailed letter helping the candidate understand the strengths and areas of improvement required to be successful for tenure, or the reasons for a decision to not retain. The portfolio and letter will be submitted to the department chair, dean, provost for mid-term review. For final tenure review/rank advancement, the file will also be sent to the president, and finally the Board of Trustees for the final review.

Faculty who receive a negative decision for midterm retention, tenure, or rank advancement and believe that the decision was made contrary to policy or based on something other than their portfolio may appeal the decision. Review Policy 646 for appeal requirements and processes.

Criteria

Utah Valley University is primarily a teaching university. Faculty excellence in teaching is the emphasis for tenure and rank advancement. Faculty are selected, retained, and promoted primarily based on evidence of effective teaching. Additional criteria include scholarly and creative achievements, and service complimenting the teaching role.

For purposes of the midterm and tenure review, faculty members in the Department of Dance must demonstrate excellence in teaching and competence in scholarship and service. Faculty must demonstrate excellence in all three areas to earn rank advancement from associate professor to professor.

Teaching

In the classroom, studio, stage, laboratory, field, or other settings, it is essential that faculty maintain excellence in pedagogical best practices. Faculty members must be academically prepared to teach the courses assigned to them. The Department of Dance values teaching that fosters content knowledge and development, best teaching practices, curriculum design, course management skills, and individualism and inclusiveness to produce deep learning and an inviting and supportive environment to research, investigate, risk, and create. The department promotes and encourages faculty to embrace continuous and consistent development of knowledge and content; to encourage meaningful, interactive, and engaged learning opportunities; to incorporate achievement-focused teaching; and to empower essential knowledge, skills, and competencies. Student learning and student success should be at the core of all teaching. All tenure track faculty members are expected to be able to teach within the Department of Dance Core Curriculum. For the teaching section of the portfolio, simple inclusion of an activity or basic completion of a criteria does not ensure a positive tenure decision for the candidate and must be supported by evidence as contextualized through the narrative statement of teaching.

Teaching activities may include but are not limited to classroom instruction, studio instruction, online instruction, laboratory activities, field work, field trips, supervising student projects, preparation of course materials, curriculum development (including online and blended courses), and a variety of advisory or supervisory roles, including community engaged learning, undergraduate research, events, and programs, as well as other types of teaching activities. This category also includes the preparation and use of teaching materials such as course syllabi and other materials intended for instructional use.

Candidates should clearly demonstrate in their portfolio their engagement with UVU’s core values through a commitment to provide accessible and equitable educational opportunities. Candidates should reference how concepts of access, equity, diversity, inclusion and/or social justice are practiced or implemented in the classroom.

Criteria for Teaching Evaluation

Teaching Criteria Categories	Examples of Teaching Activities and Practices	Examples of Clear, Precise, Measurable, and Verifiable Evidence
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<p>1) Content Knowledge and Development including maintaining currency in best practices in dance pedagogy</p>	<ul style="list-style-type: none"> • Taught regular course offerings incorporating new information, skills, or technologies as appropriate • Developed a new course/lab that reflects new information, skills, or technologies • Developed laboratory or other instructional materials • Conducted training workshops for library use and other specific skills • Prepared and coached students for performances or presentations • Integrated new materials based on the results of the candidate's scholarly activities • Professional development workshops and conferences • UVU teaching workshops/learning circles (OTL) • Pursuing certificates in areas of expertise 	<ul style="list-style-type: none"> • Syllabus • Signature assignments • Exams • Audio-visual aids • Screenshot/link to course modules • SRI responses • Certificates of completion • Teaching awards • Curriculum development evidence (course calendar, course description and objectives) • Lesson plans • Professional development evidence (conference/workshop descriptions, content) • Written example of student feedback from performance preparation
<p>2) Teaching Practices including effectiveness in communicating with students, in challenging students, and in developing innovative approaches to new subject matter</p>	<ul style="list-style-type: none"> • Presented content with clarity and helped students understand complex concepts • Demonstrated enthusiasm toward the subject matter, student learning, and the discipline • Demonstrated the ability to motivate and capture the interest of students • Encouraged students' questions and expression of ideas • Demonstrated respect for students as individuals • Demonstrated ability to moderate tensions or conflicts in class • Demonstration of response to SRI feedback and annual reviews through pedagogical practices 	<ul style="list-style-type: none"> • Innovative assignments • Hands-on learning examples • Collaborative learning examples • High impact practices • Engaged learning practices • Service-learning projects • Assessment rubrics • Feedback examples • Mentoring student research • Professional development evidence (conference, workshop descriptions, content)
<p>3) Curriculum Design including effective assessment of student learning and effective innovation in the classroom particularly with new subject matter</p>	<ul style="list-style-type: none"> • Developed course materials, syllabi, examinations, quizzes, and assignments that demonstrate student achievement of course objectives • Utilized appropriate texts, audio-visual aids, handouts, demonstrations, and other instructional materials or equipment to enhance dissemination of knowledge and student learning 	<ul style="list-style-type: none"> • Syllabi of original course design • Syllabi of refreshed course design • Sample exams and quizzes • Examples of diverse range of instructional materials including reading, video, assignments • Examples of diverse range of instructional methods including lesson plans, and written student responses

	<ul style="list-style-type: none"> • Developed a replicable system of instruction • Specified course objectives and provided a reasonable opportunity for students to achieve them • Experimented with instructional methods that enhance student learning • Engaged in the scholarship of teaching and learning to enhance instructional methods (candidate may include attempts that did not succeed) • Demonstrated clearly how student learning is measured and how research of own teaching practice resulted in changes in teaching. 	<ul style="list-style-type: none"> • Explanation/demonstration of alignment of course objectives with course activities • Screenshot/link to course modules
<p>4) Course Management Skills revealing the candidate's ability to organize, initiate, and manage a course</p>	<ul style="list-style-type: none"> • Adhered to the syllabus or to a change in the syllabus that was provided in a timely manner • Provided students with periodic summaries of performance • Issued early alert and mid-semester warnings to students performing at the "D" or "E" quality level • Provided evaluation remarks on the content, logic, organization, clarity, and grammatical correctness of all written assignments, such as essays, research papers, projects, and case studies. • Graded and returned tests, papers, and other assignments in a reasonable amount of time as established in the course syllabus. • Held classes according to required contact hours 	<ul style="list-style-type: none"> • SRI responses • Incorporation of technology in the classroom as documented in the narrative of teaching statement • Course calendar • Samples of student assessment, peer assessment, feedback, and grading rubrics
<p>5) Demonstrated commitment to UVU Core Values including exceptional care, exceptional accountability, and exceptional results.</p>	<ul style="list-style-type: none"> • Ethical considerations in teaching responsibilities • Pedagogical practices that prepare students for life-long learning and professional careers • Attendance policy and grading practices utilize transparency and equity • Pedagogy fosters diversity, equity, and inclusion 	<ul style="list-style-type: none"> • UVU Inclusion statement on syllabi • UVU Identity statement on syllabi • Examples of course content demonstrating diverse perspectives • Examples of course material that fosters diversity, equity, and inclusion • Examples of Mentoring student research

6) Ongoing flexibility in accepting and being successful in varied teaching assignments	<ul style="list-style-type: none"> • Demonstrated ability to teach within the Department of Dance Core Curriculum • Experience teaching both studio and theory classes • Willingness to support the department by directing performing companies. 	<ul style="list-style-type: none"> • Evidence of success in varied teaching assignments through syllabi, course calendars, SRIs, peer assessment, assignments, and written student feedback
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Teaching Portfolio Components

Required documentation:

The following items must be included in the portfolio.

- 1) Table of Contents for the teaching section
- 2) Narrative statement of teaching will function as an introduction to the section. The candidate will provide an overview of the evidence and information that contextualizes the material in relation to the Department of Dance RTP document.
- 3) Self-assessment of teaching performance—The candidate is encouraged to assume a holistic approach. It is appropriate to include how the candidate’s teaching philosophy, scholarship, and service activities inform pedagogy. The candidate should include information detailing the incorporation of current pedagogical practices as defined by UVU core values. The purpose is to demonstrate an awareness of one’s effect in the classroom and growth in one’s pedagogical practice.
- 4) Examples of clear, precise, measurable, and verifiable evidence (see table above) from each of the six teaching criteria categories. Make note of any syllabi or teaching materials that have been co-created with other faculty members. Acknowledging a holistic approach to the tenure-track position, scholarly activities may contribute to establishing content knowledge and expertise in teaching, and this evidence may reference work in the scholarly/creative works section of the portfolio.
- 5) Supervisor assessments of teaching and/or annual review combined as one document. This is administered by the Department Chair once each academic year. The supervisor assessment portion is based on a comprehensive assessment of a candidate’s class. The supervisor assessment includes a response to mastery of content knowledge and development, best teaching practices, curriculum design, course management skills, flexibility in accepting varied teaching assignments, and responsiveness in addressing the needs of specific classes and individual students. The annual review portion will comment on the candidate’s relative strength in teaching, creative activity/scholarship, and service.
- 4) Minimum of two peer assessments each year of teaching with at least one performed by a tenured faculty member of the UVU Department of Dance. The required peer assessments of teaching must be based on a class visit to observe teaching skills, review of course and lesson learning outcomes in relation to the teaching criteria outlined in this document, course syllabus, and other relevant curriculum and include a conversation with the faculty member to discuss findings. The assessment is expected to be rigorous, and faculty should expect to receive constructive criticism. The assessment should take the form of a letter.
- 5) Student Rating of Instructor (SRIs) with student feedback from every course taught. Include a narrative response addressing student feedback, highlighting methods taken to respond to constructive criticism. The faculty member should demonstrate an enhancement of teaching based

upon the feedback found in the SRIs. The Department of Dance values rigor and is aware that rigorous instructors may receive lower SRI scores. As a result, lower than UVU average SRI scores will not automatically be considered evidence of poor teaching unless they are accompanied by persistent patterns in student comments that indicate a careless approach to teaching or unethical behavior.

- 6) Professional development that is focused on enhancement of pedagogical practices, including evidence of attendance at UVU-sponsored professional development workshops. Provide evidence of at least three professional development workshops or conferences. (e.g., OTL workshops, Learning Circles, Faculty Development workshops, or discipline-specific workshops)

Excellence in teaching is demonstrated through a holistic accumulation of evidence in all six categories of teaching criteria (see table above). The candidate should choose evidence from a variety of teaching activities to illuminate their expertise in the criteria.

Candidates at the midterm review will receive a letter indicating retention or denial. Candidates may be retained with prescriptions for improvement. The supervisor annual review will address specific areas identified by the RTP committee as needing remediation and evidence of the candidate's efforts to resolve/not resolve these issues.

Scholarly and Creative Works

Ongoing scholarly activity is essential for faculty members at the university level. Faculty research activities support teaching, offer opportunities for student involvement in research, and advance UVU's participation in the regional, national, and international scholarly community. Scholarship/creative work/research in dance encompasses, in addition to traditional research endeavors, the combination of individual and collaborative work in dance and its presentation in performances, productions, and exhibitions. These include, but are not limited to, the following: performance, choreography, notation and reconstruction of repertory, commissioned works, directing and producing activities, developing use of digital technology, guest artist residencies, presentations at professional meetings, critiques for journals and daily newspapers, and scores and publications. In the department, faculty members should demonstrate a dedication to student mentorship. However, the department recognizes that student mentorship and student inclusion in scholarship will follow a number of different models. Regardless of how exactly the expectations are met, substantial and sustained evidence of faculty scholarship must be presented in the portfolio. Valued research outcomes have been divided into Level 1 and Level 2 below. Level 2 outcomes are considered to be of greater weight, demonstrating depth, breadth, and recognition by the broader dance community. In all outcomes, inclusion of students is encouraged. Faculty should be mindful to keep UVU's teaching mission as a top priority when considering these pursuits.

As a teaching institution UVU highly values scholarship that engages students and recognizes that scholarship and teaching complement each other. Major projects may contain elements that appropriately belong in several sections of the portfolio. The candidate must decide where individual elements of a project should be placed and not use the same evidence in more than one area.

Criteria for Scholarship and Creative Works Evaluation

Scholarship and Creative Works may include but is not limited to:

Levels	Examples of Scholarship and Creative Works
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<p>Level 1 Invited/Juried/Reviewed at UVU</p>	<ul style="list-style-type: none"> • Creative-scholarly work on UVU performing companies. Note: If a faculty member is directing/curating a show it is considered part of one's teaching load, however, choreography can be considered scholarship, if peer reviewed • Receipt of departmental creative or scholarly grants • Directed or produced dance concert or performance art event • Site-specific work, non-proscenium choreography, and presentations • Designed and/or implemented the technical work (scene, costume, lighting, sound, etc.) for dance concert or performance art event • Directed rehearsals for faculty • Performed in dance choreography or performance art event within the UVU community. • Presentations at UVU (e.g., Sculpt, Ethics Awareness Week, Roots of Knowledge) • Presentation for a dance workshop at UVU (e.g., Scholarship Ball, Gala Concert, etc. Note: may not count twice if used for teaching or service. • Choreography or workshops for local schools, studios, etc. • Gave keynote/plenary speech, discussion, roundtable/panel at a professional conference, dance workshop, or festival (UVU) • Created dance work, dance film, or other work that was performed and/or broadcast or selected for UVU •
<p>Level 2 Invited/Juried/Reviewed at regional, national, international venues or Projects receiving funding support in excess of \$2500</p> <p>Or Invited/Juried/Reviewed at regional, national, international venues external to UVU or Projects receiving funding support in excess of \$2500</p>	<ul style="list-style-type: none"> • Receipt of national (e.g., NEA) creative or research grants • Publication of (as editor) or in (as author) an academic book, textbook, or edited volume by a reputable publisher • Peer-reviewed articles published in academic journals (non-predatory journals) • Published book or new edition of a book that has been peer reviewed • Receipt of University (e.g., GEL, HIPS quick grant, CARROT, PFA) or private creative or research grant • Peer-reviewed/juried, commissioned creative-scholarly work at regional, national, or international venue (e.g., ACDA, Blackpool Dance Festival, university, professional dance company, festival, Regional Dance America, Ballet Alliance, National DanceSport Championship, Red Rock Dance Festival, NDEO, IADMS, daCi, NDCA or USA Dance DanceSport Festival, Dance Studies Association (previously CORD), Dance on Camera, Rocky Mountain Choreography Festival, Dance Camera West, UDEO, UASAL, CORPS de Ballet International, International Conference of Dalcroze Studies) • Invited to direct rehearsal for a professional or semi-professional company • Peer-reviewed publication in recognized academic journals (e.g., JoDE, JODMS, PAMS, DEiP, etc.) • Gave keynote/plenary speech, discussion, roundtable/panel at a professional conference, dance workshop, or festival (regional/national/international)

	<ul style="list-style-type: none"> • Presented at a regional, national, international conference. (e.g., UASAL, UDEO, NDEO, CORD) • Invited to be a guest choreographer for a professional/semi-professional company or another institution of higher education • Received award, grant, artistic commission, or fellowship. • Created dance work, dance film, or other work that was performed and/or broadcast or selected for a regional/national/international conference • Invited performance with a regional performing company or other institution of higher education • Invited adjudicator at a regional or national dance festival • Documented support of student-led research and creative work outside of course assignment (e.g., UCUR, NCUR, URSCA, student-focused projects/performances) not included in teaching or service
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Assessment of Scholarship and Creative Work

Assessment of scholarship and creative works acknowledges the variety of forms research in dance may take. The Department of Dance RTP committee will take into account the following list of qualities as well as the designated level (Level 1 or Level 2) and the external reviews in the assessment of the evidence.

- **Expertise.** The scholarly/creative work reflects the mastery of relevant knowledge or technique. Is the artwork well crafted, and does it show a consistency of style and presentation?
- **Quality.** The scholarly/creative work meets professional or aesthetic standards of high quality as defined by the discipline. Quality may be evidenced by such measures as reviews of choreography/performance, refereed scholarly work, adjudicated and/or commissioned works, invited presentations, and regional, national, or international recognition.
- **Originality.** The scholarly/creative work is innovative in being new, derivative, interpretive, or adaptive. Does the artwork highlight some essential aspect of life, thus forcing attention upon it in a unique and compelling manner?
- **Significance.** The scholarly/creative work has a demonstrable impact on the field. Significance may be evidenced by such measures as reviews of choreography/performance, refereed scholarly work, adjudicated and/or commissioned works, invited presentations, and regional, national, or international recognition.
- **Exposure.** The scholarly/creative work has been disseminated or displayed through respected forums of relevant audiences.
- **Relevance.** The scholarly/creative work contributes to the goals of the artist/scholar, department, university, and discipline. How does the artwork relate to the goals of the department, school, and university?
- **Impact on Teaching.** The scholarly/creative work informs the artist's/scholar's personal teaching activities in demonstrable ways. What is the artwork's impact on the artistic and professional development of the artist.

Scholarship and Creative Works Portfolio Components

Required documentation:

1. Table of Contents for scholarship/creative works section

2. Narrative statement of scholarship/creative works will function as an introduction to the section. The candidate will provide an overview of the evidence and information that contextualizes the material in relation to the Department of Dance RTP document.
3. Examples of clear, precise, measurable, and verifiable evidence (see table above) of scholarship/creative works to meet the requirements of the evaluation criteria.

Excellence is demonstrated through sustained activity in producing scholarship/creative works that exhibit breadth and depth. The determination of excellence is awarded by the RTP committee based on at least one activity from Level 2 for midterm review and two for tenure. Ideally, faculty will strive to make additional contributions through activities listed in Level 1.

Competence is demonstrated through sustained activity in producing scholarship/creative works that reflect currency and contribution to the field. Sustained activity is required and is measured as consistent practice over time with evidence reflecting Level 1 accomplishments.

Service

Faculty members are expected to contribute to the department, college, university, profession, and broader community through service and outreach. It is understood that time spent on service will fluctuate throughout the year. Context and evidence must be provided to indicate the significance of the service.

For midterm review candidates are required to serve in the Department and one other area; for tenure they must provide service in each of the identified areas: Department, School, University or Profession. It is recognized that service opportunities may be limited. In the event that the candidate for tenure is unable to fulfill service in a particular area, they may, with approval from the Department Chair and Chair of the RTP committee substitute other service activities.

Criteria for Evaluation

Service may include but is not limited to:

	Departmental Service Examples	School Service Examples	University/Profession Service Examples
Level 1 Service obligations or committees that involve a single activity and/or involves less than 1 meeting/month	<ul style="list-style-type: none"> • Participating in a recruitment event • Serving as a judge in a student research conference or adjudicating a local dance event • Departmental work groups • Department writing committee • Department scholarship committees 	<ul style="list-style-type: none"> • Participating in a recruitment event • Adjudicating at a UVU event; SCULPT 	<ul style="list-style-type: none"> • Advisor to UVU student club • Adjudicating at a Professional event; Dance Festivals, DanceSport, ACDA
Level 2 Service obligations or committees that involve ongoing attention or	<ul style="list-style-type: none"> • Search committee member • RTP committee member • High School Workshop assistant coordinator 	<ul style="list-style-type: none"> • Search committee member • SOA committees; DEI, SCULPT 	<ul style="list-style-type: none"> • UVU Flexible Learning Council • SCULPT Board member • Board member of a professional organization (ACDA, UDEO)

monthly meetings, producing an outcome that requires increased contributions			
Level 3 Service obligations or committees that involve ongoing attention or at least monthly meetings, producing an outcome that requires the committee member to devote substantial involvement or leadership	<ul style="list-style-type: none"> • Chair of Committees • RTP Committee • High School Workshop Coordinator • Program Coordinator, uncompensated Summer service • Associate chair, uncompensated summer service 	<ul style="list-style-type: none"> • Chair of a recruitment event • Chair of Search Committee • Chair of RTP Committee • Chair of SOA committees 	<ul style="list-style-type: none"> • Faculty Senate • Curriculum Committee • Search committee member for UVU administrative position • Flexible Learning Committee Co-Chair • SCULPT Co-Chair • Other University Committee • Board member of a professional organization NDEO, UASAL •

Service Portfolio Requirement:

Required documentation:

- Table of Contents for service section
- Narrative statement of service will function as an introduction to the section. The candidate will provide an overview of the evidence and information that contextualizes the material in relation to the Department of Dance RTP document.
- Evidence of service to meet the requirements in the evaluation criteria. Include solicited letters of commendations/explanation of candidate's participation.

It is expected that as faculty move through the tenure-track process, their involvement in service obligations progresses from Level 1 to more involvement in Level 2 and 3 service opportunities. For midterm review candidates are required to serve in the Department and one other area with at least one service activity being from Level 2; for tenure they must provide service in each of the identified areas: Department, School, University or Profession with at least one service activities being from Level 3.

For Midterm, competence is demonstrated through significant and sustained activity in Levels 1 and 2. For Tenure, competence is demonstrated through significant and sustained activity in Levels 1,2, and 3. A determination of competence requires significant contribution as evidenced through letters identifying the candidate's participation.

Excellence in service is demonstrated through substantial, significant and sustained activity in Levels 1 and 2 for midterm and 1,2, and 3 for Tenure. A determination of excellence requires significant contribution as evidenced through letters identifying the candidate's participation.

Rank Advancement to Professor

The Department of Dance adheres to the university policy governing rank advancements to professor as stipulated in UVU Policy 632, as stated; “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.” The Department of Dance defines exemplary performance as meeting standards for excellence in all three areas of teaching, scholarship/creative work, and service. Faculty are eligible for rank advancement consideration 5 years after receiving tenure. These activities must have been completed after the candidate’s tenure appointment. The evidence provided will have been achieved after the award of tenure.

Criteria for Teaching, Scholarship/Creative Works, and Service Evaluation

Candidates for advancement to the rank of Professor must produce a faculty portfolio providing evidence of meeting standards for excellence in all three areas as detailed in the Department of Dance RTP document. This evidence will demonstrate a commitment to student success at UVU through significant, substantial, and sustained activity.

Teaching must meet the criteria for excellence as established in the Department of Dance RTP document. Two “exemplary” teaching activities are required for advancement. Exemplary teaching activities are those which demonstrate excellent content knowledge and development, effective teaching practices, innovative curriculum design, strong course management skills, or a demonstrated ability to foster individualism and inclusiveness in learning. These activities should be substantial with a broad impact on student learning and success. Refer to the Criteria for Teaching Evaluation Table for examples of exemplary teaching-related activities. These activities may include, but are not limited to:

- Innovation in pedagogy/curriculum, paired with a dissemination of the innovation
- Pursuit of certificates in area of expertise with application in the classroom leading to student success
- High impact practices and engaged learning resulting in student success
- Mentoring student research for dissemination
- Engagement in the scholarship of teaching and learning to enhance instructional methods (Candidate may include attempts that did not succeed)
- Guest teaching for nationally/internationally-recognized companies and institutions

Scholarship/creative works must meet the criteria for excellence as established in the Department of Dance RTP document. Two “exemplary” scholarship or creative works activities are required for advancement. Examples of exemplary scholarship/creative works may include, but are not limited to, any activities listed in Level 2 of the Examples of Scholarship and Creative Works Table. Because activities can differ greatly in intellectual rigor, creativity, and effort required, candidate may also submit impactful activities from Level 1 that include broad impact on student learning and success. Exemplary scholarship or creative works demonstrate expertise, quality, originality, significance, exposure, or relevance and impacts teaching.

Service must meet the criteria for excellence as established in the Department of Dance RTP document. Two “exemplary” service activities are required for advancement. Exemplary service is demonstrated through substantial and sustained activity in Levels 1, 2, and 3.

Rank Advancement Portfolio Requirements

- 1) General Items and Information
 - Detailed Table of Contents
 - Faculty members informational statement wherein the candidate formally applies for rank, summarizing the nature of their contributions to the profession and to the university since tenure, any other information that will be beneficial to the reviewers evaluating the material such as guidance on the structure of the portfolio and a statement from the candidate detailing their role within the department. The role statement should communicate the role the candidate serves in the department and

how that role impacts one's teaching and to explicate promise for future achievement (policy 632)

- Updated curriculum vitae formatted appropriately for an institution that focuses on undergraduate teaching
- Department of Dance RTP Document

N.B. the narrative for each section: teaching, scholarship, and service, will function as an introduction to the section. The candidate will provide an overview and information that contextualizes the material in relation to the Department of Dance RTP document.

- 2) Teaching Section
 - Table of Contents for teaching section
 - Narrative statement of teaching
 - Self-assessment of teaching
 - Student Rating of Instructor (SRI) and a narrative statement contextualizing the evidence. Candidates should address repetitive comments or patterns of behavior noted by students which may indicate areas of teaching which require improvement.
 - Supervisor assessment of teaching or annual review
 - Reviews and/or assessments of teaching from peers, both inside and out of UVU, are not required, but may be included.
 - Any other evidence related to teaching
- 3) Scholarship/Creative Works
 - Table of Contents for scholarship/creative works section
 - Narrative of scholarship/creative works
 - Evidence of scholarly and creative works
 - 2 external reviews from reviewers who have attained the level of Full Professor
- 4) Service
 - Table of Contents for service section
 - Narrative of service
 - Evidence of service
- 5) Yearly supervisor's assessments/annual reviews which will function as the required (policy 632) Department Chair's file
- 6) University Policy 637 and Department RTP Criteria Document
- 7) Solicited external peer reviews (policy 637 § 5.6.4.2) (added by RTP Committee chair)

Advancement for Non-Tenured Positions

Senior Artist in Residence

Seven years of full-time university employment is required.

A substantial, sustained professional record, including two major (regional, national, international level) peer reviewed publications, creative/scholarly activities, or awards for every three years of service as appropriate to the discipline of hire are required.

Participation in department functions is required. This includes attendance at faculty meetings, minor assignments as given by the department chair, etc.

Ongoing excellence in teaching as documented by a minimum of one annual peer evaluation, and an annual in-class evaluation by the department chair.

University service is not required for advancement.

Candidates should demonstrate ongoing “exceeds expectations” in teaching and substantial, sustained professional record through an online portfolio submission which includes the following:

Advancement for Senior Artist in Residence Portfolio Requirements

- 1) General Items and Information
 - Detailed Table of Contents
 - Faculty members informational statement wherein the candidate formally applies for advancement, summarizing the nature of their contributions to the profession and to the university for the past seven years, any other information that will be beneficial to the reviewers evaluating the material such as guidance on the structure of the portfolio and a statement from the candidate detailing their role within the department.
 - Updated curriculum vitae formatted appropriately for an institution that focuses on undergraduate teaching
 - Department of Dance RTP Document

N.B. the narrative for each section: teaching will function as an introduction to the section. The candidate will provide an overview and information that contextualizes the material in relation to the Department of Dance RTP document.
- 2) Teaching Section
 - Table of Contents for teaching section
 - Narrative statement of teaching
 - Self-assessment of teaching
 - Supervisor assessment of teaching or annual review
 - Reviews and/or assessments of teaching from peers, both inside and out of UVU
 - Evidence of successful teaching in regard to departmental needs; SRIs, peer evaluations, annual review
- 3) Scholarship/Creative Works
 - Table of Contents for scholarship/creative works section
 - Narrative of scholarship/creative works
 - Evidence of scholarly and creative works specific to the discipline and commensurate with Level 2 from scholarship
- 4) Yearly supervisor's assessments/annual reviews which will function as the required (policy 632) Department Chair's file
- 5) University Policy 637 and Department RTP Criteria Document