

Department of Biology Tenure Criteria

Approved by Biology Faculty on 3/6/15

Approved by the College of Science & Health Dean on 3/18/15

The Department of Biology expects tenure-track faculty members to develop professionally and make sustained contributions in teaching, scholarship, and service. Because UVU is primarily a teaching university, the principal emphasis for tenure evaluation is teaching. Scholarship, an essential component of faculty activity, should support and enliven teaching. Service should focus on activities linked to the faculty member's position that benefit faculty, the university, the community, and the profession. The proportion of effort in each area, beyond the required items listed below, varies among faculty members and likewise may vary throughout a career. Each faculty member should follow these principles in developing a plan outlining how they will achieve tenure to the Department of Biology. All criteria in this document are intended to be consistent with UVU Policy 637 (Faculty Tenure), and in any case of conflict, the provisions of Policy 637 will apply.

PROCEDURES

- Hired faculty members will receive this tenure document from the Biology Retention, Tenure, and Promotion (RTP) Committee Chair no later than one month after the date of hire.
- Before the end of the 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, hiring agreements. This plan will outline a set of expectations for tenure tailored to the specific position and areas of expertise, consistent with the expectations in UVU Policy 637 (<http://uvu.edu/policies/>).
- The tenure plan should be approved in writing by the end of the second semester of employment by the Biology RTP Committee, and then by the Biology Department Chair, and finally by the Dean of the College of Science & Health.
- The candidate should *immediately* begin assembling representative documentation that provides evidence of teaching, scholarship, and service for inclusion in the faculty portfolio. This portfolio should follow the tenure plan and be organized in accordance with UVU Policy 637 and its checklist. Tabs for organizing the portfolio are available from the Office of Academic Affairs. For guidance and examples, it is recommended that the candidate examine recent sample tenure portfolios in the dean's office.
- For those on the standard tenure-track schedule, the candidate will submit the portfolio for midterm and tenure reviews as detailed in UVU Policy 637. Special circumstances may be dealt with on an individual basis.
 - Each year, the Department of Biology Chair will conduct an annual faculty evaluation to help the faculty member sustain his/her activity level, highlight accomplishments, and identify any areas that require improvement.

Teaching

Excellence in teaching will be evaluated in the areas of preparation, delivery, and improvement and must exceed expectations for the candidate to gain tenure. Excellence should be demonstrated by current pedagogy and current content knowledge. Courses must be well-organized and well-presented. Teaching should reflect UVU's mission of engaged learning, seriousness, inclusivity, and focus on student success. Engaged learning is an approach to education that involves active and collaborative learning. It provides students the opportunity to connect their classroom experience with concrete applications in professional and civic life. In addition to the evidence of achievements delineated in Policy 637, examples of continued enhancement of teaching are to be presented in the faculty portfolio.

The following items must be included in the portfolio:

1. Provide sample course syllabi from each course (not section) taught;
2. Provide evidence of the development of course materials, which includes redesigning existing courses and new courses (e.g., innovative assignments, hands-on learning, engaged learning, service-learning, and incorporation of technology in the classroom);
3. Present summarized Student Rating of Instruction (SRIs) with student feedback from every course section;
4. In conjunction with a chosen faculty mentor, use SRIs or other teaching assessments to identify significant areas where the candidate needs to improve teaching, and demonstrate how these areas have been addressed;
5. Provide a supervisor assessment and a minimum of two peer evaluations of teaching. The first should occur prior to the third-year review, and the second should occur after the third-year review. An evaluation should include a written summary of an observation of teaching to address the following: a description of the context of the course, pedagogy used, and whether the information is current. The evaluations should be conducted by UVU faculty members;
6. Attend a minimum of two professional development events, focused on teaching and provide a written response sharing plans to implement new techniques learned.

Further evidence of excellence in teaching is also required and could include but is not limited to:

- Attend and present at professional conferences that focus on content area and/or teaching at the university level;
- Participate in teaching workshops, such as those offered by the UVU Office of Teaching and Learning and by outside organizations;
- Author department and university-approved course readings such as web resources and textbooks;
- Conduct scholarship related to teaching and learning;
- Mentor undergraduates in engaged learning and research;
- Provide a Student Consultants On Teaching (SCOT) review of teaching.

Scholarship

Ongoing scholarly activity is essential for faculty members at the university level to support teaching, to offer opportunities for student participation in research, and to advance UVU's participation as a university in the national and international scholarly community. Faculty members are expected to contribute to scholarship within their professions and must be rated "exceeds expectations" or "meets expectations" in this category.

During the probationary period, scholarship must result in at least one peer-reviewed publication in a reputable journal and at least one presentation at a scientific conference, both related to the candidate's discipline.

Further evidence of scholarship is also required and could include but is not limited to:

- Additional manuscripts submitted, accepted, or published in peer-reviewed academic journals;
- Scholarly books and/or chapters in scholarly books;
- Textbooks, textbook chapter(s), and lab manuals;
- Additional scholarly presentations at local, regional, national, and/or international conferences;
- Grant proposals;
- Brief descriptions of ongoing research projects.

Service

Service related to their position is a mandatory component of a faculty member's responsibility to the department, college, university, profession, and community. Faculty members are expected to serve on different committees at the department, college, and/or university level and must be rated "exceeds expectations" or "meets expectations" in this category.

Examples of activities to fulfill service requirements may include but are not limited to:

- Participation on committees at the department, college, and/or university levels;
- Development of academic programs;
- Organization of and participation in university events beyond professional obligations;
- Organization of and participation in department and college symposia and seminars;
- Service as an editor or reviewer for manuscripts and grant proposals;
- Participation on professional committees;
- Organization of professional meetings and symposia;
- Service as an officer for a professional organization;
- Collaboration with colleagues within and outside of the university, and other activities that contribute to the advancement of the profession;
- Professional presentations to community groups;

- Organization of or participation in university or discipline-related volunteer activities;
- Participation on discipline-relevant public committees or councils;
- Other activities that allow faculty members to contribute their professional expertise to student and faculty success and the university's activities and priorities, to advancement of the profession, and to the community.

Examples would help in many areas.