

Department of Chemistry Tenure Criteria

Draft

This Department of Chemistry tenure document sets forth the specific expectations for the Department and the College of Science & Health as you work toward tenure. University-wide requirements for tenure are detailed in UVU Policy 637, Faculty Tenure (<http://uvu.edu/policies/officialpolicy/policies/show/policyid/185>). You should become fully familiar with them. This departmental document complements those requirements and specifies the expectations at the Department of Chemistry. In the event of a conflict between the criteria listed here and those enumerated in university policy, the university policy supersedes the provisions of this document.

Tenure expectations focus on three areas: teaching, scholarship, and service. All faculty members in the College of Science & Health are expected to make appropriate contributions in all three of these areas throughout their careers. The proportion of effort in each area varies among faculty members and likewise may vary throughout one's career.

Because UVU is primarily a teaching university, the principal emphasis for your tenure evaluation is teaching. In the classroom, laboratory, clinic, field, or other setting, effective teaching of high quality is expected. Scholarship is an essential aspect of being a university faculty member, and it should support and enliven your teaching. When possible, scholarly activities *should* include meaningful student participation. Service to the university, the profession, and the community is important for faculty members. If you are an assistant professor, your service assignments may be limited compared to later in your career, allowing you to focus your early time here on development of teaching and scholarship. We hope to help you limit your service activities to those that are most beneficial to your career, the university, and your profession.

Within your first semester at UVU, you should meet with the Chair of the Chemistry Retention, Tenure, and Promotion (RTP) Committee to create a written tenure plan for your tenure-track evaluation. Your plan will outline a set of expectations for tenure tailored to your specific position and areas of expertise, consistent with the expectations outlined in this document and with UVU Policy 637. Your tenure plan must be approved by the Chemistry RTP committee, the Chemistry Department Chair, and the Dean of the College of Science & Health.

Each year, your department chair will conduct an annual faculty evaluation that highlights your accomplishments and identifies those areas that may require improvement. You should *immediately* begin assembling representative documentation that provides evidence of your teaching, scholarship and service for inclusion in a faculty portfolio, which you will submit for review. This portfolio should follow your tenure plan and be organized in accordance with UVU Policy 637. For assistant professors on the standard tenure-track schedule, you will

submit your portfolio for your third- and sixth-year reviews as detailed in UVU Policy 637. Along with your portfolio, you should establish and regularly update your accomplishments on the university's electronic faculty portfolio system (currently Digital Measures, <https://www.digitalmeasures.com/login/uvu/faculty>) and maintain a current curriculum vitae for inclusion in your faculty portfolio.

The following lists detail the expectations for teaching, scholarship, and service in the Department of Chemistry and the College of Science & Health.

Teaching

- Faculty members must be academically qualified and well prepared to teach the courses assigned to their stewardship. Evidence of continued enhancement of qualifications should be presented in the faculty portfolio, and may include attendance and presentation at professional conferences, development of course materials, enhancement of courses with hands-on experiences and technology, and authorship of course readings such as web resources and textbooks.
- Courses must be well organized and presented. Evidence includes the course syllabus, materials distributed to students during the course, exams, assignments, activities, projects, peer review, and student feedback.
- Peer review of teaching should be conducted periodically. Such review consists of a visit to your course, including teaching observation, by a qualified peer reviewer, typically a faculty member from your department or the college. Off campus (external) reviewers may also be invited to review your teaching as you desire or your Chair suggests. Although the department may assign peer-reviewers, you are free to select and invite internal or external reviewers to review your teaching at any time.
- Your class average national norms on standardized examinations (when available) will be considered when assessing your teaching.
- Student ratings of instructor (SRIs) are available to students in electronic format for all courses. You will receive the results of these SRIs for every course you teach shortly after the course is completed. You should save and assemble the results for every course for inclusion in your faculty portfolio. SRIs should meet a minimum standard of student satisfaction *as determined by the department*. Exceptionally high student ratings are not required nor expected but consistently low evaluations may indicate problems with teaching that require attention.
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- Grading should show adequate discrimination of student performance. Evidence of excessively high or low grades, or substantial discrepancies in GPA among sections of the same course taught by different faculty members must be addressed.

Scholarship

- Ongoing scholarly activity is essential for faculty members at the university level to support teaching, offer opportunities for student participation in research and other forms of scholarship, and for UVU's participation as a university in the national and international scholarly community. Faculty members are encouraged to contribute to peer-reviewed scholarship within their professions. For example, publication in a peer-reviewed chemistry journal. The department does expect participation in scholarly activities which are typically under editorial review. Examples of editor-reviewed scholarship include but are not limited to scholarly presentations at regional, national and international conferences, scholarly books, chapters in scholarly books, textbooks, creative works and exhibits, performances, and other venues for dissemination of advancements in scholarship subject to professional review or to assessment of their influence on the professional or academic community. Activities beyond the scope of those mentioned here, including unpublished work, must be approved by the department RTP committee. At a minimum, engaging in work to produce one or more grant applications, successful or not, is required.
- Because UVU is primarily a teaching university, the expectations for scholarly productivity are not the same as those at a research university. Nonetheless, the College of Science & Health expects evidence of continued scholarly productivity at UVU with the aspiration of presentation in respected regional, national and international venues and scholarly publication. To this end, scholarly work which involves students is particularly encouraged by the college and department.
- Dissemination of scholarship to the local community is important and will be appropriately recognized as professional outreach, an essential service that UVU routinely offers. However, scholarly presentation and publication in respected regional, national, and international venues carry more weight than local or internet-based dissemination in evaluation of scholarship.
- Materials submitted and in review, or accepted for publication or presentation, should be included in faculty portfolios, and will be evaluated as evidence of scholarship.

Service

- Faculty members are expected to contribute to the department, college, university, profession, and community through service and outreach. Assistant professors should generally have reduced assignments for service, with an emphasis on activities that provide the most benefit to them for advancing their participation in meaningful departmental, college, and

university-level assignments and contributing to their professions. A strong service record does not compensate for inadequacies in teaching or scholarship.

- Evidence of service to the university includes but is not limited to participation on committees at the department, college, and university levels, organization of and participation in university events, presenting at department and college seminars, and other meaningful activities that contribute to student and faculty success and the university's activities and priorities.
- Evidence of service to the profession includes but is not limited to serving as an editor or reviewer for manuscripts and grant proposals, participation on professional committees, organizing professional meetings and symposia, serving 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.
- Evidence of outreach to the community includes professional presentations to community groups, organizing or participating in volunteer activities, participation on public committees or councils, and other activities that allow faculty members to contribute their professional expertise to the community.