

**Basic Composition/ESL, College Success Studies, Developmental Math
Tenure Criteria
10.12.10**

General Statement

Procedures for the tenure process are outlined in Utah Valley University Policy 637. This document specifies departmental criteria for the awarding of tenure.

Faculty members will be evaluated for purposes of tenure according to their performance in the areas of teaching, scholarship, and service based on the criteria described in this document. Faculty members are responsible to establish a strong record of achievement that reflects the distribution of their work loads. Evaluators will be looking for a pattern of professional growth and development that may be demonstrated in a variety of ways.

To be recommended for tenure, faculty members must demonstrate effectiveness in teaching. Teaching is central to the mission of the University and the most important activity of faculty members. Faculty members must also demonstrate a cumulative record of high quality in the combination of categories of scholarship and service. Although faculty members may follow different patterns of professional growth and development, applicants must provide evidence of an on-going commitment to their professions and institutions. As such, they should continually seek opportunities for involvement in teaching, scholarship, and service activities that demonstrate this commitment.

Tenure Portfolio

Faculty members applying for tenure will submit a portfolio documenting their achievements in teaching, scholarship, and service. (Refer to Policy 637 for more information.) The portfolio must be clearly organized and demonstrate the individual achievements of faculty members. Narratives, reflections, and explanations of documents should be provided to illustrate the scope and quality of the faculty member's accomplishments and provide a needed context for evaluators. Faculty members are encouraged to seek guidance from their department chairs, RTP Committees, and tenured faculty regarding the development of a tenure portfolio.

TEACHING

Standard

Excellence in teaching is the fundamental responsibility of all faculty members. Effective teachers should be engaged in the process of improving teaching and learning, master their subject area content, and be current with their disciplines and relevant teaching techniques. The evaluation of activities related to enhancing teaching and student learning will have priority in the evaluation process. The evaluation of teaching is a larger question than the assessment of the performance of the instructor alone. Many variables affect student learning and satisfaction and the instructor influences only a portion of these variables. With this in mind, and recognizing that teaching is a highly artistic endeavor, proving successful teaching should take a multi-faceted approach.

Activities to Document Teaching

The teaching portion of the tenure portfolio should document all aspects of teaching and include both quantitative and qualitative measures of effectiveness, as well as relevant documentation showing contributions to the enhancement of teaching and learning. Contributions can be demonstrated in various

ways depending on the faculty member's goals and objectives, but evidence must indicate specific accomplishments that go beyond required expectations (e.g., preparation of syllabi and exams, responding to students, etc.). In other words, faculty members must highlight their unique enhancements to courses, assignments, teaching methods, development of materials, use of technology, and so forth. Documentation of teaching effectiveness may include material produced by the candidate; material produced by others; and products of good teaching. Examples may include and are not limited to the following.

Material Produced by the Candidate

- Statement of teaching philosophy (personal philosophy statement may include approach to teaching, beliefs and practices related to teaching and learning, types of courses taught, unique contributions to courses, teaching techniques, ideas for meeting student needs, connection of philosophy to the mission of the department and university, etc.).

Course Materials

- Listing of courses demonstrating the ability to teach a range of courses and content within the discipline.
- Course syllabi that show improvements or development of teaching approach.
- Instructional innovations.
- Sample exams with explanations of how these support learning or current approaches in the discipline.
- Sample assignments (simulations, problem sets, journal prompts) and how they support learning.
- Materials developed for teaching (computer technology, reading lists, transparencies, slides, tutorial packages) and their effectiveness.
- Identification of student difficulties and solutions.
- Use of video, computers, or other non-print materials and how they enhance learning.

Evaluation to Improve Teaching

- Videos of teaching accompanied by self-reflection and a summary of subsequent changes.
- Classroom assessment techniques related to student mastery of objectives with an analysis of their effectiveness.
- Summary assessment reports of courses taught.
- Evaluations from peers and how they were applied.
- Samples of feedback given to students with an explanation of philosophy of assessment.
- Descriptions of steps taken to improve teaching effectiveness.
- New course developments and design.
- Work as a teaching consultant/mentor to others.
- Short-term and long-term teaching goals.

Materials From Others

- Student evaluations of teaching including student comments and an analysis of common themes and reflection on changes implemented.
- Peer evaluations of teaching, syllabi, course assignments, contributions to course development projects, and student assessments accompanied by self-reflection on comments and a discussion of changes.

- Statements from former students.
- Statements from colleagues on teaching seminars developed.
- Peer reviews of teaching-related grants, publications, and presentations.
- Teaching awards and honors.

Products of Good Teaching

- Selected student works and how they were evaluated.
- Samples of class assignments including an analysis of overall class performance.
- Student scores on standardized exams and how they compare to department or course scores.
- Examples of student improvement.
- Record of students who succeeded in subsequent classes.

SCHOLARSHIP AND CREATIVE WORK

Standard

The scholarly and creative endeavors of faculty members signify their intellectual quality, and by extension, the quality of the university. Broadly defined, scholarship is demonstrated when knowledge is created, advanced, or transformed by using one's intellect in an informed, disciplined, and creative manner. Furthermore, scholarly activities should exhibit innovation, originality, creativity, and peer review and recognition, including wide distribution, acceptance, and impact. Scholarship and creative works may be shown through written and/or verbal achievements that demonstrate evidence of connected thinking and coherence of ideas, originality, and impact/relevance.

The scholarly and creative work of faculty members should not detract from teaching, but should support and strengthen it. Faculty members exemplify learning for their students when they expand their own knowledge and contribute to the creation of new knowledge through scholarship. This process also ensures currency in the discipline and strengthens the ability of faculty members to share insights with students and colleagues. Scholarship demonstrates that faculty members are devoted to intellectual pursuits, discovery, and learning, and willing to share their work with peers to verify its quality.

Activities to Document Scholarship

The scholarship portion of the tenure portfolio should document all aspects of scholarship and demonstrate specific contributions to the enhancement of the discipline. Contributions can be shown in various ways depending on the faculty member's interests and goals, but evidence must reflect meaningful and continuing engagement in scholarly work. Quantity and quality are both measures of scholarly achievement; however, quantity alone cannot compensate for lack of intellectual rigor. An exceptional scholarly product may be more significant than a number of less important activities. As scholarly traditions differ within disciplines, the faculty member is responsible for verifying the nature and quality of the work. Documentation of scholarship may include but is not limited to traditional and non-traditional scholarly and creative works such as the following.

- Refereed and non-refereed scholarly publications including books, book chapters, edited anthologies and monographs, textbooks, course materials, book reviews, working papers,

and journal articles that contribute to the professional literature or improvement of practice.

- Scholarly presentations, workshops, and seminars at professional meetings and conferences.
- Creative accomplishments such as exhibitions, performances, and readings.
- Peer-reviewed technology projects such as the development of multi-media materials, databases, electronic journals, blogs, discussion groups, etc.
- Contributions to blogs, discussion groups, or professional/scholarly hubs that, in their aggregate and based on the extensiveness of their content, can be shown to have assisted others in their scholarly work or contributed to the evolution of a new scholarly idea.
- Intellectual property developed including software, CDs, technology transfers, and patents.
- External funding, resulting from a competitive process and subject to peer review, that has been granted for purposes of scholarly endeavors or received high rankings but no funding.
- The mentoring of colleagues and students to develop research skills that have impacted professional practice.
- Awards and honors received for research and/or creative activity.
- Leadership roles (e.g., journal editorships, adjudicating articles, leading research projects) in professional organizations or external agencies that have resulted in innovation in practice or scholarly impact.

SERVICE

Standard

Service involves the application of a faculty member's professional skills and knowledge to benefit their institutions, professions, or external communities. Faculty members typically begin their careers by contributing to departmental initiatives, gradually expanding their efforts to college and university levels, and to assuming increasingly significant roles on committees and task forces. Similarly, professional involvements may begin with local organizations and expand to regional, national, or international levels. Community service will vary depending on a faculty member's area of expertise and related opportunities.

All faculty members are expected to work collectively to accomplish the goals of their departments, colleges, and institutions. For purposes of tenure, these contributions must extend beyond the minimal expectations of a faculty member (e.g., attending meetings, accepting minor or short-term assignments, contributing to discussions on current issues, etc.). Service activities should demonstrate initiative and leadership, contribute to department/college/university projects in a substantial way, and/or have a positive impact on one's profession or community. They should exhibit a high level of involvement and be related to the faculty member's professional role.

Activities to Document Service

Faculty members must provide evidence supporting their specific contributions in service, demonstrating ongoing commitment and involvement in a range of activities. Documentation must demonstrate the role and achievements of the faculty member rather than verifying participation alone. Contributions in service can be demonstrated in various ways based on the faculty member's personal interests and goals. Examples include but are not limited to the following.

- Fulfilling responsibilities in shared faculty governance to develop and strengthen departmental and institutional programs, policies, and procedures.
- Improving the cultural, intellectual, or educational climate of the campus.
- Serving on accreditation teams or leading institutional or program accreditation self-studies.
- Organizing or coordinating professional meetings, symposia, or panels.
- Conducting professional development programs.
- Collaborating with and mentoring colleagues to help them strengthen their teaching and scholarship.
- Contributing substantially to assessment of learning outcomes.
- Engaging in service learning activities.
- Marketing and promoting programs, departments, and the institution.
- Contributing actively as a member or leader of committees, ad hoc committees, task forces, and special projects at the department, college, university, professional, or community level.
- Administering programs, departments, or support services.
- Representing the institution to other universities and organizations.
- Editing journals and newsletters and serving on editorial boards.
- Volunteering support to community organizations and projects.
- Consulting with local government agencies, schools, bureaus, commissions, community agencies, and legislative bodies.
- Serving in community positions including school boards, education groups, and public service agencies.
- Receiving recognition or awards for service activities.