

## Department of English and Literature Retention, Tenure, and Promotion Criteria

This document establishes the definitions and criteria for achieving tenure in the Department of English and Literature at Utah Valley University. 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.

1. All expectations for tenure in the English and Literature Department are subject to the general expectation and practice of institutional and state workload requirements that *English and Literature faculty members provide consistent, high-quality teaching*. Faculty members teach a 4/4 load, two courses of which each semester are typically comprised of composition courses. Faculty members do not generally have teaching assistants to help with the grading or course preparation.
2. Some reductions of this teaching workload exist to support departmental and institutional priorities and responsibilities in administration, publication, scholarship, travel (study abroad), and leadership, but these reductions, for financial reasons, are not uniform for all members in the department.

Faculty should use the criteria in this document to develop a *tenure plan*, in cooperation with the department chair and the department RTP committee. A tenure plan is formative outline of proposed goals and achievements to be completed and regularly updated by a faculty member during the probationary period, detailing plans related to teaching, scholarly and creative works, and service.

### Relevant Policies and Statements

- A. UVU Policy 637: Faculty Tenure
- B. UVU Policy 635: Faculty Rights and Professional Responsibilities
- C. UVU Policy 646: Faculty Appeals for Retention, Tenure and Promotion
- D. Associated Departments of English Statement on the Use of Outside Reviews (<http://www.ade.org/policy/index.htm> )
- E. AAUP Statement "On Collegiality as a Criterion for Faculty Evaluation" (<http://www.aaup.org/AAUP/pubsres/policydocs/contents/collegiality.htm> )

### Responsibilities of the Tenure-Track Faculty Member

1. The faculty member must provide evidence demonstrating *competence in the three areas of tenure responsibility* (teaching, scholarly and/or creative work, and service), with evidence demonstrating *excellence in at least one area*, to qualify for tenure to the English and Literature Department.
2. The sections of the English and Literature department procedures labeled "Criteria for Faculty Performance" (*see below, page 3*) suggest activities which may be offered as evidence of competence in two of the three areas of faculty responsibility and excellence in at least one. Faculty should be guided rather than constrained by these criteria.

**Key Definitions:** These definitions largely mirror, but often clarify, the definitions listed in UVU Policy 637. Please review both documents carefully. *In the event of a conflict between the criteria or definitions listed here and those enumerated in university policy, the university policy supersedes the provisions of this document.*

**Faculty Portfolio:** A collection of documents prepared by a faculty member in preparation for Midterm or Tenure Review as evidence of his or her teaching, scholarly and creative works, and service to his or her profession and the university. This Portfolio will be combined with other documents (see UVU Policy 637 and below) to form the Tenure Review Portfolio. Documents may be stored electronically. The Faculty Portfolio must contain at minimum the following sections:

1. A detailed Table of Contents for every section in the portfolio.
2. A letter of application in which the faculty member describes the nature of his or her contribution to the department, the university, and the profession, the extent to which departmental expectations were met, any circumstances that helped or hindered his or her progress, and any other information beneficial to the reviewers in evaluating the material in the portfolio.
3. A current *curriculum vitae*.
4. One section of documents demonstrating effective teaching (see Criteria below), including
  - a. A self-assessment of the faculty member's teaching that defines and details the competence or excellence of his or her teaching.
  - b. A supervisor assessment of teaching that describes and evaluates the faculty member's performance as a teacher and which is based on direct classroom observation.
  - c. Peer assessments solicited by the faculty member prior to the Faculty Portfolio being submitted for review.
  - d. Student Ratings of Instruction (SRIs) from **all** courses taught during the evaluation period.
  - e. Evidence regarding course and curriculum development.
  - f. Evidence of professional development related to teaching.
  - g. Any other evidence related to teaching.
5. One section of documents demonstrating achievements consistent with departmental criteria regarding scholarly and/or creative works (see Criteria below).
6. One section of documents demonstrating effective service to the department, college, and/or university (see Criteria below).

**Tenure Review Portfolio:** The file that consists of

1. The faculty member's Faculty Portfolio submitted for evaluation for Tenure or Midterm Review containing at minimum the items listed above.
  - a. A copy of the relevant tenure criteria.
  - b. Copies of annual reviews.
  - c. Peer and other evaluations solicited by the RTP Committee during the review process, as detailed below.

2. By March 15 during the review year, candidates must provide the RTP Chair and department chair a list of six peers from inside and outside the university who are qualified to evaluate the candidate's teaching, scholarship, and/or service. The RTP Committee will seek to include at least two external reviews.

- a. Outside evaluations of scholarship and/or creative work are encouraged.
- b. Outside evaluations will comment primarily on the candidate's professional standing, particularly scholarly and creative works.

3. Documents detailed all applicable decisions from the faculty member's RTP Committee, department chair, dean, Vice-President for Academic Affairs (VPAA), President, and Board of Trustees, as applicable.

4. Any optional written responses by the faculty member to midterm or tenure decisions rendered by the faculty member's applicable RTP Committee, department chair, dean, Vice-President for Academic Affairs (VPAA), President, and Board of Trustees.

**Committee Review:**

**a. Completeness:** Before applying for Midterm or Tenure Review, the faculty member has the responsibility to make sure the Faculty Portfolio includes all required documents presented in a clear, organized fashion. It must contain sufficient evidence of competence and/or excellence in the three areas so that the RTP committee can make a recommendation. An incomplete or inadequate Faculty Portfolio may result in a negative recommendation or, at best, an extension of the probationary status.

**b. Peer Evaluations:** In the year of Midterm or Tenure Review, the RTP Committee, in consultation with the faculty member and the department chair, will solicit peer evaluations of the teaching, scholarly or creative works, and service of the faculty member.

1. Peer evaluators from outside the university will be expected to focus primarily on the candidate's professional standing, in particular the candidate's scholarly or creative works.
2. Peer evaluators from outside the university will be clearly informed, in writing, of the intensive nature of teaching at Utah Valley University at the time they are selected to contribute evaluations.
3. Peer evaluators from outside the university will receive a copy of these criteria for retention or tenure in the English and Literature Department and be asked to complete evaluations with these criteria in mind.

**Criteria for Faculty Performance:** Faculty shall be evaluated according to approved departmental criteria by the RTP Committee, department chair, dean, and VPAA at midterm or tenure review, using the tenure policy in place at the time of hire (unless other arrangements are approved by all relevant parties in advance). Evaluation shall be based on documents presented in the Tenure Review Portfolio.

1. **Teaching Criteria:** The Faculty Portfolio should provide evidence regarding *some* of the following:

- a. superior and innovative teaching techniques
- b. pedagogical development and/or pedagogical research
- c. educational rigor (development and implementation of rigorous and effective techniques to promote learning)
- d. superior dedication in teaching
- e. exceptional commitment of time and effort in support of student learning
- f. course, curriculum, or program development
- g. other assessment of teaching effectiveness, as determined by the faculty member

2. **Examples of Evidence for Teaching Effectiveness:** Faculty *may* include evidence such as the following:

- a. earning honors/awards for teaching (college, university, state, regional, national)
- b. accepting additional or new course preparations beyond typical course assignments
- c. offering service-learning courses or other experiential-learning (e.g., study abroad program, etc.) courses
- d. showing flexibility and adaptability in teaching schedule to meet department needs
- e. aiding students through supervising independent study, directed readings, and on-campus internships
- f. mentoring students towards publication (e.g., *Touchstones*, *Warp & Weave*, *Essais*, etc.)
- g. mentoring students to present academic work at campus, local, regional, or national conferences
- h. tandem or team teaching
- i. attending or presenting at national, regional, or on-campus teaching-oriented workshops or conferences
- j. additional peer analysis of classroom teaching techniques or materials
- k. other anonymous student evaluations of teaching, distinct from course assignments
- l. organizing and hosting writing or literary colloquia, writing groups, reading series, in-service for students and/or faculty
- m. sponsoring and/or judging writing contests
- n. letters from students, clearly indicated as unsolicited or solicited
- o. other documentation or evidence of effective teaching, as determined by the faculty member

3. **Scholarship Criteria:** Evidence of scholarly activities must be included. Faculty members have a responsibility to develop professionally and improve their scholarly/creative competence. Faculty members in the English and Literature department are expected to submit scholarly or creative works for peer or competitive review, on a schedule consistent with the primary demands of providing high-quality teaching.



- a. All faculty members are expected to be engaged in academic discourse beyond the classroom and to contribute to their respective field(s) of study.
- b. Faculty members may establish that they fulfilled these expectations through a record of regular contribution to a variety of activities appropriate to their area of expertise.
- c. Given the expectation of regular effort towards peer or competitive review of work, the *quality* of faculty members' scholarly or creative contribution will be considered more important than the number of contributions.

**4. Examples of Evidence Regarding Scholarly or Creative Work:** Faculty *may* include achievements such as the following.

- a. publishing creative works (such as novels, stories, poems, plays, or creative non-fiction essays) after peer or competitive review
- b. publishing scholarly books, editions, or collections after peer or competitive review
- c. publishing textbooks after peer review
- d. presenting papers at regional or national conferences
- e. giving public readings of creative works or invited scholarly lectures
- f. publishing articles or essays in peer-reviewed journals or edited collections
- g. producing plays, or having one's plays produced
- h. acting as editor, guest editor, or editorial board member for a peer-reviewed publication
- i. serving as a reviewer for grants or granting agencies
- j. winning (or being named a finalist in) writing contests
- k. winning an award for scholarly or creative work, such as the Dean's Scholarship Award, Presidential Scholar, etc.
- l. receiving grants to further scholarly or creative work
- m. publishing book reviews in peer-reviewed journals
- n. reviewing manuscripts for an established press
- o. documenting completed scholarly or creative manuscripts under review
- p. serving as a committee member for a graduate thesis or dissertation
- q. other measures of scholarship, as proposed by the faculty member

**5. Service Criteria:** Evidence of activities must be included. Since some semesters involve heavy service commitments while others do not, and the faculty member might not get to serve on all the committees he or she may apply for, a balance of consistent service over the time prior to midterm and tenure review will be considered during the evaluation process. All faculty members should make every effort to contribute regularly and productively to department, College, and university business.

**6. Examples of Evidence Regarding Service:** Faculty *may* include achievements such as the following:

- a. serving as a department chair or assistant department chair
- b. serving as a director, writing program coordinator, or similar administrative assignment
- c. serving as advisor for student publications sponsored by the department, college,

- university, or other academic entity
- d. serving on or chairing established and ad hoc department committees
- e. chairing or serving on college committees
- f. chairing or serving on university committees
- g. serving as a Faculty Senator
- h. chairing or serving on a search committee
- i. chairing or serving on a national, regional, state, or local committee connected to the faculty member's area of expertise
- j. acting as an officer for a national, regional, state, or local committee connected to the faculty member's area of expertise
- k. acting as organizer or leader for a workshop or other student learning experience
- l. serving as a club advisor
- m. assisting students with letters of recommendation, internship placement, admission to post-baccalaureate studies, or similar endeavors
- n. acting as a thesis director or advisor, e.g., for Honors or Integrated Studies
- o. attending department and committee meetings regularly
- p. evaluating peers professionally and objectively
- q. other measures of service, as determined by the faculty member