

****Draft****

These *departmental tenure criteria* are designed to provide additional information on and refinement to Utah Valley University (UVU) Policy 637, Faculty Tenure, (<http://uvu.edu/policies/officialpolicy/policies/show/policyid/185>) as related to the Department of Nursing. This document is intended to provide specific criteria by which faculty members of the UVU Department of Nursing will be judged by their peers pertaining to professional qualifications and conduct. The document is designed to ensure a clear understanding of how faculty members must perform to be granted tenure to the Department of Nursing, and to provide tenure-track faculty an active role in designing their own tenure plan. 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 is granted by the UVU Board of Trustees and implies a substantial mutual commitment by the tenured faculty member, the Department of Nursing, and UVU.

Tenure Plan

The tenure plan, as defined by UVU Policy 637, is “an outline of proposed goals and achievements to be completed by a faculty member during the probationary period related to teaching, scholarly and creative works, and service.” It details expectations and criteria that are specific to the individual faculty member’s position and area of expertise. Although the tenure plan can and should be tailored to each tenure-track faculty member, certain unifying principles apply, including the following:

1. Evaluation for rank, tenure, and promotion (RTP) focuses on three areas: teaching, scholarship, and service. All faculty members are expected to make appropriate contributions in these three areas throughout their careers. Of particular concern are assistant professors preparing for their midterm and tenure reviews.
2. An outline of expectations in all three areas and how to prepare presentations of materials in a way that highlights accomplishments is included in Appendices A, B, and C.

Faculty Mentor

Immediately upon hire, all tenure track faculty members will be assigned a mentor, who will be a tenured member of the RTP Committee, or a tenured faculty member assigned by the RTP Committee.

1. The mentor will orient the new faculty member to the tenure process within four (4) weeks of hire and will mentor her or him through the tenure process.
2. The faculty mentor will assist the new faculty member to learn and assimilate the tenure process into his/her schedule.

First-Year Activities

The goal of the first year of the tenure process is for newly-hired faculty members to become acquainted with the department and university criteria for tenure to formulate their own tenure plans. In order to achieve this goal it is recommended that the first year faculty member will do the following:

1. Attend all new faculty orientations.
2. Meet with their mentor monthly.
3. Attend at least one UVU-sponsored workshop.
4. Attend and participate on department committees as assigned.
5. Post and maintain office hours.
6. Receive satisfactory student evaluations in each semester taught.
7. Begin documentation of tenure-related activities in an individual faculty portfolio.

Faculty members who have been granted years toward tenure upon hire must meet the goals for first year tenure-track faculty (listed above), and must also submit within six months of hire, an initial faculty portfolio, which includes a synopsis of previous teaching, service and scholarship activities. They must also submit a tenure plan which covers the remainder of the probationary period, identifying goals which promote progress in all identified areas.

Annual Reviews

Annual reviews are essential for tenure-track faculty members, the RTP Committee, and the Department Chair to review the faculty member's progress and identify areas of excellence and those that require additional attention or improvement. It is also a time when updates or adjustments to the tenure plan can be made.

1. The RTP committee will review tenure plans during the first semester after hire.
2. An annual review of tenure goals and progress will be done by the RTP Committee and the Department Chair in consultation with the tenure-track faculty member.
3. It is recommended that each tenure-track faculty member meet with the RTP committee annually for suggestions and help in preparing evidence of

accomplishments in the faculty portfolio and achievement of goals in the tenure plan.

4. All tenure-track faculty members will document their goals and progress annually in the faculty portfolio and with any necessary updates to the tenure plan.
5. Goals and expectations in the tenure plan are to be as clearly measurable as possible.

Faculty members' tenure plans, including any annual updates, must be approved by a majority of voting members of the RTP Committee, and must be signed by the RTP Committee Chair, the Department Chair, and the Dean of the College of Science & Health.

The approved tenure plan must include planned completion dates, when appropriate. After approval by the RTP Committee, the tenure plan is forwarded to the Department Chair and Dean for their approval and signatures.

Appendix A-Teaching

Teaching relates to the faculty members' current practice of faculty/student interaction in the classroom, laboratory and/or clinical setting. Evaluation will be based on, but not limited to: student evaluations, peer evaluations, supervisor evaluations, adherence to curriculum and course syllabi, timeliness, teaching innovations, attendance at teaching workshops, etc.

Utah Valley University is primarily a teaching institution and the principal emphasis for tenure evaluation is on effective and high-quality teaching. Teaching effectiveness and quality are measured in a number of ways, including but not limited to review of course materials, syllabi, and resources; supervisor, peer, and student evaluations; and professional development related to teaching.

Faculty members must be academically qualified to teach the courses assigned to them. 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 but may not be limited to:

- the course syllabus,

- materials distributed to students during the course,
- exams,
- assignments,
- activities,
- projects,
- peer review,
- student feedback.

Student ratings of instruction (SRIs) must average 2.5 or higher. Exceptionally high student ratings are not required nor expected but consistently low evaluations often indicate problems with teaching.

Grading must be consistent with department policy and 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.

Ways that demonstrate excellence in teaching may include the following activities:

- Stimulates scholarly dialogue both within and outside the classroom on ideas essential to the nursing discipline.
- Develops (or significantly revises) a new course and obtains at least departmental curricular approval.
- Develops or updates teaching/learning materials (i.e., evaluation tools, bibliographies, test banks, audio-visual supplements, creative strategies or innovations) which may include use of new technologies, including web-based learning and distance education.
- Consistently receives positive evaluations of teaching effectiveness.
- Receives awards for teaching excellence.
- Presents inservice and/or conference discussions on teaching excellence.
- Completes other activities as negotiated in advance with the RTP Committee.

Appendix B-Scholarly Activity

UVU is primarily a teaching university. The expectations for scholarly productivity are, therefore, not the same as those at a research university. Nonetheless, the College of Science & Health and the Department of Nursing expect evidence of continued scholarly productivity at UVU with the aspiration of presentation in respected national, regional and international venues and scholarly publication.

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 expected to contribute to peer-reviewed scholarship within their professions.

Evidence of peer-reviewed scholarship may include the following:

- Publishing articles in respected peer-reviewed academic journals.
- Scholarly presentations at national, regional and international conferences.
- Publishing scholarly books.
- Publishing chapters in scholarly books.
- Developing creative works and exhibits.
- Developing performances.
- Receiving recognition for contributions to nursing or education.
- Obtaining advanced academic degrees.
- Maintaining clinical practice.
- Attending college courses related to nursing or education.
- Writing and submitting grant requests.
- Submitting abstracts for presentations, poster presentations, publications.
- Conducting professional research with students.
- Other activities as negotiated in advance with the RTP Committee.

Dissemination of scholarship to the local community is important and will be appropriately recognized as professional outreach, an essential service that UVU routinely offers.

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.

Appendix C-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, while important, 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 department, college, and university levels, organization of and participation in university events, attendance 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 may include but is not limited to the following.

- Serving as an editor or reviewer for manuscripts and grant proposals.
- Participating on professional committees.
- Organizing professional meetings and symposia.
- Serving as an officer for a professional organization.
- Collaborating with colleagues within and outside the university.
- Actively contributing to the advancement of the profession.
- Serving on a committee for a master's thesis or project.
- Serving as a supervisor or advisor for extracurricular student activities.
- Completing other activities as negotiated in advance with the RTP Committee.