

Department of Public & Community Health

Tenure Criteria

Draft

This document sets forth the specific expectations for tenure in the Department of Public & Community Health of the College of Science & Health. A detailed list of expectations necessary to obtain tenure is included in Table 1, below. These expectations for tenure 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 Utah Valley University (UVU) is primarily a teaching university, the principal emphasis for your tenure evaluation is teaching. In the classroom, laboratory, 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 participation with students. Service to the university, the profession, and the community is important for faculty members. If you are an Assistant Professor, your service assignments will be limited compared to later in your career, allowing you to focus your time on development of teaching and scholarship. You should attempt to limit your service activities to those that are most beneficial to your career, the university, and your profession.

The university-wide requirements for tenure are detailed in UVU Policy 637, Faculty Tenure (<http://uvu.edu/policies/officialpolicy/policies/show/policyid/185>). You should receive a printed copy of that policy and become fully familiar with it. This departmental document complements the university requirements and specifies the expectations at the department level. 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.

Within your first semester at UVU, you should meet with the Chair of the Public & Community Health Retention, Tenure, and Promotion (RTP) Committee to create your written tenure plan. This plan will outline a set of expectations for tenure tailored to your specific position and areas of expertise, consistent with the expectations outlined in Table 1 and with UVU Policy 637. Your tenure plan must be approved by the Public & Community Health RTP Committee, the Public & Community Health Department Chair, and the Dean of the College of Science & Health.

You should *immediately* begin assembling representative documentation that provides evidence of your teaching, scholarship and service for inclusion in your faculty portfolio. This portfolio should follow your tenure plan and be organized in accordance with 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.

For Assistant Professors on the standard tenure-track schedule, you will submit your portfolio for your midterm and tenure reviews as detailed in UVU Policy 637. Each year, the Department of Public & Community Health Chair will conduct an annual faculty evaluation that highlights your accomplishments and identifies any areas that require improvement. You should also solicit peer evaluations of your teaching every year and have the peer-evaluator provide a written evaluation for inclusion in your portfolio. Your Department RTP Committee and Department Chair may also assign peer-evaluators to review your teaching,

TABLE 1: Expectations for teaching, scholarship, and service in the Department of Public & Community Health:

Teaching

- 1) Teaching qualifications: Faculty members *must* be academically qualified and well-prepared to teach the courses assigned to them. Qualification includes knowledge of effective teaching methods as well as technical knowledge within the faculty member's content area. Evidence of continued enhancement of qualifications should be presented in the faculty portfolio, and may include:
 - a) Attendance and presentation at professional conferences that focus on content area and/or teaching;
 - b) Participation in teaching workshops, such as those offered by the UVU Faculty Center and by outside organizations;
 - c) Development of course materials;
 - d) Authorship of course readings such as web resources and textbooks;
 - e) Scholarly research (especially if that work relates to classes taught).
- 2) Teaching methods: Courses must be well-organized, well-presented, and engaging for students. Evidence of effective teaching should be presented in the faculty portfolio, and may include:
 - a) Course syllabi;
 - b) Materials distributed to students during the course (e.g., exams, assignments, guidelines for research projects, etc.);
 - c) Enhancement of courses with hands-on experiences and technology;
 - d) Student feedback, including Student Ratings of Instructor (SRIs) and other materials as available;
 - e) Peer reviews of teaching. You should periodically have your classes reviewed by your peers. A review should consist of a review of a course, including teaching observation, by a qualified peer reviewer, typically faculty members from within the Department of Public & Community Health or the College of Science and Health. External (off-campus) reviewers may also be invited to evaluate your teaching. Although the department may assign peer-reviewers, you are encouraged to select and invite internal or external reviewers to assess your teaching at any time. Make sure to have at least one course reviewed each year, and ask for written summaries from the reviewers;

- f) SCOT review of teaching. The UVU Faculty Center offers the Student Consultants On Teaching (SCOT) program to all faculty members. Under this program, a trained “student consultant” will visit your class (even filming, if you’d like), talk to your students about the class, and provide you with written feedback about what is good about your course and how it may be improved.

Scholarship

- 1) 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 peer-reviewed scholarship within their professions. Evidence of scholarship should be presented in the faculty portfolio, and may include but not limited to:
 - a) Descriptions of completed and/or ongoing research projects;
 - b) Published articles in respected peer-reviewed academic journals;
 - c) Summaries of scholarly presentations at national and international conferences;
 - d) Summaries of scholarly presentations at local, state and regional venues (these will be given less weight than presentations at national and international conferences);
 - e) Summaries of scholarly books and/or chapters in scholarly books;
 - f) Summaries of scholarly textbooks;
 - g) Summaries of scholarly presentations in other venues for dissemination of scholarship.

Service

- 1) 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 should be presented in the faculty portfolio, and may include but not limited to descriptions of:
 - a) Participation on committees at the department, college, and university levels;
 - b) Organization of and participation in university events;
 - c) Organization of and participation in department and college symposia and seminars;
 - d) Service as an editor or reviewer for manuscripts and grant proposals;
 - e) Participation on professional committees;
 - f) Organization of professional meetings and symposia;
 - g) Service as an officer for a professional organization;
 - h) Collaboration with colleagues within and outside of the university, and other activities that contribute to the advancement of the profession;
 - i) Professional presentations to community groups;
 - j) Organization of or participation in volunteer activities;
 - k) Participation on public committees or councils;

- I) 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.