

School of Education – Guidelines for Tenure

This policy does not supersede UVU tenure policy 637

Purpose

Tenure is an acknowledgment of the value placed in faculty by the institution for contributions to the academic community. This includes a commitment on the part of an institution to an individual to support academic inquiry, teaching, scholarship, and service. The purpose of this policy is to ensure a clear understanding of what faculty must do to be granted tenure to the School of Education, and to give each an active role in the tenure process. Faculty play a purposeful role through understanding expectations and actively pursuing endeavors toward tenure. This document defines the reciprocal responsibilities between the School of Education, Utah Valley University, and tenure-track faculty by which midterm review may be passed or failed, and how tenure may be earned or denied as required by the Utah State Board of Regents' Policy and Procedures. The Rank, Tenure, and Promotion Committee (RTP) serves as a mentoring body to support and guide faculty through the process of achieving tenure.

Roles, Responsibilities, and Procedures

1. All faculty on tenure track will develop roles, responsibilities, and skills within the following three areas:

Teaching: Maintain currency in content and pedagogy related to assigned courses; maintain a student centered approach to teaching; participate in the administrative aspects of teaching where appropriate; uphold and practice professional and ethical responsibilities; develop positive relationships with colleagues, public school teachers, and administrators; perform all other duties associated with teacher education.

Scholarship: Participate in scholarly activities appropriate to a Tier II institution, the profession, and teacher education.

Service: Provide service to the department, school, institution, and the broader professional community (i.e., serve on committees, etc.); support collegial relationships.

2. The RTP Committee shall consist of at least five tenured faculty elected by the faculty of the School of Education. In the event that five, tenured faculty are not available, a non-tenured, tenure-track faculty, who has passed the mid-term review, may be elected to the Committee. Neither deans nor department chairs shall serve on the RTP Committee, but may vote as faculty in the election of the membership of the Committee. The RTP Committee incorporates all Departments within the School of Education.
3. One member of the RTP Committee shall be elected Chair by the members of the Committee. The Chair of the RTP Committee shall have the responsibility of ensuring that due process is afforded tenure candidates during the tenure review process. Decisions of the RTP Committee are made by majority vote.

4. Upon hire, the Dean shall provide a letter indicating tenure status (with years or without years toward tenure) at time of hire. Three copies of the letter shall be provided: one copy to the candidate, one copy to the RTP Committee, and one copy for the faculty file.
5. In cases where the Department Chair is the tenure candidate, the role of the department chair will be fulfilled by the Dean.
6. Within the first semester of hire, the Department Chair shall orient faculty to his/her responsibility for achieving tenure. A written copy of all relevant tenure policies and procedures shall be provided to each tenure-track faculty by the Department Chair or the Chair's designee.
7. A mentor from the RTP Committee shall be assigned to each non-tenured, tenure-track faculty by the Chair of the RTP Committee. This mentor shall assist faculty in achieving goals toward tenure.
8. The Department Chair may also serve as a resource to help faculty understand his/her role as a member of the department and to assist in meeting tenure goals.
9. During the first semester of hire, tenure-track faculty shall meet individually with the RTP Committee mentor for clarification of elements of teaching, scholarship, and service which lead toward tenure to the School of Education at UVSC (UVU). Together, the tenure candidate and mentor shall create a working outline to guide the candidate toward tenure.
10. Within the first year of hire, new tenure-track faculty shall meet with the RTP Committee to outline specific terms and conditions to be met during the tenure process. This plan shall be written and signed by the candidate and the RTP Committee Chair. The plan is reviewed, and if necessary, modified annually.
11. A yearly, written evaluation from the tenure committee indicating tenure progress shall be completed and provided to the candidate.
12. The Chair of the RTP Committee shall also conduct at least yearly meetings between the candidate and the Committee to evaluate progress toward tenure and make any necessary adjustments to the tenure plan. These meetings shall be documented by the Chair of the RTP Committee and such documentation included in the tenure file.
13. The RTP Committee reviews the candidate's tenure portfolio annually. Recommendations are written for midterm and tenure decisions.
14. Tenure documentation is forwarded to the Department Chair and Dean for review, recommendation, and signature. All parties adhere to deadline dates delineated by the institution's tenure policy.
15. The Department Chair maintains a file for each faculty which contains supervisor evaluations and other documentation normally collected as a function of the duties of the Chair. All documents in said file are open for review by the faculty member. The faculty member shall have the opportunity to make written response to any document in the faculty file maintained by the Department.
16. Changes to this document shall be made only by consensus of the RTP Committee and approval by majority vote of full, tenure-track faculty before implementation.

Required Documentation to Support the Tenure Request:

Required Qualification:

1. Earned Doctorate from an accredited institution is required for tenure to be granted to the School of Education at UVU.

Required Evaluations:

1. Student ratings of instructors (SRI), standard to the institution, shall take place each semester for which the candidate is teaching a course. The results shall be included as evidence of accountability. The candidate shall respond to the SRI results with professional goals, and where appropriate, plan(s) for improvement.
2. Written peer evaluations of the candidate shall be solicited each year by the candidate and Department Chair. Peers shall be invited to evaluate the candidate for teaching, scholarship and/or service. Additional peer reviews may be solicited from non-UVU colleagues.
3. Using the information gained from student, peer, and department chair evaluations, the Department Chair shall conduct an annual evaluation meeting with each tenure candidate to address strengths and weaknesses and review goals for achieving tenure. A written summary of the annual evaluation meeting shall be provided to the candidate in a timely manner. A copy shall be retained by the Department Chair. The Dean shall evaluate non-tenured, tenure track chairs.
4. A written, annual evaluation from the RTP Committee indicating progress toward tenure shall be included in the tenure file.
5. The tenure candidate, Chair of the RTP Committee, Department Chair, or Dean may request other evaluations as necessary for inclusion in the tenure file.

Required Responses:

1. Annually, the candidate shall include a clear and concise written reflection in response to the required evaluations mentioned above, as well as suggested documentation regarding progress toward tenure in the areas of teaching, scholarship, and service. (For example: For each section of the tenure file address the following: "What evidence is contained in the section?; How does the evidence illustrate that the requirements for tenure have been met?; Based on the evidence, what is the candidate's plan for professional development?")

Examples of Acceptable Teaching:

1. Current knowledge of the field of teaching assignment
2. Fulfill the roles and responsibilities of a professor
3. Develop instructional materials
4. Appropriately use accepted best practices to enhance learning
5. Evidence of appropriate assessment strategies
6. Be available to students
7. Uphold and practice professional and ethical responsibility
8. Other relevant teaching practices not mentioned above.

Examples of Acceptable Scholarship:

1. Write a book chapter or book in content specialty that is invited and/or peer reviewed and published.
2. Do research and publish results in a peer reviewed journal.

3. Present research at a national conference in your content specialty.
4. Design a needed course in your content specialty which demonstrates knowledge and skill that is current to the discipline.
5. Write a scholarly document such as the accreditation *Inquiry Brief* that can be accepted to achieve accreditation.
6. Design innovative uses for technology in area of expertise.
7. Professional improvement, such as additional degrees beyond the terminal degree, formal post-graduate study, or documentation of additional training.
8. Obtain grants
9. Select a project not mentioned above but that carries equivalent rigor and demonstrates scholarly skill and knowledge that can be negotiated with the Tenure committee.

Examples of Acceptable Service:

1. Hold leadership positions in professional organizations
2. Membership in professional organizations
3. Committee assignments at the department, school or university levels
4. Service publications such as professional journals, newsletters, newspaper and popular magazine articles
5. Service for professional conferences, workshops and seminars
6. Administrative assignments within the university
7. Activities such as consulting and serving on governing boards
8. Other relevant professional service and activities not mentioned above.