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College of Health and Public Service
Physician Assistant
RTP Document

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Introduction, Purpose, Overview

The mission of the Physician Assistant program at Utah Valley University is to graduate academically and clinically prepared compassionate providers who strengthen our regional healthcare workforce through exceptional patient care.

The Utah Valley University (UVU) Physician Assistant program was conceived in summer of 2018. A standard requirement for a physician assistant program is accreditation. "Accreditation is a review of the quality of higher education institutions and programs" (CHEA, n.d.). Program accreditation is imperative for eligibility to receive federal aid and some state loans and grants, to grant students permission to sit for a licensing exam and to comply with some employers' decisions to provide tuition assistance for their current employees. Further, accreditation is another method of validating the graduate's credentials to the culture of workforce in which they enter. For these reasons, our Physician Assistant faculty are pre-conditioned, charged with and committed to seek accreditation for the Physician Assistant program.

Accreditation is as complicated as it is coveted. Because the UVU Physician Assistant (PA) Program was in its nonage, the complexity of building, developing and strategizing the program where it meets the Accreditation Review Commission of Education for the Physician Assistant program (ARC-PA) self-study guidelines weighed heavily on the program's four faculty members. Locating and securing over one-hundred clinical sites along with executing the articulation agreements for those clinical sites, developing first year preclinical coursework, second year clinical course work, clinical lab experiences, simulation experiences, and synthesis sessions after interactions with hospitalized patients which summed thirty-five syllabi has been the undertaking of the PA program faculty this tenure review period. In the context of the above and realizing the gravity of the anticipated program initial review, the four PA program faculty strove to focus primarily on the accreditation process. The fulfillment of the teaching, service and scholarship are expounded upon in this tenure document reflective of the provisional accreditation process for the UVU Physician Assistant Program.

The selection and promotion of a faculty member is of paramount importance to Utah Valley University (UVU), the College and department. UVU seeks to appoint excellent faculty, reward their achievement by encouraging them to become active participants in this teaching institution. The RTP guidelines are based on a firm expectation for faculty excellence as a teacher-scholar whose contributions in service speak to the mission of UVU. Thus, promotion is granted in recognition of distinctive achievement in areas of teaching, scholarship and service. The purposes of these guidelines are to establish both process and criteria for promotion and merit within the department.

Contents, Combining Files, and Adding Documents to the Tenure File *****The method of file storing/retention will be Digital Measures***

All criteria in these guidelines are intended to be consistent with the UVU policies listed below, and in any case of conflict, the provisions of the university-level policies apply.

- Policy 637: Faculty Tenure
- Policy 632: Assignment and Advancement in Academic Rank
- Policy 633: Annual Faculty Reviews
- Policy 635: Faculty Rights and Professional Responsibilities
- Policy 638: Post-Tenure Review
- General Tips and Considerations

RTP Committee structure

For this PA program, the RTP committee structure consists of faculty from related programs. The PA RTP committee:
   a. shall consist of five members
   b. shall read and equitably apply relevant university policies (#637)
   c. shall consist of a tenured faculty member elected every year by a vote of the respective RTP committee members with a simple majority vote (Policy # 637: 5.2.5)
   d. shall consist of faculty elected tenured members for a three-year term. In case there are insufficient tenured faculty in the department to provide a majority of RTP committee members from tenured faculty, tenured faculty from another department within the College of Health and Public Service maybe invited to serve on the Committee with the approval of the Department Chair and RTP Committee. Also, in case there are no tenured faculty members in the department (as is the current case of this emerging RTP committee), input will be sought from PA faculty members.
   e. the RTP Committee will meet on a monthly basis
   f. shall annually review the PA Tenure Guidelines to include, but not limited to, the following:
      1. criteria for evaluating its faculty members for awarding the rank of Assistant Professor
      2. criteria for subsequent promotion in rank
      3. criteria for annual review, post tenure review, and merit

Written Copies Provided to Faculty Members. A written copy of the *department RTP guidelines* shall be provided to its faculty members and to new faculty members upon hire. Whenever the *department RTP* guidelines are revised, a copy will be sent to all faculty. Faculty on tenure track may continue with the RTP document provided at the time of hire or switch to the updated RTP document.

RTP Guidelines Approval. The department RTP guidelines shall be subject to approval by the department faculty, Provost, and President of the University. Subsequent revisions to the RTP Guidelines shall also be approved by these same entities.

New Faculty

Faculty Initial Assignment of Rank
    a. Newly hired Faculty shall be assigned the assistant professor rank according to the RTP policy. Previous academic experience, professional experience, and/or professional training may be considered for determination of the appropriate rank only at the time of hire.
       See appendix A for specific criteria related to initial placement/appointment of faculty. *(Note: this should include both tenure and non-tenure track positions.)* PA faculty will generally hire on as Assistant Professor.
    b. Those newly hired faculty who are experienced in the profession and/or perhaps tenured at a previous institution of higher education may receive years of experience towards tenure during the hiring process and this designation should be included in the job offer letter.
    c. Such decisions are made at the time of hire. The ranks available to be assigned are:
        1. Assistant Professor
        2. Associate Professor
        3. Professor

Faculty Onboarding/Orientation

The Department Chair or a designee shall orient a new tenure-track faculty member within the first month of hire. The Department Chair or the Chair's designee shall provide a written copy of all relevant tenure policies and procedures to each tenure track faculty member. Within the first semester of hire, the new tenure-track faculty member shall:
    a. meet with the Department RTP committee to outline and agree to the specific terms and conditions to be met during the tenure process
    b. consult with the Department Chair and RTP Chair to be assigned a mentor within a month of hire.
    c. meet with the mentor on a monthly basis or as agreed upon by the mentor and mentee (See Appendix A).
    d. annually update the chairs of the Department and RTP committee on tenure plan progress
    e. attend one annual meeting with the RTP committee (at the invitation of the RTP Committee Chair) to evaluate progress towards tenure and make any necessary adjustments to the tenure plan
    f. ensure the Chair of the RTP committee documents these meetings and such documentation is included in the tenure file.

Onboarding Processes
    a. The candidate/faculty member will be provided with a copy of the College and Department Tenure Guidelines within the first month of the beginning of the hiring semester through the Program Director.
    b. The candidate/faculty member should meet with the Department RTP Committee and the Program Director, within the first semester of hire, to formulate a tenure plan. The tenure plan should outline specific teaching, scholarly, and service activities that are achievable within the tenure time frame. This plan must address goals that will be achieved by the tenure-track faculty for their third-year review as well as for their six-year tenure review. This tenure plan should be reflected in the annual plan submitted to

the Department Chair for annual review. *A tenure track plan will be developed by the mentor and the faculty member, reviewed and signed by the RTP Chair and committee along with the Program Director by the end of the first semester.*

c. Tenure-track faculty who are granted years toward tenure will be required to formulate a tenure plan that is reflective of the shortened time frame. The tenure criteria should reflect the body of work required for the six-year review.

d. Maintaining the tenure plan, and any documentation pertaining to that plan, *is the responsibility of the faculty member seeking tenure.*

e. The RTP Chair will be responsible for maintaining a tenure file on the candidate. *The faculty member's tenure plan must be approved, in writing, and signed by all members of the RTP committee and the faculty member (see B above).* The approved document must include the detailed tenure plan, including planned completion dates, where appropriate. This document is forwarded to the Department Chair and Dean for their approval and signatures. Tenure plans must be developed and approved according to the timeline set by the Policy #637.

Teaching **MUST** First Tier

Year 1 (fall 2018-spring 2019) **Creating Course Objectives and Content Mapping for 35 courses**	Year 2 (spring 2019-fall 2019) **Development of 35 courses across the content map**	Year 3 (Spring 2020-Fall 2020) (fall *apply for mid-term*)	Year 4 (Spring 2021-Fall 2021 **Prepare for fall Provisional 2021 ARC-PA visit with a *mock* ARC-PA**	Year 5 Spring 2022-Fall 2022) (tenure application) **Admit first Cohort**
Naming of courses and course descriptions	Develop Committees and Committee Guidelines for: Curriculum Committee, Program Evaluation Committee, Admissions Progression and Graduation Committee	Developing 35 course shells in Canvas: preparing to input 35 developed course syllabi into canvas	**Plan mock PA visit external review Spring**	Orient students to PA Program Teach courses Evaluate Courses Collect SRIs
Organizing the PA curriculum blueprint for 5 semesters	Content mapping over semesters/courses and respective sections in compliance with ARC-PA Standards	Continue refining content mapping over semesters/courses and respective sections in compliance with ARC-PA Standards	Successfully Participate in Mock ARC-PA Accreditation Visit, e.g., curricular documents meet ARC-PA Accreditation Standards	Orient students to Simulation Lab Build, Run and Evaluate Lab Simulation Experiences via national medical simulation standards
Strategizing a content map to address the curricular blueprint aligned with ARC-PA standards	Curricular development: Completing the weekly teaching and learning activities for all 35 syllabi aligned with ARC-PA Standards		Proofread and Refine all 35 Syllabi for Posting in Canvas **Cross check with course catalogue	Apply course report program evaluation data to course and program revisions and document in PA Strategic Systematic Plan of Self-Assessment
Develop weekly learning activities for each of the 35 syllabi	Input all 35 courses into Canvas according to the curricular design of the Content Map and ARC-PA Standards			

Department, School and University Service **MUST** First Tier

Year 1 (fall 2018-spring 2019) Creating Course Objectives and Content Mapping for 35 courses	Year 2 (spring 2019-fall 2019) Development of 35 courses across the content map	Year 3 (Spring 2020-Fall 2020) (fall *apply for mid-term*)	Year 4 (Spring 2021-Fall 2021 Prepare for fall Provisional 2021 ARC-PA visit with a *mock* ARC-PA	Year 5 Spring 2022-Fall 2022) (tenure application) Admit first Cohort
Securing of signed Clinical Articulation Agreements	Input 35 courses into Course-Leaf Start Course Catalogue	Prepare PA Student Manuals/guidelines *Post online **Devise PA applicant interview process**	Refine PA Student Manuals *Post online **Implement PA applicant interviews**	Devise and ongoing Systematic Strategic Self-Assessment Plan to continually self-assess the program
Develop the Content Map sequencing instructional objectives to program outcomes and ultimately to ARC-PA standards	Completing the organization of the instructional content for placement on content map	Prepare PA Faculty Manuals/guidelines *Post online Manage WEB page for PA Program	Refine PA Faculty Manuals *Post online **Plan and participate in Mock ARC-PA visit**	Prepare and Submit Course Reports to Program Eval Committee
	Finalizing Securing of signed Clinical Articulation Agreements	Begin cross checking courses in UVU course catalogue with syllabi and Course Leaf and PA web page	Summer and Fall Conduct/participate in PA Admission Interviews Process applicant selection *Send letters of acceptance**	

Scholarship **MUST** First Tier

Year 1 (fall 2018-spring 2019) Creating Course Objectives and Content Mapping for 35 courses	Year 2 (spring 2019-fall 2019) Development of 35 courses across the content map	Year 3 (Spring 2020-Fall 2020) (fall *apply for mid-term*)	Year 4 (Spring 2021-Fall 2021 Prepare for fall Provisional 2021 ARC-PA visit with a *mock* ARC-PA	Year 5 Spring 2022-Fall 2022) (tenure application) Admit first Cohort
Utilizing current academic curricular research, periodicals and standard works, develop course competencies and instructional objectives	Completing research for course competencies and cross-referencing to content mapping.	Participate in preparing a self-assessment that collects longitudinal data over sequential annual program development as a criterion point of compliance with ARC PA standards	Using ARC-PA accreditation standards and peer reviewed program periodicals, prepare for and schedule mock PA visit external review Spring **all documents, e.g., self- assessment, 35 syllabi complete, content mapping complete, canvas input complete, catalogue complete, clinicals secured, articulation agreements signed in accordance with ARC-PA standards	Collect data on effectiveness of course objectives feeding program outcomes
	Following standard curricular peer-reviewed periodicals and ARC-PA guidelines, aligning course competencies with ARC-PA Standards and North West Commission on Colleges and Universities		Successfully participate in mock PA external visit	Using peer reviewed curricular research and ARC-PA standards, prepare Course Reports Evaluate Program Outcomes and ongoing self-assessment
			Submit Self-Assessment for Provisional Accreditation via ARC-PA Program Management Portal	Using data gathered from course reports evaluate program outcomes relative to ARC-PA standards.

College of Health and Public Service

Physician Assistant

Retention, Tenure and Promotion Document

On the date here-in affixed to this Physician Assistant Retention, Tenure and Promotion document attests to its ratification.

Division Coordinator: _____ *karen Mulitalo* _____ **Date: 4/21/2020____**

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Department Chair: _____ *Mary Brown* _____ **Date:**_____4/30/2020___

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RTP Chair: _____ *Dianne McAdams-Jones* _____ **Date: __4/21/2020_____**

DocuSigned by:
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Dean CHPS_____ *David McEntire* _____ ___**Date: _____**4/29/2020
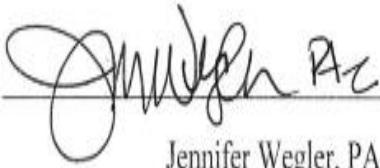
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Associate Provost_____ *kathren Brown* _____ _**Date: 4/21/2020_____**
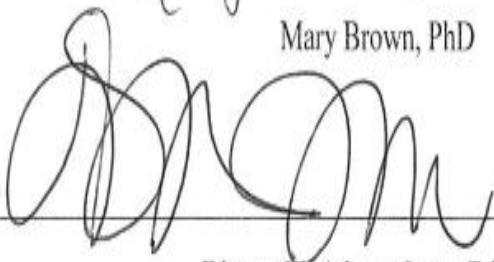
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On 27 August 2019, the following Physician Assistant Retention, Tenure and Promotion document was ratified.

Division Coordinator _____ Date: 9/11/19

Jennifer Wegler, PA, MS

Department Chair _____ Date: 9-11-19

Mary Brown, PhD

RTP Chair _____ Date: 9.11-19

Dianne McAdams-Jones EdD, RN, CHSE, SFHEA

Dean _____ Date: 9-11-19

David McEntire, PhD

AVPAA _____ Date: _____

Kathryn Brown, PhD