

The University of Texas at Tyler

School of Education

Procedures and Guidelines for Tenure and Promotion

Procedures

This document complies with section 3.3.4, 3.3.5, and 3.3.6 of the UT Tyler Handbook of Operating Procedures (HOP, Revised, 2009). If a University procedure or guideline as stated in the HOP conflicts with a procedure of the School of Education, the HOP will prevail.

Pre-Tenure Review

Purpose and Overview Procedure

The purpose of the Pre-Tenure Review is to inform candidates of strengths and weaknesses so the candidate may maintain or enhance strong points and address shortcomings. Thus, the purpose of the pre-tenure review is to provide guidance.

All tenure track faculty will participate in a pre-tenure review. The pre-tenure review will be conducted in the spring semester of the third year of employment. The Director shall notify faculty at least six months in advance of the deadline for submission of a pre-tenure review dossier. The dossier must include materials that demonstrate teaching, scholarship, service, collegiality in accordance with SOE guidelines for the pre-tenure review and the tenure and promotion evaluation. The Director of the SOE or an assigned faculty mentor shall provide the applicant with assistance in compiling the dossier if assistance is requested.

Procedure

The Director will conduct an election of an eligible Committee Chair who will call a meeting of the School Committee. This committee will include all tenured faculty in the School of Education. The Committee will review the candidate's dossier and discuss the candidate's progress. The responsibility of the committee is to share its collective judgment about whether the trajectory of performance at the time of the review and a continuation of that historical trajectory is likely to be sufficient for the tenure-track faculty member to earn promotion and tenure when he/she must apply for promotion and tenure.

The Committee Chair will conduct a vote by show of hands or other public method. Committee's members may vote that the candidate's progress is "satisfactory" or "unsatisfactory." The Chair will prepare a written summary of the conclusions of the committee. The written summary should clearly indicate whether the committee believes the individual's performance through the time of the pre-tenure review appears to be on track for a successful application for promotion and tenure or whether improved

performance is needed in order to meet the standards for promotion and tenure. The written summary from the committee shall be provided to the Director of the School of Education and to the Dean of the College of Education and Psychology within 21 days of the deadline established for submission of the pre-tenure review dossier. The Dean will submit a written statement to the Provost and Vice President of Academic Affairs regarding the recommendations from the College of Education and Psychology.

Procedures for Tenure and Promotion

Timeline

The SOE's Tenure and Promote Promotion process begins the spring semester prior to the candidate's sixth year of service.

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| April 1 | The candidate submits written request for promotion and/or tenure to the Director of the SOE. |
| April 15 | The Director of the SOE responds to the request. |
| May 1 | The candidate provides the Director of the SOE with at least five names of potential external reviewers as well as the reviewers' credentials and a statement outlining the candidate's prior contact with the reviewers. |
| May 15 | The Director of the SOE identifies at least five additional external reviewers and submits the candidate's and the Director's lists to the Dean. |
| June 1 | The Dean of the College of Education and Psychology (CEP) selects at least five external reviewers from the lists.

The candidate submits the curriculum vitae, reprints and representations related to scholarship, and a summary of teaching and service responsibilities since arriving at UT Tyler to the Director of the SOE. |
| June 2 –
July 1 | The Director of the SOE finalizes arrangements with external reviewers. |
| July 1 | The Director of the SOE sends appropriate letters and accompanying materials to the external reviewers. |
| September 1 | The external reviewers submit letters of recommendation. |
| September 15 | The candidate submits the dossier to the Director of the SOE. The Director of the SOE add the external reviewers' letters to the dossier. |

- October 15 The SOE's T&P committee completes the reviews and recommendation.
- October 30 The Director of the SOE completes the review and recommendation. The candidate's dossier is given to the College's committee.

Responsibility of the Candidate and the Promotion Packet

It is the responsibility of all faculty to be aware of departmental, college, UT Tyler and UT System rules and regulations regarding tenure. The faculty member who is to be considered for tenure and/or promotion should compile his or her files well in advance so he or she is prepared to send out materials to external reviewers in the summer prior to the six year of service. A recommendation for tenure must include a strong record in teaching and research/scholarship/creative activity. Furthermore, and in alignment with the UT Tyler HOP, the candidate's performance in teaching and/or scholarship must be outstanding. Tenure will not be granted unless the candidate is deemed to be a strong teacher and demonstrates a commitment to lifelong improvement of his or her teaching skills. In addition, there must be a strong record of research/scholarship/creative activity that has made a substantive contribution to the candidate's discipline. To that end, dossiers for tenure and/or promotion must include a minimum of three (3) outside review letters, with a minimum of one (1) letter from the candidate's list of external reviewers. The packet for external review will contain the candidate's c.v., appropriate reprints and other representations of the candidate's scholarship, and a summary of the candidates teaching and service responsibilities since arriving at UT Tyler.

The documentation of professional accomplishments shall be submitted in accordance with the criteria, standards and guidelines established by the department and/or college. Except in special circumstances of hiring, the tenure and promotion criteria are met by work performed while employed at UT Tyler.

Once the candidate submits the dossier to the Director, no additional materials may be submitted, unless permission to do so is given by the College Dean. However, the candidate may answer questions posed and may provide specific documents at the request of the Faculty Evaluation Committee.

Representatives and Committees

Department Representative to the College Faculty Evaluation Committee

The Director of the SOE will conduct an election for the School of Education representative to the College of Education and Psychology Faculty Evaluation Committee following nominations from the eligible faculty. The representative will meet the eligibility requirements specified in the HOP.

School of Education Tenure and Promotion Committee

The School of Education Tenure and Promotion committee will consist of all School faculty members who are eligible according to the provisions of the HOP. The School Committee does not include the Director. The Committee Chair will call meetings of the School Committee at times when all eligible faculty are able to attend. [The School Committee may act only when the majority of eligible faculty are present for a meeting.]

School of Education Tenure and Promotion Chair

The Director will conduct an election of an eligible Committee Chair who will convene a meeting of the School Committee following nominations from the eligible faculty. Nominees for Committee Chair must be eligible to vote on all candidates considered within a given year.

The committee members will cast two votes for each candidate; the committee will vote separately for the candidate's promotion and tenure. In years in which more than one candidate is considered for promotion or tenure, multiple ballots will be cast. Faculty eligible to vote for one but not another candidate will be excused from the meeting at appropriate times.

Procedures for Tenure and Promotion Evaluation

With the Committee having reviewed the candidate's dossier, the Committee Chair will lead a discussion of the candidate's credentials. Following the discussion, the Committee Chair will produce ballots which bear his or her signature and which indicate the categories "for," "against" and "abstain." The Committee Chair will distribute the official ballots at the meeting and deliver an official ballot to any eligible Committee member who did not attend the meeting due to illness, travel, or other approved reason. Ballots from those members who did not attend the meeting must be submitted within five business days. Ballots will be secret. The Committee Chair will communicate the vote count, the recommendation, and the rationale for the recommendation in writing to the Director of the SOE.

Once the Director receives the SOE's committee recommendation, the Director of the SOE will review the candidate's dossier, and issue a recommendation and rationale for the recommendation. The Director will then communicate the recommendation in writing to the College's T&P Committee. The subsequent procedures of the T&P process are outlined in the CEP's T&P Guidelines and the UT Tyler HOP.

Teaching

In its broadest sense, teaching is defined to include classroom instruction, curriculum development and/or revision, analysis of the impact of one's teaching on student learning, and responsiveness to students' needs beyond the classroom. To qualify for tenure, faculty members must have a consistent pattern of effectiveness in teaching. Tenure will not be granted unless the candidate is deemed to be a strong teacher and demonstrates a commitment to lifelong improvement of his or her teaching skills. Thus,

it is vital that information concerning teaching effectiveness, gathered from multiple and flexible assessment methods, be part of the tenure review.

Evaluation of Teaching Effectiveness

Because teaching is a multifaceted activity, evaluating teaching may require examination of various kinds of information. As stated in the HOP, it is vital that teaching effectiveness be evaluated through multiple and flexible assessment methods including peer observations of teaching.

Student judgments of teacher effectiveness are considered in accordance with the policy of the Board of Regents. Course and teacher evaluations provide information regarding student satisfaction and constitute one important gauge of teaching effectiveness. However, because student evaluations can be influenced by factors other than the quality of teaching, other evidence of instructor effectiveness that complement student evaluations, is considered.

The following quality indicators for teaching are among those expected for candidates who have teaching as part of their assignment. The UT Tyler SOE considers a candidate to be an effective instructor when he/she:

- demonstrates a commitment to students and their learning by examining and reflecting on practice,
- holds students to high standards of academic performance,
- engages in activities that support teaching and enhance student learning, including but not limited to course revisions,
- applies effective instructional methods, including but not limited:
 - the use of innovative pedagogical techniques,
 - the design and implementation of lessons and activities aligned to the students' interests,
 - clear communication of course material,
 - monitoring of student learning,
 - the appropriate use of technology,
- demonstrates mastery of the course content,
- has a deep knowledge of pedagogy and andragogy,
- works collaboratively with colleagues within a learning community.

Evidence of outstanding teaching is drawn from a variety of sources of which those listed here are but a partial set of examples.

- Summative annual evaluations
 - Formal observations
 - Student achievement data
- Student course evaluations
- Examination of student achievement over time
- Self-reflection and the analysis of student data to improve instructional practice
- Engagement in innovative practices and/or service learning
- Student performance in external competitions/experiences

- Continuous development of assigned courses as evidenced by the course syllabi, course modifications based on peer observations, and/or increasing evaluation scores
- Development of new courses and/or programs, clinics, or laboratories
- New course and/or program development
- Teaching awards and honors
- Revised or aligned department curriculum based on current research about effective teaching strategies in the field

Criteria for Judging Teaching

It is the responsibility of the candidate to provide multiple types of evidence in the dossier to illustrate the quality of his or her teaching.

To be evaluated as **exceeds expectations or outstanding** in the category of teaching, the faculty member must provide evidence of outstanding work as indicated on the required university end-of-course student course evaluations and from at least three others of the aforementioned sources of evidence.

To be evaluated as **meets expectations or strong** in the category of teaching, the faculty member must provide evidence of having outstanding work as indicated on the required university end-of-course student course evaluations and from at least one other of the aforementioned sources of evidence.

Additionally, a faculty member should show consistent growth through professional development as evidenced in the faculty annual evaluation and the university end-of-course student course evaluations.

Scholarship

Research/Scholarship/Creative Activity

Scholarship is defined broadly as inquiry that can be responsibly applied to consequential problems. The purpose of research/scholarship grant writing, or creative activity directly related to one's discipline is to make a substantive contribution to the body of knowledge and understanding in one's discipline and for the results of the work to impact practice or the knowledge base of one's discipline.

For tenure to be granted, a faculty member must have established a strong, consistent, and progressive program of relevant research/scholarship, grant writing, or creative activity directly related to one's discipline, document that one's scholarship has impacted practice or contributed to the knowledge-base in the discipline, and must provide evidence of a commitment to continue making contributions throughout his or her career.

Evaluating Scholarly Merit

All scholarly contributions have merit. The central and irreplaceable feature of evaluating the substance of a fellow scholar's work is to read it and carefully review its

creativity, sophistication, rigor and other aspects of scholarly merit and the impact or potential impact of the work. When appropriate, scholarship should be anonymously refereed by peers in the field and/or editorially reviewed in the field. Scholarship in which the candidate is not listed as the first author should be evaluated with respect to the candidate's contribution.

Evidence of outstanding scholarship that makes a substantive contribution to the body of knowledge and understanding in one's discipline is drawn from a variety of sources. The following are examples of scholarship, though not an exhaustive list:

- Peer-reviewed publications (e.g. research or practitioner)
- Edited book chapters
- Edited books
- Grants submitted
- Grants funded
- Public scholarship (e.g. articles published by public outreach arms of scholarly organizations)
- Technical reports
- Other activities that fall under Boyer's Model of Scholarship.

Criteria for Judging Scholarship

Because of the variety and complexity associated with different forms of scholarship, those reviewing scholarship must look at the body of scholarship presented by the faculty member seeking tenure and/or promotion. However, all of the scholarship should point to a sustained approach to engaging in scholarship and serving as a steward of the discipline.

For an assistant professor seeking promotion to associate professor to be evaluated as **exceeds expectations or outstanding** in the category of scholarship, a successful candidate would typically have an average of 1.5 published pieces of scholarship/products/grant submissions a year for five years (7 to 8 pieces of scholarship when going up for tenure and promotion), if there are no funded external grants. For candidates that have funded external grants there should be a minimum of at least one published piece of scholarship a year for five years and an appropriate mix of funded external grants and grant submissions. In addition, the letters from external reviewers should note the quality and impact of the candidate's scholarship.

To be evaluated as **meets expectations or strong** in the category of scholarship, the assistant professor would have an average of 1 published pieces of scholarship/products/grant submissions a year for five years (5 to 6 pieces of scholarship when going up for tenure and promotion).

For an associate professor seeking promotion to full professor to be evaluated as **exceeds expectations or outstanding** in the category of scholarship, a successful candidate would typically have a minimum of five to seven publications, in addition to those completed for promotion to Associate Professor, to allow for longitudinal studies. To be evaluated as **meets expectations or strong** in the category of scholarship, the

associate professor would have an average of 1 publication a year for five years (5 to 6 publications) in addition to those completed for promotion to Associate Professor. A majority of the publications will be in more prestigious journals, defined as those that are peer-reviewed and have an acceptance rate of less than 30%.

The letters from external reviewers should note the quality and impact of the candidate's scholarship. In addition, the associate professor should have established a national reputation in her/his field.

Service

Service is membership, participation, and leadership in committees, task forces, governance, and scholarly and/or professional expertise are used for the benefit of the university, profession, and community.

To qualify for tenure, the candidate must display a satisfactory commitment to service to The University of Texas Tyler and to the profession. Candidates may also provide evidence of their commitment to the betterment of the civic community. Although teaching and scholarship are the primary considerations in tenure and promotion decisions, service is integral to the effective operation of the university and contributes to community development.

University Service

University service involves membership, participation and leadership in committees, task forces and governance. Candidates may be elected to the Faculty Senate or serve in Faculty Senate committees. Candidates may also serve on standing University, College and Department committees and on ad hoc committees. Candidates may serve in administrative positions. University service at the departmental level includes work such as recruitment, administering undergraduate or graduate programs, developing new projects that advance the mission and vision of the School of Education, College of Education and Psychology, and The University of Texas at Tyler. Participation in and compliance with accreditation initiatives, data collection and related activities is expected for department service.

Professional Service

Professional service involves membership, participation, and leadership in professional organizations. Professional service is taken into consideration in tenure and promotion decisions when the candidate's scholarly and professional assets are used for the benefit of a local, state, or national professional organization. Professional service can take a variety of forms depending on the nature of the candidate's expertise. Excellence in professional service is sometimes marked by the receipt of honors and awards.

Community Service

Community service is taken into consideration in tenure and promotion decisions when the candidate's scholarly and professional assets are used for the benefit of the community. Therefore, community service may take a variety of forms depending on

the nature of the candidate's expertise. Excellence in community service is sometimes marked by the receipt of honors and awards.

Evidence of Service

Evidence of outstanding service is drawn from a variety of sources. In addition, the expenditure of time and effort is an important consideration in evaluating service. Examples of service include, but are not limited to:

- Committee leadership roles (e.g. national, regional, state, local, community, university, college, School of Education)
- Committee membership roles (e.g. national, regional, state, local, community, university, college, School of Education)
- Volunteering for social benefit/greater good in community
- Recruitment activities (informal and formal)
- Program activities (e.g. search committees, attending program meetings)
- Assessment Summit, participation in external reviews, and accreditation initiatives
- Receipt of honors and awards related to service
- Workshops conducted/facilitated (e.g. national, regional, state, local, community, university, college, School of Education)

Criteria for Judging

All faculty are expected to be involved in community, department/university, and professional service. To be evaluated as satisfactory in the category of service, the faculty member must provide evidence of contributing satisfactory service to the community, department/university, and profession. The faculty member must have a minimum of an average of **meets expectations** over five year in the service category of the faculty annual evaluation to be considered as satisfactory.

Collegiality

UT Tyler defends the concept of academic freedom, which assures each faculty member the freedom to criticize and advocate changes in existing theories, beliefs, programs, and policies, and guarantees faculty the right to support any colleague whose academic freedom is threatened.

According to The University of Texas at Tyler Handbook of Operating Procedures, collegiality is defined as a professional, not personal, criterion relating to the performance of duties within a department. Collegiality should not be confused with sociability, likability or conformity to certain views. Instead collegiality addresses such issues as the faculty member's compatibility with department missions and goals, an ability and willingness to work cooperatively within the department and college, a willingness to engage in shared governance, and a high standard of professional integrity in dealing with colleagues and students on a professional and personal level. This is evaluated through a dialogue with the director with each annual evaluation.

Evidence of problems with collegiality should be provided through previous documentation.

The University subscribes to the following description of collegiality from the American Association of University Professors (AAUP) statement on professional ethics:
As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas, professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.

Promotion Criteria Summarized by Rank

Assistant Professor

Appointment to the rank of Assistant Professor normally requires that individuals hold the highest earned degree or its equivalent appropriate to their discipline. Appointment to this rank is made on the judgment that the individual has the potential for an award of tenure within the maximum six-year period. Evidence of potential for excellence in scholarship and teaching is required.

Associate Professor

Appointment or promotion to the rank of Associate Professor is recognition that the faculty member has a clearly defined record in and commitment to continued growth of strong teaching, research and/or scholarship, and a commitment to responsible and conscientious participation in service activities. A strong record of achievement in both teaching and research and/or scholarship requires significant evidence in the dossier.

Evidence of strong research/scholarship is documented not only through peer-reviewed publications, professional presentations, etc. but also through input of colleagues in the department as well as peer recognition of the candidate's reputation by independent scholars outside of the university. External letters of review from peers outside the university will be required for faculty members applying for Associate Professor. All departmental/school and college tenure and promotion policies must adhere to the same implementation date.

Expectations are that candidates for Associate Professor and/or tenure will have engaged in scholarly or creative activity that will result in work that shows a variety of single-authored, first-authored, and/or collaborative authorship. At least three instances of single- or first-authored activity adds to the strength of the dossier.

Candidates should have a body of scholarship/research that would average 1.5 pieces of scholarship per year for five years, provide evidence of the impact of his or her scholarship, and positive letters from their external reviews.

Professor

Appointment or promotion to the rank of Professor is recognition of demonstrated achievement and distinction over the span of a faculty member's academic career in teaching and research/scholarship. The faculty member must also have actively participated in professional service and been actively involved in department, college and university service.

Evidence of strong research/scholarship is documented not only through national and international peer-reviewed publications, professional presentations, etc. but also through input of colleagues in the department as well as peer recognition of the candidate's reputation by independent scholars outside of the university. External letters of review from peers outside the university will be required for faculty members applying for Professor.

Procedures and Guidelines for Promotion of Non-Tenure Track Faculty (Lecturers)

Lecturer – This title may be used for individuals who will serve as teachers and whose teaching experience and qualifications are comparable to those of faculty members in the untenured, tenure-track positions, with the exception that a terminal degree is not required for this position.

Senior Lecturer – This title may be used for non-tenure track instructors whose teaching experience and qualifications demonstrate excellence in service and performance. Teaching and related experience at The University of Texas at Tyler or commensurate experience at another institution and demonstrated high levels of performance as indicated by a formal review is expected. Appointment to this position may occur as a promotion from Lecturer after a minimum of five years (HOP) in which the performance of the lecturer has been thoroughly documented as having “meet expectations” or “exceeds expectations”. The principal criterion for promotion is excellence in teaching; however, research and/or service may be considered when recommending a Lecturer for promotion. Even in cases where there is evidence of excellence in research and/or service, *excellence in teaching* will remain the principal criterion for evaluation and promotion of the lecturer.

A Lecturer who has satisfied the following criteria may apply for promotion to the rank of **Senior Lecturer**:

- Evidence of consistent excellence in teaching as documented by annual faculty evaluations (that, across time, attended to end-of-course student course evaluations as well as peer evaluations) and other supplementary evidence provided by the candidate as desired.
- Continuing professional development, including: attendance at campus, or regional meetings focused on the improvement of instruction; development of new courses and/or revision of existing courses; incorporation of innovative course materials or instructional techniques; awards or other recognition for teaching.
- Other evidence and rationale for inclusion as provided by the candidate, including but not limited to: grant work; leadership; mentorship; UT Tyler student outreach.
- Evidence of service to the university, the profession and/or the community as outlined in the “Service” section of this document.

Distinguished Senior Lecturer – This title may be used for non-tenure track instructors whose teaching experience and qualifications demonstrate extraordinary service and performance. Teaching and related experience at The University of Texas at Tyler or commensurate experience at another institution and demonstrated high levels of performance as indicated by a formal review is expected. Appointment to this position may occur as a promotion from Senior Lecturer after a minimum of five years (HOP) in which the performance of the Senior Lecturer has been thoroughly documented as having “exceeds expectations”.

A Senior Lecturer who has satisfied the following criteria may apply for promotion to the rank of Distinguished Senior Lecturer:

- Evidence of consistent excellence in teaching as documented by annual faculty evaluations (which, across time, attended to end-of-course student course evaluations as well as peer evaluations) and other supplementary evidence provided by the candidate as desired.
- Continuing professional development, including: attendance at campus, regional, national, or international meetings focused on the improvement of instruction; development of new courses and/or revision of existing courses; incorporation of innovative course materials or instructional techniques; scholarly or creative work in the scholarship of teaching as well as in the discipline; awards or other recognition for teaching; other supplementary evidence provided by the candidate as desired.
- Other evidence and rationale for inclusion as provided by the candidate, including but not limited to: grant work; leadership; mentorship; UT Tyler student outreach.
- Evidence of service to the university, the profession and/or the community as outlined in the “Service” section of this document.

Responsibility of the Lecturer and the Promotion Packet

It is the responsibility of the Lecturer to be aware of departmental, college, UT Tyler and UT System rules and regulations regarding promotion. The Lecturer who is to be considered for promotion should compile his or her files well in advance. A recommendation for promotion must include an outstanding record in *teaching*. Promotion will not be granted unless the candidate is deemed to be a strong teacher and demonstrates a commitment to lifelong improvement of his or her teaching skills. To that end, dossiers for promotion must include the candidate’s curriculum vitae and/or resume, a summary of the candidate’s teaching and service responsibilities since arriving at UT Tyler, and if applicable, representations of the candidate’s scholarship.

Once the Lecturer submits the dossier to the Director of the School of Education, no additional materials may be submitted, unless permission to do so is given by the College Dean. However, the Lecturer may answer questions posed and may provide specific documents at the request of the Faculty Evaluation Committee.

Representatives and Committees

Department Representative to the College Faculty Evaluation Committee

The Director of the SOE will conduct an election for the School of Education representative to the College of Education and Psychology Faculty Evaluation Committee following nominations from the eligible faculty. The representative will meet the eligibility requirements specified in the HOP.

Procedures for Promotion Evaluation of Lecturer
School of Education Tenure and Promotion Committee

The School of Education Tenure and Promotion committee will consist of all School faculty members who are eligible according to the provisions of the HOP. The School Committee does not include the Director. The Committee Chair will call meetings of the School Committee at times when all eligible faculty are able to attend. [The School Committee may act only when the majority of eligible faculty are present for a meeting.]

School of Education Promotion Chair

The Director will conduct an election of an eligible Committee Chair who will convene a meeting of the School Committee following nominations from the eligible faculty. Nominees for Committee Chair must be eligible to vote on all candidates considered within a given year.

With the Committee having reviewed the candidate's dossier, the Committee Chair will lead a discussion of the candidate's credentials. Following the discussion, the Committee Chair will produce ballots which bear his or her signature and which indicate the categories "for," "against" and "abstain." The Committee Chair will distribute the official ballots at the meeting and deliver an official ballot to any eligible Committee member who did not attend the meeting due to illness, travel or other approved reason. Ballots from those members who did not attend the meeting must be submitted within five business days. Ballots will be secret. The Committee Chair will communicate the vote count, the recommendation and the rationale for the recommendation in writing to the Director of the SOE.

The committee members will cast a promotion vote for each candidate. In years in which more than one candidate is considered for promotion, multiple ballots will be cast. Faculty eligible to vote for one but not another candidate will be excused from the meeting at appropriate times.

Once the Director receives the SOE's committee recommendation, the Director of the SOE will review the candidate's dossier, and issue a recommendation and rationale for the recommendation. The Director will then communicate the recommendation in writing to the College's T&P Committee.