The University of Texas at Tyler
College of Education and Psychology
Policies and Procedures Manual
# Table of Contents

Guidelines Established by the College and University .................................................. 2
Vision and Mission .............................................................................................................. 3
Organizational Chart ......................................................................................................... 5
Guiding Principles for Governance .................................................................................. 6
Faculty Governance System .............................................................................................. 8
Dean's Office Policies and Procedures ............................................................................. 16
2020 Vision ........................................................................................................................ 18
Strategic Plan .................................................................................................................... 21
  Dean's Office .................................................................................................................... 21
    Educational Leadership and Policy Studies .................................................................
    Psychology and Counseling ......................................................................................
    School of Education ....................................................................................................
Evaluation Instrument and Process ..................................................................................
College of Education and Psychology
Guidelines Established by the College and University

The *Policies and Procedures Manual* for the Dean’s Office of Education and Psychology is designed to supplement the following official documents of The University of Texas at Tyler:

- The University of Texas at Tyler Handbook of Operating Procedures (HOP)
  [http://www.uttyler.edu/ohr/hop/](http://www.uttyler.edu/ohr/hop/)
- The University of Texas at Tyler Undergraduate and Graduate Catalog
- The University of Texas at Tyler Business Procedures Manual

Other official University of Texas at Tyler documents maintained in the Dean’s Office:

- UT Tyler Budget
- UT Tyler Current Undergraduate and Graduate Catalog
- College of Education and Psychology Leadership Council Materials
College of Education and Psychology

Vision
The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Mission
The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.
The goal for governance in the College of Education and Psychology is to provide a collegial environment in which to pursue the mission of the university, college and departments.

**Curriculum**

Curriculum (courses, courses of study/degree programs, and certification programs) is the purview of the department. As such, curriculum changes are initiated by departmental faculty, discussed in the department’s faculty meetings, and approved through a process established by the university. See attachment 1. The process of developing, reviewing, and approving curricula should be open, inclusive, and collegial. When a curriculum initiative affects other units of the university, there will be consultation with the affected unit(s) prior to review by the college’s curriculum committee. Approved university forms will be used to process all curricular initiatives/changes.

**Program Implementation**

The implementation/delivery of programs should be done in a collegial manner. Departmental faculty involved in programs should be involved in discussions regarding program scheduling, implementation, and delivery. Significant programmatic changes should not be undertaken without prior discussion and consultation with faculty in the affected programs.

**Faculty Hiring Practices**

The College of Education and Psychology will adhere to the faculty search and appointment procedures established by the university. See attachments 2 and 3. With the exception of the need to hire a faculty member in an emergency, it is expected that full-time faculty will be involved in the process of searching for full-time faculty to fill vacant or new positions. Departmental committees of full-time faculty will make hiring recommendations. In situations where a candidate is being considered for an advanced rank or tenure, the candidate’s credentials will be reviewed by a departmental promotion and tenure committee, the administrative head of the unit, the college promotion and tenure committee, and the dean prior to negotiating an advanced rank or tenure with a candidate.
**Decision-making in Departmental Meetings**

Departmental meetings will be conducted in a manner that makes efficient use of time while fostering collegial participation by participants. A tentative agenda will be prepared and distributed by the chair to facilitate the organization of the meeting. Minutes of college faculty meetings will be recorded and distributed to all faculty in the college.

**Accountability**

In order to assure that the preceding Guiding Principles are put into effect, the Dean’s Office will conduct surveys of faculty annually to ascertain levels of satisfaction with the governance procedures in academic units and in the college. The survey(s) will be psychometrically sound and jointly developed by faculty and administrators. Results of the annual surveys will be shared with faculty. The goal for effective governance is 80% of full-time faculty will judge the governance procedures of the college to be “acceptable” or better, and the same goal will be established for each of the academic units.

Approved by ad hoc committee: 12/15/09  Approved by CEP faculty: 2/19/10
College of Education and Psychology
Faculty Governance System

I. Purpose

The purpose of the faculty governance system is to establish policies and procedures through which the faculty in the College of Education and Psychology (CEP) can provide systematic input concerning academic programs, personnel, performance of students, and other policies vital to enhanced student learning, professional development of faculty, and the maintenance of a community of professionals.

II. Governing Authority and Structure

A. Authority

The faculty shall have authority pertaining to undergraduate and graduate curricula, instruction, admission standards and requirements for completion of academic programs, policies for the promotion and tenure for faculty in the college, and other policies that affect performance and collegiality among faculty in the CEP.

B. Structure

The college consists of three administrative units: the School of Education, the Department of Educational Leadership and Policy Studies, and the Department of Psychology and Counseling.

III. Faculty Participants

Voting members in the College of Education and Psychology and in its administrative units shall consist of full-time faculty in the university who have at least half-time appointments in the college with the rank of lecturer, senior lecturer, assistant professor, associate professor, professor, visiting assistant professor, visiting associate professor, or visiting professor. Emeritus faculty will have no vote.

IV. Faculty Governing Committees
A. Faculty governance in the College of Education and Psychology shall be vested in five standing committees: The Curriculum and Assessment Committee (CAC), the Committee on Students (CS), the Faculty Promotion and Tenure Committee (FPTC), the Diversity Committee (DC), and the Technology Committee (TC). Committee members/alternates will be elected by voting faculty within the respective administrative units.

B. The Chairpersons of the CS and DC shall be elected by all the faculty of the CEP and shall serve two-year terms. The Dean of the CEP will appoint an election officer. In the event that no candidate receives a majority of the votes cast, a run-off election will be conducted by the election officer.

The Chairpersons of the CAC and TC will be appointed by the dean and shall serve three-year terms. The Chairperson of the TC must have previously served as a regular member of the committee. Additionally, the CAC chair will serve as the as the CEP’s representative to the university’s Undergraduate Curriculum Committee, and the TC chair will serve as the CEP’s representative on the university’s Technology Committee.

C. The composition of each Standing Committee is described in Section V.

D. A majority of the voting members of the CAC, CS, DC, and TC shall be required to pass motions. Chairpersons shall vote only to break ties.

E. Secretarial support shall be provided for standing committees.

F. The term of office for members of the CAC, CS, and TC shall be two years. (One half of the faculty members of each committee shall serve one-year terms during the first year after the approval of this governing document.) Student representatives on the CAC, DC, and TC shall serve on year terms.

G. When a member of the CAC, CS, DC, or TC resigns, the position shall be filled through elections in the administrative units or, in the case of committee chairpersons, in accordance with part B of this section.

H. Administrative units should identify alternates for elected representatives to the CAC, CS, DC, and TC. If an administrative unit’s representative cannot attend a committee meeting, it shall be the responsibility of the administrative unit to assure that the alternate representative attends the meeting.
I. A faculty member may not serve on more than two standing committees in the CEP.

J. Issues concerning jurisdictional responsibilities among standing committees shall be resolved by the chairpersons of involved committees and the Dean of the CEP.

K. All recommended changes in the policies and procedures of standing committees shall be presented and reviewed at a faculty meeting of the CEP.

L. The Dean of the CEP shall review and take appropriate actions on recommendations of standing committees.

M. Each standing committee shall publish an agenda and distribute it to committee members and the Dean. The agenda and minutes of each standing committee shall adhere to the requirements of the 1974 Family Educational Rights and Privacy Act (20 U.S.C.A. SS 1232 g – 1232 r).

N. Each Standing Committee shall maintain:

i. Up-to-date policies and procedures that detail how the business of the committee is conducted,

ii. Minutes that include:

   - the date on which an action is taken,
   - reference to any previous action that is overturned or amended by a newly approved action, 
   - and dates by which any results of an action will be implemented, reported on, evaluated, or resubmitted to the committee for review.

O. A committee chairperson may appoint subcommittees composed of members of a Standing Committee. In consultation with the Dean of the CEP, the chairperson may appoint other individuals to a subcommittee.

V. Standing Committees

A. The Curriculum and Assessment Committee
i The membership of the Curriculum and Assessment Committee (CAC) shall consist of one faculty representative from the School of Education, one representative from each department, the elected member of the university Graduate Council, and two students as ex officio members - one undergraduate and one graduate. The Dean of the CEP shall serve as an ex officio member of the committee.

ii The purpose of the CAC is to review and act upon proposals submitted by administrative units in all matters having to do with:

a. creation, modification, or deletion of courses within the CEP,
b. creation, modification, or deletion of majors, minors, or degree programs within the CEP,
c. major changes in the catalog,
d. admission, retention and exit requirements for programs, and
e. schedules and strategies for assessing the knowledge, dispositions and skills of candidates.

iii During the first 30 days of each academic year, a schedule for committee meetings shall be prepared and disseminated to all faculty in the college. Final committee action on any item of business related to ii above shall be taken only after the matter has been introduced, discussed, entered in the minutes, and distributed to members of the faculty of the CEP.

B. Committee on Students

i. The membership of the Committee on Students (CS) shall consist of two representatives from the School of Education and one representative from each department in the CEP.

ii. The Committee shall be responsible for compiling recommendations and procedures for recruiting and retaining diverse students to graduate and undergraduate programs in the CEP.

iii. The committee shall also hear student appeal related to admission, retention, and completion of programs. All recommendations related to individual students shall be confidential. The chairperson of the committee will provide written notifications to students, the dean, and when appropriate, administrative unit head and advisors
of actions on appeal. Minutes shall be recorded for all meetings. Students may appeal actions of the committee to the dean.

iv. Recommendations regarding recruitment and retention of students shall be sent to the dean for approval.

C. Faculty Promotion and Tenure Committee

i The membership of the FPTC shall consist of one tenured faculty member from each administrative unit in the CEP. Faculty applying for promotion or tenure during an academic year will not be eligible to serve on the committee during that year. Administrative unit representatives shall be selected annually from tenured faculty with academic rank equal to or above those of faculty applying for promotion or tenure each year.

ii Each year the committee shall elect a chairperson from among the members. The chairperson shall act as a facilitator for review of promotion or tenure applications. The chairperson shall be a voting member of the committee.

iii The FPTC shall make recommendations to the Dean regarding individual applications for promotion and tenure.

iv Periodically the Committee shall make recommendations regarding CEP Policies for promotion and tenure.

D. The Diversity Committee

i. The membership of the Diversity Committee shall consist of the chairperson, at least one representative from Educational Leadership, two representatives each from the Department of Psychology and Counseling and the School of Education, and 2 students, one undergraduate student and one graduate student. The Dean of the CEP shall serve as an ex officio member of the committee. The term of office of each elected faculty member of the Diversity Committee shall be two years. (One of the members from the School of Education and one of the members from the Department of Psychology and Counseling shall serve one-year terms during the first year the committee exists.)
ii. The Committee shall be responsible for undertaking activities and making policy recommendations to the faculty of the CEP in matters of individual and cultural diversity to develop an environment that affirms and supports diversity of race, ethnicity, sexual orientation, socio-economic status, gender, religion, language and exceptionalities.

iii. Committee recommendations involving substantive policy changes related to ii above shall be adopted only after the matter has been introduced, discussed, entered in the minutes indicating approval by members of the faculty of the CEP.

E. The Technology Committee

i. The membership of the Technology Committee shall consist of the committee chairperson, one representative from the Department of Educational Leadership, one representative from the Department of Psychology and Counseling, two representatives from the School of Education, and two student representatives, one undergraduate and one graduate student currently enrolled in a CEP program. The Dean of the CEP, the chairs of the college’s three administrative units, and the CEP Instructional and Evaluation Support Specialist shall serve as ex officio members of the committee.

ii. The purpose of the TC is to review and make recommendations regarding proposals submitted by the school’s three administrative units in matters having to do with:

a. technology-related training/professional development.
b. the CEP’s educational technology-related facilities for the training of faculty, staff, and students
c. CEP hardware, software, access, and connectivity.
d. integration of technology across the CEP for the enhancement of teaching and learning.

iii. Committee recommendations involving substantive policy changes related to ii above shall be adopted only after the matter has been introduced, discussed, and entered in the minutes indicating approval by members of the faculty of the CEP.
Non-Governing Committees

College-level ad hoc committees may be established within the CEP. All such committees shall be established in consultation and with the approval of the Dean of the CEP. In general, an ad hoc committee will not continue for more than two years.

VI. Meetings of the Faculty

A. For the purpose of sharing information, general discussion, and/or decision making, the faculty of the CEP shall convene at least twice each semester during the academic year.

B. Meetings shall be called by the Dean of the CEP. Faculty meetings may also be convened by written call of one-fourth or more of the voting members of the faculty as defined in Section III.

C. Official written notification of meetings and the proposed agenda shall be prepared and distributed to faculty at least two days prior to the meeting.

D. Reports from Standing Committees may be given at meetings of the CEP faculty.

E. Proxy voting is disallowed at CEP faculty meetings.

F. The Dean of the CEP shall preside at the faculty meetings. In the absence of the Dean, a designee shall preside. Minutes of faculty meetings shall be taken and distributed to faculty by the secretary in the Dean's Office.

VII. Departmental Governance

Each administrative unit in the CEP shall have a faculty governance document developed and adopted by faculty in the administrative unit. Administrative unit governance documents shall be consistent with the University of Texas at Tyler’s Handbook of Operating Procedures and policies established by governing committees in the CEP. Administrative unit governance documents will be reviewed through the Dean's office and kept on file there.

VIII. Social Media Guidelines

Social Media Guidelines
Social media outlets include blogs, websites, and social interaction software (e.g., Facebook or Twitter). The following are guidelines for appropriate personal use of such social media outlets. These guidelines are NOT meant to cover use of social media outlets for classroom or educational purposes (e.g., Blackboard).

(1) Followers and friends. You should exercise control, whenever possible, over who is allowed to follow, “friend,” or post to your social media outlets. Regarding outlets such as Facebook, you should not be “friends” with those over whom you have – or will reasonably expect to have – an evaluative role. Failure to do so may result in real, implied, or imagined bias in evaluations of that person (by the person or by others).

(2) Responsibility. You are responsible for your posts on social media outlets. Be civil, honest, and respectful when dealing with social media outlets. Avoid posting offensive, disrespectful, and harmful content.

(3) Confidentiality. You are to protect confidential information about students, faculty, staff, and other university business when using social media outlets. Do NOT post confidential information of any kind, and delete or otherwise block confidential information posted on your social media outlets by others.

(4) Transparency. You should be honest and open about your identity when interacting on social media outlets. Do not represent yourself as someone else or as a representative for an organization or entity without proper authorization.

(5) Accuracy. You are responsible for the accuracy of your posts on social media outlets.

(6) Respect members of the university community. When using social media outlets, do not make negative or harmful comments about faculty, staff, students, or other things associated with the university. Also, do not encourage others to make such comments.

(7) Respect University time and property. Your time on campus and use of campus equipment is meant for university-related business. Do not use campus time and equipment for social media outlets unless authorized to do so.

(8) Endorsements. You are responsible for protecting the reputation of UT-Tyler. Do not endorse products, political issues or candidates, religion, or other matters in the name of UT-Tyler unless authorized to do so. As an employee of the university, any endorsements you make on social media outlets may be mistaken as an endorsement by the university, so either avoid making endorsements altogether or make it clear that any endorsements you do make are your own personal views and not necessarily those of the university.
(9) Monitoring. You are responsible for posts made by others on the posts that you make on social media outlets. As such, you should monitor comments and other types of posts made by others on your social media outlets. Offensive or otherwise inappropriate posts made by others on your social media outlets should be deleted or otherwise blocked from viewing by others in a timely manner.

(10) Common sense. Above all, use common sense when using social media outlets. Keep in mind that the “shelf life” of posts on such outlets is incredibly long, and anything you post online is almost certainly NOT private. At some point, such posts may be viewed by a broad range of users. Avoid posting items on social media outlets that you would not want to become available to a large number of people.

IX. Amending This Document

This document may be amended in the future by having any proposed amendment:

a. considered and recommended by a majority vote of an affected standing committee, then
b. discussed at a meeting of the CEP faculty, then
c. approved by a majority of the voting faculty by secret ballot, then
d. reviewed and approved by the Dean of the CEP.

Amendments of sections of this document that are not related to a specific standing committee may be made by completing steps b through d of this section.

The governance document for the CEP was initially ratified and made operational by the faculty of the College of Education and Psychology on January 14, 2005.

All members of the faculty of the CEP shall receive a copy of this document each time it is amended. New faculty members shall be provided copies by the Dean’s Office during the first month of their employment.

Adopted by faculty on January 14, 2005
Revised September 26, 2008
Revised April 28, 2010
Revised August 23, 2010
Revised April 8, 2011 and May 6, 2011
College of Education and Psychology
Dean’s Office Policies and Procedures

Vision

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Mission

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.

Hours of Operation

The Dean’s Office is open from 8:00 a.m. to 5:00 p.m. Monday through Friday.

Job Descriptions

The Dean’s Special Assistant provides support to the Dean by scheduling appointments, correspondence, account reconciliation, purchasing, travel, budget preparation, inventory, time keeping for college staff and administrators, and providing assistance and support for college departments.

The Dean is the administrative head of the College of Education and Psychology. Responsibilities of the Dean include the coordination and supervision of the instructional programs in the college. The Dean recommends faculty appointments, promotion, reemployment and tenure for faculty. In addition, the Dean supervises the preparation of annual budget proposals and is responsible for the expenditure of college funds after the budget has been approved. The Dean represents programs in the college on advisory bodies internal to the university and externally to constituencies in the community. The Dean recommends course offerings and teaching assignments in the college and with the support of departmental chairpersons, coordinates the evaluation of instructional effectiveness and student progress. The Dean supervises the preparation and periodic revision of course
sylabi and the development of proposals for new degree programs. The Dean is responsible to the President through the Provost and is evaluated by the Provost.

**Performance Evaluations**

Members of the faculty and staff in the College of Education and Psychology shall receive a written evaluation of their performance at least annually. The Dean will evaluate his direct reports including chairs. The Provost will evaluate the Dean.

**Vacation Requests**

All exempt employees that request accrued vacation leave shall submit a leave form to the Dean within a reasonable time prior to the requested leave. Non-exempt employees request vacation leave via timesheets.

**Password Security and Backup Procedures**

The Office of the Dean of Education and Psychology complies with UT Tyler’s password policy.

Updated: 7/13
The College of Education and Psychology’s 2020 Vision Committee was charged with the task of developing a vision for its PK-12 education programs. The need for a new vision hinged on several factors: 1. University education programs are changing due to technological innovations that allow students to consider programs outside of a particular geographic region. This is currently impacting UT Tyler education programs through declining enrollments in both undergraduate and graduate programs; 2. PK-12 educational preparation needs are changing due to technology and the perception that students need a stronger academic and educational skill set in order to be competitive in the 21st century workplace; and 3. The University of Texas at Tyler’s PK-12 programs must be innovative and progressive in order to compete in this new environment. The vision developed by the committee was as follows:

**Instruction.** Instruction for coursework will be offered in an online/hybrid format (as pedagogically appropriate) with field experiences that complement the instructional skills developed through prior classes. Instruction will embody and model best practices that promote active student engagement, technological innovation, and differentiation. Students will learn the importance of data to guide instruction and will know how to use this information to transform active student engagement. The coursework will be organized into complementary blocks of study that allow students to see the effectiveness and efficiency of specific instructional methods and strategies for addressing special needs within the school.

**Technology in Instruction.** Instructors will model and teach the effective use of current technology in education. This technology will be embodied in the instruction so that students use it as a component of projects. Furthermore, instructors and students will recognize that technology is based on a philosophy of using more effective tools to solve problems and increase student engagement instead of an optional supplementary aid.

**Innovation Academy.** The PK-12 programs will use the Innovation Academy as a lab school for participating in innovative pedagogical approaches and general field activities. Identified faculty may have an office (and hold office hours) in close proximity to the Innovation Academy in order to address the needs of student-teacher participants within the school environment. The Innovation Academy becomes an embedded component within the College of Education, and students within this charter school are filtered into dual credit courses within the university in later years.

**Research Centers.** Research centers are an important part to a college in assisting with training and providing research opportunities for faculty. The centers become an embedded part of the college that provides avenues to interact with local
school districts to assist in campus development projects designed to provide students with meaningful instruction that emphasizes 21st century skills.

**Bilingual.** The college will develop a bilingual certification program that is both embedded in the School of Education curriculum and markets to schools a program that will allow current teachers to gain the knowledge and experiences sufficient to apply for certification in this area. As the demographics in Texas change, the School of Education bilingual certification program becomes the desired choice for students in the state. The program will be cost competitive and offered in online/hybrid formats.

**New Programs.** The College of Education will have two new degree programs: a Master’s of Educational Innovation and Doctorate of Innovation and Education. The new Master’s will provide both support for the innovation within the college and a pipeline for students entering the doctoral program. These programs will also set a tone in the college for courses that are technologically relevant.

**Marketing.** The programs in the College of Education will be online/hybrid where appropriate and cost competitive. Program costs will be clear and used as a marketing tool. The university participates in some marketing, but the individual programs use funds earned in entrepreneurial semesters to continue recruitment through conferences, high school senior visits, and community college meetings. Programs that are specific to a certification will recruit statewide; general programs will recruit nationally.

**Research.** Faculty research increases as an expectation (as well as an embedded part of the faculty culture) of the College of Education, as well as a component of obtaining and maintaining tenure. This will continue to be a part of the evaluation process. Undergraduate students will have the opportunity to participate as a subject in research activities as a part of class requirements and as co-researchers with faculty. Faculty members will have research topics listed and students will agree to be a part of the one of which they are interested. Student research teams will be developed to create original research, present at conferences, and publish. Graduate programs will continue to include students in research opportunities.

**International Experiences.** Students will be offered occasional international experiences as a part of select classes. This supports university-wide initiatives and provides College of Education students’ meaningful experiences that can make a difference in personal and professional development. This becomes a way to differentiate some classes and provides a rich multicultural experience for students.

Committee Members: Frank Dykes, Michelle Flanagan, Karl Witt, Joanna Neel, John Lamb, and Wes Hickey

Adopted by College of Education and Psychology’s Faculty and Staff: April 5, 2013
College of Education and Psychology

Strategic Planning Document

Dean's Office
EDLR
Psychology and Counseling
School of Education
THE UNIVERSITY OF TEXAS AT TYLER

College of Education and Psychology

STRATEGIC PLAN 2015-2016

Ross Sherman
Dean, College of Education and Psychology

Chuck Barké
Chair, Psychology and Counseling

Wesley Hickey
Chair, Educational Leadership & Policy Studies

Colleen Swain
Director, School of Education

7/20/15
College of Education and Psychology

Purpose and Values

Core Purpose:

To prepare competent, caring, and qualified professionals in the fields of education, psychology and counseling and to advance the knowledge base in our respective disciplines.

Core Values:

Leadership:

We will engage in shared governance with faculty, staff and students.

We will provide transparency in our leadership.

We will actively engage in obtaining resources necessary for faculty, staff and students to accomplish the mission and vision of the College.

People:

We will treat students and colleagues with respect.

We will work collaboratively with our colleagues throughout the College and University.
**Programs:**

We will establish programs of study that are characterized by high standards of excellence while providing support to meet those standards.

We will establish programs of study that are characterized by accountability through accreditation at state and national levels.

**Scholarship:**

We will engage in academic inquiry to expand the knowledge base in our respective discipline.

We will disseminate the results of our inquiry through publication and conference presentations.

We will secure extramural funding through grants, contracts and philanthropic endeavors.

**Service:**

We will be agents for positive change and social justice.

We will be productive citizens of UT Tyler.
College of Education and Psychology

Vision and Mission

Vision

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Mission

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry, organizes knowledge for application, understanding and communication, and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, social justice, ethical practice and respect for individual differences as a means of enhancing learning, service, leadership and scholarship.
We believe leadership is accomplishing the goals of the organization while simultaneously meeting the needs of the individuals within the organization.

We believe that planning is a critical function of leadership.

We believe in shared governance with faculty, staff and students.

We believe people impacted by a decision should have the opportunity to provide input into the decision.

We believe in transparency with regard to our actions.

We believe in modeling the behaviors we expect of others.

We believe that trust is earned through our actions.

We believe in being good stewards of the resources of the University and College.

We believe in the necessity of social justice.

We believe in respecting and valuing cultural diversity.
College of Education and Psychology

UT Tyler’s Strategic Planning Themes

1. Educate and Inspire University Men and Women
   a. Educate the Whole Student
   b. Develop Exemplary Skills in Our Students
   c. Foster Zealous Leadership
   d. Promote Patriot Core values
   e. Embody Global Citizenship

2. Focus on Quality
   a. Recruit and retain Quality Faculty
   b. Identify and Support Signature Areas
   c. Recruit and retain Quality Staff and Administrators
   d. Provide the Highest Quality Undergraduate Education
   e. Provide the Highest Quality graduate education
   f. Attract, Enroll, and retain Quality Students

3. Promote Innovative Teaching and Effective Teaching
   a. Promote Relevance and Rigor
   b. Pursue Innovative Pedagogy
   c. Promote Flexible Delivery
   d. Provide and Outstanding Portfolio of Extra—Curricular Activities

4. Increase the Quantity and Improve the Quality of Research, Scholarship and Artistic Production
   a. Increase Capacity to Generate and Share Knowledge
   b. Improve Research, Scholarship, and Artistic Production Infrastructure
   c. Increase the Number and Effectiveness of Research Collaborations, Institutes and Initiatives
   d. Strategically Hire Faculty
   e. Create More Endowed Chairs and Professorships

5. Increase the Impact of The University of Texas at Tyler
   a. Create Lifelong Connections with Students
   b. Develop Strong Partnerships with External Stakeholders
   c. Research and Assist in Mobilizing the Resources of Eastern Texas to Benefit Eastern Texas and Beyond
   d. Increase the University’s State, National, and Global Impact
College of Education and Psychology

GOALS

2015 – 2020

Programmatic

1. To provide cost-effective, time-efficient, high quality programs.
2. To maintain high student performance on external certification and licensure examinations.
3. To secure doctoral program approval in Psychology and Counseling and the School of Education.
4. To maintain and expand programmatic accreditation as appropriate.

Scholarship

5. To publish manuscripts in professional publications.
6. To present research papers at state, regional, national and/or international professional conferences.
7. To submit and secure extramural funding for research and service projects through grants, contracts, and philanthropic endeavors.

Service

8. To create and maintain networks with professional entities.
9. To provide leadership and service to professional organizations.
10. To provide service and consultation on university and college committees.
11. To continue to develop training and service partnerships to benefit and improve mental health and education.

Leadership

12. To provide high quality customer service to all constituents.
13. To add faculty to sustain the growth in the program.
14. To market/recruit aggressively for all programs.
15. To increase minority participation in all programs.
16. To continue data informed decision making for internal and external constituencies.
17. To secure extramural funding for the support of programs and research initiatives.
18. To promote a social justice stance in all activities both on and off campus.
19. To promote and environment that respects and values cultural diversity
College of Education and Psychology

GOALS

2015 -2016

1. Implement and strengthen plans to market/recruit aggressively for all programs.

2. Recruit more students from under represented groups to all programs.

3. Receive planning authority for a doctorate in Clinical Psychology.

4. Evaluate data on programs and degrees to ensure continued compliance and effectiveness in terms of all accreditation and accountability measures.

5. Maintain and disseminate accurate records of the accomplishments of faculty, students and alumni.

6. Publish on average in excess of one manuscript per tenure or tenure track faculty in professional publications.

7. Submit applications for extramural funding based on unit goals.

8. Maintain the process for CACREP accreditation for Clinical Mental Health Counseling (CMHC) masters program.

9. Continue to engage in curricular and programmatic revisions.
THE UNIVERSITY OF TEXAS AT TYLER

Department of Educational Leadership and Policy Studies

STRATEGIC PLAN 2014-2015

Wes Hickey, Chair
Genie Linn
Vance Vaughn
Gary Miller
Yanira Oliveras-Ortiz
DEPARTMENT OF EDUCATIONAL LEADERSHIP
AND

POLICY STUDIES

Purpose and Values

Core Purpose:
To prepare competent, caring and qualified P-12 administrators for the State of Texas.

Core Values:

People:
We will treat students and colleagues with respect.
We will work collaboratively with our colleagues throughout the University.

Teaching:
We will establish an online learning environment that is appropriate for adult learners.
We will establish a program of study that is characterized by high standards of excellence while providing support to meet those standards.

Scholarship:
We will engage in academic inquiry to expand the knowledge base in our discipline.
We will disseminate the results of our inquiry through publications and conference presentations.

Service:
We will be an agent for change in schools in Texas.
We will work collaboratively with public schools and other entities to promote quality educational programs.
Mission Statement

The Department of Educational Leadership and Policy Studies is composed of a professional, dedicated faculty committed to quality graduate education that respects individual and cultural diversity. To fulfill this commitment the faculty pursues knowledge through scholarship, research and publication and shares their unique talents and expertise with university, community, and professional constituencies.
DEPARTMENT OF EDUCATIONAL LEADERSHIP
AND
POLICY STUDIES

Instructional
Envision Statements

We envision students internalizing the Texas State Board of Education’s Competencies for Administrators in Learner-Centered Schools.

We envision students receiving a program of study as opposed to a collection of courses.

We envision students making the connection between theory and practice.

We envision students receiving real world, practical experiences as an integral

We envision students passing the TExES.

We envision students possessing the conceptual, technical and human relations skills necessary for an appropriate leadership position as an outcome of their program.

We envision students making the commitment to engage in scholarship and professional development to stay on the ‘cutting edge’ of the profession.
DEPARTMENT OF EDUCATIONAL LEADERSHIP
AND
POLICY STUDIES
GOALS
2014 – 2019

Programmatic
1. To provide cost effective, time efficient, high quality Educational Leadership programs.
2. To market/recruit aggressively for all educational leadership programs in order to maintain enrollment and contact diverse individuals as potential administrators.
3. To align and maintain the educational leadership curriculum with the TExES Competencies.
4. To maintain high student performance on the TExES tests.

Scholarship
5. To publish manuscripts in professional publications.
6. To secure extramural funding for the support of research initiatives.

Service
7. To continue to be active members of the educational research community through professional organizations.
8. To create and maintain additional networks with school districts.
9. To work collaboratively with the Innovation Academy.
DEPARTMENT OF EDUCATIONAL LEADERSHIP
AND
POLICY STUDIES

GOALS

2014 -2015

1. Recruit through email and conference booths in order to maintain overall enrollment and contact diverse demographic groups for the educational leadership programs.

2. Publish a minimum of five (5) publications.

3. Submit an application for extramural funding.

4. Publish the Professional Investigation for EDLR students who complete the principal program.

5. Coordinate TACS Conference.
THE UNIVERSITY OF TEXAS AT TYLER

Department of Psychology and Counseling

STRATEGIC PLAN 2013-2018
Department of Psychology and Counseling

Purpose and Values

Core Purpose: Our core purpose is to prepare our students to succeed in their chosen careers, bringing positive human values and dispositions, intellectual curiosity, science-based knowledge and evidence-based skills, and innovation to their work, lives and communities.

Program Values

**Academic:** The UT Tyler Department of Psychology and Counseling programs are committed to academic excellence. Central to this commitment are the following:

- use of innovative and interactive instruction, training, and supervision
- promotion of critical thinking, intellectual curiosity, interactive learning, research, and creativity
- maintenance of an intellectually challenging and supportive learning community
- promotion of lifelong development as practitioners, learners, scholars, and mentors.
- preparation of graduate counselors and clinicians who are competitive in the professional contexts of today and the future
- preparation of baccalaureate graduates who are competitive in a variety of settings, including further graduate education;

**Community:** The UT Tyler Department of Psychology and Counseling programs value and seek to create:

- a positive and productive work environment based on collegiality and mutual respect
- collaboration among students, colleagues, staff and the communities we serve
- positive growth and change at the individual, institutional, community and societal levels
- community partnerships that advocate and foster social justice, equality and inclusion for all people

**Diversity:** The UT Tyler Department of Psychology and Counseling programs promote awareness, appreciation, and cultural literacy in our department, college and campus. Therefore, we:

- expect faculty, staff, and students to treat everyone with dignity and respect
• establish and maintain a learning atmosphere that nurtures openness and respect for differences, stimulates curiosity, and embodies civility
• promote respect among students, faculty, and staff who have unique viewpoints, belief systems, and backgrounds
Department of Psychology and Counseling

Mission Statements

B.A./B.S. in Psychology

The mission of the undergraduate program in Psychology is to provide students with an understanding of a) the science of behavior and the mind, b) the scientific methodologies by which such a knowledge base is acquired, c) the application of scientific psychological principles to relevant professional issues. We seek to prepare students for either postgraduate education or a wide variety of employment settings and careers.

M.A. in Clinical Mental Health Counseling

The Master of Arts in Clinical Mental Health Counseling (CMHC) program is intended to prepare students to counsel persons experiencing emotional distress through development of specific competencies in human growth and development, assessment, counseling/therapy theories and methods and practice, cultural diversity, group counseling, career development, research methods and ethical counseling practices. Students who complete their programs and get their degrees are well-prepared for the Texas Licensed Professional Counselor state licensing examination and are employed in a variety of clinical mental health settings. The core program curriculum is designed to align with national Counseling standards of the Council on the Accreditation of Counseling and Related Educational Programs (CACREP).

M.S. in Clinical Psychology

The Master of Science in Clinical Psychology is intended to educate students in the scientific bases, diagnostic, assessment and therapeutic methods, philosophies, skills and ethics of clinical psychology to prepare them for roles in clinical practice and research. Students may complete a general Clinical Psychology program, or a specialization in either Clinical Neuropsychology or School Psychology. Based on the student’s chosen specialization, the program provides the necessary coursework foundation for various state licensures to include the Licensed Professional Counselor, Licensed Psychological Associate, and Licensed Specialist in School Psychology. The Clinical Psychology core curriculum outcomes are aligned with national standards for master’s level programs in applied psychology, from the Masters in Psychology Accreditation Council (MPAC).
M.A. in School Counseling

The Master of Arts program in School Counseling prepares proficient, creative, and systemically informed school counselors to: (a) assume an active role in counseling, consulting, and leadership, (b) promote academic excellence and equal learning opportunities for all students, and (c) base their work on a fundamental understanding of the interactive dynamics of human systems. The program exposes students to all aspects of school counseling including theory, practice, and research. Program graduates are prepared as systemic thinkers who demonstrate competence in fundamental counseling skills, base their work on a theoretical perspective, and be competent in the use of research in the informed practice of school counseling. The program curriculum is designed to align with both Texas School Counselor standards and with national School Counseling standards of the Council on the Accreditation of Counseling and Related Educational Programs (CACREP).
DEPARTMENT OF
PSYCHOLOGY & COUNSELING
Instructional
Envision Statements

We envision utilizing technologically appropriate and innovative educational and supervision practices.

We envision collecting formative and summative student feedback on teaching and using it to continuously improve instruction and student learning.

We envision that graduates of our Bachelor of Arts and Bachelor of Science degrees in Psychology will score, as a group, at or above the national average on the ETS Major Fields Test in Psychology, and will be employed in a variety of settings and/or will continue on to succeed in a variety of graduate or professional degree programs.

We envision that graduates of the Department of Psychology and Counseling graduate programs will become alumni who are ethical, intellectually curious, collaborative counselors and mental health practitioners who strive to competently meet the evolving needs of their clients, agencies and communities.

We envision creating learning contexts that reward students who actively pursue educational experiences that promote knowledge, skills, and dispositions that will prepare them to be highly competent and skilled mental health practitioners and counselors.

We envision offering sequential skills development courses in which students practice basic to advanced counseling skills, integrate pertinent theories, and apply interventions under the direct supervision of P&C faculty and qualified licensed professionals in the community.

We envision that graduates of our M.A. in Clinical Mental Health Counseling (CMHC) will successfully pass the National Counselor Examination (NCE).

We envision that graduates of our M.A. in Clinical Mental Health Counseling (CMHC) will have internalized the knowledge, skills, and dispositions necessary for licensure as a Licensed Professional Counselor-Intern (LPC-Intern) through the Texas State Board of Examiners of Professional Counselors and will be employable in a wide variety of mental health settings.

We envision that graduates of our M.S. in Clinical Psychology program will have internalized the knowledge, skills, and dispositions necessary for licensure as a
Licensed Psychological Associate (LPA) through the Texas State Board of Examiners of Psychologists and will be employable in a wide variety of mental health settings.

We envision graduates of our M.A. in School Counseling program will have internalized the knowledge, skills, and dispositions identified in the Texas School Counselor standards and the American School Counselor Association (ASCA) ethical guidelines and will have all of the educational qualifications necessary to become Professional School Counselors certified by the Texas State Board of Educator Certification (SBEC), including passing the School Counselor certification exam.
DEPARTMENT OF
PSYCHOLOGY & COUNSELING

GOALS

2013 – 2018

Programmatic

1. To achieve CACREP accreditation of the M.A. in Clinical Mental Health Counseling
2. To establish a Ph.D. program in Clinical Psychology
3. To achieve Texas LMFT program approval for the CMHC-CF specialization program
4. To increase undergraduate student enrollment by 10%
5. To increase graduate student enrollment by 10%
6. To achieve a full-time faculty FTE of 18
7. To complete the development of PATSS approved courses for an alternative B.A. in Psychology as a hybrid degree program
8. To formalize and market a Pre-Med track within the B.S. Psychology degree program
9. To increase the availability of electronic advising
10. To develop a proposal for a Master of Science degree in Psychology, with Experimental and General tracks
11. To offer increased undergraduate online course offerings in the summer to promote a “Staying Connected” and a 3-year degree track
Scholarship

1. To achieve an average of at least 1 scholarly publication/Faculty FTE/Year

2. To submit at least 1 grant/foundation research project/year

3. To achieve an average of at least 1 research presentation at a professional conference/Faculty FTE/Year

Service

1. To provide low cost/no cost mental health services to the Tyler and Smith County community through the Psychology and Counseling Training Clinic at The Andrews Center and other possible settings.

2. To receive philanthropic gifts to add to the resources available for training, research and service.

3. To provide professional development opportunities with CEU’s for practicing mental health professionals in East Texas.
GOALS
2013 -2014

1. To submit the CACREP Self-study for M.A. in Clinical Mental Health Counseling
2. To achieve System approval to submit a formal proposal for a Ph.D. in Clinical Psychology
3. To successfully search for new faculty members in Experimental Psychology, Clinical Mental Health Counseling and School Counseling
4. To develop and offer hybrid courses to implement PATSS
5. To increase student involvement in the annual Psi Chi Research Conference
6. To increase undergraduate enrollment/SCH Fall to Fall by 2%
7. To increase graduate enrollment/SCH Fall to Fall by 2%
8. To increase undergraduate admissions (Majors) by 2% Fall to Fall
9. To increase graduate admissions by 2% Fall to Fall
10. To increase undergraduate retention Fall to Fall by 2%
11. To increase graduate retention Fall to Fall by 2%
12. To increase undergraduate GPA by 1%
13. To increase graduate GPA by 1%
14. To increase student evaluation of teaching mean ratings on Item 12 (overall instructor effectiveness) by 1%
THE UNIVERSITY OF TEXAS AT TYLER

School of Education

STRATEGIC PLAN 2014-2015

Dr. Colleen Swain, Director
Dr. Bambi Bailey
Ms. Suzanne Brians
Dr. Annamary Consalvo
Dr. Julie Delello
Dr. Frank Dykes
Dr. Kathleen Everling
Ms. Ginny Fender
Dr. Chip Fischer
Dr. Olga Fischer
Ms. Priscilla Gilpin
Ms. Berni Hansen
Dr. Teresa Kennedy
Dr. Larry Kraus
Dr. John Lamb
Dr. Mark Lewis
Dr. Kouider Mokhtari
Dr. Joanna Neel
Dr. Michael Odell
Dr. Jessi Rueter
Ms. Cindy Sherman
Dr. Robert Stevens
SCHOOL OF EDUCATION

Purpose and Values

Core Purpose: The purpose of the School of Education is to foster the acquisition of knowledge, skills, and dispositions needed for preservice and inservice educators to become successful and ethical teachers and lifelong learners while advancing our respective disciplines in education and being stewards of the discipline.

Core Values:

People:

Our Interactions and Expectations of Ourselves:

We value each other as valued colleagues and professionals. We are committed to showing respect and providing encouragement for each other as well as being professional to each other, both in and out of the university setting. As valued colleagues and professionals, we expect that each of us will be a steward of our specific discipline and to the educational field. Each faculty member will contribute to the goals of the School of Education, CEP, and UT Tyler. We will do our work with diplomacy, respect, honesty, and at the highest level of quality possible.

In addition, we must be lifelong learners. We strive to acquire the understanding of generations different from our own including new literacies and technologies. We, like our courses, should always be works in progress, constantly reconsidered and revised, while being sure to preserve what is worth saving.

Our Interactions with Students:

We honor our students by acknowledging what they bring to the learning environment is valuable. We will treat our students with respect and professionalism. Just as we will treat our students with respect and professionalism, we expect this from them in return. We will hold our students to high expectations because we know, with support from us, they can reach these high expectations. In addition, these students hold the future of children in their hands so mediocrity is not acceptable.

Our Interactions with Schools and East Texas:

We approach our interactions with schools and the East Texas community with humility because we do not have all the answers and can learn so much from and with them. We will treat schools and the community professionally and with respect while endeavoring to develop mutually beneficial partnerships. We strive to
be change agents as together we work for the betterment for children and teachers in Tyler, the East Texas area, and Texas.

Teaching:

Teaching is a noble profession: an art, skill, and science. Teaching is not for everyone – it is a calling. Teaching involves professional decision-making, staying abreast of best practices and trends, and requires the teacher to be a lifelong learner. Teaching contributes positively to the quality of the human experience over generations.

Learning:

We believe that all students can learn but not necessarily to the same level and at the same pace. Learning is the result of both careful planning and serendipitous and guided discovery. Learning involves motivation, appropriate transfer and reinforcement, retention, and critical thinking. Learning is constructivist in nature. It is personalized, differentiated, and transformative.

Scholarship:

We believe that scholarship is an integral part of being a teacher educator and a steward of the discipline. We strive to work individually and collectively with our valued colleagues to advance the knowledge about education, teaching, and learning.

Service:

Teaching is a calling and as part of that calling involves the act of service. We believe that it is critical for all faculty within the School of Education to active service and contribute not only the UT Tyler community but also to the educational and local communities.
SCHOOL OF EDUCATION

Mission Statements

Undergraduate Program: The mission of the undergraduate program in teacher education is to provide a positive environment and learning opportunities that foster the acquisition of knowledge, skills, and dispositions needed to become a successful and ethical teacher and lifelong learner. Critical content includes student learning and diverse learning characteristics, instructional strategies, learning environment, communication, planning instruction, assessment, reflection and professional development, collaboration, ethics, and relationships.

Master of Curriculum & Instruction: The mission of the graduate program in curriculum & instruction is to further the education and professional development of professional educators. We strive to meet the needs of the educator while aligning our curriculum with national principles for the continued preparation of professional educators.

Master of Reading: The mission of the graduate program in literacy education is to prepare highly effective classroom reading teachers, reading specialists, and master reading teachers to work in PreK-12 settings.

Master of Special Education: The mission of the graduate program in special education is to prepare educational professionals to serve in the role of educational diagnosticians in the public school. Based on the Council for Exceptional Children (CEC) Standards for Educational Diagnosticians and Council for Educational Diagnosis (CEDS) National Certification for Educational Diagnosticians standards, with a foundation in (a) educational legal issues, ethical and professional practices, (b) collaboration with families and professionals, (c) curriculum based assessment and diagnosis of learning problems of students, (d) instructional environments, programs, planning and strategies, (e) individual and diverse learner characteristics, (f) social and behavioral interactions, and (g) program development and organization.
SCHOOL OF EDUCATION

Instructional Envision Statements

We honor our students by acknowledging what they bring to the learning environment is valuable. We will treat our students with respect and professionalism. Just as we will treat our students with respect and professionalism, we expect this from them in return. We will hold our students to high expectations because we know, with support from us, they can reach these high expectations. In addition, these students hold the future of children in their hands so mediocrity is not acceptable.
SCHOOL OF EDUCATION

Goals for 2014-2019

Programmatic: Continue to improve academic programs
- Update all academic programs
- Develop structures that support all students in obtaining their goal of earning a degree in higher education
- Analyze data to look for factors that might negatively influence student success and find solutions to address those factors if possible

Scholarship: Increase the scholarship productivity of faculty
- Obtain at least three external grants in the School of Education from different faculty members.
- Obtain an average of one publication per year across tenured and tenure-track faculty

Service: Increase our contributions to our fields, the university community, and our local community.
- Obtain an average of 20% of faculty serving on state/national levels for organizations, journals, etc.
- All faculty participating on college, university, or community committees
- At least 15% of faculty serving in leadership positions for local, university, state, or national committees.

Teaching: Serve as a leader in the areas of teaching and learning to our university and local community
- Obtain overall instructor average of 4.0 or higher for all faculty
- All faculty participate in the SOE Peer Observation System
- All faculty will participate in professional development activities appropriate for his/her professional goals.
- Serve in teaching leadership roles across the university

Overall: School Goals: Continue to develop the academic programs
- As we obtain student success data, increase the number of students being retained in our program.
- As we obtain student success data, work to maintain or decrease the time to degree.
- Develop a marketing plan for the School of Education
SCHOOL OF EDUCATION

Goals for 2014-2015

Programmatic: Continue to improve academic programs

- Certification programs: Provide students to supports (i.e. workshops, Certify Teacher, etc.) to be prepared for certification exams
- Graduate programs: Update course descriptions to reflect 21st curricula
- Graduate programs: Formalize new specializations in Curriculum & Instruction degree
- All Programs: Gather enrollment and retention data

Scholarship: Increase the scholarship productivity of faculty

- All tenured and tenure-track faculty will have at least one manuscript published.
- Submit at least three grants to external foundations/organizations

Service: Continue our contributions to our fields, the university community, and our local community

- At least 75% of faculty engaged in UTT, CEP, or community committees
- At least 5% of faculty serving in leadership positions for national, state, UTT, CEP, or community events.

Teaching: Serve as a leader in the areas of teaching and learning to our university and local community

- At least 5% of faculty serving in a teaching leadership role for the university or local community
- Work to change UTT Peer Observation policy to allow all faculty (tenured or non-tenured faculty) to serve as observers.
- Pilot our SOE Peer Observation Policy and make revisions as necessary
- Expose students to professional organizations so they will work toward being lifelong learners

Overall: School Goals: Continue to develop the academic programs

- Begin collecting data on recruitment efforts
- Begin collecting data on retention data
- Formalize the ad hoc SOE committee to work on developing SOE marketing ideas and develop an action plan

53
Introduction

As a component institution of The University of Texas System, The University of Texas at Tyler is committed to maintaining a standard of excellence in all of its programs, departments and colleges. To maintain that standard, UT Tyler endeavors to employ and retain faculty who have clearly demonstrated the commitment and ability to be scholars, contributing to their respective disciplines through excellent teaching, original research/creative activity, and through service to UT Tyler, the profession and the community.

Faculty development and improvement are essential to the maintenance of a standard of excellence. An important tool in faculty development is the assessment of faculty performance, which also provides essential information for salary, reappointment, tenure and promotion decisions. Assessment is an ongoing process that starts when a faculty member is employed and continues with the annual evaluation, pre-tenure review for tenure-track faculty, evaluation for promotion and tenure, and periodic evaluation of tenured faculty. Assessment is also an important mechanism for providing feedback to individuals so they can maintain high levels of performance. Faculty have a personal responsibility to maintain or improve performance and are encouraged to participate in professional development activities. (HOP 3.3.2 D 1 Annual Faculty Evaluation)

Premises

The College of Education and Psychology’s Evaluation process is based on the following premises:

1) The process should not be onerous for the faculty member or chair/director.
2) The locus of control should reside with the faculty member to present the information to substantiate his/her rating.
3) The outcome should reflect the performance of the faculty member.
4) The outcome of this professional development process should result in the faculty member achieving insight and receiving support on how he/she can improve his/her performance.

Process

1) Update Faculty 180 and run a vita for the evaluation year.
2) Complete the Teaching Addendum.
   a. Enter teaching evaluation ratings from UT Tyler website.
   b. Answer the open-ended questions on technology and teaching improvement.
3) Submit the Faculty 180 vita and Teaching Addendum to your appraiser.
## TEACHING

HOP: Demonstrate a consistent pattern of effectiveness in teaching and a commitment to lifelong improvement of teaching skills. Information concerning teaching effectiveness should be collected using multiple and flexible assessment tools.

<table>
<thead>
<tr>
<th><strong>UNSATISFACTORY</strong></th>
<th><strong>DOES NOT MEET EXPECTATIONS</strong></th>
<th><strong>MEETS EXPECTATIONS</strong></th>
<th><strong>EXCEEDS EXPECTATIONS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean score on overall instructor performance</td>
<td>Demonstrates a pattern of teaching ineffectiveness. Attains a weighted item mean score across all courses taught less than 2.2</td>
<td>Demonstrates an inconsistent pattern of teaching effectiveness. Attains a weighted item mean score across all courses taught between 2.2 and 3.19</td>
<td>Demonstrates a consistent pattern of teaching effectiveness. Attains a weighted item mean score across all courses taught between 3.2 and 4.19</td>
</tr>
</tbody>
</table>

**Self Assessment:**

- Unsatisfactory
- Does Not Meet Expectations
- Meets Expectations
- Exceeds Expectations

**Chair Assessment:**

- Unsatisfactory
- Does Not Meet Expectations
- Meets Expectations
- Exceeds Expectations
## College of Education and Psychology
### Faculty Evaluation Rubric

<table>
<thead>
<tr>
<th></th>
<th><strong>UNSATISFACTORY</strong></th>
<th><strong>DOES NOT MEET EXPECTATIONS</strong></th>
<th><strong>MEETS EXPECTATIONS</strong></th>
<th><strong>EXCEEDS EXPECTATIONS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of technology, best practices and innovation.</td>
<td>Demonstrates ineffective use of technology, best practice and teaching innovation in all classes taught.</td>
<td>Demonstrates limited effectiveness in the use of technology, best practice and teaching innovation in all classes taught.</td>
<td>Demonstrates effective use of technology, best practice and teaching innovation in all classes taught.</td>
<td>Meets expectations and develops or enhances online and/or hybrid courses, effectively incorporates additional instructional technology and/or innovations in classes (face-to-face, online, hybrid) to promote learning.</td>
</tr>
</tbody>
</table>

**Self Assessment:**
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**Chair Assessment:**
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Rev. 02/14/2013
# College of Education and Psychology Faculty Evaluation Rubric

<table>
<thead>
<tr>
<th>Use of data to improve instruction</th>
<th>UNSATISFACTORY</th>
<th>DOES NOT MEET EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates ineffective or no use of course and program assessment data to improve instruction.</td>
<td></td>
<td>Demonstrates limited effectiveness in the use of course and program assessment data to improve instruction.</td>
<td>Demonstrates effective use of course and program assessment data to improve instruction. Collaborates with faculty in the program to design and modify program and course assessments, action plans and follow-ups for program improvement.</td>
<td>Meets Expectations and provides leadership in the college and/or department in the use of data to improve instruction.</td>
</tr>
</tbody>
</table>

**Self Assessment:**

| | | | | |
| | | | | |

**Chair Assessment:**

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Rev. 02/14/2013
# College of Education and Psychology Faculty Evaluation Rubric

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<th></th>
<th><strong>UNSATISFACTORY</strong></th>
<th><strong>DOES NOT MEET EXPECTATIONS</strong></th>
<th><strong>MEETS EXPECTATIONS</strong></th>
<th><strong>EXCEEDS EXPECTATIONS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>External observation of instruction.</strong></td>
<td>Does not participate in external observation of instruction (Year 1)</td>
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<td>Participates in external observation of instruction (Year 1)</td>
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<tr>
<td><strong>Self Assessment:</strong></td>
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<td><strong>Chair Assessment:</strong></td>
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<tr>
<td><strong>SUMMARY OF TEACHING EFFECTIVENESS</strong></td>
<td>Does not meet expectations on 3 or more teaching categories</td>
<td>Does not meet expectations on 2 teaching categories</td>
<td>Meets expectations on at least 3 of 4 teaching categories, including instructor performance</td>
<td>Meets expectations on all 4 teaching categories and exceeds in at least 2, including instructor performance</td>
</tr>
<tr>
<td><strong>Self Assessment:</strong></td>
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Rev. 02/14/2013
# College of Education and Psychology
## Faculty Evaluation Rubric

## SCHOLARSHIP

**HOP:** Demonstrate a record of sustained and valuable substantive contributions to the body of knowledge and understanding in one's discipline. This includes a consistent and meaningful program of research and or creative activity.

**NOTE 1:** A publication is defined as peer/editorially reviewed journal article, chapter, monograph, book, or juried creative activity.

**NOTE 2:** Due to the complexity and competitiveness of some grant competitions, faculty can request a substitution of a grant proposal in lieu of a publication with chair / director consent.

**NOTE 3:** One scholarly presentation can be substituted for a publication or externally funded grant in the "Exceeds Expectations" category.

<table>
<thead>
<tr>
<th>Publications or Externally Funded Grants</th>
<th>UNSATISFACTORY</th>
<th>DOES NOT MEET EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
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</thead>
<tbody>
<tr>
<td>Demonstrates unsatisfactory research / scholarship / creative activity level.</td>
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<tr>
<td>Has no (0) publications or externally funded grants over 2-year period (current and prior year).</td>
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<table>
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</table>

**Rev. 02/14/2013**
# College of Education and Psychology
## Faculty Evaluation Rubric

## SERVICE
HOP: Display evidence of commitment to service to UT Tyler, the profession and/or the civic community.

<table>
<thead>
<tr>
<th>UNSATISFACTORY</th>
<th>DOES NOT MEET EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates unsatisfactory commitment to UT Tyler, the profession and/or the civic community.</td>
<td>Demonstrates limited commitment to UT Tyler, the profession and/or the civic community.</td>
<td>Demonstrates satisfactory [expected] commitment to UT Tyler, the profession and/or the civic community. Constructively participates and contributes to assigned UT Tyler service responsibilities. Conscientiously participates in and contributes to service to the profession and/or the civic community.</td>
<td>Meets Expectations, and takes leadership role in service activities to UT Tyler, the profession and/or the civic community.</td>
</tr>
</tbody>
</table>

Self Assessment:

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### Accreditation

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Does Not Meet Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not participate in accreditation by completing each of the following:</td>
<td>Participates in accreditation by completing each of the following:</td>
<td>Results from SACS program assessments, other course assessments, course evaluations, and other forms of assessment were used to improve instruction.</td>
<td>Results from SACS program assessments, other course assessments, course evaluations, and other forms of assessment were used to improve instruction.</td>
</tr>
<tr>
<td>TEAC/SACS assessments were not administered and submitted in appropriate class if required.</td>
<td>TEAC/SACS assessments were administered and submitted in appropriate class if required.</td>
<td>Did not collaborate with faculty in the program to design and modify program and course assessments, action plans and follow-ups for program improvement.</td>
<td>Did not collaborate with faculty in the program to design and modify program and course assessments, action plans and follow-ups for program improvement.</td>
</tr>
<tr>
<td>Results from SACS program assessments, other course assessments, course evaluations, and other forms of assessment were not used to improve instruction.</td>
<td>Did not attend and contribute to CEP Assessment Summit.</td>
<td>Did not attend and contribute to CEP Assessment Summit.</td>
<td>Did not attend and contribute to CEP Assessment Summit.</td>
</tr>
<tr>
<td>Did not collaborate with faculty in the program to design and modify program and course assessments, action plans and follow-ups for program improvement.</td>
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<tr>
<td>Did not attend and contribute to CEP Assessment Summit.</td>
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### Self Assessment:

<table>
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## College of Education and Psychology  
### Faculty Evaluation Rubric

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<thead>
<tr>
<th>Chair Assessment:</th>
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</thead>
<tbody>
<tr>
<td><strong>SUMMARY OF SERVICE EFFECTIVENESS</strong></td>
<td>UNSATISFACTORY</td>
<td>DOES NOT MEET EXPECTATIONS</td>
<td>MEETS EXPECTATIONS</td>
<td>EXCEEDS EXPECTATIONS</td>
</tr>
<tr>
<td>Does not meet expectations on 2 or more service categories</td>
<td>Does not meet expectations on 1 service category</td>
<td>Meets expectations on both service categories</td>
<td>Meets expectations on both service categories and exceeds in at least one category.</td>
<td></td>
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<tr>
<td>Self Assessment:</td>
<td>☐</td>
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<td>Chair Assessment:</td>
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**COLLEGIALITY**

HOP: Demonstrate an ability and willingness to work cooperatively within the department and college and to engage in shared governance, and demonstrate high standards of professional civility and integrity in dealing with colleagues and students. Abides by University, College and/or Unit Codes of Conduct. (It is assumed that a faculty member is demonstrating collegiality unless there is documented behavior to the contrary.)

<table>
<thead>
<tr>
<th></th>
<th>UNSATISFACTORY</th>
<th>DOES NOT MEET EXPECTATIONS</th>
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Rev. 02/14/2013
## OVERALL EVALUATION RESULTS

<table>
<thead>
<tr>
<th></th>
<th>UNSATISFACTORY</th>
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<th>EXCEEDS EXPECTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not meet expectations on _2_ or more categories.</td>
<td></td>
<td>Does not meet expectations on _1_ category.</td>
<td>Meets expectations on all 4 categories.</td>
<td>Meets Expectations on all 4 categories and Exceeds Expectations on at least _2_ categories.</td>
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</tbody>
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### Self Assessment:

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### Chair Assessment:

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**Administrator**

Date

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**Received**

Date

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Rev. 02/14/2013
Describe any use of technology, best practices and/or innovation to enhance the teaching and learning in your courses. What innovative techniques are you planning to use to advance your teaching in the future?

Using quantitative and qualitative data, (e.g. from your student evaluations, informal feedback, peer observation, etc.), reflect on the item(s) that were rated lower than other items. Describe how you will improve the teaching in your courses during the upcoming semester. Provide the specific data you are using as a catalyst for your changes.