

**The University of Texas at Tyler**  
**College of Education and Psychology**  
**Policies and Procedures Manual**



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# 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://catalogs.uttyler.edu/en/UTTyler/HOP>

- The University of Texas at Tyler Undergraduate and Graduate Catalog

<https://www.uttyler.edu/catalog/>

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

- UT Tyler Budget
- 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 21<sup>st</sup> 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.

## **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.

## **Unique Value Proposition**

The College of Education and Psychology maximizes human potential by inspiring personal and professional growth.

# **College of Education and Psychology**

## **Guiding Principles for Governance**

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. 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. 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 of and collegiality among faculty in the CEP.

#### **B. Structure**

The college consists of two administrative units: the School of Education 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 four standing committees: The Curriculum and Assessment Committee (CAC), the Faculty Tenure and Promotion Committee (FTPC), 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 Chairperson of the 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 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 bylaws for each Standing Committee can be found in the Appendices.
- D. A majority of the voting members of the CAC, DC, and TC shall be required to pass motions. Chairpersons shall vote only to break ties.
- E. The term of office for members of the CAC 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.
- F. When a member of the CAC, 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.
- G. Administrative units should identify alternates for elected representatives to the CAC, 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.
- H. A faculty member may not serve on more than two standing committees in the CEP.
- I. Issues concerning jurisdictional responsibilities among standing committees shall be resolved by the chairpersons of involved committees and the Dean of the CEP.
- J. All recommended changes in the policies and procedures of standing committees shall be presented and reviewed at a faculty meeting of the CEP.



- K. The Dean of the CEP shall review and take appropriate actions on recommendations of standing committees.
- L. 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).
- M. 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.
- N. 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 the Department of Psychology and Counseling, 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. Faculty Tenure and Promotion Committee**

- i. The membership of the FTPC shall consist of two tenured faculty members 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 FTPC 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.

## **C. The Diversity Committee**

- i. The membership of the Diversity Committee shall consist of the chairperson, 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.

- 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.

#### **D. The Technology Committee**

- i. The membership of the Technology Committee shall consist of the committee chairperson, two representatives 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 two 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. 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

Revised December 2, 2016

Revised August 24, 2017

Revised September 10, 2018

# **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 21<sup>st</sup> 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.

### **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.

### **Unique Value Proposition**

The College of Education and Psychology maximizes human potential by inspiring personal and professional growth.

### **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 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 syllabi

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.

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.

### **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: 8/16/18

## Vision 2025

### **A Vision for the Future of College of Education and Psychology**

The College of Education and Psychology's 2025 Vision Committee, comprised of members of the faculty and staff from the School of Education, the Department of Educational Leadership and Policy Studies, and the Department of Psychology and Counseling, was given the charge of developing a vision for the future of our College. The vision for the College is based on an interdisciplinary approach using the expertise of the faculty in all three administrative units. Specifically, the Committee focused on creating goals for our College in the areas of teaching, research and scholarship, community outreach and service, and marketing and growth. The vision developed by the Committee is as follows:

#### **Teaching**

**The faculty of the College of Education and Psychology recognize that teaching is our core purpose as we strive to prepare competent, caring and qualified professionals in the fields of education, psychology and counseling.**

- We envision a college that continuously maintains a rigorous and relevant set of undergraduate and graduate courses.
- We envision a college that exposes our students to cutting-edge curriculum while engaging them in discourse about current critical issues in our respective fields.
- We envision offering innovative undergraduate and graduate programs that produce regionally influential and nationally competitive graduates.
- We envision working among scholars that continuously seek to stay current with both the latest research in our fields of study and best pedagogical practices to ensure the students of UT Tyler have the opportunity to engage in learning that is rigorous and relevant.
- We envision developing doctoral programs that will provide the necessary coursework, applied learning opportunities, research training, and supervision necessary to develop competent doctoral-level practitioners, scholars, and researchers in the fields of education and psychology.
- We envision utilizing innovative educational practices, both in the classroom and in opportunities for graduate and undergraduate research.
- We envision continuing to expand our hybrid and online course offerings at the undergraduate and graduate level, when appropriate, in order to appeal to a more diverse population of students.

#### **Research**



**The faculty of the College of Education and Psychology is committed to advancing the knowledge base in our respective disciplines through research and scholarship.**

- We envision that the faculty of the College of Education and Psychology will be leaders in their respective fields of scholarship.
- We envision our faculty will be sufficiently supported in their efforts to: a) maintain knowledge related to current and reputable research findings, b) actively search and secure external funding, and c) establish research-based collaborations between the university, the college, and other institutions and organizations such as school districts, clinics, and universities within and beyond Texas.
- We envision expanding opportunities for research as a component of students' education so that these efforts will encourage students to learn about the process of the construction of the knowledge base in their field, and possibly encourage students to contribute to this knowledge.

**Community Outreach and Service**

**The faculty of the College of Education and Psychology is committed to providing service to our profession and community.**

- We envision nurturing existing partnerships while expanding and establishing new partnerships with individual schools, school districts, and other agencies that promote education and mental health.
- We envision fostering opportunities to integrate service with student training and faculty research endeavors, which may include providing professional development for educators and mental health professionals.
- We believe partnerships are an opportunity to serve as visible advocates for creation of the highest standards of practice in both education and mental health in our community and beyond and may include student training and faculty research endeavors.

## **Recruitment and Retention**

**The faculty of the College of Education and Psychology is committed to recruiting and retaining high ability, motivated students to our programs of study.**

- We envision a College where the faculty engages students as we build a community of scholars in an effort to recruit and retain a diverse body of students.
- We envision providing exemplary educational, psychology and counseling programs which utilize progressive educational technology that allows for more effective instruction to reach a larger geographical area.
- We envision the expansion of courses to attract a population of students from more diverse backgrounds, including a greater number of students from outside the East Texas region, and those from traditionally underrepresented groups in university settings.
- We believe that the ability to secure additional financial resources will further increase our abilities to attract students from more diverse populations and make education affordable for all.
- We envision creating more robust and mutually beneficial partnerships with local school districts and mental health agencies to meet the needs of educators and mental health professionals interested in seeking a master's degree or professional certification/licensure.

## **Individual Department Visions**

### **School of Education**

**The School of Education core purpose 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.**

The School envisions an instructional classroom infrastructure that promotes current and supportive technologies used to promote instructional methods well beyond the traditional lecture-based model. We envision the creation of spaces for collaboration between faculty and students, as well as spaces for laboratories of practice that allow students to learn and examine cutting-edge technology in instruction using innovative curriculum.

We envision expanding both our undergraduate and graduate program offerings in delivery modes that meet the needs of a diverse body of students. Additionally, we envision adding additional certification programs to expand our students' knowledge and skills in order to meet the needs of today's workforce. This includes expanding our programs to increase the numbers of highly qualified pre-service teachers across both elementary and secondary programs and professional educators in our graduate programs.

## **Department of Psychology and Counseling**

**The Department of Psychology and Counseling 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.**

The Department envisions graduates of the undergraduate program will be prepared to pursue a diverse range of postgraduate and career options, from post-graduate studies in psychology and counseling, to other mental health-related professions (such as social work), to fields requiring expertise in designing and conducting research, to any job that requires them to be critical thinkers and skilled writers. We will continue to develop courses that engage students in cutting-edge content in the field, offer opportunities to learn about and engage with the scholarly research process, and increase their qualifications for pursuing both psychology graduate programs and careers in relevant fields.

In our graduate programs, 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. We envision graduates of our clinical psychology, clinical mental health counseling, and school counseling 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. Our graduate program will offer sequential skills development courses in which students practice basic to advanced clinical/counseling skills, integrate pertinent theories, and apply interventions under the direct supervision of faculty and qualified licensed professionals in the community.

### **In our Pursuit of Our Vision**

As we continue to be a highly regarded College among our peers and students, we must maintain our focus on excellent teaching, cutting-edge research, service to our community, and the recruitment and retention of both faculty and students.

In an effort to intentionally work toward our vision, the College of Education and Psychology as well as each department within the College must have strategic plans to accomplish the themes set aside in this document. These major initiatives are summarized in the strategic plan for each college and department which further refine our goals, objectives, and priorities.

Adopted: 1/22/16

THE UNIVERSITY OF TEXAS AT TYLER  
**College of Education and Psychology**

STRATEGIC PLAN 2018-2019



Ross Sherman

Dean, College of Education and Psychology

Chuck Barké

Chair, Psychology and Counseling

Wesley Hickey

Director, School of Education

**8/25/18**

# The University of Texas at Tyler

## Strategic Plan

### **Vision Statement:**

**Our aspiration is to be the primary educational and economic driver of east Texas.**

### **Mission Statement:**

UT Tyler is committed to student success by providing a uniquely balanced student experience in an environment of innovative teaching and research shaped to serve and advance the educational, economic, technological, and public interests of East Texas and beyond.

### **Pillar I Student Success – Promote student retention, graduation and career progressions**

- Focus Campus Community on Student Success
- Support Academic Success from Recruitment to Graduation
- Foster Innovative, Student-Centered Teaching
- Provide Funding for Success
- Position Every Student for Career Success

### **Pillar II Student Engagement – Ensure each UT Tyler student has access to a rich, individualized educational experience**

- Encourage Student Involvement in Research and Discovery
- Connect Students with Successful Alumni
- Connect Students to the Campus
- Improve Campus Accommodations for Students

### **Pillar III Research and Scholarship – Foster discovery through scientific, technological, intellectual and creative expression**

- Expand the Field of Knowledge
- Expand Student Research Activities

### **Pillar IV Community Engagement – Catalyze student retention, graduation and career progressions**

- Improve East Texas' Economic Diversity
- Provide Educational and Cultural Engagement

## **Supporting Success – Promote effective, efficient and creative strategies**

- Design and Launch New Centers of Excellence
- Support College and Departmental Faculty and Staff Development
- Initiate Sustainable Financial Management Strategies
- Create and Sustain IT Infrastructure to Support Strategic Educational Initiatives
- Create New marketing and Advancement Strategies

# 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 and staff.

We will provide transparency in our leadership.

#### **People:**

We will treat students and colleagues with respect.

We will work collaboratively with our colleagues throughout the College, University, and respective professional communities.

We will provide professional growth opportunities for faculty and staff.

#### **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 socially just programs and procedures to support the learning of all students.

#### **Scholarship:**

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

We will disseminate the results of our inquiry through peer reviewed publications and conference presentations.

#### **Service:**

We will be agents for positive change in Texas.

We will be productive citizens of UT Tyler.

*Preparing tomorrow's educational and mental health professionals*

**8/25/18**

# **College of Education and Psychology**

## **Vision and Mission**

### **Vision**

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### **Mission**

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### **Unique Value Proposition**

**The College of Education and Psychology maximizes human potential by inspiring personal and professional growth.**

*Preparing tomorrow's educational and mental health professionals*

**8/25/18**



## **College of Education and Psychology**

### **Leadership Team Belief Statements**

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 and staff.

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 being advocates for our faculty, staff, students and citizens of East Texas as we advance the education, psychology and counseling disciplines.

We believe in working toward an educational system and society that provides equitable opportunities for all individuals to meet their full potential.

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**8/25/18**

## **College of Education and Psychology**

### **Focus Areas**

- **Focus #1 – Enrollment Increases**
- **Focus #2 – Research and Scholarship**
- **Focus #3 – External Funding**
- **Focus #4 – Program Development**
- **Focus #5 – Marketing and Public Relations**
- **Focus #6 – Culture/Climate**
- **Focus #7 – Organizational Efficiencies**
- **Focus #8 – Globalization**

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**8/25/18**

## **College of Education and Psychology**

### **GOALS 2018 - 2023**

#### **Programmatic (Pillar I Student Success and Pillar II Student Engagement)**

1. To provide cost-effective, time-efficient, high quality programs based on research and best practices in our respective disciplines.
2. To maintain high student performance on external accreditation examinations.
3. To implement doctoral programs in Psychology and Education.
4. To maintain programmatic accreditation (SACS, CACREP, TEA).
5. To expand global curricular and experiential opportunities within degree programs as appropriate.
6. To support interdisciplinary teaching and research throughout the College as appropriate.

#### **Scholarship (Pillar III Research and Scholarship)**

8. To publish manuscripts in professional publications and disseminate findings to the public and professional community.
9. To present research papers at state, regional, national and/or international professional conferences.
10. To secure extra mural funding for research through grants, contracts and philanthropic endeavors.

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**8/25/18**

## **College of Education and Psychology**

### **GOALS 2018 - 2023**

#### **Service (Pillar IV Community Engagement)**

11. To create and maintain networks with professional entities.
12. To provide leadership and service to professional organizations and state and national agencies.
13. To provide service and consultation on University and College committees.
14. To advance students and educators' professional knowledge and application through the work of the College's Centers.

#### **Leadership (Supporting Success)**

15. To provide high quality customer service to all constituents.
16. To add faculty to sustain the growth in the program.
17. To market/recruit aggressively for all programs.
18. To increase the number of students and faculty from underrepresented populations in all programs.
19. To continue data informed decision making that strengthen and advance our programs and contribute to healthy and strong Departments/School within CEP (e.g. SACS, CACREP).
20. To use social media as a platform to communicate the CEP brand to constituents.

***Preparing tomorrow's educational and mental health professionals***

***8/25/18***

## **College of Education and Psychology**

### **GOALS 2018 – 2019**

1. Continue to engage in curricular and programmatic revisions.
2. Prepare for the implementation of the PhD in Clinical Psychology.
3. Receive System approval for an Ed.D. in School Improvement.
4. Refine and implement procedures for TEA accreditation.
5. Implement a plan to market/recruit aggressively for all programs.
6. Increase faculty utilization of data capturing systems (e.g. Faculty 180, TracDat, ScholarWorks).
7. Recruit more students from underrepresented populations to all programs.
8. Meet or exceed departmental expectations for publication of manuscripts per faculty in professional publications.
9. Submit applications for extramural funding based on unit goals.
10. Continue the annual fund campaign for faculty, staff and students.
11. Continue to build capacity in the College to advance global education initiatives.
12. Provide resources (staff development, finances and time) to support interdisciplinary teaching and research.
13. Develop a social media campaign based on the CEP brand.
14. Implement the CEP strategies that are identified in the University Strategic Plan e.g. Mentor Center and Adopt a School.

***Preparing tomorrow's educational and mental health professionals***

***8/25/18***

# Appendices

**THE UNIVERSITY OF TEXAS AT TYLER**  
**Curriculum and Assessment Committee**  
**Bylaws**

ARTICLE I

Name

College of Education and Psychology Curriculum and Assessment Committee (CAC).

ARTICLE II

Purpose

- Section 1        The purpose of the CAC is to review and act upon proposals submitted by administrative units in all matters having to do with:
- creation, modification, or deletion of courses within the CEP,
  - creation, modification, or deletion of majors, minors, or degree programs within the CEP,
  - major changes in the catalog,
  - admission, retention and exit requirements for programs, and
  - schedules and strategies for assessing the knowledge, dispositions and skills of candidates.

ARTICLE III

Membership

Section 1        The membership of the Curriculum and Assessment Committee (CAC) shall consist of one faculty representative from the School of Education, one representative from the Department of Psychology and Counseling, the elected member of the university Graduate Council, the elected member of the university Undergraduate Council, and two students as ex officio members - one undergraduate and one graduate. Elected members shall serve for a two-year term. The Dean, department chairs and school director of the CEP shall serve as an ex officio member of the committee.

Section 2        The Chairperson of the CAC will be appointed by the dean and shall serve a three-year term.

Section 3        The elected member of the university Undergraduate Council will serve as the as the CEP's representative to the university's Undergraduate Curriculum Committee. The elected member of the university Graduate Council will serve as the CEP's representative to the university's Graduate Curriculum Committee.

ARTICLE IV

Meetings

Section 1        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 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.

ARTICLE V  
Committee Operations

Section 1 A majority of the voting members of the CAC shall be required to pass motions. Chairpersons shall vote only to break ties.

Section 2 Secretarial support shall be provided for standing committees.

Section 3 Minutes will be kept 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,
- Dates by which any results of an action will be implemented, reported on, evaluated, or resubmitted to the committee for review.

ARTICLE VI  
Amendments

Section 1 This document may be amended in the future by having any proposed amendment:

- e. considered and recommended by a majority vote of an affected standing committee, then
- f. discussed at a meeting of the CEP faculty, then
- g. approved by a majority of the voting faculty by secret ballot, then
- h. reviewed and approved by the Dean of the CEP.

Proposed: 9/1/15  
Amended: 11/11/15  
Adopted: 1/22/16  
Amended



**THE UNIVERSITY OF TEXAS AT TYLER**  
**Diversity Committee**  
**Bylaws**

ARTICLE I

Name

College of Education and Psychology Diversity Committee (DC).

ARTICLE II

Purpose

Section 1      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.

ARTICLE III

Membership

Section 1      The membership of the Diversity Committee shall consist of the chairperson, 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.

Section 2      The Chairperson of the 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.

ARTICLE IV

Meetings

Section 1      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 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.

ARTICLE V  
Committee Operations

Section 1 A majority of the voting members of the DC shall be required to pass motions. Chairpersons shall vote only to break ties.

Section 2 Secretarial support shall be provided for standing committees.

Section 3 Minutes will be kept 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,
- Dates by which any results of an action will be implemented, reported on, evaluated, or resubmitted to the committee for review.

ARTICLE VI  
Amendments

Section 1 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.

Proposed: 9/1/15  
Amended: 11/11/15  
Adopted: 1/22/16  
Amended

**THE UNIVERSITY OF TEXAS AT TYLER**  
**Technology Committee**  
**Bylaws**

ARTICLE I

Name

College of Education and Psychology Technology Committee (TC).

ARTICLE II

Purpose

- Section 1 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:
- e. technology-related training/professional development.
  - f. the CEP's educational technology-related facilities for the training of faculty, staff, and students
  - g. CEP hardware, software, access, and connectivity.
  - h. integration of technology across the CEP for the enhancement of teaching, learning, and research.

ARTICLE III

Membership

- Section 1 The membership of the Technology Committee shall consist of the committee chairperson, two representatives 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.
- Section 2 The term of office for members of the 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 TC shall serve on year terms.
- Section 3 The Chairperson of the TC will be appointed by the Dean and shall serve a three-year term. TC chair will serve as the CEP's representative on the University's Technology Committee.

ARTICLE IV

Meetings

- Section 1 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 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.

#### ARTICLE V

##### Committee Operations

Section 1 A majority of the voting members of the TC shall be required to pass motions. Chairpersons shall vote only to break ties.

Section 2 Secretarial support shall be provided for standing committees.

Section 3 Minutes will be kept 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,
- Dates by which any results of an action will be implemented, reported on, evaluated, or resubmitted to the committee for review.

#### ARTICLE VI

##### Amendments

Section 1 This document may be amended in the future by having any proposed amendment:

- i. considered and recommended by a majority vote of an affected standing committee, then
- j. discussed at a meeting of the CEP faculty, then
- k. approved by a majority of the voting faculty by secret ballot, then
- l. reviewed and approved by the Dean of the CEP.

Proposed: 9/1/15  
Amended: 11/11/15  
Adopted: 1/22/16  
Amended

**TENURE AND PROMOTION  
GUIDELINES AND CRITERIA**

**THE CANDIDATE**

The candidate for tenure and/or promotion shall:

Provide a dossier that conforms to the University's requirements and addresses the areas of teaching, research/scholarship, service, and collegiality that merits tenure and/or promotion as prescribed by his/her department evaluation, promotion and tenure document.

**CHAIR/DIRECTOR AND DEPARTMENT TENURE AND PROMOTION  
COMMITTEE**

The Chair/Director and the Department Tenure and Promotion Committee shall:

Provide written evaluation of the quantitative and qualitative merits or non-merits of the candidate's performance in the areas of teaching, research/scholarship, service and collegiality and justification for the resulting recommendation.

**COLLEGE TENURE AND PROMOTION COMMITTEE**

The College Tenure and Promotion Committee shall:

Provide written evaluation of the quantitative and qualitative merits or non-merits of the candidate's performance in the areas of teaching, research/scholarship, service and collegiality and justification for the resulting recommendation.

**DEAN**

The Dean of the College of Education and Psychology shall:

Provide written evaluation of the quantitative and qualitative merits or non-merits of the candidate's performance in the areas of teaching, research/scholarship, service and collegiality and justification for the resulting recommendation.

**COLLEGE OF EDUCATION AND PSYCHOLOGY  
POLICIES FOR PROMOTION, TENURE, AND EVALUTION**

In accordance with The University of Texas System Rules and Regulations, Rule 31007 and The University of Texas at Tyler Handbook of Operating Procedures, Section 3.34 and 3.35, the following responsibilities, procedures, and guidelines are prescribed for the respective administrators, faculty, and committee concerning promotion and tenure.

## **PROCEDURES FOR FACULTY PROMOTION AND/OR TENURE**

### **Dean**

The Dean of the College of Education and psychology shall:

- 1 Set and submit to the College faculty a timetable for the annual promotion, tenure and evaluation process
- 2 Convene the College Tenure and Promotion Committee.
- 3 Collect each candidate's promotion and tenure materials.
- 4 Make those materials available to the College Tenure and Promotion Committee.
- 5 Distribute the various Department's criteria for promotion and tenure to the College Tenure and Promotion Committee.
- 6 Receive from the College Tenure and Promotion Committee their recommendation and rationale for each candidate's promotion and/or tenure status, along with those of the respective chair/director and Department's Tenure and Promotion Committee's.
- 7 Evaluate each recommendation and each candidate's dossier and supporting materials.
- 8 Consider and make a recommendation on each candidate for promotion and tenure.
- 9 Notify each candidate of the Dean's recommendation and provide the candidate with a copy of the College Tenure and Promotion Committee's recommendation.
- 10 Submit the candidate's dossier to the Provost and Vice President for Academic Affairs.

### **College Tenure and Promotion Committee**

Faculty serving on the College Tenure and Promotion Committee shall:

1. Serve by virtue of their chair/director and peer approval.
2. Be of equal or higher rank than the rank sought by the candidate.
3. Be full time, tenured faculty, who do not hold an administrative position of chair/director or dean.
4. Be selected from the College faculty by the respective department faculty.

The College Tenure and Promotion Committee shall:

1. Be comprised of one faculty member from each of the College's department/school when possible.
2. Meet and select a committee chair.
3. Review all pertinent promotion, tenure guidelines and criteria from the respective departments.
4. Receive from the respective chair/director, the departmental recommendations and rationales for each candidate.

5. Study carefully each candidate's dossier.
6. Study the respective chair/director and department tenure and promotion recommendations and rationale for each candidate.
7. Judge each candidate's evidence by using approved criteria and standards delineated in the evaluation, promotion and tenure documents of the candidate's department.
8. Deliberate objectively each candidate's evidence in support of promotion and/or tenure.
9. Vote by documented, secret ballot in support or non-support of the candidate's request.
10. Develop a written recommendation with rationale for the recommendation. Submit the Committee's written recommendation and rationale with that of the respective chair/director and department tenure and promotion committee to the Dean of the college.

Proposed: 10/1/15  
Adopted: 1/15/16  
Amended: 9/10/18

## College of Education and Psychology

### Evaluation Instrument and Process

#### 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 on-going 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.



Faculty Name:

Unit:

Date:

<b>TEACHING</b>				
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.				
	<b>UNSATISFACTORY</b>	<b>DOES NOT MEET EXPECTATIONS</b>	<b>MEETS EXPECTATIONS</b>	<b>EXCEEDS EXPECTATIONS</b>
Mean score on overall <u>instructor performance</u>	Demonstrates a pattern of teaching ineffectiveness.  Attains a weighted item mean score across all courses taught less than <u>2.2</u>	Demonstrates an inconsistent pattern of teaching effectiveness. Attains a weighted item mean score across all courses taught between <u>2.2</u> and <u>3.19</u> .	Demonstrates a consistent pattern of teaching effectiveness. Attains a weighted item mean score across all courses taught between <u>3.2</u> and <u>4.19</u> .	Demonstrates a consistent pattern of exceptional teaching effectiveness.  Attains a weighted item mean score across all courses taught of <u>4.2</u> or higher.
Self-Assessment:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chair Assessment:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<b>UNSATISFACTORY</b>	<b>DOES NOT MEET EXPECTATIONS</b>	<b>MEETS EXPECTATIONS</b>	<b>EXCEEDS EXPECTATIONS</b>
Use of technology, best practices and innovation.	Demonstrates ineffective use of technology, best practice and teaching innovation in all classes taught.	Demonstrates limited effectiveness in the use of technology, best practice and teaching innovation in all classes taught.	Demonstrates effective use of technology, best practice and teaching innovation in all classes taught.	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.
Self-Assessment:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chair Assessment:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<b><i>UNSATISFACTORY</i></b>	<b><i>DOES NOT MEET EXPECTATIONS</i></b>	<b><i>MEETS EXPECTATIONS</i></b>	<b><i>EXCEEDS EXPECTATIONS</i></b>
Use of data to improve instruction	Demonstrates ineffective or no use of course and program assessment data to improve instruction.	Demonstrates limited effectiveness in the use of course and program assessment data to improve instruction	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.	Meets Expectations and provides leadership in the college and/or department in the use of data to improve instruction.
Self-Assessment:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chair Assessment:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<b><i>UNSATISFACTORY</i></b>	<b><i>DOES NOT MEET EXPECTATIONS</i></b>	<b><i>MEETS EXPECTATIONS</i></b>	<b><i>EXCEEDS EXPECTATIONS</i></b>
External observation of instruction.	Does not participate in external observation of instruction (Year 1)		Participates in external observation of instruction (Year 1)	
Self-Assessment:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chair Assessment:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<b>UNSATISFACTORY</b>	<b>DOES NOT MEET EXPECTATIONS</b>	<b>MEETS EXPECTATIONS</b>	<b>EXCEEDS EXPECTATIONS</b>
Self-Assessment:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chair Assessment:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>SCHOLARSHIP</b>				
<p>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.</p> <p>NOTE 1: A publication is defined as peer/editorially reviewed journal article, chapter, monograph, book, or juried creative activity.</p> <p>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.</p> <p>NOTE 3: One scholarly presentation can be substituted for a publication or externally funded grant in the "Exceeds Expectations" category.</p>				
	<b>UNSATISFACTORY</b>	<b>DOES NOT MEET EXPECTATIONS</b>	<b>MEETS EXPECTATIONS</b>	<b>EXCEEDS EXPECTATIONS</b>
Publications or Externally Funded Grants	<p>Demonstrates unsatisfactory research / scholarship / creative activity level.</p> <p>Has no (0) publications or externally funded grants over 2-year period (current and prior year).</p>	<p>Demonstrates limited, inconsistent program of research / scholarship / creative activity.</p> <p>Less than an average of 1 publication or externally funded grant per year over 2-year period (current and prior year).</p>	<p>Demonstrates a strong, consistent and progressive program of research / scholarship / creative activity.</p> <p>Rolling average of 1 publication or externally funded grant per year over a 2-year period (current and prior year). (i.e. 2 publications over 2 years)</p>	<p>Meets Expectations plus at least one more publication or externally funded grant.</p> <p>Minimum of 3 publications or externally funded grant over a 2-year period (current and prior year). (i.e., 3 over 2 years)</p>
Self-Assessment:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chair Assessment:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## SERVICE

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

	<b><i>UNSATISFACTORY</i></b>	<b><i>DOES NOT MEET EXPECTATIONS</i></b>	<b><i>MEETS EXPECTATIONS</i></b>	<b><i>EXCEEDS EXPECTATIONS</i></b>
Service to UT Tyler, the profession and the community	Demonstrates unsatisfactory commitment to UT Tyler, the profession and/or the civic community.	Demonstrates limited commitment to UT Tyler, the profession and/or the civic community.	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.	Meets Expectations, and takes leadership role in service activities to UT Tyler, the profession and/or the civic community.
Self-Assessment:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chair Assessment:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<b>UNSATISFACTORY</b>	<b>DOES NOT MEET EXPECTATIONS</b>	<b>MEETS EXPECTATIONS</b>	<b>EXCEEDS EXPECTATIONS</b>
Accreditation	<p>Does not participate in accreditation by completing each of the following:</p> <p>TEAC/SACS assessments were not administered and submitted in appropriate class if required.</p> <p>Results from SACS program assessments, other course assessments, course evaluations, and other forms of assessment were not used to improve instruction.</p> <p>Did not collaborate with faculty in the program to design and modify program and course assessments, action plans and follow-ups for program improvement.</p> <p>Did not attend and contribute to CEP Assessment Summit.</p>		<p>Participates in accreditation by completing each of the following:</p> <p>TEAC/SACS assessments were administered and submitted in appropriate class if required.</p> <p>Results from SACS program assessments, other course assessments, course evaluations, and other forms of assessment were used to improve instruction.</p> <p>Attended and contributed to CEP Assessment Summit.</p>	
Self-Assessment:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chair Assessment:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<b><i>UNSATISFACTORY</i></b>	<b><i>DOES NOT MEET EXPECTATIONS</i></b>	<b><i>MEETS EXPECTATIONS</i></b>	<b><i>EXCEEDS EXPECTATIONS</i></b>
<b>SUMMARY OF SERVICE EFFECTIVENESS</b>	Does not meet expectations on 2 or more service categories	Does not meet expectations on 1 service category	Meets expectations on both service categories	Meets expectations on both service categories and exceeds in at least one category.
Self-Assessment:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chair Assessment:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 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.

	<i>UNSATISFACTORY</i>	<i>DOES NOT MEET EXPECTATIONS</i>	<i>MEETS EXPECTATIONS</i>	<i>EXCEEDS EXPECTATIONS</i>
			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.)	
Self-Assessment:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chair Assessment:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## OVERALL EVALUATION RESULTS

	<i><b>UNSATISFACTORY</b></i>	<i><b>DOES NOT MEET EXPECTATIONS</b></i>	<i><b>MEETS EXPECTATIONS</b></i>	<i><b>EXCEEDS EXPECTATIONS</b></i>
	Does not meet expectations on <u>  2  </u> or more categories.	Does not meet expectations on <u>  1  </u> category.	Meets expectations on all <u>  4  </u> categories.	Meets Expectations on all 4 categories and Exceeds Expectations on at least <u>  2  </u> categories.
Self-Assessment:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chair Assessment:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\_\_\_\_\_  
Administrator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Received

\_\_\_\_\_  
Date



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.