

POLICY FOR FACULTY TENURE, PROMOTION, AND PERIODIC REVIEW OF FACULTY

IMPORTANT DATES FOR TENURE AND PROMOTION

Deadline	Action	Responsible Party
15 May	Faculty members in penultimate year of probationary period notified to prepare tenure/promotion portfolio	Dean
1 June	Promotion and/or early tenure requests submitted in writing	Faculty Member
1 September	List of 6 potential external reviewers selected from a set of ten qualified reviewers – five nominated by the candidate and five nominated by the department chair (minimum of three chosen from each list)	Dean
1 September	External letters of reference requested in specified format	Department Chair
1 October	Complete evaluation portfolio submitted to the department chair	Faculty Member
15 October	Evaluation portfolio with added external letters submitted to the departmental tenure and promotion committee	Department Chair
1 November	Department elects one member to serve on the college tenure and promotion committee	Department Chair
1 November	CoEFGO elects at-large member(s) to serve on the college tenure and promotion committee	CoEFGO President
15 November	Evaluation portfolio with departmental tenure and promotion committee and department chair recommendations submitted to the college tenure and promotion committee	Department Chair
15 December	College tenure and promotion committee submits recommendation to the dean	COE T&P Committee

IMPORTANT DATES FOR MIDTERM REVIEW

Deadline	Action	Responsible Party
15 November	Faculty members in third year of probationary period notified to prepare mid-term evaluation portfolio	Dean
15 January	Complete evaluation portfolio submitted to the department chair	Faculty Member
1 February	Evaluation portfolio submitted to the departmental tenure and promotion committee	Department Chair
1 March	Evaluation portfolio with departmental tenure and promotion committee and department chair recommendations submitted to the college tenure and promotion committee	Department Chair
1 April	College tenure and promotion committee submits recommendation to the dean	COE T&P Committee

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1 PREAMBLE

The excellence of the College of Engineering and its reputation and standing among its peers are determined by the achievements of its faculty, students, and alums. The granting of tenure is a statement of confidence in the individual based upon a pattern of performance that will be indicative of a lifetime of continued achievement and productivity for the faculty member in their profession and within The University of Texas at Tyler's academic community. The promotion of a faculty member is indicative of their contributions to the profession and the University. Decisions to grant tenure and/or promotion depend upon a candidate's accomplishments in teaching, research/scholarship, service, and collegiality (i.e., the categories of accomplishment). Accordingly, recommendations for the promotion of faculty members and the granting of tenure are based on the assessment of a candidate's

- Commitment to teaching excellence in support of student success;
- Scholarly and research contributions and accomplishments;
- Dedication to meaningful service to the institution, the profession, and/or the community; and
- Collegiality in support of the mission of the department, college, and university.

To be eligible for tenure or promotion, the candidate **must** no less than meet expectations in every category **and** exceed expectations in teaching or research/scholarship. The policies and procedures described herein shall apply to all College of Engineering faculty. They are intended to support the College's goals and provide direction for individual faculty members. These policies and procedures shall conform to and be consistent with the University of Texas at Tyler *Handbook of Operating Procedures*. This policy applies to faculty members who joined after Aug 1, 2025. The previous policy will be effective for those faculty members who joined prior to this date.

2 DEFINITIONS

2.1 Teaching

The principal goal of teaching is to develop students' knowledge, skills, and attitudes, including professional competencies. Teaching includes transmitting knowledge to students and colleagues and transforming, extending, and expanding knowledge. The teacher stimulates active learning and encourages students to be critical and creative thinkers who can translate their knowledge to attain new skills and continue learning long after completing their formal education. Faculty members, as scholars, are also learners. Thus, teaching and learning are complementary processes between teacher and student.

Teaching takes many forms and includes classroom-based teaching, supervising students' laboratory-based experiences, working with students on individual projects, developing learning materials, providing continuing education experiences for professional audiences, and developing new courses and programs. Most importantly, a faculty member's teaching can imprint lasting impressions on many students and inspire a few to achieve great heights in society.

2.2 Research and Scholarship

Research and scholarship may involve individual or collaborative activity resulting in the construction, discovery, and dissemination of original knowledge. The results of research and scholarship should be communicated to and validated by an audience of peers. Research and scholarship are recognized as part of a sustained, progressive program. They are significant in their impact on the thought and/or practice within the context of science and engineering and represent substantive intellectual contributions to the field. Research and scholarship are rooted in a need to pursue new ideas that benefit society and are coupled with the freedom to think about propositions in an ever-evolving technological society.

2.3 Service

Faculty members provide service and leadership to the University, the profession, and the community through their professional expertise, technical competence, and professional skills. Their service can take

multiple forms, including internal and external, for the University.

2.4 Collegiality

Collegiality encompasses issues such as the candidate's genuine compatibility with and support for the College's missions and goals; ability and willingness to work cooperatively and constructively within the department, college, and university; willingness to engage in shared governance; and maintenance of high standards of professional integrity in dealing with colleagues and students.

3 TENURE AND PROMOTION COMMITTEES

3.1 Purpose and Scope of the Committees

The purpose of the departmental and college promotion and tenure committees is to evaluate a candidate's record of accomplishments respective to criteria found in this document for promotion and/or tenure and to provide an independent assessment as to whether those criteria have been achieved or, in the case of the mid-term review, are likely to be achieved.

The specific responsibilities of the committees are

- To evaluate candidates being considered for tenure and to make a formal recommendation;
- To evaluate candidates being considered for promotion and make a formal recommendation;
- To conduct mid-term reviews for all tenure-track faculty members, typically during the third year of the faculty member's service, and prepare a formal written assessment regarding the candidate's progress towards tenure; and
- To review this policy annually to ensure that the College of Engineering criteria, policies, and procedures are consistent with those in the University's *Handbook of Operating Procedures*.

The department and college promotion and tenure committees are not responsible for periodic post-tenure reviews of faculty members. A separate committee is typically formed for this purpose. Section 8 of this document addresses periodic post-tenure reviews of faculty members, including committee formation.

3.2 Committee Membership

3.2.1 College Tenure and Promotion Committee

The College Tenure and Promotion Committee shall consist of five elected members of the College faculty, excluding the dean, associate deans, department chairs, and any faculty with significant administrative appointments. Each department will elect one member to serve on the Committee. One to three additional members may be selected at-large by the College of Engineering Faculty Governance Organization (CoEFGO) from tenured, full-time faculty in the College to ensure there are five reviewers and/or enhance the integrity of the process. However, there shall be no more than two members from any department serving on the College Tenure and Promotion Committee. Each committee member must rank at or above the tenure and/or promotion level and/or appointment being considered for the candidate(s) under review. Where fewer than five eligible faculty members from the college are available to serve on the college committee, the dean, in consultation with the candidate, will select eligible members from other colleges. No individual shall serve on the committee during an academic year in which they are under consideration for promotion. Further, a committee member shall not participate in the evaluation and shall not vote on a promotion consideration for a faculty rank higher than that held by the committee member. For cases regarding promotion or appointment to full professor, an independent committee of at least three full professors will be formed from among the members of the existing college committee. When there are fewer than three eligible faculty members on the college committee, the dean, in consultation with the candidate, will select eligible members from similar or related departments within the college or other colleges, if necessary, to serve on the independent committee.

3.2.2 Departmental Promotion and Tenure Committee

Each year that a department has a faculty member up for midterm, tenure, or promotion review, it must form a Departmental Tenure and Promotion Committee to assess each candidate's evaluation portfolio and make recommendations. The committee shall be composed of no fewer than three tenured faculty members at or above the level of tenure/promotion being considered for the candidates under review. Since the department chair provides an independent level of review, the chair shall not serve on the Departmental Tenure and Promotion Committee. No individual shall serve on the committee during an academic year in which they are evaluated for tenure, promotion, or post-tenure review. When there are fewer than three eligible faculty members in the department, the chair, in consultation with the candidate, will select eligible members from similar or related departments within the college or other colleges, if necessary.

3.3 Committee Policies and Procedures

3.3.1 College Committee Policies and Procedures

The procedures are as follows:

1. By November 1, each department's faculty will elect one member to serve on the Committee. The College of Engineering Faculty Governance Organization will select the at-large College Tenure and Promotion Committee members by November 1.
2. The dean shall activate the College Tenure and Promotion Committee at an appropriate time when a faculty member seeks or requires appointment, tenure, promotion, mid-term evaluation, post-tenure review, or review of these policies.
3. The College Tenure and Promotion Committee will elect a chair at its first meeting.
4. A quorum is defined as a majority of the Committee members eligible to vote; in no case shall a quorum consist of fewer than three committee members. The Committee may take no action without the presence of a quorum.
5. All discussions and deliberations, except for the final report(s) submitted to the dean, are strictly confidential. The discussions are expected to be professional and constructive.
6. A final vote shall be taken on each application by secret ballot; when tenure and promotion are involved for a given candidate, separate votes shall be taken.
7. The committee shall submit a report of the majority decision and recommendation to the dean, including the exact tally or tallies of votes. Each committee member shall sign this report. In the case of a split decision, any committee member or group of members may submit a signed minority dissenting report to the dean.

3.3.2 Departmental Committee Policies and Procedures

Each department may establish its committee policies and procedures, which should be formulated with appropriate input from its faculty. Departmental tenure and promotion policies must be voted on and approved by a majority vote of tenured/tenure-track faculty in that department before being submitted to the Dean and Academic Affairs for approval. In the absence of a formal policy, the one provided above for the College Committee should serve as a guideline for the departmental committee procedures.

3.4 Independent Levels of Review and Applicable Criteria

The departmental and college promotion and tenure committees provide independent levels of review. Each committee will conduct its evaluation based on the tenure and promotion policy in effect at the candidate's hiring date or the most current evaluation criteria, whichever the candidate chooses. Departments may devise a policy for department-specific criteria per the Handbook of Operating Procedures, which the committees should employ in evaluating the candidates. In the absence of such metrics, the committees would default to those detailed herein in Sections 6 and 7. Departmental policies may provide more specificity than the criteria in Sections 6 and 7, but should remain congruent with the policy specified herein.

4 TENURE AND PROMOTION PROCESS

This section describes the process and timeline for tenure, promotion, and mid-term reviews.

4.1 Notification and Schedule

The notifications and schedule detailed below are designed to provide sufficient time for review at each level and timely submission of the portfolio and evaluations to the Provost.

4.1.1 *Promotion and Tenure*

By May 15 of each year, the dean will notify all faculty members in the college who will be in their penultimate year of service that they must have their complete evaluation portfolio submitted to the department chair by October 1. The department chair will request External letters of reference by September 1, following the process detailed in Section 4.3. To this end, the dean should finalize the list of external reviewers before this date.

The department chair will include the external letters of reference and submit the evaluation portfolio to the departmental committee by October 15. Since the maximum probationary period before tenure is six academic years, an untenured, tenure-track faculty member must be reviewed for tenure no later than during their sixth academic year of service. One year of probationary service is accrued for each complete academic year (1 September to 31 May) of full-time academic service in a tenure-track position. An untenured assistant professor will be considered for promotion to associate professor concurrent with consideration for tenure.

A tenure-track faculty member who believes they have exceptional qualifications may request to be considered for early tenure. The request must be submitted to the department chair in writing, with a copy to the dean, on or before June 1, prior to the academic year in which they wish to be considered. A favorable early decision requires a collective record of outstanding performance in teaching, research, scholarship, and service, and commitment to collegiality. Typically, it is in a candidate's best interest to utilize the maximum probationary period available to establish a strong, consistent, and progressive performance record in teaching, research, scholarship, and service indicative of a career of continued accomplishment, productivity, and contributions supporting the mission and vision of the department, college, and university.

A faculty member who wishes to be considered for promotion must request such consideration by June 1 of the year they want to be considered. The request must be sent to the department chair in writing, and a copy must be sent to the dean. Upon receipt of the request, the department chair will notify the individual that they must have their complete evaluation portfolio submitted to the department chair by October 1. The department chair will include the external letters of reference and submit the evaluation portfolio to the departmental committee by October 15.

The department should submit the complete portfolio, including the recommendations of the departmental committee and the department chair, to the college by November 15, before which the department chair must meet with the candidate to review their departmental-level evaluations. At this point, the candidate may choose to withdraw from consideration. The college review committee should submit its recommendation to the dean by December 15. Before submitting the recommendation to the Provost, the dean shall meet with the candidate to review the candidate's college-level evaluations. If any due date specified in this document falls on a weekend or holiday, the due date will be the next business day.

4.1.2 *Midterm Review*

By November 15 of each year, the dean will notify all faculty members in their third year of probationary service that they must submit their mid-term evaluation portfolio to the department chair by January 15. Upon written request submitted to the department chair, with a copy to the dean, a non-tenured, tenure-track faculty member can be reviewed at other times besides the regular midterm review. The department chair will forward the portfolio to the departmental committee by February 1. The department shall submit its committee and chair reviews to the college committee by March 1, and the college committee shall submit its review to the dean by April 1. Should a deadline fall on a weekend or holiday, it is extended to the next business day.

4.2 Process and Outcome

The process for promotion and tenure is indicated in Figure 1. After the departmental and chair assessments are completed, the department chair will review those assessments with the candidate. Likewise, the dean will review the college-level assessments with the candidate after those reviews are completed. The candidate can continue the evaluation at the next level or withdraw from further consideration. If a candidate for tenure is in their sixth (6th) year of the probationary period and chooses to withdraw from further consideration, that candidate will be deemed to have failed the review, and the college will initiate personnel actions in compliance with university policies. The withdrawal must be done by formal resignation, effective no later than the end of the subsequent or seventh (7th) year. Candidates for mid-term reviews do not have the option of withdrawing from the process.

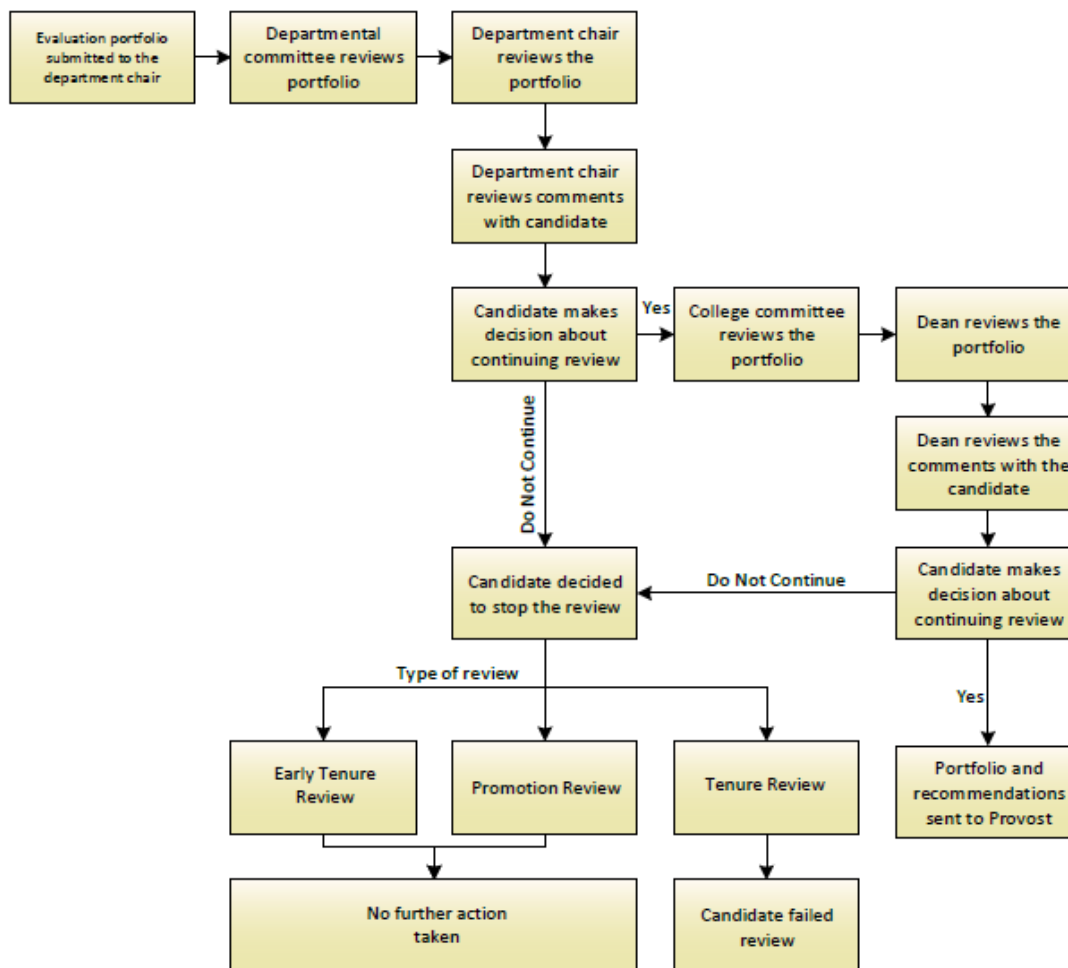


Figure 1: Tenure and Promotion flowchart.

The purpose and outcomes of the three types of review are described below. In all cases, the review is based on the evaluation portfolio submitted by the candidate. All levels of reviews are independent and are to be conducted with knowledge of, but without prejudice toward, any previous reviews. Though the candidate is responsible for including all relevant materials, it is within the reviewer's or committee's purview to request additional information to ensure a fair and thorough evaluation.

Tenure Evaluation: The purpose of the tenure evaluation is to assess an individual's activities during the probationary period to determine if the criteria for tenure have been satisfied and whether such activities can reasonably be expected to continue after the granting of tenure. A natural and necessary part of the tenure

evaluation is the identification of a candidate's strengths and weaknesses.

After the tenure review process, the dean recommends whether the candidate should be granted or denied tenure. The dean will then meet with the candidate to discuss the results of the college-level review. At this time, the candidate may decide whether to continue through the evaluation process. If so, the recommendations and evaluation portfolio will be sent to the Provost.

Promotion Evaluation: The purpose of the promotion evaluation is to assess an individual's total professional accomplishments and determine if the criteria for promotion have been achieved. A natural and necessary part of the promotion evaluation is the identification of a candidate's strengths as well as areas in which improvement may be warranted. The dean will then meet with the candidate to discuss the results of the college-level review. After the promotion review process, the dean recommends whether the candidate be promoted or denied promotion. At this time, the candidate may decide if they would like to continue through the evaluation process. If so, the recommendations and evaluation portfolio will be sent to the Provost.

Mid-Term Evaluation: The mid-term review aims to assess an individual's accomplishments during the probationary period to that point in time and to indicate whether the individual is on a path that will likely lead to being granted tenure. A natural and necessary part of the mid-term evaluation is the identification of a candidate's strengths as well as areas in which improvement may be warranted. The candidate will be evaluated successively by (a) the departmental tenure and promotion committee, (b) the department chair, (c) the college tenure and promotion committee, and (d) the dean. After the mid-term evaluation, the dean informs the Provost in writing and recommends continuing or terminating the candidate's tenure-track appointment.

4.3 External Letters of Reference

A tenure and/or promotion recommendation must include supporting evidence that professional colleagues have recognized the faculty member's research and scholarship as having contributed to the profession. To provide that supporting evidence, the candidate's tenure and/or promotion portfolio must include at least three outside review letters from unbiased scholars of appropriate stature and specialty who are not affiliated with The University of Texas at Tyler. The dean will select six to eight external reviewers from ten qualified reviewers – five nominated by the candidate and five by the department chair. The set of six to eight selected by the dean will come from both the lists of nominees by the candidate and by the department chair, with at least three taken from each list. The list should be finalized, and requests for letters should be sent out by September 1. The department chair shall write letters requesting an external review of the candidate's research and scholarship to each of the selected external reviewers. The letters requesting review will follow a standard format that includes a description of the missions of the university, college, and department. Reviewers will be provided with the candidate's curriculum vitae, appropriate reprints, other representations of the candidate's research and scholarship achievements, and a copy of the college's tenure and promotion policy. Candidates will be informed when reviews are received and will have access to them. The department chair will place all reviews into the candidate's evaluation portfolio before the departmental committee begins its review. Outside letters received after the departmental committee begins its deliberations will not be included in the review process without the dean's approval.

5 THE EVALUATION PORTFOLIO

The evaluation portfolio is a document generated by the university's faculty activity reporting system. The candidate for promotion or tenure is responsible for keeping the portfolio up to date, including all prior periodic and annual reviews. Care must be taken to keep entries in the faculty activity reporting system updated and ensure all information is accurate and factual. Any misrepresentation could negatively reflect on the candidate. The appendix to this policy provides important guidelines about the materials that may be included regarding teaching, research, scholarship, service, and collegiality.

5.1 For Tenure

The purpose of the evaluation portfolio is for the candidate to present the basis upon which a successful tenure recommendation can be made. Faculty members are responsible for maintaining, assembling, and presenting

documentation supporting their request for tenure. The candidate should state why they deserve tenure within the cover letter, which should be approximately two pages long. In addition, the cover letter should address the candidate's actions regarding comments made during the mid-term review. The documentation presented in the rest of the portfolio should support this position. Unsolicited letters to support teaching, research, scholarship, service, and collegiality from former students, university colleagues, research colleagues, community, and professional leaders may be included to augment the candidate's application.

5.2 For Promotion

The purpose of the evaluation portfolio is for the candidate to present the basis upon which a successful promotion recommendation can be made. Faculty members are responsible for maintaining, assembling, and presenting documentation supporting their request for promotion. The candidate should state why they merit a promotion within the cover letter. The documentation presented in the rest of the portfolio should support this position. The cover letter should be approximately two pages in length. Unsolicited letters to support teaching, research, scholarship, service, and collegiality from former students, university colleagues, research colleagues, community, and professional leaders may be included to augment the candidate's application.

5.3 For the Mid-Term Review

The purpose of the evaluation portfolio for the mid-term evaluation is for the faculty member to present evidence that, since the beginning of the probationary period, they have been establishing credentials that will lead to the granting of tenure. Further, through the activities in progress and the included goals and objectives, the faculty member must present evidence so that a reasonable assessment can be made as to whether the criteria for tenure are likely to be met at the end of the probationary period. Faculty members are responsible for entering information into the university's faculty activity reporting system. Letters from external reviewers, however, are not required for the mid-term review. Within the cover letter, the candidate should state their accomplishments since the beginning of the probationary period and the future activities expected to satisfy the criteria for tenure. The documentation presented in the rest of the portfolio (outlined in the Appendix or the candidate's department policy) should support this position. The cover letter should be approximately two pages in length. Unsolicited letters to support teaching, research, scholarship, service, and collegiality from former students, university colleagues, research colleagues, and community and professional leaders may be included.

6 CRITERIA FOR GRANTING OF TENURE

The weight of the decision to grant tenure rests on a clear promise of a career of continued accomplishments and productivity in academia, logically inferred from a consistent pattern of past performance, typically over the review period. Each department may develop tenure policies of its own to provide more specificity regarding the evaluation criteria and performance expectations. Any tenure policies developed by a department shall be consistent with the provisions described herein. In the absence of a departmental tenure and promotion policy, the college tenure and promotion policy will apply.

In developing the criteria and policies for tenure within a department, the tenured and tenure-track faculty within that department shall be consulted. At the departmental level, such policies should be reviewed at least once every five years to ensure that they are consistent with UT Tyler's and the college's expectations and reflect the variance in the responsibilities and assignments of individual faculty members. All promotion policies must comply with The University of Texas System and UT Tyler rules and be approved by the Dean of the College, the Provost and Vice President for Academic Affairs, and the President.

There can be no simple list of accomplishments that, when achieved, guarantee that a faculty member will obtain tenure. Tenure is not a right to which a faculty member is entitled, nor is tenure granted simply due to a record of satisfactory annual evaluations.

6.1 Teaching

To qualify for tenure, faculty members must demonstrate a consistent pattern of teaching effectiveness. Doc-

umenting evidence of teaching effectiveness gathered from multiple sources and methods is crucial. A comprehensive narrative should not rely solely on student course evaluations. Candidates should provide various examples or evidence in their portfolios illustrating their commitment to supporting student success through teaching excellence. Teaching encompasses a variety of methods and approaches aimed at facilitating learning and fostering academic growth among students. It involves not only the delivery of content but also the stewardship of an engaging and supportive learning environment.

Documentation to support teaching effectiveness includes:

1. A detailed, holistic analysis of student evaluations that demonstrates reflection and self-assessment and illustrates that the faculty member has made substantive, sustained efforts informed by this feedback to improve student success;
2. Evidence that the faculty member has been consistently engaged in curriculum development and/or continued refinement of instructional materials and practices, such as examples of the improvements, adaptations, or development of novel/innovative pedagogical methods;
3. Evidence that the candidate effectively employs evaluation and assessment (such as that conducted for ABET/SACSCOC) to inform their teaching practices and curriculum;
4. Teaching recognitions or awards at the department, college, university, regional, or national level; and
5. Evidence demonstrating consistent support, supervision, mentorship, and/or advisement of students in capstone projects, independent research, master's theses, and/or student enrichment experiences.

The candidate **must** satisfy the first three items to meet expectations, illustrating a substantive commitment to teaching excellence and student success. A candidate who exceeds expectations **must** fulfill the first three **and** either of the remaining two. At each review level, the reviewer(s) must assess how substantive the contributions are and how well they corroborate a clear commitment to teaching effectiveness and student success.

6.2 Research and Scholarship

The purpose of research and scholarship is to improve teaching effectiveness, enhance the learning environment, and contribute to the body of knowledge and understanding in the discipline. For tenure to be granted, a faculty member must have established a strong, consistent, and progressive program of research and scholarship and must demonstrate a commitment to continue making intellectual contributions throughout their career. Research and scholarship may include the scholarship of teaching (i.e., innovative teaching and education accompanied by validated educational research), discovery and basic research in a technical area, and innovative applied research through application and practice in industry and elsewhere. Quality research and scholarship is substantiated by external research funding, knowledge dissemination, and expert peer reviews such as those conducted by respected journals and conferences, patent reviews, and copyrights.

Documentation to validate research and scholarship includes

1. A record of externally funded research supported by grants and/or contracts that furthers knowledge and discovery in the discipline and/or leads to novel applications that advance the needs of an outside partner or contractor;
2. A consistent pattern of supervising undergraduate and/or graduate students engaged in research and producing peer-recognized scholarship.
3. A consistent pattern of authoring peer-reviewed manuscripts published in high-impact or respected forums such as journals and national/international conference proceedings;
4. Other evidence, such as
 - A consistent pattern of other valued scholarly works disseminating the candidate's research, such as invited presentations, books, book chapters, and research monographs;
 - A list of patents awarded, copyrights or trademarks issued, and/or licenses earned; and
 - Evidence of expert services or consulting performed of a type and level that validates the faculty member as a recognized scholar/expert.

To meet expectations, a candidate **must** satisfy the first two items. To exceed expectations, they **must also** satisfy any of the remaining items. Tenure and promotion recommendations should also consider the candidate's potential for continued success in research and scholarship.

6.3 Service

To qualify for tenure, the candidate must present evidence of commitment to service to the department, College, University, profession, and/or community. Service is essential to a department's operations and obligations to serve its students, discipline, and community, as may be described by the mission statements of the department, the College, and the University.

The commitment to service is demonstrated through meaningful leadership and/or active participation in some of the following areas, and is necessary to satisfy the College and University service criteria:

1. Serving on departmental, college, and university committees;
2. Assessing degree programs and courses as part of continuous quality improvement;
3. Recruiting students for the academic programs in the college;
4. Establishing and maintaining professional relationships with regional industries;
5. Establishing and maintaining cordial relationships with regional junior/community colleges, their faculty, and their students;
6. Active participation in professional societies, conference/symposium organizing committees, or other community-engaged activities that support the vision/mission of the college or university;
7. Active participation in publication reviews for journals, conferences, or other publication venues (leadership roles required for those faculty applying for promotion to full professor); and
8. Supervising a college-affiliated student organization, such as the chapter of a professional society.

For a candidate to meet expectations, they **must** demonstrate that they have satisfied the first two items. To exceed, they **must also** satisfy two more of the remaining.

6.4 Collegiality

Collegiality is a professional, not personal, criterion indicative of a faculty member's participation in the affairs of and performance of duties within a given department, the college, and the university. Collegiality is not to be confused with sociability, likeability, or conformity to particular views. The University of Texas at Tyler and the College of Engineering strongly believe in the concept of academic freedom and recognize that there may be fundamentally differing opinions among the faculty at the intellectual level. Not only is this normal, but it is also desirable and often necessary for progress. Notwithstanding differing viewpoints, however, there must be professionalism, eagerness, and a constructive attitude to move forward for the good of the students, the profession, and the missions of the department, college, and university. The underlying belief is that while collegiality will lead to long-term fulfillment in the faculty and constructive progress in the academic environment, its absence will likely lead to disruptive activities. Collegiality addresses such issues as the faculty member's compatibility with and support for the goals and aspirations of the department, college, and university; an ability and willingness to work cooperatively and constructively within the department, college, and university; a willingness to engage in shared governance; and a high standard of professional integrity in dealing with colleagues and students on a professional and personal level.

The College subscribes to the following description of collegiality from the American Association of University Professors (AAUP) statement on professional ethics:

As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas, professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.

An assessment of collegiality involves an evaluation of how well the candidate's participation at the institution is in alignment and cooperation with the missions of the department, college, and university, and how well they uphold the principles of free inquiry, mutual respect, objectivity, shared responsibility, and shared governance. For instance, a faculty member will be considered collegial if they

- Actively participate in the development of departmental policies and procedures;
- Contribute productively to the assessment of ABET learning outcomes; and
- Consistently support the vision and mission of the department, college, and university.

Because departments interact most with the candidate, the Departmental Tenure and Promotion Committee and the department chair shall provide independent, objective assessments of the candidate's collegiality based on their observations of the candidate's participation in the department, college, and university and contributions to their visions and missions. The College Tenure and Promotion Committee and the Dean should base their assessments primarily on the departmental statements regarding the candidate's collegiality.

7 CRITERIA FOR APPOINTMENT OR PROMOTION

This section distinguishes the criteria for promotion from those for tenure. The weight of the decision to grant tenure rests on a clear promise of a career of continued accomplishments and productivity in academia, logically inferred from a consistent pattern of past performance. In contrast, the decision to appoint a faculty member to a rank or to promote a faculty member to a higher rank is a recognition of the faculty member's cumulative accomplishments to date. The recommendation for an assistant professor's tenure is usually concurrent with the recommendation for promotion to associate professor. However, a recommendation for promotion does not require a recommendation for tenure. Recommendations for promotion and tenure must be voted upon separately by departmental and college Tenure and Promotion Committee members.

Because the needs and goals of each department vary widely, the level of faculty involvement in teaching, research/scholarship/creative activity, and service may also vary from department to department. To this end, each department may develop promotion policies of its own if it so chooses. Any promotion policies developed by a department shall be consistent with the provisions described herein. In the absence of a departmental tenure and promotion policy, the college tenure and promotion policy will apply.

In developing the criteria and policies for promotion within a department, the tenured and tenure-track faculty within that department shall be consulted. At the departmental level, such policies should be reviewed at least once every five years to ensure that they are consistent with UT Tyler's and the college's expectations and reflect the variance in the responsibilities and assignments of individual faculty members. All promotion policies must comply with The University of Texas System and UT Tyler rules and be approved by the Dean of the College, the Provost and Vice President for Academic Affairs, and the President.

Criteria for appointment with tenure or promotion recognize three broad areas of academic activity: (1) teaching, (2) research and scholarship, and (3) service. The same criteria for promotion to a given rank will also apply to the initial appointment. Furthermore, regardless of rank, the successful candidate for appointment or promotion must demonstrate collegiality, i.e., the individual must demonstrate

- Compatibility with the College's missions and goals;
- A willingness
 - To work constructively and cooperatively within the College; and
 - To engage in shared governance; and
- A willingness and the ability to maintain a high standard of professional integrity when working with faculty, staff, and students.

7.1 Criteria for Appointment to Assistant Professor

Appointment to the rank of Assistant Professor typically requires that the individual holds an earned doctorate in an area appropriate to their discipline. Appointment to this rank is made on the judgment that the individual

has the potential for an award of tenure within the maximum probationary period. Evidence of potential for excellence in teaching, research, scholarship, and service is required.

7.2 Criteria for Appointment or Promotion to Associate Professor

Appointment or promotion to the rank of Associate Professor is a recognition that the faculty member has a clearly defined record of strong performance in teaching, research, and scholarship; a commitment to continued improvement in teaching, research, and scholarship; and a commitment to responsible and conscientious participation and leadership in service activities.

As with tenure, to be promoted to Associate Professor, the candidate must be rated as exceeding expectations in either Teaching or Research and Scholarship and, at a minimum, meet expectations in the other review areas. The criteria for promotion or appointment to Associate Professor are the same as those for tenure, specified in Section 6.

7.3 Criteria for Appointment or Promotion to Professor

Appointment or promotion to the rank of Professor is recognition of demonstrated achievement and distinction over the span of a faculty member's academic career in teaching, research, and scholarship. Distinction requires evidence, through peer recognition, of excellence within and beyond The University of Texas at Tyler. The College of Engineering requires that each of its faculty members at the professorial rank be nationally or internationally recognized.

At a minimum, candidates for appointment or promotion to Professor must satisfy and exceed the criteria specified in Section 6. Further, candidates for promotion to Professor must be (a) active in the area of research and scholarship at the time of evaluation and (b) recognized beyond The University of Texas at Tyler in one or two areas of expertise through publications, books, patents, consulting, external research funding, direction of student research or other artifacts. Further, for promotion or appointment to Professor, evidence of leadership roles is required in at least 2 of the bulleted areas for service specified in Section 6.3. Example indicators for Service Contributions considered for promotion or appointment to Professor are:

- The faculty member willingly participates in University, College, and Departmental service activities as appropriate. All are expected to be team players regarding the department and college's basic administrative, advising, and service activities. Examples of service at the department and college level include advising student organizations, serving as coordinator of department initiatives, COE Faculty Governance Organization (COEFGO), Faculty Senate, etc.
- The faculty member participated in a national-level service activity. Examples include service to ABET as a PEV or Team Chair, on national professional committees or societies, as a journal associate editor or editor, contributing to a national-level service initiative, etc. National-level service increases the reach of the university and faculty members and likely will increase the network available to them to aid in achievement in other areas noted here.
- The faculty member has achieved a leadership position in an external organization whose mission is synergistic with that of the College of Engineering.
- The faculty member serves the community through outreach to K-12 programs, non-profit organizations, and other community organizations in a capacity aligned with the mission and vision of the department, college, or university.

8 PERIODIC REVIEW OF FACULTY

This section defines the process for periodic post-tenure reviews of tenured faculty within the college. Each tenured faculty member in the college, regardless of any administrative appointment, will be subject to a periodic post-tenure review at least once every six years after the date the faculty member was granted tenure or received an academic promotion. Such a review will be distinct from the annual performance, tenure, and promotion reviews, and all aspects, including committee formation, will be governed by the university policy

“3.25 Periodic Performance Evaluation of Tenured Faculty,” published in the Handbook of Operating Procedures of The University of Texas at Tyler. As per the policy, the post-tenure review committee will be formed independently, as per the university policy, and it does not need to be congruent with the college tenure and promotion committee.

9 APPENDIX: GUIDELINES FOR CONTENT OF THE EVALUATION PORTFOLIO

The evaluation portfolio is a document generated by the university’s faculty activity reporting system. The candidate for promotion or tenure is responsible for maintaining their portfolio current. This appendix provides essential guidelines about the materials that may be included regarding teaching, research, scholarship, service, and collegiality. Candidates being considered for tenure and/or promotion are responsible for providing accurate, thorough, and clear documentation of achievements for review at the departmental, college, and university levels. Candidates should refer to https://www.uttyler.edu/offices/academic-affairs/files/guidelines_for_using_faculty_180_for_rpt.pdf for detailed instructions about constructing their portfolio in Faculty 180.

The following guidance provides further details about the items included in the portfolio.

9.1 Cover Letter

The cover letter should be approximately two pages in length. The candidate should state why they deserve tenure and/or promotion. In addition, the cover letter should address actions taken by the candidate to address comments made during the mid-term review, if applicable.

9.2 External Reviews

Typically, the recommendation for tenure is concurrent with the recommendation for appointment to the rank of associate professor. However, each must be voted upon separately. Regarding tenure, refer to HOP 3.10 Faculty Tenure section D.3.2 External Peer Reviews for the process, procedures, and regulations governing the selection of external evaluators. The dean shall select three potential reviewers from each list of five that the chair and candidate provided, resulting in six total. The external evaluators’ recommendations can be solicited and submitted directly through the faculty activity reporting system, or the department chair can upload them. Though necessary for tenure, external evaluations are not required for promotion. Refer to the relevant policy in the Handbook of Operating Procedures for further details.

9.3 Annual Evaluations and Third-Year Review

The candidate should enter all previous faculty annual evaluations. If this is the tenure review, it should also contain the third-year review.

9.4 Departmental and College Tenure and Promotion Guidelines

The candidate should enter a copy of the current departmental and college tenure guidelines. These guidelines are included to make the criteria by which the candidate is being evaluated at the lower levels readily available to the next review level.

9.5 Teaching

The candidate should provide a statement of their teaching philosophy and how they attempt to engage students inside and outside the classroom. This statement should be no more than two pages. The candidate should also include the following:

- A summary of teaching responsibilities (list courses by semester). (Note courses that are taught online and in hybrid formats.)
- A list of teaching awards received.
- A description of teaching enhancements. Describe how you have used student evaluations and assessment data to improve instruction. You can also list workshops, panels, training sessions, etc., that you

have attended. Describe how the knowledge and experience gained were utilized to enhance your teaching and improve student success.

- A list of workshops, panels, papers, etc., presented on teaching in their field.
- A description of the use of technology in the classroom to enhance teaching and learning.

9.6 Research and Other Creative Endeavors

The candidate should provide a statement of their research's impact on the discipline's body of knowledge. This statement, a maximum of two pages, should include plans for the future and the relationship of the research interests to teaching and service. The following are also to be included:

- A list of any general awards for research and creative activity, beginning with the most recent
- A research proposal history in the college format, in chronological order. The purpose of the research proposal history is to demonstrate the candidate's aggressiveness in pursuing externally funded research, the consistency of these pursuits over time, and their success in achieving funding. Place all internal grants on a separate history. Be sure to provide the names of all individuals involved in the grant and their role (e.g., PI, co-PI, etc.).

A list of the following items, in each category with the most recent first, should be included in the portfolio:

- **Books, edited books, textbooks.** Include any citations, professional reviews, and awards for specific books.
- **Refereed Journal Articles.** Include any citations, if available (Social Science Citation Index), professional reviews, and awards received for specific articles.
- **Patents.** Include a brief description, the submission date, and the present status.
- **Book Chapters.** Include complete bibliographical citations, including page numbers. Indicate whether invited or refereed.
- **Conference Proceedings.** Indicate whether invited or refereed.
- **Encyclopedia and Handbook Entries.** Include complete bibliographical citations, including page numbers.
- **Codes, Software, and Digital Media.** Identify research or scholarly related substantive codes or software, digital media, websites, etc., disseminated.
- **Keynotes and Invited Talks.** Include a list of keynotes, invited talks, and other presentations related to research and scholarship.
- **Other non-refereed PUBLISHED materials.** Conference panels and workshops; book reviews; annotated bibliographies; non-juried/non-refereed creative works; other non-refereed publications; bulletins and technical reports. Include complete bibliographical citations.

If you have materials that have been accepted but are not yet in print or are not yet presented (i.e., "in press"), they must be accompanied by a receipt or reply from the publisher, conference organizer, or grantor that the materials are accepted or are accepted contingent on further revisions.

Also, separately list any materials that have been submitted but have not yet been accepted for publication. If you list such materials, you must include your transmittal letter to the publisher, conference organizer, or grantor and/or a reply from the same indicating receipt of the material submitted.

9.7 Service Contributions: Academic and Research

The candidate should provide a statement of their service activities related to academic, research and scholarship development, as well as the relationship of these activities to the teaching and research mission of the department. The narrative is to be no more than one page in length. The following should also be listed by category, beginning with the most recent:

- **Curriculum development.** New courses developed; participation in curriculum development committees; laboratory manuals, workbooks, etc., prepared for courses.
- **Advising.** A statement on advising activities, including graduate students (half page maximum).
- **Major new research initiatives.** Role in developing major new research initiatives and centers, and soliciting funding for those initiatives.
- **University.** List membership on all departmental, college, and university committees, along with leadership roles, significant activities, and other contributions.

9.8 Service Contributions: Professional and Community

The candidate should provide a statement of their service contributions to the profession and the community, describing the relationship of these activities to the teaching and research mission of the department. The narrative is to be no more than one page in length. The following should also be listed by category, beginning with the most recent:

- **Service to the profession (Academic, Disciplinary).** Memberships in organizations, offices held, and other relevant service activities, including journal editor, manuscript reviewer, conference paper reviewer, etc.
- **Professional practice.** Consulting and practice; service on agencies, boards, and professional (non-academic) organizations; technology transfer work; workshops, seminars, etc., for professionals; and other contributions.
- **K-12 outreach.** Describe service activities involving K-12 student outreach.
- **Community.** Describe service activities involving the community at large.

9.9 Other Summary Information Requested by the Department or College

At a minimum, the candidate should provide short- and long-term goals and objectives for the next year and the next five years after promotion or tenure is granted. The goals and objectives must address teaching, research and scholarship, professional service, and professional development. The purpose of these goals and objectives is to demonstrate clearly that the candidate has a plan for continued contributions after being granted tenure or promoted. Individual departments may require other materials.

9.10 Sample Letter for External Reviewers

The following is a sample letter for soliciting external reviewers. Reviewers can also be solicited directly through the faculty activities reporting system.

Date

Address

Dear Dr. _____:

Dr. _____ is being considered for (tenure or tenure and promotion or promotion) to (associate or full) professor in the Department of (_____) at The University of Texas at Tyler. Faculty members are promoted based on research, scholarly, and creative contributions; teaching effectiveness; and service. Recognition of the quality of their work by their peers is a significant factor in the review process.

Because decisions regarding promotion and tenure include considerations beyond documented scholarly work, we do not ask for your judgment as to whether or not Dr. _____ should be promoted. Instead, we seek your professional assessment of the quality, originality, and impact of Dr. _____'s scholarly work. Based on the enclosed materials and any other knowledge you have of Dr. _____'s work or professional accomplishments, we would appreciate your response to the following questions:

What are your impressions about the quality, focus, and scholarly impact of the candidate's work and his ability to select important problems?

How would you estimate the candidate's standing in relation to others in his peer group working in the same field?

In your view, what promise does the candidate hold for future professional growth?

Add any other comments you believe to be relevant. Your review need not be more than a page and a half. Please provide your evaluation by October 10 or sooner. You may send the review to me at the address above or via e-mail.

Your evaluation letter will be maintained in a confidential file used for review by faculty committees and academic administrators. However, under Texas law, such letters become part of the personnel file for the individual being reviewed and may be examined by that individual.

If there is additional information you need, please call me at 903-

Sincerely,