

THE UNIVERSITY OF TEXAS AT TYLER
DEPARTMENT OF POLITICAL SCIENCE AND HISTORY

Departmental Tenure and Promotion Guidelines

PURPOSE

The purpose of this policy is to specify the procedures for recommending tenure and promotion within the Department of Political Science and History at the University of Texas at Tyler. These guidelines are consistent with the provisions described in section 3.3.4 and 3.3.5 of the *University of Texas at Tyler's Handbook of Operating Procedures* and with the *College of Arts and Sciences Tenure and Promotion Policy*. In the case that any discrepancies exist, the university and college policies and procedures supersede this document.

POLICY DEVELOPMENT AND REVIEW

- A. Any development and future modification of the Departmental Tenure and Promotion Policy shall be done in consultation with the tenured, tenure-track, and non-tenure track faculty within the Department of Political Science and History.
- B. This policy shall be reviewed every two years by the Departmental Tenure and Promotion Committee and the Chair to ensure that it is consistent with U.T. Tyler's and the College of Arts and Sciences' expectations and reflects the variance in the responsibilities and assignments of individual faculty members.

INTRODUCTION

As a department, we support faculty for tenure and promotion who are strong teachers and scholars and are engaged members of the department, college, university, and professional community. We actively mentor junior colleagues with the expectation that all of our faculty will earn tenure and promotion. 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 as a result of a record of satisfactory annual evaluations. In accordance with the University of Texas at Tyler's Handbook of Operating Procedures, candidates for tenure and/or promotion are evaluated in the areas of teaching, scholarship, service, and collegiality. While all of these areas are important, teaching and scholarship are of greatest importance. While the exact balance of a candidate's strengths in these two areas may vary, outstanding teaching with inadequate scholarship is unacceptable as is strong scholarship with poor teaching.

DEPARTMENTAL TENURE AND PROMOTION COMMITTEE

- A. Duties: The T&P committee evaluates portfolios for Tenure, Promotion, and third-year review. The chair of the committee, in consultation with the committee, will write the letter that goes into the faculty member's portfolio. The committee is also responsible for reviewing the Departmental Tenure and Promotion Policy every two years to ensure that

it is consistent with U.T. Tyler's Handbook of Operating Procedures and the College of Arts and Sciences' Tenure and Promotion Policy, and that it reflects the variance in the responsibilities and assignments of individual faculty members. The committee will make recommendations for revisions to the Chair.

- B. Membership:** All tenured, tenure-track, and non-tenure-track faculty members within the department serve on this committee. All committee members of higher rank than a candidate seeking tenure and/or promotion shall vote on decisions regarding the third-year review, tenure, and/or promotion for that candidate. In the event that there are less than three qualified voting members, the Department Chair in consultation with the candidate will seek departmental committee members from outside the department.
- C. Committee Chair:** The committee shall elect a chair that serves for one academic year.

PRE-TENURE REVIEW

In addition to the annual evaluation, a comprehensive review of tenure-track faculty will be conducted no later than the end of the faculty member's third year of service. The purpose of this review is to determine if the candidate is making satisfactory progress toward tenure and, if needed, recommend ways to address deficiencies. Although a faculty member may be given notice of nonrenewal of appointment at any time during the probationary period, the pre-tenure review does constitute a major assessment of the faculty member's record of achievement and progress toward tenure. The timing of the review gives chairs and faculty a substantial period of performance on which to judge achievement and gives tenure track faculty enough time before the mandatory sixth year tenure review to address areas of deficiency.

The process for this review within the department will be similar to the one described below for tenure, except for the external review. The faculty will prepare all documents in Faculty 180. The review within the department will be conducted by the Department Chair and the Departmental T&P Committee. Recommendations from both will be sent to the Dean of the College of Arts and Sciences for review. After the completion of the third year review, the dean will forward a memorandum to the Provost and Vice President for Academic Affairs that the review has been conducted along with a summary of the recommendations by the Department.

The result of the pre-tenure review is not a commitment to grant or to deny tenure in the future. A faculty member may receive notice of non-renewal at any time after the review regardless of the outcome of the review. Where the review concludes that progress toward tenure is unsatisfactory, non-reappointment may be warranted. In the case where non-renewal is warranted, the faculty member will be notified no later than August 31 of the third year that the appointment will not be renewed beyond the end of the fourth year. Tenure track faculty who are notified that the subsequent academic year will be the terminal year of appointment shall not be entitled to a statement of the reasons upon which the decision for such action is based. (Regents' Rules and Regulations, Series 31008, Section 6)

PERFORMANCE GUIDELINES FOR GRANTING TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

We support colleagues for tenure and/or promotion to associate professor with a **strong record** in teaching and research with **outstanding achievement** in one of the two. Additionally strong candidates will have demonstrated a dedication to advancing the shared goals of the Department through collegiality and service.

A. DEFINITIONS, STANDARDS, AND CRITERIA FOR MEASURING EXCELLENCE IN TEACHING

We support colleagues for tenure and/or promotion to associate professor who are excellent classroom teachers and mentors. As disciplines, political science and history are oriented to both understanding and acting in the world, so faculty are expected to excel at teaching students in the classroom as well as encourage their engagement beyond it. **Teaching excellence** is an academic process by which students are motivated to learn in ways that make a sustained, substantial, and positive influence on how they think, act, and feel. Moreover, it is a process that elevates students to a level where they learn deeply and remarkably because of a teacher's efforts and attributes. An outstanding teacher makes a positive contribution to the learning environment by providing exceptional energy, keen interest in students and the subject area, and meets or exceeds the following criteria:

- **Maintain knowledge and mastery of the discipline and the pedagogy for teaching it.** The department expects that all faculty members have a deep understanding of their sub-discipline and a broad, general knowledge of the discipline. Faculty should stay current with developments in their field and incorporate new knowledge into their classroom teaching. Faculty should also strive in their classes, as appropriate, to show connections to and applications of political science and history in a broader context. Some example activities and achievements that can be used to meet this criterion are:
 - Possesses thorough knowledge of subject matter and demonstrate a contagious enthusiasm for it.
 - Follow regularly intellectual developments in the discipline and related fields by attending local, regional, and national conferences where knowledge of new discoveries in the discipline and new pedagogies for teaching are presented.
 - Read journals and books specific to the discipline and to teaching it.
 - Regularly incorporate new progress in the discipline by going further than the standard textbook materials in the classroom.
 - Actively conduct research in the discipline and develop important and original thoughts on the subject specialty.

- **Maintain a commitment to teaching excellence.** The department requires that successful candidates demonstrate a strong commitment to teaching excellence at the upper and lower division of undergraduate courses as well as in graduate courses. Some examples of activities and achievements that can meet this criterion are:
 - Engage in activities like workshops, forums, and conferences that develop teaching skills.
 - Pursue teaching and learning as scholarly activities.
 - Invite and accept feedback to improve teaching.
 - Try new techniques to promote student learning.
 - Establish or participate in study or teaching abroad programs.
 - Receive teaching awards or other teaching related recognitions.
 - Actively engage in self-reflection to develop and improve courses.
 - Regularly reflect and act upon student teaching evaluations and feedback from visits by peers and the chair to improve pedagogy.
 - Effectively teach departmental courses at the introductory and advanced levels in the classroom.
 - Participate in departmental curriculum development.
 - Submit proposals for curricular development.
 - Publish peer-reviewed papers on innovations in pedagogy.

- **Demonstrate the ability to communicate with, engage and evaluate students:** The department requires that successful candidates demonstrate a strong ability to communicate with and engage students in the learning process and to evaluate their learning. Some examples of activities and achievements that can meet this criterion are:
 - Be enthusiastic about the course and discipline.
 - Demonstrate a positive attitude toward and trust in students and continually work to overcome obstacles that might subvert learning.
 - Set appropriate learning goals and objectives and communicate them clearly.
 - Encourage students to think and empower them to find their own creativity.
 - Raise provocative and significant questions instead of just providing answers.
 - Guide students successfully through exploration of the creative, critical thinking, and problem solving processes and help students grapple with ideas and information they need to develop their own understanding.
 - Encourage students to be self-directed, independent, and lifelong learners.
 - Be accessible in and out of class.

- Design courses that explore the depth and breadth of the discipline, that are rigorous, challenging, and intellectually stimulating, that encourage students to think critically and independently.
 - Present classroom material in a clear and organized manner.
 - Respond effectively to student questions and encourage discussion, as appropriate, to maintain a supportive environment in the classroom
 - Supplement formal classroom teaching with small group or individual instruction during regular office hours, tutorial/review sessions, and individual student appointments as needed.
 - Evaluate students fairly giving them timely and constructive feedback on all homework, exams, reports, and other assignments.
- **Be a student-centered teacher and mentor.** Some examples of activities and achievements that can meet this criterion are:
 - Make student learning the highest priority.
 - Experiment with approaches to willingly affect student learning.
 - Stimulate each student to learn through a variety of methods and encourage and invite active student participation.
 - Help students connect learning experiences and facilitate development of self-knowledge.
 - Convey to students that they must reach beyond facts to the understanding and application of concepts.
 - Inspire them to higher intellectual levels and do not give up on students.
 - Connect with students, be understanding and personable. Demonstrate a compassionate and caring attitude toward the student.
 - Support and encourage students through travel study courses, independent study courses, student research for academic presentation, chairing Honors projects, supervising a Master's thesis (or equivalent), serving on a master's thesis committee (or equivalent) at UT Tyler or elsewhere, or supervising a research intern.

At the time of evaluation for tenure and or promotion, the candidate's teaching statement should describe his or her teaching philosophy and methodologies, providing specific examples of how these have been applied. The candidate should explain how his or her teaching has evolved during the review period and should address any issues that have been brought up in student evaluations and/or visits by peers or the department chair.

B. METHODS FOR ASSESSING TEACHING

The above criteria for excellence in teaching will be assessed using:

- student course evaluations;
- the performance of students in subsequent courses;
- student comments (solicited and unsolicited);

- classroom observations through periodic peer review (if person observed wants the observation included in the assessment);
- annual evaluations, and;
- the third-year performance review.

These forms of evaluation will be analyzed by the Departmental T&P Committee and the Department Chair to get an overall picture of a candidate's teaching. These items will be used to determine a candidate's strengths, weaknesses, and progress in teaching. Careful attention will be paid to the candidate's numerical and narrative evaluations across the curriculum, from introductory to advanced courses. After considering all the evidence provided by a candidate, the T&P Committee will determine the candidate's performance in teaching as being "Outstanding," "Strong," "Satisfactory" or "Below Satisfactory."

C. DEFINITIONS, STANDARDS, AND CRITERIA FOR MEASURING RESEARCH EXCELLENCE. In

the Department of Political Science and History, we support colleagues for tenure and/or promotion who have established themselves as productive scholars. While recognizing the variance between sub-disciplines and allowing for individual faculty member's differences in research style and methods, we greatly value the research-rich environment of the department and expect all tenured and tenure-track faculty to engage in a research program that involves active engagement with contemporary scholarship. We also value the intellectual partnership of research collaborations with colleagues both here at UT Tyler and at other institutions (colleges, universities, national laboratories, and industry). A strong performance in research can be demonstrated by meeting or exceeding the following criteria:

- **Contribute to the knowledge-base and understanding within the candidate's field.** There are two level of activities and achievements that can meet this criterion, primary and secondary. Primary activities are more important than secondary and will be weighted accordingly during the decision process. Recognizing differences in sub-disciplines and in the expected pace of different research topics, no specific guideline is set for the number of publications necessary at the time of review for tenure and/or promotion. However, a consistent record of publication is necessary and the candidate must demonstrate that the trajectory of the research program is such that the pattern will likely continue into the future. Quality of publications is as important as quantity. Both the quantity and quality expected will be typical for a Master's level department and will be judged primarily by the Departmental Tenure and Promotion Committee, the assessment by external reviewers, and the Department Chair.
 - **Primary evidence:**

- Publication of a peer reviewed book (excluding a textbook, book of readings, anthology, vanity press, or similar type publication). This also includes an existing published book authored or co-authored by a faculty member is re-published in a second or later edition and each review of an authored or co-authored book in a scholarly journal as a reward for recognition of the book by the scholarly community.
 - Publication of a reputable peer reviewed journal article(s) or book chapter(s). This activity includes transdisciplinary and/or interdisciplinary publications.
 - Publication of a non-peer reviewed book by a scholarly or commercial press recognized for its scholarly publications.
 - Editorship of a book of readings or anthology.
 - Publication of a non-refereed journal article, book chapter, or article in proceedings.
 - Active work toward a peer-reviewed publication as articulated in the narrative report and as determined by the chair.
- **Secondary evidence:** Other forms of scholarship will provide secondary evidence of productivity and will support the candidate's case for tenure and/or promotion but cannot substitute for the primary methods listed above. Other forms of scholarship may include:
- Publication of a textbook or chapter(s) in a textbook.
 - Paper presented at a professional or scholarly conference.
 - Presentation at a research panel/workshop/roundtable at a professional or scholarly meeting.
 - Publication of a book review in a professional or scholarly journal.
 - Publication of a review essay (i.e., it has a title and is a multi-book review essay) in a professional or scholarly journal.
 - Publication of a peer-reviewed encyclopedia article in a scholarly outlet.
 - Applying for an external research grant as a principal or co-principal investigator. Application materials must be placed in the dossier.
 - Serving as the principal or co-principal investigator on an externally funded grant. Funding approval documentation must be placed in the dossier.
 - Serving as the principal or co-principal investigator on a grant from within the University.
 - Research-related honors, recognitions, and awards, but not to include non-competitive internal awards.

- Publication of a [non peer-reviewed] article in a professional or trade journal, or author of an externally funded applied policy report.
 - Development of a copyrighted software or 'game' for use in a pedagogical, academic, or professional capacity.
 - Publication of a translation into a foreign language of an original English work (or vice versa).
 - Electronic publication of an authored contribution to a nationally or internationally recognized blog.
- **Establish and maintain student involvement in research.** The department believes research is a highly effective means of teaching. We strongly encourage faculty (where possible and appropriate) to engage students in their research programs and excel in mentoring those students. Some examples of activities and achievements that can meet this criterion are:
 - Actively involve and mentor students in ongoing research.
 - Have students present the progress of their research at activities on campus and at local, regional, and national conferences.
 - Have students serve as co-authors on peer-reviewed publications.

D. METHODS FOR ASSESSING RESEARCH

The research record of the candidate will be assessed annually by the Department Chair during the annual evaluation, at the third-year review by the Department Chair and the Departmental T&P Committee, and at the time of application for tenure and promotion by the Department Chair, Departmental T&P Committee, and external reviewers. Recognizing differences in sub-disciplines and in the expected pace of different research topics, no specific guideline is set for the number of publications, presentations, or other research output necessary at the time of review for tenure and/or promotion. However, some key expectations for all candidates follow:

- A successful candidate must demonstrate a consistent record of working toward publication. The trajectory of the candidate's research program should be such that the pattern will likely continue into the future. The fact that publication types and outlets work on different timetables will be taken into account, but each candidate must demonstrate ongoing work toward publication within those limitations.
- When funding allows, a successful candidate must demonstrate a record of repeated presentations at local, regional, or national conferences by the candidate and, where applicable, his or her student research assistants.
- While research output other than peer-reviewed publications and professional presentations can be used to demonstrate the overall productivity of a candidate's research, they cannot substitute for these important areas.

After considering all the evidence provided by a candidate, the T&P Committee will determine whether the candidate's performance in research as being "Outstanding", "Strong", "Satisfactory" or "Below Satisfactory".

E. SERVICE

We support colleagues who show evidence of service to the department, college, university, and to the broader local and professional community. For junior colleagues, priority is for the establishment of excellent teaching and for an active and successful research program with students. Service outside the department, therefore, for junior tenure-track faculty should be kept low, but should follow the candidates' strong interests in serving. Demonstrating service is possible through a combination of the following activities

- Advising students
- Attending and contributing to Departmental meetings
- Assuming a departmental responsibility whether short or long term (e.g., volunteering for Preview Days, recruiting for the Political Science and History Honor societies, mentoring the Pre-Law society).
- Serving on an appointed or elected departmental, college, or university committee
- Serving on a committee or board of a professional organization
- Serving as a reviewer for journals and grant proposals
- Performing outreach to schools, admissions office, and alumni groups and broader community in a professional capacity

After considering all the evidence provided by a candidate, the T&P Committee will determine the candidate's performance in service as being "Outstanding", "Strong", "Satisfactory" or "Below Satisfactory".

F. COLLEGIALITY

The department defends the concept of academic freedom, which assures each faculty member the freedom to criticize and advocate changes in existing theories, beliefs, programs, and policies and guarantees faculty the right to support any colleague whose academic freedom is threatened. Collegiality is a professional, not personal, criterion relating to the performance of duties within the department. Collegiality should not be confused with sociability, likability, or conformity to certain views. Instead collegiality addresses such issues as the candidate's compatibility with departmental missions and goals, an ability and willingness to work cooperatively within the department and college, a willingness to engage in shared governance, and a high standard of professional integrity in dealing with colleagues and students. The T&P Committee will determine whether the collegiality of the applicant is satisfactory or not.

G. GUIDELINES FOR PROMOTION TO FULL PROFESSOR

Candidates for promotion to full professor should demonstrate distinguished achievement in teaching, scholarship and service. Candidates should maintain their status as strong teachers as outlined in the Criteria for Tenure and Promotion. Tenured faculty should continue to revise existing courses and develop new courses, as appropriate, to stay current with their sub-discipline. It is expected that candidates for promotion will continue to involve students in their research programs. Candidates for promotion should demonstrate a record of continued research productivity in line with the established Criteria for Tenure and Promotion listed above. While the expectation at the time of tenure is that a candidate should establish a trajectory that is likely to establish a consistent record of publication, candidates for promotion to full professor must demonstrate the successful establishment of such a publication record. In contrast to minimal pre-tenure expectations for service, candidates for promotion to full professor must demonstrate active engagement in the life of the department, college, and university. This can be done, for example, by serving a full term on one of the major committees of the faculty, serving on multiple elected or appointed college or university committees, or by taking on some other appointed administrative role within the university. Serving on the faculty senate is recognized as valuable service and strongly encouraged. Serving as an officer in a regional or national organization, on a journal editorial review board, on grant proposal review panels or on external review/advisory committees of other institutions, departments or individuals are also recognized as valuable service contributions likely to be available to tenured members of the department.

After considering all the evidence provided by a candidate, the T&P Committee will determine whether the candidate's performance in teaching, research, and service as being "Outstanding", "Strong", "Satisfactory" or "Below Satisfactory".

EXTERNAL LETTERS OF REVIEW

External letters of review from peers outside the University will be required for tenure-track faculty members applying for promotion and/or tenure and tenured faculty applying for promotion. Guidelines for the external review process are provided in Section 3.3.5 D 6 of the Handbook of Operating Procedures. The department will adhere to these guidelines.

A recommendation for tenure must include supporting evidence that the individual's contributions have had an impact on the discipline; that is, the research/scholarship/creative activity should have made a significant contribution to candidate's discipline and be recognized by professional colleagues. The completed dossier for tenure of all candidates must be completed by dates published by the Dean of the College of Arts and Sciences and include a minimum of three (3) outside review letters, with a minimum of one (1) letter from the candidate's list of external reviewers.

Letters of review should be solicited from disinterested scholars of appropriate rank or stature not affiliated with U.T. Tyler who serve in the faculty member's field of training, specialty, or a closely related field. Individuals who may have a bias or perceived bias, such as dissertation committee members, co-authors, classmates, former students, research collaborators, departmental colleagues, and friends should not serve as external reviewers.

Reviewers will be nominated by the department chair and the candidate. The candidate should provide the department chair with the names of at least five (5) potential reviewers as well as a statement of their credentials and clarifying the nature of any prior contact the candidate has had with any suggested reviewer. The department chair will likewise compile a list of at least five (5) additional qualified reviewers. Chairs will also disclose their relationships with potential reviewers to the dean of the college. The final selection will be made by the dean of the college. The dean will select three (3) potential reviewers from each list (candidate and chair), resulting in a total of six (6) potential reviewers. Understanding that not all reviewers will agree to participate or that reviews will not arrive in a timely manner, the final list will contain no fewer than five names. At least two (2) reviewers must be from the candidate's list. The final list of names of external reviewers is to be kept confidential from the candidate.

The department chair shall contact the external reviewers to request their willingness to participate in the external review process. If the reviewers agree to participate, the department chair shall prepare and mail letters requesting outside reviews. Letters shall follow the standard template approved by the University. In the case where an insufficient number of reviewers are unable to participate, alternate reviewers may be selected by the dean.

Reviewers will be provided with the candidate's c.v., appropriate reprints and other representations of the candidate's scholarship, and a summary of the candidate's teaching and service responsibilities since arriving at U.T. Tyler. The contents of all outside review letters will be kept confidential to the extent permitted by law and University regulations. Candidates will be informed when reviews are received and may have access to them. The department chair will place all reviews into the candidate's dossier 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 approval of the dean.

The department chair shall prepare a summary of the outside review process that will be included in the candidate's dossier. This summary shall list the name, position, and organization of each person from whom evaluations were requested. For those whose letters are included in the dossier, the summary shall include relevant information about the reviewers' professional/academic qualifications for evaluating the candidate for tenure and/or promotion.

H. PERIODIC PERFORMANCE EVALUATION OF TENURED FACULTY

Annual and comprehensive periodic evaluations will be conducted as described in the UT Tyler HOP, Section. 3.3.6

PROMOTION OF NON-TENURE TRACK FACULTY

The Handbook of Operating Procedures of the University of Texas at Tyler (3.3.5.G.) provides for the promotion of non-tenure track faculty. Instructors with terminal degrees in the discipline are called “Professors of Instruction” and those without terminal degrees are called “Lecturers.”

PROMOTION OF PROFESSORS OF INSTRUCTION

The Handbook of Operating Procedures states (3.3.5.G.) that “Each department/college that employs Professors of Instruction shall have guidelines which describe criteria and procedures for evaluating requests for promotion from Assistant Professor of Instruction to Associate Professor of Instruction, and from Associate Professor of Instruction to Professor of Instruction. These titles require a terminal degree.”

Promotion to Associate Professor of Instruction

The candidate for *promotion to Associate Professor of Instruction* must meet the following criteria:

- (1) At least five years of teaching experience in which the applicant has “Exceeded Expectations” or “Met Expectations” in teaching each year.
- (2) Demonstrate an *ongoing commitment* to **each** of the standards and criteria of excellence in teaching as defined and described in the Departmental Tenure and Promotion document under “Definitions, Standards, and Criteria for Measuring Excellence in Teaching”:

- A. Maintain knowledge and mastery of the discipline and the pedagogy for teaching it.
- B. Maintain a commitment to teaching excellence.
- C. Demonstrate the ability to communicate with, engage and evaluate students.
- D. Be a student-centered teacher and mentor.

METHODS FOR ASSESSING TEACHING:

The above criteria for excellence in teaching will be assessed using the following materials to be submitted by the candidate:

- student course evaluations;
- student comments (solicited and unsolicited);
- classroom observations through periodic peer review (if person observed wants the observation included in the assessment);
- annual Chair evaluations;
- an updated vita;
- a one-page description of activities that demonstrate a commitment to teaching excellence as outlined above.

These materials will be analyzed by a Departmental Committee and the Department Chair to get an overall picture of a candidate's teaching. These items will be used to determine a candidate's strengths, weaknesses, and progress in teaching. Careful attention will be paid to the candidate's numerical and narrative evaluations across the curriculum, from introductory to advanced courses. The candidate's teaching portfolio must be evaluated as "Exceeds Expectations" for the candidate to be recommended for promotion. The recommendations of the Departmental Committee and Chair will be forwarded to the Dean of the College, who will make a recommendation to the Vice President for Academic Affairs, who will then make a final recommendation to the President of the University.

Promotion to Professor of Instruction

The Handbook of Operating Procedures (3.3.5.G) states that *promotion to Professor of Instruction* requires "teaching experiences and qualifications demonstrate extraordinary service and performance." The applicant must meet the following criteria:

(1) At least five consecutive years of teaching experience in which the applicant has "Exceeded Expectations" in teaching.

(2) Demonstrate an *ongoing and outstanding commitment* to **each** of the standards and criteria of excellence in teaching as defined and described in the Departmental Tenure and Promotion document under "Definitions, Standards, and Criteria for Measuring Excellence in Teaching":

- A. Maintain knowledge and mastery of the discipline and the pedagogy for teaching it.
- B. Maintain a commitment to teaching excellence.
- C. Demonstrate the ability to communicate with, engage and evaluate students.
- D. Be a student-centered teacher and mentor.

METHODS FOR ASSESSING TEACHING:

The above criteria for excellence in teaching will be assessed using the following materials to be submitted by the candidate:

- student course evaluations;
- student comments (solicited and unsolicited);
- classroom observations through periodic peer review (if person observed wants the observation included in the assessment);
- annual Chair evaluations;
- an updated vita;
- a one-page description of activities that demonstrate a commitment to teaching excellence as outlined above.

These materials will be analyzed by a Departmental Committee and the Department Chair to get an overall picture of a candidate's teaching. These items will be used to determine a candidate's strengths, weaknesses, and progress in teaching. Careful attention will be paid to the candidate's numerical and narrative evaluations across the curriculum, from introductory to advanced courses. The candidate's teaching portfolio must be evaluated as "Exceeds Expectations" for the

candidate to be recommended for promotion. The recommendations of the Departmental Committee and Chair will be forwarded to the Dean of the College, who will make a recommendation to the Vice President for Academic Affairs, who will then make a final recommendation to the President of the University.

PROMOTION OF LECTURERS

The Handbook of Operating Procedures (3.3.5.G) states that “Each department/college that employs lecturers shall have guidelines which describe criteria and procedures for evaluating requests for promotion from Lecturer to Senior Lecturer and from Senior Lecturer to Distinguished Senior Lecturer. These titles do not require a terminal degree.”

Promotion to Senior Lecturer

The candidate for *promotion to Senior Lecturer* must meet the following criteria:

- (1) At least five years of teaching experience in which the applicant has “Exceeded Expectations” or “Met Expectations” in teaching each year.
- (2) Demonstrate an *ongoing commitment* to **each** of the standards and criteria of excellence in teaching as defined and described in the Departmental Tenure and Promotion document under “Definitions, Standards, and Criteria for Measuring Excellence in Teaching”:

- A. Maintain knowledge and mastery of the discipline and the pedagogy for teaching it.
- B. Maintain a commitment to teaching excellence.
- C. Demonstrate the ability to communicate with, engage and evaluate students.
- D. Be a student-centered teacher and mentor.

METHODS FOR ASSESSING TEACHING:

The above criteria for excellence in teaching will be assessed using the following materials to be submitted by the candidate:

- student course evaluations;
- student comments (solicited and unsolicited);
- classroom observations through periodic peer review (if person observed wants the observation included in the assessment);
- annual Chair evaluations;
- an updated vita;
- a one-page description of activities that demonstrate a commitment to teaching excellence as outlined above.

These materials will be analyzed by a Departmental Committee and the Department Chair to get an overall picture of a candidate’s teaching. These items will be used to determine a candidate’s strengths, weaknesses, and progress in teaching. Careful attention will be paid to the candidate’s numerical and narrative evaluations across the curriculum, from introductory to advanced courses. The candidate’s teaching portfolio must be evaluated as “Exceeds Expectations” for the candidate to be recommended for promotion. The recommendations of the Departmental Committee and Chair will be forwarded to the Dean of the College, who will make a

recommendation to the Vice President for Academic Affairs, who will then make a final recommendation to the President of the University.

Promotion to Distinguished Senior Lecturer

The Handbook of Operating Procedures (3.3.5.G) states that *promotion to Distinguished Senior Lecturer* requires “teaching experiences and qualifications demonstrate extraordinary service and performance.” The applicant must meet the following criteria:

(1) At least five consecutive years of teaching experience in which the applicant has “Exceeded Expectations” in teaching.

(2) Demonstrate an *ongoing and outstanding commitment to each* of the standards and criteria of excellence in teaching as defined and described in the Departmental Tenure and Promotion document under “Definitions, Standards, and Criteria for Measuring Excellence in Teaching”:

- A. Maintain knowledge and mastery of the discipline and the pedagogy for teaching it.
- B. Maintain a commitment to teaching excellence.
- C. Demonstrate the ability to communicate with, engage and evaluate students.
- D. Be a student-centered teacher and mentor.

METHODS FOR ASSESSING TEACHING:

The above criteria for excellence in teaching will be assessed using the following materials to be submitted by the candidate:

- student course evaluations;
- student comments (solicited and unsolicited);
- classroom observations through periodic peer review (if person observed wants the observation included in the assessment);
- annual Chair evaluations;
- an updated vita;
- a one-page description of activities that demonstrate a commitment to teaching excellence as outlined above.

These materials will be analyzed by a Departmental Committee and the Department Chair to get an overall picture of a candidate’s teaching. These items will be used to determine a candidate’s strengths, weaknesses, and progress in teaching. Careful attention will be paid to the candidate’s numerical and narrative evaluations across the curriculum, from introductory to advanced courses. The candidate’s teaching portfolio must be evaluated as “Exceeds Expectations” for the candidate to be recommended for promotion. The recommendations of the Departmental Committee and Chair will be forwarded to the Dean of the College, who will make a recommendation to the Vice President for Academic Affairs, who will then make a final recommendation to the President of the University.