

POLICY FOR FACULTY TENURE, PROMOTION AND PERIODIC REVIEW OF FACULTY

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 alumni. 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 academic community. Promotion of a faculty member is indicative of their contributions to the profession and the University. Accordingly, the promotion of faculty members and the granting of tenure are based primarily on:

- Demonstrated strong performance in teaching, and in research/scholarship, with outstanding performance in one; and
- Service to the institution, the profession, and/or the community; and
- Demonstrate collegiality by supporting the mission of the department, college and university.

The policy and procedures described in this document shall apply to all College of Engineering faculty. The policy and procedures are intended to support the goals of the College as well as provide direction for individual faculty members. In all cases, these policies and procedures shall conform to and be consistent with The University of Texas at Tyler *Handbook of Operating Procedures*.

2 DEFINITIONS

2.1 Teaching

The principal goal of teaching is the development of students' knowledge, skills, and attitudes, including the development of professional competencies. Teaching includes the transmission of knowledge to students and colleagues, as well as the transformation, extension, and expansion of knowledge. The teacher stimulates active learning and encourages students to be critical and creative thinkers with the capacity to continue learning long after formal education is completed.

Faculties, 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 being part of a sustained, progressive program; are significant in their impact on the thought and/or practice within the context of science and engineering; and represent significant intellectual contributions to the field. Research and scholarship are rooted in a need to pursue new ideas that are beneficial to society, and are coupled to 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. A faculty member's service includes service internal to and external to the University and can take multiple forms.

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; a 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 in relation to respective 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 regarding appointment of tenure;
- To evaluate candidates being considered for promotion and make a formal recommendation regarding for promotion;
- 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 candidates 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 review of faculty members. A separate committee will typically be formed for the purpose of post-tenure review of a faculty member. Periodic post-tenure review of faculty members including committee formation is addressed separately in Section 8 of this document.

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 one department serving on the College Tenure and Promotion Committee. Each member of the committee must be of rank at or above the level of tenure and/or promotion and/ or appointment being considered for the candidate(s) under review. Where there are fewer than five eligible faculty members from the college 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 take part 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 within 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 from 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 review, tenure, or promotion, 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 he/she is being 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 from other colleges, if necessary.

3.3 Committee Policies and Procedures

3.3.1 College Committee Policies and Procedures

The procedures are as follows:

1. Each department will elect one member to serve on the Committee by November 1. The at-large members of the College Tenure and Promotion Committee will be selected by the College of Engineering Faculty Governance Organization by November 1.
2. The dean shall activate the College Tenure and Promotion Committee at an appropriate time when a faculty member seeks appointment, tenure or promotion, to conduct mid-term evaluations, or for 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, however, shall a quorum consist of fewer than three committee members. No action may be taken by the Committee without the presence of a quorum.
5. All discussions and deliberations shall be strictly confidential, except for the final report(s) submitted to the dean. The discussions are expected to be professional and constructive.
6. A final vote shall be taken on each application by secret ballot; there shall be separate votes for tenure and promotion when both are involved for a given candidate.
7. The committee shall submit to the dean a report of the majority decision and recommendation, including exact tally or tallies of votes. Each member of the committee 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 own committee policies and procedures, which should be formulated with appropriate input from its faculty. Departmental policies must be voted on and approved by majority vote of tenured/tenure-track faculty in that department before being sent to the Dean and Academic Affairs for approval. In the absence of a formal policy, that 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 hiring date of the candidate or the most current evaluation criteria whichever the candidate chooses. Departments may devise policy for departmental-specific criteria in accordance with Section 3.3.2, which the committees should employ in their evaluation of the candidates, but 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 Section 6 and 7, but should remain in congruence 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 15th May 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 the October 1. External letters of reference will be requested by the department chair by September 1, following the process detailed in Section 4.3. To this end, the list of external reviewers should be finalized by the dean before this date.

The department chair will include the external letters of reference and submit the evaluation portfolio to the departmental committee by the 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 his or her 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.

An untenured, tenure-track faculty member who believes he/she has exceptional qualifications may request to be considered for tenure earlier than the sixth year. The request must be submitted to the department chair in writing, with a copy to the dean, on or prior to the June 1 prior to the academic year in which he or she wishes to be considered. A favorable early decision requires a record of outstanding performance in the collective domain of teaching, research, scholarship, and service. It is normally in the best interest of a candidate for tenure to utilize the maximum probationary period available to establish a strong, consistent, and progressive pattern of performance in teaching, research, scholarship, and service indicative of a lifetime of continued accomplishment and productivity.

A faculty member who wishes to be considered for promotion must request such consideration by June 1 of the year in which he or she wishes to be considered. The request must be in writing to the department chair with a copy 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, prior to 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 the December 15. The dean, prior to submitting the recommendation to the Provost, shall meet with the

candidate to review the candidate's college-level evaluations. In the event that any due date specified in this document should fall 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 who are 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 can be reviewed at other times in addition to the normal midterm review. The department chair will forward the portfolio to the departmental committee by the February 1. The department shall submit its committee and chair reviews to the college committee by the March 1, and the college committee shall submit its review to the dean by the April 1. In the event that any due date specified in this document should fall on a weekend or holiday, the due date will be 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 has the option to continue the evaluation at the next level or to withdraw from further consideration. If a candidate for tenure 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. Candidates for mid-term reviews do not have the option of withdrawing from the process.

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.

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 identification of a candidate's strengths and weaknesses.

After the tenure review process is completed, the dean recommends the candidate be granted tenure or the candidate be 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 if he/she would like 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 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 is completed, the dean recommends the candidate be promoted or be denied promotion. At this time, the candidate may decide if he/she 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 purpose of the mid-term review is to assess an individual's accomplishments during the probationary period to that point in time and to provide an indication as to 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 identification of a candidate's strengths as well as areas in which improvement may be warranted. The candidate will be evaluated successively by (a) departmental tenure and promotion committee, (b) the department chair, (c) college tenure and promotion committee, and (d) the dean. After the mid-term evaluation process is completed, the dean informs the Provost in writing and recommends continuation or termination of the tenure-track appointment of the candidate.

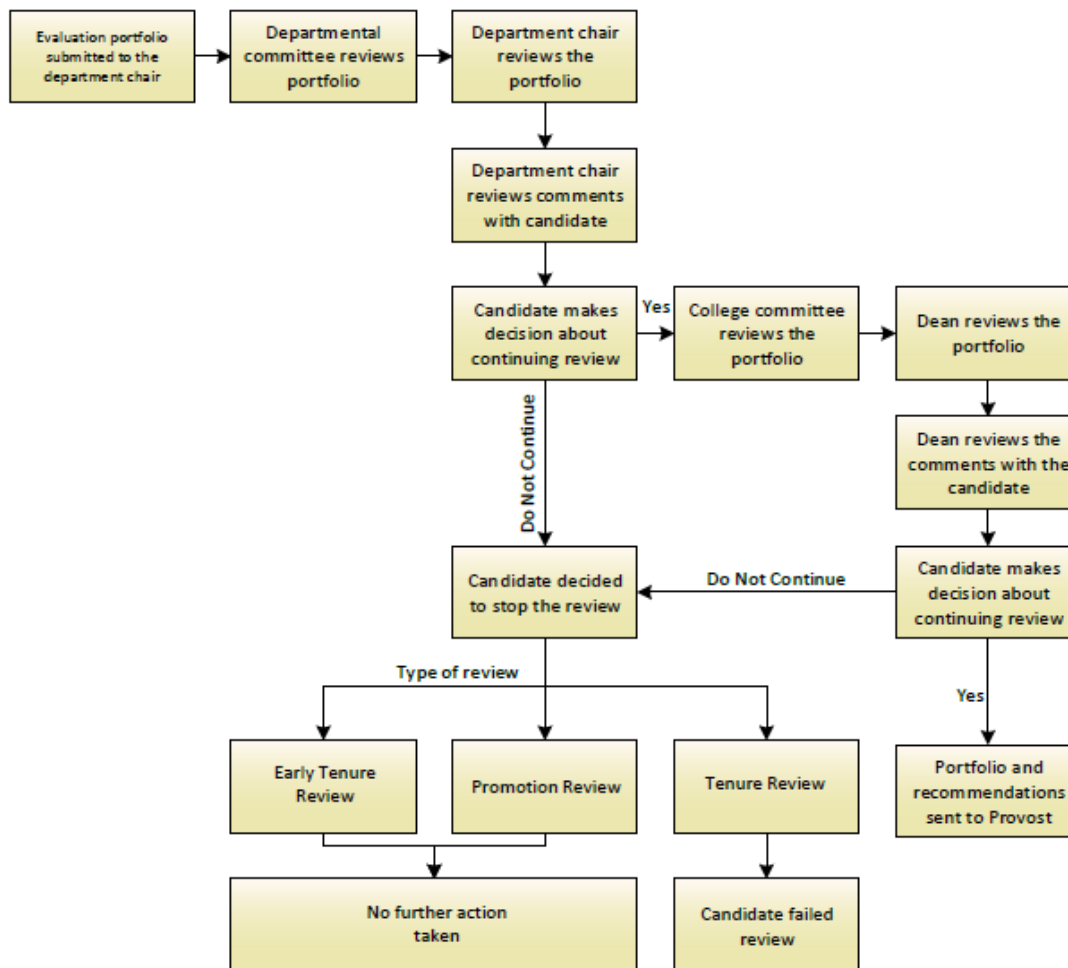


Figure 1: Tenure and Promotion flowchart.

4.3 External Letters of Reference

A recommendation for tenure and/or promotion must include supporting evidence that the faculty member’s research and scholarship have been recognized by professional colleagues to have contributed to the profession. To provide that supporting evidence, the candidate’s evaluation portfolio for tenure and/or promotion must include a minimum of three outside review letters from unbiased scholars who are of appropriate stature and specialty and who are not affiliated with The University of Texas at Tyler. Six to eight external reviewers will be selected by the dean from a set of ten qualified reviewers – five nominated by the candidate and five nominated 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 and 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 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 approval of the dean.

5 THE EVALUATION PORTFOLIO

The evaluation portfolio is a document generated by the repository software in use by the university. The candidate for promotion or tenure is responsible for entering information into this database. 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 in support of their request for tenure. Within the cover letter, which should be approximately two pages in length, the candidate should state why he/she is deserving of tenure. In addition, the cover letter should address actions taken by the candidate in regard to 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 in support of their request for promotion. Within the cover letter, the candidate should state why he/she is deserving of promotion. 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 he/she has been establishing credentials that will lead to the granting of tenure. Further, through the activities in progress and through the included goals and objectives, the faculty member must present evidence so 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 repository software in use by the university. Letters from external reviewers, however, are not required for the mid-term review. Within the cover letter, the candidate should state his or her accomplishments since the beginning of the probationary period and the future activities that are expected to satisfy the criteria for tenure. The documentation presented in the rest of the portfolio (which is outlined in the Appendix of this document or in 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

As stated in The University of Texas at Tyler Handbook of Operating Procedures,

- “To be tenured, faculty must achieve a strong record in 1) teaching and 2) research/scholarship/creative activity. The faculty member further is expected to demonstrate outstanding achievement in one of these areas. The faculty member is also expected to have a satisfactory record of service to the University, profession, and/or community. In addition to demonstrating quality in these traditional areas, the candidate for tenure must also demonstrate professional collegiality.”

- “The weight of the decision to grant tenure rests on a pattern of performance indicative of a lifetime of continued accomplishment and productivity.”

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 their 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 the development of the criteria and policies for tenure within a department, the tenured and tenure-track faculty within that department shall be consulted. Such policies, at the departmental level, 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 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 as a result of a record of satisfactory annual evaluations.

6.1 Teaching

To qualify for tenure, faculty members must demonstrate a consistent pattern of effectiveness in teaching. Documentation related to teaching effectiveness, gathered from multiple and flexible assessment methods, is an important element of the tenure review process.

Documentation to support teaching effectiveness includes:

- Faculty member has achieved ratings on student teaching evaluations indicative of quality teaching (average rating greater than 3.75 on a scale of 1-5 to be considered strong and average rating greater than 4.0 on a scale of 1-5 to be considered outstanding);
- Faculty member has been involved in the development of new curriculum and/or has shown evidence of continued development and refinement of instructional materials for classroom and/or laboratories;
- Faculty member has earned recognition (awards) in teaching at the department, college, university, regional or national level;
- Faculty member shows a consistent record of improvement through participation in teaching development activities (e.g., workshops, seminars, etc.) continually striving to improve abilities to teach, mentor and interact with students;
- Faculty member shows evidence of innovation in teaching pedagogy; and
- Faculty member shows a consistent pattern of directing high-quality senior design projects.

For a candidate to be considered strong in the area of teaching, the candidate should be able to clearly demonstrate that they have satisfied the first bullet item and 2 more of the bulleted areas listed above. For a candidate to be considered outstanding they should clearly demonstrate that they have satisfied the first bullet item and achieved 3 of the bulleted areas from the list above.

6.2 Research and Scholarship

The purpose of research and scholarship is to improve the effectiveness of teaching, to enhance the learning environment, and to 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 his/her 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. Validation in any of the areas of research and scholarship comes from peer-review via successful peer-reviewed publications, patent awards and copyrights, and research funding.

Documentation to validate research and scholarship includes:

- Faculty member demonstrates a consistent pattern of authoring refereed journal, publications;
- Faculty member demonstrates a consistent pattern of authoring refereed conference proceedings/papers and presentations, book chapters, and research monographs;
- Faculty member has authored books, and/or has been awarded patents and copyrights;
- Faculty member demonstrates evidence of performing expert services or consulting of a type and level that validates the faculty member is a recognized scholar;
- Faculty member demonstrates a consistent pattern of writing and submitting external grant proposals;
- Faculty member has been awarded external grants and participated in externally funded research (for candidate to use this area to be considered “outstanding” they must achieve a minimum of \$200,000 in externally funded research in a lead role such as principal investigator or co-investigator while at UT Tyler, totaled over two or more externally funded grants); and
- Faculty member demonstrates a consistent pattern of directing undergraduate and/or graduate student research.

Each of the artifacts in the list above addresses a specific aspect of the academic field. The College of Engineering seeks an overall healthy balance in these areas, but recognizes that each individual faculty member may not necessarily be balanced across all the areas. For a candidate to be considered strong in the area of research and scholarship, the candidate should be able to clearly demonstrate that they have satisfied the first bullet item and 2 more of the bulleted areas listed above. For a candidate to be considered outstanding he/she should clearly demonstrate that he/she has satisfied the first bullet item and achieved 3 of the bulleted areas from the list above.

6.3 Service

To qualify for tenure, the candidate must present evidence of commitment to service to the department, College, the University, and the profession and/or the civic community. Service is essential to the operations of a department and its obligations to serve its students, discipline(s), 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 leadership or active participation in some of the following areas and is necessary to satisfy the College and University service criteria:

- Serving on departmental, college, and university committees;
- Assessing degree programs and courses as part of continuous quality-improvement;
- Recruiting students for the academic programs in the college;
- Establishing and maintaining professional relationships with regional industries; and
- Establishing and maintaining cordial relationships with regional junior/community colleges, their faculty and their students;
- Active participation in national, regional, state, or local professional societies, civic clubs, conference organizing committees, or other volunteer organizations.

- Active participation in publication reviews for journals, conferences, or other publication venues (leadership roles required for those faculty applying for promotion to full professor)

For a candidate to be considered to have met expectations for tenure in the area of service, the candidate should be able to clearly demonstrate that they have satisfied the first two bullet items and 2 more of the bulleted areas listed above.

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. The concept of collegiality is not to be confused with sociability, likeability, or conformity to certain 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, it is 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;

Because departments interact most with the candidate, the Departmental Tenure and Promotion Committee and 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. The College Tenure and Promotion Committee and 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 that 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 recognition of the faculty member's cumulative accomplishments to date. The recommendation for the tenure of an assistant professor is normally 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 members of the departmental and college Tenure and Promotion Committees.

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 written promotion policies of their own if they so choose. 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 the development of the criteria and policies for promotion within a department, the tenured and tenure-track faculty within that department shall be consulted. Such policies, at the departmental level, 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 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 that apply to promotion to a given rank will also apply for initial appointment to that rank. 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 normally 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 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 outstanding in either Teaching or Research and Scholarship, strong in the other, and should meet expectations in the other areas of review. The criteria for promotion or appointment to Associate Professor are no different than 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:

- Faculty member willingly participates in University, College and Departmental service activities as appropriate. All are expected to be team players regarding the basic administrative, advising and service activities of the department and college. Examples of service at the department and college level include advising student organizations, serving as coordinator of department initiatives, COE Faculty Governance Organization (COEFGO) and Faculty Senate, etc.
- Faculty member participated in national level service activity. Examples include service to ABET as a PEV or Team Chair, service on national professional committees or societies, serving 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 member, and likely will increase the network available to the faculty member to aid in achievement in other areas noted here.
- Faculty member has achieved a leadership position in an external organization whose mission is in line with the mission of the College of Engineering.
- Faculty member provides service to the community in the form of outreach to K-12 programs, non-profit organizations and other entities in which they are representing UT Tyler.

8 PERIODIC REVIEW OF TENURED FACULTY

This section defines the process for periodic post-tenure review 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 at the institution. Such a review will be distinct from the annual performance review, and all aspects of it including committee formation, will be governed by the university policy “3.3.6 Periodic Performance Evaluation of Tenured Faculty,” that is published in the Handbook of Operating Procedures of The University of Texas at Tyler. As per the policy, the committee for post-tenure review will be formed independently as per the university policy and need not 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 repository software in use by the university. The candidate for promotion or tenure and the department chair are responsible for entering information into this database. This appendix provides important 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 <http://www.uttyler.edu/academicaffairs/files/GuidelinesForPreparingTenureAndPromotionMaterialsUsingFaculty180.pdf> for detailed instructions about constructing their portfolio.

The following guidance provides further details and guidance 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 he/she is desiring of tenure and/or promotion. In addition, the cover letter should address actions taken by the candidate in regard to comments made during the mid-term review, if applicable.

9.2 External Reviews

The candidate lists the contact information of up to five external individuals who have the capacity to evaluate the candidate's suitability for promotion and/or tenure. This list will be replaced by a list of up to five evaluators mutually agreed upon by the candidate and the chair. After the external evaluators' recommendations are received, they will be placed in the evaluation portfolio by the department chair. External evaluations are not required in all cases.

9.3 Annual Evaluations and Third-Year Review

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

9.4 Departmental and College Tenure and Promotion Guidelines

The candidate should enter a copy of the current departmental and college tenure guidelines. The purpose of including these guidelines is to make immediately available to the next level reviewer the criteria by which the candidate is being evaluated at the lower levels.

9.5 Teaching

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

- Summary of teaching responsibilities (list courses by semester). (Note courses taught in on-line and hybrid formats).
- Any teaching awards received.
- Teaching Enhancement. Describe how you have used student evaluations to improve instruction. You can also list workshops, panels, training sessions, etc. on teaching you have attended in past two years.
- Workshops, panels, papers, etc. you have presented on teaching in your field.
- Use of technology in the classroom.

9.6 Research and Other Creative Endeavors

The candidate should enter a statement of the impact of their research on the body of knowledge in the discipline. This statement, which is a maximum of two page, 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 research items, in each category with the most recent first, should be included in the portfolio:

- **Books, edited books, textbooks.** Include any citations, if available (Social Science Citation Index), professional reviews, and awards received for specific books.
- **Refereed Journals.** Include any citations, if available (Social Science Citation Index), professional reviews, and awards received for specific articles.
- **Book Chapters.** Include complete bibliographical citation including page numbers. Indicate whether invited or refereed.
- **Conference Papers.** Indicate whether invited or refereed.
- **Encyclopedia and Handbook Entries.** Include complete bibliographical citation including page numbers.
- **Computer programs.** Software and other electronic media; websites.
- **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 citation.

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, list separately any materials that have been submitted, but not yet 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 enter a statement of his or her service activities related to academic, research, and scholarship development, and 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 on 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.** Your role in the development of major new research initiatives and

centers and the solicitation of funding for those initiatives.

- **University.** List membership on all departmental, college, and university committees along with leadership roles, significant activities; other contributions.

9.8 Service Contributions: Professional and Community

The candidate should enter a statement of his or her service activities to the profession, and the community, and the relationship of these activities to the teaching and research 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 profession (Academic, Disciplinary).** Memberships in organizations; offices held; other relevant service activities, including journal editor; manuscript reviewer; conference paper reviewer; other relevant contributions.
- **Professional practice.** Consulting and practice; service on agencies, boards, professional (non-academic) organizations; technology transfer work; workshops, seminars, etc. for professionals; and other contributions.
- **Public schools.** Describe service activities involving public schools.
- **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 enter his/her short and long term goals and objectives addressing the next year and the next five years, respectively, after promotion or tenure is granted. The goals and objectives must specifically 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 being promoted.

Other materials may be requested by individual departments.

9.10 Sample Letter for External Reviewers

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 on the basis of research, scholarly, and creative contributions; teaching ability; 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 or not. Rather, we seek your professional judgment on 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 who are 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. I would appreciate it if you would provide your evaluation by October 10 or sooner if possible. You may send the review to me at the address above, or you may e-mail me your review: .

Your letter of evaluation will be maintained in a confidential file used in the 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, accordingly, may be examined by the individual.

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

Sincerely,