



---

School of Nursing

Pre-Tenure Review / Tenure and Promotion / Post-Tenure  
Guidelines

November 2018

**Tenure and Promotion Policy and Procedures**

Table of Contents

1. PURPOSE ..... 4

2. DEFINITIONS..... 4

    2.1 Teaching ..... 4

    2.2 Scholarship of Practice and Research ..... 5

        A. Practice ..... 5

        B. Research..... 5

    2.3 Service ..... 5

    2.4 Collegiality ..... 5

3. PRE-TENURE REVIEW COMMITTEE ..... 5

    3.1 Purpose and Scope of the Committee ..... 5

    3.2 Committee Membership..... 6

    3.3 Committee Policies and Procedures ..... 6

4. PRE-TENURE REVIEW PROCESS..... 6

    4.1 Notification and Schedule ..... 7

        Table 4.1 Pre-Tenure Review Timeline ..... 7

5. PRE-TENURE EVALUATION PORTFOLIO ..... 7

6. TENURE AND PROMOTION COMMITTEE ..... 8

    6.1 Purpose and Scope of the Committee ..... 8

    6.2 Committee Membership..... 8

    6.3 Committee Policies and Procedures ..... 8

7. TENURE AND PROMOTION REVIEW PROCESS ..... 9

    7.1 Notification and Schedule ..... 9

    7.2 External Letters of Reference ..... 10

        Table 7.1 Tenure and/or Promotion Timeline ..... 10

8. TENURE AND/OR PROMOTION EVALUATION PORTFOLIO ..... 11

    8.1 For Tenure..... 11

    8.2 For Promotion ..... 12

9. CRITERIA FOR GRANTING OF TENURE and/or PROMOTION TO ASSOCIATE PROFESSOR AND PROFESSOR ..... 12

**Tenure and Promotion Policy and Procedures**

10. PERIODIC POST-TENURE REVIEW..... 13

11. POST-TENURE REVIEW COMMITTEE..... 13

    11.1 Purpose and Scope of the Committee ..... 13

    11.2 Committee Membership..... 13

    11.3 Committee Policies and Procedures ..... 13

12. POST-TENURE REVIEW PROCESS ..... 14

    12.1 Notification and Schedule..... 14

        Table 12.1 Post-Tenure Review Timeline..... 14

13. POST-TENURE REVIEW DOCUMENTATION..... 15

APPENDIX A..... 16

    GUIDELINES FOR THE PRE-TENURE EVALUATION PORTFOLIO ..... 16

APPENDIX B..... 19

    GUIDELINES FOR THE TENURE AND/OR PROMOTION EVALUATION PORTFOLIO ..... 19

APPENDIX C..... 23

    GUIDELINES FOR THE POST-TENURE EVALUATION PORTFOLIO..... 23

APPENDIX D..... 26

TENURE TRACK EVALUATION FORM..... 26

## Tenure and Promotion Policy and Procedures

### 1. PURPOSE

The excellence and reputation of the School of Nursing (SON) are determined by the achievements of its faculty, students and alumni. Recognition of faculty strengths is a core value within the SON and empowers individuals to do what they do best every day. Strengths are inherent to each individual and must be engaged to build a stellar faculty. This focus on strengths increases morale and effectiveness as a faculty, resulting in greater work satisfaction and outcomes (Rath, T. [2007] *StrengthsFinder 2.0*. New York, New York; Gallup Press).

The granting of tenure is a statement of confidence in the individual and is based upon a pattern of performance that will be indicative of a lifetime of continued achievement and productivity for the profession and The University of Texas at Tyler. 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 performance in the following areas: teaching, practice, research, and service to the institution, the wider community, and the profession. Furthermore, the successful candidate for tenure and/or promotion must also demonstrate collegiality.

The policy and procedures described in this document shall apply to all tenured and tenure track School of Nursing faculty. This document is also intended to serve as a constructive guide to assist faculty in meeting expectations for productivity and growth. The policy and procedures are intended to support the goals of the School 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

Scholarship refers to creative work, communication, and dissemination of that work, and a capacity to learn, grow and change in teaching, practice, research, and service. The following categories and definitions are adapted from Boyer, E.L. (1990) *Scholarship Reconsidered: Priorities of the Professoriate*, a special report of The Carnegie Foundation for the Advancement of Teaching and from The University of Texas at Tyler [Handbook of Operating Procedures](#) and the American Association of University Professors (AAUP).

#### 2.1 Teaching

Teaching refers to the education of future scholars and captures the interplay between knowledge of teaching and learning and educational practice. The scholarly teacher is engaged and immersed in the current knowledge of one's field and demonstrates the ability to build bridges between one's own understanding and the student's learning. This is achieved through skilled, sound pedagogical methods.

## **2.2 Scholarship of Practice and Research**

### *A. Practice*

Practice scholarship must include excellence in a clinical area as evidenced by specialization in a field of nursing. This excellence may be reflected by certification as a specialist. Practice scholarship may include but is not limited to: publication of peer reviewed articles, case studies, peer reviewed books or book chapters, creation of continuing education modules, and collaboration in clinical research.

### *B. Research*

Research refers to the discovery and advancement of new knowledge. It is demonstrated through a record of distinctive and progressive research expertise, leadership in the advancement of knowledge, and engagement in collaborative research and scholarly practice activities. It includes the dissemination of knowledge to colleagues, students, and others, and the transformation of ideas.

## **2.3 Service**

Faculty members provide service and leadership to the University, department, the profession, and the community through their professional expertise. Service includes that which is internal and external to the University and can take multiple forms, such as active committee membership, community board service, professional organization membership and/or leadership, and collaboration with community partners.

## **2.4 Collegiality**

Collegiality is a professional, not personal, criterion relating to the performance of duties. Collegiality encompasses issues such as the candidate's genuine compatibility with and support for the University's and the School's missions and goals; ability and willingness to work cooperatively, respectfully, and constructively within the school, 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. PRE-TENURE REVIEW COMMITTEE**

### **3.1 Purpose and Scope of the Committee**

The purpose of the School of Nursing Pre-Tenure Review Committee is to evaluate a tenure track candidate's mid-point record of accomplishments in relation to the criteria for promotion and tenure in the School and to make a recommendation to the Executive Director as to whether those criteria have been or are likely to be achieved. The information considered by the committee is limited to that included in the portfolio prepared by the candidate. The specific responsibilities of the Committee are to:

## Tenure and Promotion Policy and Procedures

- Evaluate candidates at the mid-point of their time on tenure track
- Prepare a formal written assessment of the candidate's progress toward tenure for the SON Executive Director.
- Review this policy annually to ensure that the School of Nursing criteria, policies, and procedures are consistent with those in the University's [Handbook of Operating Procedures](#).

### 3.2 Committee Membership

The Committee shall consist of three members representing all tenured faculty members in the School of Nursing, excluding the Executive Director for Nursing. Members serve for 3-year rotating terms. Members will be elected by a vote of all tenured and tenure-track full-time faculty in the School.

### 3.3 Committee Policies and Procedures

- The Pre-Tenure Review Committee shall be composed of three tenured members serving staggered terms. The tenured and tenure-track faculty shall elect members to vacant positions on the Tenure and Promotion Committee in the fall semester prior to any deliberations of the committee.
- The Executive Director shall activate the School Pre-Tenure Review Committee at an appropriate time when a faculty member is at the beginning of the third year of the tenure track timeframe.
- The Pre-Tenure Review Committee will elect a chair at its first meeting.
- A quorum is defined as a majority of the Committee members.
- All discussions and deliberations shall be strictly confidential, except for the final report(s) submitted to the Executive Director. The discussions are expected to be professional and constructive.
- The committee shall submit to the Executive Director a report of the majority decision and recommendation, including exact tally or tallies of votes. Each member of the committee shall sign this report.

## 4. PRE-TENURE REVIEW PROCESS

The pre-tenure review is conducted mid-way during the third probationary year. "The purpose of the probationary period is to allow a reasonable time for tenure track faculty members to establish their academic performance, for adequate peer and administrative evaluation, and for recommendations concerning reappointment, non-renewal, and tenure" (UT-Tyler HOP, Section 3.3.3). These reviews will be based on the same criteria as those set forward for tenure and promotion (see Table 9.1 of this policy).

**Tenure and Promotion Policy and Procedures**

**4.1 Notification and Schedule**

A faculty member who is to be considered for pre-tenure review should consult with the Executive Director regarding the pre-tenure review process and schedule. The process begins in the fall of year three, with preparation of the portfolio for evaluation. The content of the evaluation portfolio is discussed in Section 9 of this policy and is presented in Appendix A.

By September 15<sup>th</sup> of each year, the Executive Director will notify all faculty members in the School who are in their third year of probationary service the date by which they must submit their mid-term evaluation portfolio to the Executive Director.

Pre-tenure portfolios for review are due to the office of the Executive Director by February 15<sup>th</sup> of year three. A summary of this process is delineated in table 4.1 below.

*Table 4.1 Pre-Tenure Review Timeline*

<b>Deadline</b>	<b>Action</b>	<b>Responsible Party</b>
<b>September 15</b>	Executive Director notifies all tenure track faculty who are in their 3 <sup>rd</sup> year of probationary service the date to submit their mid-term evaluation portfolio.	SON Executive Director
<b>February 15</b>	Complete uploading of pre-tenure review materials to Faculty 180. Inform the SON Executive Director by email that the electronic portfolio is ready for committee review. Portfolios must follow the format and include the materials as outlined in Appendix A.	Faculty Candidate
<b>March 15</b>	Pre-tenure review committee submits an evaluation of the candidate’s progress toward tenure to the SON Executive Director.	School of Nursing Pre-tenure Review Committee
<b>April 1</b>	Executive Director schedules a meeting with the candidate to discuss the evaluation. SON Executive Director provides a written summary and evaluation for or against acceptable progress towards tenure to CNHS Dean.	SON Executive Director

**5. PRE-TENURE EVALUATION PORTFOLIO**

The evaluation portfolio for the mid-term evaluation includes evidence that since the beginning of the probationary period, the faculty member 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 in order that a reasonable assessment can be made as to whether the criteria for tenure are likely to be achieved at the end of the probationary period. Faculty members are responsible for maintaining, assembling, and presenting the documentation, which shall follow the format presented in Appendix A of this policy. Letters from external reviewers, however, are not required for the mid-term review.

## Tenure and Promotion Policy and Procedures

Within the cover letter, which should not exceed two pages, 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 should support this position

### 6. TENURE AND PROMOTION COMMITTEE

#### 6.1 Purpose and Scope of the Committee

The purpose of the School of Nursing Promotion and Tenure Committee is to evaluate a candidate's record of accomplishments in relation to the criteria for promotion and tenure in the School and to make a recommendation to the Executive Director as to whether those criteria have been achieved, or, in the case of the mid-term review, are likely to be achieved. The information considered by the committee is limited to that included in the portfolio prepared by the candidate. The specific responsibilities of the Committee are to:

- Evaluate candidates being considered for tenure and make a formal recommendation to the Executive Director in that regard.
- Evaluate candidates being considered for promotion and make a formal recommendation to the Executive Director in that regard.
- Review this policy annually to ensure that the School of Nursing criteria, policies, and procedures are consistent with those in the University's *Handbook of Operating Procedures*.

#### 6.2 Committee Membership

The Committee shall consist of all tenured faculty members in the School of Nursing, excluding the Executive Director for Nursing. No individual shall serve on the committee during an academic year in which he or she is under consideration for promotion. Further, a committee member shall not take part in the evaluation and shall not vote on a promotion consideration to a faculty rank higher than that held by the committee member.

#### 6.3 Committee Policies and Procedures

- The Tenure and Promotion Committee shall be composed of all tenured members in the School of Nursing.
- The Executive Director shall activate the School Tenure and Promotion Committee at an appropriate time when a faculty member seeks tenure or promotion or for review of these policies.
- The School Tenure and Promotion Committee will elect a chair at its first meeting.
- A quorum is defined as a majority of the Committee members eligible to vote.



## **Tenure and Promotion Policy and Procedures**

- All discussions and deliberations shall be strictly confidential, except for the final report(s) submitted to the Executive Director. The discussions are expected to be professional and constructive.
- 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.
- The committee chair shall submit to the Executive Director 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 dissension report to the Executive Director.

## **7. TENURE AND PROMOTION REVIEW PROCESS**

### **7.1 Notification and Schedule**

A faculty member who is to be considered for tenure should notify the Executive Director in writing, with a copy to the Dean, by June 1 of their penultimate year of service. 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 (September 1 to May 31) 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 has exceptional qualifications may request to be considered for tenure earlier than the sixth year. The request must be submitted to the Executive Director in writing, with a copy to the dean, by June 1<sup>st</sup> immediately preceding the academic year in which he or she wishes to be considered. A favorable early decision requires a record of extraordinary teaching, research/scholarly practice, 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/scholarly practice, 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<sup>st</sup> of the year in which he or she wishes to be considered. The request must be in writing to the Executive Director with a copy to the dean. Upon receipt of the request, the Executive Director will notify the individual by June 15<sup>th</sup> of the date by which the evaluation portfolio must be completed.

## Tenure and Promotion Policy and Procedures

The faculty member should also consult with the Executive Director regarding the tenure and promotion process and schedule. By June 15<sup>th</sup> of each year, the Executive Director will notify all faculty members in the School who are in their penultimate year of service the date by which they must have their evaluation portfolio uploaded into Faculty 180. The process begins early in the summer prior to the tenure and promotion year, with submission by the faculty member of the evaluation portfolio that includes all materials to be considered in the early fall. The timeline for the review process is delineated in Table 7.1. The content of the evaluation portfolio is discussed in Section 9 of this policy and is presented in Appendix B.

### 7.2 External Letters of Reference

In congruence with the policies of the *Handbook of Operating Procedures*, 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 made a contribution to the profession. To provide that supporting evidence, the candidate's portfolio for tenure and/or promotion must include a minimum of three letters from unbiased scholars who are of appropriate stature and specialty and who are not affiliated with The University of Texas at Tyler.

Six potential 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 Executive Director. Nominations will include the following: name, rank, role, affiliation, physical address, email address, phone number, and rationale for reviewer nomination. The six selected by the Dean will include three names from each list. The Executive Director 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, School, and department. Reviewers will be provided a copy of the School's tenure and promotion policy along with an electronic link to the candidate's curriculum vitae, appropriate reprints and other representations of the candidate's research and scholarship.

*Table 7.1 Tenure and/or Promotion Timeline*

Deadline	Action	Responsible Party
<b>June 1</b>	Notify School of Nursing Executive Director in writing, with copy to the Dean, of intent to apply for tenure and/or promotion	Faculty Candidate
<b>June 15</b>	Notification of deadlines and review of portfolio content with the faculty candidate	SON Executive Director
<b>July 1</b>	Submit 5 names of potential external reviewers to Executive Director	Faculty Candidate

**Tenure and Promotion Policy and Procedures**

<b>August 1</b>	Electronic portfolio is complete (see Appendix B) and made available to external reviewers	Faculty Candidate
<b>August 1</b>	Letters are sent to external reviewers that include access to the electronic CV and scholarship materials	SON Executive Director
<b>October 15</b>	School of Nursing departmental Tenure & Promotion Committee submits recommendation to Executive Director, with copy to Dean; separate recommendations are made for tenure and promotion.	Chair, SON Tenure & Promotion Committee
<b>November 1</b>	Executive Director submits recommendation to College of Nursing & Health Sciences Committee Chair, with copy to Dean and SON T&P Committee Chair	SON Executive Director
<b>November 15</b>	College of Nursing & Health Sciences Tenure & Promotion Committee submits recommendation to Dean, with copy to Executive Director and SON Committee Chair	Chair, CNHS Tenure & Promotion Committee
<b>January 1</b>	Dean submits recommendation to provost with copy to CNHS Committee Chair, Executive Director, SON Committee Chair	CNHS Dean
<b>February 15</b>	Submits recommendation to President with copy to Dean	UT Tyler Provost
<b>March 1</b>	Submits recommendation to University of Texas Board of Regents (tenure candidates) or approves/denies (promotion only candidates)	UT Tyler President
<b>April 30</b>	Notification to candidates re: outcome of tenure and/or promotion evaluation	UT Tyler President

## 8. TENURE AND/OR PROMOTION EVALUATION PORTFOLIO

The evaluation portfolio is a document prepared by the candidate for promotion or tenure that presents his or her accomplishments in a clear and succinct manner. The content and organization of the portfolio adopted by the School of Nursing and approved by the dean follows the format required by the Office of Academic Affairs and is included in the Appendix B. It is recommended the candidate begin preparing the portfolio at least three months before it is due.

### 8.1 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 not exceed two pages in length, the candidate should

## Tenure and Promotion Policy and Procedures

state why he or she is deserving of tenure. In addition, the cover letter should address actions taken by the candidate in response to comments made during the mid-term review. The documentation presented in the rest of the portfolio should support this position.

### 8.2 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 or she is deserving of promotion. The documentation presented in the rest of the portfolio should support this position. The cover letter should not exceed two pages. [If the candidate is requesting both promotion and tenure, only one cover letter is necessary.]

## 9. CRITERIA FOR GRANTING OF TENURE and/or PROMOTION TO ASSOCIATE PROFESSOR AND PROFESSOR

In congruence with the University's tenure and promotion guidelines as published in the *Handbook of Operating Procedures*, the areas of teaching, scholarly practice/research and service contributions along with consideration of collegiality will be used as criteria for determining tenure and promotion. In addition to the University's tenure and promotion guidelines the following SON criteria also will be considered. These criteria are identified on the SON Tenure/Tenure Track Faculty Evaluation form (Appendix D)

The weight of the decision to grant tenure rests on a clear promise of a lifetime of continued accomplishments and productivity logically inferred from a consistent pattern of past performance of distinction. The recommendation for tenure is normally concurrent with the recommendation for promotion. However, a recommendation for promotion does not require a recommendation for tenure.

Promotion and tenure criteria delineate expectations for faculty scholarly productivity and apply to all tenure track / tenured faculty of the School of Nursing. The criteria were determined with consideration of the goals of The University of Texas at Tyler, the Mission Statement of the School of Nursing (SON), the *Carnegie Foundation report on Scholarship Reconsidered*, the discipline of nursing overall, and criteria for promotion and tenure in other departments at UT Tyler and in other university schools of nursing.

## 10. PERIODIC POST-TENURE REVIEW

In accordance with The University of Texas System *Regents' Rules* and The University of Texas at Tyler [Handbook of Operating Procedures](#), tenured faculty will undergo periodic performance evaluations. Annual evaluations are conducted each fall on a schedule determined by the university. The process and format for the annual evaluation of tenured faculty is delineated in the SON Guide for Faculty and Staff, [Tenure/Tenure-Track Annual Evaluation](#) policy.

Performance is summarized as: “Exceeds Expectations”; “Meets Expectations”; “Does Not Meet Expectations”; or “Unsatisfactory”. In addition to annual evaluations, tenured faculty are required to have a comprehensive evaluation conducted at least every six years.

## 11. POST-TENURE REVIEW COMMITTEE

### 11.1 Purpose and Scope of the Committee

The purpose of the School of Nursing Post-Tenure Review Committee is to evaluate a tenured faculty member’s record of accomplishments in relation to expectations for rank and to make a recommendation to the Executive Director as to whether those criteria have been maintained. The information considered by the committee is limited to that included in the portfolio prepared by the candidate. The specific responsibilities of the Committee are to:

- Evaluate candidates post tenure.
- Prepare a formal written assessment of the candidate’s progress toward tenure for the SON Executive Director.
- Review this policy annually to ensure that the School of Nursing criteria, policies, and procedures are consistent with those in the University’s [Handbook of Operating Procedures](#).

### 11.2 Committee Membership

The Committee shall consist of three members representing all tenured faculty members in the School of Nursing, excluding any faculty member with administrative duties within the School of Nursing. Members serve 3-year rotating terms. Members will be elected by a vote of all tenured and tenure-track full-time faculty in the School. The committee member must be of the same or higher rank as the faculty member being reviewed.

### 11.3 Committee Policies and Procedures

- The Executive Director shall activate the School Post-Tenure Review Committee at an appropriate time when informed by the Office of Academic Affairs of faculty members due for a comprehensive review.

**Tenure and Promotion Policy and Procedures**

- The Post-Tenure Review Committee will elect a chair at its first meeting.
- A quorum is defined as a majority of the Committee members.
- All discussions and deliberations shall be strictly confidential, except for the final report(s) submitted to the Executive Director. The discussions are expected to be professional and constructive.
- The committee shall submit to the Executive Director a report of the majority decision and recommendation, including exact tally or tallies of votes. Each member of the committee shall sign this report.

**12. POST-TENURE REVIEW PROCESS**

The post-tenure review is conducted after the sixth year of tenure status and every six years thereafter.

**12.1 Notification and Schedule**

A faculty member who is due for post-tenure review should consult with the Executive Director regarding the post-tenure review process and schedule. The process begins in the fall of year six following awarding of tenure with preparation of the portfolio for evaluation. The content of the evaluation portfolio is discussed in Section 13 of this policy and is presented in Appendix C.

By September 15<sup>th</sup> of each year, the Executive Director will notify all faculty members in the School who are in their 6<sup>th</sup> year of post-tenure service the date by which they must submit their post-tenure evaluation portfolio to the Executive Director.

Post-tenure portfolios for review are due to the office of the Executive Director by February 15<sup>th</sup> of year three. A summary of this process is delineated in table 12.1 below.

*Table 12.1 Post-Tenure Review Timeline*

<b>Deadline</b>	<b>Action</b>	<b>Responsible Party</b>
<b>September 15</b>	Executive Director notifies all tenured faculty who are in their 6th year as a tenured faculty the date to submit their mid-term evaluation portfolio.	SON Executive Director
<b>February 15</b>	Complete uploading of post-tenure review materials to Faculty 180. Inform the SON Executive Director by email that the electronic portfolio is ready for committee review. Portfolios must follow the format and include the materials as outlined in Appendix C.	Faculty Member
<b>April 15</b>	Post-tenure review committee submits an evaluation of the candidate’s performance to the SON Executive Director.	School of Nursing Post-tenure Review Committee
<b>June 1</b>	Executive Director conducts an independent Comprehensive Evaluation and provides a written	SON Executive Director

**Tenure and Promotion Policy and Procedures**

	summary of the review, which is shared with the faculty member.	
<b>June 10</b>	If desired, the faculty member submits a written response to the review along with supporting documentation.	Faculty Member
<b>August 1</b>	Dean reviews the post-tenure documents and provides the review to the provost.	CNHS Dean

**13. POST-TENURE REVIEW DOCUMENTATION**

The evaluation portfolio for the post-tenure evaluation includes evidence that since awarded tenure, the faculty member has maintained a record of teaching, scholarship, and service that meet criteria for rank. Faculty members are responsible for maintaining, assembling, and presenting the documentation, which shall follow the format presented in Appendix C of this policy. Letters from external reviewers are not required for the post-tenure review. Within the cover letter, which should not exceed two pages, the candidate should state his or her accomplishments since being awarded tenure. The documentation presented in the rest of the portfolio should support this position

## APPENDIX A

### GUIDELINES FOR THE PRE-TENURE EVALUATION PORTFOLIO

Candidates undergoing third-year review are responsible for providing accurate, thorough, and clear documentation of achievements for review by the School of Nursing Pre-tenure Review Committee. Each candidate will compile one comprehensive portfolio that will be presented as an e-portfolio in Faculty 180. Note that several sections in Faculty 180 should be maintained and current each semester. The portfolio must include the content listed below.

#### Profile Section

- I. Complete the Profile section in Faculty 180 in its entirety, with the following two exceptions:
  - a. Biography is optional
  - b. Complete vita is optional – if included it must mirror exactly all the information entered into the Activities section of Faculty 180.
- II. Professional Licensures & Certifications, include:
  - a. All licenses held with dates
  - b. Only include current certifications
- III. Honors and Awards, include:
  - a. Any teaching awards received
  - b. A list of any general awards for research and creative activity, beginning with the most recent
  - c. Include any service awards received
- IV. Membership: include only current professional memberships

#### Activities Section

- I. P&T Teaching Philosophy Statement and Annual Evaluation Summary
  - a. A one-page teaching philosophy statement
  - b. Include a summary of teaching evaluations received by students
- II. Teaching
  - a. This is generated by Academic Affairs and needs to be reviewed and submitted by the faculty member for approval each semester
- III. Reassigned duties
  - a. This is completed automatically by Academic Affairs and reflects release time for administrative duties or grants
- IV. P&T Statement about research/ creative activity



**Tenure and Promotion Policy and Procedures**

- a. A one-page statement about research or practice activity that includes how a research program is being built and expanded
    - i. Include accomplishments to date, plans for future research, and the role of research in relationship to teaching and service.
  - b. Include a summary of contributions to scholarly activities (e.g. books, chapters, grants). For co-authored material, please describe briefly the portion that is yours, e.g., “Chapters 2, 4, 7” or “Literature Review and Findings” sections or indicate percentage of the document for which you were responsible.
  - c. Include a table of publications; list of the number of citations for each publication, if available (Social Science Citation Index)
  - d. If materials have been accepted, but are not yet in print (i.e., “in press”) or have not yet been presented (i.e., “accepted”), there must be documentation of acceptance by a receipt or reply from the publisher or conference organizer, that the materials are accepted or are accepted contingent on further revisions.
  - e. 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.
  - f. Do not include thesis or dissertation.
- V. Grants
- a. Include a short description of the grant proposal
  - b. If materials have been submitted, but are not yet reviewed, there must be dated documentation of submission (i.e. email) from the grantor that the materials have been received.
  - c. For any grants submitted but not funded, include the granting agency’s notice of non-acceptance.
- VI. Professional enhancement activities
- a. Include attendance at workshops or conferences that are designed to improve performance or maintain currency in your professional role
- VII. Teaching enhancement activities
- a. Describe how you have used student evaluations to improve instruction.
  - b. List workshops, panels, training sessions, etc. on teaching you have attended in past two years.
  - c. Workshops, panels, papers, etc. you have presented on teaching in your field.
  - d. Use of technology in the classroom.
  - e. Curriculum development and revision. Include new courses developed; participation on curriculum development committees; laboratory manuals, workbooks, etc. prepared for courses.

**Tenure and Promotion Policy and Procedures**

- VIII. Institutional committees
  - a. List membership on all departmental, School, and university committees along with leadership roles, significant activities, and other contributions.
  - b. Evidence from committee chairs as to degree of committee participation and productivity.
- IX. Other institutional service
  - a. Include appointments that are not associated with a specific committee (e.g. participation in Preview Day, recruitment activities)
- X. Professional appointments
- XI. Professional service
  - a. This should include offices held in professional organizations, relevant service activities, journal editor, manuscript reviewer, conference paper reviewer, and other appropriate contributions.
  - b. Include consulting and clinical practice, service on boards of professional (non-academic) organizations, technology transfer work, workshops/seminars for professionals, juror of exhibitions, other contributions.
  - c. For continuing education activities, include learner objectives/outcomes, contact hours, topical outline/content, and evaluation criteria.
- XII. Civil service
  - a. List service to the community-at-large that is not included in professional service or university service (e.g. service on boards unrelated to professional practice; volunteering in the community)
- XIII. Student mentoring
  - a. Include PhD Dissertation or DNP Capstone advising
  - b. Include service on dissertation or capstone committees; indicate role as chair, co-chair, or committee member
- XIV. Consulting
  - a. Include educational, professional, or research consulting
  - b. May be paid or unpaid consulting
- XV. P&T Supporting Documents
  - a. Include a 1-2 page letter providing overview of program of scholarship and linking teaching, scholarship, and service
  - b. Upload all annual evaluations since beginning tenure track.
- XVI. P&T Additional Items
  - a. Upload this document (*School of Nursing Pre-Tenure, Tenure and Promotion, Post-Tenure Guidelines*)

*Do not add any other materials (e.g. letters of 'support' from colleagues or students)*

## APPENDIX B

### GUIDELINES FOR THE TENURE AND/OR PROMOTION EVALUATION PORTFOLIO

Candidates being considered for tenure and/or promotion are responsible for providing accurate, thorough, and clear documentation of achievements for review at the school, college, and university levels. Each candidate will compile one comprehensive portfolio that will be presented as an e-portfolio in Faculty 180. Specific areas that must be included in Faculty 180 are listed below.

#### **Record of Review**

The Record of Review (located on the website under the Office of Academic Affairs) is included in the P&T Additional Items section of Faculty 180. The candidate is advised to complete the Record of Review Cover Sheet for initial review by the Executive Director prior to submitting the portfolio to the SON Tenure and Promotion Committee.

#### **External Reviews**

As external evaluators recommendations are received, they will be placed in the P&T Additional Items section of Faculty 180 by the Executive Director or Dean.

#### **Internal Recommendations**

The letters of recommendation from the School and College peer review committees, the Executive Director, and the Dean are placed in the portfolio by the Executive Director or the Dean.

#### **Profile**

- I. Complete the Profile section in Faculty 180 in its entirety, with the following two exceptions:
  - a. Biography is optional
  - b. Complete vita is optional – if included it must mirror exactly all the information entered into the Activities section of Faculty 180.
- II. Professional Licensures & Certifications, include:
  - a. All licenses held with dates
  - b. Only include current certifications
- III. Honors and Awards, include:
  - a. Any teaching awards received
  - b. A list of any general awards for research and creative activity, beginning with the most recent
- IV. Membership, include only current professional memberships

**Tenure and Promotion Policy and Procedures**

Activities

- V. P&T Teaching Philosophy Statement and Annual Evaluation Summary
  - a. A one-page teaching philosophy statement
  - b. Include a summary of teaching evaluations received by students
- VI. Teaching
  - a. This is generated by Academic Affairs and needs to be reviewed and submitted by the faculty member for approval each semester
- VII. Reassigned duties
  - a. This is completed automatically by Academic Affairs and reflects release time for administrative duties or grants
- VIII. P&T Statement about research/ creative activity
  - a. A one-page statement about research or practice activity that includes how a research program is being built and expanded
    - i. Include accomplishments to date, plans for future research, and the role of research in relationship to teaching and service.
  - b. Include a summary of contributions to scholarly activities (e.g. books, chapters, grants). For co-authored material, please describe briefly the portion that is yours, *e.g.*, “Chapters 2, 4, 7” or “Literature Review and Findings” sections or indicate percentage of the document for which you were responsible.
  - c. Include a table of publications; list of the number of citations for each publication, if available (Social Science Citation Index)
  - d. If materials have been accepted but are not yet in print or are not yet presented (*i.e.*, “in press”), there must be documentation of acceptance by a receipt or reply from the publisher or conference organizer, or grantor that the materials are accepted or are accepted contingent on further revisions.
  - e. 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.
  - f. Do not include thesis or dissertation.
- IX. Grants
  - a. Include a short description of the grant proposal
  - b. If materials have been submitted, but are not yet reviewed, include dated documentation of submission (*i.e.* email) from the grantor that the materials have been received.
  - c. For any grants submitted but not funded, include the granting agency’s notice of non-acceptance.
- X. Professional enhancement activities
  - a. Include attendance at workshops or conferences that are designed to improve performance or maintain currency in your professional role

**Tenure and Promotion Policy and Procedures**

- XI. Teaching enhancement activities
  - a. Describe how you have used student evaluations to improve instruction.
  - b. List workshops, panels, training sessions, etc. on teaching you have attended in past two years.
  - c. Workshops, panels, papers, etc. you have presented on teaching in your field.
  - d. Use of technology in the classroom.
  - e. Curriculum development and revision. Include new courses developed; participation on curriculum development committees; laboratory manuals, workbooks, etc. prepared for courses.
- XII. Institutional committees
  - a. List membership on all departmental, School, and university committees along with leadership roles, significant activities, and other contributions.
- XIII. Other institutional service
  - a. Include appointments that are not associated with a specific committee (e.g. participation in Preview Day, recruitment activities)
- XIV. Professional appointments
- XV. Professional service
  - a. This should include offices held in professional organizations, relevant service activities, journal editor, manuscript reviewer, conference paper reviewer, and other appropriate contributions.
  - b. Include consulting and clinical practice, service on boards of professional (non-academic) organizations, technology transfer work, workshops/seminars for professionals, juror of exhibitions, other contributions.
  - c. For continuing education activities, include learner objectives/outcomes, contact hours, topical outline/content, and evaluation criteria.
- XVI. Civil service
  - a. List service to the community-at-large that is not included in professional service or university service (e.g. service on boards unrelated to professional practice; volunteering in the community)
- XVII. Student mentoring
  - a. Include PhD Dissertation or DNP Capstone advising
  - b. Include service on dissertation or capstone committees; indicate role as chair, co-chair, or committee member
- XVIII. Consulting
  - a. Include educational, professional, or research consulting
  - b. May be paid or unpaid consulting
- XIX. P&T Supporting Documents
  - a. Include a 1-2 page letter providing an overview of program of scholarship and linking teaching, scholarship, and service
  - b. Upload all annual evaluations since beginning tenure track or, for professor applicants, since receiving tenure and promotion to Associate Professor

**Tenure and Promotion Policy and Procedures**

XX. P&T Additional Items

- a. Upload this document (*School of Nursing Pre-Tenure, Tenure and Promotion, Post-Tenure Guidelines*)
- b. Do not add any other materials to this section. The SON Executive Director will upload external letters of review as they are received. Letters of recommendation from the School and College review committees, the Executive Director, and the Dean are also placed in this section by the Executive Director or the Dean. The Record of Review will be updated by each committee chair, or the Executive Director, or Dean as indicated.

## APPENDIX C

### GUIDELINES FOR THE POST-TENURE EVALUATION PORTFOLIO

Candidates undergoing post-tenure review are responsible for providing accurate, thorough, and clear documentation of achievements for review by the School of Nursing Post-Tenure Review Committee. Each candidate will compile one comprehensive portfolio that will be presented as an e-portfolio in Faculty 180. Note that several sections in Faculty 180 should be maintained and current each semester. The portfolio must include the content listed below.

#### Profile Section

- V. Complete the Profile section in Faculty 180 in its entirety, with the following two exceptions:
  - a. Biography is optional
  - b. Complete vita is optional – if included it must mirror exactly all the information entered into the Activities section of Faculty 180.
- VI. Professional Licensures & Certifications, include:
  - a. All licenses held with dates
  - b. Only include current certifications
- VII. Honors and Awards, include:
  - a. Any teaching awards received
  - b. A list of any general awards for research and creative activity, beginning with the most recent
  - c. Include any service awards received
- VIII. Membership: include only current professional memberships

#### Activities Section

- XVII. P&T Teaching Philosophy Statement and Annual Evaluation Summary
  - a. A one-page teaching philosophy statement
  - b. Include a summary of teaching evaluations received by students
- XVIII. Teaching
  - a. This is generated by Academic Affairs and needs to be reviewed and submitted by the faculty member for approval each semester
- XIX. Reassigned duties
  - a. This is completed automatically by Academic Affairs and reflects release time for administrative duties or grants

**Tenure and Promotion Policy and Procedures**

- XX. P&T Statement about research/ creative activity
  - a. A one-page statement about research or practice activity that includes how a research program is being built and expanded
    - i. Include accomplishments to date, plans for future research, and the role of research in relationship to teaching and service.
  - b. Include a summary of contributions to scholarly activities (e.g. books, chapters, grants). For co-authored material, please describe briefly the portion that is yours, e.g., “Chapters 2, 4, 7” or “Literature Review and Findings” sections or indicate percentage of the document for which you were responsible.
  - c. Include a table of publications; list of the number of citations for each publication, if available (Social Science Citation Index)
  - d. If materials have been accepted, but are not yet in print (*i.e.*, “in press”) or have not yet been presented (*i.e.*, “accepted”), there must documentation of acceptance by a receipt or reply from the publisher or conference organizer, that the materials are accepted or are accepted contingent on further revisions.
  - e. 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.
  - f. Do not include thesis or dissertation.
- XXI. Grants
  - a. Include a short description of the grant proposal
  - b. If materials have been submitted, but are not yet reviewed, there must be dated documentation of submission (i.e. email) from the grantor that the materials have been received.
  - c. For any grants submitted but not funded, include the granting agency’s notice of non-acceptance.
- XXII. Professional enhancement activities
  - a. Include attendance at workshops or conferences that are designed to improve performance or maintain currency in your professional role
- XXIII. Teaching enhancement activities
  - a. Describe how you have used student evaluations to improve instruction.
  - b. List workshops, panels, training sessions, etc. on teaching you have attended in past two years.
  - c. Workshops, panels, papers, etc. you have presented on teaching in your field.
  - d. Use of technology in the classroom.



**Tenure and Promotion Policy and Procedures**

- e. Curriculum development and revision. Include new courses developed; participation on curriculum development committees; laboratory manuals, workbooks, etc. prepared for courses.
- XXIV. Institutional committees
  - a. List membership on all departmental, School, and university committees along with leadership roles, significant activities, and other contributions.
  - b. Evidence from committee chairs as to degree of committee participation and productivity.
- XXV. Other institutional service
  - a. Include appointments that are not associated with a specific committee (e.g. participation in Preview Day, recruitment activities)
- XXVI. Professional appointments
- XXVII. Professional service
  - a. This should include offices held in professional organizations, relevant service activities, journal editor, manuscript reviewer, conference paper reviewer, and other appropriate contributions.
  - b. Include consulting and clinical practice, service on boards of professional (non-academic) organizations, technology transfer work, workshops/seminars for professionals, juror of exhibitions, other contributions.
  - c. For continuing education activities, include learner objectives/outcomes, contact hours, topical outline/content, and evaluation criteria.
- XXVIII. Civil service
  - a. List service to the community-at-large that is not included in professional service or university service (e.g. service on boards unrelated to professional practice; volunteering in the community)
- XXIX. Student mentoring
  - a. Include PhD Dissertation or DNP Capstone advising
  - b. Include service on dissertation or capstone committees; indicate role as chair, co-chair, or committee member
- XXX. Consulting
  - a. Include educational, professional, or research consulting
  - b. May be paid or unpaid consulting
- XXXI. P&T Supporting Documents
  - a. Include a 1-2 page letter providing overview of program of scholarship and linking teaching, scholarship, and service
  - b. Upload all annual evaluations since beginning tenure track.
- XXXII. P&T Additional Items
  - a. Upload this document (*School of Nursing Pre-Tenure, Tenure and Promotion, Post-Tenure Guidelines*)

*Do not add any other materials (e.g. letters of 'support' from colleagues or students)*

## APPENDIX D

### TENURE TRACK EVALUATION FORM

#### The University of Texas at Tyler School of Nursing Tenure/ Tenure Track Faculty Evaluation

Faculty evaluations are conducted on an annual basis in accordance with The University of Texas at Tyler [Handbook of Operating Procedures](#). Instructions are below, followed by the evaluation instrument.

#### Premises

The School of Nursing evaluation process is based on the following:

- The outcome should reflect the performance of the faculty member.
- The outcome of this professional development process should result in the faculty member achieving insight and receiving support on how performance can be improved.
- Responsibility resides with the faculty member to present the information to substantiate his/her rating.

#### Process

1. Gather the following documents that reflect activities from the past academic year from fall, spring, and summer (if applicable).
  - a. Update Faculty 180 and run an Evaluation vita for the evaluation year. Save as a word doc or pdf.
  - b. Access <http://apps.uttyler.edu/courseevals/homepage.aspx> to gather Quantitative data from student evaluation. Copy the sections onto a word document and submit student evaluation reports with the completed evaluation.
  - c. Follow instructions for Qualitative data from myuttyler see document and save as a word document or pdf.



CrseEvalFacultyHow  
To.docx

2. Complete the Faculty Summary for each section of the evaluation and include supporting data.
3. Complete the Summary Page
  - a. Discuss the quantitative and qualitative data from your student evaluations and reflect on items that were lower than other items for each course and clinical section. Describe actions for improvement.
  - b. Respond to the open-ended questions on strengths, technology, and teaching improvement.

- c. Describe attainment of goals from the previous year (i.e. Met; Partially Met; Not Met)
  - d. Write goals for this academic year.
4. Submit the Faculty Evaluation instrument (attached), Faculty 180 evaluation vita, course evaluations (with quantitative and qualitative data) by email to the Executive Director by the designated deadline.

Name: \_\_\_\_\_ Review date \_\_\_\_\_ Academic year under review \_\_\_\_\_ Academic Title \_\_\_\_\_

Tenure Track Year: \_\_\_ Year 1 \_\_\_ Year 2 \_\_\_ Year 3 \_\_\_ Year 4 \_\_\_ Year 5 \_\_\_ Year 6 \_\_\_

<b>TEACHING</b>		
Teaching refers to the education of future scholars and captures the interplay between knowledge of teaching and learning and educational practice. The scholarly teacher is engaged and immersed in the current knowledge of one’s field and demonstrates the ability to build bridges between one’s own understanding and the student’s learning. This is achieved through skilled, sound pedagogical methods.		
<b>Criterion &amp; Evidence Criteria: Tenure Track/ Assistant or Associate Professor</b>	<b>Criterion &amp; Evidence Criteria: Promotion to Professor</b>	<b>Supporting Comments/ Faculty Response</b>
<p><b>Criterion 1: Demonstrates above average in teaching effectiveness.</b> (check applicable criteria – minimum of TWO must be met in addition to the required.*)</p> <p><input type="checkbox"/> <b>*Required: Receives average of 3.5 out of 5 or higher on student evaluations of teaching.</b> <i>Contextual information will be taken into consideration by evaluator when reviewing student evaluations</i></p> <p><b>Plus two of the following:</b></p> <p><input type="checkbox"/> Syllabi demonstrate above average planning and evaluation of pedagogical strategies, and appropriate revision as needed to ensure effectiveness.</p> <p><input type="checkbox"/> Demonstrates consistent and proficient use of creative teaching strategies.</p> <p><input type="checkbox"/> Examples of student work demonstrate proficiency in facilitating student learning.</p>	<p><b>Criterion 1: Demonstrates excellence in teaching effectiveness.</b> (check applicable criteria – minimum of TWO must be met in addition to the required.*)</p> <p><input type="checkbox"/> <b>*Required: Receives average of 4 out of 5 or higher on student evaluations of teaching.</b> <i>Contextual information will be taken into consideration by evaluator when reviewing student evaluations</i></p> <p><b>Plus two of the following:</b></p> <p><input type="checkbox"/> Pedagogical strategies show consistent planning, continuous evaluation, and appropriate revision to ensure effectiveness.</p> <p><input type="checkbox"/> Demonstrates consistent expertise in the use of a variety of pedagogical strategies that address the diversity of student learning styles.</p> <p><input type="checkbox"/> Demonstrates consistent expert use of creative teaching strategies.</p>	

<ul style="list-style-type: none"> <li><input type="checkbox"/> Substantive revision of an existing course.</li> <li><input type="checkbox"/> Development, implementation, and evaluation of a continuous education program.</li> <li><input type="checkbox"/> Provides a substantive contribution to curricular development or revision at the local, state, or regional levels.</li> <li><input type="checkbox"/> Development, implementation, and evaluation of a continuous education program.</li> <li><input type="checkbox"/> Demonstrates capacity for mentoring other faculty members.</li> <li><input type="checkbox"/> The use of technology to improve student learner outcomes as evidenced by peer observations or student evaluations.</li> <li><input type="checkbox"/> Consistently incorporates student feedback to facilitate student development.</li> <li><input type="checkbox"/> Nominated for or receive a significant teaching award.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Examples of student work demonstrate expertise in facilitating student learning.</li> <li><input type="checkbox"/> Development of a new course or teaching program.</li> <li><input type="checkbox"/> Maintains a leadership role in curriculum development or revision.</li> <li><input type="checkbox"/> Development, implementation, and evaluation of a continuous education program.</li> <li><input type="checkbox"/> Nominated for or receive a significant teaching award.</li> <li><input type="checkbox"/> Systemically incorporates student feed- back for programmatic improvement.</li> <li><input type="checkbox"/> Mentor faculty in identified areas of growth &amp; development.</li> </ul>	
<p><b>Criterion 2: Demonstrates continuing growth in area(s) of content expertise.</b> (check applicable criteria – demonstration of a minimum of TWO must be met.)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence of continuing education in areas of teaching responsibility.</li> <li><input type="checkbox"/> Is intellectually engaged and immersed in one’s own area of expertise.</li> </ul>	<p><b>Criterion 2: Is a recognized expert in the area of content expertise.</b> (check applicable criteria – demonstration of a minimum of TWO must be met.)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Is intellectually engaged and recognized as a content expert for his/her specialty area.</li> <li><input type="checkbox"/> Consistent record of authorship in peer reviewed publications, some of which reflect the candidate’s program of practice and/or research.</li> </ul>	

<input type="checkbox"/> Consistent record of authorship in peer reviewed publications.  <input type="checkbox"/> Teaches students in the practice arena.	<input type="checkbox"/> Teaches students in the practice arena.	
---	--	--

<b>TEACHING EVALUATION RESULTS</b>			
<b><i>UNSATISFACTORY</i></b>	<b><i>DOES NOT MEET EXPECTATIONS</i></b>	<b><i>STRONG</i></b>	<b><i>OUTSTANDING</i></b>
Did not meet the minimum requirement for Criterion 1 & 2	Met the minimum requirement for 1 of 2 Criterion	Met the minimum requirement for Criterion 1 & 2	Met more than the minimum requirement for Criterion 1 & 2
UNSATISFACTORY <input type="checkbox"/>	DOES NOT MEET EXPECTATIONS <input type="checkbox"/>	MEETS EXPECTATIONS <input type="checkbox"/>	EXCEEDS EXPECTATIONS <input type="checkbox"/>

**Evaluator Comments:**

<b>RESEARCH AND SCHOLARLY PRACTICE</b>		
<p>Research refers to the discovery and advancement of new knowledge. It is demonstrated through a record of distinctive and progressive research expertise, leadership in the advancement of knowledge, and engagement in collaborative research and scholarly practice activities. It includes the dissemination of knowledge to colleagues, students, and others, and the transformation of ideas and thoughts as a result of knowledge. Scholarly practice can include, but not limited to, certification as a specialist in a clinical area, publication of peer reviewed articles, case studies, peer reviewed books or book chapters, creation of continuing education modules, and collaboration in clinical research.</p>		
<b>Criterion &amp; Evidence Criteria: Tenure Track/ Assistant or Associate Professor</b>	<b>Criterion &amp; Evidence Criteria: Promotion to Professor</b>	<b>Supporting Comments/ Faculty Response</b>
<b>Criterion 1:</b> <b>Demonstrates progressive productivity and collaboration in research scholarship or scholarly practice.</b>	<b>Criterion 1: Maintains and grows a sustained program of research or scholarly practice.</b> (check applicable criteria – minimum of TWO must be met in addition to the required.*)	

<p>(check applicable criteria – minimum of ONE must be met in addition to the required.*)</p> <p><b>Required</b></p> <p><input type="checkbox"/> *YEAR 1: Evidence of progress for submission of rigorous, credible proposals for internal or external funding.</p> <p><input type="checkbox"/> *YEAR 2: Submission of rigorous, credible proposals for internal or external funding.</p> <p><input type="checkbox"/> *YEAR 3: Evidence of progress for submission of rigorous, credible proposals for external funding.</p> <p><input type="checkbox"/> *YEAR 4: Submission of rigorous, credible proposals for external funding.</p> <p><b>Plus one of the following:</b></p> <p><input type="checkbox"/> Initiates collaborative endeavors for research and scholarly practice.</p> <p><input type="checkbox"/> Demonstrates record of external funding.</p> <p><b>Criterion 2: Demonstrates consistent track record of disseminating research and/or practice findings and contributions to the literature.</b> (check applicable criteria – minimum of TWO must be met in addition to the required.*)</p> <p><b>Required*</b> <b>*Progressive track record of authorship on full-length publications in peer reviewed regional and national journals.</b></p> <p><b>NOTE: Tenure Policy requires a minimum of one high quality, substantive publication per year on average; at</b></p>	<p><b>Required</b></p> <p><input type="checkbox"/> *Demonstrates record as PI/Project Director of successive, credible and rigorous research or project proposals for external funding, (e.g. continuing education products, innovative educational models, substantive quality improvement, innovative practice models.)</p> <p><input type="checkbox"/> *PI/Project Director of minimum of one funded external grant.</p> <p><b>Plus two of the following:</b></p> <p><input type="checkbox"/> Establishes collaborative partnerships for research and scholarly practice endeavors.</p> <p><input type="checkbox"/> Demonstrates use of innovative research design and methods through publication or funded research proposals.</p> <p><input type="checkbox"/> Receives awards reflecting recognition from communities, colleagues nationally and/or internationally for contributions to the body of knowledge in area of research/practice.</p> <p><b>Criterion 2: Demonstrates consistent track record of leadership in disseminating practice and/or research findings and contributions to the literature</b> (check applicable criteria – minimum of TWO must be met in addition to the required.*)</p> <p><b>Required*</b> <b>*Progressive track record of publications in peer reviewed national and international journals that include all of the following:</b></p>	
--	---	--

<p><b>least two publications should be as first author. Faculty in the 6<sup>th</sup> year or who are tenured have the same continuing expectations.</b></p> <p><input type="checkbox"/> *YEAR 1: Draft of manuscript for submission completed.</p> <p><input type="checkbox"/> *YEAR 2: <b>Submission of</b> substantive publications in peer reviewed regional and/or national journals.</p> <p><input type="checkbox"/> *YEAR 3: <b>Submission of</b> substantive publications in peer reviewed regional and/or national journals.</p> <p><input type="checkbox"/> *YEAR 3: <b>Acceptance of</b> substantive publications in peer reviewed regional and/or national journals.</p> <p><input type="checkbox"/> *YEAR 4: <b>Submission of</b> substantive publications in peer reviewed regional and/or national journals.</p> <p><input type="checkbox"/> *YEAR 4: <b>Acceptance of</b> substantive publications in peer reviewed regional and/or national journals.</p> <p><input type="checkbox"/> *YEAR 5: <b>Submission of</b> substantive publications in peer reviewed regional and/or national journal(s).</p> <p><input type="checkbox"/> *YEAR 5: <b>Acceptance of</b> substantive publications in peer reviewed regional and/or national journal(s).</p> <p><input type="checkbox"/> Co-constructs findings and reports and disseminates findings in collaboration with community/target population.</p> <p><input type="checkbox"/> Acceptance of paper and/or poster presentations at local, state, regional, or national meetings; (presentation pending funding availability.)</p> <p><b>Criterion 3: Provides service to the community of scholars. Minimum of TWO must be met</b></p> <p><input type="checkbox"/> Serves on local, regional review committees, boards, or commissions.</p> <p><input type="checkbox"/> Serves as a reviewer for professional journals.</p>	<p><input type="checkbox"/> As first author; and an average of one-two per year per six-year tenure cycle as co-author or corresponding author.</p> <p><input type="checkbox"/> High quality, substantive publications that are currently relevant.</p> <p><input type="checkbox"/> Publications that reflect mentoring activities with mentees as first authors.</p> <p><input type="checkbox"/> Publications are in peer-reviewed, non-predatory journals.</p> <p><b>Plus demonstration of the following:</b></p> <p><input type="checkbox"/> Demonstrates consistent and systematic approaches to disseminate findings to community/target population.</p> <p><input type="checkbox"/> Acceptance of paper and/or poster presentations at national and international meeting.</p> <p><b>Criterion 3: Provides leadership in the service of a community of scholars. Minimum of TWO must be met</b></p> <p><input type="checkbox"/> Serves on national review committees, boards, or commissions.</p> <p><input type="checkbox"/> Serves as an editor or member of editorial board for scholarly journals.</p> <p><input type="checkbox"/> Provides leadership in professional organizations whose primary focus is practice or research.</p> <p><input type="checkbox"/> Serves in a leadership position on practice and/or research councils and/or committees within the institution or for specialty organizations.</p>	
--	---	--



<input type="checkbox"/> Serves on practice and/or research councils and/or review committees within the institution or for specialty organizations. <input type="checkbox"/> Serves as sponsor for student research applications or scholarly practice activities. <input type="checkbox"/> Serves as core faculty for research training grants or scholarly practice activities.	<input type="checkbox"/> Recognized by former mentees as having influenced their research or scholarly project achievement. <input type="checkbox"/> Collaborates in development and implementation of research training grants, or scholarly practice activities. <input type="checkbox"/> Serves as program director or co-director for grants related to research training or scholarly practice activities.	
--	---	--

<b>RESEARCH AND SCHOLARSHIP EVALUATION RESULTS</b>			
<b><i>UNSATISFACTORY</i></b>	<b><i>DOES NOT MEET EXPECTATIONS</i></b>	<b><i>STRONG</i></b>	<b><i>OUTSTANDING</i></b>
Did not meet the minimum requirement for Criterion 1, 2 & 3	Met the minimum requirement for 1-2 of 3 Criterion	Met the minimum requirement for Criterion 1, 2 & 3	Met more than the minimum requirement for Criterion 1, 2 & 3
UNSATISFACTORY <input type="checkbox"/>	DOES NOT MEET EXPECTATIONS <input type="checkbox"/>	MEETS EXPECTATIONS <input type="checkbox"/>	EXCEEDS EXPECTATIONS <input type="checkbox"/>

**Evaluator Comments:**

## SERVICE

Faculty members provide service and leadership to the University, department, the profession, and the community through their professional expertise. Service includes that which is internal and external to the University and can take multiple forms, such as active committee membership, community board service, professional organization membership and/or leadership, and collaboration with community partners.

<b>Criterion &amp; Evidence Criteria: Tenure Track/ Assistant or Associate Professor</b>	<b>Criterion &amp; Evidence Criteria: Promotion to Professor</b>	<b>Supporting Comments/ Faculty Response</b>
<p><b>Criterion 1: Distinction in service to the department, college, and university is demonstrated.</b></p> <p><b>Minimum of TWO must be met.</b></p> <p><input type="checkbox"/> Active participation on a college or university committee.</p> <p><input type="checkbox"/> Interim departmental leadership for substantive period of time.</p> <p><input type="checkbox"/> Mentors in area of teaching, research or practice.</p> <p><input type="checkbox"/> Serving on dissertation or thesis committees.</p> <p><input type="checkbox"/> Serving on special called task force.</p> <p><input type="checkbox"/> Peer observer for teaching effectiveness.</p>	<p><b>Criterion 1: Distinction in service leadership to the department, college, and university is demonstrated.</b></p> <p><b>Minimum of TWO must be met.</b></p> <p><input type="checkbox"/> Chairing a college and/or university committee.</p> <p><input type="checkbox"/> Serves in another administrative/leadership role in the department or college for a substantive period of time.</p> <p><input type="checkbox"/> Chair on dissertation, thesis or doctoral scholarly project committees.</p> <p><input type="checkbox"/> Member on dissertation, thesis, or doctoral scholarly project committees.</p> <p><input type="checkbox"/> Chairing special called task force.</p> <p><input type="checkbox"/> Peer observer for teaching effectiveness.</p> <p><input type="checkbox"/> Mentors in area of teaching, research or practice.</p>	
<p><b>Criterion 2: Demonstrates service to community and profession.</b></p>	<p><b>Criterion 2: Demonstrates service leadership to the community and to the profession.</b></p>	

<p><b>Minimum of TWO must be met.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Active participation as a committee member in a local state, regional, national or international organization.</li> <li><input type="checkbox"/> Serves as an officer or board member in a local, state, regional, national, or international organization.</li> <li><input type="checkbox"/> Achievement of a local, regional, national, or international award for professional service.</li> <li><input type="checkbox"/> Serve as peer reviewer for journal manuscripts.</li> <li><input type="checkbox"/> Serve as peer reviewer for grants.</li> <li><input type="checkbox"/> Serves as editorial board member related area of expertise.</li> <li><input type="checkbox"/> Provides consultation services relevant to expertise.</li> <li><input type="checkbox"/> Provides education to community, civic, governmental or professional organizations relevant to one's expertise.</li> <li><input type="checkbox"/> Provides direct care services to meet community health care needs.</li> </ul>	<p><b>Minimum of TWO must be met.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Chair of national or international organization committee.</li> <li><input type="checkbox"/> Active participation as a committee member in a national or international organization.</li> <li><input type="checkbox"/> Serving as an officer or board member in a national or international organization.</li> <li><input type="checkbox"/> Serves as an external peer reviewer for T&amp;P candidate external to the university.</li> <li><input type="checkbox"/> Serves as editorial board member related area of expertise.</li> <li><input type="checkbox"/> Serves as peer reviewer for journal manuscripts.</li> <li><input type="checkbox"/> Achievement of a national or international award for professional service</li> <li><input type="checkbox"/> Lead collaborative initiatives to address community health care needs.</li> <li><input type="checkbox"/> Provides direct care services to meet community health care needs.</li> <li><input type="checkbox"/> Provides education to community, civic, governmental and professional organizations relevant to one's expertise (minimum of two educational offerings).</li> </ul>	
---	---	--

<b>SERVICE EVALUATION RESULTS</b>			
<b><i>UNSATISFACTORY</i></b>	<b><i>DOES NOT MEET EXPECTATIONS</i></b>	<b><i>STRONG</i></b>	<b><i>OUTSTANDING</i></b>
Did not meet the minimum requirement for Criterion 1 & 2	Met the minimum requirement for 1 of 2 Criterion	Met the minimum requirement for Criterion 1 & 2	Met more than the minimum requirement for Criterion 1 & 2
UNSATISFACTORY <input type="checkbox"/>	DOES NOT MEET EXPECTATIONS <input type="checkbox"/>	MEETS EXPECTATIONS <input type="checkbox"/>	EXCEEDS EXPECTATIONS <input type="checkbox"/>

**Evaluator Comments:**

<b>COLLEGIALITY</b>	
<p>Collegiality is a professional, not personal, criterion relating to the performance of duties. Collegiality encompasses issues such as the candidate's genuine compatibility with and support for the University's and the College's missions and goals; ability and willingness to work cooperatively, respectfully, 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.</p>	
<b>Criterion &amp; Evidence Criteria</b>	<b>Supporting Comments/ Faculty Response</b>
<p><b>Demonstrates respect for other, cooperative working relationships, professional integrity, and supports shared governance within the University, College, and Department.</b> <b>ALL MUST BE MET:</b></p> <p><input type="checkbox"/> Actions reflect respect for others.</p> <p><input type="checkbox"/> Actions reflect integrity and support of the university/department's mission and culture.</p>	

<input type="checkbox"/> Consistently shows evidence of being a team player on committees, work groups and other related activities (being prepared for responsibilities and timeliness).  <input type="checkbox"/> Attends graduations, convocations; participates in faculty meetings, retreats.  <input type="checkbox"/> Works with faculty teaching same courses to ensure consistency.  <input type="checkbox"/> Responds to email in a timely fashion.  <input type="checkbox"/> Completes assigned tasks on time; submits required documentation for program analysis in a timely manner.	
---	--

<b>COLLEGIALITY EVALUATION RESULTS</b>		
<b><i>UNSATISFACTORY</i></b>	<b><i>DOES NOT MEET EXPECTATIONS</i></b>	<b><i>STRONG</i></b>
Demonstrates incivility or unprofessional conduct when communicating/dealing with colleagues and/or students	Though civil in communications, does not engage in department/college shared governance	Demonstrate an ability and willingness to work cooperatively within the department and college and to engage in shared governance; demonstrates high standards of professional civility and integrity in dealing with colleagues and students. Abides by University, College and/or Unit Codes of Conduct. (It is assumed that a faculty member is demonstrating collegiality unless there is documented behavior to the contrary.)
UNSATISFACTORY <input type="checkbox"/>	DOES NOT MEET EXPECTATIONS <input type="checkbox"/>	MEETS EXPECTATIONS <input type="checkbox"/>

- a. Using quantitative and qualitative data from your student evaluations, reflect on the item(s) that were rated lower than other items for each course or clinical rotation. Describe how you will improve the teaching in your courses during the upcoming semester. Provide the specific data from student evaluations you are using as a catalyst for your changes.
- b. Describe any techniques, technologies, and/or projects used to enhance learning outcomes in your courses. What new approaches would you like or do you plan to incorporate into your teaching strategies?
- c. Describe how you used and developed your top five talent themes or strengths this year:
- d. Achievement of goals from current evaluation period: List goals and whether they were met, partially met, unmet, or on-going.

Teaching:

Scholarship:

Service:

- e. Goals for next evaluation period. List at least one goal for each category

Teaching:

Scholarship:

Service:

## OVERALL EVALUATION RESULTS

<i>UNSATISFACTORY</i>	<i>DOES NOT MEET EXPECTATIONS</i>	<i>MEETS EXPECTATIONS</i>	<i>EXCEEDS EXPECTATIONS</i>
Does not meet expectations on <u>  2  </u> or <u>more</u> evaluation areas.	Does not meet expectations on <u>  1  </u> evaluation area.	Meets expectations on all <u>  4  </u> evaluation areas.	Meets Expectations on all 4 evaluation areas and Exceeds Expectations on at least <u>  2  </u> areas.
UNSATISFACTORY <input type="checkbox"/>	DOES NOT MEET EXPECTATIONS <input type="checkbox"/>	MEETS EXPECTATIONS <input type="checkbox"/>	EXCEEDS EXPECTATIONS <input type="checkbox"/>

**Evaluator Summary:**

\_\_\_\_\_  
Evaluator

\_\_\_\_\_  
Date

I have reviewed this document and discussed the contents with the reviewer. My signature means that I have been advised of my annual performance evaluation and does not necessarily imply that I agree with it.

\_\_\_\_\_  
Faculty Member

\_\_\_\_\_  
Date

**Acknowledgement of Standards of Conduct Guide and Conflict of Interest**

I acknowledge that I am aware of and agree to abide by the University of Texas at Tyler Standards of Conduct Guide and Conflict of Interest Policy, which can be found on the UT Tyler Faculty Staff page under Manuals, Directories, and Links: <http://www.uttyler.edu/compliance/documents/SOCGuide.pdf>

Any outside employment or compensation, including self-employment, and employment by another state agency have been approved by my supervisor using the appropriate form located on the UT Tyler website at: <http://www.uttyler.edu/ohr/forms.htm>. I have also disclosed any potential conflicts of interest, including, but not limited to, relationships with other employees, students, vendors, donors, business associates, etc. in the space provided below:

\_\_\_\_\_  
Faculty Member

\_\_\_\_\_  
Date