

**Department of Literature and Languages
Annual Review, Third Year Review, Tenure and Promotion, Full Professor**

GENERAL CRITERIA FOR ANNUAL EVALUATION OF FULL-TIME FACULTY

Recognizing the evaluations of tenure, scholarship, and service is always a complex process, the faculty of the Department of Literature and Languages has agreed upon the following general criteria for yearly evaluation.

1. Teaching

Faculty must consistently meet the following teaching criteria each academic year to meet expectations.

- Taught assigned courses and updated them to reflect current research (if necessary).
- Created and used a Canvas page for every course.
- Received at least a 3.0 score on a 5.0 scale for each measure in student evaluations.
- Was available to students for office hours at least three hours a week as posted in the syllabi and on office door.
- Collaborated with the department and other faculty in course offerings and scheduling when requested
- Adhered to the university calendar for class times and final exams.
- Gathered and submitted SACS student assessment data as needed by the department.
- Served as a peer class observer when requested.
- Had classes observed by a peer or peers and filed official records in compliance with the UT System, according to the schedule.

Failure to meet all but one of the above criteria will result in an evaluation of does not meet expectations. Failure to meet three or more of the above criteria will result in an evaluation of unsatisfactory.

Faculty who meet all the above criteria and an additional two from the following list exceed expectations.

- Directed two or more GISs or served as a reader of two or more GISs in a semester.
- Directed a Master's thesis and/or served on a Master's thesis or GIS committee.
- Received at least a 4.0 score on a 5.0 scale on each measure in student evaluations.
- Developed and executed a financially feasible study-abroad program from students' career advancement.
- Provided significant assistance or directions for a demonstrable undergraduate or graduate research project in addition to one or more GISs or Master's thesis.
- Developed a new course or new syllabus for departmental topics course.
- Participated in a faculty workshop on teaching organized by the University, College, or Department.
- Other: (Detailed by the faculty member).

Since experiences in the classroom can vary widely from semester to semester, faculty may include a written supplement to the chair addressing any problems or issues with the above criteria (e.g. clearing up a misperception in student evaluations) with this document. The department chair will determine the significance of the supplement and may alter the evaluation accordingly. Improvement in teaching based on student evaluations shall be noted in the annual evaluation.

2. Research/Scholarship (non-tenure-track, full-time lecturers are not evaluated in this category)¹

Faculty in the department must accomplish two of the following research/scholarship criteria each academic year to meet expectations.

- Present a blindly peer-reviewed paper, creative, or popular work at a professional association or organization conference.
- Make demonstrable and substantial progress on a journal article, a book chapter, or creative work.
- Made demonstrable progress on a monograph or creative work.
- Submitted a manuscript for publication in a peer-reviewed journal or as a chapter in a collection published by an academic press.
- Accepted or published other forms of writing that are not self-published by a press, magazine, or journal; for example, a book review, short story, poem, personal essay, encyclopedia entry, etc.
- Submitted an application for a grant from an internal or external source to fund research.
- Other: (as detailed by the faculty member).

Failure to meet two of the above criteria will result in an evaluation of does not meet expectations. Failure to meet two of the above criteria two years consecutively will result in an evaluation of unsatisfactory.

Faculty in the department who accomplish one of the following research/scholarship criteria in an academic year will exceed expectations.

- Published a monograph or creative work in a book format with a university or other scholarly/reputable press.
- Published a blindly peer-reviewed journal article.
- Published a creative work in an academic or literary journal or as a chapter in a collection.
- Edited a scholarly book published by an academic press.
- Extra consideration will be paid to creative works that are published by journals affiliated with R2, R1, or similarly accredited universities. Won a grant from an external source to fund research.
- Other: (as detailed by faculty member).

¹Tenured faculty whose teaching loads are a 4/4 full load may not be evaluated in this category.

Since experiences in publishing and projected publication dates can vary widely from year to year, faculty may include a written supplement to the chair addressing any problems or issues with the above criteria (e.g. a paper that has been under review at a press for more than six months) with this document. The department chair will determine the significance of the supplement and may alter the evaluation accordingly.

3. Service

Faculty in the department must accomplish three of the following service criteria each academic year to meet expectations.

- Advised departmental majors/minors, either undergraduate or graduate.
- Served on departmental committee(s) as requested by the department chair and/or the dean.
- Served on a university or college committee or as an elected member of Faculty Senate.
- Attended a graduation ceremony
- Collaborated with the department and other faculty to complete committee work.

Failure to meet two of above criteria will result in an evaluation of does not meet expectations. Failure to meet one of the above criteria will result in an evaluation of unsatisfactory.

Faculty who meet all of the above criteria and an additional three from the following list exceed expectations.

- Served as an official advisor to a campus student group or provided student services in addition to advisement.
- Was active in student recruitment activities (Patriot Preview Day, high school visits, Orientations days, etc.).
- Attended both graduation ceremonies in the academic year
- Served as faculty marshal at a graduation
- Reviewed a manuscript or textbook for an academic journal/press
- Researched and/or proposed new curricula or programs
- Other: (as detailed by the faculty member).

Since experiences in services can vary widely from year to year, faculty may include a written supplement to the chair addressing any problems or issues with the above criteria (e.g. advised more than fair share of students) with this document. The department chair will determine the significance of the supplement and may alter the evaluation accordingly.

THIRD YEAR (PRE-TENURE) REVIEW

The College of Arts and Sciences requires tenure-track faculty to be evaluated in their third year of tenure-earning service. The third-year review constitutes a major assessment of the untenured faculty member's record of achievement and progress toward tenure. Therefore, the input of senior faculty in the department or school is required. The purpose is to review the person's activities in teaching, scholarship, service, and collegiality, and determine if the person is progressing normally towards a successful tenure review during the fifth or sixth year. The candidate is expected to familiarize him or herself with the criteria, policies, and procedures outlined in appropriate tenure documents at the departmental, school, college, and university levels (Handbook of Operating Procedures 3.05).

PROCESS

The third-year review will begin at the Department, during the faculty member's third year of tenure-earning service. At least one month before the review, the chair shall request a current vita, copies of annual evaluations, evidence of teaching effectiveness, and names of faculty who have chaired committees they have served on. The vita should include citations of all scholarly activities.

It is not necessary for the faculty member to provide actual teaching evaluations by students or copies of published work unless specifically requested by the Committee, Chair, Director, or Dean. It is intended that the same type of materials be used in this review as for the actual tenure evaluation but in a somewhat condensed and shortened version.

To be maximally useful to the candidate and the Department, the review shall involve discussion among the entire tenured faculty excluding the chair. (In cases where the department has fewer than three tenured faculty (excluding the Chair), the chair, after consultation with the faculty member, shall invite tenured faculty from another department or School/College to participate in the review.)

In order for the review to accurately reveal the judgment of tenured faculty, the discussion shall conclude with a vote on whether or not the candidate is making appropriate progress toward tenure.

The tenured faculty shall prepare a written report covering the findings of the faculty review and characterizing the nature of the vote. The committee is to issue one of three recommendations:

- 1) Person is making satisfactory progress in teaching, scholarship, service, and collegiality.
- 2) Person is making satisfactory progress in some of these areas but needs to upgrade activity in a particular area. In these cases the committee should recommend what steps the candidate needs to take in order to improve progress. In situation when faculty members do not meet expectations in two or more of the evaluation areas (i.e. teaching, research, service, and collegiality), then an additional review in the candidate's fourth year may be warranted.

- 3) Person is not making satisfactory progress. It appears unlikely that, given the remaining probationary period, satisfactory progress will be made and the committee recommends termination.

The report will be signed by the Chair of the Evaluation Committee, and a vote of all members will be recorded. Individual votes should not be identified. A summary vote is sufficient. Whatever the results of the vote, faculty members under evaluation should understand that this vote is not a commitment to grant or deny tenure in the future. The report will be forwarded to the Department Chair as appropriate.

The Department Chair will then make a separate recommendation that progress is satisfactory, needs improvement, or is unsatisfactory with his or her own evaluation and suggestions. This recommendation, along with that of the committee and the candidate's current curriculum vitae, is to be forwarded to the candidate and to the Dean no later than May 1.

After completion of the review, the candidate may request a meeting with the Department Chair, T&P Chair and/or Dean to discuss the review. Where the record is unsatisfactory, non-reappointment may be warranted. In that case, the faculty member will be notified no later than August 31 of the third year that his/her contract will be terminated at the end of the subsequent year.

TITLES AND CRITERIA FOR PROMOTION

TENURE TITLES

The only titles to be used in which faculty members may hold tenure or be on the tenure track are as follows:

- a. Professor
- b. Associate Professor
- c. Assistant Professor

CRITERIA FOR TENURE AND PROMOTION TO ASSOCIATE PROFESSOR

This document is supplemental to the requirements described in the UT Tyler HOP Sects 3.3.4 for tenure and 3.3.5 for promotion and articulates the tenure and promotion expectations for the College of Arts and Sciences. It is believed that a clear statement of tenure expectations is valuable to both current and new faculty. Before articulating the expectations, guidance is offered about how this statement of expectations should be interpreted and applied.

1. The tenure and promotion guidelines set by the College and/or The University of Texas system may change during a faculty member's probationary period. The faculty member will be notified of such changes and will be expected to meet any new guidelines unless otherwise notified in writing by the Dean.
2. These expectations are not a statement of minimum standards. However, meeting or exceeding the expectations does not automatically guarantee a positive tenure recommendation. Instead, these expectations are intended to guide performance

- and decision making, leaving room for consideration of all relevant factors.
3. These expectations are based on the assumption that untenured faculty will be on no more than a “3-3” teaching load in each of the years prior to the tenure decision.
 4. These expectations are designed for faculty applying for tenure at the beginning of the sixth year following their date of hire. Other factors such as employment at other universities or previous employment at UT Tyler in a non-tenure track position may create exceptions to the presented guidelines. These exceptions must be specified in the initial contract/offer letter, and approved by the Dean and Provost.

Rationale

Developing tenure expectations is important for a variety of reasons. Some of the more important reasons include:

- A clear statement of research expectations is important to the CAS’s effort to move to the next level of national recognition.
- Teaching excellence remains central to our mission. A clear statement of teaching expectations reaffirms our commitment to teaching excellence.
- Documentation of clear tenure expectations is an important factor in our ongoing continuous improvement efforts.
- A clear statement of tenure expectations will guide the performance of untenured faculty.

To be tenured, faculty must achieve a strong record in:

- 1) teaching
- 2) research/scholarship/creative activity
- 3) service to the University, profession, and/or community
- 4) collegiality.

While a strong record is expected in all areas, the faculty member further is expected to demonstrate “outstanding” achievement in one of these areas. (See below for further clarifications).

Meeting all other requirements for tenure and promotion as set forth in the HOP and annual evaluation criteria, tenure-track professors in the department of Literature and Languages will also have met the following:

Teaching

All faculty members seeking tenure are expected to have demonstrated teaching competence in multiple levels of a department’s course offerings. “Teaching” is defined as creating and delivering content for courses, mentoring and advising students, attending teaching development activities, and participating in course development and assessment (as needed).

Teaching competence is observed through syllabi and course materials, student evaluations, observations, and other materials that may reveal teaching skills. Faculty are encouraged to develop a teaching dossier with multiple indicators of teaching success

It is explicitly noted that untenured faculty members often develop as they gain experience. Candidates must show solid improvement in teaching during the probationary years. At the same time, tenure decisions will be based on an overall pattern of teaching evaluations rather than on the evaluations received from any single course or section

Faculty members are also encouraged to engage in innovative teaching practices. Not all of these innovations will be successful, but efforts to improve teaching practices will be valued as evidence of commitment to teaching effectiveness.

To qualify for tenure, faculty members must have a consistent pattern of effectiveness in teaching. Tenure will not be granted unless the candidate is deemed to be a strong teacher and demonstrates a commitment to lifelong improvement of his or her teaching skills. Thus it is vital that information concerning teaching effectiveness, gathered from multiple and flexible assessment methods, be part of the tenure review

A “strong” record of teaching will include at least 3 of the following:

1. A record of a score of 3.25-3.5 or above on a scale of 5 in each category of teaching evaluation
 - a. If there are areas of under-performance, a record of consistent improvement should be seen, ideally of .25 points per semester
2. Course materials, including representative syllabi, assignments, and representative student work, should show development over time and should represent course at all levels the department offers.
3. Materials from new courses developed.
4. Materials from courses taught.
5. Service as an advisor with no documented cases of mishandling student advising
6. Participation in and/or leadership of faculty development workshops relating to teaching

An “Outstanding” record of teaching could include any of the following:

1. Scores of 4.0 or above in all areas of teaching evaluations
2. Receipt of a competitive teaching or advising award should be considered as proof of substantial effectiveness in teaching
- 3.

Scholarship

“Scholarship” refers to published additions to one’s field of study. To receive promotion/tenure, the faculty member is expected to demonstrate, through published research, the ability to perform research in his or her discipline including conceptualization, building theory and/or pedagogical approaches and appropriate methodology.

Because promotion and tenure use past performance as an indicator of future

performance, evidence of a consistent pattern of ongoing research is required. Exceptions to this consistency requirement should be documented in annual reviews.

The evaluation of research will include an external review from peers outside the University. The process for selecting outside reviewers is discussed in the HOP sections 3.3.4 and 3.3.5.

The quality of research is valued over the quantity of publications.

A “strong” record of scholarship may include:

1. at least 3 “academic publications” as defined under “Publication” below
 - i. Articles should be in discipline-recognized journals with national distribution.
 - ii. Collections or other book-length projects should be with reputable national or academic publishers. A signed book contract should not be weighted equally as an existing book.
 - iii. Favorable reviews of works could be considered as strengthening the status of applicant’s publications. A critically or creatively successful book may outweigh fewer publications.
 - iv. Publications by vanity or self-publishing outlets or predatory journals
2. 3-5 “Other Scholarship”

An “outstanding” record of scholarship may include:

1. At least 5 “academic publications”
2. 5-8 “Other scholarship”

Publications:

- a. Academic publications
 - i. Journal articles
 1. Substantive pieces
 - a. Some fields require shorter or longer works; consideration should be given to a specific field to which the work makes contributions.
 2. Blind peer-reviewed
 3. High-tier journals are expected.
 4. Publication in a journal with an acceptance rate of 10% or less are values more than those as a book chapter and those in journals with higher acceptance rates.
 - ii. An article on teaching is acceptable so long as it is of quality and appears in a form mentioned in i-iii.
 - iii. Book Chapters
 1. Contributions should be substantive.
 2. Books published by recognized academic presses and edited by persons within the field
- b. A book or book-length project published by a university press or a respected academic press

- c. Creative Publications:
 - i. Works of fiction, creative non-fiction, poetry, memoir, essays or hybrid work
 - ii. Creative publications will not replace academic publications for non-creative writing track applicants (but they can be considered as additions to one's other scholarship.)
- d. Other Publications (not as weighted as journal articles):
 - i. Conference Proceedings
 - ii. Book reviews
 - iii. Reference entries
- e. Faculty whose research and/or teaching responsibilities entail creative production/engagement should have at least twelve publications of individual submissions in any genre in national, well-respected journals or magazine. This number is a guideline, as there are vast differences between types of creative work and publication venues. Book-length publications can replace the number of required journal publications.

Note 1: Publishing in “predatory journals” (as identified by UT Tyler librarians) will not be considered in tenure and promotion. Self-plagiarism will also exclude one from tenure considerations. Self-plagiarism does not include publishing shorter stand-alone works that later become full-length publications.

Note 2: Candidates may be asked to account for the percentage contributed to co-written pieces. .

- 2. “Other” Scholarship:
 - a. These additional activities may be considered:
 - i. Presentations at professional academic conferences, excluding conferences for graduate students.
 - ii. Seeking and receiving external grant support
 - iii. Published reviews of books
 - iv. Textbooks

Service

“Service” is one’s contribution to the governing, operation, and advancement of the department, the university, the community at large, and the field one studies beyond scholarly contributions. Service expectations will vary in nature across departments and across the probationary period of an untenured faculty member’s career. Generally, new faculty members should expect to be protected from service commitments during their first year or two (depending on departmental needs) and to engage in limited service activities prior to tenure.

“Service” includes:

1. Participation in or leadership of committees on the departmental or university level (at least one per academic year)
2. Representing the university to local, state or national groups
3. Advising of student organizations

4. Performing duties as an officer in professional organizations
 - a. organizing a new society at a professional organization
 - b. Organizing a panel at a conference

A “strong” record may include 2-3 of the following:

1. serving at least 1 department or college level committees
2. serving on at least 1 university level committee
3. representing the university in public-facing events, such as career fairs, as well as in the community for the purpose of recruitment, outreach, education, interviews, or information sharing.
4. active participation in a regional or national organization, and
5. review of a manuscript for a presses or a journal

An “outstanding” record may include:

1. serving on multiple department or college level committees
2. chairing a college or department level committee
3. representing the university at a state or national group meeting
4. holding office in a regional or national organization
5. organizing a conference
6. review of a book manuscript and
7. Invited review of proposals for selective conferences

Note: Faculty members with re-assigned time for specific tasks (e.g. Writing Center Director, Composition Director, Undergraduate Director, Director of Graduate Studies) will be recognized in the Chair's annual evaluation alongside the faculty member's regular tasks. In the Chair's annual evaluation, the workload associated with these reassigned duties will be taken into consideration when evaluating the faculty member's research, teaching, and/or service obligations. Re-assigned tasks that require a substantial time commitment and workload should be recognized in any situation wherein the faculty member has not met expectations for teaching, research, or service.

Collegiality:

1. *Collegiality* (from HOP: 3.3.4): UT Tyler defends the concept of academic freedom, which assures each faculty member the freedom to criticize and advocate changes in existing theories, beliefs, programs, and policies, and guarantees faculty the right to support any colleague whose academic freedom is threatened. Collegiality is a professional, not personal, criterion relating to the performance of duties within a department. Collegiality should not be confused with sociability, likability or conformity to certain views. Instead collegiality addresses such issues as the faculty member’s compatibility with department missions and goals, an ability and willingness to work cooperatively within the department and college, a willingness to

engage in shared governance, and a high standard of professional integrity in dealing with colleagues and students on a professional and personal level.

CRITERIA FOR PROMOTION TO FULL PROFESSOR

This document has been prepared collaboratively based on the agreement among tenured faculty.

As tenured faculty in the Department of Literature and Languages have agreed, when a candidate for full professorship meets the teaching and service expectations of the University Handbook of Operation, the quality and quantity of his/her scholarship and publication should include a scholarly monograph in addition to blind peer-reviewed articles or peer-reviewed book chapters (see quantity in “**Article**” below). **Promotion to full professor requires evidence of a consistent pattern of publication and ongoing research, demonstrating that the individual’s contributions have had an impact on the discipline and are recognized by professional colleagues.** The following articulates the criteria for publications.

Book

1. The candidate should have at least one scholarly monograph by the time of application.
2. Blind peer reviewed before publication.
3. Published by a university press or a credible academic press.
4. Critically reviewed by peer specialists in an academic journal or journals of book reviews.
5. A textbook could count as an equivalent to a scholarly book but must be essential and influential in the field, highly creative and intellectual, well-received nationally, and published by a reputable academic press.

Article

1. Every five years, at least three blind peer-reviewed journal articles or three peer-reviewed chapters in books published by a university press or a creditable academic press.
2. Blind peer review.
3. Published by a high-tier journal whose acceptance rate is lower than 10 percent.
4. A scholarly collection that includes the article should be published by a university press or a reputable academic press and reviewed by peer specialists in academic journals or journals of book reviews.
5. A blind peer-reviewed article on teaching that engages with pedagogical theory and methodologies and meets the criteria of quality aforementioned

NON-TENURE TITLES

- **Non-Tenure Titles for Faculty with a Terminal Degree**
 - a. Assistant Professor of Instruction, Associate Professor of Instruction, and Professor of Instruction. These titles designate nontenure-track faculty primarily engaged in instruction. Appointments to the faculty with a Professor of Instruction title track may be

with or without pay and shall be for a period not to exceed three academic years with the possibility of renewal. If the appointment is not renewed, it shall terminate upon expiration of the stated period of appointment.

- **Non-Tenure Titles for Faculty with a Terminal Degree**

- a. Assistant Professor of Instruction, Associate Professor of Instruction, and Professor of Instruction. These titles designate nontenure-track faculty primarily engaged in instruction. Appointments to the faculty with a Professor of Instruction title track may be with or without pay and shall be for a period not to exceed three academic years with the possibility of renewal. If the appointment is not renewed, it shall terminate upon expiration of the stated period of appointment.

- **Non-Tenure Titles for Faculty Without a Terminal Degree**

- a. Lecturer, Senior Lecturer, Distinguished Lecturer. These titles designate nontenure-track faculty without a terminal degree primarily engaged in teaching. Appointments to the faculty with these titles may be with or without pay and shall be for a period not to exceed three academic years with the possibility of renewal. If the appointment is not renewed, it shall terminate upon expiration of the stated period of appointment.

CRITERIA FOR PROMOTION TO ASSOCIATE PROFESSOR OF INSTRUCTION OR SENIOR LECTURER

This document is supplemental to the requirements described in the UT Tyler HOP Section 3.3.5 for promotion and articulates the promotion expectations for the Department of Literature and Languages.

Teaching

All teaching-based faculty seeking promotion are expected to have demonstrated teaching competence in multiple levels of a department's course offerings. "Teaching" is defined as creating and delivering content for courses, mentoring and advising students, attending teaching development activities, and participating in course development and assessment (as needed). Teaching competence is observed through syllabi and course materials, student evaluations, observations, research-based activities dedicated to pedagogy and/or effective teaching practices, teaching training responsibilities, and other materials that may reveal teaching skills. Faculty are encouraged to develop a teaching dossier with multiple indicators of teaching success.

It is explicitly noted that faculty members often develop as they gain experience. Candidates must show solid improvement in teaching, and promotion decisions will be based on an overall pattern of teaching evaluations rather than on the evaluations received from any single course or

section.

Faculty members are also encouraged to engage in innovative teaching practices. Not all innovations will be successful, but efforts to improve teaching practices will be valued as evidence of commitment to teaching effectiveness.

To qualify for promotion to an Associate Professor of Instruction or Senior Lecturer, faculty members must have a consistent pattern of effectiveness in teaching. Promotion will not be granted unless the candidate is deemed to be a strong teacher and demonstrates a commitment to lifelong improvement of his or her teaching skills. Thus, it is vital that information concerning teaching effectiveness, gathered from multiple and flexible assessment methods, be part of the promotion review.

A “strong” record of teaching will include at least 3 of the following:

1. A record of a score of at least 3 on a scale of 5 in each category of teaching evaluation.
 - a. If there are areas of under-performance, a record of improvement should be seen during the pre-promotion period.
 - b. Extra consideration will be given to teaching scores for classes where an instructor is not the sole point-of-access for students (such as dual-credit hybrid teaching models or teaching scenarios where a Graduate Assistant is responsible for delivering course content and/or grading student work).
2. Course materials, including representative syllabi, assignments, and sample student work, should show development over time. If the faculty member has the opportunity to teach courses at multiple levels (1000-5000), the course materials should be appropriate for the course level and show development over time.
 - a. Extra consideration will be given to course materials that demonstrate a willingness to engage in innovative teaching practices and adapt student learning experiences to new technologies, contexts, and/or student needs.
3. Materials from new courses developed or pre-existent courses that have been substantially revised.
 - a. Extra consideration will be given to instructors who have taught a diverse variety of classes at both the lower-division, upper-division, and graduate level (when applicable).
4. Teacher training responsibilities
 - a. Teacher training responsibilities include any activity that is designed to help new teachers refine their teaching materials and in-class practices. These activities may include: training Graduate Assistants in how to provide feedback on student work and corresponding with dual-credit instructors in order to clarify the standards, expectations, and/or intended learning outcomes associated with dual-credit offerings.
5. Participation in and/or leadership of teaching enhancement activities, including but not limited to workshops relating to teaching or teaching certificate programs.

An “outstanding” record of teaching could include any of the following:

1. Scores of 4.0 or above in all areas of teaching evaluations during the pre-promotion period.
2. Receipt of a competitive teaching or advising award should be considered as proof of substantial effectiveness in teaching
3. Publication of peer-reviewed articles and essays dedicated to, related to, or informed by effective teaching practices and student learning outcomes should be considered as proof of substantial effectiveness in teaching.
 - a. It is highly advised that teaching-based scholarship stem directly from one's teaching practices at the University of Texas at Tyler.

Service

“Service” is one’s contribution to the governing, operation, and advancement of the department, the university, the community at large, and the field one studies beyond scholarly contributions. To qualify for promotion to an Associate Professor of Instruction or Senior Lecturer, faculty members must have a consistent record of strong or outstanding service. Thus, it is vital that information concerning service, gathered from multiple and flexible assessment methods, be part of the promotion review.

A “strong” record of service may include 2-3 of the following:

1. Served on at least 1 department or college level committees
2. Served on at least 1 university-level committee
3. Represented the university at a local group
4. Was actively involved in a regional, national, or international professional organization
5. Advised departmental majors/minors, either undergraduate or graduate
6. Attended a graduation ceremony
7. Collaborated with the department and other faculty to complete committee work.

An “outstanding” record could include more than three of the above and/or any of the following:

1. Directed or assisted a program (Including but not limited to: Writing Program, MA Program, Dual-Credit)
2. Was involved in curriculum development
3. Served on multiple department or college level committees
4. Chaired a college or department-level committee
5. Represented the university at a state, national, or international group meeting
6. Held office in a regional, national, or international organization
7. Organized a conference
8. Reviewed submissions for a journal or an academic press
9. Served as an official advisor to a campus student group or provided student services in addition to advisement
10. Was active in student recruitment activities (Patriot Preview Day, high school visits, Orientations days, etc.) without reassignment as a director of graduate or undergraduate studies.

11. Attended both graduation ceremonies in the academic year

12. Other: (as detailed by the faculty member).

CRITERIA FOR PROMOTION TO FULL PROFESSOR OF INSTRUCTION OR DISTINGUISHED LECTURER

Teaching

A candidate must demonstrate outstanding teaching for a consecutive period of at least three years. An “outstanding” record of teaching could include any of the following:

1. Scores of 4.0 or above in all areas of teaching evaluations during the pre-promotion period.
2. Receipt of a competitive teaching or advising award should be considered as proof of substantial effectiveness in teaching
3. Publication of peer-reviewed articles and essays dedicated to, related to, or informed by effective teaching practices and student learning outcomes should be considered as proof of substantial effectiveness in teaching. It is highly advised that teaching-based scholarship stem directly from one's teaching practices at the University of Texas at Tyler.

Service

A candidate must demonstrate outstanding service for a consecutive period of at least three years. An “outstanding” record could include any of the following:

1. Directed or assisted a program (Including but not limited to: Writing Program, MA Program, Dual-Credit)
2. Was involved in curriculum development
3. Served on multiple department or college level committees
4. Chaired a college or department-level committee
5. Represented the university at a state, national, or international group meeting
6. Held office in a regional, national, or international organization
7. Organized a conference
8. Reviewed submissions for a journal or an academic press
9. Served as an official advisor to a campus student group or provided student services in addition to advisement
10. Was active in student recruitment activities (Patriot Preview Day, high school visits, Orientations days, etc.) without reassignment as a director of graduate or undergraduate studies.
11. Attended both graduation ceremonies in the academic year
12. Other: (as detailed by the faculty member)

Research

A candidate must demonstrate how current research informs their teaching. An “outstanding” record could include any of the following:

1. Delivered conference presentations based on the candidate's teaching and/or research

2. Published articles based on the candidate's teaching and/or research

Collegiality:

The CAS promotes strong collegiality. As defined in the HOP, “Collegiality addresses such issues as the candidate’s compatibility with department missions and goals, an ability and willingness to work cooperatively within the department and College, a willingness to engage in shared governance, and a high standard of professional integrity in dealing with colleagues and students” (HOP, 3.3.4).

All faculty are expected to demonstrate collegiality. An ongoing and systematic effort to engage in collegial behavior is a requirement for tenure and promotion.

1. Respect for other colleagues
2. Collaboration with the department and other faculty in course offering and scheduling
3. Collaboration with colleagues in team efforts to accomplish departmental tasks according to assigned timeline
4. Compliance with procedures and protocols to conduct business

Note: Faculty members with re-assigned time for specific tasks (e.g. Writing Center Director, Composition Director, or Undergraduate Director) will be evaluated yearly by the Chair as to the effectiveness and contribution of the work on those tasks. These evaluations from the Chair should be weighed in the consideration of tenure and promotion.

PROCESS FOR TENURE AND PROMOTION

The tenure and promotion review will begin at the Department, after the faculty member's fifth year of tenure-track or non-tenure-track service. At least three months before the review, the chair shall notify the faculty applicant for tenure and promotion and request all application materials, including, but not limited to, a current vita, copies of annual evaluations, evidence of teaching effectiveness, and records of scholarship and creativity. The department chair shall appoint all tenured faculty members and at least a promoted non-tenure-track faculty member to the Review Committee. In the event that there are fewer than three tenured faculty members in the department, the Department Chair shall request tenured faculty members from other departments to join the Committee. While all tenured faculty members on the Committee have voting right on applications for tenure and promotion, non-tenure-track faculty members have voting right only on promotions of non-tenure-track faculty.

It is necessary for the faculty member to provide actual teaching evaluations by students or copies of published work in this review for the tenure and promotion evaluation.

To be maximally useful to the candidate and the Department, the review shall involve discussion among the entire tenured faculty excluding the Department Chair. In cases where the department has fewer than three tenured faculty (excluding the Chair), the Department Chair, after consultation with the faculty member, shall invite tenured faculty from another department or School/College to participate in the review.

In order for the review to accurately reveal the judgment of tenured faculty, the discussion shall conclude with a vote on whether or not the review committee recommend or does not recommend tenure and promotion. The report will be signed by the Chair of the Review Committee and committee members, and a vote of all members will be recorded. Individual votes should not be identified. A summary vote is sufficient. The report will be forwarded to the Department Chair as appropriate.

The Department Chair will then make a separate recommendation. This recommendation, along with that of the Committee and the Candidate's dossier, is to be forwarded to the Dean and the College Tenure and Promotion Committee as appropriate no later than November 1.

During the review process, the faculty applicant for tenure and promotion shall be informed of the notified of the recommendations by the Review Committee and the Department Chair.