

COLLEGE OF EDUCATION PROMOTION AND TENURE POLICY AND PROCEDURES

Central Values

Faculty members are continuing, reflective learners and their careers are dynamic and developmental. The evaluation of faculty performance for promotion and tenure is consistent with this premise. Faculty members are expected to describe what they do and why they do it. They have a responsibility to mentor and support each other as they work toward promotion and tenure.

The College has a responsibility to develop the talents of its faculty and to promote a community of scholars. Further, the College will sustain an environment that supports academic freedom. It will provide opportunities for faculty growth and development of excellence in teaching, scholarship, and service; and will support creative and grant related activities.

The awarding of promotion and tenure recognizes that faculty members have reached an important milestone in their careers and are ready to assume a greater leadership role in the College, the University, and their professional fields. Promotion and tenure carries with it a mutual promise: the College promises to support faculty members' work throughout their careers, and faculty members promise to continue to grow as teachers, scholars, and providers of service to the College, University and community. This results in a significant contribution to the goals of the College, the University, and to the profession. This developmental growth, as faculty members move in rank from assistant, to associate, to full, can result in national prominence that enhances the academic standing of the individual, the status of the College, and, ultimately, the reputation of the University.

The College of Education is committed to attracting and retaining faculty who demonstrate the potential for achieving promotion and tenure. Faculty members who are promoted and tenured have a strong, consistent record of teaching excellence, a sustained, focused scholarship record, and evidence of meaningful professional service. A flexible and sensitive application to these central values may be required to maintain a diverse faculty. However, faculty who receive tenure and promotion should meet the following basic expectations:

- Demonstrate teaching excellence. Candidates are practitioners who are knowledgeable of current and relevant research in their field and use this knowledge base to inform their practice.
- Engage in research and creative activity. They publish and establish credentials as scholars. Their work informs their practices and contributes to the advancement of the knowledge needed to improve and transform educational practice.
- Maintain a record of service. Candidates are active in the work of the College, the University, and in the profession. Examples of appropriate activities may include: participating in College governance through membership or leadership roles in committees, advising/mentoring undergraduate and graduate students, and engaging in partnership

activities; University committees; and, involvement in professional activities on the state and national levels.

Growth in the following areas also contribute to tenure and promotion; and, are highly desirable because they complement the basic expectations inherent in the areas of teaching, scholarship, and service. Therefore, faculty are expected to:

- Solicit externally funded, grant-related activities that may lend additional support to the overall goals of the faculty member, the College, and the University.
- Engage in collaboration and partnership building across Texas Tech colleges and with other educational institutions, or both to address and respond more effectively to emerging educational issues and concerns.
- Participate in activities that enable the faculty member to reflect upon, inquire into, and assess their work in a variety of meaningful ways.
- Maintain and exhibit professional activity throughout their careers.
- Demonstrate the highest standard of professional integrity.
- Qualify for and maintain membership on the Graduate Faculty.
See exemplars in **Appendix A**.

1. Standards for Tenure

A favorable tenure decision at any rank requires the candidate to:

- a. demonstrate effectiveness as a teacher,
- b. produce a record of peer-evaluated publications,
- c. maintain a record of service,
- d. contribute to the college graduate programs through activities such as serving governance committees, teaching graduate courses, and mentoring and supervising graduate students' independent studies, and membership on thesis or dissertation committees.
- e. promote and display collegiality which can be defined as faculty mentoring and supporting each other as they work toward promotion and tenure

Consult the Board of Regents Rule 04.02 for further information. The final decision on both tenure and promotion lies with the Board of Regents.

2. Standards for Academic Rank

Texas Tech University has established minimum requirements for promotion and tenure (O.P. **32.01**, Vol. I, Promotion and Tenure Standards and Procedures). Within these minimum requirements, each College establishes its specific standards. The College of Education has adopted the following standards for promotion and tenure.

For Promotion to the Rank of Associate Professor

- a. Teaching Effectiveness: The candidate's teaching must be characterized by a cumulative record of effectiveness which can be measured by the following: (a) student evaluations, (b) course, curriculum, and program development, and (c) participation, as a committee member or as a chair,

in Masters' and Doctoral committees. All candidates are required to use the college's teaching effectiveness forms and to include these student evaluations of teaching effectiveness in their promotion dossier. Candidates may include additional evidence of teaching effectiveness, such as teaching awards, peer assessment, self-assessment, student letters of support, and assessment by field-based professionals. Unless candidates have evidence of teaching effectiveness, promotion and/or tenure will not be granted (O.P. 32.01, Vol. I, p. 2).

- b. **Scholarship:** Candidates for the rank of Associate Professor must have established their credentials as scholars through publications in peer reviewed publications. More than one publication must be single or first authored. Candidates are responsible for articulating a clear focus of their research agenda and for making connections among their scholarly activities. Other scholarship activities may include: peer reviewed and invited presentations at state, national, and international conferences and participation in grant-related activities.
- c. **Service:** Candidates for the rank of Associate Professor must be active in promoting the missions and goals of the College. Appropriate activities may include: participating in College governance through membership or leadership roles in committees, advising/mentoring undergraduate and graduate students, and engaging in partnership activities. Participation on University committees and involvement in service activities on the city, state, national, and international levels is also valued, but this is not a basic requirement for candidates desiring promotion to Associate Professor. This may include service to professional organizations, publishers, and journals as reviewers, editors, or membership on editorial boards. While active participation in regional, national, and international professional associations is expected, this may be accomplished primarily through the presentation of the candidate's work at professional conferences. However, related contributions to professional associations, such as serving in leadership roles, working on state or national committees and reviewing proposals are also valued. Service may also include providing service to schools, agencies, and communities to further the strategies and initiative of the College and University. Developing service learning projects for students is also a desired activity.

For Promotion to the Rank of Professor

- a. **Teaching Effectiveness:** The candidate's teaching must be characterized by a cumulative record of effectiveness which can be measured by the following: (a) student evaluations, (b) course, curriculum, and program development, and (c) participation, as a committee member or as a chair in Masters' and Doctoral committees. All candidates are required to use the college's teaching effectiveness forms and to include these student

evaluations of teaching effectiveness in their promotion dossier. Candidates may include additional evidence of teaching effectiveness, such as teaching awards, peer assessment, self-assessment, student letters of support, and assessment by field-based professionals. Unless candidates have evidence of teaching effectiveness, promotion, tenure, or both will not be granted (O.P. 32.01).

- b. Scholarship: Candidates for the rank of Professor must demonstrate a substantial and sustained record of research. Several publications should be characterized by single or first authorships. There should be substantial dissemination of their work in single/co- authored and/or edited books, peer-reviewed publications, chapters within books, peer reviewed and invited presentations at professional conferences, especially at the national and international level, or other recognized field-appropriate products. Candidates are expected to have attained a cumulative record of scholarship, national visibility, and recognition by their peers in the field. Other scholarship activities may include grant-related activities.
- c. Service: Candidates for the rank of Professor must be leaders in the governance and development of the College of Education and active participants on University committees. Candidates should also demonstrate evidence of a cumulative record of service and leadership in such areas as state, regional, and national committees, councils, boards, and professional associations. They must also meet the service requirements for the associate level.

3. Decision-Making Procedures for Promotion and Tenure

Candidates who are being considered for promotion and tenure are evaluated by faculty within their department who are tenured or with rank equal to or higher than that that of the contemplated promotion, the Department Chair, the College of Education Promotion, Tenure and Post tenure Review Committee (P&T), the Dean of the College of Education, and designated officials in the Provost/Senior Vice-President for Academic Affairs (PSVPAA). Eligible faculty may only vote once. For example, if someone is on the P&T Committee, this person votes as a member of the committee and cannot vote as a faculty member. In the event, a department does not have at least three faculty members of the appropriate rank for voting, the additional number needed will be selected from another department within the College of Education.

- a. By Monday of the second week in September of each academic year [or immediately after being provided with this information by the Provost], the Dean of the College of Education will distribute to all faculty the College's and University's time line for promotion and tenure decisions for the current year.
- b. Although candidates originate their applications for tenure and promotion, and they are reviewed initially by eligible faculty in the respective departments, the

College of Education is the basic academic unit within the University for the purpose of promotion and tenure decisions.

- c. The College of Education P&T Committee, composed of six, tenured, faculty members holding the rank of associate or full, reviews all applications for promotion and tenure within the College of Education and makes recommendations to the Dean. Efforts will be made to insure that the committee includes individuals who represent multiple diversity factors.
- d. The members of the P&T Committee will meet during the spring semester, elect a chair, establish the procedures governing their deliberations, and plan their activities for the coming year. All proceedings by this committee are strictly confidential in nature. All members of the committee will independently review the candidates' dossiers. Following the review the committee will meet to deliberate and vote. After recording the vote, the Chair of the P&T Committee will give the marked, signed ballots to the Associate Dean, who will retain custody of the ballots.
- e. Each year two of the members will rotate off the committee since all are in staggered three-year terms. The election of faculty members to the P&T Committee will occur on or before the third Monday in March, during the spring semester. The chair of the Faculty Council, or the chair's designate will ask the faculty to make nominations or self-nominations for the open P&T committee slots. These names will be reviewed and considered by both the Faculty Council and the college administrators (e.g., Dean, Associate Dean, two Department Chairs). They will complete a slate for the election with two persons per open slot unless this is not possible as in the case of a slot for a full professor with only one person eligible. After the election is held, the Dean and the Faculty Council Chair will count the votes and inform the faculty of the results by April 1st.
- f. The basic procedures outlined in Texas Tech University **OP 32.01**, Vol. I, Promotion and Tenure Standards and Procedures, are followed by the College of Education.
- g. Applications for promotion or tenure may be initiated by the candidate or the Department Chair.
- h. Each candidate for promotion, tenure, or both consults with and writes a formal letter to the Department Chair. Prior to submitting the dossier, the applicant also must provide the Department Chair with a list of at least five tenured individuals of rank at the level aspired or higher (e.g. if promotion is to full, then five external reviewers would be at the full professor level, or if promotion is to associate, then five external reviewers would be at the associate or full professor levels). The applicant will also submit three sets of copies of supporting documents which will be sent to the external reviewers. These supporting documents will include a copy of the candidate's curriculum vita, together with supporting documentation showing evidence of teaching, scholarship, and service. The persons selected to

serve as external reviewers should not have had extensive prior contact with the applicant (i.e., those typically selected as external reviewers should not be the applicant's co-authors, co-researchers, or former doctoral program colleagues), and it will be the Department Chair's responsibility to ascertain their willingness to serve in a review capacity. In consultation with the candidate (see O.P. 32.01, Vol. I, p. 5, #8), the Department Chair will select three individuals to serve as external reviewers. After the Department Chair confirms via an initial telephone or e-mail contact that each external reviewer is qualified and willing to serve and that s/he will be able to meet the deadline for timely submission of the reviewer's letter, the Chair will send a cover letter and copies of the applicant's vita, supporting documents showing evidence of teaching, scholarship, and service, and copies of the COE's Promotion and Tenure Policy as well as University O.P. 32.01. The external reviewers will be asked to comment in writing on the quality of the candidate's teaching, published research or creative activity, service to professional or other associations or entities, or other matters within the reviewer's competence to judge. In all instances, reviewers will be expected to provide a vita to substantiate their own credentials and institutional affiliation. They will also be informed that the letters they submit will become a component of the applicant's dossier and, as such, are not confidential.

- i. The candidate also prepares two identical, formal dossiers organized in the format required in **OP 32.01**, Vol. I, Attachment A, and submits these dossiers to the Chair by the date established annually by the Provost's Office. With the exception of the letters received from external reviewers, no other materials may be added once the dossiers are submitted to the Department Chair. The chair will add these letters before the dossier is reviewed by eligible faculty members and by members of the College of Education Promotion, Tenure and Post-tenure Review Committee.
- j. The candidate's dossier, which is submitted to the Department Chair, must include the following materials:
 1. Letter addressed to the Department Chair requesting promotion or tenure;
 2. Complete and current vita;
 3. Listing of information as required by Section III, Basic Information, of the Dossier Format (see **O.P. 32.01**, Vol. I, Attachment A);
 4. Summary of evidence of teaching effectiveness, including student evaluations and other documentation;
 5. Copies of all annual reports for the period of time under consideration;
 - *6. Summary of research and other scholarship activities, copies of publications or other evidence of scholarship; and
 - *7. Summary of service activities and accompanying documentation.

***Total combined pages for item 6 and 7 should be limited to approximately thirty pages.** The completed dossier is limited to one binder.
- k. When the Department Chair receives the dossier from the candidate, the Chair will evaluate the candidate's teaching assignments, scholarship, and service as required

by Section III, Basic Information, of the Dossier Format (see **OP 32.01**, Vol. I, Attachment A).

- l. When the candidate's dossier is complete, including the responses of the outside reviewers, the Department Chair shall make it available for review and voting by eligible faculty in the department. For promotion, only those faculty members with rank equal to or higher than that of the contemplated promotion may vote. For tenure, only those faculty members holding tenure may vote. These rank and tenure stipulations do not apply to department chairs or deans. Department faculty operate as a committee of the whole; each candidate's dossier is reviewed by eligible faculty in the department. **OP 32.01,4(a)1**: Procedures must allow for a formal vote of eligible faculty members for the committee's consideration in a given promotion and/or tenure decision. Faculty votes are unsigned. Voting faculty shall be made aware that the ballots and written ballot comments will become part of the dossier. The chairperson and one other individual shall count the ballots and certify the vote in writing. Each academic unit shall determine in advance its voting criteria, subject to adhering to university guidelines, and the higher units of which this unit is a part must approve these criteria. Faculty holding ranks equal to or higher than that to which the person desiring promotion aspires shall constitute the eligible voters for promotion, regardless of whether these individuals are tenured.
- m. Separate ballots are provided for all promotion and tenure votes. The Department Chair provides a ballot for eligible voting faculty. They mark one of three choices regarding promotion and one of three choices regarding tenure. These choices are approve, disapprove, and abstain. Space is provided on the ballot for voting faculty to make comments if desired. Completed ballots are placed inside a ballot box or envelope in the office of the Department Chair. The Department Chair provides at least seven working days for the faculty review and vote. The candidates' dossiers must be kept in a secure, confidential location in the COE. This locked location, must provide faculty with adequate space (e.g., tables) to examine and evaluate the candidate's dossier. Faculty members may not remove the dossiers from this area.
- n. At the end of the faculty review period, the Department Chair and one other person will count the ballots and mark the ballot count in the appropriate boxes on the candidate's recommendations form, which is part of the dossier.
- o. The Department Chair reviews and evaluates the candidate's dossier and marks the results in the appropriate boxes (for tenure, promotion, or both) under "Department Chairperson" on the recommendation form in the candidate's dossier. The Chair writes a letter which includes a recommendation for or against tenure, promotion, or both. This letter becomes part of the candidate's dossier. The Department Chair signs the candidates' recommendation form and provides a copy of the letter to the candidate. Included in this review is the Department Chair's ranking of publications as defined in O.P. 32.01, Vol. I, Attachment A, p. 6.

- p. The Department Chair sends the candidate's dossier to the Dean of the College of Education, who makes the dossier available to the Chair of the College of Education P&T Committee.
- q. The members of the College of Education P&T Committee review the candidate's dossier and vote, following deliberation, by marking ballots for promotion and tenure separately, as approve, disapprove, or abstain. The Chair of the College of Education P&T Committee marks and signs the ballot count (for tenure, promotion, or both) on the recommendation form in the dossier. The Chair of the P&T Committee returns the dossier to the Dean of the College of Education and the ballots to the Associate Dean.
- r. The Dean of the College of Education reviews and evaluates each candidate's promotion and tenure dossier and marks the results of his or her vote in the appropriate boxes (for tenure, promotion, or both) on the recommendation form in the dossier. The Dean makes a decision, signs the form in the appropriate box, and informs the candidate and the Department Chair by making a copy of the Dean's letter available to both.
- s. If the candidate receives an unfavorable decision made by the Dean of the College of Education, a faculty member may request, in writing, that the dossier be withdrawn from further consideration, in which case the dossier will not be forwarded to the Executive Vice President and Provost. This request to withdraw may not be made if the candidate is in his or her last year of the tenure probationary period.
- t. The Dean of the College of Education forwards an abridged version of the dossier prepared by the candidate to the Provost and Senior Vice President for Academic Affairs (PSVPAA), which meets the requirement of the PSVPAA, together with a statement indicating the reasons for each recommendation. In making a recommendation to the PSVPAA, the Dean will specify the nature of the report and the votes of the College of Education P&T Committee, the Department Chair, and the departmental faculty vote.
- u. It is the responsibility of the PSVPAA, to receive dossiers and recommendations regarding promotion and tenure, to review them with respect to the academic unit, college or school, and University standards, and to approve or disapprove all recommendations received. A review by the Dean of the Graduate School is included at this stage in the decision-making process. As part of this process, the PSVPAA, meets with each collegiate dean and discusses the dean's recommendations.
- v. Upon a favorable decision at the Provost's level, the documents are sent to the President for review. After a favorable decision at that level, the documents are forwarded to the Board of Regents for review. The Board has the final decision on all tenure and promotion decisions.

- w. If an unfavorable decision is made at the Provost's level, the document is not forwarded to the President.

4. Documentation by Department Chair and Dean of the College of Education

At each stage of the review, the following documentation must be provided by the appropriate individual.

Materials to be Provided by the Department Chair to the Dean

The following materials must be provided:

- a. A separate letter concerning each candidate, giving the following information is required:
 - Chair's evaluation of the candidate's teaching effectiveness, research and creative activity, grant-related activities, and professional service;
 - Summary vote of eligible faculty members;
 - Summary of the procedures followed by the academic unit in evaluating the candidate;
- b. Complete dossier of the candidate organized in the appropriate format. Copies of publications and other documents should be included only if specifically requested by the Provost. Copies of these materials will not be forwarded to the PSVPAA unless requested.

Materials to be Supplied by the *Dean* to the PSVPAA

The following materials must be provided:

- a. Cover letter summarizing collegiate procedures.
- b. Letter of recommendation by the department chair.
- c. Letter of recommendation by the Dean, including the department vote.
- d. Recommendations of the College of Education P& T Committee, including the summary vote of this Committee.
- e. The specially prepared dossier of each candidate, excluding supporting materials, but including letters solicited from external reviewers.

APPENDIX A

Exemplars of Teaching, Scholarship and Service/Creative Activities

As noted in the standards for academic ranks, there are three categories of academic performance on which promotion and tenure evaluations are made in the College of Education. Candidates for promotion or tenure must demonstrate their competence in the following areas:

- a. Teaching effectiveness
- b. Scholarship/creative activity
- c. Service

In the following sections, exemplars of each area are provided to assist faculty in defining the range of their work and providing evidence of that work for promotion and tenure purposes. Candidates are not expected to participate in all the activities listed under each category. Many combinations of activities are possible. Although it is recognized that each faculty member in the College of Education will present a different profile of their activities, each candidate must recognize that regardless of rank there must be evidence of excellence in the areas of teaching, scholarship/creative activity, and service

a. Teaching Effectiveness

Teaching is broadly defined. It includes classroom instructional activities as well as instruction to individuals or small groups. Teaching also encompasses course and curricular program development, and may include the advisement of students and supervision of student teachers, interns, or practicum students. It may also include the direction of individual studies, thesis, and dissertations and thesis or doctoral committee membership. Teaching effectiveness can also encompass field training, staff development, or consultation activities.

Examples of Teaching Activities

- Required course evaluations of teaching effectiveness through student evaluation forms. Other evaluations can include: peer evaluations, self-evaluation, and evaluation by field-based professionals.
- Receipt of University or College of Education awards for teaching excellence.
- Grant-related activities obtaining external support for projects related to teaching or teacher education from private foundations, government agencies or other sources. Teaching, training grants and curriculum development grants may fall in this category. Activities may include; (a) the development of applications/proposals, either funded or un-funded, (b) project management, and (c) production of a final report.
- Direction of independent study, thesis, or dissertation research.
- Documentation of the development of new courses, curricula, or programs.

- Documentation of the development of instructional materials.
- Documentation of the supervision of student teachers, interns, or practicum students.
- Statements from the Program Coordinator or Department Chair regarding effective program advisement of students.
- Solicited or unsolicited statements from students, program coordinators, department chairs, administrators, or field-based professionals regarding instructional performance and advisement.

b. Scholarship

Scholarship and creative activity includes research, publications, product development, and dissemination of one's work through presentations at professional conferences or through other recognized, field-appropriate forums. It is understood that scholars share their work individually or collaboratively with professional peers and subjects their work to peer evaluation and criticism. Thus, scholars extend both their own knowledge and the knowledge of others.

Examples of Scholarship

- Articles accepted or published in peer-reviewed journals, either individually or in collaboration with colleagues or students. Articles accepted for publication or published in non-refereed journals, while weighted lower, are also accepted.
- Published books
- Book chapters, or monographs invited or reviewed and accepted by editor(s) or editorial staff of a publishing company.
- Published reviews of books, articles, essays, or products.
- Editorship of a Handbook, section of a handbook, journal, or journal section.
- Technical reports.
- Invited or refereed presentations and proceedings at professional association conferences or meetings.
- Grant-related activities reflect efforts to obtain external support for projects from private foundations, government agencies or other sources. Service and training grants, with a research component (whether stated in the grant or enacted by the researchers) may fall in this category. Activities include (a) the development of applications/proposals, either funded or un-funded, (b) project management, and (c) production of a final report.
- Other scholarship:
Products such as curriculum or training materials, software, multimedia forms, testing or evaluation instruments, children's books, and historical writings-

Special Considerations in the Evaluation of Scholarship

- (1) Reputation of publications. O.P. 32.01, Vol. I, Attachment A (p. 6) requires Department Chairs to rank publications according to the following scale:

5-Outstanding recognition in field, highly prestigious, refereed
4-Highly respected in field, refereed
3-Good reputation, selective in publication, refereed
2-Average, fairly easy to publish in, typically refereed
1-Below average publication, not discriminating on articles published
0-Not to be counted as publication
S-Special publication not ranked above

Program areas and departments maintain a listing of refereed journals that have been categorized by program faculty within these categories. Not all publications are necessarily expected to be in top-ranked journals, but a consistent record of publication in a range of journals is valued. The importance of scholarly activities appearing in more prominent and prestigious peer-reviewed publications is heightened for promotion to full professor.

- (2) Joint authorship. Major contributions made by several persons to a common project are recognized by joint authorship, with the individual who took the lead or made the principal contribution listed first. In instances of equal contributions by several persons, the authors can be listed in alphabetical order.
- (3) In-progress works. Some research projects require a long period of time to complete (e.g., a book). Consideration will be given to the importance of the project and to the demonstration of reasonable progress toward completion.
- (4) Leadership in professional organizations. Leadership or committee work in professional organizations is viewed as scholarly activity if the work uses the professional knowledge or expertise of the candidate to inform the work of professional peers. Documentation for this type of activity is required, so that it may be differentiated from service activity.

c. Service

Service includes various activities that are beneficial to the College, the University, and the profession, including educational institutions, schools, agencies, and professional associations. All faculty are expected to perform service.

Examples of Service Activities:

- (1) Service to the Program, Department, College, or University

- Chairing Department, College, or University committees.
- Program coordination.
- Active participation in Department, College, and University committees.
- Providing administrative services in the Department or College that do not involve released time or administrative stipends.

(2) Service to the Profession

- Holding office in professional associations.
- Chairing or participating actively in committees for professional associations.
- Chairing departments or special interest groups in professional associations.
- Arranging, presiding over, or serving as a discussant or critic in sessions at conferences and meetings of professional associations.
- Reviewing manuscripts for refereed journals.
- Reviewing prospectuses for and manuscripts of books prior to publication.
- Reviewing program proposals for international, national, or regional conferences of professional organizations.
- Serving as editor or column editor of a professional newsletter.

(3) Service to Educational Agencies

- Consulting in one's area of expertise for local, state, or national institutions, agencies, or entities.
- Serving in leadership, liaison, or consultation roles with professional development schools and other schools, school districts, or entities that are engaged in long-term improvement efforts.
- Providing consultation, writing grant proposals, or presenting training or staff development on an occasional basis to schools, school districts, or other entities.

(4) Grant-related Activities

Grant-related activities reflect efforts to obtain external support for research projects from private foundations, government agencies or other sources. Service and training grants which have a research component (whether stated in the grant or enacted by the researchers) may fall in this category. Activities include: (a) the development of applications, proposals, either funded or unfunded, (b) project management, and (c) production of a final report.

(5) Special Considerations in the Evaluation of Administrative Service

Some faculty are employed to work partly or mainly in administrative positions. Such individuals must be promoted in academic rank on the basis of their academic activities. Such individuals cannot use exceptional service as sufficient basis for promotion, even if teaching and scholarship

standards are minimally met. The quantity and quality of one's administrative service obligations will be considered in the evaluation process, but the determination of promotion will be made essentially according to the same standards as faculty engaged in full-time teaching.