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**COLLEGE OF EDUCATION**

**PROMOTION AND TENURE POLICY AND PROCEDURES**

**Preamble**

The College of Education (college) has a responsibility to employ well-prepared and experienced faculty and to assist them in developing their talents by promoting and safeguarding organizational values characteristic of a community of professional scholars. Further, the college has a responsibility to sustain an environment that supports academic freedom and provides opportunities for faculty growth and development in teaching, scholarship, service, and creative and grant related activities. Thus, all faculty members have a responsibility to mentor and support each other as they work toward promotion and tenure. Each person pursuing tenure and promotion is expected to describe how her or his work and accomplishments align with college and University missions and priorities. Given the importance of the University’s OP 32.01, every college faculty member is strongly encouraged to become knowledgeable of its details so that applications for promotion and tenure are made and reviewed in the light of its requirements.

The awarding of promotion and tenure signifies that faculty members have reached an important milestone in their careers and are ready to assume greater leadership roles in the University, professional circles, and the college. Promotion and tenure constitutes 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 service providers to the University, the community, and the college. This results in a significant contribution to the goals of the University, the college, and the profession. As faculty members experience professional growth and advance in rank (i.e., from assistant professor to associate professor to professor), they can achieve national and/or international prominence and enhance their academic status, as well as the status of the college and the University.

The college is committed to attracting and retaining a diverse 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.

In keeping with the policy of the TTU Board of Regents’ implementation of the revised OP 32.01, Faculty members being considered for promotion or tenure in the college will have the opportunity to choose to be evaluated under the college policy in effect on the date of their hire (if being considered for tenure and promotion to associate professor) or the date of their last promotion (if being considered for promotion to full professor) or the new or current revised policy (approved by the college faculty in 2012).

**Conceptual Background**

Since it is important to understand the college’s integrated approach to teaching, research, and service, the following is provided for clarification. The standards for tenure and promotion are provided in later sections of this document.

**Teaching**

In the college, teachingis understood to include any activity that is designed to impact the learning of university students and their professional influence on others. Consequently, teaching includes but is not limited to the responsibilities that are integral to course and program design, development, assessment, evaluation, and revision. Likewise, it includes supervision of student teachers and practicum/internship students, oversight of other site-based responsibilities, advisement of students, and serving on dissertation committees. Teaching is focused on developing students’ knowledge bases, reasoning abilities, skills acquisition, productive capacities, and reflective and affective dispositions. Quality teaching and its impact on learning can take place in contexts other than on campus, including the following: in the field, in clinical settings, in organizations, online, and through study abroad. It may also be demonstrated through community-engaged teaching that includes collaboration and partnerships between the university and the community for mutually beneficial exchange of knowledge and resources to meet community-identified needs. Specific details should be negotiated with the department chair.

Examples of evidence of effective teaching include but are not limited to the following:

* Creating a face-to-face, online, or hybrid course
* Developing a new online program
* Providing the results of student course evaluations
* Supervising a thesis, a dissertation, or an independent study course
* Revising syllabi and/or course assignments to reflect professional changes and the needs of students and the community
* Providing feedback on dissertations, theses, and papers
* Overseeing a research team of students
* Co-creating a new minor or major
* Serving on a program evaluation team with other faculty
* Co-writing a planning grant that supports the creation or redesign of a program.
* Conducting community-engaged teaching such as service learning, practica, etc. in collaboration with community partners
* Supervising clinical experiences for the benefit of both students and community partners
* Supervising community-engaged teaching, research, and/or service

**Research and Creative Activities**

In the college, research and creative activities are understood to include the scholarship of discovery, the scholarship of integration, and the scholarship of community engagement. The scholarship of discovery contributes to knowledge and involves the pursuit of knowledge and/or creative expression. The scholarship of integration interprets, draws together, and brings new insight to bear on original research or creative expression. The scholarship of community engagement involves a collaborative process between the researcher and the community partner to meet an identified community need.

All faculty members in the college are expected to engage in research and creative activities on a consistent basis. Research and creative activities should expand knowledge and understanding in the field of education with the ultimate goal of addressing and impacting educational issues of importance to society. The results of research and creative activities should be shared with professionals outside the university in order to positively influence educational practice, educational theory, and/or the development of new research and/or creative endeavors. Research studies and reports should be submitted to peer-review, review by experts in the area of contribution, or demonstrate that the research has entered the public dialog in education. Collaborative endeavors are encouraged (e.g. co-authoring); however, the proportional contributions of the faculty will be taken into account when evaluating the activity. The essential criterion of such scholarship is its public distribution through publication, conference presentations, and/or use to improve services in professional settings. Community-engaged research can be demonstrated via a range of impactful and visible products arising from the partnership with the corresponding stakeholders. Specific details should be negotiated with the department chair.

Examples of evidence of effective research and creative activities include but are not limited to the following:

* Presenting findings of a research project at a peer-reviewed conference.
* Publishing findings in a peer-reviewed journal.
* Exhibiting one’s work in a library, museum, or art gallery.
* Using findings of studies with professional partners to assist them as they seek to improve their services.
* Publishing a book and/or editing a book
* Contributing a chapter to a peer-reviewed book.
* Publishing a collection of short stories or poems in a peer reviewed volume.
* Writing grants.
* Co-writing a grant that supports change through a partnership.
* Receiving an extension of an existing grant.
* Publishing data from a community-engaged research project that identifies and meets a need in the community.
* Publishing the findings of community-engaged research projects conducted with students during internships, practica, etc.
* Conducting participatory action research.
* Publishing with students.
* Receiving an institutional or professional award for research or creative activity in education.
* Engaging in research that results in change in a program, school, community college, university or agency.
* Writing a report that serves as the impetus for creating measurable outcomes for a project or program.

Since publication is such an important product of research and creative activity, it is important to clarify several aspects of publication, including the idea that peer-reviewed and other professional outlets are required. The goals of publications are to: (a) advance knowledge in the field; (b) assist in translating research into practice; (c) affect policy, or (d) extend a creative genre. Therefore, a publication that serves one of these purposes reports on research or creative activity that evaluates the measurable impact of programs or policies, tests current theories in the field, or generates new frameworks from which to examine persistent issues in education. Regardless of which type of publication a faculty member engages in, emphasis is on providing evidence that the research and creative activity is influential to the education community. Therefore, counting publications is less important than impact of publications. Quality of publication is determined by the degree of influence attributable to faculty member’s overall publication or creative record. Faculty members must document the influence of publications included in their dossier.

Examples of evidence of influential publications include, but extend further than, the following:

* Publications cited by peers seeking to influence educational practice
* Publications cited in textbooks frequently used in college teaching
* Publications cited by legislators involved in education reform
* Published textbooks/edited books frequently used in college teaching
* Invited presentations to professional conferences or professional development sessions
* Publications frequently used in professional development sessions

Other examples include:

* Non-peer reviewed publications
* Book chapters
* Books
* Professional journals
* Technical reports

Since grants are an important element of research and creative activity, it is important to note that grantsmanship is an anticipated skill of college faculty, and regular involvement in the writing of grant proposals and the grant oversight processes is expected. When appropriate, seeking internal seed funding to solicit external funding is strongly encouraged. In addition to research itself, grant-related activities (e.g., grant development, management, and report writing) are considered scholarship. Funding sources may include private foundations, government agencies and/or other sources. It is expected that grant activities will support and enhance the missions of the college, the university and the partnering institution.

High priority is placed on securing funding for research or creative activity designed to make an impact on a candidate’s professional field (e.g., schools, universities, agencies, and private practices and businesses) such as intervention-based research activities and basic/theoretical or historical research. All kinds of funding should demonstrate an improvement or advancement of faculty members’ respective fields of study through the scholarship of discovery or integration.

Evidence of influential grant proposal writing and involvement in the grant oversight process includes but extends far beyond the following:

* Receiving notification that a proposal has been funded
* Maintaining appropriate oversight of the grant processes in a timely manner
* Demonstrating measurable and important outcomes of the grant activities
* Publishing findings from the grant project in peer-reviewed journals.

**Professional Service**

Professional service by college faculty is highly valued and essential to the success of the University, the college, and professional partners. Consequently, faculty should consider college and partner priorities and interests when making decisions about service. Meaningful service, which may include outreach and engagement, often provides a mechanism for creating a multidirectional relationship among faculty members’ teaching, research, and service.

Service includes any activity that enables the university and the college to pursue their respective missions. Community-engaged service provides an opportunity for faculty to apply their professional expertise and collaborate with community partners to engage in activities that address community needs. Evaluation of such service will include a review of the degree of engagement. To reach the goals embedded in these missions, faculty seek to impact the effectiveness of both the University and the college as well as a variety of professional partners and entities (e.g., P-12 schools and districts, higher education institutions, counseling agencies, private sector educators) by seeking to help them better meet the needs of their students and clients. Examples of service include engaging in collaborative intervention-based research activities, serving as department chairs and program coordinators, and working on University, college, department, and program committees. Similarly, providing leadership in professional associations, for organizational projects, and on journal staffs or boards is service. Specific details should be negotiated with the department chair.

Additional examples of effective service include but are not limited to the following:

* Conducting service activities that meet community-identified needs in collaboration with community partners
* Contributing to the development of a school or college that is designed to become an exemplary school or college
* Serving as a journal editor or board member

**Standards for Tenure and Academic Rank**

1. **Standards for Tenure**

A favorable tenure decision at any rank requires the candidate to meet the following requirements as elaborated on in the Conceptual Background of this document:

* Demonstrate effectiveness as a teacher.
* Produce a record of peer-reviewed publications that demonstrate an impact on the profession and those served thereby.
* Maintain a record of consistent service.
* Contribute to college programs through activities such as serving on governance committees, teaching courses, and mentoring and supervising students’ independent studies, and serving on or chairing thesis and/or dissertation committees.

Consult the Board of Regents Rule 04.02 and OP 32.01 for further information. The final decision on both tenure and promotion lies with the Board of Regents.

1. **Standards for Academic Rank**

Texas Tech University has established minimum requirements for promotion (O.P. 32.01, Promotion and Tenure Standards and Procedures). Beyond these minimum requirements, the college has adopted the following standards for promotion.

Annual Review for the Rank of Assistant Professor

Faculty at this rank will be evaluated annually by a department annual review committee and department chair. They will be evaluated in a more comprehensive form during their third year of employment by their chair, tenured faculty in their department, and the P&T Committee. Teaching, research and creative activities, and professional service, as elaborated in the Conceptual Background, are the areas this evaluation will address. Evidence of progress in these three areas should include succinctly written statements about the following:

* Teaching effectiveness that impacts the learning of university students and their future students, clients, and/or community partners.
* Research or creative products, including refereed publications that are designed to make an impact on a candidate’s professional field, such as intervention-based research activities, basic/theoretical/historical research, and/or community-engaged research.
* Professional service to the university, the college, department, and community partners (e.g., EC-20 institutions, agencies, and organizations).

During these reviews, the department annual review committee will evaluate and report to the department chair the candidate’s progress toward promotion and tenure. Supporting documentation is needed to substantiate the information provided in the candidate’s statements. For example, when documenting service activities such as outreach and community engagement, the candidate may include a letter from a school principal or a counseling agency that discusses his/her contribution to the school or agency’s adoption of a new plan of action.

Faculty members who are working toward promotion should consult the Associate Professor section of this document to understand the precise criteria for promotion to this rank.

Third Year Review for Tenure Seeking Faculty

This section is governed by OP 32.38 Third-Year Review of Tenure-Track Faculty.

The candidate will submit the third-year dossier by January 20th of the sixth long semester of service. Tenure-track faculty members (candidates) will complete the following steps in the sixth semester of their probationary period, if they were hired to start in a fall semester, or the seventh semester of their probationary period, if they were hired to start in a spring semester.

|  |  |  |
| --- | --- | --- |
| **Step** | **Deadline** | **Person Responsible** |
| Submission of electronic dos­sier following College Promo­tion and Tenure guidelines, except for external letters. | January 20. | Candidate |
| Department Chair’s Annual Performance Evaluation of the Candidate | January 30 | Department Chair |
| Third Year Annual Review Letter given to candidate and added to the electronic dossier. | First week of February | Department Annual Review Committee |
| Dossier review and rating by department annual review committee This review and rating will be included in the electronic dossier and forwarded to the candidate. | February 20th | Department Annual Review Committee |
| With access to the electronic dossier and additions specified above, all tenured mem­bers of the department except the chair vote on the candidate’s satis­factory progress or lack thereof. | First week of March | Department Chair |
| Dossier review and departmental faculty voting results will be captured in the Department Chair’s letter, which assesses the candidate’s performance. This letter from the Department Chair will be added to the dossier. | March 15 | Department Chair |
| Dossier review and rating by P&T Committee with mem­bers from the candidate’s de­partment recused from the dis­cussion and vote. The P&T Committee will provide a written recommendation that will be shared with the Dean, the Department Chair, and the Candidate | April 1 | P&T Committee |
| The Dean will determine the outcome of the third-year review for the candidate that will be shared with the candidate and the Department Chair. | April 15 | Dean of the College |

Third year dossiers should include:

* A cover letter that specifies the college Operating Procedure for Promotion and Tenure that was followed as well as self-analysis and rating of the faculty member’s progress toward tenure.
* Hiring contract.
* Curriculum vita.
* Summaries for the faculty member’s teaching, scholarship and service. Each summary should not exceed two pages.
* Evidence supporting the faculty member's progress toward excellence in teaching, scholarship, and service. Evidence must include 3 peer reviews for teaching and no more than 3 copies/reprints of publications representative of the faculty member's work.
* Annual reviews provided by the faculty annual review committee and department chair for each year at Texas Tech.

Third year review ballot question:

*Is the candidate making satisfactory progress toward tenure and promotion?*

Promotion to the Rank of Associate Professor

Teaching:

Teaching includes traditional face-to-face, hybrid and online classes, supervising of student teachers or practicum/internship students, and/or chairing or serving on master’s or doctoral committees.

**Promotion to the rank of associate professor requires strong evidence of teaching effectiveness.**

To achieve promotion to the rank of associate professor, the faculty member must:

* Provide evidence of the learning progress of students on programmatic skills, products, and outcomes as a result of the applicant’s teaching.
* Contribute to the development of student knowledge, skills, and products through course and program design, program assessment and evaluation, and/or revision.
* Provide peer reviews and student course evaluations.

Research and Creative Activity:

To achieve promotion to the rank of associate professor, the faculty member must:

* Demonstrate consistent engagement in scholarly research and/or creative activities that address educational issues of importance to educational institutions and society.
* Participate in grant activities, including grant writing and oversight, that allow implementation of scholarly research, personnel preparation, and/or creative activities to improve education.
* Disseminate scholarly research and/or creative activities in a manner that best influences educational practice, educational theory, and/or the development of new research and/or creative endeavors, including peer reviewed publications, other publications, and conference presentations.
* Demonstrate that scholarly research and/or creative activities reach or exceed the standards of the field through positive peer review, review by experts in the area of contribution, or public dialog in education.

Professional Service:

To achieve promotion to the rank of associate professor, the faculty member must:

* Demonstrate meaningful participation in activities that promote the respective missions of the department, college and university.
* Participate in state, regional, national, and/or international level professional service activities addressing educational issues.
* Participate in local, state, regional, national, and/or international level community service activities addressing educational issues.

Promotion to the Rank of Professor

Teaching:

Teaching includes traditional face-to-face, hybrid and online classes, supervising of student teachers or practicum/internship students, and/or chairing or serving on master’s or doctoral committees.

**Promotion to the rank of professor requires strong evidence of teaching effectiveness.**

To achieve promotion to the rank of professor, the faculty member must:

* Provide evidence of the learning progress of students on programmatic skills, products, and outcomes as a result of the applicant’s teaching.
* Lead course and program design, assessment, evaluation and/or revision for the development of student knowledge, skills, and products consistent with program outcomes.
* Provide peer reviews and student course evaluations.

Research and Creative Activity:

To achieve promotion to the rank of professor, the faculty member must:

* Demonstrate consistent engagement in scholarly research and/or creative activities that address educational issues of importance to educational institutions and society.
* Lead grant activities, including grant writing and oversight, that allow implementation of scholarly research, personnel preparation, and/or creative activities to improve education.
* Provide evidence of national and/or international recognition of their research and/or creative activity.

Professional Service:

To achieve promotion to rank of professor, the faculty member must:

* Demonstrate meaningful leadership of activities that promote the respective missions of the department, college, and university.
* Demonstrate meaningful leadership of professional activities at the state, regional national or international levels.
* Lead local, state, regional, national, and/or international level community service activities addressing educational issues.

**Appendix A**

**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 of the contemplated promotion, the Department Chair, the college Promotion, Tenure, and Post Tenure Review Committee (P&T), the Dean of the college, the Dean of the Graduate School, the Provost and Senior Vice President (PSVP) and provost-designated officials, and the President. The President’s recommendations are provided to the Chancellor and to the Board of Regents. Action of the Board of Regents awards promotion and tenure to faculty members at Texas Tech University, and designated officials in the Provost/Senior Vice-President for Academic Affairs (PSVP)*.* 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 by a candidate’s department chair from another department within the college.
* 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 will distribute to all faculty the college's and University’s time line for promotion and tenure decisions for the current year.
* Although candidates originate their applications for tenure and promotion, and they are reviewed initially by eligible faculty in the respective departments, the college is the basic academic unit within the University for the purpose of promotion and tenure decisions.
* 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.
* The members of the P&T Committee will meet before the end of 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.
* Each year two of the members will rotate off the committee since all are in staggered three-year terms. The appointment of faculty members to the P&T Committee to begin service at the start of the next academic year will occur on or before the third Monday in March*.* 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 the Dean. The Dean willinform the faculty of the selected committee membersby April 1st.
* The procedures outlined in Texas Tech University OP 32.01 (revision 7/11/12)Promotion and Tenure Standards and Procedures, are followed by the college.
* Applications for promotion or tenure are initiated by the faculty member.
* 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 eight tenured individuals of rank at the level aspired to or higher to serve as external reviewers (i.e., if promotion is to full, then eight external reviewers would be at the full professor level, or if promotion is to associate, then eight external reviewers would be at the associate or full professor levels). The Provost recommends that five external letters be included in the dossier; at least three of the reviewers must be from the University's national or international peer institutions or aspirational peer institutions. The applicant will also submit sufficient 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, research creative activity, 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 the Department Chair will select five individuals from the list provided by the applicant 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 that includes an explanation of how external reviewers were selected and copies of the applicant's vita, supporting documents showing evidence of teaching, research and creativity, and service, and copies of the college's Promotion and Tenure Policy as well as University O.P. Promotion and Tenure Standards and Procedures**.** 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.
* The candidate also prepares a formal electronic dossier organized in the format required in OP 32.01 Attachment B Promotion and Tenure Dossier Format**,** and submits these dossiers to the Chair by the date established annually by the college’s dean. 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 Promotion, Tenure and Post-tenure Review Committee.
* 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 Supporting Information, Basic Information, of the Dossier Format (see **O.P. 32.01**);
4. Summary of evidence of teaching effectiveness, including student evaluations and other documentation;
5. Summary of research and other activities, copies of publications or other evidence of scholarship; and

6. Summary of service activities and accompanying documentation.

* When the Department Chair receives the dossier from the candidate, the Chair will evaluate the candidate's teaching assignments, research, and service as required by Section III, Basic Information, of the Dossier Format (see OP 32.01**).**
* The Department Chair will add to the dossier the external review letters preceded by a page listing brief bios of each reviewer. When there is a preponderance of external letters from men or women, a statement must be included to clarify whether the distribution of reviewers is representative of the field.
* 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 requires a formal vote of eligible faculty members for the committee’s consideration in a given promotion and/or tenure decision. Faculty voting will occur electronically unless a faculty member requests a paper ballot from the chair prior to the voting deadline.  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.

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. Electronic votes are collected using the voting system. Completed ballots are placed inside a ballot box or envelope in the office of the Department Chair. The Department Chair provides ratings of the candidate’s publications and ensures at least seven working days for the faculty review and vote.

* 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.
* 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 and a rationale for their recommendation. 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 rating of publications as defined in O.P. 32.01, Attachment A, p. 4.
* The Department Chair sends the candidate’s dossier to the Dean of the college, who makes the dossier available to the Chair of the college P&T Committee.
* The members of the college 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 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 and the ballots to the Associate Dean.
* The Dean of the college 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.
* If the candidate receives an unfavorable decision made by the Dean of the college, 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 Provost. If the candidate withdraws from consideration during the mandatory year, such action means that they are forgoing tenure and will be served a terminal year contract.
* The Dean of the college forwards an abridged version of the dossier prepared by the candidate to the Provost and Senior Vice President (PSVP), which meets the requirement of the PSVP*,* together with a statement indicating the reasons for each recommendation. In making a recommendation to the PSVP, the Dean will specify the nature of the report and the votes of the college P&T Committee, the Department Chair, and the departmental faculty vote.
* It is the responsibility of the PSVP, 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 PSVP, meets with each collegiate dean and discusses the dean’s recommendations.
* Upon a decision at the Provost’s level, the documents are sent to the President for review. Upon a favorable decision at that level, the President’s recommendation is forwarded to the Chancellor and Board of Regents for review. The Board has the final decision on all tenure and promotion decisions.
* If an unfavorable decision is made at the President’s level, a recommendation is not forwarded to the Board.

**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:

1. A separate letter concerning each candidate including the following information:

* the chair's evaluation of the candidate's teaching effectiveness, research and creative activity, grant-related activities, and professional service;
* a summary vote of eligible faculty members;
* a summary of the procedures followed by the academic unit in evaluating the candidate;

b.A 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 PSVP unless requested.

**Materials to be supplied by the Deanto the PSVP**

The following materials must be provided:

* Cover letter summarizing collegiate procedures
* Letter of recommendation by the Department Chair
* Letter of recommendation by the Dean, including the department vote
* Recommendations from the college P&T Committee, including the summary vote of this Committee
* The specially prepared dossier of each candidate, excluding supporting materials, but including letters solicited from external reviewers.

**Appendix B**

**Exemplars of Teaching, Research and/or Creative Activity, and Service**

As noted in the conceptual framework and standards for academic ranks, there are three categories of academic performance on which promotion and tenure evaluations are made in the college~~.~~

In the following sections, an elaboration on possible 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 successful activities are possible.

**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, and community-engaged activities.

Examples of Teaching Activities

* Required course evaluations of teaching effectiveness through student evaluation forms.
* Other evaluations can include self-evaluation and evaluation by field-based professionals.
* Peer evaluation is required of tenure seeking faculty on an annual basis and of faculty seeking promotion to full professor in, at a minimum, the semester prior to application for promotion.
* Receipt of University or college 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. Research and Creative Activity**

Research and creative activity includes 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 subject their work to peer evaluation and criticism. Scholars may take part in community-engaged research. Thus, scholars extend both their own knowledge and the knowledge of others in order to add to the strength of their fields of inquiry and creativity and to the professional expertise of their students.

Examples of Research and Creative Activity

* Articles 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 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, whether funded or un-funded, (b) project management, and (c) production of a final report.
* Scholarly products of community-engaged research.
* Other scholarship (Examples include, 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, Attachment A requires department chairs to rate 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 should maintain a dynamic listing of refereed journals that have been categorized by program faculty. 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. While publication in prestigious peer-reviewed publications is valued, publications that appear in prestigious journals and that show an impact on the work of other professionals within the academy and in one’s professional field is more highly valued. Other publications – books, chapters, monographs, so forth – should also be evaluated for their contributions to professional fields and practitioners’ work. Evaluative judgments regarding the prestige of the publisher, the proportionality of authorship, impact on service providers and clients should also be considered.

(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. When a book project extends over several years, it is the author or editor’s responsibility to document in writing precisely when the work will be completed (e.g., a book contract, a letter from the publisher’s editor, so forth).

**Special Considerations for the Evaluation of Grants**

The following criteria will be used to evaluate the contribution of grant activity by faculty members:

* Level of pre-grant activities (e.g., amount of data collection required to write a proposal, time and/or travel required to communicate with prospective funder, etc.).
* Prestige of funding agency (e.g., highly competitive organization vs. local agency that funds most submitted proposals; federal funding vs. private foundations).
* Investment as a team member when involved with the writing of an interdisciplinary grant proposal and a funded interdisciplinary grant project.
* Evidence of effort to submit grant proposals regardless of funding outcome.
* Impact of grant on research, personnel preparation or service to partners, students/clients.
* Solicitation of partners in community-engaged research.
* Credit for funded grants throughout their project period (e.g., continuation grants vs. newly funded grants).
* Amount of grant funding secured.

**c. Service**

As noted earlier, service, including outreach and community engagement, involves various activities that are beneficial to the University, the college, and the profession, including educational institutions, schools, agencies, and professional associations. All faculty at all ranks are expected to perform service.

Examples of Service Activities:

(1) Service to the Program, the Department, the college, or the University

* Chairing department, college, or University committees.
* Coordinating a program(s)
* Participating actively in Department, college, or 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 agencies, businesses, colleges, schools, and 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.
* Serving on a school or agency review committee.
* Working with practitioners to improve academic programs and delivery services.
* Reviewing prospectuses for and manuscripts of books prior to publication.
* Reviewing program proposals for international, national, or regional conferences of professional organizations.
* 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.
* Serving as editor or column editor of a professional newsletter.

(3) Grant-related Activities

Grant-related activities reflect efforts to obtain external support for research and service 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.

(4) 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 teaching, research and/or creative, and service activities. Such individuals cannot use exceptional service as sufficient basis for promotion. The determination of promotion, therefore, will be made essentially according to the same standards as faculty engaged in full-time teaching, research and creative activity, and service.