

Faculty Handbook

Approved by College of Education Voting Faculty

(5.3.23; updated 10.26.23)

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PROCEDURES FOR COE STANDING COMMITTEES

Approved by College of Education Tenured/Tenure-Track Faculty Vote
(12.15.16; revisions approved May 18, 2020)

Sources of Authority

Related OPs:

[Operating Policies & Procedures](#) | [Operating Policies & Procedures](#) | [TTU](#) (see Academic Policies – Faculty)

Texas Tech Faculty Handbook: [Office of Official Publications](#) | [Faculty Handbook](#) | [Official Publications](#) | [TTU](#)

Texas Tech Catalogue: [Office of Official Publications](#) | [Official Publications](#) | [TTU](#)

Texas Tech Regents Rules: [Regents' Rules](#) | [Texas Tech University System](#)

SACSCOC Accreditation Standard: [Accrediting Standards - SACSCOC](#)

AAUP: <http://www.aaup.org/>

COE Standing Committees include Graduate Academic Affairs; Teacher Certification and Undergraduate Academic Affairs; Research; Diversity, Equity, and Inclusion, and Faculty, Staff, and Student Human Resources.

For the purposes of this policy, the voting faculty shall consist of all persons under full-time contract who are (1) tenured, (2) on tenure track, or (3) have an annually renewable contract or continuing appointment per OP 32.34. Unless otherwise specified, Standing Committee membership and leadership roles shall be drawn from all three faculty groups. [Note: in the 2022-23 academic year all 2-year appointments will be extended to 3 years appointments on the passage of this policy revision.]

Early in the spring term, faculty members are requested to identify committee assignments of interest and submit this information to the Chair of the Faculty Council. The Faculty Council considers all submissions and appoints faculty to membership on committees in early May. Membership begins on the first day faculty are back on duty in the fall semester. Appointments for vacated positions are sought within one month after the vacancy occurs. Faculty appointed to the vacated position take membership immediately and serve out the term of the original member.

Membership and the terms of membership on each standing committee are defined in the specific committee's description. Terms of membership are three years and staggered to allow for rotation in membership. Each newly empaneled committee holds its initial meeting within ten days after the beginning of the fall semester. Administrators (Dean, Associate Deans, Department Chairs,

and Associate Department Chairs) are not eligible for membership in standing committees but do serve in ex-officio positions. If a position is vacated on a committee, the Chair of the Faculty Council will request nominations from the respective Department Chairperson. The Faculty Council will then consider the nomination and appoint faculty to membership on the committee to complete the term of the member who vacated the position. If a member cannot function as a member for a period of time, such as sabbatical or professional development leave, the Chair of the Faculty Council will request nominations from the respective Department Chairperson. The Faculty Council will then consider the nomination and appoint faculty to membership on the committee until the member who had vacated can resume his/her function. If there are insufficient numbers of representatives from each department, the committee will continue to meet as long as there is a quorum (50%).

Unless otherwise specified, the Chairperson of the committee is elected by the committee and serves for one year in that role. The Chairperson sets the committee agenda, chairs the meetings, reports committee actions to the faculty, provides minutes of each meeting to the Dean, and represents the committee to the Dean and the Administrative Team in matters of mutual concern.

All actions and decisions of College committees and College faculty are advisory to the Dean. Recommendations from committees or general meetings of the faculty, including the Graduate Faculty, submitted to the Dean, are taken under advisement and careful deliberation is given before any actions or decisions are made. All academic matters, however, according to OP 10.13 1 (f) are issues of the faculty. Program faculty will be consulted first before any actions or decisions that directly affect the program(s) are made. Minutes of College committees and faculty meetings are posted for the faculty.

Students Serving on Standing Committees of the College of Education

In an effort to promote representation of students on the Standing Committees of the College of Education, the guidelines for choosing students for committee assignments are as follows:

Undergraduate Students: Students may submit their names to the Chair of Faculty Council who will forward them to the appropriate standing committee for consideration as ex-officio members or they may be nominated by the ex-officio member of the committee. (There are no undergraduate students on the Research Committee or the Graduate Academic Affairs Committee.)

Graduate Students: Students may submit their names to the Chair of the Faculty Council who will forward them to the appropriate standing committee for consideration as ex-officio members or they may be nominated by the ex-officio member of the committee. (There are no graduate students on the TCUAAC.)

The Chair of the Faculty Council will ensure that students are advised of their opportunity to serve on Standing Committees by inviting participation via email each spring (graduate students) and fall (undergraduate students).

FACULTY COUNCIL

(Approved by College Faculty Vote on May 18, 2020)

Sources of Authority

Related OPs: [Operating Policies & Procedures](#) | [Operating Policies & Procedures](#) | [TTU](#) (see Academic Policies – Faculty)

Texas Tech Faculty Handbook: [Office of Official Publications](#) | [Faculty Handbook](#) | [Official Publications](#) | [TTU](#)

Texas Tech Catalogue: [Office of Official Publications](#) | [Official Publications](#) | [TTU](#)

Texas Tech Regents Rules: [Regents' Rules](#) | [Texas Tech University System](#)

SACSCOC Accreditation Standard: [Accrediting Standards - SACSCOC](#)

AAUP: <http://www.aaup.org/>

The Faculty Council is an elected body of the faculty. Each department may elect two or three members, depending upon the size of the department and the determination of department faculty on whether they can fill the roles. Departmental faculty should elect faculty representatives who can: 1) represent the College faculty; 2) represent their Department faculty; and 3) represent the diversity of faculty roles in the department. Eligible faculty for the Faculty Council include all persons under full-time contract who are (a) tenured, (b) on tenure track, or (c) have an annually renewable contract or a continuing appointment per OP 32.34.

Administrators including the Dean, Associate Deans, Department Chairs, and Associate Department Chairs are not eligible for Faculty Council membership. Elections of Faculty Council members will occur each spring term, and service will begin each August. The College's Faculty Senators (representatives for the College on the University Faculty Senate) elect a representative to serve as an ex-officio member, and all Faculty Senators receive notification of meetings and information distributed at meetings.

The Chair and Chair-elect of the Faculty Council are elected by the Faculty Council members for a one-year term. The position of Chair-elect will rotate across the four departments in the College. If the Chair-elect position is vacated, someone from the same department to which the former Chair-elect is/was assigned will fill the position. If the Chair position is vacated, that position will be filled by the current Chair-elect and, in turn, a new Chair-elect will be selected from the Faculty Council members in the former Chair's department. If a position (other than the Chair or Chair-elect) is vacated on the Faculty Council, the Chair will request nominations from the respective Department Chairperson for a tenure-line representative. The Faculty Council will vote on the nomination(s) and the new member will complete the term of the member who no longer serves. If a member (other than the Chair or Chair-elect) cannot function as a member for a period of time, such as sabbatical or professional development leave, the Chair will request nominations as noted above. The Faculty Council will vote on the nomination(s) and the substitute member will function as a member until the member who had vacated can resume his/her function.

The Faculty Council is responsible for soliciting nominations and convening elections for the Promotion and Tenure and Post-Tenure Review Committee, Standing Committees, Faculty Development Committee, as well as for members to serve on Annual Review Mediation Committee.

The Faculty Council meets twice a month or more frequently as needed. It may vote on any matter before it when 50% of the elected members are present. The Chair, Chair-elect, or designated delegate attend the College Leadership Team meetings.

The Faculty Council is a vehicle for faculty governance, the empowerment of faculty to recommend policy directly related to the conduct and quality of faculty life in the College of Education. The Faculty Council facilitates processes by which faculty may be fully involved in deliberation and recommendation. When a faculty vote on a policy or other matter is needed, the Faculty Council will:

- 1) distribute the policy or issue to faculty via email;
- 2) establish a voting process (e.g., via confidential electronic or in person balloting);
- 3) convene the balloting process;
- 4) verify vote on the policy matter with count of Approve, Disapprove or Abstain (a simple majority of those who vote will constitute approval);
- 5) communicate the vote via email to all faculty and ensure that the vote is posted on the College web-site.

For all matters affecting tenured/tenure-track faculty, all currently appointed tenured/tenure-track faculty of the College will be eligible to vote. For policies that pertain only to full-time annually renewable contract or a continuing appointment faculty, all currently appointed faculty in those roles will be eligible to vote. Where policies pertain to all full-time faculty, all full-time faculty (tenured, tenure-track, and renewable contract or a continuing appointment faculty) will be eligible to vote. Policies that use the term “faculty” are considered to apply to all full-time faculty.

In addition to the responsibilities listed above and in response to faculty concerns or requests from the Dean and College of Education Administrative Team, the Faculty Council:

- 1) Encourages faculty involvement in College issues;
- 2) Works as a clearinghouse for issues and concerns of the faculty at-large;
- 3) Facilitates faculty review of existing or proposed organizational structures, guidelines, and procedures to determine their impact on the conduct and quality of faculty life in the College of Education;
- 4) Makes guideline recommendations to the Dean and the College of Education Administrative Team and the faculty at large;
- 5) Refers policy issues to specific committees as appropriate;
- 6) Calls and conducts faculty meetings each long semester, either jointly with the Dean or independently; and
- 7) Keeps records, copies, and minutes relative to Faculty Council actions, circulates the minutes (via the web site posting), to the Dean, the College of Education Administrative Team and the faculty at large.

PROMOTION and TENURE and POST-TENURE REVIEW COMMITTEE

(Approved by College Faculty Vote on May 18, 2020)

Sources of Authority

Related OPs:

[OP 32.01: Promotion and Tenure Standards and Procedures](#) | [Operating Policies & Procedures](#) | [TTU](#)

Texas Tech Faculty Handbook: [Office of Official Publications](#) | [Faculty Handbook](#) | [Official Publications](#) | [TTU](#)

Texas Tech Catalogue: [Office of Official Publications](#) | [Official Publications](#) | [TTU](#)

Texas Tech Regents Rules: [Regents' Rules](#) | [Texas Tech University System](#)

SACSCOC Accreditation Standard: [Accrediting Standards - SACSCOC](#)

AAUP: <http://www.aaup.org/>

The College Promotion and Tenure processes align with OP 32.01, which requires (at 2 g):

- 1) Evaluation by the department, which includes a vote by the tenured faculty, and a recommendation by the chairperson, who does not attend or participate in the faculty vote;
- 2) Two events occur at the college level: first, a review by the college tenure committee, which provides a recommendation to the dean; and second, a letter of recommendation provided by the dean, who does not attend or participate in the department faculty vote, nor participate in the vote of the college tenure committee.

In the College, the Promotion and Tenure (P&T) Committee is composed of eight tenured faculty members who hold the rank of associate or full professor with two from each department in the college. Membership is for a three-year term. Administrators (Dean, Associate Deans Department Chairs, and Associate Department Chairs) are not eligible to be members of this committee. In consultation with the Department Chairs from the four academic departments and with the appropriate Associate Dean serving as an ex-officio member, the committee reviews all applications for promotion and tenure within the College of Education and makes its recommendations to the Dean. Efforts will be made to ensure that the committee is composed of a diverse membership. 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.

Each year at least two of the members will rotate off the committee. The election of faculty members to the P&T Committee will occur on or before the third Monday in February. 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 College administrators (e.g., Dean, Associate Deans, 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 in the respective department, the Dean and the Faculty Council Chair will count the votes and inform the faculty of results by April 1st. If a position is vacated on the Committee, the Chair of the Faculty Council will request nominations from the respective Department Chairperson and an election will be held in the respective department to identify a new member to complete the term of the member who vacated his/her post. If a member cannot function as a member for a period of time, such as sabbatical or professional development leave, the Chair of the Faculty Council will request nominations from the respective Department Chairperson. An election will be held in the respective department to identify the substitute member for the position until the member who had vacated can resume his/her function.

The committee will act in accordance with written procedures as specified in the College of Education Handbook as developed by the College in agreement with university policies as stated in OP 32.01. This committee's responsibilities include:

- Reviewing and voting on all applicants for promotion and tenure and post tenure reviews and submitting to the Dean a statement of committee recommendations on each applicant.

GRADUATE ACADEMIC AFFAIRS COMMITTEE

(Approved by College Faculty Vote on May 18, 2020)

This committee is composed of two faculty members from each of the three graduate departments serving for a three-year term, including the Chair elected by the committee at the beginning of the fall semester, who will serve for one-year. One faculty member from the undergraduate department serves for a three-year term, and one graduate student member serves for a one-year term. The appropriate Associate Dean serves as an ex-officio member.

The committee has the responsibility of maintaining oversight of all matters related to the quality of graduate education, in both masters and doctoral programs and in advanced certification programs. The committee will recommend to the Dean guidelines and procedures necessary to strengthen all areas of graduate education. Committee responsibilities include the following:

- 1) Monitoring all policies governing graduate education and considering any student appeals for exceptions to those policies, e.g., admissions, residency, program structure, grievances, and grade appeals;
- 2) Reviewing criteria for Graduate Faculty membership and procedures for implementing and recommending needed changes;
- 3) Reviewing elements of graduate programs to ensure that they reflect standards of best practice among comparable research institutions and recommending specific actions to improve any identified deficiencies;
- 4) Serving in an advisory capacity to the Associate Dean for Research and Faculty/Staff Development;
- 5) Maintaining the course approval process for all graduate courses (see OP 36.01);
- 6) Developing procedures and activities that enhance administration/student/faculty relationships within the College;
- 7) Keeping records, copies, and minutes relative to committee actions, circulating those minutes to the faculty (via the web site posting), and to the Dean and the College of Education Administrative Team.

FACULTY, STAFF and STUDENT HUMAN RESOURCES COMMITTEE

(Approved by College Faculty Vote on May 18, 2020)

This committee is composed of two faculty members from each of the four academic departments serving three-year term, including the Chair elected by the committee at the beginning of the fall semester serving for a one-year term, a representative of the Staff Council serving a one-year term, and two student members (one undergraduate and one graduate), each serving a one-year term. The Director of Communications and Public Relations and the appropriate Associate Dean serve as ex-officio members. Specific responsibilities of the committee include:

- 1) Recommending guidelines and procedures and organizing events that directly affect faculty, staff, and student welfare in the College of Education;
- 2) Coordinating the process of announcing, nominating, selecting, and recommending faculty and students for College and, as appropriate, University awards;
- 3) Designing and implementing an annual process of planning faculty and staff professional development;
- 4) Developing procedures and activities that enhance relationships among administrators, faculty, and students within the College;
- 5) Keeping records, copies, and minutes relative to all committee actions, including the circulation of those minutes to the faculty (via the web site posting), and to the Dean and members of the College of Education Administrative Team.

TEACHER CERTIFICATION and UNDERGRADUATE ACADEMIC AFFAIRS COMMITTEE

(Approved by College Faculty Vote on May 18, 2020)

This Committee is composed of three faculty members from the undergraduate department in the College who will serve three-year terms, one graduate faculty member from any of the other three graduate departments who will serve a three-year term, and one undergraduate student who will serve a one-year term. The appropriate Associate Dean and the Certification Officer for the College of Education serve as ex-officio members.

The committee has the responsibility of maintaining oversight of all matters related to the quality of teacher certification and undergraduate education, including certification, courses, and programs. The committee will recommend to the Dean guidelines and procedures necessary to strengthen all areas of teacher certification and undergraduate education. Committee responsibilities include the following:

- 1) Monitoring all policies governing teacher certification and undergraduate education and considering any student appeals for exceptions to those policies, e.g., admissions, program structure, grievances, and grade appeals;
- 2) Conducting a continuous review of the curricula and courses that comprise the academic programs in the College with a view to strengthening content and continuity, reducing redundancy, and maintaining currency throughout;
- 3) Maintaining the course approval process for all undergraduate courses;
- 4) Developing plans and procedures for support activities relative to issues in teacher certification and undergraduate education;
- 5) Serving in an advisory capacity to the Associate Dean for Academic Affairs and the Certification Officer;
- 6) Keeping records, copies, and minutes relative to all committee actions, including circulation of those minutes to the faculty (via the web site posting) and to the Dean and members of the College of Education Administrative Team.

RESEARCH COMMITTEE

(Approved by College Faculty Vote on May 18, 2020)

This committee is composed of two faculty members from each of the four academic departments serving three-year terms, including the Chair elected by the committee at the beginning of the fall semester, who serves a one-year term, a graduate student representative who serves a one-year term. The appropriate Associate Dean and Development Officer serve as ex-officio members.

The Research Committee recommends guidelines and procedures necessary to strengthen all research endeavors in the College of Education including, but not limited to, the following:

- 1) Promoting and supporting research and scholarly activities in the College;
- 2) Making recommendations regarding the need for research equipment, materials, and funds;
- 3) Reviewing faculty access to adequate resources;
- 4) Developing guidelines for faculty research proposals supported by private and/or state organized research funds and reviewing those proposals and making recommendations to the Dean for their funding;
- 5) Keeping records, copies, and minutes relative to all committee actions, including the circulation of those minutes to the faculty (via the web site posting), and to the Dean and members of the College of Education Administrative Team.

ACCESS and ENGAGEMENT COMMITTEE

(Approved by Faculty Council on October 5, 2023. Approved by College of Education Faculty on October 25, 2023.)

This committee is composed of two faculty members from each department, serving three-year terms, who are nominated and elected by the College faculty and approved by the Faculty Council. The committee also includes a staff representative who is nominated by Staff Council and approved by the Faculty Council and serves a one-year term; one undergraduate and two graduate student members who serve one-year terms are also nominated and approved by the Faculty Council. The appropriate Associate Dean serves as an *ex-officio* member. Membership of the committee should reflect and represent the heterogeneity of the College's faculty, staff, and student body. The committee espouses a collaborative approach to leadership (chair, co-chair, committee leadership, etc.) and will determine at the beginning of each fall semester the undertakings that will be accomplished for the respective academic year.

The committee has the twofold responsibility for 1) advising the Dean regarding the policies and procedures necessary to strengthen access and engagement within the College, and 2) advocating for the creation and sustainability of an environment that will enhance faculty, staff, and student access, engagement, and retention.

Committee responsibilities include the following:

- 1) Collaborating and networking with relevant campus units;
- 2) Contributing to and supporting the implementation of a strategic action plan for access, engagement, and retention in the College;
- 3) Conducting a climate assessment for faculty, staff, and students, as needed;
- 4) Advancing access and engagement initiatives in teaching, learning, and research;
- 5) Sponsoring research that focuses on access, engagement, and/or retention; and
- 6) Organizing voluntary professional development opportunities, book discussions, panel discussions, etc.

COLLEGE of EDUCATION GOVERNANCE

Approved by College of Education Tenured/Tenure-Track Faculty Vote
(12.15.16)

Sources of Authority

Related O.P.:

Texas Tech Faculty Handbook: [Office of Official Publications](#) | [Faculty Handbook](#) | [Official Publications](#) | [TTU](#)

Texas Tech Catalogue: [Office of Official Publications](#) | [Official Publications](#) | [TTU](#)

Texas Tech Regents Rules: [Regents' Rules](#) | [Texas Tech University System](#)

SACSCOC Accreditation Standard: [Accrediting Standards - SACSCOC](#)

AAUP: <http://www.aaup.org/>

AAUP: <http://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure>

Individual faculty and staff may express concerns, raise issues, or initiate discussions about policy changes at all governance levels. Typically, these changes originate in programs, departments, committees, and administrative team /Faculty/Staff Council meetings. Proposed Policy changes, after administrative team/Faculty/Staff Council review, are then voted upon by the faculty/staff and forwarded to the appropriate council (Administrative team/Faculty/Staff Council) who then presents the recommendation to the Dean. She/he will make final decisions about policies related to budget, personnel and/or administrative matters, and will communicate final decisions and supporting rationale, if pertinent, to the originating entity.

Texas Tech's accrediting body, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requires that "The institution publishes policies on the responsibility and authority of faculty in academic and governance matters. (Faculty role in governance)" (SACSCOC Comprehensive Standard 3.7.5). In addition, SACSCOC requires that "The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration. (Academic program approval)" (SACSCOC C.S. 3.4.1). Texas Tech fulfills this responsibility by ensuring that faculty votes are documented on all proposed academic matters that come for review to the institutional-level Academic Council. The approval processes for these matters begin with program faculty in the College.

OP 10.13 1(g) states: "Academic programs, including program content, quality, and assessment, are the primary responsibility of the faculty within the academic disciplines. Learning outcomes assessments of academic programs are included in the departments' annual assessment reports."

In the College of Education, program faculty carry-out OP 10.13 1(g) through their work together related to teaching, including curricular development and improvement, and strategies to improve student learning. All proposals for new curricula or substantial curricular revision must be

voted on by the program faculty. Two committees are led by faculty and provide a next level of review for new or substantially revised curricula – the Graduate Academic Affairs Council and the Teacher Certification and Undergraduate Academic Affairs Committee. Recommendations from these Committees are forwarded to the College administration.

In addition, OP 10.13 1 (h and i) assign responsibility and authority to administrators:

h. Academic department chairs, deans, and the PSVP are responsible for ensuring that academic programs are appropriately organized and outcomes of student learning are assessed annually for program improvement.

i. Academic department chairs, deans, and the PSVP are responsible for oversight of all budgetary and operational aspects of academic departments and/or colleges, including the strategic planning and assessment for those departments and/or colleges.

In addition, O.P. 32.03 states the “dean's chief responsibility is the development, supervision, and operation of the academic programs of the college or school. The academic dean and staff serve as consultants on all academic matters such as course changes, choice of major, and degree requirements. Since all degrees given by Texas Tech University are granted through these colleges and schools, the respective dean and the faculty members of a specific college or school establish their own degree requirements” O.P. 32.03 4(a).

Student input is sought formally by standing committees and by faculty and administration through ongoing assessment activities related to their perceptions of their learning experiences, support services, success and career preparation, and related matters. Informally, students can express concerns or raise questions to individual faculty or administrators. Students may also give input through any of the Councils or Committees of the College of Education.

FACULTY TEACHING RESPONSIBILITIES

Approved by College of Education Tenured/Tenure-Track Faculty Vote
(12.15.16)

Sources of Authority

Related OPs:

<http://www.depts.ttu.edu/opmanual/OP32.06.pdf>

Texas Tech Regents Rules 04.04.3: <http://www.depts.ttu.edu/oppol/Chapter04.pdf>

AAUP Policies in the Classroom: <http://www.aaup.org/our-work/government-relations/past-campaigns-academic-bill-rights/aaup-policies-classroom>

AAUP 1940 Statement of Principles on Academic Freedom and Tenure

<http://www.aaup.org/report/1940-statement-principles-academic-freedom-and-tenure>

Texas Tech Faculty Handbook: [Office of Official Publications](#) | [Faculty Handbook](#) | [Official Publications](#) | [TTU](#)

Texas Tech Catalogue: [Office of Official Publications](#) | [Official Publications](#) | [TTU](#)

SACSCOC Accreditation Standard: [Accrediting Standards - SACSCOC](#)

There is a clear expectation across the College of Education that all tenure track faculty will discharge their respective teaching duties fully over the course of an academic year. In most cases this is a 2/2 regular course load. When classes do not have suitable enrollment, faculty will be reassigned alternative teaching responsibilities. In order to maintain equitable teaching loads across the entire college, faculty reassignment will be done in the following priority order:

- 1) replacing adjuncts tentatively contracted to teach in their program and/or team teaching in cases where enrollment is unusually high,
- 2) within their respective program area for courses they are qualified to teach,
- 3) outside the program area for courses they are qualified to teach, or
- 4) across the college where a "generalist" preparation qualifies faculty for other generalist teaching responsibilities.

FACULTY OFFICE HOURS

Approved by College of Education Tenured/Tenure-Track Faculty Vote
(12.15.16)

It is important for every faculty member to post a definite schedule on their office door or virtually through a URL site on an easily accessible faculty information source as well as in their course syllabi providing information about classes and where they meet, office hours, and anything else that will help a visitor to find them when necessary. Additionally, all faculty members must complete the Office Hour, Class Schedule, and Contact Information Form at the beginning of each academic term and submit that to their department Chair. Faculty members are expected to schedule a minimum of five (5) hours per week in physical offices or virtually during the academic year and to follow this schedule as closely as possible. During a summer session in which a faculty member is teaching, the expectation is 2.5 hours per week.

Faculty teaching online courses are expected to maintain office hours and make those office hours available for distance students to contact them electronically.

Faculty who have been awarded a change in their point of duty through the Provost's Office must also have specific office hours included in their syllabi and as well as on the Office Hour, Class Schedule, and Contact Information Form which they submit to their department Chair at the beginning of each academic term.

Faculty members and administrators:

- keep office hours;
- keep appointments; and
- notify the department office when location of class is changed for the day.

Faculty members are urged to:

- let staff know where you will be and anticipated time of return to office so that callers can be informed; and
- place a note on the office door or call the dean's office to let students and others know if office hours cannot be kept.

ANNUAL FACULTY REVIEW

Approved by College of Education Tenured/Tenure-Track Faculty Vote
(12.15.16)

Sources of Authority

Related OPs:

<http://www.depts.ttu.edu/opmanual/OP32.32.pdf>

[OP 32.31: Comprehensive Performance Evaluations of Tenured Faculty Members and Faculty Members Who Receive an Academic Promotion | Operating Policies & Procedures | TTU](#)

Texas Tech Faculty Handbook: [Office of Official Publications | Faculty Handbook | Official Publications | TTU](#)

Texas Tech Catalogue: [Office of Official Publications | Official Publications | TTU](#)

Texas Tech Regents Rules: [Regents' Rules | Texas Tech University System](#)

SACSCOC Accreditation Standard: [Accrediting Standards - SACSCOC](#)

AAUP: <http://www.aaup.org/>

Annual Report

At the conclusion of each calendar year, each faculty member prepares an annual report listing all activities for that calendar year in the areas of teaching, research, and service using Faculty Success (previously called Digital Measures). This report is required by University policy and becomes a part of the faculty member's official record. It is considered in decisions regarding merit pay, tenure and promotion, and other personnel matters.

Annual Review

The annual report and a current resume are submitted to the department Chairperson in January (as per OP 32.32). The Chairperson reviews the report and prepares a written evaluation of the faculty member's performance. The Chairperson is also expected to consider performance for the three previous years. The faculty member will receive a draft of the letter which will allow the faculty member to suggest revisions and/or additions in a timely fashion. The Chairperson will provide the Dean with annual review letters prior to conducting the annual review conference. The evaluation is attached to the annual report and copies are distributed to the faculty member, Department Chairperson, Dean, and Provost. Specific guidelines in OP 32.32 govern provisions for faculty performance that is deemed by the Chairperson and Dean to unsatisfactory.

Annual Review Conference

Prior to submitting the completed evaluation to the Dean, the Department Chairperson meets with faculty members individually to discuss the annual report, Chairperson's evaluation, and overall performance for the year. The faculty member signs the Chairperson's evaluation, indicating that he/she has met with the Chairperson.

**NOTE: ALSO SEE DEPARTMENTAL THIRD-YEAR REVIEW POLICIES ADOPTED DUE TO CHANGE
IN
OP 32.28 posted 2/12/21. THESE DEPARTMENTAL POLICIES ARE POSTED ON THE COE FACULTY
RESOURCE PAGE.**

TENURE-TRACK FACULTY THIRD-YEAR REVIEW

Approved by College of Education Tenured/Tenure-Track Faculty Vote
(12.15.16)

Sources of Authority

Related OPs:

[OP 32.38: Third-Year Review of Tenure-Track Faculty | Operating Policies & Procedures | TTU](#)

[OP 32.31: Comprehensive Performance Evaluations of Tenured Faculty Members and Faculty Members
Who Receive an Academic Promotion | Operating Policies & Procedures | TTU](#)

<http://www.depts.ttu.edu/opmanual/OP32.32.pdf>

<http://www.depts.ttu.edu/opmanual/OP32.34.pdf>

<http://www.depts.ttu.edu/opmanual/OP32.20.pdf>

Accrediting Standards - SACSCOC

Appointment to a tenure track position carries with it certain responsibilities related to teaching, research, and service. The initial six years of appointment serve as a probationary period, allowing time for individual faculty to demonstrate competency as a university professor.

Each non-tenured faculty member appointed to a tenure-track position will be reviewed annually during the first through sixth years of appointment. A committee of tenured faculty in each department is appointed by the appropriate department Chair. This Annual Review Committee reviews the non-tenured faculty member's annual report. The committee schedules a conference with the individual and provides specific written feedback indicating progress made toward promotion and tenure during the calendar year under review. The committee forwards this written feedback to the appropriate Department Chair.

Each year the Department Chair reviews the committee's feedback. In the annual review conference, the department Chair indicates to the individual his/her recommendation for continued employment or notification of a terminal appointment based upon the individual's performance during the calendar year under review and cumulative performance. The Department Chair forwards this recommendation to the Dean.

Third Year Review

Per OP 32.01, all departments shall have in place procedures for a third-year review for each untenured faculty member which is to include a written assessment and recommendation regarding faculty member's progress toward tenure and promotion.

During the third year, a more comprehensive form of evaluation will occur, led by your Chair, the annual review committee, and tenured faculty. Using the Promotion and Tenure Policy and Procedures, the third-year review will address teaching, research and/or creative activity, and service. Evidence of progress in these three areas should include succinctly written statements of:

- Teaching effectiveness that impacts the learning of university students and their future students/clients to whom they provide service;
- Involvement in 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
- Professional service to the university, the COE and other partnerships (e.g., P-12 schools, school districts, agencies other institutions).

The faculty members conducting the third-year review will consult with the Chairperson prior to compiling the third-year review materials.

Non-Reappointment

The Department Chair may recommend non-reappointment to the Dean at any time between the first and sixth years of appointment. Notification of individual faculty members receiving a terminal appointment will follow the time schedule specified in the University's promotion and tenure policy (OP 32.02; see <http://www.depts.ttu.edu/opmanual/OP32.02.php>).

Prior to submitting the completed evaluation to the Dean, the Department Chairperson meets with faculty members individually to discuss the annual report, Chairperson's evaluation, and overall performance for the year. The faculty member signs the Chairperson's evaluation, indicating that he/she has met with the Chairperson.

PROMOTION AND TENURE POLICY AND PROCEDURES

Approved by College of Education Tenured/Tenure-Track Faculty Vote
(9.17-18.2012; 4.10.2014; 3.6.2019). Approved by TTU Provost (9.26.2012; 7.18.2014)

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, teaching is 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.

2. 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	First week of March	Department Chair

candidate's satisfactory progress or lack thereof.		
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 timeline 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 ensure 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 will inform the faculty of the selected committee members by 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:

- a. 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 Dean to 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 include 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, and 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.

POST-TENURE REVIEW POLICY

Approved by College of Education Tenured/Tenure-Track Faculty Vote
(Adopted by College faculty 11.1.1999; 12.15.16)

Sources of Authority

Related OP 32.31:

<http://www.depts.ttu.edu/opmanual/OP32.31.php>

Texas Tech Faculty Handbook: [Office of Official Publications](#) | [Faculty Handbook](#) | [Official Publications](#) | [TTU](#)

Texas Tech Regents Rules: [Regents' Rules](#) | [Texas Tech University System](#)

SACSCOC Accreditation Standard: [Accrediting Standards - SACSCOC](#)

AAUP: <http://www.aaup.org/>

Comprehensive Performance Evaluations of Tenured Faculty

The College of Education's mission corresponds with the expectations of Texas Tech University as a research university; that is, to foster and support the creation, translation, and dissemination of knowledge through teaching, research and creative activities, and professional service. More specifically, the College of Education seeks to direct its efforts toward achieving national prominence as a research institution, and will build upon its current strong recognition in the state and region to achieve national and international distinction. All faculty members of the College of Education are expected to participate and be productive in support of the mission through teaching, research and creative activity, professional, and administration (as applicable) service. A faculty member should be fully cognizant of this threefold mission and most importantly of the fact that levels of performance in each of the three areas will be comprehensively evaluated on a periodic basis in accordance with OP 32.31 (Comprehensive Performance Evaluations of Tenured Faculty Members and Faculty Members Who Receive an Academic Promotion).

Because of the diversity of appointment status and time commitment in the College, it is virtually impossible to establish quantitative specifications that are applicable to each and every individual; rather the expectation is that each individual will clearly demonstrate competency in each of the evaluated areas in line with his or her specific appointment.

CRITERIA

Criteria for comprehensive performance evaluations of tenured faculty members are as following:

Teaching

Demonstrated quality performance as an undergraduate and/or graduate instructor. Assessment will be based on the type, level and nature of courses taught, instructor-course evaluations, student academic advising, chairing or serving on graduate student committees, advising of student organizations, leadership and other contributions to teaching activities of the Program, College, and University.

Peer review and assistance may also be used as a part of evaluation of teaching effectiveness. This review may be initiated at the request of a faculty member seeking assistance, or by an administrator in response to a pattern of concerns about the teaching effectiveness of a faculty member. Further, faculty members are encouraged to use a combination of review processes (peer, self, administrator, and student) throughout their professional career as a means to improve teaching/learning.

Research and Creative Activity

Demonstrated independent, collaborative, and interdisciplinary research and creative activities, which are documented by refereed publications, juried presentations, the development of published video, multi-media and computer software programs, or by way of other professionally prestigious outlets. Evidence of the individual's reputation and recognition for scholarly competence should be documented. Support and documentation may include evidence of invitations to contribute to national and/or international symposia, applying for and obtaining grants or external funding, participation in national professional societies, and continued professional development.

Professional Service

Documentation of service responsibilities to (1) the academic community, and (2) the professional community. Within the College of Education, expectations for service to the academic community - which includes committee assignments and participation in program-level, Department, College, and University activities - are differentiated by rank. Associate Professors are expected to demonstrate somewhat greater involvement in service than untenured faculty, whereas, Professors are expected to demonstrate significant participation in the governance and activities of the College and the University.

Expectations for service to the professional community are not differentiated by rank. Nevertheless, the College of Education faculty are expected to demonstrate continuing involvement in professional service. Leadership in the professional community may be evidenced through committee assignments, involvement with local schools, consulting activities, elected offices, national and international activities, and other appropriate service to the individual's professional societies.

Administration (as appropriate)

Documentation of effective administrative functioning. Evidence of effective leadership may be demonstrated by evaluation procedures already in place that are specifically related to the relevant program, department, college, or university academic unit (e.g., [OP 30.15](#), Academic Administrator Evaluation).

PROCEDURES

The Promotion, Tenure and Post-Tenure Review Committee for the College of Education will constitute the peer review body for purposes of conducting the comprehensive performance evaluations required under O.P. 32.31.

Comprehensive performance evaluations, for all tenured faculty members, will be conducted no less often than once every six years of service since the award of tenure or promotion, whichever event occurred most recently. Notice of the approaching comprehensive performance evaluation must be given to the faculty member involved by no later than September 1. The evaluation will begin no earlier than February 1, and end no later than May 1 of a given academic year. The Dean's Office maintains a list of all tenure/tenure-track faculty and the dates of their review.

The primary documentation for the post tenure comprehensive review process will consist of the faculty member's current complete vita and his/her six most recent annual performance reviews conducted pursuant to OP32.32 (Performance Evaluations of Faculty) for the period since the previous comprehensive performance evaluation or successful promotion/tenure decision. In the College of Education, the annual performance review regularly includes evaluations of teaching, documentation of research productivity and creative activities, and enumeration of service activities. Other items, such as letters of recommendation from peers or former students, should not be routinely submitted unless specifically requested by the review committee.

In cases where a member of the review committee is involved in the post-tenure evaluation process, either as the individual being evaluated or as an administrator involved with the individual being evaluated, that member will be excluded from discussion and voting participation in committee deliberations regarding his/her own review.

If a faculty member receives an unsatisfactory post-tenure review, he/she will be subject to being reviewed again the following year. A faculty member who receives unsatisfactory reviews in two consecutive years will be subject to the procedural guidelines for developing a professional development plan as outlined in Section 5 of O.P. 32.32 (Performance Evaluations of Faculty). The Dean's Office maintains a list of all tenured/tenure-track faculty and the dates of their review.

ANNUAL REVIEW MEDIATION COMMITTEE

Approved by College of Education Tenured/Tenure-Track Faculty Vote
(12.15.16)

Sources of Authority

Related OPs:

<http://www.depts.ttu.edu/opmanual/OP32.32.pdf>

<http://www.depts.ttu.edu/opmanual/OP32.08.pdf>

<http://www.depts.ttu.edu/opmanual/OP32.18.pdf>

SACSCOC Accreditation Standard: [Accrediting Standards - SACSCOC](#)

1. To establish the Annual Review Mediation Committee the Faculty Council will develop a list of tenured faculty from the College of Education. The faculty member and administrator will have the option to omit three names each from the group. In order to avoid conflict of interest, these individuals may not be members of the Peer Review Committee from the faculty member's department, or members of the Promotion and Tenure Committee. The Faculty Council Chair (with the Chair-Elect as witness) will randomly draw five names from the remaining list, and these five names shall constitute the Annual Review Mediation Committee.

2. Upon receipt of a request from the dean, the Annual Review Mediation Committee will schedule a mediation meeting. This mediation meeting must be held within 21 calendar days after receipt of the request from the dean. The Annual Review Mediation Committee will elect its own Chairperson. The Chairperson's notice scheduling a time and place for the hearing must be delivered to the parties involved seven calendar days prior to the hearing. These time limits are a guide and may be changed for university holidays and by mutual written agreement of the Annual Review Mediation Committee and the parties involved.

3. The hearing will be conducted in accordance with procedures established by the Annual Review Hearing Committee. The faculty member or the faculty member's representative(s) will present the faculty member's case. The faculty member has the right to present information, written or oral, considered relevant or material to the annual review, including the calling of witnesses. This information may be presented in written or oral form. After the presentation by the faculty member, the administrator's case will be presented under the same rules as those that were applied for the faculty member. The administrator may be represented in the process as well. The Annual Review Mediation Committee may call witnesses, as it considers appropriate. The faculty member and the administrator may question all witnesses.

4. Evidence considered in the hearing must relate to the annual review. After all evidence is received, the Annual Review Mediation Committee will meet and consider the case. The opinion held by the majority of the members will constitute the committee's recommendations. The committee must

provide its recommendations in writing to the Dean of the college, with copies to the faculty member and administrator(s), within 15 calendar days after the hearing is concluded. Minority opinions of the committee may also be submitted to the Dean. Recommendations to the Dean are advisory in nature.

5. The dean will send a written decision to the faculty member within 15 calendar days of receipt of the Annual Review Mediation Committee's recommendations. If the dean's decision differs from that recommended by the Annual Review Mediation Committee, the written reasons for such difference will be provided to the faculty member and the committee.

6. The parties may agree to a resolution at any time until the Dean's decision.

Note: OP 32.24 posted 10/6/22 changes resulted in changing this policy title to “Lecturers” from “Instructors”.

REVIEW OF FULL-TIME LECTURERS

Faculty Approval 10.25.17

Sources of Authority

Related OP: <http://www.depts.ttu.edu/opmanual/OP32.34.php>

Each person employed as a Full-time Lecturer is expected to describe how her or his work and accomplishments align with COE and University missions and priorities. Given the importance of the University’s OP 32.34, every COE faculty member is strongly encouraged to become knowledgeable of its details as it applies to becoming a Full-time Lecturer.

Annual reports must be completed by all Full-time Lecturers. Annual reviews must be completed by both the faculty annual review committee and the department Chair for each year at Texas Tech University. During the third-year review, Full-time Lecturers will complete the following steps in the spring without the vote of the faculty. During the fifth year of their employment in the COE as well as the Post-Continuing appointment review year, Full-time Lecturers will complete all of the following steps including the departmental faculty vote. If a Continuing appointment is awarded after the fifth-year review, the Full-time Lecturers will undergo a Post-Continuing appointment review every six years after that award.

Step	Date	Person Responsible
Submission of electronic dossier	Within a week of the receipt of the third-year annual review letter provided by the Chair	Faculty member
Dossier review and rating by full-time faculty in the department	The third week in March	Department Chair
Dossier review, rating, and third year letter by department Chair	The third week in March	Department Chair
Dossier review and rating by Teacher Education Department (TED) Review Committee	The fourth week in March	TED Review Committee Chair
TED Review Committee recommendation is provided to the dean	The first business day in April	TED Review Committee Chair

Dean provides recommendation to the Provost as appropriate	One week following the first business day in April	Dean
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Third year dossiers should include:

- A cover letter that specifies the COE Operating Procedure for Review of Full-time Lecturers
- A self-analysis and rating of the previous years' performance
- Appointment letter
- Curriculum vitae
- Summaries (1-2 pages) for the faculty member's teaching and service as appropriate.
- The following documentation for the evaluation period must be included in the dossier
 - A peer review for each year since most recent review
 - A description of steps taken to address recommendations for improvement as noted in the annual reviews for each year
 - Annual Reviews for each year in the review period
 - Annual Review letters from the Chair for each year in the review period
 - For site coordinators, program reviews from the PDF during the review period

Third- and fifth-year review recommendation choices include:

- Continuation: The Lecturer's teaching and service cumulative record relative to University OP 32.34 and the College of Education Full-time Lecturer Policy and Procedures suggests a trajectory consistent with continued employment.
- Continuation with reservation: The Lecturer's teaching and service cumulative record relative to University OP 32.34 and the College of Education Full-time Lecturer Policy and Procedures suggests a trajectory that requires additional support to continued employment.
- Discontinuation: The Lecturer's teaching and service cumulative record relative to University OP 32.34 and the College of Education Full-time Lecturer Policy and Procedures suggests a trajectory that is not consistent with continued employment.

Following the fifth-year review, Full-time Lecturers may be considered by the dean for multi-year renewable appointments contingent upon successful annual and cumulative performance appraisals, a majority affirmative vote of the department, the input of the Chair, and the decision of the TED Review Committee.

Full-time Lecturers must be reviewed every six years after a successful fifth year review following the format described above.

Notification of individual faculty members receiving a terminal appointment will follow the time schedule specified in the University's promotion and tenure policy ([OP 32.01 section 6](#)).

REVIEW of PROFESSORS of PRACTICE

Faculty Council Review 12.16; P&T Committee Review 2.16; Faculty Approval 10.5.17

Sources of Authority

Related OP: <http://www.depts.ttu.edu/opmanual/OP32.17.php>

Assistant, Associate or Professor of Practice are titles designated in OP 32.17. These appointments are designated for the following and subject to the following restrictions:

1. For individuals with exceptional backgrounds and achievement in academic, business, government or other professional practice for a decade or more.
2. Primary responsibilities normal will be to teach in an area of expertise, mentor students in professional and other career preparations, and liaise with professional contacts and entities on behalf of the departments or program.
3. In some instances there may be opportunities and expectations for these individuals to produce research, publications, or creative expressions relative to their professional expertise but that is not a requirement.
4. A master's degree in the discipline or the substantiated equivalent in professional experience is a qualification.

Each person employed as a Professor of Practice is expected to describe how her or his work and accomplishments align with COE and University missions and priorities. Given the importance of the University's OP 32.01, every COE faculty member is strongly encouraged to become knowledgeable of its details as they apply to become a Professor of Practice.

Annual reports must be completed by all Professors of Practice. Annual reviews must be completed by both the faculty annual review committee and the department chair for each year at Texas Tech University. Professors of Practice faculty members will complete the following steps in the spring during the third and fifth year of their employment in the COE.

Step	Date	Person Responsible
Submission of electronic dossier	Within a week of the receipt of the third-year annual review letter provided by the Chair	Faculty member
Dossier review and rating by faculty in the Department	The third week in March	Department Chair
Dossier review, rating, and third year letter by Department Chair	The third week in March	Department Chair
Dossier review and rating by P&T Committee	The fourth week in March	P&T Chair

3 rd Year continuation recommendation is provided to the dean	The first business day in April	P&T Chair
Dean provides recommendation to the Provost as appropriate	One week following the first business day in April	Dean

Dossiers for review should include:

- A cover letter that specifies the COE Operating Procedure for Review of Professors of Practice as well as self-analysis and rating
- Appointment letter
- Curriculum vitae
- Summaries (1-2 pages) for the faculty member's teaching and service as appropriate.
- The following documentation for the evaluation period must be included in the dossier
 - Course evaluation means for each course taught during the evaluation period
 - A peer review for each year
 - Annual Review letters from the Chair for each year in the review period
 - Specific description of their service and teaching connection to the field demonstrating the bridge between the two.
- Evidence of scholarship as appropriate

Third- and fifth-year review recommendation choices include:

- Continuation: The faculty member's teaching, scholarship as appropriate, and service cumulative record relative to University OP 32.01 and the College of Education Professor of Practice Policy and Procedures suggests a trajectory consistent with continued employment.
- Continuation with reservation: The faculty member's teaching, scholarship as appropriate, and service cumulative record relative to University OP 32.01 and the College of Education Professor of Practice Policy and Procedures suggests a trajectory that requires additional support to continued employment.
- Discontinuation: The faculty member's teaching, scholarship as appropriate, and service cumulative record relative to University OP 32.01 and the College of Education Professor of Practice Policy and Procedures suggests a trajectory that is not consistent with continued employment.

Professors of Practice positions will be for multi-year renewable appointments (e.g., 3-5 years) contingent on successful annual and cumulative performance appraisals and a majority affirmative vote of the department. A department, by a majority affirmative vote may recommend that a Professor of Practice be considered by the dean for continuing appointment upon six years of continuous full-time service in the appointment.

Professors of Practice may be eligible for graduate faculty status subject to a majority vote of the department. However, they must meet the qualifications of scholarship as described in the COE

Promotion and Tenure Policy. Professors of Practice do not chair dissertation committees. They may co-chair with another member of the program.

Professors of Practice must be reviewed every six years after a successful fifth year review following the format described above.

Notification of individual faculty members receiving a terminal appointment will follow the time schedule specified in the University's promotion and tenure policy ([OP 32.01](#)).

FACULTY DEVELOPMENT LEAVES

Approved by College of Education Tenured/Tenure-Track Faculty Vote
(12.15.16)

Sources of Authority

Related OPs: <http://www.depts.ttu.edu/opmanual/OP32.29.pdf>

Texas Tech Faculty Handbook: [Office of Official Publications](#) | [Faculty Handbook](#) | [Official Publications](#) | [TTU](#)

Texas Tech Regents Rules 04.05: [Chapter 04 \(texastech.edu\)](#)

SACSCOC Accreditation Standard: [Accrediting Standards - SACSCOC](#)

During the annual review meeting with faculty, the Department Chairs will address the possibility of a developmental leave for the coming year when appropriate.

1. An applicant for Faculty Development Leave shall send the Faculty Development Leave Application Form (<http://www.depts.ttu.edu/opmanual/OP32.29A.pdf>) to their Program Coordinator and Department Chair no less than three months before the Provost's application deadline. The Program Coordinator and applicant discuss how courses and other duties will be covered. Program Coordinator gives to the Department Chair a recommendation about how courses and other duties in the program will be covered.
2. The Department Chair shall forward the Faculty Development Leave Form to the Faculty Development Leave Committee no later than two months prior to the Provost's office deadline.
3. "A college Faculty Development Leave Committee shall serve in an advisory capacity to the college dean and prioritize applications from within each college. The Chairperson and dean of the faculty member requesting a development assignment will complete the *Faculty Development Leave Rating Form*, Attachment B, and forward it with the application." <http://www.depts.ttu.edu/opmanual/OP32.29.pdf>
4. "The university Faculty Development Leave Committee elected by the general faculty should receive applications by faculty members for faculty development leaves (see Attachment A). The committee reviews these applications and makes recommendations to the PSVP pursuant to published criteria for selection and announced availability of such leaves. The committee reviews criteria for selection and the extent of availability and makes appropriate recommendations." <http://www.depts.ttu.edu/opmanual/OP32.29.pdf>

After the development leave is concluded, the applicant(s) will send a report of their outcomes/accomplishments to the Department Chair and the Dean and in a public forum, such as a brown bag lunch, report on the outcomes of their leave.

POLICY on FACULTY TRAVEL and DEVELOPMENT FUNDS

Approved by College of Education Tenured/Tenure-Track Faculty Vote
(12.15.16)

Sources of Authority

Related OPs:

See OP 79 Series, beginning at: <http://www.depts.ttu.edu/opmanual/OP79.01.pdf>

Texas Tech Faculty Handbook: [Office of Official Publications | Faculty Handbook | Official Publications | TTU](#)

Texas Tech Regents Rules 07.09:

[Chapter 07 \(texastech.edu\)](#)

SACSCOC Accreditation Standard: [Accrediting Standards - SACSCOC](#)

The College of Education is committed to supporting faculty members in their research and scholarly endeavors and in their continued professional development. To grow as a scholar and teacher, each faculty member needs support for presenting papers at professional conferences, attending scholarly meetings for professional growth, and defraying the cost of other professional development activities. One way in which the College supports such activities is by providing funds for travel and professional development. Each year, faculty in tenured, tenure-track, assistant professor of practice, associate professor of practice, and professor of practice roles are awarded \$2,000 to support travel or professional development.

Faculty Travel and Development Funds. The \$2,000 amount is made available to full-time renewable or continuing appointment faculty members for their use for activities such as traveling to conferences to present papers, traveling to conferences or other meetings for professional development, purchasing scholarly books, paying for journal subscriptions, and so forth. Formal requests for travel funds will be made by completing the standard travel request form and submitting it for approval to the Department Chairperson (see [Faculty and Staff Resources | Our People | College of Education | TTU](#)). Requests for purchasing items for professional development will be made by following established College procedures through the Department Chair.

Faculty Travel through Departmental Discretionary Funds. These funds are used to support special travel requests by full-time renewable or continuing appointment faculty members throughout the year. Special requests may include, but are not limited to, travel to present at an international conference, to present an invited paper, or to present at a prominent conference or meeting. The intent of the discretionary funds is to provide full or partial travel to support faculty members at venues that will bring widespread recognition to the faculty members' scholarly work, to the College of Education, and/or to Texas Tech University. To make a request for funds, the faculty member should first submit a written request to the Department Chairperson stating the purpose of the request, the anticipated total amount, and the requested amount.

GUIDELINES for PREPARING COURSE TEMPLATES and COURSE SYLLABI

Approved by College of Education Tenured/Tenure-Track Faculty Vote
(12.15.16)

Sources of Authority

Related OPs:

<http://www.depts.ttu.edu/opmanual/OP32.06.pdf> (Section 2 - Teaching)

OP 10.13: Strategic Planning and Assessment for Texas Tech University, Including All Academic Programs and Support Operations | Operating Policies & Procedures | TTU

OP 10.13 1(g):

g. Academic programs, including program content, quality, and assessment, are the primary responsibility of the faculty within the academic disciplines. Assessments of course-level and program-level student learning outcomes are included in the departments' annual assessment reports.

Office of Official Publications | Faculty Handbook | Official Publications | TTU

Texas Tech Regents Rules 04.04.3: [Chapter 04 \(texastech.edu\)](http://www.texastech.edu)

SACSCOC Accreditation Standard: [Accrediting Standards - SACSCOC](http://www.sacscoc.org)

AAUP: <http://www.aaup.org/>

Syllabi format is the responsibility of each program, may vary between programs, but must be consistent within the program. The following are factors to consider as syllabi are developed:

Texas Tech University Operating Policies and Procedures (OP) contain some syllabi requirements:

- OP 32.06: Faculty Responsibility
 - ...within the first week of the semester, faculty members must provide a course syllabus that includes:
 - the course outline;
 - the expected learning outcomes from the course;
 - the methods of assessing those outcomes; and
 - the criteria for grade determination.
 - Additionally, syllabi should include statements on university policy concerning academic integrity/honesty (OP 34.12.3), special accommodation for students with disabilities (OP 34.22), and student absence for observance of religious holy days (OP 34.19). Additionally the College of Education recommends the inclusion of statements of grade appeals (34.03) and Classroom Civility/Etiquette as discussed in the Strive for Honor brochure. A Title IX syllabus statement is suggested by the university at: <http://www.depts.ttu.edu/genderequity/SuggestedSyllabus.php>.

- OP 32.32: Performance Evaluations of Faculty
 - The administrator responsible for evaluating a faculty member shall provide written evaluations of the faculty member's performance for the preceding year. As part of the evaluation, the Chairperson will verify the inclusion in the course syllabi of expected student learning outcomes and the methods used to assess those outcomes (as required by OP 32.06, Faculty Responsibility).
- House Bill 2504 requires that students, parents, alumni, and community members have access to course syllabi. By the seventh-class day of each semester/session, course syllabi with associated instructor vita must be posted online and accessible from the TTU homepage. Although H.B. 2504 specifically applies to undergraduate courses, the College of Education expects graduate syllabi and faculty vita to be posted. The Office of Planning and Assessment provides guidelines for posting syllabi through Faculty Success (formerly Digital Measures). These syllabi and faculty vita will then automatically be posted to the university's Public Access website: [Public Access to Course Information | TTU](#).

The College of Education has additional course syllabi guidelines.

- Courses and associated syllabi should not be standalone but considered part of an integrated program. Syllabi should reflect how a given course contributes to the overall program, particularly supporting the program's student learning outcomes.
- Required syllabus statements can be found at: [Syllabus Information | TLPDC Home | TTU](#)
- Syllabi should indicate how the course relates to the program's three phases of curriculum and assessment, including appropriate interventions.
 - Phase One (P1) courses emphasize the foundational knowledge and skills required in the discipline.
 - Phase Two (P2) courses incorporate the knowledge and skills from P1 and assimilate them into practice in guided and hypothetical settings, such as case studies.
 - Phase Three (P3) courses integrate the knowledge and skills from Phase 1 with the simulated application from Phase 2, and then employ them in authentic real-world settings.
- Syllabi should indicate how courses incorporate Apply and Evaluate (A&E) or End of Phase assessment activities as well as the actual A&E or End of Phase Assessment.

Guidelines for course syllabi are summarized in the following table.

COURSE SYLLABUS	
Course Information	<ul style="list-style-type: none"> • Prefix, Number and Section • Course Title • Course Credit • Semester and Year • Course meeting time and location • Course Description ¹

COURSE SYLLABUS
<ul style="list-style-type: none"> Course Purpose
Instructor <ul style="list-style-type: none"> Name Office location Office telephone number E-mail address Office hours
Trademark Outcome(s)
Indication how the course relates to the program's three phases of curriculum and assessments, and the Phase(s) being addressed by this course.
Apply & Evaluate (A&E) incorporated into the course
Course Outline ² with Student Learning Outcomes ³ and associated assessments
Textbook or other printed/electronic required or supplemental materials
Assignments, Evaluation Procedures, and Grading Policies
Schedule of activities and assignments
Course Policies and Procedures ⁴
Selected Bibliography ⁵
Other guidelines and policies as determined by program faculty.

¹ Course Description: This should be the university catalog course description, which may be found online.

² Course Outline: This a detailed listing of the major topics included in the course. Major headings and subheadings should be linked to specific student learning outcomes.

³ Student Learning Outcomes: What faculty members expect students to know and be able to do by the end of the course, which should include skills and products.

⁴ Course Policies: This section is used to describe policies for class attendance, make-up work, absence for observance of religious holidays, etc. Included here are also such statements as accommodation for students with disabilities, appropriate dress for field experiences, academic honesty and civility in the classroom.

⁵ Selected Bibliography: The literature/knowledge base that supports the course.

ANNUAL REVIEW of DOCTORAL STUDENTS

Approved by College of Education Tenured/Tenure-Track Faculty Vote
(12.15.16)

Sources of Authority

Related OPs:

<http://www.depts.ttu.edu/opmanual/OP34.04.pdf>

The Chair of each doctoral advisory committee in the College of Education will conduct a review of the student's program at least once a year. Any student not making satisfactory progress may be placed on probation and given conditions to meet in order to stay in the program. Continued unsatisfactory progress in any area of a student's work will be cause for dismissal.

The scope of the review shall include, among other relevant issues, consideration of grades, progress in all course work and through the College of Education P1-P3 assessment cycle, the Application Research Experience, the qualifying examination, dissertation proposal, or dissertation research. The Chair of the doctoral committee is also asked to provide information about professional presentations and publications completed by the student and in particular, with the faculty during that year. The Chair of the doctoral committee shall prepare a written statement for the student, with a copy to the student's file maintained in the Office of Graduate Education in the College of Education of the results of the annual review.

For research assistants who are working on a Doctor of Education or Doctor of Philosophy degree, a written statement of the student's progress in the program may be requested from the student's major advisor for use in the decision-making process related to the appointment or reappointment of research assistants in the College of Education.

Please email Pam Smith (pam.smith@ttu.edu) in the Office for Graduate Education and Research for annual review forms.