

Texas Tech University
Davis College of Agricultural Sciences & Natural Resources
Promotion, Tenure, and Continuing Appointment Guidelines

Introduction

The mission of Texas Tech University and of the Davis College of Agricultural Sciences and Natural Resources encompasses four primary areas: 1) teaching, 2) research and discovery, 3) outreach and engagement, and 4) professional service. 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 faculty member; rather, the expectation is the individual faculty member will clearly demonstrate competency in each of the areas that comprise their appointment. At the time of appointment, the department chairperson and candidate should develop a clear understanding of the relative distribution of effort to devote to teaching, research and discovery, outreach and engagement, and professional service. The three-year review committee should mentor the candidate to ensure effort is being distributed appropriately. Finally, the faculty should understand the appointment when voting for the candidate's promotion and tenure dossier.

Tenured and tenure-track faculty members of the Davis College of Agricultural Sciences and Natural Resources are expected to participate and be productive in a combination of teaching, research and discovery, and professional service. In addition, tenured and tenure-track faculty members of the Davis College are encouraged but not required to integrate outreach and engagement strategies into their teaching and research/discovery. With the concurrence of the Dean of the Davis College, department chairs have the option to include outreach and

engagement in a tenure-track faculty member's letter of appointment. A faculty member who has such an appointment should be fully cognizant of this fourfold mission and most importantly of the fact that acceptable levels of performance in all areas indicated in the faculty letter of appointment (with modifications approved by the department chair and Dean) will be required for tenure and promotion.

Non-tenure-acquiring faculty members of the Davis College of Agricultural Sciences and Natural Resources are expected to participate and be productive in two or more of the following areas, depending on their appointment type: teaching, research and discovery, outreach and engagement, and professional service.

Information for Tenured and Tenure-Track Faculty Members

From OP 32.01:

The terms and conditions of every full-time tenure-track faculty appointment shall be stated in the faculty member's letter of appointment and should be in the possession of both the university and the faculty member at the time of initial employment. These terms and conditions shall include departmental guidelines, college guidelines, guidelines for third-year review procedures, and this OP.

Texas Tech University has adopted a statement of ethical principles that calls on all members of the university community to accept responsibility for promoting shared ethical principles. All academic appointments and tenure judgments and recommendations rest upon honest evaluation of the faculty member's performance of his or her teaching, research and creative activity, and service responsibilities. [OBJ]

See Texas Tech University OP 32.01 for all standards and procedures concerning promotion and tenure.

Davis College Criteria for Promotion to Associate Professor

The criteria in this statement shall serve as the basis for the evaluation of individual faculty members in the Davis College of Agricultural Sciences and Natural Resources who have requested consideration for tenure and/or promotion. There are also guidelines by which individual faculty members may evaluate their personal progress toward eligibility for tenure and promotion and the preparation and presentation of the materials necessary for the tenure and/or promotion consideration process. The candidate is expected to meet with the department chairperson at least once yearly (i.e., annual performance review) to assess their progress toward tenure and/or promotion. Additionally, the candidate will participate in a

third-year review process to ensure he or she is progressing adequately toward promotion and tenure. Although not required, this committee is encouraged to be involved mentoring the candidate through the promotion and tenure process. It is the responsibility of the individual seeking tenure and/or promotion to prepare the required vitae and associated documentation (i.e., dossier) for consideration. Evidence of accomplishments and relative percentage time of appointment in teaching, research/discovery, outreach/engagement, and professional service should be clear and specific. Letters of support should be solicited by the department chairperson. The institutional minimum is three; five letters is the recommended number for the Davis College; 10 letters is the maximum allowed. In cases where the faculty member under consideration has a split appointment with other units at Texas Tech University or other agencies, appropriate input will be solicited from senior faculty of that unit or agency as part of the review process. This input will be used to evaluate the balance and total contribution of individual faculty with split appointments.

Criteria for evaluation of individual faculty of the Davis College requesting tenure and/or promotion consideration are as follows:

I. Teaching:

The faculty member has demonstrated quality performance as an undergraduate and/or graduate instructor as evidenced by the following possibilities: student-teacher evaluations, peer evaluations, student advising (undergraduate and graduate), advising of student organizations, coaching of students for competitive events, study abroad, or other activities supportive of the educational goals of the Davis College.

- A. Has made positive contributions to Departmental, College, and University instructional program goals. Assessment is based on leadership, participation and contribution to teaching activities of the Department, College, and University.
- B. Has successfully directed graduate student programs. Assessment is based on the number and quality of Ph.D. and master's degree students advised and number of completed graduate degrees in line with relative percentage appointment in teaching and research and discovery.

II. **Research and Discovery:**

To be considered for tenure and promotion, the outcomes of research and discovery must appear in refereed publications, juried presentations, or other professionally prestigious outlets. Also, evidence of the candidate's ability to plan, conduct, and generate external support for independent research and creative activity must be provided. Interdisciplinary research is encouraged.

III. **Outreach and Engagement**

Outreach and engagement activities will be recognized for tenure and promotion if indicated in the faculty appointment or approved modifications. Outreach and engagement shall not be used to make up for low productivity in other areas.

Outreach and engagement activities can include, but are not limited to a) **outreach** – one way delivery of programs and activities provided outside the university; b) **engagement** – two-way mutually beneficial relationships with communities outside the university for the exchange of knowledge, expertise and resources in a context of partnership and reciprocity; c) **engaged scholarship** – the discovery of

new knowledge and development of new insights based on intentional and mutually beneficial collaborations with community partners. Engaged scholarship emanating from a highly integrated teaching, research/discovery, and engagement program is encouraged. Evidence of impact should be provided and may include professionally and/or peer-reviewed publications, patents, laws, public policy changes, and other activities that are recognized as indicative of impact. Impact statements should indicate knowledge gained, behavior change, motivation increase, improvement in academic performance, and others, depending on the project.

*See the Back Matter for the full definitions pertaining to outreach and engagement.

IV. Professional Service:

A. To the University, College, and/or Department.

Service to Texas Tech University, the College, and/or the Department is an expectation of a tenure track faculty member and must be documented in the dossier (committee assignments and/or participation in Department, College, and University programs and/or activities). Major leadership roles in internal committees (e.g., Faculty Senate or other campus wide activities) would demonstrate performing exceptionally well in this category.

B. To public and profession.

Documentation of continued involvement in professional public service, (e.g., manuscript reviews, committees, conference planning, boards, journal

editorship, international activities, and other service to the candidate's national professional societies must be presented.

Criteria for Promotion to Professor

From OP 32.01:

For promotion to the highest academic rank or a tenure decision at this level, the candidate's academic achievement and professional reputation should be superior and should have resulted in national and/or international recognition. This rank can be earned only by the faculty member who has demonstrated continued growth in, and has a cumulative record of, teaching effectiveness, substantial peer-reviewed publication and/or peer-reviewed creative activity, external funding of scholarship (for those disciplines where such funding is available and expected), engagement of mentoring undergraduates or graduate students research, scholarship, and creative activity.

I. Teaching:

The faculty member must demonstrate excellence in instruction and in direction of graduate student programs. Assessment is based on level of courses taught, student-teacher evaluations, student advising, leadership and contributions to teaching activities of the Department, College and University, and number of completed graduate degrees. Consideration of the number of graduate students directed and their completion record should be commensurate with the teaching/research appointment and the discipline.

II. Research and Creative Activity:

The faculty member must demonstrate significant independent and interdisciplinary research and creative activities which are documented by refereed publications, juried presentations, or other professionally prestigious outlets since promotion to Associate

Professor. Establishment of a national reputation and recognition for scholarly competence should be documented with evidence of invitations to contribute to national and/or international symposia, consultantships, participation in national professional societies, continued professional development, and demonstration of success in obtaining extramural funding.

III. Outreach and Engagement

The faculty member has provided significant contributions through outreach and collaborative partnerships of engagement, which includes discipline-related activities with the community, state, region, and to society at large. Outreach and engagement activities will be recognized for promotion if indicated in the faculty appointment or approved modifications. These activities can include, but are not limited to outreach, engagement, and engaged scholarship. Engaged scholarship emanating from an integrated program of teaching, research/discovery, and engagement is expected. Evidence of societal impact should be provided and may include professionally and/or peer reviewed publications, patents, presentations, curriculum, laws, public policy changes, videos or documentaries, businesses, multimedia, inventions, books, or other texts. Impact statements should indicate knowledge gained, behavior change, motivation increase, improvement in academic performance, number of individuals impacted, increased awareness, improved access, policy shifts, and others, depending on the project.

IV. Professional Service:

The faculty member has made professional contributions through service to the department, college, university, discipline at large, and, as appropriate, to the broader community.

Documentation of leadership responsibilities to the academic community and the professional

community is required. Participation in the activities of professional societies and organizations, especially through service in leadership roles, is a strong indication of professional commitment. Contributions through presentations and consultative services are regarded as further evidence of professional reputation. Such service activities may include paid (compensated) as well as unpaid work on behalf of the profession.

Information for Non-Tenure-Acquiring Faculty Members

Criteria for Promotion and Continuing Appointment for Professors of Practice

From OP 32.17:

The position of Professor of Practice, (PoP), at all professorial ranks, is a standardized non-tenure-eligible appointment. TTU OP 32.34: Continuing Appointment and Promotion of Faculty in Lecturer, Professor of Practice, and Research Professor Titles, outlines the policy/procedure for promotion of professors of practice. These guidelines are designed to be consistent with that OP. Professors of practice are essential for Davis College to achieve its mission, and the college counts many professors of practice among its ranks.

I. Expectations for Hire

In addition to providing high quality instruction, professors of practice are required to contribute to the college in one or more of the following ways:

1. By remaining active in the industry that is most relevant to the topic they teach and fostering industry connections to benefit their students, Department, College, and University or
2. By developing programs of outreach and engagement to share their expertise and experience with society.

PoPs may also have a portion of the appointment dedicated to research, discovery, and/or grantmaking. Such an assignment would be in addition to the component areas described above and must be articulated in the faculty member's letter of appointment (or approved modification).

The pathway for contribution should be made explicit at the time of hire and should be documented in the Provisional Employment Proposal. Changes to expectations for contributions should be documented in the Annual Faculty Review.

Professors of Practice may be hired at any rank (i.e., assistant, associate) based on their initial qualifications. "Years toward promotion" may be granted in writing in the initial appointment letter based on agreement between the area coordinator and the Dean's Office. It is the expectation of the provost's office that a Professor of Practice serves at least three years in rank as a Professor of Practice before being considered for promotion; thus, in most cases, the maximum number of "years toward promotion" that can be granted is three years. An expedited probationary period for continuing appointment and/or promotion may be considered on a case-by-case basis.

II. Promotion and/or Continuing Appointment Plan.

Professor of practice appointments emphasize teaching, so promotion and/or continuing appointment plans for PoPs should reflect an emphasis on teaching. Because there is some flexibility for professors of practice in terms of emphasis between research/discovery and outreach and engagement, it is important for PoPs to have plans in place from their first semester of appointment. The creation of the plan should be a collaborative process among the faculty member, the department, the department chair, and the Dean that is completed during the faculty

member's first semester in rank. The promotion plan is also a document that allows the department, the department chair, and the Dean to provide feedback, at least annually, to the faculty member about performance expectations for promotion. PoPs should address in their promotion plans items such as:

- The balance among teaching, research/discovery, and outreach and engagement with practice expected during the period covered by the plan,
- The faculty member's goals for teaching, research/discovery, and outreach and engagement with practice including the relationships among them and how those goals will be achieved,
- The contribution of the faculty member's activities to the Davis College strategic plan, and
- If applicable, the faculty member's research/discovery or outreach and engagement agenda and how she/he will sustain work in the area.

III. Third Year Review for Professors of Practice:

OP 32.34 states that the report of a comprehensive third-year review will be an important indicator in the consideration of promotion and continuing appointment for professors of practice. The third-year review process used for tenure-track faculty as described in the "Davis College Policies and Procedures for Promotion and Tenure, Annual Peer Review of Teaching, and Third-Year Review" will be followed for professors of practice with the following exceptions: (1) the candidate's promotion plan shall be included in her/his dossier, and (2) the area review committee for this purpose will include all tenured faculty and all professors of practice with continuing appointment. If the area has fewer than three faculty in either group, the

area coordinator will follow the guidance in OP 32.38 “Third Year Review of Tenure-track Faculty” to create an appropriate evaluation committee.

IV. Promotion to Associate Professor of Practice

Assistant Professors of Practice wishing to be promoted to Associate Professors of Practice are expected to demonstrate ongoing effectiveness in teaching and other areas of contributions. The criteria for promotion for individual professors of practice will be determined by their promotion plan.

Minimum expectations for promotion to Associate Professor of Practice include:

- Successful completion of the third-year review process.
- “Meets expectations” (or equivalent) in all relevant areas on most annual merit evaluations during the years in the performance period under consideration.
- Demonstrates successful progress toward promotion in annual reviews.
- Be rated by the area promotion and tenure committee as “excellent” in all required areas of the appointment as articulated in the faculty member’s letter of appointment (or approved modification).

In all cases, the promotion plan, annual reviews, and the results of the third-year review will be primary inputs to the promotion decision.

Candidates may be considered for promotion to Associate Professor of Practice after completing (or receiving credit for) five years in rank (i.e., in their sixth year of employment) as Assistant Professor of Practice. The process and timing followed for promotion to Associate Professor with tenure (OP 32.01 and Davis College Policies and Procedures for Promotion and

Tenure, Annual Peer Review of Teaching, and Third Year Review) will be used with the following exceptions: (1) the candidate's promotion plan shall be included in her/his dossier, (2) there will be no external review, and (3) area tenure and promotion committees convened for this purpose shall include Associate Professors of Practice and Professors of Practice with continuing appointment in addition to tenured faculty members. The review process will continue through all the subsequent stages required by TTU for promotion of tenured and tenure-track faculty. The promotion dossier should follow the required format and be prepared in consultation with the area coordinator. The dossier shall include the candidate's promotion plan.

V. Promotion to Professor of Practice

The college expects those seeking promotion to Professor of Practice to meet the minimum expectations for promotion to Associate Professor of Practice described above. In addition, the college expects Professors of Practice to provide evidence of accomplishment in one of the following:

- Demonstrated leadership in either teaching or service through activities such as curriculum development, special assignments related to service learning, assurance of learning, or service to the profession or university community, or
- An ongoing program of research/discovery or outreach and engagement.

In all cases, the promotion plan and annual reviews will be primary inputs to the promotion decision.

In general, candidates should have at least five years in the rank of Associate Professor of Practice before seeking promotion to Professor of Practice. The college expects faculty to self-nominate for promotion to Professor of Practice.

VI. Relationship among merit reviews, annual reviews, and the promotion process

All faculty receive an annual merit review that determines their merit raise based on previous performance. Annual reviews for professors of practice below the rank of professor will include an evaluation of progress toward promotion, with specific reference to the faculty member's promotion plan.

VII. Salary adjustment

Within the Davis College, Professors of Practice who are successfully promoted will receive salary adjustments added to their base pay beginning the next academic year after promotion.

Criteria for Promotion and Continuing Appointment for Research Professors

From OP 32.17:

The position of Research Professors (at all professorial ranks) is a standardized non-tenure-acquiring appointment. Research professor, research associate professor, research assistant professor, or comparable titles (e.g., visiting research professor) are special faculty titles and are to be assigned to individuals appointed, usually full time, to research positions. These appointments do not lead to tenure but may be eligible for continuing appointment and promotion to the next-higher rank after five years of full-time service. These appointments are under the control of the PSVP.

Research professors are essential for Davis College to achieve its mission, and the college counts numerous Research professors among its ranks. TTU OP 32.34 Continuing Appointment and Promotion of Faculty in Lecturer, Professor of Practice, and Research Professor Titles, outlines the policy/procedure for promotion of professors of practice. The Davis College guidelines are designed to be consistent with that OP.

I. Expectations for Hire

In addition to providing high quality research and/or scholarly activities (including grant writing), research professors may contribute to the college in one or more of the following ways:

1. Interacting with students in different research and mentoring activities.
2. Developing programs of outreach and engagement to share their research expertise.
3. Teaching, which can include scheduled teaching lab coordination or supervision.

The pathway for contribution should be made explicit at the time of hire.

Non-tenure-acquiring research professors may be hired at any rank (i.e., assistant, associate, or full) based on their initial qualifications. “Years toward promotion” may be granted in writing in the initial appointment letter based on agreement between the area coordinator and the Dean’s Office. It is the expectation of the provost’s office that a research professor serves at least three years in rank as a research professor before being considered for promotion; thus, in most cases, the maximum number of years toward promotion that can be granted is three years. This usually occurs following the Three-Year review process. An expedited probationary period for continuing appointment and/or promotion may be considered on a case-by-case basis.

II. Promotion and/or Continuing Appointment Plan

Research professor appointments emphasize research, so promotion and/or continuing appointment plans for research professors should reflect an emphasis on high-quality research. It is expected the candidate can have flexibility to create either an engagement program centered

around the research program or be active on the teaching side, most likely with graduate education. A plan should be put in place within the first six months of employment. The creation of the plan should be a collaborative process among the faculty members, the area, the area coordinator, and the Dean's Office that is completed during the faculty member's first semester in rank. The promotion plan is also a document that allows the area, the area coordinator, and the Dean's Office to provide feedback, at least annually, to the faculty member about performance against expectations for promotion. Faculty members should address in their promotion plans items such as:

- The faculty member's goals for the appointment and the balance with the support area, if applicable.
- Goals for mentoring graduate students (if part of the appointment).
- The contribution of the faculty member's activities to the Davis College strategic plan.

III. Third year review for Research Professors

OP 32.34 states that the report of a comprehensive third-year review will be an important indicator in the consideration of promotion and continuing appointment for Research Professors. The third year review process used for tenure-track faculty as described in the "Davis College Policies and Procedures for Promotion and Tenure, Annual Peer Review of Teaching, and Third-Year Review" will be followed for Research Professors with the following exceptions: (1) the candidate's promotion plan shall be included in her/his dossier, and (2) the area review committee for this purpose will include all tenured faculty and all Research Professors with continuing appointment. If the area has fewer than three faculty in either group, the area

coordinator will follow the guidance in OP 32.38 “Third Year Review of Tenure-track Faculty” to create an appropriate evaluation committee.

IV. Promotion to Associate Research Professor

Assistant Research Professors wishing to be promoted to Associate Research Professors are expected to demonstrate ongoing effectiveness in research/discovery, engagement, and teaching. The criteria for promotion for individual research professors will be determined by their promotion plan.

Minimum expectations for promotion to associate research professor include:

- Successful completion of the third-year review process.
- “Meets expectations” (or equivalent) in all areas articulated in the faculty member’s letter of appointment (or approved modification).
- Demonstrate successful progress toward promotion in annual reviews.

In all cases, the promotion plan, annual reviews, and the results of the third-year review will be primary inputs to the promotion decision.

Candidates may be considered for promotion to associate research professor after completing (or receiving credit for) five years in rank (i.e., in their sixth year of employment) as assistant research professor. The college expects faculty to self-nominate for promotion to associate research professor. The process and timing followed for promotion to associate professor with tenure (OP 32.01 and Davis College Policies and Procedures for Promotion and Tenure, Annual Peer Review of Teaching, and Third Year Review) will be used with the following exceptions: (1) the candidate’s promotion plan shall be included in her/his dossier, (2) there will be no external review, and (3) area tenure and promotion committees convened for this

purpose shall include Associate Research Professor and Research Professors with continuing appointment in addition to tenured faculty members. The review process will continue through all of the subsequent stages required by TTU for promotion of tenured and tenure-track faculty. The promotion dossier should follow the required format and be prepared in consultation with the area coordinator. The dossier shall include the candidate's promotion plan.

V. Promotion to Research Professor

The college expects those seeking promotion to Research Professor to meet the minimum expectations for promotion to Associate Research Professor described above. In addition, the college expects research professors to provide evidence of accomplishment in one of the following:

- Successful completion of annual review process.
- “Meets expectations” (or equivalent) in all areas articulated in the faculty member's letter of appointment (or approved modification).
- Demonstrate successful progress toward promotion in annual reviews.

In all cases, the promotion plan and annual reviews will be primary inputs to the promotion decision.

In general, candidates should have at least five years in the rank of associate research professor before seeking promotion to research professor. The college expects faculty to self-nominate for promotion to research professor. The process followed for promotion to associate research professor as described above will be followed noting that the research professors who serve on the area PEG convened for this purpose shall be at the rank of professor.

VI. Relationship among merit reviews, annual reviews, and the promotion process

All faculty receive an annual merit review that determines their merit raise based on previous performance. Annual reviews for research professors below the rank of professor will include an evaluation of progress toward promotion, with specific reference to the faculty member's promotion plan.

VII. Salary adjustment

Within the Davis College, research professors who are successfully promoted to research professor will receive salary adjustments added to their base pay beginning the next academic year after promotion.

Promotion and Continuing Appointment for Lecturers
From OP 32.17

Lecturers at all ranks as a standardized, non-tenure-eligible appointment. These guidelines are designed to be consistent with those OPs.

I. Expectations for Hire

A. Teaching

The primary role for Lecturers is to provide high quality instruction through teaching. Additional activities beyond teaching should be clearly described in the lecturer's offer letter and promotion plan. This is to ensure all teaching responsibilities are maintained and the lecturer's plans are within the scope of the needs of the academic unit.

B. Research and Discovery

Research and Discovery is not a requirement for a Lecturer position. If a lecturer becomes involved in research and discovery, it should be discussed with the Department Chair to ensure all teaching responsibilities are maintained.

C. Outreach and Engagement

Outreach and Engagement is not a requirement for a Lecturer position. Lecturers may develop programs of outreach and engagement to incorporate community members and stakeholder involvement into the College if approved by the department chair to ensure the teaching responsibilities are maintained.

D. Professional Service

Professional service is not a requirement for the Lecturer position. If a lecturer becomes involved in professional service activities, it should be discussed with the department chair to ensure all teaching responsibilities are maintained.

II. Promotion and/or Continuing Appointment Plan

Lecturer appointments emphasize teaching, so promotion and/or continuing appointment plans for lecturers should reflect an emphasis on teaching. Involvement with outreach and engagement, research and discovery, or professional service activities should be discussed prior to commencement of those activities with the lecturer's three-year review committee and Department Chair to ensure the teaching responsibilities are maintained. The details should be clearly described in the Lecturer's promotion plan.

III. Promotion to Senior Lecturer

Lecturers wishing to be promoted to Senior Lecturer are expected to demonstrate ongoing effectiveness in teaching. Other activities such as research and discovery, outreach and engagement, and professional service as approved by the Department Chair and described in the lecturer's promotion plan will be considered. Minimum expectations for promotion to Senior Lecturer include the following:

- Successful completion of the third-year review process, which includes a plan for promotion.
- "Meets expectations" (or equivalent) in all relevant areas on most annual merit evaluations and annual reviews during the years in the performance period under consideration.
- Be rated by the area promotion and tenure committee as "excellent" in teaching, with an optional rating of at least "very good" in other areas described in the promotion plan.

In all cases, the promotion plan, annual reviews, and the results of the third-year review will be primary inputs to the promotion decision. The candidate's promotion plan shall be

included in her/his dossier and there will be no external review. The promotion dossier should follow the required format and be prepared in consultation with the area coordinator. At any point during the above process, the candidate may choose to withdraw his or her application from further consideration.

IV. Relationship among merit reviews, annual reviews, and the promotion process

All faculty receive an annual merit review that determines their merit raise based on previous performance. Annual reviews for lecturers below the rank of senior lecturer will include an evaluation of progress toward promotion, with specific reference to the faculty member's promotion plan.

Back Matter

Outreach & Engagement

Institutional Definitions

Outreach:

The one-way delivery of education programs and activities to those outside the university. Outreach typically (but not always) involves a short-term relationship between Texas Tech faculty, staff, and/or students and outside communities to educate and share expertise with them. Research, teaching, or creative activity is developed within academic disciplines and fields, generally with no or limited input from communities.

Engagement:

The collaboration between Texas Tech faculty, staff, and/or students and communities outside of the university for the mutually beneficial exchange of knowledge, expertise, and resources in a context of partnership and reciprocity. Research, teaching, or creative activity is conducted or adapted for the benefit of specific communities and in response to a community-identified problem or expressed need.

Engaged Scholarship:

The discovery of new knowledge, the development of new insights, and the creation of new artistic or literary performances and expressions based on intentional and mutually beneficial collaboration between Texas Tech faculty, staff, and/or students and community partners. Research, teaching, or creative activity is conducted with communities; problems, goals, and methods are jointly defined. Outcomes are documented, evaluated, and formally disseminated to academic and/or public audiences.

Community Engaged Learning:

Integrates engagement with external communities into coursework to deepen students' academic learning and promote civic responsibility. Describes the creation of partnerships between Texas Tech students and communities for the mutually beneficial exchange of knowledge that goes beyond direct service. Also known as service learning.

Communities:

Consist of groups of people that may be connected either by geography, proximity, special interests, similar situations, or values.

Societal Impact:

The change that happens to people and communities as a result of an action, activity, project, program, or policy.

Service:***University Service:***

A Texas Tech faculty member's participation in various activities, programs, and functions related to the enhancement of the university, such as participating in the formulation of academic policies, serving on university committees, and accepting other assignments outside of teaching, research, or creative activity.

Professional Service

A Texas Tech faculty members' participation in professional associations, discipline-related business, industry, other institutions of higher education, etc., for the purpose of exchanging and/or advancing discipline-specific knowledge and expertise.

Volunteerism:

The act of contributing free time and/or labor to conduct community service or support a

nonprofit organization.