

College of Sciences  
Department of Biology  
Faculty Post-Tenure Review Criteria, Policies and Procedures

## 1. POST TENURE REVIEW

According to UTRGV HOP ADM 06-504 it is the policy of UTRGV to conduct periodic performance evaluations of tenured faculty to provide guidance for continuing and meaningful faculty development; to assist faculty in enhancing professional skills and goals; to refocus academic and professional efforts, when appropriate; and to assure that faculty members are meeting their responsibilities to UTRGV and the State of Texas.

Comprehensive performance evaluations must occur every six years following the award of tenure. When they coincide, the comprehensive review will include the Faculty Annual Evaluation (See ADM 6-502). When they coincide, the information provided for the review of an endowed position (e.g., endowed professor or endowed chair) may be incorporated into the appropriate elements of the comprehensive review.

The evaluation may not be waived for any tenured faculty member, but may be deferred in rare circumstances, such as when the review process will coincide with approved leave. No deferral of review of an active faculty member may extend beyond one year from the scheduled review. Periods when a faculty member is on unpaid leave, medical leave, or assigned a full-time administrative position will not be counted toward the six-year period between successive comprehensive performance reviews, within the following guidelines:

1. If the total time on leave or assigned to a full-time administrative position is more than four months, the comprehensive performance review will be delayed for one year, unless the dean or Executive Vice President for Academic Affairs (EVPAA) approve a longer delay.
2. If a period of leave of at least three months duration occurs within the six months immediately prior to a scheduled comprehensive performance review period, the comprehensive performance review will be delayed by at least one year, unless the faculty member requests that the comprehensive performance review not be delayed.
3. Other circumstances that might be considered cause for modifying the comprehensive performance review schedule are subject to the approvals of the dean and EVPAA.

## 2. PROCEDURES

Following the University calendar for personnel actions, full-time tenured faculty members submit their Faculty Review Dossiers (FRD) for review in accordance with University guidelines. The FRD must include the following:

1. Routing Sheet for Candidate.
2. Recommendation Form for Candidate.
3. Written Summary for A) Teaching Effectiveness; B) Professional Achievement; C) Professional Service; and D) Evaluative Summary.
4. An up-to-date CV.

5. Each of the 4 Tabular Summaries (Teaching Achievements, Teaching Evaluations, Research Scholarship, Service) for the past 6 years.
6. Peer Evaluation of Teaching (Two during the evaluation period)
7. Each of the past 6 years Annual Evaluations, including student evaluation summaries and course syllabi.
8. All categories (Teaching, Research and Service) on average overall at the end of the 6 year review period must have a meets expectations rating.

Faculty members may also include additional material in support of their application. The material to be included and the organization of the FRD should conform to the Instructions for Preparation of Faculty Review Dossiers.

Each faculty member is required to submit their completed FRD to the appropriate department chair/school director no later than the due date. For faculty holding joint appointments, it is the responsibility of the chair/director of the department/school in which the faculty member holds a majority (>50%) appointment to obtain input on faculty member's performance from the minority appointment department chair and include it in his/her FRD.

In accordance with University policies, each FRD will be independently reviewed by the departmental Tenure, Promotion, and Post-Tenure Review Committee (TPPTRC), the Department chair, and if applicable also the College TPPTRC, the Dean, and the EVPAA. The department TPPTRC must be composed of *all* tenured faculty above the rank being reviewed in the department/school. The chair of the departmental TPPTRC is elected by the committee members, and must be a full professor. The department chair will submit an independent review to the college committee/Dean and does not serve on the departmental TPPTRC. The college committee/Dean will conduct their own independent reviews. Each review level must include a written narrative highlighting strengths and weaknesses, as well as recommendations for tenure and promotion. After the college committee and Dean have completed their reviews, all reviews are forwarded to the EVPAA who conducts his/her own independent review.

### **3. CRITERIA FOR POST TENURE REVIEW**

#### **(i) Teaching**

Metrics for *teaching* effectiveness should include student evaluations of teaching, peer-review of teaching, teaching awards and honors, curriculum and course development (including online, hybrid, and distance education classes), activities that promote student success including the use of technology and innovative pedagogy, advising and mentoring activities, and student /teacher training grant funding.

A *meets expectations* rating in *teaching* for an Associate Professor or Professor to pass post tenure review requires that *all* the following criteria are met over the review period:

1. Meets classes on time. Uses all of class period; i.e. does not regularly dismiss classes more than 10 minutes early. Meets all classes or arranges for a replacement; does not arbitrarily cancel classes. Gives class syllabus not later than the end of the first week of

classes. Uses tests or other quantitative evaluation procedures. Assigns grades based solely on performance of students on quantitative evaluations. Demonstrates comprehensive and current knowledge of course contents. Maintains a level of professionalism in the classroom. Maintains office hours and encourages students to use this time to get help and to resolve questions.

2. There is not a “magic number” to the overall ratings on student course evaluations as they may vary across course student population (e.g. class size, majors, undergraduate vs graduate, and grade distributions). With this in mind, faculty member is responsive to concerns expressed in student evaluations of teaching and strives to maintain a student evaluation score of at least 80% agree and/or strongly agree (average of all courses combined over probationary period). Other measures of teaching effectiveness, such as, pre-post testing of concepts or competencies, peer evaluation of teaching, student self-assessment of learning, and faculty self-assessment should also be considered to assess overall faculty performance in teaching.
3. Performance on faculty peer evaluations of teaching must be positive. (1 review per 3 years)
4. Makes efforts to address any teaching weaknesses identified in teaching evaluations.
5. Expected to mentor undergraduate and/or graduate students in a research program.
6. Involves technology, pedagogy, and innovative teaching techniques in the classroom.

An *exceeds expectations* rating in *teaching* for an Associate Professor or Professor to pass post tenure review requires that *one* the following criteria is met over the review period in addition to the criteria for “Meets Expectations”:

1. On student evaluations of teaching, at least 90% of the students agree and/or strongly agree with the evaluation questions on average overall in all classes combined during the review year.
2. Performance on faculty peer evaluations of teaching must be positive. Must have at least an Exceeds Expectations rating in the majority of categories on the peer review of teaching evaluation sheet.
3. Develop a new course in the area of expertise of the faculty member.
4. Significantly enhance a course that the faculty member teaches.
5. Receive a teaching award at the University, State, National or International level.
6. Develop and implement a new teaching technology, pedagogy, and innovative teaching techniques in the classroom.

## **(ii) Research & Scholarship**

Metrics for *research & scholarship* effectiveness must include peer-reviewed research publications including those on pedagogy research and other acceptable forms of scholarly output such as book chapters and books, patents, invited and contributed presentations at professional meetings/conferences and seminars, research grant funding, numbers and performance of undergraduate and graduate students mentored, and relevant awards and honors received.

A *meets expectations* rating in *research & scholarship* for an Associate Professor or Professor to pass post tenure review requires that *all* the following criteria are met over the review period.

1. A candidate with a 4/4 teaching load on average during the review period will have at least **TWO** publication equivalents based on research done while at the University of Texas-Rio Grande Valley during the review period, unless credit was given at the time of hire, at least **ONE** of which is a refereed publication in a good quality journal (1 equivalent) and **ONE** other equivalent of the following such as but not limited to: Obtained external competitive research funding (1 equivalent), Additional peer reviewed publication in excess of the **ONE** required (1 equivalent each), Publication in a top journal such as: Science, Nature, The Proceedings of the National Academy of Sciences or equivalent level (1 additional equivalent). A candidate with a 4/3 teaching load on average during the review period would require 1 more publication equivalent for a total of **THREE** publication equivalents. A 3/3 teaching load on average during the review period would require 2 more publication equivalents for a total of **FOUR** publication equivalents A 3/2 teaching load on average during the review period would require 3 more publication equivalents for a total of **FIVE** publication equivalents and a 2/2 teaching load on average during the review period would require 4 more publication equivalents for a total of **SIX** publication equivalents.
2. Presents papers, based on work done while at the University of Texas Rio Grande Valley, at professional meetings (State, National or International level). A candidate with a 4/4 teaching load on average during the review period will have at least **ONE** presentation during the review period. A candidate with a 4/3 teaching load on average during the review period will have at least **TWO** presentations during the review period. A candidate with a 3/3 or 3/2 or 2/2 teaching load on average during the review period will have at least **THREE** presentations during the review period.
3. Shows evidence of seeking external support to sustain an active research program during the entire review period. If the candidate has current external support this is only valid for years with no current external support.
4. Have a research program that demonstrates a sustained level of productivity that will continue to be productive.

An *exceeds expectations* rating in *research & scholarship* for an Associate Professor or Professor to pass post tenure review requires that *both* the following criteria are met over the review period:

1. A candidate with a 4/4 teaching load on average during the review period will have at least **THREE** publication equivalents based on research done while at the University of Texas-Rio Grande Valley during the review period, unless credit was granted at the time of hire, at least **ONE** of which is a refereed publication in a good quality journal (1 equivalent) and **TWO** other equivalent of the following such as but not limited to: Obtained external competitive research funding (1 equivalent), Additional peer reviewed publication in excess of the **ONE** required (1 equivalent each), Publication in a top

journal such as: Science, Nature, The Proceedings of the National Academy of Sciences or equivalent level (1 additional equivalent). A candidate with a 4/3 teaching load on average during the review period would require 1 more publication equivalent for a total of **FOUR** publication equivalents. A 3/3 teaching load on average during the review period would require 2 more publication equivalents for a total of **FIVE** publication equivalents. A 3/2 teaching load on average during the review period would require 3 more publication equivalents for a total of **SIX** publication equivalents and a 2/2 teaching load on average during the review period would require 4 more publication equivalents for a total of **SEVEN** publication equivalents.

2. Presents papers, based on work done while at the University of Texas Rio Grande Valley, at professional meetings (State, National or International level). A candidate with a 4/4 teaching load on average during the review period will have at least **TWO** presentations during the review period. A candidate with a 4/3 teaching load on average during the review period will have at least **THREE** presentations during the review period. A candidate with a 3/3 or 3/2 or 2/2 teaching load on average during the review period will have at least **FOUR** presentations during the review period.

Note: Teaching Release for non-research related activities such as release for administrative duties (i.e. Department Chair) or committee duties (i.e. chair of a university committee) does not count toward the teaching load calculation for research and scholarship.

### (iii) Service

Metrics for *service* effectiveness should include both the quantitative and qualitative assessments of faculty member's contributions to student, staff, faculty, department, college, university, profession, and community success. Quantitative metrics of service activities may include numbers of committees, student recruitment events, judging events, community outreach and engagement events, journal articles reviewed, grants reviewed, editorships of journals, etc. Qualitative metrics of service effectiveness should describe the faculty member's initiatives, leadership roles, mentorships and development of junior faculty, vision and commitment, impact, and relevant recognitions and awards received.

It is also expected that Professors would have a higher service expectation than Assistant and Associate Professors, hence the reduced requirements in the professional achievement category but an increased expectation for service.

*A meets expectations* rating in *service* for an Associate Professor or Professor to pass post tenure review requires that *all* the following criteria are met over the review period:

1. Attends departmental, school, and university meetings.
2. Serves on average on one committee per semester at either the department, college or university level. It is also expected that a Professor faculty member will serve on average on one committee per semester in a leadership role at either the department, college or university level
3. Assists with student support such as, but not limited to, informal student advising and writing letters of recommendation for students.

4. Assists with departmental duties such as, but not limited, to coordinating laboratories, supervising teaching assistants, maintaining instrumentation, and taking inventory.
5. Provides service to their profession such as, but not limited to: serving on committees within professional societies, reviewing grants and scientific manuscripts etc.
6. Provides service to the community such as, but not limited to, high school student mentoring, seminars to lay persons, and volunteering in the local community.

An *exceeds expectations* rating in *service* for an Associate Professor or Professor to pass post tenure review requires that *one* of the following criteria are met over the review period:

1. Be the chair of a committee at the department, college or university level.
2. Serving on more than one committee per semester at the department, college or university level.
3. Serves as an officer within a professional society, as an editor or associate editor of a peer reviewed journal, as a grant panel review manager or as a program director for a granting agency.
4. Extensive engagement in the local community as a leader in a community organization or giving invited seminars to lay person or mentoring more than one high school student in research.
5. Receive a service award at the University, State, National or International level.

Service appointments that are in excess of 10% (with a corresponding decrease in teaching load) must be approved by the department chair, the dean, and the EVPAA. Such appointments include service as associate department chair, undergraduate or graduate coordinator, director of a formally recognized center, etc. Such service appointees receive a maximum of one course release per semester depending upon the scope of the work and therefore could carry up to 20% additional *service* appointment/commitment. These faculty members also maintain a 10% base service appointment, a 40% teaching appointment, and a 30% research and scholarship appointment. Annual expectations for the additional *service* appointment/commitment must be clearly defined and communicated to the appointee prior to making such an appointment and to the departmental Annual Review Committee (ARC) and Tenure & Promotion and Post-Tenure Review Committee (TPPTRC). Administrative appointments are also considered service appointments. Appointments including Associate Deans, Department Chairs and School Directors are given two course releases per semester and therefore carry a 40% administrative appointment. These faculty members also maintain a 10% base service appointment, a 20% teaching appointment, and a 30% research and scholarship appointment. The relative percentage of teaching and research appointment may be negotiated at the time of acceptance of these well-recognized administrative appointments. Faculty members holding these extra service/administrative appointments are evaluated by the department committees (for the 10% basic service) and the department chair (for both the 10% basic service and for any departmental committee service assignments), and by the Dean. Faculty holding college or university level administrative/service appointments are evaluated by the Dean and/or faculty member's immediate supervisor with respect to their service.

To *meet expectations* in service with >10% service appointment faculty member should produce *all* the following:

- Satisfactory accomplishment of all the tasks of the appointment provided that institutional resources were available
- Timeliness of responses and reporting
- Positive impact of the activities on the students, faculty, department/school, college, university and/or the community

To *exceed expectations* in service with >10% service appointment faculty member should fulfill all the requirements for the *meets expectations* outlined above AND demonstrate any *two* of the following:

- Conducted a comprehensive review of tasks/processes/procedures and improved and/or established new procedures/processes to accomplish tasks more efficiently
- Provided extraordinary/visionary/servient leadership in the administrative position/service activity that galvanized students, faculty, staff, administrators and/or community members to work together and/or perform at a higher level.
- Obtained extraordinary results such as, but not limited to, substantially increasing the size of the graduate program, undergraduate enrollment, number students engaged in experiential learning, student success in bottle neck courses, etc.
- Won a service award related to the appointment/service activity
- Faculty may make a case with the Chair and Dean for the recognition of other forms of service (such as to the profession) which may be substituted for the activities given above.

#### **4. FACULTY WORKLOAD ADJUSTMENT AND ANNUAL EVALUATION**

Deviations in % appointment in *teaching, research & scholarship*, and *service* may occur only after the first post tenure review period and must be pre-approved by the department chair and the dean of the college. For example, a faculty member may choose a “teaching-track” appointment in which they would be required to teach a 24 LHE per academic year (i.e. 80% teaching) with a corresponding reduction in research appointment to 10%.

Faculty may also request upfront course releases under the Presidential Workload Credit but they must achieve the extra committed productivity to receive the *meets expectations* rating on their annual review for that year. Faculty requesting upfront course releases will clearly identify quantifiable deliverables in the beginning of the semester. Such upfront course releases are limited to one course release per semester. In the event a faculty member defaults, this privilege will be taken away and the faculty member will receive a *does not meet expectations* rating in Research and Scholarship on the annual review evaluation unless the faculty member can make a clear case as to why the deliverable could not be met.

Service appointment in excess of 10% with a corresponding decrease in teaching load must be approved by the department chair and the dean of the college. Such appointments include service as an associate department chair, undergraduate or graduate coordinator, program director or co-director (e.g. APRIME and UTeach), director of a formally-recognized center, etc. Such service appointees usually receive up to one course release per semester depending upon the scope of the work and therefore could carry up to 20% additional *service* appointment. These faculty also maintain a 10% base service appointment, a 40% teaching appointment, and a 30% research

and scholarship appointment. Annual expectations for the additional *service* appointment must be clearly defined and communicated to the appointee prior to making such an appointment and to the Departmental Annual Review Committee (ARC) and Tenure and Promotion Review Committee (TPRC) and Post-Tenure Review Committee (PTRC).

Administrative appointments are also considered service appointments. Appointments including Associate Deans, Department Chairs and School Directors are given two course releases per semester and therefore carry a 40% administrative appointment. These faculty also maintain a 10% base service appointment, a 20% teaching appointment, and a 30% research and Scholarship appointment. The relative percentage of teaching and research appointment may be negotiated at the time of acceptance of the administrative appointment. Faculty holding these service/administrative appointments are also evaluated by the department/school committees and the department chairs/school directors except for the 40% administrative appointment, which is evaluated by the Dean, or faculty member's immediate supervisor.

## **5. APPEALS**

All faculty have the right to appeal decisions involving tenure and promotion recommendations at any level by filing a written request for reconsideration within ten (10) working days of receiving a written copy of the evaluation from that level.