

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

1. PURPOSE

In addition to meritorious accomplishments during the review period, applicants for post-tenure review must demonstrate a high potential for continued excellence and commitment to the profession and to the UTRGV's mission. Continued research and scholarly productivity including grant funding and successful mentoring of graduate students, national and international recognition of faculty member's scholarly contributions, citations of publications, and impact on the profession are important considerations in the post-tenure comprehensive review.

Faculty post-tenure criteria must include three basic competency areas – *teaching, research & scholarship*, and *service* – which must be evaluated in accordance with the faculty member's annual assignments (% appointment in each competency area) and responsibilities within the department/school, the college, and the university during the entire review period. In accordance with UTRGV policies and UT System Regent's Rules, four performance levels are used to evaluate each area of competence: *exceeds expectations, meets expectations, does not meet expectations*, and *unsatisfactory*.

2. PROCEDURES

Following the UTRGV Pathways for Review Deadlines available on the Provost's website, full-time tenure-track and tenured faculty members submit their Faculty Review Dossiers (FRD) for post-tenure review in accordance with guidelines at: <http://www.utrgv.edu/files/documents/provost/faculty-resources/utrgv-format-for-faculty-review-dossier.pdf>. 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 as outlined by the university web documents.

The FRD must include the following: 1) a self-evaluation summary that includes a statement of the significance and impact of achievements in teaching, research & scholarship, and service, 2) a current curriculum vita, 3) summaries of standard course evaluation reports for courses taught during the period under review and course syllabi, 4) a development plan for all three areas of faculty evaluation, and 5) copies of approved annual workload forms including annual percent appointments in teaching, research & scholarship, and service. Faculty members may also include additional material in support of their application.

Each faculty member is required to submit their completed FRD to the department chair no later than the due date listed in the Pathways for Review Deadlines. Faculty holding joint appointments shall submit their FRDs to the chairs/directors of the department/school in which they hold a majority (>50%) appointment as per departmental/school and college policies. In such

cases, 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/school and include it in his/her FRD.

In accordance with University policies and UT System Regent's Rules, each FRD for post-tenure review 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 Provost. The Departmental TPPTRC must be composed of *all* tenured faculty above the rank being reviewed in the Department. 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. Each review level must include a written narrative highlighting strengths and weaknesses in specific rating in each competency area and an overall rating. . After the Dean has completed the review, all reviews are forwarded to the Provost who conducts his/her own independent review.

3. EVALUATION CRITERIA

3.1. 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, student /teacher training grant funding, and the number of weighted student credit hours (SCHs) generated.

A meets expectations in *teaching* for a faculty member undergoing post-tenure review requires that all the following are met over the review period:

- Taught assigned workload consistent with % appointment averaged over the review period,
- Conducted class in a professional manner.
- Gave class syllabus not later than the end of the first week of classes,
- Used tests or other quantitative evaluation procedures,
- Assigned grades based solely on performance of students on quantitative evaluations,
- Demonstrated comprehensive and current knowledge of course contents,
- Maintained a professional attitude and appearance in the classroom,
- Maintained office hours and encouraged students to use this time to get help and to resolve questions,
- Consistently received satisfactory student evaluations (i.e. at least 80% of the students agree and/or strongly agree with the evaluation questions on average in all classes),
- Consistently received satisfactory assessment on peer reviews of teaching, and evidence of reflection and incorporation of any suggestions into his/her teaching practice, and
- Mentored at least one (1) graduate student OR three (3) undergraduate students.

An *exceeds expectations* in teaching for a faculty member undergoing post-tenure review requires that in addition to the criteria described in *meets expectation* section above the faculty member achieves at least *three (3)* out of the following activities during the review period:

- Taught at least six class sections at the 3000 level with over 50 students,
- Taught at least three class sections at 2000 level with over 100 students,
- Taught at least three graduate courses,
- Developed and/or delivered a new course,
- Published a text book,
- Received external grant funding for student/teacher training, or
- Won a significant teaching/mentoring award.

3.2. 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* in *research & scholarship* for the 10% research appointment [i.e. 24 LHE teaching per academic year] requires that all the following are met over the six-year review period:

- Two (2) peer-reviewed research publications directly emerging from faculty member's research program or as a corresponding author and is indexed in ISI (Institute for Scientific Information, National Library of Medicine (NLM)/Pubmed, or the Educational Resources Information Center (ERIC),
- Three (3) research presentations made by faculty member or high-school/undergraduate/graduate students mentored by the faculty member, and
- Submitted one (1) or more external research grant proposals as a PI/Co-PI/Senior Person or be a PI/Co-PI/Senior Person on a funded grant.

A *meets expectations* in *research & scholarship* for the 20% research appointment [i.e. 21 LHE teaching per academic year] requires that all the following are met over the six-year review period:

- Three (3) or more peer-reviewed research publications directly emerging from faculty member's research program or as a corresponding author and is indexed in ISI (Institute for Scientific Information, National Library of Medicine (NLM)/Pubmed, or the Educational Resources Information Center (ERIC),
- Five (5) or more research presentations made by faculty member or high-school/undergraduate/graduate students mentored by the faculty member, and
- Submitted two (2) or more external grant proposals as a PI/Co-PI or be a PI/Co-PI/Senior Person on a funded grant.

A meets expectations in research & scholarship for the 30% research appointment [i.e. 18 LHE teaching per academic year] requires that all the following are met over the review period:

- Five (5) peer-reviewed research publications directly emerging from faculty member's research program or as a corresponding author and is indexed in ISI (Institute for Scientific Information, National Library of Medicine (NLM)/Pubmed, or the Educational Resources Information Center (ERIC),
- One (1) graduate student mentored through the completion of a Masters thesis OR three (3) undergraduate students through the completion of an Honors thesis,
- Seven (7) scholarly research presentations made by the faculty or by high-school/undergraduate/graduate students mentored directly by the faculty member, and
- Received at least one (1) external research grant as a PI or Co-PI, and submitted three (3) or more proposals as a PI/Co-PI.

A meets expectations in research & scholarship for the 40% research appointment [i.e. 15 LHE teaching per academic year] requires that all the following are met over the review period:

- Six (6) peer-reviewed research publications directly emerging from faculty member's research program or as a corresponding author and is indexed in ISI (Institute for Scientific Information, National Library of Medicine (NLM)/Pubmed, or the Educational Resources Information Center (ERIC),
- Two (2) graduate students successfully mentored through the completion of a Masters thesis OR six (6) undergraduate students through the completion of an Honors thesis;
- Eight (8) research presentations made by the faculty member or by high-school/undergraduate/graduate students mentored directly by the faculty member, and
- Received at least one (1) significant external research grant as a PI or Co-PI, and submitted four (4) or more proposals as a PI/Co-PI.

A meets expectations in research & scholarship for the 50% research appointment [i.e. 12 LHE teaching per academic year] requires that all the following are met over the review period:

- Eight (8) peer-reviewed research publications directly emerging from faculty member's research program or as a corresponding author and is indexed in ISI (Institute for Scientific Information, National Library of Medicine (NLM)/Pubmed, or the Educational Resources Information Center (ERIC),
- Two (2) graduate students successfully mentored through the completion of a Masters thesis OR six (6) undergraduate students through the completion of an Honors thesis,
- Ten (10) scholarly research presentations made by the faculty member or by high-school/undergraduate/graduate students mentored directly by the faculty member, and
- Received at least two (2) significant external research grants as a PI or Co-PI, and submitted four (4) or more proposals as a PI/Co-PI.

A meets expectations in research & scholarship for the 60% research appointment [i.e. 9 LHE teaching per academic year] requires that all the following are met over the review period:

- Nine (9) peer-reviewed research publications directly emerging from faculty member's research program or as a corresponding author and is indexed in ISI (Institute for Scientific Information, National Library of Medicine (NLM)/Pubmed, or the Educational Resources Information Center (ERIC),
- Two (2) graduate students successfully mentored through the completion of a Masters thesis OR six (6) undergraduate students through the completion of an Honors thesis,
- Ten (10) scholarly research presentations made by the faculty member or by high-school/undergraduate/graduate students mentored directly by the faculty member, and
- Received at least two (2) significant external research grants as a PI or Co-PI, and submitted five (5) or more proposals as a PI/Co-PI.

A meets expectations in research & scholarship for the 70% research appointment [i.e. 6 LHE teaching per academic year] requires that all the following are met over the review period:

- Ten (10) peer-reviewed research publications directly emerging from faculty member's research program or as a corresponding author and is indexed in ISI (Institute for Scientific Information, National Library of Medicine (NLM)/Pubmed, or the Educational Resources Information Center (ERIC),
- Three (3) graduate students successfully mentored through the completion of a Masters thesis OR nine (9) undergraduate students through the completion of an Honors thesis,
- Twelve (12) scholarly research presentations made by the faculty member or by high-school/undergraduate/graduate students mentored directly by the faculty member, and
- Received at least three (3) external research grants as a PI or Co-PI, and submitted five (5) or more proposals as a PI/Co-PI.

To receive *exceeds expectations in research & scholarship* faculty member with a 10% research appointment will have met the *meets expectations* criteria as outlined above AND any one (1) of the additional accomplishments stipulated below over the six-year review period:

- Published one or more peer-reviewed research papers above meets expectations that is indexed in the afore mentioned depositories,
- Received an external research grant,
- Delivered an invited scholarly presentation,
- Mentored a graduate student through the completion of a Masters thesis or two (3) undergraduate students through the completion of an Honors thesis,
- An undergraduate or graduate student mentored directly by the faculty member has received an award for his/her research presentation in a student competition, or
- Won a significant research-related award, or
- Have been granted a patent.

To receive *exceeds expectations* in *research & scholarship* faculty member with a 20% research appointment will have met the *meets expectations* criteria as outlined above AND any two (2) of the additional accomplishments stipulated below over the review period:

- Published one or more peer-reviewed research papers above meets expectations that is indexed in the afore mentioned depositories,
- Received an external research grant,
- Delivered an invited scholarly presentation,
- Mentored a graduate student through the completeition of a Masters thesis or three (3) undergraduate students through the compleition of an Honors thesis,
- An undergraduate or graduate student mentored directly by the faculty member has received an award for his/her research presentation in a student competition,
- Won a significant research-related award, or
- Have been granted a patent.

To receive *exceeds expectations* in *research & scholarship* faculty member with a 30% research appointment will have met the *meets expectations* criteria as outlined above AND any three (3) of the additional accomplishments stipulated below over the six-year review period:

- Published one additional peer-reviewed research papers above meets expectations that is indexed in the afore mentioned depositories,
- Received an external research grant,
- Delivered an invited scholarly presentation,
- Mentored an additional graduate student through the completeition of a Masters thesis or three (3) additional undergraduate students through the completion of an Honors thesis,
- An undergraduate, graduate, or high school student mentored directly by the faculty member has received an award for his/her research presentation in a student competition,
- Won a significant research-related award, or
- Have been granted a patent.

To receive *exceeds expectations* in *research & scholarship* faculty member with a 40% research appointment will have met the *meets expectations* criteria as outlined above AND any four (4) of the additional accomplishments stipulated below over the six-year review period:

- Published one additional peer-reviewed research papers above meets expectations that is indexed in the afore mentioned depositories,
- Received an external research grant,
- Delivered an invited scholarly presentation,
- Mentored an additional graduate student through the completeition of a Masters thesis or three (3) additional undergraduate students through the completion of an Honors thesis,

- An undergraduate, graduate or high school student mentored directly by the faculty member has received an award for his/her research presentation in a student competition,
- Won a significant research-related award, or
- Have been granted a patent.

To receive *exceeds expectations* rating in *research & scholarship* category faculty member with a 50% research appointment will have met the *meets expectations* criteria as outlined above AND any four (4) of the additional accomplishments stipulated below over the six-year review period:

- Published two additional peer-reviewed research papers above meets expectations that is indexed in the afore mentioned depositories,
- Received an additional external research grant,
- Delivered two invited scholarly presentations,
- Mentored an additional graduate student through the completion of a Masters thesis or three (3) additional undergraduate students through the completion of an Honors thesis,
- An undergraduate or graduate student mentored directly by the faculty member has received an award for his/her research presentation in a student competition,
- Won a significant research-related award, or
- Have been granted a patent.

To receive *exceeds expectations* in *research & scholarship* category faculty member with a 60% research appointment will have met the *meets expectations* criteria as outlined above AND any four (4) of the additional accomplishments stipulated below over the six-year review period:

- Published two additional peer-reviewed research papers above meets expectations that is indexed in the afore mentioned depositories,
- Received an additional external research grant,
- Delivered two invited scholarly presentations,
- Mentored an additional graduate student through the completion of a Masters thesis or three (3) additional undergraduate students through the completion of an Honors thesis,
- An undergraduate or graduate student mentored directly by the faculty member has received an award for his/her research presentation in a student competition,
- Won a significant research-related award, or
- Have been granted a patent.

To receive *exceeds expectations* in *research & scholarship* category faculty member with a 70% research appointment will have met the *meets expectations* criteria as outlined above AND any four (4) of the additional accomplishments stipulated below over the six-year review period:

- Published two additional peer-reviewed research papers above meets expectations that is indexed in the afore mentioned depositories,

- Received an additional external research grant,
- Delivered two invited scholarly presentations,
- Mentored an additional graduate student through the completion of a Masters thesis or three (3) additional undergraduate students through the completion of an Honors thesis,
- An undergraduate or graduate student mentored directly by the faculty member has received an award for his/her research presentation in a student competition,
- Won a significant research-related award, or
- Have been granted a patent.

3.3. 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.

Faculty members are evaluated based on their % Service commitment. Assistant Professors and Associate Professors should only be assigned a 10% basic Service commitment unless otherwise approved by the Department Chair, the Dean and/or the Provost.

To *meet expectation* in *service* requires that the faculty member with a 10% Service appointment has achieved *all* the following annually over the review period:

- Positive contribution to at least one committee at any level within the university,
- Positive contribution to at least one professional or community service activity
- Compliance with all departmental, college, university, and UT System policies.

To *exceeds expectations* in *service* requires that the faculty member with a 10% Service appointment fulfills all the requirements for the *meets expectations* as described above and demonstrates at least *three* of the following during the review period:

- Served as an effective committee chair for one or more significant committees at any level in the University during the review period,
- Provided leadership of an impactful professional activity at the national level, or
- Provided leadership of an impactful community service activity.
- Conduct local, regional, national, or international humanitarian work that provides positive exposure for the university and displays leadership.

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 provost. 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), Tenure & 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 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
- 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

4. OUTCOMES OF POST-TENURE REVIEW

Outcomes of the post-tenure review described here are based on the UTRGV Post-Tenure Review Policy (ADM 06-504) guidelines. If the final result of the comprehensive performance review is *exceeds expectations*, or *meets expectations*, the faculty member will not undergo another comprehensive performance review for six years unless a comprehensive review is required as a

result of subsequent annual reviews. An *overall exceeds expectations* rating on the post-tenure comprehensive review can be earned by receiving *exceeds expectations* rating in any two of the three competency areas (*teaching, research & scholarship* and *service*) and at least a *meets expectations* rating in the third area. Irrespective of the rating, each associate professor undergoing the post-tenure review must meet with the Dean and the Department Chair to discuss the outcome of the post-tenure review and develop an action plan towards achieving promotion to full professor.

An overall *does not meet expectations* rating will be assigned if a faculty member receives a *does not meet expectations* in any one or more of the competency areas. If a faculty member receives a rating of *does not meet expectations* on the comprehensive post-tenure review, it may indicate that the faculty member could benefit from additional support, such as pedagogy assistance, counseling, mentoring in research and service activities, or adjustment of assigned duties. In such a case, the faculty member must develop an action plan to be reviewed and approved by the chair and the dean, to address any weaknesses or concerns and enhance or strengthen the faculty member's portfolio in the designated area(s). The faculty member's progress towards meeting the goals of the plan will be monitored through the annual evaluation process. Failure to meet the goals and benchmarks laid out in the action plan may result in further actions.

An *unsatisfactory* rating will be assigned if a faculty member received *does not meet expectations* in two of the three competency areas. In such cases the dean in consultation with the department chair may recommend a change in the faculty member's workload or recommend additional actions to the Provost. According to the UT System Regent's Rules, an *unsatisfactory* rating means failing to meet expectations for the faculty member's unit, rank, or contractual obligations in such a manner that reflects disregard of previous advice or other efforts to provide remediation or assistance, or involves prima facie professional misconduct, dereliction of duty, or incompetence. If the overall result of a comprehensive performance review is *unsatisfactory* due to the disregard of previous advice or other efforts to provide remediation or assistance, or involves prima facie professional misconduct, dereliction of duty, or incompetence, an additional review by the Provost, or designee will be conducted to determine if good cause exists for termination under Regents' Rules 31008 and 31102.

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 at that level.