

College of Liberal Arts

Tenure & Promotion, Annual Review, Post Tenure Review POLICY default

This COLLEGE level policy is the default if a department's policies have not been approved through the Provost's office. It will be in effect from Fall 2017 until each department policy is approved and is the basic requirement for college faculty.

All review policies will strictly comply with current relevant UTRGV guidelines and policies including (but not necessarily limited to):

- <http://www.utrgv.edu/hop/policies/ADM-06-502.pdf> (Annual Faculty Evaluation)
- <http://www.utrgv.edu/hop/policies/ADM-06-505.pdf> (Faculty Tenure and Promotion)
- <http://www.utrgv.edu/hop/policies/ADM-06-504.pdf> (Post-Tenure Review)
- <http://www.utrgv.edu/files/documents/provost/faculty-resources/UTRGV-Pathways-Deadlines-2016-2017.pdf> (UTRGV Pathways for Review Deadlines)
- <http://www.utrgv.edu/files/documents/provost/faculty-resources/UTRGV-Format-for-Faculty-Review-Dossier.pdf> (Format for Faculty Review Dossier)
- <http://www.utrgv.edu/files/documents/provost/faculty-resources/UTRGV-Guidelines-for-Faculty-Peer-Observation%20of%20Teaching.pdf> (Faculty Peer Observation of Teaching)
- <http://www.utrgv.edu/files/documents/provost/faculty-resources/UTRGV-Annual-faculty-evals-and-Tenure-and-Promotion-Process-and-Guidelines.pdf> (Annual Faculty Evaluations & Tenure-Track/Tenure and Promotion Reviews Processes and Guidelines)
- <http://www.utrgv.edu/files/documents/provost/faculty-resources/Guidelines-for-Review-Reappointment-Promotion-Full-Time-Lecturers.pdf> (Review, Reappointment, and Promotion of Full-time Lecturers, Professors in Practice and Clinical Faculty)

It is the responsibility of the faculty member submitting her or his dossier to ensure that all information is accurate and to contextualize that information clearly for all reviewing committees.

TENURE & PROMOTION to ASSOCIATE PROFESSOR:

Teaching:

Meet Expectations: 80% or greater AVERAGE in the agree/strongly agree categories on student evaluations and/or 4.0 weighted AVERAGE or better PLUS required number of Peer Teaching Observations which indicate reflection and improvement attempts for teaching as judged by those reviewing the dossier

Exceed Expectations: 90% or greater AVERAGE in the agree/strongly agree categories on student evaluations and/or 4.5 weighted AVERAGE or better PLUS required number of Peer Teaching Observations which indicate reflection and improvement attempts for teaching as judged by those

reviewing the dossier PLUS required AND additional evidence of commitment to teaching effectively (workshops, curriculum/course design, mentoring students in research, thesis, etc.).

The above summarizes expectations for each criterion; however, the review is to be a holistic review that considers the member's overall record of teaching including additional evidence of teaching performance such as teaching observations, course materials including syllabi, curriculum development, and student mentoring. The faculty member's teaching statement should contextualize his/her scores and performance.

Research/Scholarship:

Excellence in research and creative activity is defined by a variety of factors, including but not limited to the quality and significance of publications and creative works, as judged by peer review. For purposes of this standard, peer review includes review/adjudication by independent and external nationally and internationally recognized experts in the faculty member's field.

Meet Expectations: THREE blind peer-reviewed scholarly journal articles OR peer-reviewed monograph/book published by a reputable scholarly or university press PLUS one additional written equivalent to a blind peer-reviewed scholarly article such as a positively reviewed external grant.

Exceed Expectations: MORE THAN THREE blind peer-reviewed scholarly journal articles AND/OR peer-reviewed monograph/book published by a reputable scholarly or university press PLUS MORE THAN one additional written equivalent to a blind peer-reviewed scholarly article such as appositively reviewed external grant.

The faculty member's research statement should contextualize his/her scholarship record with evidence of the publisher's ranking (e.g. acceptance rate), impact on the field, and/or other evidence related to the quality of the scholarship as well as any other information that may help reviewers better understand the work and the context in which it was generated.

Service:

Meet Expectations: Consistent service on a minimum of TWO DEPARTMENT committees AND additional service to the university (College or University committee, Assessment, Student Organization, etc) AND annual service to either the community or the profession.

Exceed Expectations: Consistent service on more than TWO DEPARTMENT committees AND additional service to the university (College or University committee, Assessment, Student Organization, etc) AND annual service to the community AND annual service to the profession

The above summarizes expectation for service, however, reviews should be holistic in nature, taking into account the member's overall record of performance. The faculty member's service statement should contextualize his/her service record with evidence of participation (e.g. letter from a committee chair) deliverables or products produced, and/or other evidence related to the quality of the service as well as any other information that may help the reviewers better understand the service and the context in which it was generated.

PROMOTION to PROFESSOR:

Faculty on the “research track” (3-3 or 9 credit per term teaching load) shall meet the standards for EXCEED EXPECTATIONS in either Teaching or Service for Tenure & Promotion to Associate Professor as well as MEET EXPECTATIONS at minimum for Research/Scholarship and MEET expectations in the third area. While most programs have higher requirements in Research/Scholarship for promotion to professor, the College requires that faculty at minimum meet the standard for attaining tenure and promotion to associate professor, i.e., three published blind peer-reviewed works OR one scholarly peer-reviewed book or monograph PLUS one additional written work.

Faculty on the “teaching track” for a minimum of 50% of their time under review (4-4 or 12 credits per term teaching load) shall meet the standards for EXCEED EXPECTATIONS in Teaching & Service for Tenure & Promotion to Associate Professor. In order to MEET EXPECTATIONS in Research/Scholarship ONE blind peer-reviewed scholarly journal article OR peer-reviewed monograph/book published by a reputable scholarly or university press PLUS one additional written scholarly product and ONE additional scholarly product of any type, including, but not limited to submitted grant proposals (with positive reviews) and presentations at national or regional professional conferences are required.

The above summarize expectations for teaching, research/scholarship and service, however, reviews should be holistic in nature, taking into account the member’s overall record of performance. The faculty member’s teaching, scholarship/ and service statements should contextualize his/her work and performance as described in the section on Tenure and Promotion to the rank of Associate Professor.

ANNUAL REVIEW:

Teaching

Meet Expectations: 80% or greater AVERAGE in the agree/strongly agree categories on student evaluations and/or 4.0 weighted AVERAGE or better PLUS required number of Peer Teaching Observations which indicate reflection and improvement attempts for teaching as judged by those reviewing the dossier

Exceed Expectations: 90% or greater AVERAGE in the agree/strongly agree categories on student evaluations and/or greater than 4.5 weighted AVERAGE PLUS required number of Peer Teaching Observations which indicate reflection and improvement attempts for teaching as judged by those reviewing the dossier PLUS required AND additional evidence of commitment to teaching effectively (workshops, curriculum/course design, mentoring students in research, thesis, etc.).

The above summarizes expectations for each criterion; however, the review is to be a holistic review that considers the member’s overall record of teaching including additional evidence of teaching performance such as teaching observations, course materials including syllabi, curriculum development, and student mentoring. The faculty member’s teaching statement should contextualize his/her scores and performance.

Research/Scholarship:

Excellence in research and creative activity is defined by a variety of factors, including but not limited to the quality and significance of publications and creative works, as judged by peer review. For purposes of this standard, peer review includes review/adjudication by independent and external nationally and internationally recognized experts in the faculty member's field.

Research Track Faculty

Meet Expectations: Evidence of submitted blind peer-reviewed scholarly journal article, book review, encyclopedia entries, etc. or demonstrated progress towards publishing a peer-reviewed monograph/book by a reputable scholarly or university press and/or professional presentation at a national or international meeting through peer-reviewed abstract. A submitted work may be claimed only once, e.g. a paper that is claimed upon first submission to a venue cannot be claimed again if resubmitted after a decision of "revise and resubmit" or if it is submitted to a second venue. However, it can be claimed as a publication once published or accepted for publication.

Exceed Expectations: A PUBLISHED blind peer-reviewed scholarly journal article AND/OR peer-reviewed monograph/book published by a reputable scholarly or university press OR submitted and reviewed (receiving positive reviews) external grant.

Teaching Track Faculty

Meet expectations: Demonstrated progress towards publication of a blind peer-reviewed scholarly journal article, monograph or other scholarly written product, grant proposal or the submission of a scholarly presentation proposal to an international, national or regional professional venue.

Exceed expectations: Publication of a scholarly product, or a submitted and reviewed external grant (receiving positive reviews) or a scholarly presentation at an international, national or regional venue

Service:

Meet Expectations: Service on a minimum of TWO DEPARTMENT committees AND additional service to the university (College or University committee, Assessment, Student Organization, etc) AND annual service to either the community or the profession

Exceed Expectations: Service on more than TWO DEPARTMENT committees AND additional service to the university (College or University committee, Assessment, Student Organization, etc) AND annual service to the community AND annual services to the profession OR multiple services to either the community or the profession

POST TENURE REVIEW:

Teaching

Meet Expectations: consistent 80% or greater AVERAGE in the agree/strongly agree categories on student evaluations and/or 4.0 weighted AVERAGE or better PLUS required number of Peer Teaching Observations which indicate reflection and improvement attempts for teaching as judged by those reviewing the dossier

Exceed Expectations: consistent 90% or greater AVERAGE in the agree/strongly agree categories on student evaluations and/or 4.5 weighted AVERAGE or better PLUS required number of Peer Teaching Observations which indicate reflection and improvement attempts for teaching as judged by those reviewing the dossier PLUS additional evidence of commitment to teaching effectively (workshops, curriculum/course design, mentoring students in research, thesis, etc).

The above summarizes expectations for each criterion; however, the review is to be a holistic review that considers the member's overall record of teaching including additional evidence of teaching performance such as teaching observations, course materials including syllabi, curriculum development, and student mentoring. The faculty member's teaching statement should contextualize his/her scores and performance.

Research/Scholarship:

Excellence in research and creative activity is defined by a variety of factors, including but not limited to the quality and significance of publications and creative works, as judged by peer review. For purposes of this standard, peer review includes review/adjudication by independent and external nationally and internationally recognized experts in the faculty member's field.

Meet Expectations: Evidence of submitted blind peer-reviewed scholarly journal article, scholarly book review, scholarly encyclopedia entries, and/or professional presentation at a national or international meeting through peer-reviewed abstract annually of which a minimum of TWO must be PUBLISHED blind peer-reviewed scholarly journal articles or equivalent within the 6-year period under review OR one book or monograph published by a reputable scholarly press.

Exceed Expectations: MORE THAN TWO PUBLISHED blind peer-reviewed scholarly journal articles AND/OR peer-reviewed monograph/book published by a reputable scholarly or university press AND/OR submitted and reviewed external grant (receiving positive reviews).

Service:

Meet Expectations: consistent service on a minimum of TWO DEPARTMENT committees AND additional service to the university (College or University committee, Assessment, Student Organization, etc) AND annual service to either the community or the profession

Exceed Expectations: consistent service on more than TWO DEPARTMENT committees AND additional service to the university (College or University committee, Assessment, Student Organization, etc) AND annual service to the community AND annual service to the profession

Lecturer Promotion:

Lecturers are teaching faculty and, in order to be promoted, must EXCEED expectations in Teaching and one other area plus meet expectations in the third. For reappointment, lecturers must MEET expectations in teaching and service.

Teaching

Meet Expectations: 80% or greater AVERAGE in the agree/strongly agree categories on student evaluations and/or 4.0 weighted AVERAGE or better PLUS required number of Peer Teaching Observations which indicate reflection and improvement attempts for teaching as judged by those reviewing the dossier

Exceed Expectations: 90% or greater AVERAGE in the agree/strongly agree categories on student evaluations and/or greater than 4.5 weighted AVERAGE PLUS required number of Peer Teaching Observations which indicate reflection and improvement attempts for teaching as judged by those reviewing the dossier PLUS required AND additional evidence of commitment to teaching effectively (workshops, curriculum/course design, mentoring students in research, thesis, etc)

Research/Scholarship:

Meet Expectations: Evidence of scholarship and research in local venues such as FESTIBA or within a department brown bag or other efforts toward research and scholarship, including research to improve teaching performance, OR professional presentation at a local, state, or regional professional meeting would meet expectations as the CLA recognizes lecturers are primarily teaching faculty

Exceed Expectations: A PUBLISHED work such as blind peer-reviewed scholarly journal article AND/OR peer-reviewed monograph/book published by a reputable scholarly or university press OR submitted and reviewed external grant AND/OR professional presentation at a national or international meeting through peer-reviewed abstract.

Service:

Meet Expectations: Service on a minimum of TWO DEPARTMENT committees AND additional service to the university (College or University committee, Assessment, Student Organization, etc) AND annual service to either the community (such as presentation locally at FESTIBA or HESTEC, etc) or the profession (such as serving on national organization's committees, reviewing articles for a journal, assisting in editing for a professional newsletter, blog, etc)

Exceed Expectations: Service on more than TWO DEPARTMENT committees AND additional service to the university (College or University committee, Assessment, Student Organization, etc) AND annual service to the community AND annual services to the profession OR multiple services to either the community or the profession

Workload Policy

The UTRGV College of Liberal Arts values the efforts of its faculty in the areas of teaching, scholarship and service. In order to better ensure a more equitable distribution of teaching and scholarship faculty workloads, the following POLICY on faculty workload will be used within the College unless a given Department or Program has more stringent requirements for faculty workload.

1. This POLICY applies only to Tenured Faculty. All Tenure-Track faculty are expected to maintain an active research/scholarship program and produce published works on a regular basis in line with department/program standards leading to tenure. Lecturer faculty are hired to provide important capacity to meet teaching needs and this policy does not apply to them.
2. This College POLICY is based on the annual reviews of the THREE previous academic years and thus will be updated annually as part of the College level review (i.e., Spring) for the next academic year.
3. College Criteria are based on the Departmental/Program Criteria for Annual Review in the area of Research/Scholarship only. These Departmental/Program Criteria must have been approved by the UTRGV administration for annual review evaluation.

College criteria then are the following:

A faculty member on the 18 hour annual Research Workload (teaching load of 9 credits per term) whose Annual Review recommendations in the area of Research/Scholarship EXCEED or MEET EXPECTATIONS over two of three consecutive years, **and** does **not** have any recommendations of "UNSATISFACTORY" over said three year period **and** who has produced at least three (3) scholarly products, one (1) of which **must** be a peer reviewed publication in print or in press (not forthcoming), or its equivalent¹, during the three year review period may continue on the research workload.

A faculty member whose Annual Review recommendation does not meet these criteria will be placed on a 24 hour annual Teaching Track load (teaching load of 12 credits per term) for a period of at least one academic year.

Any tenured faculty member on the Research Track may elect to be on a Teaching Track workload. These assignments will be for one (1) academic year, at a minimum.

4. A faculty member on the Teaching Track may return to the Research Track workload by:
 - a. submitting a proposal detailing a research plan that will allow them to meet research track

¹ This would include demonstrated evidence of progress towards a major publication such as a book, a grant which received peer evaluation whether or not it was funded, etc. It is the responsibility of the faculty member to submit this evidence.

expectations in their annual reviews to their Chairperson and Dean. Upon approval by the Chair and Dean, the faculty member may return to the Research Track workload.

b. Showing that their scholarship MEETS or EXCEEDS expectations for their department/program Annual Review criteria for scholarship for the previous three years during the annual review process and that they have met the criteria in bullet 3 above.

Each department chair/program coordinator will assign faculty to teaching load based on these criteria unless the department/program has criteria more exacting than these as part of the department/program policies.

Table Summary for Promotion to Associate Professor & Tenure.

	EVIDENCE 1	EVIDENCE 2	EVIDENCE 3	EVIDENCE 4
Teaching:				
Meet	80% > AVG agree/strongly agree on SE	4.0 weighted AVG or better	Peer Teaching Observation(s) required for rank	
Exceed	90% > AVG agree/strongly agree on SE	4.5 weighted AVG or better	Peer Teaching Observation(s) required for rank	Added evidence (workshops, course design, mentoring, thesis)
Research/Scholarship				
Meet	3 blind peer-reviewed journal articles*	Additional published written grant or equivalent		*or monograph/book scholarly press, peer reviewed chapter in book by scholarly press etc
Exceed	>3 *	More than 1 additional published work		
Service				
Meet	2 department committees	Additional university service	Consistent annual service to either community or profession	
Exceed	>2 dept committees	Additional university service	Consistent service to the community	Consistent service to the profession

Table Summary for Promotion to Professor (TEACHING TRACK):

1. The faculty member must have been on the teaching track for a minimum of 50% of the time under review.
2. Promotion to Professor requires meeting standards to EXCEED in Teaching & Service on teaching related topics such as Assessment within the university or editing a teaching column for a national journal etc. for T&P to Associate as well as MEET at minimum for Scholarship/Research

	Evidence 1	Evidence 2	Evidence 3	Evidence 4
Teaching:				
Meet	90% > AVG strongly	4.5 weighted AVG or better	Peer teaching observation(s) required for rank	Added evidence (workshops, course design,

	agree/agree on SE			mentoring, thesis)
Exceed	90% + AVG strongly agree/agree on SE	Consistently better than 4.5 weighted AVG	Peer teaching observation(s) required for rank indicating skilled teaching	Added evidence (workshops, course design, mentoring, thesis)
Scholarship/Research:				
Meet	ONE blind peer-reviewed scholarly journal article OR	ONE peer reviewed monograph/book published by a reputable scholarly/university press AND	ONE additional written scholarly product AND	ONE additional scholarly product of any type
Exceed	>1 blind peer-reviewed scholarly journal article and/or	ONE peer reviewed monograph/book published by a reputable scholarly/university press AND	> ONE additional written scholarly product AND	> ONE additional scholarly product of any type
Service:				
Meet	>2 dept committees AND	Additional university service particularly in the area of teaching & assessment AND	Consistent service to the community—emphasis on teaching expertise OR	Consistent service to the profession—emphasis on areas of teaching expertise
Exceed	Multiple roles within the dept AND	Additional university service particularly in the area of teaching & assessment AND	Consistent service to the community—emphasis on teaching expertise AND	Consistent service to the profession—emphasis on areas of teaching expertise

Table Summary for Promotion to Professor (RESEARCH TRACK):

Promotion to Professor requires meeting standards to EXCEED in Teaching OR in Service as well as minimally MEET criteria for Scholarship/Research and the third area

	Evidence 1	Evidence 2	Evidence 3	Evidence 4
Teaching:				
Meet	80% > AVG strongly agree/agree on SE	Consistently 4.0 weighted AVG or better	Peer teaching observation(s) required for rank	Added evidence (workshops, course design, mentoring, thesis)
Exceed	90% AVG strongly agree/agree on SE	Consistently better than 4.5 weighted AVG	Peer teaching observation(s) required for rank indicating skilled teaching	Added evidence (workshops, course design, mentoring, thesis)
Scholarship/Research:				
Meet	3* blind peer-reviewed scholarly journal articles	Additional published written scholarly product such as a positively reviewed grant application		*Or ONE peer reviewed monograph/book published by a reputable scholarly/university press
Exceed	>3 * AND	>1 additional written published product		*Or ONE peer reviewed monograph/book published by a reputable scholarly/university press
Service:				
Meet	>2 dept committees AND	Additional university service AND	Consistent service to the community OR	Consistent service to the profession
Exceed	Multiple roles within the dept AND	Additional university service AND	Consistent service to the community AND	Consistent service to the profession

Table Summary for Post Tenure Review:

	EVIDENCE 1	EVIDENCE 2	EVIDENCE 3	EVIDENCE 4
Teaching:				
Meet	80% > AVG agree/strongly agree on SE	4.0 weighted AVG or better	Peer Teaching Observation(s) required for rank	
Exceed	90% > AVG agree/strongly agree on SE	>4.5 weighted AVG or better	Peer Teaching Observation(s) required for rank	Added evidence (workshops, course design, mentoring, thesis)
Scholarship/Research				
Meet	Evidence of submitted peer- reviewed journal articles, scholarly peer reviewed book chapter, scholarly book review, scholarly encyclopedia entries * PLUS	TWO PUBLISHED blind peer- reviewed scholarly journal articles or equivalent published material		*or monograph/book scholarly press, peer reviewed chapter in book by scholarly press etc
Exceed	More than TWO published blind peer-reviewed scholarly journal articles or equivalent published material AND/OR one may be ...	Submitted and reviewed external grant		
Service				
Meet	Consistent, verified service on 2 department committees	Additional consistent & verified university service	Consistent & verified service to either community or profession	
Exceed	Consistent, verified service on more than 2 department committees/service activities	Additional consistent & verified university service	Consistent & verified service to community through multiple venues OR (AND/OR)	Consistent & verified service to the profession through multiple venues

Table Summary for Annual Review:

	EVIDENCE 1	EVIDENCE 2	EVIDENCE 3	EVIDENCE 4
Teaching:				
Meet	80% > AVG agree/strongly agree on SE	4.0 weighted AVG or better	Peer Teaching Observation(s) required for rank	
Exceed	90% > AVG agree/strongly agree on SE	>4.5 weighted AVG or better	Peer Teaching Observation(s) required for rank	Added evidence (workshops, course design, mentoring, thesis)
Scholarship/Research				
Meet	Evidence of submitted peer- reviewed journal articles, peer reviewed book chapter, scholarly book review, scholarly encyclopedia entries *	Additional presentation at national or international professional meeting through peer-reviewed abstract vetting		*or monograph/book scholarly press, peer reviewed chapter in book by scholarly press etc
Exceed	ONE PUBLISHED of the above list OR	ONE submitted and reviewed external grant		
Service				
Meet	2 department committees	Additional university service	annual service to either community or profession	
Exceed	>2 dept committees	Additional university service	Annual service to the community#	Annual service to the profession#

or multiple services to either community or profession

Lecturer Reappointment & Promotion: Lecturers are teaching faculty and, in order to be promoted, must EXCEED expectations in Teaching and one other area plus meet expectations in the third. For reappointment, lecturers must MEET expectations in all areas.

	EVIDENCE 1	EVIDENCE 2	EVIDENCE 3	EVIDENCE 4
Teaching				
Meet	80% > AVG agree/strongly agree on SE	4.0 weighted AVG or better	Peer Teaching Observations required for rank	
Exceed	90% > AVG agree/strongly agree on SE	4.5 weighted AVG or better	Peer Teaching Observations required for rank	Added evidence (workshops, course design, mentoring, thesis)
Research/Scholarship				
Meet	Evidence of local scholarly/research activity independently or with department colleagues	Additional presentation at local, state, regional, professional meeting		
Exceed	ONE PUBLISHED peer-reviewed journal article, peer reviewed book chapter, scholarly book review, scholarly encyclopedia entry OR	Participation in external grant application OR	Presentation at national or international professional meeting through peer-reviewed abstract vetting	
Service				
Meet	2 department committees	Added university service	Service to either community or profession	
Exceed	>2 dept committees &	Added university service &	Annual service to community &	Annual service to the profession