

PRAIRIE VIEW A&M UNIVERSITY

SCHOOL OF ARCHITECTURE



TENURE AND PROMOTION MANUAL

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TABLE OF CONTENTS

SECTION I: TENURE AND PROMOTION POLICY	3
A. Tenure Policy Implementation	3
B. Tenure and Promotion Process	4
C. Annual Review of Faculty Performance.....	5
<hr/>	
SECTION II. TENURE TRACK AND TENURED FACULTY	7
A. Overview of the Mid-Tenure Review Process	7
B. Portfolio Information (“PantherFolio”)	8
C. Third-Year Review (Midterm Review).....	8
D. Tenure and/or Promotion Review.....	9
E. SOA Standards for Tenure.....	11
E.1 Promotion to the Rank of Professor (SOA Standards).....	14
F. Post-Tenure Review	15
G. The Tenure and Promotion Committee (TPC).....	16
<hr/>	
SECTION III. ACADEMIC PROFESSIONAL TRACK	18
A. Overview of the Process for Non-Tenure Track Faculty to Apply for Promotion	18
B. Non-Tenure Track Faculty Ranks: Qualifications	18
C. Non-Tenure Track Ranks and Advancement Criteria	20
<hr/>	
SECTION IV. ARCHITECTURE	22
A. Architecture Tenure Track Faculty Requirements.....	22
I. Teaching	22
II. Research, Scholarly, and Creative Work.....	23
III. Service	23
B. Architecture Non-Tenure Track Faculty Requirements.....	24
<hr/>	
SECTION V. CONSTRUCTION SCIENCE	25
A. Construction Science Tenure Track Faculty Requirements.....	25
I. Teaching	25
II. Research, Scholarly, and Creative Work	25
III. Service	26
B. Construction Science Non-Tenure Track Faculty Requirements	27

SECTION VI. COMMUNITY DEVELOPMENT PLANNING	28
A. Community Development Planning Tenure Track Faculty Requirements	28
I. Teaching	28
II. Research, Scholarly, and Creative Work	28
III. Service	29
B. Community Development Planning Non-Tenure Track Faculty Requirements	29

SECTION VII. DIGITAL MEDIA ARTS & ART	30
A. Digital Media Arts & Art Tenure-Track Faculty Requirements.....	30
I. Teaching	30
II. Research, Scholarly, and Creative Work	30
III. Service	31
B. Digital Media Arts & Art Non-Tenure Track Faculty Requirements	32
I. Teaching	32
II. Research, Scholarly, and Creative Work	32
III. Service	33

Policy Hierarchy and Authority

This handbook is provided as a convenience for faculty and staff within the School of Architecture. In the event of any conflict or discrepancy between this document and Texas A&M University System Policies, System Regulations, Prairie View A&M University Rules, or University Administrative Procedures (UAPs), the higher-level policies and procedures take precedence.

SECTION I. TENURE AND PROMOTION POLICY

The tenure and promotion policies established in this document define the criteria and guidelines for faculty in the School of Architecture (hereinafter, "SOA") at Prairie View A&M University (hereinafter, "the University").

A. Tenure Policy Implementation

This policy will apply to those faculty whose 1st full year tenure track appointment in the SOA begins in the Fall Semester 2026 or thereafter. Current tenured and tenure track faculty will transition to this new policy and be evaluated in accordance with the annual faculty performance evaluation criteria. It is the responsibility of the faculty member on tenure track to provide evidence that standards for tenure and promotion are met and follow the portfolio requirements established by the Office of Academic Affairs. It is the responsibility of the SOA Tenure and Promotion Committee (hereinafter referred to as the "SOA TPC") and the Dean of the SOA, to assure consistency in the recommendations from the SOA among candidates in a given year and over the different years.

in the academic position held unless dismissed for good cause or cases of bona fide financial exigency (TAMUS Policy 12.01, Article 4.3). If a faculty member's appointment is tenure-accruing, the appointment letter will indicate the length of the probationary period and will state the credit agreed upon for appropriate service to other institutions. The probationary period is not to exceed seven years unless an extension is granted by the president based on extraordinary and documented circumstances that substantially impede the faculty member's progress during the probationary period.

All tenure recommendations must include a review of the faculty member's record of professional achievement by a committee of tenured peers, below the rank of department head, within the faculty member's discipline or in closely related disciplines. Recommendations should be based on the faculty member's record of achievement in the following areas: Teaching Effectiveness; Research, Creative Activities, and Other Scholarly Endeavors; Student Mentoring, Counseling, and Other Student Services; Committee and Administrative Service to the University; Service to Profession, Community, State, or Nation; and Professional Growth.

Tenure is conferred upon a faculty member by the TAMUS Board of Regents based on the recommendation of the university's president. Once a decision has been approved by the Board of Regents, the president must inform the faculty member of the decision, in writing, before the beginning of the final academic year of the probationary period.

Institutions of higher education exist for the common good. The common good depends upon an uninhibited search for truth and its open expression. Hence, it is essential that each faculty member be free to pursue scholarly inquiry and to voice and publish individual conclusions concerning the significance of evidence that the faculty member considers relevant. Each faculty member must be free from the corrosive fear that others, inside or outside the academic community, because their vision may differ, may threaten the faculty member's professional career or the material benefits accruing from it.

Each faculty member is entitled to full freedom in the classroom in discussing the subject which he/she teaches, but should not introduce controversial matter which has no relation to the classroom subject.

Each faculty member is also a citizen of the nation, state, and community, and when speaking, writing, or acting as such, must be free from institutional censorship or discipline, subject to academic responsibility. In such instances, the faculty member should clearly state that he/she is not speaking for Prairie View A&M University.

B. Tenure and Promotion Process

Each faculty member applying for tenure and/or promotion must follow the guidelines described in the University Promotion and Tenure Manual. Each academic program in the SOA has Standards for Tenure and Promotion for its faculty members. These standards are clearly stated in Sections IV through VII of this document.

The Dean of the SOA appoints the members of the SOA TPC. The TPC will consist of a minimum of three (3) tenured faculty members from the SOA. In the case where there are fewer than three (3) tenured faculty members, the TPC may include tenured faculty members in a discipline closely related to the applicant's discipline, recruited from another department at the University.

The SOA Tenure and Promotion Manual (henceforward referred to as the "SOA Manual") is consistent with the University Manual. Faculty are advised to familiarize themselves with the University Manual in addition to reading the SOA Manual, which is designed to help all SOA faculty avoid excessive duplication of information already contained in the University Manual.

The SOA Manual will guide Tenured, Tenure Track (TT), and Non-Tenure Track (NTT) SOA faculty on the requirements and procedures for the following types of evaluations:

- Annual Review of Faculty Performance
- Mid-Tenure Review for Tenure Track Faculty
- Tenure and Promotion Review for Tenure Track Faculty

- Post-Tenure Review for Tenured Faculty
 - Promotion Review for Non-Tenure Track Faculty
-

C. Annual Review of Faculty Performance

All SOA faculty members are evaluated annually by their direct supervisor.

All regular and renewable term faculty undergo an annual performance review conducted by the head of their department or division. The primary purpose of the review is to aid the faculty member in working toward excellence in the areas relevant to his/her position, but the annual review is also used in decisions related to appointment renewal, tenure and promotion, merit payments and adjustments, and distribution of teaching assignments.

The annual review is conducted using an FPE instrument. The instrument sets minimum expectations in teaching, scholarship/creative, and service activities that must be fulfilled for a faculty member to qualify for merit pay when available. The weights and measures of the instrument are tailored to the type of position that the faculty member holds.

The faculty member acknowledges the review in Workday, which is then routed to the department/division head.

All SOA faculty members are evaluated annually by their direct supervisor, usually their director. For full-time faculty, the evaluation period is usually the full calendar year (i.e., Spring Semester, Summer Term and/or Fall Semester).

Each faculty member must self-report their accomplishments in Teaching, Research, and Service using the points system delineated in the PVAMU Annual Evaluation Instrument. A copy of the PVAMU Annual Evaluation Instrument is readily available from the SOA Dean's Office.

Any claim of an accomplishment requires supporting evidence. Accomplishments that are reported in the PVAMU Annual Evaluation Instrument must be included in a notebook portfolio submitted to the direct supervisor in the Spring Semester for efforts during the prior calendar year, along with a printout of the performance evaluation form. The direct supervisor will indicate the precise due date of this portfolio. The portfolio should be well-organized.

Important note:

The portfolio requirements for the Annual Faculty Performance Evaluation, as required by your department, are not the same as the portfolio requirements for the other types of reviews in this manual (3rd-year review, tenure and/or promotion review, post-tenure review). A consultation with your direct supervisor for further guidance is recommended.

The direct supervisor will examine your portfolio and judge your accomplishments, assigning points in the PVAMU Annual Evaluation Instrument accordingly.

After the evaluation process, the direct supervisor will meet with the faculty to discuss the evaluation. The faculty can then agree or disagree with the evaluation. This agreement or disagreement must be noted by the faculty electronically on Workday, part of the university's cloud-based ERP system.

SECTION II. TENURE TRACK AND TENURED FACULTY

In late spring or early summer, prior to the evaluation year, the Tenure Track or Tenured faculty will receive a note from their director alerting the faculty to prepare the portfolio, which will be due in early fall for the tenure track faculty (for tenure/promotion review) and in early spring for the tenured faculty (for post-tenure review). The faculty will use PantherFolio to create the review portfolios.

A. Overview of the Mid-Tenure Review Process

The mid-tenure review generally occurs at the beginning of the fourth year of the probationary period and provides constructive feedback on the faculty member's progress toward tenure.

The process involves compiling a portfolio that documents the faculty member's record of achievement in teaching, research, and service. The review is conducted by the department/division head, the dean, and the department/college tenure and/or promotion committee. The purpose of the review is to provide the faculty member with a timely account of his/her strengths and weaknesses, as well as any suggested strategies for improvement.

In each case, once the SOA completes its process, the dean will invite the faculty to a meeting with the director and the Chair of the SOA TPC. (Note: The meeting may be virtual if conditions so dictate.) The faculty will receive a copy of all three reviews from the SOA TPC, the director, and the dean.

The director will go over their review, the SOA TPC chair will go over the review by the committee, and the dean will share his/her review (which is informed by earlier reviews by the committee and the director conducted independently). The faculty will have an opportunity to offer corrections and feedback. The director and dean will also suggest mid-course corrections where necessary, ahead of the mandatory review. If the faculty is struggling with progress in any of the three areas, the dean will work with the director to reduce commitments to provide some extra time for the faculty to catch up on the areas where improvement is deemed necessary by the review.

B. Portfolio Information (“PantherFolio”)

Faculty undergoing a 3rd-year review, tenure and/or promotion review, or post-tenure review must submit their portfolio documenting evidence of achievement in teaching, research, and service over the evaluation period.

PantherFolio: Portfolios for 3rd-year review, tenure and/or promotion review, and post-tenure review must be created and submitted electronically using PantherFolio, PVAMU’s version of the Interfolio cloud-based software. Specific requirements for the portfolio's contents are included in PantherFolio, so faculty need to familiarize themselves with this online platform.

More information about PantherFolio, including login access, is available from the Office of Academic Affairs here: <https://www.pvamu.edu/academicaffairs/faculty/pantherfolio/>.

PantherFolio training is available from the PVAMU Center of Instructional Innovation and Technology Services (CIITS). Please contact Stephanie Holmes at srholmes@pvamu.edu or (936) 261-3286.

C. Third-Year Review (Midterm Review)

University policy requires the tenure track faculty to undergo 3rd-year reviews typically during the first semester of the fourth year of their probationary period. (This timetable includes any years of credit granted to a tenure track faculty; for example, a faculty granted one year of credit would undergo their 3rd-year review during the first semester of the third year of their probationary period.) Faculty members unsure of their midterm review date should consult their direct supervisor (usually the director).

Faculty undergoing a 3rd-year review must submit an electronic portfolio using PantherFolio documenting evidence of achievement in instructional responsibilities (Teaching), intellectual contributions (Research), and professional service (Service) over the three-year period (including any years of credit granted to the faculty).

Portfolio Due Date

In prior years, the due date for submission of the 3rd-year review portfolio was in mid-September of the evaluation year, and this mid-September deadline is expected to persist in future years. (The due date is dictated by the Office of Academic Affairs and cannot be changed by the SOA.) For the precise due date in any given year, please consult your direct supervisor or the Chair of the SOA TPC. Prior to the submission deadline, the faculty should use the PantherFolio system to “submit” the portfolio; after that, its contents will become available for evaluation.

The portfolio will be evaluated separately by these three evaluators within the SOA:

- **First Evaluator:** Direct Supervisor (usually, the Director)
- **Second Evaluator:** SOA TPC
- **Third Evaluator:** SOA Dean

Each evaluator will make judgments regarding the quality of the faculty's performance in the three areas of instructional responsibilities (Teaching), intellectual contributions (Research), and professional service (Service). For each area, each evaluator will assign one of these ratings:

- Acceptable Progress Toward Tenure
- Marginal Progress Toward Tenure
- Unacceptable Progress Toward Tenure

Upon completion of the evaluation process, the faculty will meet with their direct supervisor to discuss the outcome.

D. Tenure and/or Promotion Review

For faculty subject to a probationary period of four years or more at Prairie View A&M University, a mid-term review is typically mandatory (see next page for more detail), as is a review in the penultimate year of probationary service (regardless of the probationary period).

All tenure recommendations must include a review of the faculty member's record of professional achievement by a committee of tenured peers, below the rank of department head, within the faculty member's discipline or in closely related disciplines.

Tenure is conferred upon a faculty member by the TAMUS Board of Regents based on the recommendation of the university's president. Once a decision has been approved by the Board of Regents, the president must inform the faculty member of the decision, in writing, before the beginning of the final academic year of the probationary period. If the decision is a denial of tenure, then this notification serves also as a notice of non-renewal after the final year of the probationary period (see the section on non-renewal for more information).

Any appeal of a tenure decision should be referred to the provost who will initiate a review to be conducted by a three to five-member ad hoc committee of tenured faculty. The committee must perform its review within 20 business days of the filing of the appeal and report its findings to the provost.

If procedural irregularities are found to have occurred, the provost may request a reconsideration of the tenure application at each level of review or may formulate an ad hoc committee of three to five tenured faculty to review the procedures. If the faculty member believes that the denial of tenure represents a case of illegal discrimination, he/she should file a

copy of the appeal with the Office of Equal Employment Opportunity so that it may conduct an independent review of the case.

Mandatory Review for Tenure and Promotion for Tenure Track Faculty

University policy requires the tenure track faculty to undergo a mandatory tenure and promotion review typically during the sixth year of their probationary period. (This timetable includes any years of credit granted to a tenure track faculty; for example, a faculty granted one year of credit would undergo their mandatory review during the fifth year of their probationary period.) A faculty who is unsure of their mandatory tenure and promotion review date should consult their direct supervisor (usually the director).

Application for Promotion to Full Professor for Tenured Faculty (Optional)

Those tenured faculty seeking promotion to full-professor may do so if they meet the minimum requirements stipulated in the University Manual. The faculty should notify their direct supervisor (usually the director) and the SOA Dean of their intent to seek promotion by June 1st.

Portfolio Requirements

Faculty undergoing a mandatory tenure and promotion review or an optional application for promotion to full professor must submit an electronic portfolio using PantherFolio documenting evidence of achievement in: teaching, scholarship and/or creative activity (research), and service over the probationary period (including any years of credit granted to the faculty).

Portfolio Due Dates

In prior years, the due date for submission of the mandatory tenure and promotion portfolio was September 1 of the evaluation year (unless that date fell on a weekend), and this September 1 deadline is expected to persist in future years. (The due date is dictated by the Office of Academic Affairs and cannot be changed by the SOA.) For the precise due date in any given year, please consult your direct supervisor or the Chair of the SOA TPC. Prior to the submission deadline, the faculty should use the PantherFolio system to “submit” the portfolio; after that, its contents will become available for evaluation.

The mandatory portfolio will be evaluated separately by these three evaluators within the SOA:

- **First Evaluator:** Direct Supervisor (Usually, the Director)
- **Second Evaluator:** SOA TPC
- **Third Evaluator:** SOA Dean

The portfolio will also be evaluated at the university level by the Executive Committee (President, Provost, and VP of Research). They will have access to all the reviews completed by

the SOA TPC, director, and the dean. As part of the review process, the faculty will have 10 minutes to make a verbal presentation to the Executive Committee and SOA Dean.

Each evaluator will assign a rating regarding the quality of the faculty's performance in each of the three areas of teaching, research, and service. In each area, one of the following ratings will be assigned:

- 5** = Significantly Exceeds Expectations
- 4** = Exceeds Expectations
- 3** = Meets Expectations
- 2** = Partially Meets Expectations
- 1** = Does Not Meet Expectations

These ratings are also used for the annual performance review. It should be noted that the score of 3 meets expectations only for the annual performance review, but not for consideration of tenure and/or promotion. For consideration of tenure and promotion, the minimum requirement is a score of 4 (Exceeds Expectations) in all three areas of Teaching, Research, and Service, and for consideration of promotion to professor, the minimum requirement is a score of 5 (Significantly Exceeds Expectations) in either Teaching or Research, and a score of 4 (Exceeds Expectations) in the other area and in Service. See the University Manual for more details.

Upon completion of the evaluation process, the faculty will meet with their direct supervisor to discuss the outcome.

E. SOA Standards for Tenure

The specific criteria for measuring a faculty member's professional achievement will differ from discipline to discipline, so each department should have a set of published guidelines for meeting tenure expectations.

Teaching

A faculty member is expected to provide evidence of good and effective teaching during the period of evaluation under consideration. The evaluation of teaching is an assessment of methods, formal evaluations of classroom performance, and outcome measurement to the extent it is applicable and available.

Teaching is understood to include not only classroom performance but other factors, such as preparation for courses, staying current in the discipline, instructional innovation, curriculum improvement and development, use of research and application of technology in instruction, course content and requirements, advising and tutoring, activities directly related to student development, availability to students, and other related aspects.

A faculty portfolio must include documentation to provide evidence of good teaching.

Research, Scholarly, and Creative Work (Intellectual Contribution)

The School recognizes both traditional scholarly publications and peer-reviewed creative or professional work as valid and equivalent forms of intellectual contribution. Faculty may demonstrate excellence through written scholarship, applied or theoretical research, creative production, professional practice, exhibitions, performances, or other forms of disciplinary output that undergo rigorous peer, juried, or competitive review.

Examples of acceptable peer-reviewed or juried work include:

- Creative, design, artistic, or professional work evaluated through blind or anonymously juried processes
- Peer-reviewed conference papers, presentations, or proceedings
- National or international exhibitions, showcases, or curated events with documented review
- Juried awards at the regional, national, or international level
- Creative installations, digital works, or professional outputs accepted through competitive review

Minimum Requirements for Tenure and Promotion to Associate Professor

Primary Products (equivalent options):

- Three refereed journal publications, OR
- A combination of peer-reviewed creative/professional works and publications demonstrating equivalent rigor

Secondary Products (equivalent options):

- Two additional published written products (e.g., proceedings, book chapters), OR
- Peer-reviewed creative/professional works, exhibitions, or juried awards of equivalent stature

Candidates must also demonstrate local and national scholarly, creative, or professional impact.

Minimum Requirements for Promotion to Professor

Primary Products:

- Four refereed journal publications, OR
- Peer-reviewed creative/professional works of equivalent national or international stature

Secondary Products:

- Four additional written products or peer-reviewed creative/professional works

Candidates must demonstrate national or international recognition, which may include:

- Prestigious awards
- Invitations to present, exhibit, or perform
- Citations, commissions, or juried selections
- Service on national or international review panels, juries, or committees

Evidence of external funding, commissions, or successful mentoring of students strengthens the case for promotion.

Service

Faculty are expected to provide evidence of meaningful contributions to the University, School, profession, and community during the evaluation period.

Service contributions may include:

- Leadership or membership on committees at the department, School, or University level
- Service to professional organizations (regional, national, or international)
- Community engagement aligned with disciplinary expertise
- Advising student organizations or mentoring students
- Editorial or review service for journals, conferences, exhibitions, or competitions
- Participation in recruitment, outreach, or student success initiatives

Accreditation Leadership

Significant accreditation leadership is recognized as a major form of service across all disciplines. This may include:

- Preparing accreditation self-study reports
- Coordinating site visits
- Leading accreditation documentation or compliance processes
- Contributing to the achievement or maintenance of full accreditation status

Discipline-specific accreditation examples (e.g., NAAB, ACCE, NASAD, SACSCOC) appear in the program-level sections of this manual.

E.1 Promotion to the Rank of Professor (SOA Standards)

Promotion to Professor requires evidence of sustained excellence, leadership, and impact in the candidate's discipline.

Candidates must demonstrate:

- Excellent performance in either Teaching or Service
- Excellent performance in Research/Scholarly/Creative Work
- Effective performance in the remaining category

I. Teaching

Candidates must demonstrate a mature and exceptional teaching record that advances the pedagogical mission of the School. Evidence may include:

- A sustained pattern of outstanding student and peer evaluations
- Development of innovative curricula, methods, or instructional materials
- Leadership in curriculum revision or interdisciplinary initiatives

II. Research, Scholarly, and Creative Work

Candidates must demonstrate a significant and sustained impact on the field through a body of scholarly or creative products. Evidence may include:

- High-quality peer-reviewed publications
- Juried or peer-reviewed creative/professional work
- National or international recognition
- External funding or commissions
- Mentoring of graduate or advanced undergraduate students

III. Service & Leadership

Candidates must demonstrate significant leadership that benefits the School, University, and profession. Evidence may include:

- Leadership roles in academic or professional organizations
- Accreditation leadership
- Service on national or international committees, boards, or juries
- Contributions to community or professional organizations

F. Post-Tenure Review

Tenured faculty undergo a post-tenure review every five years to gauge the ongoing productivity of the individual. Post-tenure evaluations are made based on the same criteria as the tenure review, which can vary from discipline to discipline, and are designed to encourage a high level of sustained performance.

The faculty member under review must submit a portfolio demonstrating excellence in teaching, research, and service during the years under review. The portfolio is first reviewed by a department-level committee (if applicable) of at least three tenured peers within the same discipline or closely related disciplines. The findings of the committee are reviewed by the division/department head, who combines his/her finding with those of the committee and submits a summary report to the dean. The portfolio is also reviewed by a college-level committee of at least three tenured peers. The findings of the committee are reviewed by the dean, who combines his/her finding with those of the department head and departmental and /or college committee and submits a summary report to the provost with recommended actions proposed and/or approved at each step along the way.

A faculty member who receives an unfavorable review may submit a rebuttal, with any additional documentation, to the department/division head, who must meet with him/her to attempt to effect a resolution. The department/division head may convene the original review committee to address the faculty member's grievance. If there is no resolution, or if the unfavorable review began at the dean's level, the faculty member may appeal to the dean who may establish an ad hoc post-tenure review panel to review the appeal. If there is no resolution, or if the unfavorable review began at the provost's level, the faculty member may appeal to the provost, who may refer the matter to a review panel whose members are selected from among the Faculty Advisory Council or whose members are appointed jointly by the provost and the speaker of the Faculty Advisory Council.

A tenured faculty undergoing a post-tenure review must submit an electronic portfolio using PantherFolio documenting evidence of achievement in teaching, research, and service over the 5-year period.

Portfolio due date: In prior years, the due date for submission of the post-tenure review portfolio has been in the mid-January period of the application year, and this mid-January deadline is expected to persist in future years. (The due date is dictated by the Office of Academic Affairs and cannot be changed by the SOA.) For the precise due date in any given year, please consult your direct supervisor or the Chair of the SOA TPC. Prior to the submission deadline, the faculty should use the PantherFolio system to "submit" the portfolio, after which time its contents will become available for evaluation.

The portfolio will be evaluated separately by these three evaluators within the SOA, except for the Dean, who receives both evaluations to support his/her evaluation.

- **First Evaluator:** Direct Supervisor (usually, the Director)
- **Second Evaluator:** SOA TPC
- **Third Evaluator:** SOA Dean

Each evaluator will assign a rating regarding the quality of the faculty's performance in each of the three areas of teaching, research, and service. The available ratings are: satisfactory, marginal, and unsatisfactory.

- A faculty with a satisfactory rating re-enters the post-evaluation cycle and will be reviewed again in 5 years.
- A faculty with a marginal rating enters a 2-year monitoring period with benchmarks designated by the director with the dean's guidance and the faculty member's participation. Failure to achieve the benchmarks within the monitoring period may result in the faculty member's dismissal from the university.
- A faculty with an unsatisfactory rating enters a 1-year monitoring period with benchmarks designated by the director with the dean's guidance and the faculty member's participation. Failure to achieve the benchmarks within the monitoring period may result in the faculty member's dismissal from the university.

Upon completion of the evaluation process, the faculty will meet with their direct supervisor to discuss the outcome.

If the faculty receives an "unsatisfactory" or "marginal" score in any of the three areas, there will be a recommended "improvement plan" shared with the faculty, which will outline the improved outcomes that are desired in the next one year or two years, respectively. If approved by the Provost, the faculty will be asked to sign the improvement plan. Often, the provost's office provides additional funds to the SOA or to faculty to support additional training and improvements, whether in teaching, research, or service. The faculty is entitled to appeal the "improvement plan" decision through the established PVAMU faculty appeals process. For more details, see the University Manual.

G. The Tenure and Promotion Committee (TPC)

The SOA TPC comprises an odd number of tenured SOA faculty. The SOA tenured and tenure track faculty elect the Chair and serve a two-year term. A Chair can be reelected for an additional two-year term. Committee members are appointed by the SOA Dean based on consultation with the director and the concerned faculty.

The responsibilities of the SOA TPC include evaluating the performance of tenure track, tenured, and post-tenure faculty and making recommendations to the SOA Dean regarding tenure and promotion.

The SOA TPC evaluation process is deliberative. A faculty's portfolio is discussed at a meeting of the SOA TPC membership, to derive appropriate ratings in teaching, research, and service, attempting to reach consensus when possible. After deliberation, each member enters their evaluation ratings on PantherFolio. In addition, the committee crafts a memorandum, signed by all members, which transmits its evaluation ratings to the SOA Dean.

SECTION III. ACADEMIC PROFESSIONAL TRACK

A non-tenure track (NTT) faculty member, normally hired at the rank of Lecturer I, who believes they meet the qualifications (in Teaching, Research, and Service) for a higher NTT faculty rank may apply for promotion to that faculty rank. Before the end of the fall semester, the applicant should inform their direct supervisor (usually the Director) of their intention to seek promotion.

A. Overview of the Process for Non-Tenure Track Faculty to Apply for Promotion

The applicant must submit a portfolio supporting their qualifications for the higher NTT faculty rank prior to the deadline established by the Office of Academic Affairs.

Within the SOA, the portfolio will be evaluated independently by the applicant's direct supervisor, by a SOA faculty committee appointed by the Dean, and finally, by the Dean, who would have access to the completed evaluations and recommendations of the previous groups.

After the internal SOA evaluations are complete, the SOA Dean will make recommendations to the Office of Academic Affairs.

Note on Discipline-Specific NTT Expectations

Non-Tenure Track (NTT) expectations vary by discipline to ensure alignment with national accreditation standards and the professional norms of each field. While all NTT faculty are evaluated in the areas of teaching, scholarly/creative or professional contributions, and service, the structure and emphasis of these categories may differ across programs. For example, in disciplines where creative or professional practice is an essential component of faculty work (e.g., Digital Media Arts & Art), NTT criteria may include separate categories for Teaching, Research/Scholarly/Creative Work, and Service. In other disciplines, NTT expectations may be presented in a unified format that reflects the nature of instructional and professional responsibilities. These variations ensure that evaluation criteria remain equitable, discipline-appropriate, and consistent with accreditor expectations.

B. Non-Tenure Track Faculty Ranks: Qualifications

Part-time teaching position

Instructor:

- At least a master's degree or equivalent experience in a related field
- The primary responsibility is teaching

Full-time teaching positions

Lecturer I:

- At least a master's degree or equivalent experience in a related field
- The primary responsibility is teaching; however, duties may also include administration and/or service

Lecturer II:

- A master's degree in teaching or a related field
- A minimum of five years of full-time teaching experience
- *Meet Expectations* job performance in teaching and other area(s) of the position description

Lecturer III:

- A master's degree in teaching or a related field
- A minimum of three years of service as Lecturer II or a total of eight years of full-time teaching experience
- *Exceed Expectations* job performance in teaching and other area(s) of the position description

Assistant Professor of the Practice:

- At least a master's degree
- A minimum of five (5) years of post-graduation full-time professional experience as a practitioner in a field related

Associate Professor of the Practice:

- A master's degree in teaching or a related area at the minimum
- A minimum of ten (10) years of post-graduation full-time professional experience as a practitioner with a master's degree or five (5) years professional experience with a terminal degree. For promotion from Assistant Professor of Practice, a maximum of five (5) years of teaching experience may be applied toward the minimum professional experience requirement stated above
- Professional certification (if available) in the field of teaching or related professional licensure or certifications
- Exceed Expectations job performance in teaching, administration, and/or services for the position description

Professor of the Practice:

- A master's degree in teaching or a related area at the minimum
 - A minimum of fifteen (15) years of post-graduation full-time, professional experience as a practitioner with a master's degree or ten (10) years professional experience with a terminal degree. For promotion from Associate Professor of Practice, a maximum of ten (10) years of teaching experience may be applied toward the minimum professional experience requirement stated above
 - Professional certification (if available) in the field of teaching or related professional expertise, licensure, certification, or 5 years of experience at an upper-management rank
 - Significantly Exceed Expectations job performance in teaching and other area(s) of the position description
-

C. Non-Tenure Track Ranks and Advancement Criteria

1. The full NTT rank ladder

- Instructor
- Lecturer I
- Lecturer II
- Lecturer III
- Assistant Professor of the Practice
- Associate Professor of the Practice
- Professor of the Practice

2. Qualifications for each rank

(e.g., degree requirements, years of experience, professional licensure where relevant)

3. Promotion expectations

- Teaching effectiveness
- Professional engagement
- Service
- Continuous improvement
- Discipline-specific contributions

4. Portfolio requirements

- Syllabi
- Student evaluations
- Peer evaluations

- Evidence of professional practice (for practice ranks)

5. Review process

- Timeline
- Evaluators
- Required ratings

SECTION IV. ARCHITECTURE

A. Architecture Tenure Track Faculty Requirements

Listed example requirements for the Architecture faculty. (see Section II for more details).

I. Teaching

- Selection for a University, College, or professional society outstanding teacher award
- Evidence of courses taught at a rigorous and challenging level, with recognized excellence
- Publication of widely adopted or acclaimed instructional materials
- Outstanding teaching performance as evidenced by outstanding student ratings
- Outstanding peer evaluations or outstanding direction of graduate research
- Development of innovative pedagogical methods and materials
- Publications with teaching focus in refereed journals
- Receipt of significant peer-reviewed external funding for teaching
- Invitation to conduct scholarly work at a domestic or international institution of recognized excellence
- Receipt of awards for research or academic performance by the faculty member's students
- Placement of graduate students or postdoctoral fellows into significant academic, scholarly, or professional positions
- Placement of students into professional internship positions
- Nominations for teaching excellence by the SOA or by a bona fide award organization
Example: PVAMU President's teaching award, TAMUS Chancellor's Teaching award, AIA/ACSA awards
- Development of new courses or major revision of existing courses within the SOA
- Evidence of high quality in class preparation and interaction
- Coordination of multi-section or cross disciplinary courses
- Significant self-development activities leading to enhanced teaching effectiveness
- Receiving on a competitive basis internal funding for teaching
- Participation in the University Honors Program and/or other programs for mentoring the professional development of students

II. Research, Scholarly, and Creative Work

(see standard requirements for satisfactory performance in this area on page 12)

- Publication in leading refereed journals. Peer-reviewed international conference papers can substitute for journal articles if the target conference is highly reputable and internationally recognized among top tier universities
- Receiving major fellowship or research award or an art or architectural commission
- Frequent citation in publications art or architectural designs
- Publication of scholarly book(s)
- Member of review panel or critic for national or international research or art and architectural organization, exhibition, or competition
- Presentation of invited papers at international and national meetings/conferences
- Receiving significant external peer-reviewed funding for research art or architectural projects
- Significant publication and/or funding resulting from collaborative efforts with researchers in other fields where the faculty member occupies a substantial role in the research
- Evidence of creative professional practice
- Publication in refereed journals
- Publication in internationally recognized conference, major exhibition or art or architectural commission
- Publication of a chapter in a scholarly book
- Editor of scholarly book or chapter of a scholarly book
- Presentation of papers at regional, national, or international meetings/conferences of appropriate disciplines
- Publication in non-refereed but widely recognized journals
- Significant self-development activities, such as a Faculty Development Leave, that leads to increased exhibitions, commissions or research and publication
- Publication in refereed journals or exhibitions, commissions resulting from collaborative efforts with researchers, artists, architects in other fields

III. Service

(see standard requirements for satisfactory performance in this area on page 13)

- Officer in a national or international professional organization
- Serve on a major governmental commission, task force, or board
- Program chair or similar position at a national or international meeting
- Chair of a major standing, appointed, or ad hoc University committee

- Evidence of excellence in professional service to the local community and public at large, including required and/or volunteer committee work
- Committee chair of a regional, state, national, or international professional organization
- Program chair or similar position at a regional or state professional organization meeting
- Service as an active member of the Faculty Advisory Council
- Serve on University, SOA, and ad-hoc committees and task forces
- Serve as an officer in a leadership role, on a major commission, task force, or board appointment
- Serve as a departmental undergraduate or graduate advisor
- Member of graduate student advisory committees
- Advisor to student organizations
- Editor or member of editorial board of a major journal
- Evidence of professional service to the local community and public at large, including required development training or registration. Example: AIA and/or NCARB registration/LEED certification
- Significant self-development activities that lead to enhanced service effectiveness
- Serve as a reviewer for major refereed journals or as an ad hoc reviewer for national or international research organizations or an international conference
- Organize student study abroad activities

Accreditation Leadership: Faculty service may include directing or chairing the NAAB accreditation process, preparing the Architecture Program Report (APR), coordinating the visiting team, and contributing to the achievement or maintenance of full accreditation. These activities represent high-impact service essential to the discipline and to the School's continued accreditation.

B. Architecture Non-Tenure Track Faculty Requirements

Architecture Non-Tenure Track faculty follow the SOA-wide NTT promotion process and qualifications described in Section III.

SECTION V. CONSTRUCTION SCIENCE

A. Construction Science Tenure Track Faculty Requirements

Listed example requirements for the Construction Science faculty. (see Section II for more details).

I. Teaching

- Selection for a University, College, or professional society Outstanding Teacher Award.
- Evidence of courses taught at a rigorous and challenging level, with recognized excellence and superior quality of preparation and instruction
- Outstanding peer evaluations or direction of undergraduate or graduate research
- Obtaining certifications in the PVAMU Quality Matters Program
- Development of continuing education and/or online courses for Construction Science students and/or industry employees (i.e., OSHA Labor & Safety Instruction)
- Receipt of awards for research or academic performance by the faculty member's students
- Placement of undergraduate students into graduate programs
- Placement of undergraduate students in significant academic, scholarly, or professional positions
- Nominations for teaching excellence by the SOA or by a bona fide award organization [example, PVAMU President's teaching award, TAMUS Chancellor's Teaching award American Council for Construction Education (ACCE), National Association of Home Builders (NAHB), Association of General Contractors (AGC), Association of Builders and Contractors (ABC), or other such professional construction agency/organization awards
- Development of new courses or major revision of existing courses that address construction and/or design-build aspects of the construction industry
- Participation in the University Honors Program and/or other programs for mentoring the professional development of students

II. Research, Scholarly, and Creative Work

(see standard requirements for satisfactory performance in this area on page 12)

- Publications in refereed journals
- Receiving a major fellowship or research award
- Frequent citation in publications

- Publication of scholarly book(s) related to the Construction Industry
- Publication of widely adopted or acclaimed instructional materials related to the Construction Industry
- Editor or member of editorial board of a major construction-based journal
- Member of review panel for regional, national, or international research organization
- Presentation of invited papers or serving as a featured speaker at international and national meetings
- Receiving significant external peer-reviewed funding for research
- Significant publication and/or funding resulting from collaborative efforts with researchers in other allied fields where the faculty member occupies a substantial role in the research [Note: Substantial shall be defined as contributing 33% or more in terms of time and/or production to the research and publications.]
- Evidence of creative professional practice directly related to the construction industry
- Receipt of awards for research or academic performance by the faculty member's students
- Service as a reviewer for major refereed journals or as an ad hoc reviewer for a regional, national, or international research organizations
- Publication of a chapter in a scholarly book
- Editor of a scholarly book or chapter of a scholarly book
- Presentation of papers at regional, national, or international meetings of appropriate disciplines
- Publications in non-refereed but widely recognized journals
- Significant self-development activities, such as a Faculty Development Leave, that lead to increased research and publication effectiveness

III. Service

(see standard requirements for satisfactory performance in this area on page 13)

- Officer in a regional, national, or international professional organization
- Service on a major governmental commission, task force, or board significant appointment
- Administrative leadership role at the University
- Program chair or similar leadership position at a regional, national, or international organizational meeting or conference
- Member of the Faculty Advisory Council
- Chair of a major standing, appointed, or ad hoc University committee
- Evidence of excellence in professional service to the local community and public at large, including required and/or volunteer committee work

- Committee chair of regional, national, or international professional organization
 - Officer in regional or state professional organization
 - Service on University, SOA, and ad-hoc committees and task forces
 - Advisor to student organizations
 - Administrative roles within the department
 - Evidence of professional service to the local community and public at large, including the American Council for Construction Education (ACCE), National Association of Home Builders (NAHB), Association of General Contractors (AGC), Association of Builders and Contractors (ABC), American Institute of Architects (AIA), NCARB registration, LEED certification, or other such professional construction agency/organization awards
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B. Construction Science Non-Tenure Track Faculty Requirements

Construction Science Non-Tenure Track faculty follow the SOA-wide NTT promotion process and qualifications described in Section III.

SECTION VI. COMMUNITY DEVELOPMENT PLANNING

A. Community Development Planning Tenure Track Faculty Requirements

Listed example requirements for the Community Development Planning faculty. (see Section II for more details).

I. Teaching

- Outstanding student evaluation ratings
- Outstanding peer evaluations or outstanding direction of graduate research
- Nominations for teaching excellence by the College, University, or TAMUS
- Evidence of courses taught at a rigorous and challenging level, with recognized excellence
- Placement of graduate students into significant academic, scholarly, or professional positions
- Evidence of service-learning taught with measurable outcomes
- Invitation to teach at other institutions or college programs
- Coordinate multi-disciplinary teaching between courses and programs

In addition to meeting the above teaching expectations:

- Development of new courses or major revision of existing courses
- Engaging students substantially in service learning that is linked to course content
- Develop and teach online courses
- Direction of graduate student thesis or dissertation

II. Research, Scholarly, and Creative Work

(see standard requirements for satisfactory performance in this area on page 12)

- Presenting of papers and research findings at academic and industry-specific conferences
- Presentations at faculty research seminars
- Presentations of research in public forums to enhance the knowledge of the discipline to the general public
- Professional Certifications
- Chair positions at meetings of academic organizations
- Roundtable or panel discussion participant

- Participation in professional development workshops
- Reviewer of grant proposal, thesis, dissertation, books, or articles
- Attendance and participation in academic and professional conferences, conventions, workshops, and seminars
- Publication for local, regional and/or national audiences of professional peers, public hearings and/or presentation to pre-jury audiences to enhance and enrich the knowledge in the faculty member's field of study. Faculty can be the PI or Co-PI.
- Publication of scholarly book(s)
- Publications in leading refereed journals in the community development discipline
- Presentation of invited papers at local, state, national and/or international meetings
- Evidence of creative professional practice
- Research grant(s) awarded (external and internal) as PI
- Publications in refereed journals
- Submission of research grant applications as PI or Co-PI

III. Service

(see standard requirements for satisfactory performance in this area on page 13)

- Officer in an international professional or community-based organization
- Evidence of volunteered professional service to the local community and public at large
- Evidence of public presentations at academic and industry specific conferences
- Member of review panel for national research proposal funding
- Academic proposals for new programs, courses, or degrees
- Board member in a local, regional, state, professional, or community-based organization
- Member of the Faculty Advisory Council or other committees on campus
- Direction of graduate student thesis or dissertation
- Service as departmental graduate advisor
- Service as a consultant for community-based projects

B. Community Development Planning Non-Tenure Track Faculty Requirements

Community Development Planning Non-Tenure Track faculty follow the SOA-wide NTT promotion process and qualifications described in Section III.

SECTION VII. DIGITAL MEDIA ARTS & ART

A. Digital Media Arts & Art Tenure-Track Faculty Requirements

Listed example requirements for the Digital Media Arts & Art faculty. (see Section II for more details).

I. Teaching

A faculty member is expected to provide evidence of effective and innovative instruction during the evaluation period. Teaching includes classroom performance and activities that support student learning and development.

Examples include, but are not limited to:

- Strong student evaluations demonstrating effective instruction
- Peer evaluations indicating high-quality teaching
- Well-designed syllabi, assignments, and learning outcomes
- Development of new courses or significant revisions to existing courses
- Integration of emerging technologies, software, and creative methods
- Mentorship of students in exhibitions, showcases, competitions, or digital portfolio development
- Participation in critiques, reviews, and student development activities
- Evidence of accessibility, responsiveness, and student support
- Contributions to curriculum development or program improvement
- Participation in professional development related to teaching or creative pedagogy

II. Research, Scholarly, and Creative Work

A faculty member is expected to demonstrate a sustained record of creative and/or scholarly activity appropriate to the discipline of Digital Media Arts & Art. Creative work is considered equivalent to traditional scholarly research and may take multiple forms. (see standard requirements for satisfactory performance in this area on page 12)

Creative Works examples include, but are not limited to:

- Solo exhibitions (physical or digital)
- Group exhibitions (juried, curated, or invitational)
- National or international exhibitions
- Retrospective exhibitions

- Commissions in digital, interactive, installation, or traditional media
- Screenings, festivals, or digital showcases
- Curatorial work or creative direction

Scholarly Contributions

- Creative articles or essays
- Exhibition catalogues
- Book chapters related to creative practice
- Peer-reviewed creative research (e.g., design, digital media, interactive arts)
- Presentations at conferences, symposia, or artist talks

Professional Recognition

- Awards, grants, fellowships, or residencies
- Invitations to exhibit, speak, or participate in juried events
- Reviews or critical commentary on the faculty member's work

III. Service

A faculty member is expected to contribute to the University, the profession, and the community. Service includes activities that support the program, school, and university's missions, as well as contributions to the broader creative and academic community. (see standard requirements for satisfactory performance in this area on page 13)

University, School, and Department Service Examples include, but are not limited to:

- Participation in committees
- Advising student organizations
- Supporting program events, exhibitions, or showcases
- Assisting with recruitment or outreach

Professional Service

- Jurying exhibitions or competitions
- Reviewing creative submissions or conference proposals
- Serving on boards, panels, or professional organizations
- Curating exhibitions or digital showcases

Community Engagement

- Workshops, talks, or public art projects
- Collaborations with community organizations

- Creative or digital media work for nonprofit or civic groups
-

B. Digital Media Arts & Art Non-Tenure Track Faculty Requirements

The following examples of evaluation criteria are intended to serve as guidelines for Digital Media Arts & Art faculty on the non-tenure track. Evaluation of each category (Teaching, Research/Scholarly/Creative Work, and Service) shall follow the performance ratings used in the Annual Faculty Performance Evaluations. (see Section III for more details.)

I. Teaching

A faculty member is expected to provide evidence of effective, student-centered, and professionally current instruction during the evaluation period. Teaching includes classroom performance and activities that support student learning and development.

Examples include, but are not limited to:

- Evidence of effective and engaging instruction, demonstrated through student evaluations, peer evaluations, and course materials
- Development of new courses or major revision of existing courses in Digital Media Arts or Art
- Integration of current creative tools, software, and methods into instruction
- Mentorship of students in exhibitions, showcases, competitions, or portfolio development
- Participation in critiques, reviews, and activities supporting student development
- Evidence of high quality in class preparation and interaction
- Contributions to curriculum development and program improvement
- Participation in advising, tutoring, or other activities directly related to student success
- Engagement in professional development activities that enhance teaching effectiveness

II. Research, Scholarly, and Creative Work

A non-tenure track faculty member is expected to demonstrate ongoing engagement in creative and/or scholarly activity appropriate to their teaching discipline. Creative work is considered equivalent to traditional scholarly research and may take multiple forms. Expectations are appropriately scaled for teaching-dominant appointments.

Creative works examples include, but are not limited to:

- Solo exhibitions (physical or digital)
- Group exhibitions (juried, curated, or invitational)
- Local, regional, national, or international exhibitions

- Commissions in digital, interactive, installation, or traditional media
- Screenings, festivals, or digital showcases
- Curatorial work or creative direction

Scholarly Contributions

- Creative articles or essays
- Exhibition catalogues
- Book chapters related to creative practice
- Presentations at conferences, symposia, workshops, or artist talks

Professional Recognition

- Awards, grants, fellowships, or residencies
- Invitations to exhibit, speak, or participate in juried events
- Reviews or critical commentary on the faculty member's work

III. Service

A faculty member is expected to contribute to the University, the profession, and the community. Service includes activities that support the mission of the program, school, and university, as well as contributions to the broader creative and academic community. Expectations align with faculty members' appointments and workloads.

University, School, and Department Service examples include, but are not limited to:

- Participation in committees
- Advising student organizations
- Supporting program events, exhibitions, or showcases
- Assisting with recruitment or outreach

Professional Service

- Jurying exhibitions or competitions
- Reviewing creative submissions or proposals
- Serving on boards, panels, or professional organizations
- Curating exhibitions or digital showcases

Community Engagement

- Workshops, talks, or public art projects
- Collaborations with community organizations
- Creative or digital media work for nonprofit or civic groups