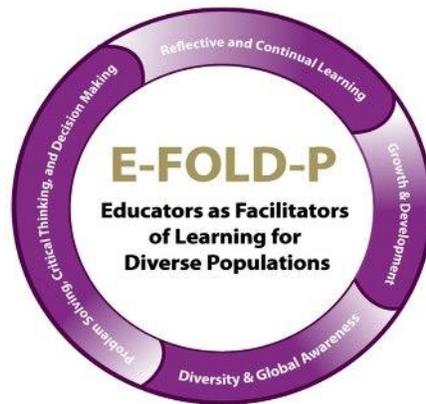


Whitlowe R. Green College of Education

Tenure and Promotion Faculty Handbook



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Dean

PRAIRIE VIEW A&M UNIVERSITY

A Member of the Texas A&M University System

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DEAN'S LETTER TO THE FACULTY

Prairie View A&M University has persistently improved its tenure review policies since 1984. Therefore, teaching, research and service comprise the primary activities of the faculty of Prairie View A&M University's, Whitlowe R. Green College of Education. Because each of these is essential to the College of Education, each is weighed carefully in all considerations involving appointment, reappointment, promotion, and tenure. The award of promotion and tenure is an immensely important decision to the faculty member and the academic quality of the University; and this document serves as a guide in understanding the process.

To be eligible for tenure and promotion, the College seeks to apply the highest standards with respect to the professional achievement in the areas of research, teaching and service as described in this document. Each faculty member must demonstrate strength in teaching and research, while displaying excellent achievement in one of these and good achievement in the other as well as in service. The Departmental and College Promotion and Tenure Committees will pay particular attention to the faculty member's accomplishments of the three previously named areas.

DEFINITIONS

Portfolio

A file for a single candidate that includes documents submitted by the candidate, as well as documents prepared by the departmental Tenure and Promotion Committee (T&P), the Department Head, and Peer Review Promotion & Tenure Committee. Departments prepare the portfolios and send them to the colleges.

Eligibility to Vote

Two criteria for voting eligibility have been identified for the tenure and promotion process:

- 1) Only tenured PVAMU faculty are eligible to vote in any case where tenure is being considered for the candidate, or when the candidate already holds tenure and is seeking promotion.
- 2) To be eligible to vote on tenure or promotion, the voting PVAMU faculty member must *also* hold a rank equal to or above that of the rank being sought by the candidate.

Example: An Assistant Professor in the department is seeking tenure plus promotion to Associate Professor. Only tenured faculty members holding the rank of Associate Professor or above are eligible to vote on that candidate.

Departmental Tenure and Promotion (T & P) Committee

A single, independent committee (not including or chaired by the Department Head), is charged with reviewing candidates eligible for tenure and/or promotion and voting on those candidates. The “T & P” committee is defined as “the group whose vote is forwarded as the vote on the candidate”, regardless of how that committee is constituted. A single committee may be used for both promotion and tenure. In some departments, the process involves both a sub-committee formed for evaluating each candidate and a more general committee (or a committee consisting of all faculty of eligible rank) voting on all of the candidates. (See “Eligibility to Vote” above, for an explanation of which faculty members are eligible to vote in tenure and/or promotion cases) Departmental T & P Committee members are elected by departmental faculty.

Whitlowe R. Green College of Education (COE) T & P Committee

A single, independent committee (not including or chaired by neither Dean nor Department Heads) is charged with reviewing candidates eligible for tenure and/or promotion and voting on those candidates. The “T & P” committee is defined as “the group whose vote is forwarded as the vote on the candidate,” regardless of how that committee is constituted. A single committee may be used for both promotion and tenure. The COE Tenure & Promotion Committee will be composed of five individuals with at least one representative from each department. Each committee member will be elected by all tenured faculty within the COE.

Curriculum Vitae

The curriculum vitae will reflect experiences and development in the candidate’s career as a teacher and scholar. It provides an overview of the candidate’s academic accomplishments.

INTRODUCTION

In fulfilling the university's mission, the Whitlowe R. Green College of Education values outstanding teaching and is dedicated to offering nationally accredited programs that are based on essential knowledge, sound practice, relevant research and realistic clinical training. Thorough instructional practices, community involvement/service, and scholarly research, the Whitlowe R. Green College of Education prepares professionals who substantially contribute toward the improvement of our changing diverse and technologically advanced society. In order to ensure that our students receive the best education, it is imperative that our faculty be accountable for continually growing in areas of teaching, research and service. The promotion and tenure process is a method to measure faculty's professional growth in these areas.

Therefore, this Policy defines the criteria and guidelines relating to faculty promotion and tenure in the Whitlowe R. Green (WRG) College of Education at Prairie View A&M University. It has been developed with the recommendation of the faculty in the WRG College of Education. However, the final authority for promotions and granting of tenure within the Texas A&M University Systems rest with the System Board of Regents upon the recommendation of the President of the University and the Chancellor of the Texas A&M University System. General policies on "Academic Freedom, Responsibility and Tenure which have been adopted by the System Board of Regents and published in the Administrative Policy and Procedures Manual." That policy applies to all system institutions and is used as a guide in establishing institutional policies and procedures and supersedes any such institutional or college policies.

Policy Implementation

This policy will apply to all tenure-track and tenured faculty in the Whitlowe R. Green College of Education beginning *Fall 2008 Semester*. It is the responsibility of all individuals participating in the tenure and promotion process to ensure that the policy stated in this manual is executed in an appropriate manner. The faculty member (candidate for promotion and/or tenure) must provide evidence in his/her portfolio that standards for promotion and tenure set in this manual are met and not falsified.

Summary of Promotion and Tenure Process

Tenure means the right of faculty members to continue in their academic positions unless dismissed for good cause. Tenured faculty who remain in good standing shall continue to enjoy those privileges customarily associated with tenure, including an expectation of continuing employment, appropriate compensation, suitable office and workspace, serving as a principal investigator and conducting research, teaching classes, participating in faculty governance, and representing oneself as a tenured faculty member in the Whitlowe R. Green College of Education at Prairie View A&M University.

At the beginning of each fall semester, the Dean of the Whitlowe R. Green College of Education will inform via a written memorandum each faculty member in the department who must receive a mandatory tenure review during the current academic year. Each faculty member, applying for tenure and promotion must submit a portfolio to the

Department Head by October 30th. The portfolio should contain, at the minimum, a complete and up-to-date curriculum vita clearly identifying the faculty member's educational and professional background, qualifications and experience as well as scholarly and professional activities and achievements. The portfolio should include evidence that substantiate achievements in the three areas of teaching/achievement, research and scholarly/creative works, activities and/or service.

Faculty considered eligible for promotion and tenure are to be full-time tenure track, probationary faculty, who, upon initial employment, are recommended to the Board of Regents by the President following receipt of a recommendation from the Provost and Senior Vice President for Academic Affairs who have received a recommendation from the Department Head of the employing department and the Dean of the Whitlowe R. Green College of Education. No commitments of intent to award tenure will be made until credentials have been received and examined. Letters of recommendation from external professionals in the discipline may be required.

**Annual Evaluation Calendar
For
Tenure, Promotion and Post-Tenure Review**

Action	Faculty Responsibilities and Schedule	Supervisor's Action and Schedules
Evaluation of Tenure Track Faculty entering 4 th year of Mandatory Service	Submit self-report of performance to Department Head and schedule meeting with Department Head NLT September 28 of 4 th year on tenure track to discuss progress.	Thoroughly review performance record of Tenure Track Faculty with special attention to faculty entering 4 th year of tenure track (probationary status) NLT September 28. Be certain that the Tenure Track Faculty know the departmental school/college requirements for tenure.
Mandatory and early application for tenure and promotion; application for promotion only.	Prepare portfolio (binder-3 inch max.) according to <i>Portfolio Content Guidelines</i> . Submit to the immediate supervisor (usually the department head) by October 30th.	Department head ensures activation of tenure and promotion advisory committee at department and school/college level by September 28. Dean transmits all recommendations to advisory committee and monitors so all appropriate departmental and school/college reviews completed by November 15. Dean transmits all recommendation for tenure, promotion by December 3 of the academic year. Each Dean meets with Provost, VP Research, and President for executive level reviews of applicants at a scheduled time, ranging from January 7-February 1 of the academic year. Deans notify faculty if decision is not to recommend requested action. Final recommendations submitted to the Chancellor by the President for Board of Regents action. Faculty notified of Board of Regents actions.
Post-Tenure Review- Tenured faculty whose years in tenure status total 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55 as of August 31, 2007.	Prepare portfolio (binder-3 inch max.) according to Portfolio Content Guidelines. Submit to the immediate supervisor (usually the department head) by February 1 of the academic year.	Deans oversee review procedures (select option per post-tenure review policy). Review committees complete reviews within the school/college by March 15 of the academic year. Deans submit outcomes to Provost for executive level review.

PRAIRIE VIEW A&M UNIVERSITY: STRUCTURE AND GOVERNANCE

A. Overview of History

Prairie View A&M University is the second oldest public institution of higher education in Texas. The University offers baccalaureate degrees in 50 academic majors, 37 master's degrees and four doctoral degrees. Prairie View A&M University is a Historically Black University with the reputation for providing thousands of engineers, nurses, educators, architects and other professionals. PVAMU is a member of the Texas A & M University System dedicated to fulfilling its land-grant mission of achieving excellence in teaching, research and service for more than 130 years.

B. Mission

Prairie View A&M University is dedicated to excellence in teaching, research and service. It is committed to achieving relevance in each component of its mission by addressing issues and proposing solutions through programs and services designed to respond to the needs and aspirations of individuals, families, organizations, agencies, schools, and communities-both rural and urban. Prairie View A&M University is a state-assisted institution by legislative designation, serving a diverse ethnic and socioeconomic population and a land-grant-institution by federal statute. PVAMU was designated by the Texas constitution as one of the three "institutions of the first class" (1984).

C. Core Values

ACCESS AND QUALITY

PVAMU will provide equal educational opportunity to persons from unserved and underserved populations residing primarily among the economically and socially bypassed individuals in society.

DIVERSITY

PVAMU will sustain its commitment to recruit, enroll, educate and graduate students and to employ and advance faculty and staff without regard to age, ethnicity, gender, national origin, socioeconomic background, or educationally unrelated handicap. Further, the University will offer challenges to both the academically talented and the under-prepared who arrive in college with ability, but without college-ready achievement.

LEADERSHIP

PVAMU will stimulate, initiate and implement programs and services to both inspire and guide students, faculty and staff in developing their self-confidence, self-discipline, and other requisites to becoming successful leaders in their professions and in their communities. Further, the University will offer campus-based and distance education

programs to enhance the life chances for persons in its areas.

RELEVANCE

PVAMU will respond to the need for highly literate, technologically competent graduates educated to excel in the 21st century work force; further, the University will extend the products of its research and service to address concerns and solve problems such as violence, abuse and misuse; drug and alcohol abuse; mental, physical, and psychological neglect; environmental injustice; and other forms of social dissonance that comprise the quality of life for the citizenry.

SOCIAL RESPONSIBILITY

PVAMU will promote active participation in constructive social change through volunteerism, leadership, and civic action on the part of its faculty, staff, and students; further, the University will utilize channels available for influencing public policy on the local, state, national, and international levels.

D. EXECUTIVE COUNCIL

The Whitlowe R. Green College of Education Executive Council is the governing body of the College. Policies and procedures for the College are developed, interpreted and implemented by the Executive Council. The governing body is comprised of the Dean, as Presiding Officer, Associate Dean, Director of Teacher Certification, Director of Student Teaching and Field Experiences, Department Head of Curriculum and Instruction, Department Head of Educational Leadership and Counseling, and the Department Head of Health and Human Performance.

E. FACULTY SENATE

The Faculty Senate is comprised of elected faculty representatives that report to and advise the President of Prairie View A&M University. They play an influential role in its governance through the recommendation of rules and procedures, providing advice, facilitating discussion, voicing faculty concerns and disseminating information to the academic community. For more information about the Faculty Senate, see the website at <http://facultysenate.pvamu.edu>.

TENURE POLICY

Tenure means the entitlement of faculty members to continue in their academic positions unless dismissed for good cause. Tenured faculty who remain in good standing shall continue to enjoy those privileges customarily associated with tenure, including an expectation of continuing employment, appropriate compensation, a suitable office and workspace, serving as a principal investigator and conducting research, teaching classes, participating in faculty governance, and representing oneself as a tenured faculty member at Prairie View A&M University. However, tenure shall not be construed as creating a

property interest in any attributes of the faculty position beyond the faculty member's regular annual salary. Faculty tenure at Prairie View A&M University is designed to be an open and fair procedure. Following are the components of the tenure procedure at Prairie View A&M University.

Beginning with appointment to a tenure-track position, the probationary period for a faculty member shall not exceed seven years. This period may include credit for a maximum of three years of tenure track service at Prairie View A&M University the normal maximum of seven years; however, any credit for prior service included within the seven-year probationary period shall be agreed upon in writing at the time of employment.

At Prairie View A&M University, the probationary period shall in every instance begin September 1 of the employee's first year of employment. Semesters and summer terms worked proceeding September 1 of the first year of employment, shall not be credited as part of the official probationary period. A faculty member who has held tenure at a previous institution may receive credit for prior tenure accruing service. Credit for prior service included within the seven-year probationary period shall be included in the offer of employment. Tenure is granted only by the affirmative action of the Board of Regents upon recommendation of the President and CEO of Prairie View A&M University. At the conclusion of the probationary period, unless appropriately informed otherwise, the faculty member shall not have tenure. Prior to the beginning of the last year of the probationary period, the faculty member who has not received notice of a decision relating to receipt of tenure should make a written request for such a decision from the administration, and the administration should promptly respond. If the decision is not to award tenure, the faculty member is entitled to serve for one additional contract year following the term or semester in which the notice is received.

At Prairie View A&M University, the extension of the probationary period beyond the seven years shall be based upon extraordinary circumstances that would reasonably impede to a substantial extent the probationary faculty member's performance in a tenure track position. Such circumstances may include, but not be limited to, serious illness of the employee or of the employee's family member for whom the employee is primary care giver; approved institutional changes or special assignments affecting to a material and substantial extent the faculty member's responsibilities; loss of research or other resources due to fire, flood or other event beyond the faculty member's control; or other circumstances that the President and CEO determines as those that warrant extension of the probationary period.

Extensions will normally be for one year but may be granted for two years if circumstances necessitate and approval is granted by the President and CEO upon a recommendation of the Dean and the Provost. It is the responsibility of the faculty member to initiate in writing a request for extension of the probationary period. The request, including supporting documentation, should be made as soon as it becomes evident that the faculty member is facing circumstances to which the "stop the clock" provision applies. Should the faculty member be unable to initiate such a request, his

or her immediate supervisor, usually the Department Head should initiate the request and submit it to the Dean who must present his or her recommendation to the Provost and Senior Vice President for Academic and Student Affairs. The final determination of whether an extension may be granted shall be made by the President and CEO.

TEACHING

A faculty member is expected to provide evidence of good and effective instruction during the period of evaluation related to tenure and/or promotion to the next rank. Student Opinion Survey (SOS) scores will be considered as one of the factors in the evaluation of teaching. Success of candidates on TexES examinations covering the competencies in the instructor's courses will also be an important factor. The evaluation of instruction will be based on multiple measurements including an assessment of methods, formal evaluations of classroom performance, and outcome measurement to the extent it is available. Instruction 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 should include documents to provide evidence of good teaching. A complete list of other items to be included is contained in the rubric.

RESEARCH AND SCHOLARSHIP

A faculty member is expected to provide evidence of satisfactory level of research and scholarship during the period of evaluation under consideration. Minimum requirements for satisfactory performance in this area for tenure and/or promotion to the next rank shall include the information contained in the rubric.

SERVICE

A faculty member is expected to provide evidence of satisfactory contributions in the areas of services-to the University (to include the Department, College & University levels), profession and community-during the period of evaluation under consideration.

A faculty member being evaluated should demonstrate and document his/her individual contributions to the continued development of the College and/or University, service to the students as well as contributions to the profession or community. A complete list of items is contained in the rubric.

DEPARTMENTAL ORGANIZATION & SUBMISSION PROCESS

Please submit one set organized as shown below to the Office of the Dean of the Whitelowe R. Green College of Education by the deadline identified by the Dean.

Organizing the Candidates' Portfolio for Hardcopy Submission

In each set, please group the dossiers into three major categories:

1. Tenure-only candidates
2. Tenure and Promotion candidates
3. Promotion-only candidates

Organize all materials as shown below. This grouping constitutes one file-set (do these three times):

1. A) Tenure-only College Chart
 B) Tenure Candidate Portfolios in individual binders.* Order the files just as they have been listed on the college chart (first by rank, then by alphabetical department then alphabetically by name within each department).

2. A) Tenure and Promotion College Chart
 B) Tenure and Promotion Candidate Portfolios in individual binders.* Order the files just as they have been listed on the college chart (first by rank, then by alphabetical department; then, alphabetically by name within each department).

3. A) Promotion-only College Chart
 B) Promotion Candidate Portfolios in individual binders.* Order the files just as they have been listed on the college chart (first by rank, then by alphabetical department; then, alphabetically by name within each department).

**Binders should have tabs labeled with the following information: -Candidate's Last Name, First Name -Rank sought (e.g., Tenure w/Promotion)
-Department/College-Academic year (e.g. 2008-2009)*

COLLEGE CHART PREPARATION

1. Using the supplied form (Excel doc), prepare up to THREE distinctive College Charts:
 - a. One for information on candidates being considered for *tenure only (no promotion)*. These are normally candidates who already hold the rank of Associate or Full Professor. Most colleges will not need this chart.
 - b. For candidates being considered for *promotion only*, such as those going from Associate Professor to Full Professor. Also include non tenure track promotions (such as to Sr. Lecturer).
 - c. For candidates being considered for *both tenure and promotion*; these are often faculty going from Assistant Professor to Associate Professor with Tenure.

2. Place these charts as the first item in each of the hardcopy sets. (Please do not put a copy in every candidate's folder.)

Examples of College Charts

Note: These are sample forms, for reference only. Candidate names & information are fictitious. Blank forms can be found on the Whitlowe R. Green College of Education Website

(For all charts, organize first by rank, then by department, then by candidate name.)

Tenure-Only Chart

Whitlowe R. Green College of Education For Tenure Effective Sept. 2009

Present Rank (no change being sought)	Department	Candidates' Names (alpha within dept.)	Years Teaching*	
			PVAMU	Other Inst.
Assoc. Prof.	CUIN	Black, Jane	3	6
Professor	EDFN	Mason, Gregory	3	5

*Include all years teaching, except as a graduate TA or in other than an institution of higher education

! Count service up through March 2008 (ex. Hired 9/02 = 5.5 years)

Promotion-Only Chart

Whitlowe R. Green College of Education For Tenure Effective Sept. 2009

Present Rank	Department	Candidates' Names (alpha within dept.)	Years Teaching PVAMU & Other Inst.		New Rank
Assoc. Prof.	CNSL	Barron, Camilla	12	0	Professor
Assoc. Prof.	HUPF	Huang, Zhisheng	8	5	Professor
Assoc. Prof.	CNSL	Hill, James	10	2	Professor
Lecturer	CUIN	Dixon, Derrick	10	0	Sr. Lecturer

! Count service up through March 2008 (ex. Hired 9/02 = 5.5 years)

Tenure + Promotion Chart

Whitlowe R. Green College of Education For Tenure Effective Sept. 09

Present Rank	Department	Candidates' Names (alpha within dept.)	Years Teaching PVAMU & Other Inst.		New Rank
Associate Prof.	EDFN	Olson, Famke	4	6	Professor
Asst. Prof.	EDFN	Alonzo, Selina	5	2	Assoc. Prof.
Asst. Prof.	CUIN	Roget, Peter	5	1	Assoc. Prof.
Asst. Prof.	CUIN	Munsun, Lyra	4	3	Assoc. Prof.
Asst. Prof.	CNSL	Trent, Gary	6	0	Assoc. Prof.
Asst. Prof.	CNSL	Zemick, Rita	5	2	Assoc. Prof.
Asst. Prof.	HUPF	Bressler, Kelly	5	1	Assoc. Prof.

Note: Complete packets, when being forwarded to the Whitlowe R. Green College of Education Dean's Office, should be organized in the order listed on the charts (not alphabetically by name). The appropriate college chart should be on top of its group in each file set.

*Include all years teaching, except as a graduate TA or in other than an institution of higher education.

! Count service up through March 2008 (ex. Hired 9/02 = 5.5 years).

CANDIDATE'S PORTFOLIO ITEMS - ORGANIZATION AND PREPARATION

GENERAL INSTRUCTIONS

For each candidate's portfolio please do the following:

1. Fill out a Portfolio Cover Sheet for Promotion and Tenure, to be included at the beginning of each candidate dossier. A complete explanation of each item listed on the cover sheet appears below (Portfolio Items section). Please ensure that each item listed on the sheet is included in the portfolio submitted to the Office of the Dean.
2. Use tabbed divider sheets to label and separate each section of the candidate's portfolio.
3. For hardcopies, place the dossier of each candidate in its own binder. Clearly mark the file folder with the candidate's name, rank, department, and the academic year. Supporting materials such as copies of articles should be included.
4. Arrange the binders as specified in-Organization and Submission.

Portfolio Items

Item 1: Candidate's Statement(s) on Teaching Research and Service

Description

Written by the candidate, this is a concise statement of the candidate's goals, philosophies, strategies and emphases in carrying out his or her professional responsibilities in teaching, in research, in service, and in any other activities. Each of the three areas should be individually addressed. Rather than using this statement as a forum to say why the candidate's teaching, scholarship and service have been significant (or to make an argument for promotion or tenure), this statement should say how they candidate approaches these things.

Item 1 is an important document both for the candidate's reflections and for contextualizing the other materials in the portfolio. The personal statement should aid reviewers in understanding the candidate's current philosophies in all three areas of teaching, research/scholarship, and service.

It should also provide evidence (by referencing other dossier materials) of how the candidate's philosophies in each of the three areas have been demonstrated, and how they illustrate the candidate's professional growth. (Alternatively, the statement might show how the candidate's experiences with teaching, research and service have helped them develop their philosophies.) For example, a statement on teaching might explain the

candidate's philosophy of teaching (which should be more in-depth than a simple statement such as, "I believe in good teaching") and explain how they came to hold that philosophy, as well as providing specific illustrations of how that philosophy is applied in the classroom.

The statements on teaching, research and service should provide a context for review of the entire case.

Format:

- 5 typed pages (max), single-spaced; 12-pt font; 1-inch margins.
- May be formatted as a single document, OR as three individual documents (addressing Teaching, Research, Service) that total the maximum of 5 single-spaced pages.
- Regardless of whether a combined document or single-documents format is chosen, these statements should be placed after the section divider tab for Item One (see Portfolio Cover Sheet).

Item 2: The Candidate's CV

Description

The curriculum vitae will reflect experiences and development in the candidate's career as a teacher and scholar. It provides an overview of the candidate's academic accomplishments.

Format & Guidelines:

- The curriculum vitae should be concise, and padding should be avoided.
- List refereed publications (or other types of creative works) separately from those that were not refereed, and caption the lists accordingly. Provide complete documentation for each citation, including the date of publication and inclusive page numbers.
- Items that have been accepted but not yet published should be so labeled. (Most departments ask to see an acceptance letter.) Items that have been submitted; but, not yet accepted should not be shown unless they appear in a separately captioned list.
- It is strongly encouraged that if any coauthors are the candidate's graduate students (past or present) they are delineated in a manner so that this relationship is discernable.

Signed Statement

The candidate must include a signed statement with the CV acknowledging that the CV being submitted is the most current, and is correct as of the date of the signature. This statement and signature may be appended onto the end of the CV document. (Note: This is different from the Verification of Contents statement-Item 3, below- requested on the Dossier Cover Sheet.)

Item 3: Verification of Contents Letter

Description

This is a statement by the candidate verifying what materials he/she has submitted for departmental review for the purpose of tenure and/or promotion consideration. The list of materials might include such things as: Philosophy Statement(s), Curriculum Vitae, Articles, Books, Portfolios, Student Evaluations and other materials submitted by the candidate.

Format & Guidelines:

- A dated statement, signed by the candidate.
- In the statement, the candidate should list *all materials* he or she is submitting to the departmental review committee.
- This list should not include departmental reports, outside letters, or other materials not submitted by the candidate.

Items 4-7: Department Evaluations of Teaching, Research, Service, and Other Activities

Description

These are summary reports on the candidate's teaching, research, service and other activities. They should reflect the views of the voting committee's members. The reports may be written by an evaluative committee as long as they are accepted as accurate by the voting (T & P) committee. A typed statement at the end of each report such as, "The opinions and conclusions stated in this report regarding the candidate accurately reflect the views of the T & P committee" will suffice.

The purpose of this is to avoid a situation in which a report written by an evaluative committee indicates one conclusion about the candidate, but the voting committee decides in a way that does not support the evaluation. Reports may be written by subcommittees, but the conclusions drawn must be accepted by the voting (T & P) committee.

These reports should allow subsequent reviewers to find documented evidence for statements made in the reports. However, they should not repeat information that can be found elsewhere in the portfolio. They may refer to the outside letters and other materials without directly quoting them.

Format & Guidelines:

- Three or Four separate reports that are indexed under separate section divider tabs in the portfolio.
- Written by faculty committee(s), not by the Department Head or the candidate. Authorship of each report should be made clear-see sample statement in “Description,” above.
- A statement at the end of each report reading: “The opinions and conclusions stated in this report regarding the candidate accurately reflect the views of the T & P committee.”

Additional information and guidelines specific to each report can be found below:

Teaching Report

The category of “teaching” includes, among other things, classroom and laboratory instruction, development of new courses, laboratories and teaching methods, publication of instructional materials including textbooks, and supervision of graduate students.

In the report on evaluation of teaching, the following must be included for each candidate: A peer evaluation of course syllabi, assignments, examinations, and grading methods, as part of the determination of the scope, rigor and quality of the candidate’s course offerings. This evaluation may be done by the T & P committee-it does not have to be done as a separate peer-review process.

Note: Peer evaluations should indicate the frequency of observations, as well as criteria for assessment of performance (please see example in the Appendix A).

a) If a department or the representative has engaged in periodic classroom visitation from the beginning of a candidate’s service for the purpose of developing teaching ability, these evaluations would be a natural addition to this section of the portfolio.

b) Student ratings of teaching, with comments on these evaluations by peers: Complete longitudinal summaries (chronological, and in tabular form) of the student ratings must be presented, with numerical data set in the context of departmental standards and norms. A department that does not utilize numerical ratings should provide a careful summary and analysis of the verbal responses over a multi-year period.

c) Peer evaluation of other teaching contributions of value to the department, such as the direction of graduate students and undergraduate researchers, participation in student development programs, curriculum development, development of new courses or substantial revision of existing courses, pedagogical publications, textbook and other instructional materials,

participation in honors programs, awards or recognition for distinguished teaching and other teaching-related activities.

Do not include letters of testimonial from colleagues or students. These may be placed with Portfolio Item 13: “Other Materials.”

Research and Creative Activities Report

For most disciplines, this category consists of research and publication. For some disciplines, however, it may include other forms of creative activity. For example: architectural design, engineering technology, veterinary or medical technology, fiction, poetry, painting, music, and sculpture.

In this report, be sure to address the authorship protocols within your discipline, especially relating to ordering of authors and how team members must contribute in order to be listed as a coauthor.

Service Report

This report might include service to the institution, to students, colleagues, the department, college, and the University. It may also include service beyond the campus, such as service to professional societies, research organizations, governmental agencies, the local community, and the public at large.

Other Activities Report

This report is for any activities that do not obviously fit into any of the other three. It may be omitted if it is not relevant to the candidate.

Item 8: Outside Reviewers’ Letters

Description

Outside reviewers’ letters allow an opportunity for authorities in the candidate’s field to evaluate the candidate’s accomplishments and potential. External letters may reflect more than just scholarship. Reviewers may be asked to judge an individual’s teaching or other activities, as well as reviewing books or articles. If a reviewer is asked to judge an individual’s teaching ability, it is recommended that they be sent a teaching portfolio or equivalent materials to review. Be aware that letters from dissertation advisors may not carry the same weight as those from more disinterested evaluators, and letters from former students are irrelevant except as supportive documents for the teaching evaluation.

Format & Guidelines:

- Letters should be received on official letterhead, or included as an attachment through e-mail.
- Reviewers should be from peer institutions; however, letters from leaders in the field of the discipline are also acceptable.*

***In some cases, preeminence of institutions is obvious. Where the stature of an institution, program or individual is not obvious, include an explanation of why it is appropriate. For example, an institution may have one of the strongest programs in field x, even though its reputation in general is less strong. Letters may be requested from outstanding individuals outside the academy, however in such cases the file should still include three additional letters from individuals in peer programs/universities. Please realize that cases are much more persuasive when letters are from peer institutions.**

Item 9: Departmental (T&P) Committee Report and Recommendation

Description

These reports are advisory in nature. The main purpose of this report is to convey the meaning of the departmental committee's recommendation. In part, this report is an explanation of the departmental committee's vote, centered on the candidate's performance as it relates to his or her suitability for eventual promotion or tenure. If the vote was unanimous, an explanation will simply state that the committee overwhelmingly believed that the candidate's teaching, research and service showed that the scholar has evidenced appropriate performance for promotion or tenure.

The report should make it clear that adequate consideration was given to all elements of the case, and that the recommendation is based on a set of written and widely circulated tenure and promotion guidelines promulgated by the college and/or department (which are reviewed and updated regularly). A mixed vote would require further explanation of both the candidate's demonstrated abilities, and the committee's concerns. The report should reflect the essence of the evaluative concerns and support regarding the candidate's case, and the committee's recommended action. For example, "the majority thought the quantity of publications was good, but questioned the quality," or "a minority was concerned about x." Do not include direct quotes of committee members, or minutes of the meeting. Do make sure that the summary correlates with the votes.

Format & Guidelines (of the Departmental T & P Report):

- Summarize the most relevant issues explaining the outcome of the vote. A record of votes alone does not document the important issues in the deliberations.
- Avoid direct quotes, minutes, or transcripts of the proceedings.
- Avoid summarizing information that can be found in other documents although other documents, such as the teaching, research and service reports, may be referred to.
- Make sure that the committee's recommendations are consistent with evidence of performance as documented in the rest of the portfolio.

While the departmental recommendation should emphasize a case based on the evidence that supports the recommendation, an explanation of contrary statements in the departmental reports, external letters, or members' votes should be explained and given a sense of the weighting on the overall decision.

The committee's report should reflect the committee's acceptance of the conclusions in the analyses filed under *Teaching, Research* and *Service*. If those analyses do not reflect the deliberations of the committee and the committee's recommendation, then the committee report must explain this.

All committee members are to know the contents of the committee report. Members should indicate their agreement with what is stated in the report, and that the document reflects their discussion and voting outcome. This could be done by having voting committee members sign the report.

DEPARTMENT HEAD'S PRESENCE AT COMMITTEE MEETINGS: Committee discussions and recommendations regarding candidates should be independent of any administrator's recommendation, opinion, or influence. For this reason, it is recommended that the Department Head not attend the meetings during which the committee is processing a case. However, if the committee wishes to have the Department Head present, and if the department's bylaws make it clear that this may occur, the committee may elect to ask the Department Head to attend. In this case, the Department Head should be present for meetings on all candidates, not selective ones.

Item 10: Department Head's Recommendation

Description

This report gives the Department Head an opportunity, after reviewing reports and recommendations generated by the T & P committee, to convey the rationale that ultimately leads to his or her recommendations for/against tenure and/or promotion. This should include a discussion of the T & P committee's evaluations/recommendations, as well as the outside letters and any further evaluation the Department Head wishes to make.

Format & Guidelines:

- Provide a general basis for strength and weakness of the case.
- Provide the context of this particular case within the department.
- Explain special consideration cases (i.e. early promotion/tenure, delays in promotion/tenure, special hiring circumstances).
- Explain any mixed or negative votes, if not explained in the committee report.
- Explain the Department Head's vote—especially if it is contrary to any departmental recommendations.

Item 11: WRG College Committee's Report and Recommendation

Description

Similar to the Departmental Committee Report (See *Item 9*), this document should reflect the ultimate vote of the committee and the primary issues that convinced members to vote one way or the other.

Item 12: Dean's Recommendation and Summary

Description

Similar to the Department Head's Report (See *Item 10*). As with that report, the Dean's report is an analysis of the case which should provide a general basis for strength or weakness, explain any mixed or negative votes (if not explained in the College Committee Report), and explain the Dean's vote-especially if it is contrary to any departmental or college recommendations.

The Dean's report should be helpful in laying out the case without merely summarizing/quoting other materials in the package. This is especially important for cases that have generated strong differences in recommendation during the evaluation process. The Dean's report makes an independent determination.

Reconsideration of a Case

Any reconsideration must be based upon either a) new evidence that is not already contained within the dossier, or b) substantial and entirely new arguments that were not made in the first presentation.

Additions or changes to the portfolio after initial consideration must be clearly marked and documented. For example, a sheet may be inserted into the CV section stating exactly what has changed (such as, "Grant proposal X to NSF, listed as pending, has now been awarded"). The insert should contain a statement that the candidate deems the updates to be accurate as of this date, and should be signed by the candidate. The Department Head or Dean (depending on which level is re-reviewing) should also briefly indicate on the sheet if the previous review level re-reviewed the material (i.e., "The Department T & P committee reviewed update material on 9/27/09). In their report, the Department Head and/or Dean must also include the results of the re-review.

Note: If the report of the previous level is specific in naming a change or condition that would alter their vote from negative to positive, and that condition comes to pass, it may not be necessary for that level to re-review. For example, if a Departmental T & P Committee indicated (in the report) that those who voted negatively would-if the candidate had a signed book contract, for example-be persuaded to change to a positive vote, and if that contract came through while the file was at the Dean's level, the Dean could simply include that in his/her report.

If the Dean recommends against tenure and/or promotion and that recommendation is contrary to the Department Head's recommendation, the Dean shall inform the Department Head and faculty member of the reasons for the recommendation. The department may then resubmit the case for further consideration. If a case is resubmitted, it shall be re-reviewed by the Dean and the college-wide tenure and promotion committee before a final recommendation concerning tenure and/or promotion is forwarded to the Office of Vice President of Academic Affairs.

Item 13: Other Materials and Documentation (optional)

Description

This section is for any materials deemed pertinent to the case, but not appropriate for placement elsewhere. This might include letters from students or peers that were not part of a structured evaluation process, or letters from PVAMU faculty members.

Supportive materials such as the teaching portfolio (if utilized) and copies of books or articles should be retained in the college, and not sent to the Office of the Dean with the T & P package.

BIOGRAPHICAL PARAGRAPH

Biographical Paragraph for the Chancellor and Board of Regents

By the date noted on the Schedule the College will submit to the Office of the Dean of Faculties a short paragraph (no more than 125 words) on each of the candidates being considered for recommendation for tenure and/or promotion.

The paragraph to be forwarded to the Chancellor and Regents (in Microsoft Word format) should include the following six pieces of information (in this order):

- 1) Candidate's name
- 2) Terminal degree, institution where earned, year earned
- 3) Year they joined the Texas A&M faculty
- 4) Area(s) of Specialty
- 5) A brief outline of his/her contribution to the department in the areas of teaching, research and service ("bragging points" that exemplify to the public the quality of our faculty and contributions they are making).
- 6) Any notable awards or honors

SYSTEM POLICIES

See Section 4.2 of Tenure Policy in TAMUS Policy 12.01 Revised May 25, 2006 (MO-06).

Notice of non-reappointment, or of intention not to reappoint a faculty member, should be given in writing in accord with the following standards:

- (1) not later than March 1 of the first academic year of probationary service, if the appointment expires at the end of that year, or, if a one-year appointment terminates during an academic year, at least three months in advance of its termination;
- (2) Not later than December 15 of the second year of probationary service, if the appointment expires at the end of that year, or, if an initial two-year appointment terminated during an academic year, at least six months in advance of its termination; and
- (3) At least twelve months before the expiration of a probationary appointment after two or more years in the institution.

See Section 4.3 of Tenure Policy in TAMUS Policy 12.01.

Good cause for dismissal of a faculty member with tenure will relate directly and substantially to the performance of professional duties, and may include, but shall not be limited to, the following:

1. professional incompetence;
2. continuing or repeated failure to perform duties or meet responsibilities to the University or to students or associates;
3. failure to successfully complete a post tenure review professional development program;
4. moral turpitude adversely affecting the performance of duties or the meeting of responsibilities to the University, or to students or associates;
5. violation of System Policies, System Regulations, university, or health science center rules or laws substantially related to performance of faculty duties;
6. conviction of a crime substantially related to the fitness of a faculty member to engage in teaching, research, service/outreach, and/or administration;
7. unprofessional conduct adversely affecting to a material and substantial degree the performance of duties or the meeting of

- responsibilities to the University, or to students or associates;
- 8. falsification of academic credentials;
- 9. bona fide financial exigency or the phasing out of institutional programs requiring reduction of faculty (see Paragraph 8, below); or
- 10. the reduction or discontinuance of institutional programs based on educational considerations and requiring the termination of faculty members (see Section 8, Dismissal for Cause).

See Section 4.4 of Tenure Policy in TAMUS Policy 12.01.

4.4 A faculty member with tenure shall not be dismissed until he or she has received reasonable notice of the cause for dismissal and, except as specified in Section 8 and in the suspension provision in Section 5 of this policy, only after an opportunity for a hearing pursuant to procedures established in accordance with Sections 5 and 8.

4.5 Tenure and Promotion

1. Normally tenure-track faculty will enter a tenure accruing appointment as assistant professor but a faculty member at the rank of instructor may be appointed to a tenure track position.
2. Faculty at the assistant professor rank shall be eligible for promotion to associate professor if the faculty is viewed as eligible for tenure. Faculty who are candidates for tenure and are at the rank of associate professor must meet the qualifications for full professor if they are to be promoted to that rank at the time tenure is awarded.
3. Academic unit's guidelines for tenure and promotion shall include contributions associated with acquisitions of patents, creation of major works of art, discovery of new treatments, engaging students substantially in service learning that is linked to course content, and other productivity that unquestionably raises the status of the discipline and/or the University.

4.6 Documentation for the Tenure Review

The "Faculty Portfolio Organization and Contents" is the standard guide to be used by all faculty members who apply for tenure, promotion, or post-tenure review. Standard profile data to be included on the first page of the resume will be provided by the Department Head. Binders are to be limited to a minimum of three inches. Those that exceed this limit will be returned to the faculty member by the department head who will give the faculty member three to five days to make adjustments. Copies are available in the Office for Academic and Student Affairs as well as in offices of the department heads, division heads and deans.

4.7 The Review Schedule

- (1) Assessment of a candidate for tenure upon initial appointment will take place during the candidate review process. Tenure status in previous positions held in colleges and universities and unique attributes with potential to strengthen the employing academic unit will be important contributions. The Department Head; the Dean; and the Provost and Senior Vice President for Academic and Student Affairs shall make a recommendation to the President and CEO who will make the final decisions as to whether to recommend to the Board of Regents that the candidate for employment be awarded tenure at its next regular meeting.
- (2) Tenure track (probationary) faculty members serving in their sixth year of continuous service and who are not serving under a terminal contract, must undergo peer review and evaluation for tenure in accordance with procedures described herein. Deans are required to ensure tenure track faculty are informed each year during their Annual Performance Evaluation of how many annual evaluation cycles remain before they must prepare the tenure and promotion portfolio for review by their peers and supervisors. The binder must be limited to a minimum of three inches. Failure of the dean to fulfill this requirement does not lessen the faculty member's responsibility to submit a portfolio by October 30th of the review year. Tenure is not awarded as a result of the Department Head or Dean's omission of the reminder notice.

Tenure track (probationary) faculty members may undergo promotion and tenure review prior to the sixth year. Upon receipt of the request, the Department Head will conduct a preliminary assessment of the individual's readiness to undergo the review and meet with the faculty member. An individual who decides to proceed with the request for early review shall prepare a portfolio and submit it to the Department Head or Dean by October 30th of the review year.

An individual who is unsuccessful in early promotion and tenure application process will not be negatively impacted but will not be reviewed again until the scheduled sixth year mandatory review or until the mandatory review year cited in the conditions of employment included in his or her offer letter.

A tenure track faculty member who wishes to relinquish tenure track status and become a non-tenure track, temporary faculty member must notify the department head and dean of this desire at least two years before the mandatory review is scheduled to take place.

4.8 The Tenure Review Process

(1) Departmental Tenure and Promotion Advisory Committee

In schools and colleges comprised of departments and/or units, the regular full-time tenured faculty shall elect three to five tenured faculty members to serve on the Departmental/Unit Tenure and Promotion Advisory Committee (DTPAC). The committee members shall elect a chair and notify the department head and dean of the action. In those instances where there are an insufficient number of tenured full-time faculty members to support a faculty election, the Department Head and Dean shall jointly identify qualified faculty in related areas within the University to serve on the review committee. (See TAMUS Policy 07.01). Candidates for service on the DTPAC should not be selected if their service would create a conflict or appearance of conflict as described in the TAMUS ethics policy 07.01. A lottery system may be used to select three to five persons to serve on the Tenure and Promotion Advisory Committee (DTPAC). Transcripts, resumes' and other documentation of academic qualifications must be made available to the Dean and Department Head before the external faculty member may be invited to serve on the DTPAC. During the review process, a candidate for tenure and promotion may be interviewed by the DTPAC. Additionally, a candidate for tenure and/or promotion may review all items in their own tenure file upon request. All tenure and promotion recommendations must be made and submitted to the Department Head (Dean if school or college not departmentalized) by November 30th. All members of the DTPAC must be present to conduct business. All members must sign the DTPAC's recommendation, but may register a minority opinion. All review materials and deliberations must be treated as confidential. In the final recommendations, votes of individual members of the DTPAC should not be shown by name. Instead, the total voting "yes" and the total voting "no" should be recorded. All members are to sign the final report affirming their participation in the review process as members of the committee.

(2) Department Head's Review

The Department Head shall review the Departmental Tenure and Promotion Advisory Committee's recommendations and shall review the same materials submitted to the committee along with any other relevant material from the department's personnel files. The Department Head may interview the candidate for tenure. Copies of relevant materials considered by the Department Head shall be assembled and appended to the faculty member's original portfolio, along with the Department Head's letter which shall include his or her recommendation and justification. The Department Head shall assemble and submit the packet

to the Dean by December 15th.

(3) The College Level Review and Recommendation

A College Tenure and Promotion Advisory Committee (CTPAC), consisting of three (3) to five (5) tenured full-time faculty members shall be appointed by the Dean. Each member of the CTPAC and the Dean shall separately review the requirements for tenure and promotion and review the portfolio submitted by each person being reviewed. The CTPAC's recommendations should be submitted to the dean by January 15th in order for the dean to complete his or her review and submit recommendations to the Provost and Senior Vice President for Academic and Student Affairs by February 1st.

(4) The Dean's Review

The Dean shall review the faculty portfolio and other materials in the faculty member's personnel file. The Dean may interview the candidate for tenure and/or promotion. Copies of all relevant materials, including the recommendations and rationale for recommendation of the DTPAC, Department Head, the CTPAC and the Dean, shall be appended to each candidate's portfolio.

The Dean shall meet with the Department Head to review the recommendations he/she proposes to transmit by February 1st to the Provost and Senior Vice President for Academic and Student Affairs. When the Dean and the Department Head differ in their recommendations, both should again examine the respective committee's recommendations (DTPAC and CTPAC) and, where appropriate confer with the respective committee chairs. For additional information or clarification the faculty candidate for tenure and promotion may be called into conference with the Department Head and the Dean.

(5) The Executive Level Review and Recommendation

The faculty member's portfolio and the full set of recommendations from each successive level shall be reviewed by the President and CEO, Provost and Senior Vice President for Academic and Student Affairs, the Vice President for Research and the candidate's Dean. These persons shall comprise the Executive Level Review Team. The President and CEO's decision will be final. The Provost and Senior Vice President for Academic and Student Affairs will notify each dean of the recommendations the President and CEO will make to the Chancellor on promotions and to the Board of Regents on tenure. Deans of candidates not being recommended will be notified in person and by certified mail. Deans will meet with each successful and unsuccessful candidate. Persons

who were early applicants for tenure or who sought a promotion in rank and were denied will be provided guidance on teaching, research, and service performance expectations necessary to improve their chances of being successful in a subsequent review.

Following the meeting of the Board of Regents, at which tenure and promotion awards are made, the President and CEO shall notify the Provost and Senior Vice President for Academic and Student Affairs who shall notify the Dean of the Board action so that each faculty member awarded tenure and/or promotion shall be notified in writing by the President and CEO as well as by the Dean of the school or college.

(6) Procedure for Review and Appeal

See Section 7, Non-renewal of Non-tenured Faculty at End of Term Contract.

(7) Mid-Point Cumulative Review

Prior to October 1st of the fourth year of tenure track (probationary) service, the Division/Department Head, Dean, and a tenured senior faculty member from within the unit or from a related academic unit are to review the tenure track faculty member's past three years of performance in teaching, research, and service in accordance with the role expectations set for the faculty member. Areas of strength and weakness should be identified. Reasonable resources required to support any needed improvement (e.g. computer, short-term course load reduction, adjustments in department responsibilities) should be committed. No promises or general assurances of the eventual outcome of the tenure track faculty member's bid for tenure are to be made. The purpose of the mid-point assessment conference is to assist the faculty member in improving performance and increasing effectiveness as a contributor to the academic unit. The mid-point assessment does not replace or supersede the annual performance review. It is an amplification of the performance review process designed to assist the tenure track faculty member in the pursuit of tenure.

(8) Peer Review of Teaching

Visits to classrooms, reviews of on-line courses, conferences on instructional philosophy and strategies to produce positive learning outcomes are expected of a peer driven profession. Tenure track faculty members are to be monitored and assisted by tenured faculty and by the department head and the dean.

(9) Required Letters of Support

Faculty who are candidates for promotion to full professor must have three to four letters from faculty persons at other colleges, universities, research institutes, agencies or other entities where there is knowledge of the candidate's qualifications for promotion to full professor based upon affiliations with research, professional associations, accreditation initiatives, public service projects, review panels, or other components of one's academic career.

E.1 Performance Evaluation of Faculty

E.1.5 Post-Tenure Review of Tenured Faculty (PVAMU)

Prairie View A&M University: Procedures/Rules/Information

Post-Tenure Review

Reference: TAMUS Policy 12.06 Post-Tenure Review of Faculty and Teaching

Effectiveness and TAMUS 12.02 Institutional Procedures for Post-Tenure Review

I. General

Since 1984, Prairie View A&M University has continually improved its tenure review policies and procedures. As a result, each faculty member who applies for tenure is evaluated by a division/departmental committee, division/department head, school/college committee and dean who forwards a recommendation to the Provost and Vice President for Academic Affairs. The latter submits a recommendation to the President. **Implementation of post-tenure review is expected to positively impact on-going improvement in the overall faculty review process.** In August 1996, the Faculty Senate unanimously adopted the University's post-tenure review rules and procedures. Following a review by the Texas A&M University System legal staff, the rules and procedures were approved. In 1998, the first faculty members subject to review participated in the process.

Continued productivity of all University personnel, but especially tenured faculty, is pivotal to the preservation and advancement of institutional quality. A system of post-tenure review strengthens the faculty evaluation process by making it consistent, objective, and outcome-oriented. Such a plan makes professional development the shared responsibility of faculty and of the University through its divisions, departments, and schools/colleges where faculty are assigned. The results of post-tenure review at Prairie View A&M University will assure (a) to taxpayers that their investment in higher education is worth sustaining; (b) to the University that the status of tenured faculty will be reserved for persons most deserving based upon their productivity in teaching, research, and service; (c) to the tenured faculty member that the he or she will be provided an informed, timely performance assessment designed to confirm advancement to tenure or to identify strengthening needed to return to full viability as a tenured faculty member. The post-tenure review process will facilitate early identification of diminishing productivity that warrants attention and amelioration. It will greatly reduce tolerance of mediocre performance. In the final analysis, persistent unsatisfactory performance will result in termination.

II. Criteria

Tenured faculty will be evaluated for performance in teaching, research, and service. At Prairie View A&M University, the latter two are regarded as essential enrichments of the former, teaching. The nature and scope of research and service commitments of faculty vary among departments and colleges. (See Section D.4.7, Teaching Workload Policy). **Standards of individual performance in each area will emanate from the mission and objectives of the division/department and/or school/college.** The framework for establishing performance expectations are the Faculty Performance Indicators.

Departments will be expected to exercise due diligence in ensuring that criteria governing faculty review do not infringe upon the accepted standards of due process and academic freedom including the freedom to pursue novel, unpopular, or unfashionable lines of inquiry. **Nothing in the criteria or application of these policies shall allow the review to be prejudiced by factors prescribed by applicable state or federal law, such as race, religion, sex, sexual orientation, ethnicity, age, or handicap.**

III. Eligibility for Faculty Post-Tenure Review

Any faculty member at any rank whose tenure has been confirmed by the Texas A&M University System Board of Regents upon recommendation of the president of the University will be included in the review process. Normally, a tenured faculty member is at the associate professor level or above.

All full-time faculty with tenure and academic rank including academic department heads, division heads, deans, associate deans, vice presidents, the president and any other faculty with administrative responsibility will be subject to post-tenure review. Personnel who normally teach less than 50% will re-enter the standard cycle once they return to full-time teaching. Administrative assignments may result in their being reviewed. Typically, department and division heads carry a 50% teaching load and will remain on the standard five-year post-tenure review cycle.

IV. The Review Process

Post-Tenure review is not tied to promotion or merit salary increase. Products of the process may be used by the faculty member to support his/her bid for promotion and by his or her supervisor in assessing qualifications for a merit salary increase. A tenured faculty member who wishes to be considered for promotion must apply for promotion in early fall semester as part of the regular tenure/promotion process which is separate from the March-April, Annual Faculty Performance Evaluation. A positive evaluation on post-tenure review does not have direct implications for or against promotion to the next rank.

A. Reviewer Selection Options

Introduction

Tenured faculty in each college will vote on the reviewer selection option to be implemented in the college. Self-regulation as evidenced by peer participation in the evaluation of members is the hallmark of a profession. Academic division/department heads and deans function in a dual role of leading their peers and of being fellow participants in self-regulation of their professions. Responsibility for implementing the evaluation process for all faculty including tenured faculty is that of the dean who delegates specific responsibility to the division or department head. Where faculty are assigned to more than one division/department/school/college, coordination of the process must include both immediate supervisors and each dean affected.

Selection Option A

The faculty in the school/college vote to establish an Executive Review Committee (ERC) whose members will be elected by the tenured faculty. Committee members will be tenured faculty not scheduled for post-tenure review and elected by the faculty. Where it becomes necessary to complete committees with persons from other departments within or outside the school or college, the persons asked to serve must be selected by the faculty committee and receive a majority vote of the committee. Failure of the faculty to successfully complete selection of committee members by the published date or by a reasonable date thereafter will result in shifting the right to choose from the faculty to the department/division head and/or dean.

Selection Option B

The Division/Department Head may appoint a three-to-five member Post-Tenure Review Advisory Committee (PTRAC) from among tenured faculty who are not scheduled for review during the year they are serving. The advisory committee may include tenured faculty from other departments and/or colleges as appropriate. The division or department head will combine his/her findings relative to the faculty member being Reviewed with those of the advisory committee, prepare the summary report, and transmit the report to the dean who will review and submit a recommendation to the Provost and Vice President for Academic Affairs. The latter will review, prepare recommendations, and transmit to the President.

In both options A and B, the Division/Department Head provides a final summary report to the faculty member and develops, with the dean's

guidance and the faculty member's participation, the Tenured Faculty Improvement Plan (TFIP) in the event the rating warrants. **Notifications of review outcomes will in every instance be made by the division/departments head (dean if college or school not departmentalized) as directed by the Dean who will receive final notice of results from the Provost and Vice President for Academic Affairs following the latter's consultation with the President.**

B. Steps in the Cycle

- 1) All tenured faculty are to be evaluated annually, before September 1st, by their immediate supervisors.
- 2) Each tenured faculty person is entitled to feedback from the annual review report process. The Annual Tenured Faculty Performance Report (ATFPR) will be reviewed in a face-to-face faculty/department head conference.
- 3) Tenured faculty whose performance report evidences substandard performance are to be monitored by his or her immediate supervisor and provided reasonable assistance in remedying deficiencies in time to assist him/her in showing improvement before the next regular Annual Tenured Faculty Performance Report cycle.
- 4) Tenured faculty scheduled for post-tenure review will be reminded in writing of their scheduled **Post-Tenure Review** – namely, the summative five-year review. The review will examine documented evidence of the following:

Teaching/Advisement

- a. Continuous quality teaching/advisement at the undergraduate and/or graduate level.

Research

- b. Continuous quality and relevance of research, creative activities, and other scholarly efforts.

Service

- c. Continuous quality in student support and development.
- d. Continuous quality in serving on University/college/departmental committee and in administrative assignments.
- e. Continuous quality in serving the profession, community, state, and/or nation.

Due: Each 5th Year by March 15

5) The Post-Tenure Review Portfolio should be organized as follows:

- Section I A current curriculum vitae.
- Section II Five-page summary of the faculty member's achievements during the five years under review.
- Section III All Annual Faculty Performance Expectations Documents. Annual Tenured Faculty Performance Reports submitted each year, and follow-up reports.
- Section IV The Annual Tenured Faculty Performance Report for the current year. The department head will submit the ATFPRs for first four years to the Committee. Annual Tenured Faculty Performance Reports (ATFPR) are exceed capacity of a one-inch conventional binder. Any materials such as books, lengthy monographs, bibliographies, grant proposals, et cetera should be boxed separately and made available to the committee and/or department head upon request.
- Section V Supporting documentation of accomplishments as identified in the Annual Tenured Faculty Performance Expectations.

SEE: Faculty Portfolio Organization and Content (which follows in Appendix B)

Exhibits Evidencing Achievements in **Teaching** as follows:

- Student Evaluations of Teaching
- Peer Evaluations of Teaching (Optional)
- Course Syllabi
- Student Success Profile
- Instructional Innovations
- Applications of current Research, Trends, or other Intellectual Products to Teaching

Exhibits Evidencing Achievements in Consumption and Production of **Research and Scholarly/Creative Work**

- Sample Articles, Monographs, Book
- Bibliographies
- Listings of active funded Research Project
- Listing of Special Programs
- Letters

Exhibits Evidencing **Service** Achievements

- Program Citations; Schedules; Publications
- Video and/or Audio Tapes of Presentations
- Letters of Invitation and Response to Participation
- A Two-Page Summary of Future Professional Goals and Interests

Departments may require additional items in the Post-Tenure Review Portfolio (PTRP)

- 6) A tenured faculty person who undergoes post-tenure review will receive one of the following ratings (See Rating and Action Table)
 - Performance: Satisfactory
 - Performance: Marginal
 - Performance: Unsatisfactory

C. Consequences of Review: Outcomes

Appendix A

Faculty Peer Evaluation

Semester _____ Course _____

Faculty Observed _____

Faculty Observer _____

Course Observed _____

Classroom Teaching Observation

Rating scale = (1 = Very Poor, 2 = Weak, 3 = Average, 4 = Good, 5 = Excellent, 6 = Not Applicable)

PROFESSIONAL SKILLS	VP	W	A	G	E	NA
CONTENT						
Main ideas are clear and specific	1	2	3	4	5	6
Sufficient variety in supporting information	1	2	3	4	5	6
Relevant research was integrated	1	2	3	4	5	6
Higher order thinking was required	1	2	3	4	5	6
Instructor related ideas to prior knowledge	1	2	3	4	5	6
ORGANIZATION						
Introduction captured attention	1	2	3	4	5	6
Introduction stated organization of lecture	1	2	3	4	5	6
Concluded by summarizing main ideas	1	2	3	4	5	6
Reviewed by connecting to previous classes	1	2	3	4	5	6
Previewed by connecting to future classes	1	2	3	4	5	6
INTERACTION						
Instructor designed lecture to include students from all campuses	1	2	3	4	5	6
Sufficient wait time	1	2	3	4	5	6
Students asked questions	1	2	3	4	5	6
Instructor feedback was informative	1	2	3	4	5	6
Instructor incorporated student responses	1	2	3	4	5	6
Good rapport with students	1	2	3	4	5	6

VERBAL/NON-VERBAL

Articulation and pronunciation clear	1	2	3	4	5	6
Effective voice quality	1	2	3	4	5	6
Volume sufficient to be heard	1	2	3	4	5	6
Effective body movement and gestures	1	2	3	4	5	6
Eye contact with students	1	2	3	4	5	6
Confident & enthusiastic	1	2	3	4	5	6

USE OF MEDIA

Overheads/PowerPoint content clear & well-organized	1	2	3	4	5	6
Visual aids easily read	1	2	3	4	5	6
Computerized instruction effective	1	2	3	4	5	6

STRENGTHS: (positive feedback, opportunity provided for student questions)

WEAKNESSES: (unable to answer student questions, overall topic knowledge and relevant examples)

Observer Signature _____

Appendix B

FACULTY PORTFOLIO ORGANIZATION AND CONTENTS

SECTION

- I. Personal Instructional Approach
 - Beliefs about how students learn best
 - Methods of delivering instruction
 - Infusion of technology into teaching
 - Motivation for continuing in the college teaching profession
- II. Current Resumé
- III. Results of Faculty Performance Evaluation (Past 3-5 years)
- IV. Summary of Achievements for Past Three to Five Years
 - A. In Dominant Role (Teaching or Research)
 - B. In Secondary Role (Teaching or Research)
 - C. In Service
- V. Summary of Future Professional Goals and Interests
- VI. Evidence of Achievement in Teaching
 - A. Student Opinion Survey Results (Fall/Spring Semester for Past 3 years)
 - B. Peer Evaluation of Teaching (Optional)
 - C. Course Syllabi (3-4 representing past 3 years)
 - D. Profiles of Former Students' Success
 - In advanced courses
 - In graduate/professional school
 - In positions held
 - Other
- VII. Evidence of Achievement in Consumption and Production of Research, Scholarly and Creative Work
 - Listing of active funded research projects
 - Listing of active unfunded research projects
 - Sample articles, monographs, books
 - Bibliographies
 - Course syllabi; or other materials (evidencing inclusion of research in teaching)

VIII. Evidence of Service Achievement

- Program Citations; Schedules; Publications
- Video and/or Audio Tapes of Presentations
- Letters of Invitation and/or Responses to Participation
- Membership Rosters, et cetera

IX. Other as Required by school/college/university

These criteria will be used in the tenure and promotion process for the
Whitlowe R. Green College of Education Faculty Handbook:

TEACHING	60
RESEARCH	30
SERVICE	10
Total	100 Points

Service

Includes but not inclusive of advising, mentoring, participating on departmental, college and university committees and working with school districts

1	2	3	4	5
Create and retained student's degree plans.	Maintained student's degree plan; assisted with registration.	Maintained assigned advisee records; assisted with registration. Mentored students.	Accurate and timely advisement to assigned advisee; maintained records. Mentored students on career development.	Participated in Student Orientations; maintained advisee's records, advisor or continuous participation with student organizations. Mentored students on career development opportunities and post graduate studies in an accurate and timely manner.
Served on a departmental committee.	Served on a departmental committee and a college committee and adhered to annual contractual agreement.	Chaired a departmental or a college committee and adhered to annual contractual agreement.	Chaired/served on university, college departmental committee for two years and adhered to annual contractual agreement.	Chaired a university committee or chaired two or more COE committees, or chaired two or more departmental committees, or chaired/served on two or more accrediting committees; and adhered to annual contractual agreement.
Presented at a local school or a community agency.	Participated or engaged in academic and professional activities.	Participated in scholarly activities which provided information that served local, state, or national communities.	Participated in writing for SPA Programs, NCATE, SACS, or made presentations at two or more schools.	Chaired/member of a state, national or international planning committee or held office in a state, national, international organizations or conducted a workshop seminar at state, national, or international conference.

Teaching

The category should be titled **Teaching**. In this manner, teaching reflects either teaching at the undergraduate level or teaching at the graduate level.

Research

Creative activities and other scholarly efforts

1	2	3	4	5
Presentation at a local conference.	Presentation at a state conference, published abstract..	Three presentations (local, state, national, or international). Two articles published and one grant written and submitted.	Four presentations (local, state, national, or international). Two articles published and one grant written and submitted.	Five or more presentations (local, state, national or international). Three or more articles, bibliographies, books, or special projects. One funded research project.

Appendix C

Performance Expectations For

Employee

Academic Year

Legend Rating:

- Option 1:* 5=Exceptional
 4=Outstanding
 3=Satisfactory
 2=Satisfactory with Exception/Marginal
 1=Unsatisfactory

Code:

- GE=General University Expectations
 CS=College Expectations for the Individual
 ■ =Excluded if not expected

I. Teaching Advisement				
Code	No.	Performance Expectations	Rating or Points	Justification: (1 or 5) Justification recommended for a Rating of 2-4
GE	1	Organize Instruction. Provide students with up-to-date syllabi, including course objectives, exit competencies, grading and attendance policies, and current/relevant references.	1 2 3 4 5	
GE	2	Manage Instruction. Attend all classes, conducting classes for the full period scheduled and limiting diversions and asides that distract from realization of course objectives.	1 2 3 4 5	
GE	3	Communicate. Present lectures and written assignments in a way that is clear and understandable to students.	1 2 3 4 5	
GE	4	Be Responsive. Provide systematic feedback on students' progress, returning graded work, including examinations and reports, with reasonable frequency and appropriate review.	1 2 3 4 5	
GE	5	Respect Learners. Adhere to TAMUS and University policies prohibiting unprofessional conduct in faculty/student relationships.	1 2 3 4 5	
GE	6	Advise Students. Create and retain records, provide accurate information, TASP policies, course pre/co-requisites, and career development and job opportunities, including opportunities for graduate and /or professional placement. Ensure skills.	1 2 3 4 5	
GE	7	Evaluate Instruction. Afford students an opportunity to evaluate course and instructor; encourage and utilize peer evaluations of teaching.	1 2 3 4 5	

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Performance Expectations Continued
For

Employee

Academic Year

I. Teaching Advisement-continued				
Code	No.	Performance Expectations	Rating or Points	Justification: (1 or 5) Justification recommended for a Rating of 2-4
CS	1	Provide Instruction. Engage in the teaching of undergraduate and/or graduate courses for at least 50% effort each enrollment period, excluding summer.	1 2 3 4 5	
CS	2	Provide Guidance for Student Organizations. Work with students, other faculty, and professional and support staff in the provision of advise, guidance, and co-sponsorship for at least on CAHS student organization.	1 2 3 4 5	
CS	3	Professional Meetings. Assist student development through demonstration of active participation at a minimum of one professional meeting at the state/national/international level annually.	1 2 3 4 5	
CS	4		1 2 3 4 5	
CS	5		1 2 3 4 5	
I. Subtotal				

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Performance Expectations Continued
 for

 Employee

 Academic Year

II. Consumption and Production of Research and Scholarly/Creative Work				
Code	No.	Performance Expectations	Rating or Points	Justification: (1 or 5) Justification recommended for a Rating of 2-4
GE	1	Utilize Current Scholarship. Be informed of current scholarly work, incorporating it into teaching and, as appropriate, service activities.	1 2 3 4 5	
GE	2	Develop Professionally. Participate annually in discipline-related professional organizations, seminars, workshops, and/or formal certificate and degree granting endeavors. Submit evidence of current membership in at least one professionally-related organization.	1 2 3 4 5	
GE	3	Manage Grants, Contracts, Agreements. Adhere strictly to terms as originally established or revised with grantors, including timely filing of required reports. Record of all funded projects MUST be on file in the Office of the Dean.	1 2 3 4 5	
CS	1	Seek New Funding Opportunities. Demonstrate participation in grant writing and proposal development for external funding through submission of proposal(s) for funding at a minimum average of \$50,000.00 annually.	1 2 3 4 5	
CS	2	Scientific/Professional Reporting and/or Presentations. Participate in writing and presenting a minimum of two (2) scientific/scholarly/professional/special programs annually as evidenced reports; professional conference, seminar, workshop presentations, etc.	1 2 3 4 5	
II. Subtotal				

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Performance Expectations Continued
for

Employee

Academic Year

III. Service				
Code	No.	Performance Expectations	Rating or Points	Justification: (1 or 5) Justification recommended for a Rating of 2-4
GE	1	Sustain University Community Membership. Be supportive, collegial in a manner that supports a healthful, positive, work environment.	1 2 3 4 5	
GE	2	Promote Enrollment Management. Actively support university/college/departmental committees or projects designed to recruit, admit, enroll and support students through graduation.	1 2 3 4 5	
GE	3	Support Course Completion. Work cooperatively with student organizations in CAHS and encourage Service Learning projects; participate in the planning, implementation and evaluation of CAHS program activities designed to recognize student achievement; attend major convocations including commencement, honors convocation and general student assemblies.	1 2 3 4 5	
GE	4	Support Course Completion. Encourage students on 12 th class day to persist to course completion.	1 2 3 4 5	
GE	5	Serve on Committees. Accept and serve on university/college/departmental committees- especially those related to student development, personnel, curriculum, accreditation, and alumni relations.	1 2 3 4 5	
CS	1	Special Outreach Events. Initiate and/or demonstrate active participation in the planning, implementation and evaluation of special events, i.e., Goat Field Day, specialized field trips and tours, campus visitations, continuing education and short-term training programs with emphasis on the disciplinary specializations and in cooperation with other College units, i.e., CEP or CARC and/or other University programs.	1 2 3 4 5	
III. Overall Rating				

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 Performance Expectations Continued
 for

Employee

Academic Year

IV. Division/Department/Program Administration				
Code	No.	Performance Expectations	Rating or Points	Justification: (1 or 5) Justification recommended for a Rating of 2-4
GE	1	Interpret Policies and Procedures. Understand and apply, in appropriate manner, policies and procedures, especially those directing programs, personnel, and budget management.	1 2 3 4 5	
GE	2	Establish Departmental Expectations. Use faculty input and consultation with Dean and delineate expected outcomes of the department.	1 2 3 4 5	
GE	3	Establish Performance Expectations. Confer with each faculty member and establish annual performance expectations for each tenured, tenured track, and non-tenured track faculty member.	1 2 3 4 5	
GE	4	Monitor Progress. Review progress and/or problems in the department with the dean at least twice during each semester and propose solutions.	1 2 3 4 5	
GE	5	Personify the Standards Set for Faculty. As “lead” teacher, manage classroom instruction and advisement in a manner that sets the example for faculty.	1 2 3 4 5	
GE	6	Manage Resources. Avoid deficit spending, thus ensuring use of allocated funds to support priorities.	1 2 3 4 5	
GE	7	Address and Resolve Problems. Systematically address rather than ignore critical issues or problems presented by students, staff, and/or faculty.	1 2 3 4 5	
GE	8	Evaluate Faculty and Support Staff. Complete, in a timely manner, annual performance assessments for all persons in the department, including personnel seeking tenure and promotion.	1 2 3 4 5	
GE	9	Manage Enrollment. Coordinate recruitment, admissions, orientation, and advisement of majors and others as appropriate.	1 2 3 4 5	
GE	10	Ensure Appropriate Personnel Management. Monitor employment offers to ensure graduate assistants, faculty, and research personnel meet all requirements (i.e., immigration status, academic credentials, enrollment percent, etc.	1 2 3 4 5	

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Performance Expectations Continued
 for

Employee

Academic Year

IV. Division /Department/Program Administration-continued					
Code	No.	Performance Expectations	Rating or Points		Justification: (1 or 5) Justification recommended for a Rating of 2-4
GE	11	Create a Positive Environment. Support faculty and staff, treating all in a fair, equitable manner.	1	2 3 4 5	
GE	12	Adhere to Accreditation Standards. Be knowledgeable of accreditation standards of specialized agencies and/or SACS, exercising due diligence in maintaining or meeting criteria relative to organization, curriculum, personnel, students, equipment, library, facilities, outcome measures, etc.	1	2 3 4 5	
GE	13	Promote the University. Support marketing initiatives of the Office of Institutional Development and University Relations.	1	2 3 4 5	
IV. Overall Rating					

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Performance Expectations Continued
for

Employee

Academic Year

Faculty Comments

Faculty Member's Signature

Date

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Performance Expectations Continued
for

Employee

Academic Year

Performance Evaluation Summary

Category	General Comments Including Recommended Improvement
I. Teaching/Advisement	
II. Consumption and Production of Research and Scholarly/Creative Work	
III. Service	

Approvals:

 Department Head

 Date

 Dean

 Date

Appendix D

**Prairie View A&M University
College of Education
Prairie View, Texas**

Faculty Performance Evaluation Instrument

Date _____ College Education Department Health and Human Performance

Faculty Member _____ Faculty Member Signature _____

Evaluator _____ Department Chairperson Signature _____

Instructions: Check the appropriate space using 5 as the highest rank and 1 as the lowest rank.

Areas of Evaluation	Performance Ranking					Comments
	1	2	3	4	5	
1. Teaching at the undergraduate level.						
2. Research, creative activities and other scholarly efforts.						
3. Advising, counseling and other student services.						
4. Committee and/or other administrative services to the department, college or university.						
5. Professional services to the community, state or nation.						

College of Education Evaluation Report Form

Date _____

This evaluation should be a subjective analysis of the content of portfolio. It is expected that each committee will employ the highest level of professional judgment in making these assessments.

Name of Evaluatee _____

Level of Evaluation (check one) Department College

Name of Department _____

Action Recommended (check appropriate response(s) :

- | | |
|--------------------------------------------|----------------------------------------------------|
| <input type="checkbox"/> Advance to Tenure | <input type="checkbox"/> Deny Tenure |
| <input type="checkbox"/> Promote | <input type="checkbox"/> Deny Promotion |
| <input type="checkbox"/> Recommended | <input type="checkbox"/> Not Recommended for Merit |

Statement of Justification:

Record of Committee Vote For Against

Committee Members Signatures

Printed Name

_____	_____
_____	_____
_____	_____
_____	_____

DRAFT