

# **POLICY AND PROCEDURE STATEMENT for TENURE AND PROMOTION REVIEW**

**College of Applied Arts  
Texas State University  
2018**

**This document is the culmination of efforts  
of a college committee composed of the following faculty:**

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**Effective 2018-2019 Promotion and Tenure Cycle**

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**College of Applied Arts, Texas State University**

**INTRODUCTION**

*Readers Guide: This statement has been organized and/or formatted in general (though not exact) conformity with University Policy and Procedure Statement 8.10, which serves as this statement's parent document and likewise the source of much of its content. Paragraphs/sections hereof are typically numbered the same as corresponding paragraphs/sections of UPPS 8.10 dealing with the same or similar subject matters. Additions, deletions and/or modifications have occasionally been made within this statement in an effort to tailor it to fit the contexts of applications within the College of Applied Arts, while remaining in essential accord with UPPS 8.10. For further information, readers are encouraged to review UPPS 8.10 as well as the college's individual department or school statements regarding tenure and promotion reviews.*

1. Candidates for tenure or promotion within the College of Applied Arts as well as members of departmental or school personnel committees, the college review committee, chairs, directors and the dean must understand that tenure and promotion decisions are based on judgments.
2. The college and each department or school within the college have their own criteria for promotion and tenure. These criteria are formulated to assure that tenure and promotion are granted based on clearly documented evidence of high-quality teaching, sustained peer-reviewed scholarly/creative activity and service. This document and the related department's or school's documents are designed to inform those judgments.
3. Departmental or school personnel committees, the college review committee, chairs, directors and the dean, should review the document titled "The Core of Academe" as a guideline to follow in evaluating faculty. A faculty member is evaluated in the areas of teaching, scholarly/creative activity and service, including collegiality.
  - a. For faculty being reviewed for tenure, the evaluation will consider all of the candidate's accomplishments, but should emphasize the time period from the initial date of appointment to tenure-track at Texas State to the present.
  - b. For faculty being reviewed for promotion, the evaluation will consider all of the candidate's accomplishments, but should emphasize the time period from the last promotion to the present.
  - c. A faculty member is also reviewed for both tenure and promotion on the basis of his/her collegial contributions to the university community. Collegial faculty members are expected to contribute to the positive functioning of the department or school and the university. The departmental or school criteria should include this evaluative factor as well.

**DEFINITIONS**

4. For the purposes of this document, the following definitions apply:
  - a. The department or school personnel committee is comprised of tenured faculty who are paid at a rate of fifty percent or more from faculty salary dollars budgeted to the department or school.
  - b. Programs within the college that are equivalent to tenure-granting departments or schools have all of the rights and obligations noted for tenure-granting departments or

schools and their chairs or directors have all of the rights and obligations noted for department chairs or school directors.

- c. A department or school recommendation includes the recommendations of both the personnel committee and the chair or director.
- d. A college recommendation includes the recommendations of both the college review committee and the dean.

## CANDIDATES

### **Eligibility for Tenure** (*in accordance with AA/PPS 04.02.20*)

5. Typically, the probationary period prior to the awarding of tenure is six years so that when tenure is granted, it begins with the next year's contract. Faculty who have truly outstanding records may apply for tenure without prejudice before the end of the six-year probationary period.
6. At the end of the sixth year, the faculty member must either be awarded tenure or terminated with one year's notice.
7. Faculty members in tenure-track positions may not move to non-tenure track status and then back to tenure-track status unless this change in status resulted from independent searches for non-tenure and tenure-track positions.
8. Neither leaves of absence nor part-time appointments count as part of the probationary period. A written agreement, mutually satisfactory to the candidate and to the university, must be made at the time of initial appointment to a tenure-track position whether to credit or to exclude previous years of full-time teaching experience toward the probationary period.
9. Faculty members whose rank is below associate professor must apply for promotion to associate professor at the same time they apply for tenure.
10. A faculty member may not be tenured by default or because of failure to recognize that the time for tenure or termination has arrived. Lecturers, senior lecturers, clinical, professors of practice, program faculty, and research and part-time faculty members are not eligible for tenure consideration; although academic administrators may be an exception to the part-time rule (see University [Faculty Handbook](#)).
11. Tenure-track faculty who have exceptional circumstances may request that the tenure clock be suspended for one year during the probationary period. The request to suspend the tenure clock should be submitted in writing to the provost, who will notify the faculty member in writing of the decision to grant or deny the request. The university administration reserves the right to make decisions at its discretion. Faculty members who are granted this suspension of the tenure clock will not be penalized in any way for requesting and receiving this suspension. After this suspension, they will be evaluated according to the tenure criteria applied to the typical probationary period. The request to suspend the tenure clock because of an exceptional circumstance can be granted no more than twice for any one faculty.
12. Other exceptional circumstances not mentioned above may be reviewed and awarded a suspension of the tenure clock if deemed appropriate by the provost, in his or her best judgment, if considered such suspension to be in the university's best interests.
13. Exceptions to the eligibility criteria should be specifically justified during the tenure process.

**Eligibility for Promotion** *(in accordance with AA/PPS 04.02.20)*

14. In all cases, promotions are based on judgments of professional achievements. Certain broad principles of eligibility are generally observed in the promotion process:
  - a. It is expected that a faculty member who meets the criteria for tenure will also meet the criteria for promotion to associate professor. Though tenure and promotion are separate decisions, an untenured faculty member whose rank is below associate professor must apply for tenure at the same time he or she applies for promotion.
  - b. Assistant, associate and full professors must hold the terminal degree or degrees as specified in departmental or school criteria and concurred in by the provost, or be adjudged by the personnel committee and the administration to be in a critical area where the terminal degree is not necessary. If an individual does not have the recognized terminal degree, the maximum rank that will normally be attained will be assistant professor. Exceptions may be considered only for those individuals with exceptionally long service who have established a record of teaching, scholarly activities and service that clearly exceeds the requirements for promotion.
  - c. Faculty spend five years in rank before being eligible for promotion. The year in which the promotion is reviewed will count as one of the years in rank.
  - d. Exceptions to the eligibility criteria should be specifically justified during the promotion process.

**Responsibilities of Candidates for Tenure and/or Promotion** *(in accordance with AA/PPS 04.02.20)*

15. Candidates must verify and sign the [Review Group Information Form \(submitted by candidate\)](#), which confirms their candidacy for tenure or promotion.
16. Candidates must provide documentation that supports quality of teaching, scholarly/creative activity and service as defined in departmental or school criteria and within this document. This documentation should be arranged and presented in the order of categories prescribed by the [Texas State Vita](#) (Form 1A) or [Texas State Vita \(With Fine Arts Components\)](#) (Form 1B), and the [Faculty Qualifications System](#).
17. The Texas State Vita (Form 1A or Form 1B) must document all achievements and highlight those that apply to the probationary period or time period since the last promotion.
18. Candidates must adhere to the timeline described herein for the tenure and promotion process.
19. Tenured candidates who are not approved for promotion may request a meeting scheduled by the chair or director to develop a program of professional development to enhance the likelihood of future promotion.
20. Candidates who are denied promotion or tenure are responsible for initiating any relevant appeal or grievance procedure (refer to section 03.03 of AA/PPS 04.02.20).

**DEPARTMENT OR SCHOOL PERSONNEL COMMITTEE AND CHAIR OR DIRECTOR**

**Responsibilities** *(in accordance with AA/PPS 04.02.20, and containing additional provisions regarding both mandatory and discretionary external review processes)*

21. The department chair or school director and personnel committee will develop a policy for tenure and promotion, after consulting the voting faculty. The policy should specify the level of performance expected and clarify the requirements for documenting performance in teaching, scholarly/creative activities and service, including expectations for collegial contributions to the university community. High quality teaching is a necessary, but not a

sufficient achievement upon which to base tenure and promotion. In addition, all candidates for tenure and/or promotion must provide a documented record of sustained peer-reviewed scholarly/creative activity. While an outstanding record of service is normally expected for promotion to full professor, it is less critical for promotion to associate professor.

22. The department or school will provide each faculty member a copy of the department or school and college criteria for tenure and promotion.
23. The department chair or school director and/or members of the personnel committee should counsel the candidate about including relevant materials and organizing supporting documents. The chair or director and personnel committee are responsible for a thorough evaluation of the candidate's documentation.
24. The chair or director and the personnel committee should describe the total scholarly/creative work of each candidate and assess its impact on the expansion of knowledge in the discipline. This is particularly critical for promotion to full professor.
25. Where no internal peer evaluation for tenure and/or promotion is possible, the following procedures for external review shall apply:
  - a. Candidates must be reviewed by at least two qualified peers outside the university selected by both the candidate and the department chair or school director. The outside reviewers must be acceptable to both the candidate and the chair or school director. The results of such outside evaluations shall be documented by written reviews that shall also contain statements of the respective reviewers' qualifications. Such written reviews shall be mandatory documentation required for the eventual evaluations performed by the chair or director, personnel committee, college review committee, and dean in connection with each candidate for tenure or promotion.
  - b. Further, in the area of teaching only, each candidate for tenure must undergo a minimum of one classroom teaching evaluation process per annum conducted by a qualified classroom evaluator from outside the department or school, whether such evaluator is inside or outside the university as a whole. Subsequent to the effective date of this policy statement, such teaching evaluation process shall be required for each year of faculty service during the remainder of the tenure candidate's probationary period. The classroom evaluator from outside the department or school will be acceptable to both the tenure candidate and the chair or director. Such evaluation(s) will be in addition to and not in lieu of any other peer teaching evaluations conducted by the department or school in connection with the tenure candidate. The results thereof shall be documented by the evaluator's written review, which shall also contain a statement of the evaluator's qualifications. Such evaluation(s) shall likewise be included in department or school criteria, and the accompanying written review(s) shall be mandatory documentation required for the eventual teaching evaluations performed by the chair or director, personal committee, college review committee, and dean in connection with each candidate for tenure.
  - c. In the areas of scholarship/scholarly activity and service, departments and schools are encouraged to consider creation of similar evaluation and written review processes from outside the departments and schools for inclusion in departmental or school criteria and documentation regarding a candidate for tenure. While a department or school is not required to impose this particular form of criteria and documentation in areas other than teaching, if it elects to do so, the applicable written reviews from evaluators outside the department or school are to be forwarded by the department or school to the college review committee and the dean as part of the tenure candidate's overall documentation package and shall be utilized by the college review committee and the dean for additional evaluative purposes.

26. On the forms to be forwarded with each candidate's application, the personnel committee will state briefly and clearly the criteria for evaluation. The personnel committee's comments and the chair or director's comments on the [Evaluation Form](#) should leave no doubt as to the action desired by the department or school. For candidates whose applications have been approved by the department or school, the comments should fully develop a rationale for recommending the candidate, leaving no doubt about the candidate's suitability and importance to the future development of the department or school.
27. Tenured faculty members and those on tenure-track with one or more years of service at Texas State University will elect a tenured representative and maximum of two tenured alternates to the college review committee. Names of the representatives and alternates will be submitted to the dean on the [Nominees for College Review Group form](#). Representatives will serve staggered three-year terms.

**Review Process** (*in accordance with AA/PPS 04.02.20*)

28. The department chair or school director should review each candidate's documentation with the candidate before it is made available for review by the personnel committee. No additional items may be included in the documentation after the due date without the chair's or director's and candidate's permission.
29. The chair or director will make each candidate's documentation available for review by the department or school personnel committee.
30. At a meeting of the personnel committee, with the chair or director presiding in a non-voting capacity, the personnel committee will discuss and vote by secret ballot to recommend or not to recommend each of the candidates for tenure and/or promotion.
31. Members of the personnel committee may not vote on a candidate for promotion to a rank higher than their own.
32. A tie vote is a vote not to recommend.
33. If on first vote a candidate is not approved for tenure and/or promotion, any member of the department or school personnel committee may request a second vote to reconsider the decision. Such reconsideration will be given if approved by a two-thirds majority of the departmental personnel committee present and voting.

**Voting** (*in accordance with AA/PPS 04.02.20*)

34. The department or school personnel committee will vote by ballot first to approve or disapprove each candidate for tenure. Members must be present to vote.
35. The committee will then vote for promotions, using a ballot to indicate approval or disapproval for each candidate.
36. The department chair or school director and a member of the personnel committee selected by the other members of the committee should conduct independent counts of the ballots before the results are announced. Any discrepancy between the two counts should be resolved before the results are announced to the personnel committee.
37. A member of the personnel committee will enter the results of the voting on the [Evaluation Form](#), along with evaluative remarks that include a statement showing how this candidate's qualifications specifically meet or exceed the departmental or school and college criteria established for tenure and/or promotion from the personnel committee's perspective.
38. The chair or director is responsible for ensuring that the comments accurately reflect the discussion about the candidate.
39. Following the verification and the official recording of the votes, the chair or director will destroy all ballots and tally sheets.

40. The chair or director will indicate his or her recommendation of each candidate on the [Evaluation Form](#) and add evaluative comments, including a statement showing how the candidate's qualifications specifically meet or exceed the departmental or school and college criteria established for tenure and/or promotion from the chair's or director's perspective. The chair or director will inform the departmental or school personnel committee of these recommendations, with explanations as appropriate, within three class days of the chair's or director's decision.
41. The chair or director will verify that information forwarded about each candidate to the college review committee is correct.
42. The chair or director will attach a copy of the [Tenure and Promotion Tracking Form](#) to each application and will forward the approved applications and documentation, with a copy of the department's or school's evaluation criteria to the dean.
43. Within three class days of the decision by the chair or director, the chair or director will notify the candidate of the action. The following two decisions require written notification:
  - a. If the candidate is denied by either the personnel committee or the chair or director but not both, the application is forwarded to the college review committee.
  - b. If the candidate is denied by both the personnel committee and the chair or director, the application is denied unless timely appeal is filed with the ombudsman.
44. If the candidate requests, the chair or director will schedule a meeting with the candidate to discuss the department's or school's evaluation. Reasons for denial of promotion will be explained. The candidate will be advised in creating a program of professional development to enhance the likelihood of future promotion, providing that the denial of promotion does not result in a terminal contract.

**CRITERIA FOR REVIEW OF DOCUMENTATION BY  
COLLEGE REVIEW COMMITTEE  
AND DEAN**

**Activities and Forms of Documentation Indicative of Teaching, Scholarly/Creative Activity and Service; Responsibilities of College Review Committee and Dean** *(in accordance with AA/PPS 04.02.20, and providing additional guidelines for reviewers at the college level)*

- 45.1 **Criteria for Review:** There are a multitude of activities concerned with or indicative of teaching, scholarly/creative activity, and service. Some of those activities are noted below. Those provided are meant to serve as examples only and should not be viewed as the total universe of possibilities within the three subject areas. Also, some of the examples noted have applications within certain specific disciplines, but not in others. Individual departments or schools may likewise expand upon these lists of activities in order to tailor department or school criteria to the unique or special characteristics of the department or school, its faculty or its discipline(s).

Teaching

Successful candidates for tenure and promotion will demonstrate a sustained, engaged, and effective record of teaching throughout the tenure process by providing documented evidence. Evidence in support of a candidate's teaching quality will address the following broad categories of teaching activities:

A. Academic program planning and development consists of the educational goals applicable to a particular field of study. This includes activities related to course design planning, course implementation, and participation in continued instructional training; below are examples.

1. Provides students with a syllabus for each course that includes appropriate objectives relevant to the course taught and appropriate reference information about the topics to be covered and the criteria for performance.
  - a. a policy statement for students to follow regarding communicating feedback and recommendations to the instructor throughout the semester; and/or
  - b. a recommended reading section with primary sources of information relevant to the course area of study or discipline.
2. Periodically reviews and revises course materials (textbooks, syllabi, evaluation instruments, instructional media, projects, etc.) based on the most currently available information and based on student evaluation and peer evaluation feedback;
3. Develops and maintains a teaching philosophy statement;
4. Membership on undergraduate and graduate student committees;
5. Directs doctoral dissertations, master's theses and/or other special investigations where/when available;
6. Teaches honor courses, writing intensive courses, individualized instruction, and/or any other courses with special designations (e.g., multicultural, globalization, etc.);
7. Consideration of transforming traditional course/s to hybrid/blended or online format, as needed/determined by student demand of such courses;
8. Attends conferences/conventions/workshops/meetings relevant to teaching in one's chosen discipline;
9. Participates in the academic governance of the academic unit related to teaching;
10. Participates in the academic program review and other evaluations;
11. Participates in the development of new academic programs;
12. Seeks opportunities to interact with colleagues to improve instruction;
13. Observes academic regulations as legislated by the faculty senate and instructional "good practices" as recognized by the profession;
14. Maintains academic integrity and other standards of the institution, such as Office of Disability Services, Equity and Access, Title IX compliance, etc.;
15. Mentors students in making academic and career-related decisions.

B. Instruction is the process of using available resources necessary to achieve identified educational goals and objectives. This includes effective teaching/instructional activities and providing support to students. Examples include:

1. demonstrates teaching competence in the chosen content area;
2. integrates current scholarly activities within a given discipline into the overall scope of instructional content;
3. makes available opportunities for students to learn of the primary sources of information associated with a particular discipline or area of study;
4. experiments with instructional methods and techniques;
5. sponsors field trips, outside resource instructors, and student research projects;
6. uses instructional media within the context of active learning strategies;
7. contributes to course and curriculum development; and



8. contributes to the development of both library and other learning resources relevant to the content area of teaching.
- C. Evaluation provides an objective verification that the academic plan was carried out and that a legitimate learning experience occurred. Examples include:
1. demonstrates an impact on students, both objectively and subjectively (including positive evaluations from students and from peers);
  2. demonstrates objective impact on students through various artifacts (e.g., students' job placements, promotions, and post-graduate coursework, letters recognizing an instructor, peer letters and professional recognitions, etc.); and
  3. demonstrates quality teaching through receiving departmental/college/university/external teaching awards or recognitions.

### Scholarly/Creative Activity

Scholarly/Creative Activity includes the three principle areas of research, scholarship, and creative endeavor.

- A. Discipline, applied, and pedagogical research are accepted forms of research activities in the college. The specific type of research that a faculty member engages in may vary by chosen discipline or specific role at the university.
- B. Scholarship involves constant updating and extending an area of study within the professional life of the faculty member.
- C. Creative endeavor refers to the result of the production of creative work by faculty. In the case of creative endeavors (juried), there is an expectation that the work will be exhibited before a regional or national audience as defined by the established criteria of the department/school or college. The college administration (department chairs/school directors and dean) and senior faculty will work with the faculty member to support scholarly/creative activities.

### Scholarly/Creative Activities

Examples of a faculty member engaging in scholarly/creative activity includes when he/she:

- is invited to produce, exhibit, and/or perform juried creative work before a significant regional, national, or international audience along with evidentiary indication of such activity;
- delivers invited (a) lectures, (b) papers, (c) speeches, or (d) presentations at colleges or universities, professional meetings, conventions, and conferences that are aimed for a significant regional, national, or international audience;
- collaborates with colleagues on the local and other campuses in activities oriented toward making a contribution to the advancement of knowledge, methodology, or development of a discipline;

- applies for/receives internally or externally funded grants and awards related to faculty scholarship;
- obtains recognition regionally, nationally, or internationally for recent, as well as past contributions to a particular field of study by a variety of means (requests for reprints, invitations to read papers, citations of research, invitations to exhibit, awards, etc.);
- participates in institutes, short courses, seminars, and workshops that are relevant to the faculty member's scholarship;
- publishes and/or disseminates the results of research, scholarship, and/or creative endeavor through peer-reviewed sources such as monographs, journals, textbooks, papers, abstracts, book reviews, photographs, digital venues, etc.;
- submits products of scholarship/creative endeavors to colleagues for comments and critique;
- applies for and obtains copyrights or patents on works produced while at Texas State University and on behalf of the university;
- edits papers for journal publication, grant proposals for awards, chapters for books, or other scholarly activity of like manner;
- serves on editorial review boards or as editor of a professional publication;
- directs research projects/creative work commissioned by outside agencies;
- engages in other activities identified as scholarly/creative by his/her department or school.

### Service

Faculty service encompasses those institutional, professional, and community service activities that are performed using the acknowledged competencies relevant to the faculty member's role and area of expertise at the university.

### Service Activities

Examples of a faculty member engaging in institutional service includes when he/she:

- provides academic and career counseling and advisement to students;
- plans and leads noncredit workshops and discussion groups;
- serves on departmental, school, and university committees;
- assumes a variety of administrative responsibilities relating to both the academic and support services of the university community;

- conducts various institutional studies, or projects—such as program reviews, Southern Association of Colleges and Schools (SACS) accreditation, etc.;
- participates in sponsoring activities of various student clubs, societies, and organizations;
- conducts self-studies for accrediting agencies or external review committees;
- conducts organized and substantial student recruiting activities;
- engages in grant procurement related to service;
- conducts study tours related to a faculty member's role at the university;
- engages in other activities identified as institutional service by his/her department or school.

Examples of a faculty member engaging in professional service includes when he/she:

- makes public appearances in a capacity related to a faculty member's role at the university;
- directs service-related activities commissioned by outside agencies;
- serves as a member of an outside program review team or as an external reviewer of faculty credentials for colleagues external to the university;
- functions as an officer of local, regional, national, or international professional organizations;
- coordinates or chairs a major professional conference;
- judges local, district, area, regional or national contests, shows, or exhibits relevant to a faculty member's role at the university;
- engages in other activities identified as professional service by his/her department or school.

Examples of a faculty member engaging in community service includes when he/she:

- contributes services to the community that are relevant to the faculty member's role at the university;

**45.2 Documentation:** It is the responsibility of the faculty member to document a record of performance in the three subject areas of teaching, scholarly/creative activity, and service. There are many different forms of evidence that may be submitted in support of faculty representations as to activities performed. Some of those forms are noted below. Those provided are meant to serve as examples only and should not be viewed as the total universe of possibilities within the three subject areas. Also, some of the examples noted have applications within certain specific disciplines, but not in others. Individual departments or schools may likewise expand upon these examples in order to tailor department or school documentation to the unique characteristics of the department or school, its faculty or its discipline(s).

### Teaching Documentation Examples

- Statistical summaries of student evaluation instruments for each class taught;
- copies of written evaluations completed by the students;
- copies of peer and department chair/school director evaluations completed during the time period of the evaluation;
- copies of course syllabi;
- evidence of curriculum development efforts including the development of new course(s) and the revision of existing course(s), e.g., copies of new and revised course forms;
- evidence of adaptation to new formats of instruction through the incorporation of emerging technologies;
- evidence of involvement in curriculum development or other collaborative teaching efforts;
- evidence of contributions made to the development of both library and other learning resources that are relevant to the content area of teaching;
- evidence of experimentation with instructional methods and techniques;
- evidence of contributions made in directing of graduate theses and or doctoral dissertations;
- evidence of achievement in the supervision of students in laboratory, studio, or field experiences;
- evidence of achievement in the conduct of study tours related to the faculty member's role at the university, e.g., evaluations completed by participants;
- other documented evidence of teaching identified by his/her department or school.

### Scholarly/Creative Activity Documentation Examples

- Copies of invitations where a faculty member has been invited to produce, exhibit, and/or perform juried creative work;
- copies of papers presented at colleges or universities, professional meetings, conventions, and conferences;
- evidence of collaboration with colleagues on local and other campuses in activities oriented toward making a contribution to the advancement of knowledge, methodology, or development of a discipline, e.g., letters explaining the nature and extent of the collaboration;
- evidence of internal and external grant procurement activities and awards, e.g., copies of proposals and award letters;

- evidence of regional, national, or international recognition received for contributions to a particular field of study;
- copies of published research, scholarship and creative endeavor that appeared in regionally or nationally recognized refereed (or similarly reviewed for academic quality as defined in departmental/school criteria) monographs, journals, etc.
- evidence of copyrights or patents on works produced, e.g., letters of documentation;
- evidence of editorial responsibilities (documentation that delineates the responsibilities) as well as edited papers for journal publication, books, or other scholarly activity;
- other documented evidence of scholarly/creative activity identified by his/her department or school.

#### Service Documentation Examples

Examples of evidence of contributions made as a participant in noncredit continuing education programs;

- evidence of contributions made as a planner and leader of noncredit workshops, and discussion groups;
  - description of responsibilities and statement of achievements of offices held and work performed as an officer of local, regional, national, or international professional organizations;
  - evidence of contributions made as a member of departmental, school, and university committees;
  - evidence of contributions of service to the community, e.g., letters outlining responsibilities;
  - evidence of self-studies for accrediting agencies or external review committees, e.g., copies of self-studies;
  - evidence of student recruitment activities, e.g., copies of work produced;
  - evidence of commissioned research projects;
  - evidence of non-commissioned work;
  - other documented evidence of service identified by his/her department or school.
46. As specified by AA/PPS 04.02.20, college procedures for external review of faculty have been previously set out in paragraph 25 hereof.
47. The review committee is composed of one tenured faculty member, preferably from the full professor rank, elected by each department, the department chairs/school directors, one

outside tenured faculty member, one outside academic dean or chair, and the dean of the college, who is a non-voting member. Elected representatives will serve staggered three-year terms.

48. For colleges with four or fewer departments and/or schools, college review committee membership may be expanded at the discretion of the college dean by adding additional faculty members from departments/schools in the college.
49. Because members of the college review committee serve as evaluators of the candidate's credentials, they will not serve as advocates. Remarks should be restricted to answering specific questions from the other members.
50. Departmental/School faculty and administrators should refrain from trying to influence the decision-making process at higher levels.
51. On the forms to be forwarded with each candidate's application, the review committee's comments and the dean's comments on the [Evaluation Form](#) should clearly express the action desired by the college. For candidates whose applications will go forward to the provost, the comments of the review committee and the dean should fully develop a statement in support of the candidate, addressing the suitability of his or her qualifications and importance to the future development of the college.

**Review Process** (*in accordance with AA/PPS 04.02.20*)

52. The dean will make the documentation for each candidate available, and members of the college review committee will review the applicants' documentation before the formal meeting. Copies of each department's/school's criteria and the college criteria will be on file for use by members of the review committee. The dean is responsible for the security of the files.
53. At the meeting to formally consider the candidates, the college review committee will discuss each candidate for tenure and vote by ballot to approve or disapprove each of the candidates.
54. The dean and a faculty representative will tally the votes.
55. After all candidates for tenure have been voted on, any member of the review committee may request a re-vote for a candidate. If a two-thirds majority of the voting members agree, the re-hearing and re-vote will be held.
56. A separate vote will be taken on candidates for promotion in each category. A revote may be requested as above.
57. A member of the review committee will enter the results of the voting on the [Evaluation Form](#) along with evaluative remarks including a statement showing how the candidate's qualifications specifically meet or exceed the departmental/school and college criteria established for tenure and/or promotion from the review committee's perspective.
58. The dean will indicate approval or disapproval of each candidate. The dean will add comments on the [Evaluation Form](#), including a statement showing how the candidate's qualifications specifically meet or exceed the departmental/school and college criteria established for tenure and/or promotion from the dean's perspective. The dean will inform the review committee of his/her recommendation, with explanations as appropriate, within seven class days.
59. The dean will forward a completed [Review Cycle Form](#) from the college along with applications of the approved candidates to the provost. Supporting material will be retained in the dean's office until required for review.
60. The dean will send the provost a copy of the [Texas State Vita](#) (Form 1A or Form 1B), the [Review Group Information Form \(Submitted by Candidate\)](#), and the [Tenure and Promotion](#)

[Tracking Form](#) for each faculty member considered for tenure and/or promotion to the provost.

61. Within three class days of the completion of action by the review committee and the dean, each candidate will be notified by the dean of the status of his/her application for tenure and/or promotion. The following two decisions require written notification.
  - a. If the application is denied by either the review committee or the dean but not both, the application is forwarded to the provost. Notification to the candidate must specify whether it was the review committee or the dean who denied the application.
  - b. If the candidate is denied by both the review committee and the dean, the application is denied unless a timely appeal is filed with the ombudsman.
62. At the same time, the dean will direct the department chair/school director to inform the departmental/school personnel committee as to which applications have been forwarded.
63. If the candidate requests, the chair or director will schedule a meeting with the dean and the candidate to discuss the college's evaluation. Reasons for denial of promotion will be explained and the candidate will be advised in creating a program of professional development to enhance the likelihood of future promotion.

Paragraph/section numbers 64 through 72 are intentionally omitted. (*refer to AA/PPS 04.02.20*)

#### **TIMELINE FOR THE TENURE AND PROMOTION PROCESS**

73. The timeline will make allowances for weekends, by moving due dates to the next business day when relevant.
74. By May 1, the department chair/school director will submit to the departmental/school faculty and the college dean a list of faculty members eligible for promotion and tenure review.
75. By August 15, the provost will establish the calendar for the tenure and promotion cycle for the coming academic year. (*refer to AA/PPS 04.02.20*)
76. By September 1, the provost will publish the calendar for the year. (*refer to AA/PPS 04.02.20*)
77. By September 15, eligible faculty members must notify the chair/director in writing of their intention to apply for tenure and/or promotion. Faculty who fail to inform the chair/director by September 15 will not be considered in the year's cycle.
78. By September 16, the chair/director will send a copy of the list of candidates to the personnel committee and college dean.
79. By September 17, the dean will provide a list of all candidates for tenure and/or promotion in the college to the provost.
80. By October 15, the candidate must complete and submit an up-to-date [Texas State Vita](#) (Form 1A) and a [Tenure and Promotion Tracking Form](#) to the department chair/school director. The candidate should also submit documentation of teaching, scholarly/creative activity and service as defined in department/school and college criteria. Additional supporting material, dated appropriately, may be submitted before the formal meeting of the review committee. Faculty who do not submit material by October 15 will not be considered during the cycle.
81. By November 15, the department/school personnel committee will have reviewed each candidate's application and documentation, voted and submitted recommendations to the chair/director.

82. By December 1, the chair/director will submit his/her recommendations, along with those of the personnel committee, to the dean.
83. By February 9, the college review committee and the dean will have completed the review of all candidates, and the dean will submit his/her recommendations, along with those of the review committee, to the provost.
84. By April 30, the provost will notify candidates and the president will notify the chancellor and the board of the recommendations. *(refer to AA/PPS 04.02.20)*
85. By June 1, the final board action will be publicized. *(refer to AA/PPS 04.02.20)*

### **PROCEDURES FOR APPEAL**

86. Candidates who are denied tenure and/or promotion may grieve the decision by following the procedures in Academic Affairs PPS 8.08. *(refer as well to AA/PPS 04.02.20)*

### **COMMUNICATION OF INFORMATION ABOUT DENIAL OF TENURE OR PROMOTION**

87. Each person in the review and evaluation process has a professional responsibility to treat information that evaluates another's work as confidential. All votes in the process must be kept confidential. *(refer to AA/PPS 04.02.20)*
88. Faculty members who are denied tenure are not entitled to a statement of the reasons upon which the decision is based (See section 4.27 of Chapter V of the [TSUS Rules and Regulations](#)). *(refer to AA/PPS 04.02.20)*
89. Faculty members who are denied promotion at any level should be informed regarding the reasons for denial by the responsible administrator, either the chair/director, the dean, or the provost. *It is the responsibility of the candidate to request a meeting to determine the reasons for denial. (refer to AA/PPS 04.02.20)*
89. This PPS represents the College of Applied Arts' policy and procedure from the 1st day of September, 2018 until superseded.

### **POLICY AND PROCEDURE STATEMENT FOR OUTSIDE REVIEW OF CANDIDATES FOR TENURE/PROMOTION IN THE COLLEGE OF APPLIED ARTS**

#### **Policy**

As of September 1, 2013, the College of Applied Arts will require that:

1. external reviews be conducted for candidates for tenure and/or promotion to associate professor and for promotion to full professor;
2. candidates be reviewed by at least three qualified peers outside the university, selected and agreed upon by the candidate and the department chair/school director;
3. outside reviewers be given a current copy of the candidate's curriculum vitae, a statement of research prepared by the candidate, three of the candidate's publications that represent his/her best scholarly/creative activity, and a copy of the department's/school's and college's criteria for tenure and promotion;
4. outside reviewers be asked to consider if the candidate is tenurable and/or promotable given the department's/school's and college's tenure and promotion criteria;



5. completed review letters be provided to the department chair/school director in a timely manner so as to be made available to members of the personnel committee for ample time to review.

### **Procedure**

Upon being informed of a faculty member's intention to be considered for tenure and promotion to associate professor or promotion to full professor, the candidate and chair/school director will create separate lists of three possible outside reviewers, comprised of experts in the candidate's area(s) of specialization. All six persons will be acceptable to both the candidate and chair/school director. The candidate and department chair/school director will agree on a rank ordering of the six people, and the first three on the list will be asked to serve as outside reviewers. If one of the three declines the request, the fourth person on the list will be asked to serve, and so on. No outside reviewer should be the dissertation chair of the candidate, a co-author, or close friend. Outside reviewers will be asked to provide information in their reviews about how well they know the candidate, if at all, and a current copy of their curriculum vitae. The department chair/school director will put a brief explanation in a candidate's file of each outside reviewer's expertise.

It is the responsibility of the chair/school director to request the outside reviews, and it is the responsibility of the candidate to prepare the materials for the review.