

POLICY AND PROCEDURE STATEMENT for TENURE AND PROMOTION REVIEW

**College of Applied Arts
Texas State University – San Marcos
2005**

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

**Dr. Aditi Angirasa Dr. Sylvia Crixell
Dr. David Perkins Dr. Stephen Springer**

Effective 2005-2006 Promotion and Tenure Cycle

POLICY AND PROCEDURE STATEMENT ON TENURE AND PROMOTION REVIEW
College of Applied Arts, Texas State University – San Marcos

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. Provisions within the parent document that seemingly have little to no application to college level procedures, practices, or personnel have therefore at times been intentionally omitted from this statement, including, but not limited to paragraphs/sections 64 through 72. For further information, readers are encouraged to review UPPS 8.10 as well as the college's individual department statements regarding tenure and promotion reviews.

1. Candidates for tenure or promotion within the College of Applied Arts as well as members of departmental personnel committees, the college review group, chairs and the dean must understand that tenure and promotion decisions are based on judgments.
2. The college and each department within it 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 college departmental documents are designed to inform those judgments.
3. Departmental personnel committees, the college review group, chairs, 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 leadership/service, including collegiality.
 - a. For faculty being reviewed for tenure, the evaluation will consider all 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 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 and the university. Departmental criteria should include this evaluative factor as well.

DEFINITIONS

4. For the purposes of this document, the following definitions apply:
 - a. The department personnel committee is made up of tenured faculty who are paid at a rate of fifty percent or more from faculty salary dollars budgeted to the department.

- b. Programs within the college that are equivalent to tenure-granting departments have all the rights and obligations noted for tenure-granting departments, and their directors have all the rights and obligations noted for department chairs.
- c. A department recommendation includes the recommendations of both the personnel committee and the chair.
- d. A college recommendation includes the recommendations of both the college review group and the dean.

CANDIDATES

Eligibility for Tenure *(in accordance with UPPS 8.10)*

- 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 a tenure-track position 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 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 primary responsibility for the care of a newborn child or an adopted or foster child younger than five, or other family member in need of such care, 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. Requests must be made within one year of the birth, adoption or foster placement or onset of any applicable accident or illness. 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 parental or other familial responsibilities can be granted no more than twice for any one family.
- 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, considers 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 UPPS 8.10)*

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 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 UPPS 8.10)*

15. Candidates must verify and sign the candidate for tenure and/or the candidate for promotion information form (Form 2T and/or Form 2P).
16. Candidates must provide documentation that supports quality of teaching, scholarly/creative activity and leadership/service as defined in departmental 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 Form 1B).
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 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 paragraph 86 and 87 of UPP 8.10).

DEPARTMENT PERSONNEL COMMITTEE AND CHAIR

Responsibilities *(in accordance with UPPS 8.10, and containing additional provisions regarding both mandatory and discretionary external review processes)*

21. The department chair 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 leadership/service, including expectations for collegial contributions to the university community. High quality teaching is a necessary but not 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 leadership and service is normally expected for promotion to full professor, it is less critical for promotion to associate professor.

22. The department will provide each faculty member a copy of the department and college criteria for tenure and promotion.
23. The department chair and/or members of the personnel committee should counsel the candidate about including relevant materials and organizing supporting documents. The chair and personnel committee are responsible for a thorough evaluation of the candidate's documentation.
24. The chair 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. The outside reviewers will be acceptable to both the candidate and the chair. The results of such outside evaluations shall be documented by written reviews, which reviews 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, personnel committee, college review group, 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, 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 will be acceptable to both the tenure candidate and the chair. Such evaluation(s) will be in addition to and not in lieu of any other peer teaching evaluations conducted by the department in connection with the tenure candidate. The results thereof shall be documented by the evaluator's written review, which review shall also contain a statement of the evaluator's qualifications. Such evaluation(s) shall likewise be included in department criteria, and the accompanying written review(s) shall be mandatory documentation required for the eventual teaching evaluations performed by the chair, personal committee, college review group, and dean in connection with each candidate for tenure.
 - c. In the areas of scholarship/scholarly activity and service, departments are encouraged to consider creation of similar evaluation and written review processes from outside the departments for inclusion in departmental criteria and documentation regarding a candidate for tenure. While a department 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 are to be forwarded by the department to the college review group and the dean as part of the tenure candidate's overall documentation package and shall be utilized by the college review group 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

(Form 3) and the chair's comments (Form 4) should leave no doubt as to the action desired by the department. For candidates whose applications have been approved by the department, 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.

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 review group. Names of the representatives and alternates will be submitted to the dean (Form 9). Representatives will serve staggered three-year terms.

Review Process (*in accordance with UPPS 8.10*)

28. The chair 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 without the chair's and candidate's permission.
29. The chair will make the candidates' documentation available for review by the personnel committee.
30. At a meeting of the personnel committee, with the chair 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 or promotion, any member of the departmental 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 UPPS 8.10*)

34. The department 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 chair 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 Form 3, along with evaluative remarks that include a statement showing how this candidate's qualifications specifically meet or exceed the departmental and college criteria established for tenure and/or promotion from the personnel committee's perspective.
38. The chair is responsible for seeing that the comments accurately reflect the discussion about the candidate.
39. Following the verification and the official recording of the votes, the chair will destroy all ballots and tally sheets.
40. The chair will indicate his or her recommendation of each candidate on (Form 4) and add evaluative comments, including a statement showing how the candidate's qualifications specifically meet or exceed the departmental and college criteria established for tenure and/or promotion from the chair's perspective. The chair will inform the departmental personnel

committee of these recommendations, with explanations as appropriate, within three class days of the chair's decision.

41. The chair will verify that information forwarded about each candidate to the college review group is correct.
42. The chair will attach a copy of the Tenure and Promotion Tracking Form (Form 8) to each application and will forward the approved applications and documentation with a copy of the department's evaluation criteria to the dean of the college.
43. Within three class days of the decision by the chair, the chair 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 but not both, the application is forwarded to the college review group.
 - b. If the candidate is denied by both the personnel committee and the chair, the application is denied unless timely appeal is filed with the ombudsman.
44. If the candidate requests, the chair will schedule a meeting with the candidate to discuss the department'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, DOCUMENTATION, COLLEGE REVIEW GROUP AND DEAN

Activities and Forms of Documentation Indicative of Teaching, Scholarly/Creative Activity and Service; Responsibilities of College Review Group and Dean (*in accordance with UPPS 8.10, 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 may likewise expand upon these lists of activities in order to tailor department criteria to the unique or special characteristics of the department, its faculty or its discipline(s).

Teaching

Teaching includes academic program planning and development, instruction, evaluation, and student academic advising.

- a. Academic program planning and development consists of analyzing the educational goals applicable to a particular field of study.
- b. Instruction is the process of using available resources necessary to achieve an identified educational objective.
- c. Evaluation provides an objective verification that the academic plan was carried out and that a legitimate learning experience occurred.

d. Advisement is a vehicle that assists in the exploration and identification of the student's life/career plan designed to be of assistance in reaching those goals.

Teaching Activity Examples

A faculty member is engaging in teaching activities when he/she:

- * demonstrates teaching competence in a chosen content area and guides and inspires students;
- * integrates current scholarly activities within a given discipline into the overall scope of instructional content;
- * holds membership on undergraduate and graduate student committees and directs these and special investigations;
- * teaches honor and writing intensive courses and provides for individualized instruction where required;
- * contributes to course and curriculum development and prepares and uses instructional media;
- * experiments with instructional methods and techniques;
- * attends and participates in conferences, conventions and meetings relevant to teaching in the chosen discipline;
- * demonstrates a positive impact on students, both objectively and subjectively;
- * participates in the academic governance of the academic unit to which he/she is assigned;
- * contributes to the development of both library and other learning resources relevant to content area of teaching;
- * seeks opportunities to interact with colleagues to improve instruction;
- * is available to the academic community to consult with students concerning learning difficulties and with colleagues concerning academic program issues;
- * periodically reviews and revises course materials including, but not limited to, textbooks, syllabi, evaluation instruments and instructional media;
- * consistently maintains academic integrity and professionalism and conforms to the standards of the institution and school;
- * provides students with objectives relevant to the course taught, appropriate reference information about the topics to be covered, and criteria for performance;
- * provides for the student evaluation of the course and the instructor and uses the results of such evaluation to revise both the course and the methods of instruction;

- * makes available opportunities for students to learn of the primary sources of information associated with a particular discipline or area of study;
- * sponsors field trips, field experiences, outside resource instructors, and student research projects as funding permits;
- * objectively assists students in making rational and relevant academic decisions as an academic advisor without creating an atmosphere of intimidation;
- * observes academic regulations as legislated by the faculty senate and instructional “good practices” as recognized by the profession;
- * assists students in completing degree plans in a timely manner;
- * assists students by providing tutorial instruction;
- * participates in grant procurement activities, e.g., training grants, equipment grants, as related to institutional practice;
- * engages in activities related to the supervision of students in laboratory, studio, or field experiences;
- * engages in activities related to the supervision of students in internship, practicum, student teaching, co-op, or research experience;
- * conducts study tours related to the faculty member’s role at the university;
- * maintains laboratories, supplies, and equipment relevant to the faculty member’s assigned role;
- * provides students opportunities to develop critical and creative thinking skills;
- * provides opportunities for students to develop writing and analytical skills;
- * provides academic and career counseling and advisement to students on a regular basis;
- * engages in other activities identified as teaching by his or her department.

Scholarly/Creative Activities

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 and a significant portion of the work will appear in an acceptable published form as defined by department criteria. The college administration (chairs and dean) and senior faculty will work with the faculty member to support scholarly activities.

Scholarly/Creative Activity Examples

A faculty member is engaged in scholarly/creative activity 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;
- * submits products of scholarship to colleagues for comments and critique;
- * 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 internally or externally funded grants and awards, e.g., research grant, curriculum development grant;
- * receives internally or externally funded grants and awards, e.g., research grant, curriculum development grant;
- * 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, etc.);
- * participates in institutes, short courses, seminars, and workshops that are related to the faculty member's discipline;
- * publishes the results of research, scholarship, and creative endeavor through vehicles such as monographs, journals, textbooks, papers, abstracts, book reviews, etc.;
- * applies for and obtains copyrights or patents on works produced;
- * engages in specific self-study or a professional growth plan to enhance professional competency;
- * 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 commissioned by outside agencies;
- * produces creative work commissioned by outside agencies;
- * engages in other activities identified as scholarly/creative by his/her department.

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 Activity Examples

A faculty member is engaged in institutional service when he/she:

- * provides academic and career counseling and advisement to students on a regular basis;
- * participates in noncredit continuing education programs both on and off the campus;
- * 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;
- * participates in sponsoring activities of various student clubs, societies, and organizations;
- * conducts self studies for accrediting agencies or external review groups;
- * conducts organized and substantial student recruiting activities;
- * engages in grant procurement;
- * 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.

A faculty member is engaged in professional service when he/she:

- * makes public appearances in a capacity related to a faculty member's role at the university;
- * directs research projects 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.

A faculty member is engaged in community service when he/she:

- * contributes services to the community that are relevant to the faculty member's role at the university;
- * consults as requested with government, business, and industry to provide a variety of applications of the faculty member's expertise;
- * engages in other activities identified as community service by his/her department.

45.2 Documentation: It is the responsibility of the faculty member to document a record of performance in the three 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 may likewise expand upon these examples in order to tailor department documentation to the unique or special characteristics of the department, 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 chair evaluations completed during the time period of the evaluation;
- * copies of course syllabi;
- * representative samples of instructional teaching aids used in classes, e.g., transparencies, models, handouts, etc.;
- * evidence of curriculum development efforts including the development of new course and the revision of existing courses, e.g., copies of new and revised course forms;

- * 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;
- * evidence of academic advising;
- * 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;
- * evidence of the maintenance of academic integrity and the standards of the institution;
- * other documented evidence of teaching identified by his/her department.

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 participation in institutional short courses, seminars, and workshops;
- * evidence of recognition received for regional, national, or international 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 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;
- * evidence of directed research projects commissioned by outside agencies;

- * evidence of creative work commissioned by outside agencies, e.g., contracts and photographs, plans, or drawings;
- * other documented evidence of scholarly/creative activity identified by his/her department.

Service Documentation Examples

- * 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 various institutional studies conducted, e.g., copies of studies;
- * evidence of contributions of service to the community, e.g., letters outlining responsibilities;
- * evidence of contributions made as a consultant;
- * evidence of self studies for accrediting agencies or external review groups, 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.

46. As specified by UPP 8.10, college procedures for external review of faculty have been previously set out in paragraph 25 hereof.
47. The review group is composed of one tenured faculty member, preferably from the full professor rank, elected by each department, the department chairs, 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, college review group membership may be expanded at the discretion of the college dean by adding additional faculty members from departments in the college.
49. Because members of the college review group 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 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 group's comments (Form 5) and the dean's comments (Form 6) should clearly express the action desired by the college. For candidates whose applications will go forward to the provost, the comments of the review group 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 UPPS 8.10*)

52. The dean will make the documentation for each candidate available, and members of the college review group will review the applicants' documentation before the formal meeting. Copies of each department's criteria and the college criteria will be on file for use by members of the review group. The dean is responsible for the security of the files.
53. At the meeting to formally consider the candidates, the college review group 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 group 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 group will enter the results of the voting on (Form 5) along with evaluative remarks including a statement showing how the candidate's qualifications specifically meet or exceed the departmental and college criteria established for tenure and/or promotion from the review group's perspective.
58. The dean will indicate approval or disapproval of each candidate. The dean will add comments on (Form 6), including a statement showing how the candidate's qualifications specifically meet or exceed the departmental and college criteria established for tenure and/or promotion from the dean's perspective. The dean will inform the review group of his/her recommendation, with explanations as appropriate, within seven class days.
59. The dean will forward completed (Form 10) and (Form 11) from the college along with applications of the approved candidates. 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 vita (Form 1A or Form 1B), the review group information form (Form 2A or Form 2B) and the tracking form (Form 8) for each faculty member considered for tenure or promotion.
61. Within three class days of the completion of action by the review group 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 group or the dean but not both, the application is forwarded to the provost. Notification to the candidate must specify whether it was the review group or the dean who denied the application.
 - b. If the candidate is denied by both the review group 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 to inform the departmental personnel committee as to which applications have been forwarded.
63. If the candidate requests, the chair 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 UPPS 8.10*)

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 will submit to the departmental 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 UPPS 8.10*)
76. By September 1, the provost will publish the calendar for the year. (*refer to UPPS 8.10*)
77. By September 15, eligible faculty members must notify the department chair in writing of their intention to apply for tenure and/or promotion. Faculty who fail to inform the chair by September 15 will not be considered in the year's cycle.
78. By September 16, the chair 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 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 or Form 1B) and a promotion and/or tenure form (Form 2P) or (Form 2T) to the department chair. The candidate should also submit documentation of teaching, scholarly/creative activity and leadership/service as defined in department and college criteria. Additional supporting material, dated appropriately, may be submitted before the formal meeting of the review group. Faculty who do not submit material by October 15 will not be considered during the cycle.
81. By November 15, the department personnel committee will have reviewed each candidate's application and documentation, voted and submitted recommendations to the department chair.
82. By December 1, the department chair will submit his/her recommendations, along with those of the personnel committee, to the dean.
83. By February 9, the college review group 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 group, 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 UPPS 8.10*)
85. By June 1, the final board action will be publicized. (*refer to UPPS 8.10*)

PROCEDURES FOR APPEAL

86. Candidates who are denied promotion or tenure may grieve the decision by following the procedures in Academic Affairs PPS 8.08. (*refer as well to UPPS 8.10*)

**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 UPPS 8.10*)
88. Faculty members who are denied tenure are not entitled to a statement of the reasons upon which the decision is based (Section 4.28 of Chapter V of the Rules and Regulations of the Board of Regents, Texas State University System). (*refer to UPPS 8.10*)
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, the dean, or the provost. It is the responsibility of the candidate to request a meeting to determine the reasons for denial. (*refer to UPPS 8.10*)
90. This PPS represents the College of Applied Arts' policy and procedure from the 1st day of October, 2005, until superceded.