

Texas A&M University – San Antonio
College of Education and Human Development

Academic Freedom, Responsibility and Tenure Guidelines

Policy Statement

The relationship between tenure/tenure-track faculty and the academic institution of the Texas A&M University System (System) for which they work is a balance between the responsibilities and obligations of the faculty with the requirements and demands of the system academic institution. System academic institutions are provided with qualified faculty members who provide classroom instruction, basic and applied research, and service to the institutional and larger communities (System Academic Freedom, Responsibility and Tenure [System guidelines] 12.01.)

Reason for College Guidelines

As a supplement to the criteria and procedures for promotion and/or tenure outlined in System policies and regulations as well as any University rules and procedures, each Academic School shall establish requirements and guidelines for tenure and promotion that apply to faculty working within that Academic School. Academic School guidelines must be in compliance with this document (System). All Academic division guidelines shall be submitted to, and approved by, the Provost/VPAA. (System, 3.3.2.).

All tenure and tenure track faculty in the College of Education and Human Development (College) are expected to adhere to the System guidelines 12.01 as well as the Texas A&M University – San Antonio Academic Freedom, Responsibility and Tenure (University guidelines). The University guidelines are the primary source for the promotion and tenure expectations and processes. The purpose of the College of Education and Human Development Academic Freedom, Responsibility and Tenure Guidelines (College guidelines) is to identify promotion and tenure considerations that may be unique to the College. A Promotion and Tenure committee, formed according to the University guidelines and the University By-Laws will evaluate candidate portfolios based on the University and the College guidelines. The intent of the College guidelines is to supplement and enhance the University Guidelines, not to supplant them. Whenever there is a conflict between the University Guidelines and the College Guidelines, the University Guidelines will supersede.

This revision of the College guidelines aligns with the current University guidelines that were approved in 2013. Whenever new revisions of the University guidelines are approved, the College will form a committee to revise the College guidelines to ensure continued alignment with the University guidelines.

System Guidelines

The System guidelines (12.01) are general in scope and they include the following sections: Policy Statement, Reason for Policy, and Procedures and Responsibilities. The following subheadings are included under Procedures and Responsibilities:

- Academic Freedom
- Academic Responsibility of Faculty Members

- Written Terms of Employment
- Tenure Policy
- Administrative leave
- Faculty Dismissals for Cause
- Non-Renewal of Non-Tenured Tenure Faculty at End of Term Contract
- Dismissal for Cause Hearings
- Tenure, Financial exigency, and Termination or Reduction of Programs

University Guidelines

The University guidelines (12.01.99.00.01) are more specific in nature and will be applied when candidates are evaluated for promotion and/or tenure. They include the following sections: Procedure Statement, Reason for Procedure, and Official Rule and Responsibilities which includes the subheadings of:

- Academic Freedom
- Academic Responsibility of Faculty Members
- Tenure and Promotion
- Annual Performance Review
- Administrative Leave
- Faculty Dismissal for Cause
- Non-Renewal of Non-Tenured and Tenure Track Faculty at the End of Appointment
- Dismissal for Cause Hearing
- Tenure, Financial Exigency, and Phasing out of Program

Tenure and Promotion

Tenure track faculty seeking promotion are expected to refer to the University guidelines: The Eligibility and Guidelines for Tenure (3.1.) and Written Terms of Faculty Employment (3.2).

Official Rules and Responsibilities

- Academic Freedom – Academic Freedom is outlined in System Policy 12.01 Academic Freedom, Responsibilities and Tenure, Section 1.
- Academic Responsibility of Faculty Members – Academic Responsibility of Faculty Members is outlines in System Policy 12. 01 Academic Freedom, Responsibilities and Tenure, Section 2.
- Tenure and Promotion Evaluation Criteria

Promotion from Assistant Professor to Associate Professor

Tenure and tenure track faculty will be evaluated by the tenure and promotion evaluation criteria (3.3. 3.6.1.) that appears in the University guidelines. Minimum guidelines for promotion to Associate Professor are as follows (University guidelines, 3.6.1.2.)

- A high level of accomplishment as compared to the contributions of contemporaries in the field with regard to university mission, resources, and responsibilities
- Evidence indicating a commitment to maintaining the level of competence in teaching, service and scholarly or creative activity expected of a tenured faculty member

- Evidence of scholarship in the years prior to promotion, including peer-reviewed publications and/or creative activity in the faculty member's discipline

Teaching

At the College of Education and Human Development, teaching is at the core of our professional identities. In order to nurture future educators, tenured and tenure track faculty must demonstrate exceptional teaching abilities for our students.

Effective teaching is a minimum expectation for the granting of tenure and promotion, and no recommendation for tenure or promotion should be made when effectiveness of teaching is in doubt. Evaluation of teaching effectiveness should be as comprehensive as possible. The process must include information from a variety of sources including systematic assessment of student feedback and input from peers and the Dean (University guidelines 3.3.1.1.)

The concept of teaching as understood for the purpose of assessing a candidate's performance is construed broadly and embraces both traditional classroom instruction and more diverse methods and settings. For example, while Student Ratings of Instruction are a valuable source of information, they may also be incomplete or inaccurate for a number of reasons. Tenure and tenure track faculty in the College of Education are strongly encouraged to provide evidence of teaching from multiple sources so as to present a more comprehensive view of teaching effectiveness.

The following methods of demonstrating teaching quality are suggested by the University guidelines (3.3.1.1.).

- Portfolio documenting exceptional teaching strategies, academic rigor, outstanding student work, assessment of student learning outcomes, course revision as a result of assessment
- Peer observation of classroom performance
- Student evaluation of course instruction
- Receipt of an award or honor for Teaching Excellence from an internal or external agency.

The College suggests that teaching quality may also be demonstrated by, but not limited to:

- SRIs (required)
- Reports and subsequent reviews by the department chairs (required)
- Teaching statement identifying how instructor adjusted teaching approach based on feedback from students and peers
- Faculty generated student course evaluation of course instruction, including analysis by the faculty member
- Receipt of an award or honor for teaching excellence from an internal or external agency
- Documentation, such as syllabi, of exceptional teaching strategies and academic rigor
- Samples of student work and evidence of research
- Peer review of teaching
- Development of curricula, programs, and innovative approaches to teaching and learning
- In-service teaching evaluations

- Supervision of cumulative projects, theses, and dissertations.

Service

Service includes service to the institution – to students, colleagues, departments, divisions, and the university – as well as service to the community and the faculty member’s professional society. (University 3.3.1.2.)

The following methods of demonstrating service contributions are suggested by the University (3.3.1.2.).

- Successful recruiting and marketing of academic program
- Advisor for a student organization
- Member and/or chair of a division or university committee
- Service as an academic program coordinator
- Guest lecturer or speaker for an outside agency or professional organization
- Training of community professionals
- Member/chair of a community board or committee
- Volunteer for organization or community activities
- Member/chair/officer of a professional organization committee or board
- Receipt of an award for service contributions

The College suggests that service contributions may also be demonstrated by, but not limited to:

- Reports and subsequent reviews by the department chairs (required)
- Documentation indicating membership, active involvement in, and contributions to task forces and committees in the Department, College or University. An example could be a letter from the Committee Chair outlining specific contributions made by the candidate.
- Leadership of committees or task forces in the Department, College or University.
- Unpaid administrative responsibilities
- Advising and mentoring students
- Mentoring colleagues
- Collaboration with other departments
- Consultations with public and private agencies
- Board membership and/or leadership in community agencies
- Workshops and in-service teaching projects, and evaluations
- Conference organizing
- Serving on state or regional task forces
- Leadership in local and state professional organizations
- Leadership in national professional organizations, including committee work
- Organizing professional meetings or conferences
- Reviewing grant proposals for service projects
- Reviewer for peer reviewed journals
- Reviewer for peer reviewed conferences

Scholarship

Scholarship is the creation and dissemination of new knowledge or creative activities.

Scholarship and artistic endeavors can take many forms and should be evaluated in the context of

discipline norms. In most disciplines, peer reviewed, scholarly journal articles represent the standard by which scholarship is judged. Faculty are expected to show continuing growth and professional development through research (externally or internally funded), writing, or other creative activities, and through participation in professional activities within their disciplines. (University 3.3.1.3.).

Examples of evidence of scholarship suggested by the University (3.3.1.3.) and relevant to the College of Education and Human Development include, but are not limited to, the following:

- Published book; chapters within a book; editor of a professional book in faculty member's discipline
- Peer-reviewed scholarly journal article in faculty member's discipline (which can include the broader discipline of education)
- Patent and /or other commercialization of current research
- Invited or juried oral presentation of current research and/or policy analysis

For the College, the scholarship category embraces all forms of scholarship appropriate to the multiple missions of the individual departments within the College. Each candidate is expected to provide 5-6 scholarly products or activities based on the criteria listed below. While these guidelines define minimal expectations, candidates are strongly encouraged to strengthen their portfolios by going beyond the minimal expectations.

- A minimum of one peer-reviewed publication every 18 months which means a minimum of 3 peer-reviewed publications, including journal articles, throughout the probationary period (include evidence of peer reviewed status for each publication).
- A minimum of two peer-reviewed presentations throughout the probationary period. In order to assure wide dissemination of scholarship, the same presentation may be presented more than once at different venues or levels of conferences (i.e. local, state, regional, national or international). Peer reviewed journal articles may be substituted for the peer reviewed presentations.
- One additional scholarly product or activity such as:
 - Published book; chapters within a book; editor of a professional book in faculty member's discipline
 - Peer-reviewed scholarly journal article in faculty member's discipline (which can include the broader discipline of education)
 - Patent and/or other commercialization of current research
 - Invited or juried oral presentation of current research and/or policy analysis
 - Internal or external grant submissions – Funding of the grants is not a requirement
 - Mentoring student publications (Faculty member may or may not be listed as a co-author)
 - Monographs
 - Conference proceedings
 - Research and technical reports
 - Development of education media and materials
 - Technical reports
 - Professional newsletter articles
 - Receipt of an award for scholarship

- Establishment of a consistent pattern of regularly contributing to peer reviewed outlets as indicated by annual reviews

Tenure and Promotion Evaluation Criteria

Promotion from Associate Professor to Full Professor

Minimum University expectations and guidelines for promotion to the rank of Professor are as follows (3.6.):

- An exemplary level of accomplishment as compared to the contributions of contemporaries in the field with regard to university mission, resources, and responsibilities,
- A record of excellence in teaching
- Consistent evidence of scholarship or creative accomplishments in the faculty member's discipline during the years prior to promotion, including peer-reviewed publications and/or creative activities in the faculty member's discipline
- A notable record of contributions to one's profession, community, university and mentorship, as defined by the College
- A minimum of ten years of total full-time teaching experience in an accredited College or University with a minimum of five years at the rank of Associate Professor at the time by which promotion to the rank of Professor would be granted.

Teaching

The College suggests that teaching quality may be demonstrated by but not limited to:

- Continuing to meet the University guidelines for teaching excellence for Promotion commensurate with tenure-track expectations leading to a Full Professor's position (3.3.1.1.)
- Continuing to meet the College guidelines for teaching excellence for Promotion commensurate with tenure-track expectations leading to a Full Professor's position (Page 2 this document)
- Activities that demonstrate leadership in teaching such as:
 - Mentoring junior faculty on effective teaching approaches
 - Providing peer-evaluation of teaching for faculty who request it
 - Providing trainings for faculty on innovative teaching strategies
 - National, state, and departmental or university teaching recognition
 - Considerable efforts to improve teaching, such as conducting specialized workshops, or being a sit-in evaluator to provide feedback
 - Providing letters of support from colleagues or graduates (no current students) testifying to candidate's teaching ability.

Service

Evidence of a notable record of contributions to one's profession, community, university and mentorship may include but is not limited to:

- Continuing to meet the University guidelines for service contributions required for Promotion commensurate with tenure-track expectations leading to a Full Professor's position (3.3.1.2.; 3.6.)

- Continuing to meet the College guidelines for service contributions required for Promotion commensurate with tenure-track expectations leading to a Full Professor's position (pages 3-4 of this document)
- Providing enhanced leadership through service contributions expected for promotion from Associate to Full Professor.
- Providing letter of support from university personnel attesting to an outstanding service contribution
- Formal award for contribution
- Providing letter of support from a member of a regional or national organization highlighting the candidate's accomplishments.

Scholarship

The College suggests that scholarly contribution can be demonstrated by, but not limited by:

- Continuing to meet the University guidelines for scholarship for Promotion commensurate with tenure-track expectations leading to a Full Professor's position (3.3.1.3.; 3.6).
- Continuing to meet the College guidelines for scholarship for Promotion commensurate with tenure-track expectations leading to a Full Professor's position (this document).

Evidence of a notable record of scholarship contributions may include but is not limited to:

- Mentoring junior faculty publications (may or may not appear as 1st author)
- Publishing with students
- Distinct line of inquiry
- Consistently listed as first author
- Published in top journals in candidate's field
- High percentage of data-driven articles
- Secured external funding

Early Consideration for Promotion from Associate Professor to the Rank of Professor

The University Guidelines require a minimum of ten years of total full-time teaching experience in an accredited College or University with a minimum of five years at the rank of Associate Professor at the time by which promotion to the rank of Professor would be granted (3.6). While the College recognizes that the granting of early promotion may benefit the faculty member, the early promotion must also benefit the College or University. Faculty members who believe their accomplishments warrant early review may consult with the Department Chair and the Dean to discuss the prospect.

To be considered for an early review, the faculty member must provide the following:

- A letter from the Dean included in the portfolio describing a rationale for early consideration. This rationale needs to include information about how this early promotion will benefit the College or University.
- The minimum University guidelines for promotion to the rank of professor in the areas of Teaching, Service, and Scholarship (3.6)

- The minimum College guidelines for promotion to the rank of professor in the areas of Teaching, Service, and Scholarship (page 4 of this document.)
- Candidates are expected to meet the complete promotion expectations within the accommodated shortened time period.
- A cumulative score of 4.0 or higher on the annual reports for the four preceding years.

Post Tenure Review

The Post Tenure Review process follows the System Guidelines (12.06) as well as the University's Post Tenure Review of Faculty and Teaching Effectiveness (12.06.99.00.01). The Tenure and Promotion Committee does not serve as the Post Tenure Review Committee unless it already meets the requirements identified in the above cited documents and is requested by the Dean.

Promotion and Tenure Committees

The Promotion and Tenure Committees for the College of Education and Human Development will be established based on the guidelines provided by the University Guidelines (3.3.3) and the University By-Laws.

Tenure and/or Promotion Calendar

The College of Education and Human Development will adhere to the Tenure and/or Promotion Calendar provided in the University Guidelines (3.4).

Tenure and/or Promotion Review Process

The College of Education and Human Development will adhere to the Tenure and/or Promotion Review Process provided in the University Guidelines (3.5).

Annual Performance Review

The College of Education and Human Development will adhere to the Annual Performance Review Guidelines provided in the University Guidelines (4).