



**The University of Texas at El Paso
College of Health Sciences**

Guidelines for Third-Year Review of Tenure-Track Faculty

This document adheres to the UT System policies and incorporates the processes in the UTEP Handbook of Operating Procedures (HOP) located at: <http://admin.utep.edu/Default.aspx?alias=admin.utep.edu/hoop>. Faculty should consult the HOP for more information.

The third-year review process should have the following characteristics:

- 1. Supportive of Faculty Development:** The evaluation process should provide feedback and constructive advice to the faculty member.
- 2. Transparent Process with Adequate Feedback:** To ensure that the evaluation is constructive, meaningful dialogue among the faculty member, the Chair, and College Administration is essential. During the evaluation process, the faculty member should be made aware of whether his or her progress aligns with the expectations of the Department and College as well as what remedial actions should be taken to improve the chances of earning tenure and promotion.
- 3. Correlation between the Third-Year Review and Annual Evaluations:** The evaluation should not conflict with the directions provided by the Chair and College Administration at the time of hiring of the faculty member. The annual evaluation process should provide necessary guidance to the tenure-track faculty member to help him or her achieve a favorable third-year evaluation.
- 4. Correlation between the Third-Year Review and Tenure Process:** The process of preparing the third-year review package and the subsequent evaluation should be as similar as possible to the tenure and promotion process for the benefit of the faculty being evaluated.
- 5. Uniform Structure across the College of Health Sciences:** A uniform structure and process are desirable for equity among college departments.

Third-Year Review Process. The third-year review and evaluation process is outlined in the table below. The process should be completed during the third full year after the employment of the faculty member.

ACADEMIC YEAR CYCLE OF THIRD-YEAR REVIEW

Item No.	When	What	Who
1	Nov 1	Letter from College Administration advising faculty member and Chair about upcoming third-year evaluation	Dean's Office
2	February 1	Department Review Committee formed; Schedule all review meetings for third-year review process described in items 4, 5, & 6	Chair, Dean
3	March 1	Faculty third-year review portfolio submitted to Dean	Faculty
4	March 15	Department Review Committee completes review of portfolio and makes recommendation	Committee
5	April 15	Evaluation of faculty member performance completed by Chair	Chair
6	May 15	Evaluation of faculty member completed by Dean	Dean
7	May 31	Dean & Chair schedule meeting with faculty member to discuss recommendations & develop an action plan	Dean, Chair, & faculty member

THE THIRD-YEAR REVIEW PORTFOLIO

The faculty member being evaluated must first review the Tenure and Promotion Guidelines document to understand the criteria required for achieving promotion and tenure. Tenure and promotion policies are defined in The Handbook of Operating Procedures available at:

<http://admin.utep.edu/Default.aspx?PageContentID=2383&tabid=30381>.

It is important that each candidate for the third-year review prepare and present for evaluation a complete, well-organized, well-documented, and clear application portfolio to accurately reflect the professional record of the candidate.

The third-year review materials are to be **submitted electronically** as an Adobe Acrobat Portfolio. All materials are to be in an electronic format and combined into a single PDF portfolio file. Original documents not in electronic form are to be scanned with sufficient quality to be clearly viewed by the reviewer.

The portfolio file should be arranged and sectioned according to the Table of Contents, and sections should be clearly delineated. Where possible, imbedded links to associated sections/materials should be included to facilitate easy navigation of the overall packet.

The third-year review portfolio should be organized and ordered as indicated below. However, this list should not be interpreted to exclude the incorporation of additional, important material.

Future submission of third-year review, and tenure and promotion materials may be required through Digital Measures.

THIRD-YEAR REVIEW PORTFOLIO

1. GENERAL DOCUMENTS

- 1.1. **Curriculum Vitae** that follows the CHS format. The CHS-CV template is available at: http://chs.utep.edu/pdf/CV_Template.pdf.
- 1.2. **Statement of Philosophy on the following activities.**
 - 1.2.1. Teaching (3-page limit)
 - 1.2.2. Research (3-page limit)
 - 1.2.3. Service (2-page limit)
- 1.3. **Faculty self-evaluation with respect to progress toward achieving career goals related to:**
 - 1.3.1. Teaching, Mentoring, and Advising (3-page limit)
 - 1.3.2. Research (3-page limit)
 - 1.3.3. Service (2-page limit)
- 1.4. **Faculty merit review summaries since initial appointment**

2. TEACHING ACTIVITIES

- 2.1. **Professional Information**
 - 2.1.1. Statement of teaching goals
 - 2.1.2. List of courses taught
 - 2.1.3. List of new courses and/or major course revisions including conversions to online teaching or hybrid format and addition of service learning components
 - 2.1.4. Teaching load information, including level and class size
 - 2.1.5. Evidence of curriculum development, including sample syllabi and course materials
 - 2.1.6. Demonstrated creativity in teaching; e.g. teaching awards, established new clinical site, developed new teaching-learning activity, media production such as videos, software, etc.
 - 2.1.7. Professional development in teaching, including workshops and seminars presented and attended
 - 2.1.8. Participation and accomplishment in the scholarship of teaching and learning (SoTL)
 - 2.1.9. Advising of undergraduate and graduate students
- 2.2. **Evidence of Teaching Quality**
 - 2.2.1. Student evaluations and comments, tabulated and summarized (include actual student evaluations as an appendix)
 - 2.2.2. Projects, Theses and dissertations supervised
 - 2.2.3. Honors and awards earned by supervised students
 - 2.2.4. Career achievements of mentored students

- 2.2.5. Community and/or school-based projects guided and produced in connection with courses (service-learning experiences)
- 2.2.6. Copies of peer evaluations from UTEP faculty who have observed classes or reviewed course materials
- 2.2.7. Honors or awards for teaching excellence
- 2.2.8. Extramural funds awarded for instructional, innovation, facilities, student support
- 2.2.9. Other evidence

3. RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITIES

3.1. Evidence of Success in Research and Other Scholarly Activities

- 3.1.1. Statement of research lines and interests
- 3.1.2. List of articles published or in-press in refereed scholarly journals (include a maximum of three most significant papers as an appendix)
- 3.1.3. List of articles published or in-press in conference proceedings (include a maximum of three most significant papers as an appendix)
- 3.1.4. List of refereed abstracts
- 3.1.5. List of articles submitted to refereed scholarly journals
- 3.1.6. List of invited and other non-refereed articles published in scholarly publications
- 3.1.7. List of published books, book chapters and monographs
- 3.1.8. List of other non-refereed articles written for the public (e.g., El Paso Times, El Paso, Inc) or professional audience (e.g., Physical Therapy Society newsletter)
- 3.1.9. List of papers presented at scientific and other scholarly meetings
- 3.1.10. Citation data
- 3.1.11. Impact factors of refereed journals where published
- 3.1.12. Other

3.2. Evidence of Success in Securing Intramural Funding

- 3.2.1. Proposals funded
- 3.2.2. Proposals pending
- 3.2.3. Proposals submitted (not awarded)

3.3. Evidence of Success in Securing Extramural Funding

- 3.3.1. Proposals funded
- 3.3.2. Proposals pending
- 3.3.3. Proposals submitted (not awarded)

3.4. Evidence of Involving Students in Research

- 3.4.1. Number of students supported from extramural/intramural funding
- 3.4.2. Articles co-authored with students
- 3.4.3. Presentations by students involved in research at national and international conferences

4. SERVICE ACTIVITIES

4.1. Evidence of Service to University

- 4.1.1. Service on departmental, college, or university committees at UTEP
- 4.1.2. Supervision of student organizations at UTEP
- 4.1.3. Service in an administrative role at UTEP

4.2. Evidence of Service to Community, Regional, National, or International Organizations

- 4.2.1. Service on professional and community boards
- 4.2.2. Membership and leadership in professional and technical societies
- 4.2.3. Service to the profession, including editorships, editorial boards, participation on panel reviews, regular and ad-hoc reviewer for journals
- 4.2.4. Consulting work or clinical practice
- 4.2.5. Program review for state/national accreditation bodies
- 4.2.6. Conference organization and/or hosting
- 4.2.7. Activities involving community partners, service learning, or collaborative projects
- 4.2.8. Lectures to community and professional audiences and organizations
- 4.2.9. Other outreach activities

BOYER MODEL OF SCHOLARSHIP

Scholarship of:	Purpose	Measures of Performance
Teaching	Study teaching models and practices to achieve optimal student learning	• Advancing learning theory through classroom research • Developing and validating instructional materials • Mentoring graduate students • Designing and implementing course-, program-, college-level assessment system
Discovery	Create/discover new knowledge through traditional research	• Publishing in refereed forums • Producing creative work within established field • Creating infrastructure for future studies (establishing a distinct line of study, grant funding, etc.)
Integration	Interpret and incorporate the use of evidence-based knowledge across disciplines	• Preparing/publishing a comprehensive literature review • Authoring a textbook for use in multiple disciplines • Collaborative course design and/or deliver (within and/or across disciplines)
Application	Contribute/expand society's and/or profession's ability to address problems	• Consulting services to industry or government • Assuming leadership positions for professional organizations • Fostering the professional growth of students through mentoring/advising
Adapted from: Marta Nibert. 2.5.1 Boyer's Model of Scholarship. In Faculty Guidebook: A Comprehensive Tool for Improving Faculty Performance. Eds: Beyerlein, Holmes, Apple. Plainfield, IL, Pacific Crest; 2007.		

DEADLINES FOR 3rd YEAR REVIEW FOR TENURE TRACK FACULTY

