A Brief Guide to the Tenure and Promotion Process 2020-2021

Rules and regulations

Process
Timeline
- Candidate initiates request
- External Evaluations
- Department Evaluation
- Department Chair’s independent evaluation
- College Committee’s evaluation (advisory to Dean)
- Dean
- Provost
- President
- Regents

Deadlines
1. Faculty members seeking discretionary promotion notify Department Chair and Dean by **April 1**.
2. Research dossier (for external review) due by **May 31**.
3. External reference letters requested and confirmed by the department by **June 1**. These letters should be solicited by the department chair as early in the cycle as possible.
4. Complete dossier (for internal review) due by **August 31**.
5. External letters due by **September 1**.
6. Department’s evaluation and Department Chair’s evaluation due to the Dean by **October 1**.
7. College Committee’s recommendation to the Dean due by **November 1**.
8. College Dean’s recommendation due to the Provost by **December 1**.
9. New publications added to the dossier (if applicable) by **February 15**.
10. Provost’s recommendation to the President due by **April 1**.
11. President’s decision due by **June 1**.
12. Regents’ decision due by **August 31**.

External Review Process
- List of external reviewers from candidate (no more than 5)
  - Name, contact info, reason they are experts, and your degree of interaction.
  - You can identify and exclude not more than one or two known hostile potential reviewers.
- Department list based on suggestions from colleagues and other sources
- External reviewers solicited by chair
- Materials accessed electronically (or hard copy if reviewer prefers)
- Chair undertakes all contacts
- Unsolicited letters do not help
External Reviews
• At least 5 documentable experts in the field; their CVs should be included.
• Their expertise should be readily inferred from their CVs.
• Should be from comparable/R1 institutions.
• An evaluation of the contribution you are making; this should NOT be a reference letter.
• NOT dissertation advisor, co-author, research or creative collaborator, or ex-student.
• You might know them, but only professionally. If they are on your CV, they are inappropriate.

Department Evaluation
• Tenured faculty
• Members above or equal to rank to which applicant aspires
• The committee provides one written evaluation summary (~ 2 -3 pages).
• All members who voted need to sign the evaluation.
• The candidate will be informed whether the overall decision is positive or negative.

Department Chair’s Evaluation
• Independent judgment
• Provides an overview of departmental discussion
• Makes evaluation (concurring or not with Department’s evaluation)
• Explains choice of external reviewers
  —Identifies problems in getting reviewers
  —Identifies how many requests were made
  —Identifies which were from candidate’s list and which from the department

The Chair and department need to make a rational argument.
• What are the “metrics” of a valuable scholar?
• GOOGLE SCHOLAR citations?
• Journal impact factors?
• Book publisher prestige?
• Outside reviews of some sort? Awards?
• National or international recognition of the performance.
• The chair and department need to use metrics or evidence to make their argument.

College Committee’s Evaluation
• Members from all three College domains
• Reviews all of the applicant’s materials and Department’s and Chair’s evaluations
• Drafts evaluation letter to the dean

Dean’s Evaluation
• Dean’s letter to the Provost
• Based on all materials in portfolio
• Quality of the contribution to profession
• Scholarship, teaching, and service linked to UTEP mission
• Concurs or does not concur with Department and College Committee evaluations
Portfolio
What is the tenure and promotion portfolio?
- Your opportunity to describe your accomplishments at UTEP.
- Your opportunity to advocate for yourself.
- Your perspective on and interpretation of your scholarship, teaching, and service.
- An explanation of the value of your scholarship, ideally in a well-organized, engaging form with minimal jargon and aimed at a broad audience within the university and incorporating UTEP’s mission.

Contents
- General Documents (CV, statements, PAR evaluations, Third Year Review)
- Research/Scholarship/Creative Activities
- Teaching philosophy and contributions
- Service
  All statements should be self-reflective and attend to the UTEP mission

Tenure and Promotion File Structure
Folders 1 and 2 are for internal and external review. Items in **bold** are set format items and are **required**. Items not in bold are optional. There is some room for personalization regarding your professional research and creative work activities. You should organize your subfolders in a way that makes your body of work clear and accessible for reviewers.

For external review. Due May 31.
Folder 1. Primary documents.
  a. Curriculum vitae
  b. Research statement. Summary statement of research, scholarship or creative arts program and philosophy. This should also outline future activities. 2 pages.

Folder 2. Scholarship and Creative activities.
  **Subfolder 1** Publications and creative activities
  Subfolder 1 Peer-reviewed books, articles, and chapters
  Subfolder 2 Reprints
  **Subfolder 2** Other scholarly and creative work.
  Subfolder 1 In press
  Subfolder 2 Under contract
  Subfolder 3 Under review
  Subfolder 4 Grant Proposals
  Subfolder 5 White papers
  Subfolder 6 Other

**Subfolder 3**. Relevant evaluative metrics
  Citation counts of scholarly publications
  Professional rankings of journals and publishers
  Impact of scholarly publications
  Reviews of scholarly work or creative activities
  Statement outlining the relative contributions of co-authored publications
Invited colloquia, presentations or performances
Editorial activities

For internal review only. Due August 31.
Folders 1 and 2 will be updated and copied to new folders with the same names. The research statement, however, can change.

Folder 1. Primary documents.
   a. Curriculum vitae
   b. Executive Summary of the faculty member's research/scholarship, teaching, and service (no more than 3 pages). The section on teaching should include a summary of student evaluations and peer observations of teaching.
   c. Yearly PAR evaluations.
   d. Third Year Review (if applicable).
   e. Post-tenure review (if applicable).

Folder 2. Scholarship and Creative activities.
Summary statement of research, scholarship or creative arts program and philosophy. This should also outline future activities. 2 pages.

Subfolder 1 Publications and creative activities
   Subfolder 1 Peer-reviewed books, articles, and chapters
   Subfolder 2 Reprints

Subfolder 2 Other scholarly and creative work.
   Subfolder 1 In press
   Subfolder 2 Under contract
   Subfolder 3 Under review
   Subfolder 4 Grant Proposals
   Subfolder 5 White papers
   Subfolder 6 Other

Subfolder 3. Relevant evaluative metrics
   Citation counts of scholarly publications
   Professional rankings of journals and publishers
   Impact of scholarly publications
   Reviews of scholarly work or creative activities
   Statement outlining the relative contributions of co-authored publications
   Invited colloquia, presentations or performances
   Editorial activities
Folder 3. Teaching
Statement of teaching philosophy and contributions.

Subfolder 1 Curriculum contributions and syllabi. The most recent syllabus for each class need to be included. One can include previous syllabi if one wants to show evolution of a class.
Course development
Course improvement
Assessment of learning outcomes

Subfolder 2 Course Evaluations & Feedback
Overall instructor ratings (SAQs) (Some people merge all teaching evaluations into one organized document).
Grade distributions
Peer evaluations
Honors or awards

Subfolder 3. Student supervision (research or scholarship or creative activities co-authored with students)
Presentations co-authored w/students
Artistic performances or presentations with students
Other student performances & presentations supervised
Student success metrics and examples
Theses and Dissertations supervised
Theses and Dissertations Committee Service
Career & professional achievements of supervised students

Subfolder 4. Other.

Folder 4 Service
Statement of service philosophy and contributions. 2 page maximum.

Departmental Committees
Other Departmental contributions
College and University Committees
Other College and University Contributions
Professional contributions

Other folders.
Folder 5. External Reviewer letters
Letters and their CVs. Five are required.

Folder 6. Departmental recommendations
Summary vote form (also known as the Recommendation for Tenure and Promotion)
Department’s evaluation
Chair’s evaluation

Folder 7. College recommendation
College Committee evaluation
Dean’s evaluation

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Things to remember when writing statements

• Recognize the broad audience.
  —Experts in your domain
  —University audience
  —For both audiences, highlight the import and impact of your work.
• Highlight the implications of your work.
  —Explain new/future directions for your work.
  —Tell a story of your work. Why would one study this and why should we care?
  —Simplify and explain.
  —Provide subheadings to direct the reader.
  —Be succinct.
• Explain any gaps.
• Avoid jargon.
  —Expert readers will read the papers where you can show your technical skill.
  —Non-expert readers will find jargon irritating.
  —Explain perceived weaknesses and discuss how you’ve addressed them. One common example is poor teaching evaluations in years 1 and 2. Highlight your improvement to show you are an engaged teacher.
• Edit your statements carefully.

The research/scholarship statement

• Identify the trajectory of your work: some connections are not obvious and need to be described to the reader.
• Identify new directions in your scholarship.
• Some faculty members make two statements: one for their external review, and one for their internal review. This allows them to tailor to experts and interdisciplinary audiences, respectively.

Document quality

• Venues of publication (journals, book publishers, etc.)
• Reviews and citations of published work
• Grant applications, funded, pending, and non-funded
• Venues for conference presentations and media requests

Teaching narrative

• What is your teaching philosophy?
  —How does it influence your teaching?
  —Can you provide examples?
  —How have you refined your teaching strategies in response to student feedback?
The teaching narrative should include

- New course development.
- Instructional innovations and assessments.
- Courses taught and how your teaching influences student outcomes.
- How your teaching fosters student achievement.
- All syllabi and student evaluations and peer evaluations, along with some sample exams, assignments, materials, evaluations, etc.

Things people forget

- Student accomplishments.
  - Grants and scholarships.
  - Grad school entrance.
  - Conference presentations.
- Teaching is often in response to departmental goals. That can be highlighted. It shows good citizenship as well.

Service

- Departmental, university, professional, and community level.
- Professional service is often the most highly valued.

Areas may overlap

- Your scholarship should enhance your teaching and service.
  - Mentoring student research may count as research and teaching.
  - Professional service (editorial boards) can help your scholarship.
- Your teaching should enhance your scholarship.
  - Class projects can be integrated with and inform your scholarship, and your scholarship should enhance your teaching.
  - Many people integrate service with their teaching.

Back up the files and file structure

- Use flash drives to back up your files. Mirror copies of the OneDrive materials on the flash drives, so that the way in which you have organized the files are the same.
- OneDrive has had problems, as have all online repositories.
- Give Maryse a flash drive with mirror copies of the materials on One Drive at each stage (i.e. when you submit your materials for external review and when you submit materials for internal review).

Digitized Publications and Materials

- Use PDF files when possible.

Please also consult The Tenure and Promotion Process—best practices document.

If you have any questions, concerns or need clarifications, please contact Maryse through email, phone call, or in person at any stage of the process.