

## **Promotion & Tenure & Third Year Review Formatting Guidelines**

### **Promotion & Tenure**

The following from the *UHCL Faculty Handbook* (Section 5.3) describes the standards for promotion to Associate Professor with Tenure:

#### 3.1 Standards for Associate Professor with Tenure

Any candidate for promotion to associate professor with tenure is expected to be "excellent" or "very good with the promise of becoming excellent" in at least one of the three areas of evaluation. The candidate must also be rated at least "very good" in a second of the three areas and "satisfactory" in the third one. In addition, each candidate must be at least "very good" in "Teaching and Educational Activities" (Section 5.2.2)

### **Promotion & Tenure/Third Year Review List of Required Documentation**

This document provides a list of the items that should be included in the candidate's binder.

#### **Introduction**

Cover Page

Table of Contents

Narrative

Curriculum Vitae

Annual Reviews

Reviews (For P & T candidates only)

**Third Year Review**

**External Review**

## **Teaching and Educational Activities**

Course Evaluations

Sample Syllabi

Sample Assessments

Additional Significant Evidence

Individual Instruction

Faculty Development

## **Research, Scholarly or Artistic Activities**

Category 1 Publications

Publication Record

Journal Information

Grant Record

Presentation Record

## **Professional Activities and Service**

Service Within the Institution

Service to Professional Organizations

**Appendices** (if necessary)

## Promotion & Tenure/Third Year Review Required Documentation

This document provides a list and a description of the items that should be included in the candidate's binder.

### Introduction

1. Cover Page – including the required information. See p. 9 for template.
2. Table of Contents – The major headings for the Table of Contents appear in the List of Required Documentation, pp. 1-2. Candidates should only include those headings which are pertinent to their documentation.
3. Narrative – Limited to 20 pages. This document will be sent electronically to the chair of the Promotion & Tenure/Third Year Review Committee. See p. 10. for guidelines and Tables 1-7, pp. 11-15.
4. Curriculum Vitæ – This document will be sent electronically to the chair of the Promotion & Tenure/Third Year Review Committee. See vita template, pp. 21-26.
5. Annual Reviews – A summary table showing all the Annual Review ratings for teaching, research, and service. See Table 8, p. 16. A copy of each annual review should be included along with copies of the Associate Dean's comments for each of the annual reviews.
6. Reviews (For P & T only) – This section is only required for those candidates who are undergoing review for promotion and tenure.
  - a. Third Year Review – Copies of the letters from Committee, Associate Dean, and Dean) and a reflection on how the suggestions made in the three Third Year Review letters have been addressed. (For P & T only)
  - b. External Review – A copy of the letter that the candidate included in the external review packet. For more information on the external review process see p. 279. A sample of the cover letter that the Associate Dean includes in the external review packet can be found on pp. 28 – 29. The Associate Dean's letter to the external reviewers does not have to be included in this documentation. (For P & T only)

## Teaching and Educational Activities

1. Course Evaluations - A summary table listing the title of each course taught with the enrollment and the ratings for the following items from the Student Satisfaction Survey:

8. Overall, this course was a valuable learning experience
17. Overall, instruction of course was relevant to course objectives
22. Overall, instructor was fair in evaluating my progress.

See Table 9, p. 16.

If the candidate has taught courses which were not evaluated by the instrument used in the School, then the candidate should list each such course, how it was evaluated and proof that prior approval was obtained from the Associate Dean (Policy 2.4.6.8) to use the alternate method and instrument.

2. Sample Syllabi – The candidate must include a sample syllabus for each of the courses he/she teaches. It is not necessary to include every syllabus, only one for each different course.
3. Sample Assessments - The candidate must include sample assessments used in the courses taught. The course number and title, the description of the assignment/assessment, and the rubric for that assignment/assessment should be included. It is not necessary to include every assessment, but it is desirable to include an example of each type of assessment used.
3. Individual Instruction – This section includes supervision of dissertations, theses, projects, internships, comprehensive examinations, independent study courses, and presentations or publications with students. Only the items that apply to the candidate need to be included.
  - a. A summary table listing the total number of capstone experiences (e.g., dissertations, theses, projects, comprehensive exams) which the candidate has chaired or on which the candidate has been a committee member. See Table 10, p. 17.
  - b. A summary table listing the total number of students for whom the candidate has served or is serving as the graduate internship supervisor. The table must include the semester the candidate supervised interns, course number, the number of interns supervised, and the placement. See Table 11, p. 17.
  - c. A summary table listing the total number of doctoral level students and the total number of master's level students for whom the candidate currently serves as the faculty advisor. See Table 12, p. 18.

- d. A table listing each student for whom the candidate has offered or is offering an independent study course. The candidate must include the student's name, the topic of the course, the semester the course was offered, and the completion date (or expected completion date). See Table 13, p. 18.
  - e. Any other evidence with respect to the candidate being involved individually with the instruction or advisement of a student. Other examples include, but are not limited to, publishing an article or making a presentation with a student. List articles and presentations in APA format with student's name underlined. See p. 19 for sample entries.
4. Any additional significant evidence the candidate wants to include regarding the evaluation of his/her teaching.
  5. Professional, Curriculum, and Program Development - This section includes information on the candidate's efforts in terms of professional development and his/her involvement in the development of new courses, new certificate programs, etc. Other information that can be included in this section would be the development of teaching materials (e.g., modules, instructional media, etc.).
    - a. The candidate is required to provide a list of the activities used to upgrade her/his own skills in teaching or research. Copies of the candidate's Professional Development Tables from the Annual Reviews can be used to document this item.
    - b. A brief description of involvement in developing new curriculum. Examples would include developing a new degree/certificate program, developing a new course, developing a new mode of delivery of a course, substantially revising a course, making use of new teaching techniques. The candidate must include the course/program, the nature of the development and the candidate's role in the development.
    - c. A brief description of involvement in the marketing of the School's programs and the recruitment of students to the School's programs. The candidate must include the specific program, the specific activities and the candidate's role in the recruiting/marketing efforts.
    - d. A list, with the appropriate APA style citation information, of any articles, textbooks, presentations, media, funded grants, etc. the candidate has developed which belong in the section on Teaching and Educational Activities as opposed to Research, Scholarly or Artistic Activities. For example, a workshop as opposed to a research presentation, a "how to" article as opposed to a research article, a teaching module, electronic presentations or media related to teaching.

## **Research, Scholarly or Artistic Activities**

1. Category 1 Publications - A copy of each Category 1 publication which has been published or accepted for publication should be submitted. A Category 1 publication is defined in Policy 2.4.7.2 as “Books, Book Chapters, International/National Refereed Articles and Edited Books”.
  - a. Publication Record - This section allows the candidate to provide any information concerning the publications which is not documented in the vita. For example, if the candidate is not the first author on an article with three or more authors, then he/she must provide a description of his/her role in the publication.
  - b. Journal Information - The candidate must provide the details of each journal in which he/she has published. These details include refereed/non-refereed, acceptance rate, circulation, journal level (local, state, national or international), print or electronic format, etc. This information may be found in *Cabell's Publishing Opportunities Directory*.
2. Grant Record - This section allows the candidate to provide any information concerning her/his grants which is not documented in the vita. The candidate should provide an abstract for each funded grant on which she/he is PI or Co-PI. The candidate should describe in more detail her/his role in each grant. If the candidate has more than one grant, he/she may want to provide a table with the pertinent information for each grant. See Table 14, p. 20.
3. Presentation Record - This section allows the candidate to provide any information concerning the presentations which is not documented in the vita. For example, the candidate should mention if the presentation was made more than once at a conference, rather than repeat the listing. If there is more than one presenter, then the candidate's role in the presentation should be described.

## **Professional Service Activities**

1. Service Within the Institution - This section allows the candidate to provide any information concerning service to UHCL which is not documented in the vita. Service activities discussed in this section should be ones beyond that which is required of the candidate because of her/his position at UHCL; for example, every professor is expected to attend all program and School meetings. The discussion in this section should be for those service activities in which the candidate's role was extensive. If elaboration is provided, it should focus on accomplishments first, then time and level of involvement.
2. Service to Professional Organizations - This section allows the candidate to provide any information concerning service to his/her professional organizations which is not documented in the vita. Activities which are not to be discussed in this section are

being a member of an organization or attending the organization's conferences. The discussion in this section should be for those service activities in which the candidate's role was extensive. When elaboration is provided, it should focus on accomplishments first, then time and level of involvement.

## **Appendices**

The candidate can include other necessary documentation in this section.

*This document was revised by the 2008-2009 P & T committee to aid you in presenting your best case for P & T/Third Year Review. We have attempted to include as much information as possible, but please contact either the chair of the P & T/Third Year Review Committee or your Program Area Chair with any additional questions.*

## Formatting Requirements

1. The binder used should be sturdy. It will be opened and closed by many individuals.
2. Type-written tabs that extend beyond the width of the paper should be included for all categories that are bolded or underlined on the preceding pages. Please use one color tab for the following: Introduction; Teaching and Educational Activities; Research, Scholarly or Artistic Activities; Professional Activities and Service; and Appendices. Use a second color tab for all underlined categories.
3. Please use sheet protectors in the following manner:
  - Place every two pages of the Narrative and the Curriculum Vitæ back-to-back in one sheet protector.
  - Place the annual reviews, by years starting with the current review, in one sheet protector, followed by the Associate Dean's comments on your annual review in one sheet protector.
  - Place the summary table showing the Annual Review ratings for teaching, research, and service in one sheet protector.
  - Place each publication in one sheet protector. If the publication is too bulky, it may be divided into two or more sheet protectors.
  - For P & T candidates only--Place each third year review letter in one sheet protector. Place each two pages of the reflection on the third year review letters back-to-back in sheet protectors.



## NARRATIVE

The purposes of the Narrative are to make the case for the requested action and to highlight and describe the candidate's most important accomplishments. The Narrative should adhere to the following formatting guidelines:

- be double-spaced,
- include a header or footer with the candidate's name and the page number,
- not exceed 20 pages.

### Narrative

#### Introduction

Include your initial date of tenure-track appointment at UHCL; your goals in terms of teaching, research and service when you were hired; how you have addressed your goals throughout your time at UHCL; highlights or key accomplishments.

#### Teaching and Educational Activities

Include Table 1, see p. 11. You may omit the categories that are not applicable.

Summarize your Teaching and Educational Activities. Highlight key accomplishments and honors. Refer to your annual reviews for possible categories to include in your narrative.

#### Research, Scholarly or Artistic Activities

Include Tables 2-4, pp. 12-13. You may omit the categories that are not applicable. Since your publications are listed in your vita, you do not need to give the titles of the publications or presentations in these tables, only the total number under each category.

Summarize your Research, Scholarly and Artistic Activities. **Describe your research agenda/foci and highlight key accomplishments.** Refer to your annual reviews for possible categories to include in your narrative.

#### Service

Include Tables 5-7, pp. 14-15. You may omit the categories that are not applicable. Since your committees are listed in your vita, you do not need to give the committee names, only the total number under each category.

Summarize your Service Activities. Describe your professional service activities. Highlight key accomplishments, e.g., officer in a professional organization, chair of a committee, etc. Refer to your annual reviews for possible categories to include in your narrative.

#### Summary

Include a brief summary/closing paragraph(s).

### Sample Tables

Only those tables that pertain to the candidate should be included in the documentation.

**Table 1.**

***Courses Taught***

Courses	Number of Times Taught
<u>Graduate Courses</u>	
ABCD 5432 Course Title	3
ABCD 6134 Course Title	4
<u>Undergraduate Courses</u>	
ABCD 4321 Course Title	5
DEFG 4567 Course Title	7

**Table 2.**

*Publications*

Publication	Total Number
Books	2
Book Chapters	1
Refereed Journal Articles	10
International	1
National	6
Regional/Multistate	1
State	2
Non-refereed Journal Articles	3
International	1
National	1
State	1

**Table 3.**

***Presentations***

Presentations	Total Number
International	2
National	10
Regional/Multistate	3
State	12
Local	5

**Table 4.**

***Grants Funded While at UHCL*** (Only grants on which you served as PI or Co-PI. Do not include travel funds.)

Types of Grants	Total Number
External	2
Internal	3

**Table 5.**

*Service Within the Institution*

Committees or Other Service Commitments	Total Number
System	1
Committee Member	1
University	5
Committee Chair	2
Committee Member	3
School of Education	7
Committee Chair	2
Committee Member	5
Program	5
Committee Member	3
Other Commitments	2

**Table 6.**

*Service to Professional Organizations*

Professional Organization Service Commitments	Total Number
International	3
National	1
Regional/Multistate	1
State	4
Local	1

**Table 7.**

*Community Activities Related to Profession*

Activities	Total Number
Committee Chair	1
Board Member	1
Committee Member	3

**Table 8.**

*Annual Review Ratings*

Year	Teaching	Research	Service
2008	Outstanding	Good	Very Good
2007	Very Good	Fair	Good
2006			
2005			

**Table 9.**

*Course Evaluations*

Term & Year	Course	Enrollment	Item #8 Valuable Experience	Item #17 Relevant to Objectives	Item #22 Instructor Was Fair
Summer 2008	ABCD 4321	15	5	5	5
Spring 2008	ABCD 5432	16	5	5	5
Summer 2008	DEFG 4567	20	5	4	5

**Table 10.**

*Capstone Experience Involvement*

Capstone Experience	Chair	Committee Member
Dissertations	2	5
Theses	15	10
Projects	3	2
Comprehensive Exams	3	5

**Table 11.**

*Graduate Internship Supervision*

Semester	Course	# of Students	Placement
Fall 2008	ADSU 6739	2	Clear Creek ISD
		3	Pasadena ISD
		5	Galveston ISD
Spring 2009	ADSU 6739	6	Pasadena ISD
		5	Texas City ISD
		1	Houston ISD

**Table 12.**

*Faculty Advising*

Advisees	Total Number
Doctoral Level	5
Master's Level	15

**Table 13.**

*Independent Study Courses*

Student	Topic	Semester	Completion Date
Kathy Smith	ABCD 5939: Topic:	Summer 2008	Aug. 2008
Randy Solís	ABCD 5939: Topic:	Fall 2007	Dec. 2007
Lisa Johnson	ABCD 4939: Topic:	Spring 2007	May 2007

## Sample Publications & Presentations with Students

### Publications with Students

#### Refereed Journal Articles

Shodavaran, M., Jones, L., Weaver, L., & Márquez, J. (in press). Education of non-European ancestry immigrant students in suburban high schools. *Multicultural Education*.

Wilson, M., Jones, L., Márquez, J., & Tanguma, J. (2005, Winter). Black students' perceptions about academic achievement. *Journal of Intercultural Disciplines*, 5, 169-190.

### Presentations with Students

#### International

Button, C., Weaver, L., & Márquez, J. (2003, February). *Bilingual education teachers' knowledge of phonological awareness?* Paper presented at the 32<sup>nd</sup> Annual International Bilingual/Bicultural Conference of the National Association for Bilingual Education, New Orleans, LA.

#### National

Jones, L., Sawyer, C., Márquez, J., Weaver, L., Castro, J., & De la Garza, J. (2004, February). *Modifying a Multicultural Education Course to address the curricular needs of preservice bilingual counselors*. Paper presented at the Annual Conference of the National Association of Hispanic and Latino Studies, Houston, TX.

Wilson, M., Jones, L., Márquez, J., & Tanguma, J. (2003, February). *Peer influence on Black adolescents' academic achievement and participation in scholastic extracurricular activities*. Paper presented at the Annual Conference of the National Association of African American Studies, Houston, TX.

**Table 14.*****Funded Grants***

Project Title & Duration	Funding Agency	Number of Participants	My Role	Collaborating Entities	Funded Amount
<i>Collaborative Teaching of English Language Learners (CTELL), 2007-2012</i>	U.S. Department of Education	Proposed total 100 inservice teacher participants & 60 UHCL faculty participants	Co-Principal Investigator, Co-Director	Alvin ISD, Clear Creek ISD, Deer Park ISD, Pasadena ISD, and Texas City ISD	\$1,255,824
<i>Collaborative School Librarian Training (CSLT), 2004-2007</i>	Institute of Museum and Library Services	Total 34 participants	Co-Principal Investigator, Curriculum Specialist	Clear Creek ISD, Deer Park ISD, Goose Creek CISD, Pasadena ISD	\$863,813
<i>Collaborative Bilingual Administrator Training (CBAT), 2002-2007</i>	U.S. Department of Education	Total 70 participants	Co-Principal Investigator, Curriculum Specialist	Clear Creek ISD, Deer Park ISD, Dickinson ISD, Galena Park ISD, Galveston ISD, Goose Creek CISD, and Pasadena ISD	\$1,342,944

## CURRICULUM VITAE

### NAME

Position

Program

University of Houston-Clear Lake

2700 Bay Area Blvd., Box 123

Houston, TX 77058

(281) 283-xxxx

e-mail address

## EDUCATION

(Reverse chronological order)

Degree, University, Year

Major

Minor

## CERTIFICATES AND LICENSURES

## PROFESSIONAL EXPERIENCE

(Reverse chronological order)

Aug. 2007

Assistant Professor

to present

XYZ Studies

School of Education

University of Houston-Clear Lake

## COURSES TAUGHT AT UHCL

### Graduate

ABCD 5432

Course Title

ABCD 6134

Course Title

Last Name  
#

Undergraduate

ABCD 4321	Course Title
DEFG 4567	Course Title

**COURSES TAUGHT AT OTHER UNIVERSITIES**

Graduate

Undergraduate

**PUBLICATIONS** (Do not duplicate entries.)

(List in reverse chronological order.)

Books

Book Chapters

Refereed Journal Articles

International

National

Regional/Multistate

State

Last Name  
#

Refereed Conference Proceedings

International

National

Regional/Multistate

State

Non-Refereed Journal Articles

International

National

Regional/Multistate

State

Non-Refereed Conference Proceedings

International

National

Regional/Multistate

State

Reprints

Monographs

Reviews

Editorials

Articles in Newsletters

Technical Reports

Last Name  
#

Instructional Materials

Other

**FUNDED GRANTS**

(Reverse chronological order)

External

Internal (Do not include travel funds.)

**PRESENTATIONS** (Do not duplicate entries.)

(Reverse chronological order.)

International

National

Regional/Multistate

State

Local

Keynote/Invited

Other

Last Name  
#

## **EVALUATION INSTRUMENTS**

### **HONORS**

(Reverse chronological order)

### **SERVICE**

(Reverse chronological order)

#### Service Within the Institution

University of Houston System

University of Houston-Clear Lake

School of Education

#### Service to the Profession

National/State Committees (Not related to professional organizations, e.g., SBEC,  
TEA committees)

International Professional Organizations

National Professional Organizations

Regional/Multistate Professional Organizations

State Professional Organizations

Local Professional Organizations

External Program Evaluations

Workshops/Inservice Presentations (Some of these may fall under other categories. Use your best judgment or ask.)

Panels (Some of these may fall under other categories. Use your best judgment or ask.)

Service to the Community

Other Service

## **PROFESSIONAL AND ACADEMIC MEMBERSHIPS**

This section of the SOE *Policies and Procedures Manual* provides information on the external evaluator process.

2.2 Promotion and/or Tenure (revised 10/1/07)

- 2.2.3 By May 15 of the preceding semester, faculty members under consideration will submit a list of at least five external reviewers with a brief description of their professional expertise and complete contact information. The external reviewers may not have a close personal relationship with the faculty member and may neither have served on the candidate's dissertation committee nor have published as a co-author with the candidate. In consultation with the Associate Dean, the Promotion and Tenure Committee will select at least three external reviewers from the submitted list.
- 2.2.4 By June 1 the candidate will submit to the Associate Dean at least the following materials, which will be forwarded to the external reviewers: five publications, a narrative describing how the enclosed materials are related to the candidate's scholarship and vita. The candidate may also provide other evidence of scholarship and proficiency in teaching and service.
- 2.2.5 The Associate Dean will send a cover letter and the candidate's packet to selected external reviewers by June 15.

Dr. I. M. Smart  
College of Education  
The University of Creative Thinking  
Mensa, Texas 12345 - 6789

June 1, 2010

Dear Dr. Smart:

First, I want to take this opportunity to thank you for your willingness to lend your expertise as an external evaluator of the tenure and promotion materials for Dr. Bettye Burt. Dr. Burt came to the University of Houston – Clear Lake (UHCL) as an Assistant Professor in the Studies in Language and Culture program in 2005.

Enclosed you should find Dr. Burt’s external evaluation file, which includes a letter from her, a curriculum vitae, and five examples of her scholarly work. While you should feel free to comment on anything in the curriculum vitae, you are asked to concentrate your evaluation on the quality and extent of Dr. Burt’s scholarly activities in relation to the tenure decision. UHCL tenure guidelines describe scholarly activities as

those which lead to the creation and dissemination of new knowledge;  
to increased problem-solving capabilities, including such activities as  
design and analysis; to original critical or historical theory and  
interpretation . . .

In your letter of response, please comment on how Dr. Burt’s research extends understanding and contributes to knowledge in her academic field. I would also ask that you make your judgments about Dr. Burt’s performance relative to the performance of individuals at institutions comparable to UHCL.

UHCL is one of four independent universities within the University of Houston System. It is an upper division institution serving juniors, seniors, masters, and doctoral students [UHCL’s first doctoral program (Ed.D. in Educational Leadership) admitted its first cohort in Spring 2006.]. The university enrollment is approximately 7800 with about 2300 in the School of Education, of which over 60% are at the graduate level.

If possible, we would like to have your report no later than Friday, August 20, 2010. When you have your evaluation completed would you please send it to:

Dr. Dennis W. Spuck, Dean  
School of Education  
University of Houston – Clear Lake  
2700 Bay Area Boulevard  
Houston, Texas 77058 – 1098.

If you would prefer faxing the report, the fax number is 281-283-3599. If you have any questions, feel free to call me at 281-283-3620 or e-mail me at [sherrill@uhcl.edu](mailto:sherrill@uhcl.edu).

Again, thank you for your contribution.

Sincerely,

James Sherrill, Associate Dean  
and Professor, Mathematics Education

Copy to: Dr. Dennis Spuck  
Dr. Bettye Burt  
Dr. Larry Marquez