



12.02.99.D0.02

Fourth Year Review for Tenure-Track Faculty

Approved: September 8, 2014

Revised:

Next Scheduled Review: September 8, 2017

Procedure Statement

In support of Texas A&M University System Policy 12.02 *Institutional Procedures for Implementing Tenure*, this procedure establishes the requirement for a comprehensive review of all tenure-track faculty in their fourth year to determine the progress toward meeting the tenure requirements that are established for tenure-track faculty.

Reason for Procedure

The purpose of this procedure is to establish the requirements and procedures for the fourth-year review of tenure-track faculty.

Procedures and Responsibilities

1. GENERAL

- 1.1 Texas A&M University-Central Texas (A&M-Central Texas) places a high priority on the success and progression of faculty. Clear and timely feedback regarding progress towards tenure is an essential component for faculty success. A&M-Central Texas conducts a formal fourth year review of all tenure-track faculty. This review assesses the faculty member's progress towards tenure and provides recommendations to improve the prospects for meeting tenure criteria.
- 1.2 For assistant professors hired with zero years of credit toward tenure, the review occurs after completing three academic years at A&M-Central Texas. For assistant professors hired with one year of credit toward tenure, the review will occur after completing two academic years A&M-Central Texas. For assistant professors hired with two years of credit toward tenure, the review will occur after completing the first academic year at A&M-Central Texas.

2. THE PORTFOLIO

2.1 Section I: Dossier

2.1.1 A curriculum vita that includes information on degrees and certifications, professional appointments, teaching, research, and service, honors and awards, and other professional contributions

2.1.2 Copies of all annual evaluations

2.1.3 Teaching

- The faculty member's statement on teaching
- List of all classes taught, indicating new preps, teaching innovations, distance learning courses, integration of technology, and level (graduate or undergraduate) of course
- Statistical summaries of all student evaluations and copies of student comments
- Grade distributions
- Copies of at least one teaching observation (classroom or online)
- Copies of two different syllabi and three or four examples of other teaching materials (handouts, slides, examinations, discussion questions, etc.)

2.1.4 Scholarship

- The faculty member's summary of scholarship/creative activity
- Copies of publications, grant applications, or other materials that document the faculty member's scholarship
- For peer-reviewed work, include evidence that supports the quality of the scholarship and evidence that supports that the scholarship was peer-reviewed (evidence may include items such as acceptance rate, citations, impact factor, quality of publisher, editorial board membership, status of publication within discipline etc.)
- For co-authored work, identify the contributions that were made by the faculty author

2.1.5 Service (Academic Citizenship)

- The faculty member's summary of service to the university, community and profession

- List of department, college and university committee service with discussion of contributions
- List of service to the community with discussion of how this relates to faculty role and contributions made
- List of service to the profession with discussion of how this relates to faculty role and contributions made

2.2 Section II: Plans for Upcoming Academic Terms

1. What plans do you have relating directly to the improvement of instruction?
 - a. Do you plan course revisions or innovations?
 - b. Do you plan to implement new instructional techniques or revise old ones?
 - c. Do you plan new ways of involving students?
 - d. Are you planning different ways of evaluating your own effectiveness as an instructor?
2. What plans/goals do you have relating to scholarship, research, creative activities, or grant writing?
3. What plans/goals do you have relating to service and contribution to the Department, the College and the University?
4. What plans/goals do you have relating to service and contribution to your profession?
5. What plans/goals do you have relating to service and contribution to the community?
6. What plans/goals do you have relating to professional development?
7. Do any of your plans or goals require support or assistance from your Chair, Department, the College or other sources?
 - a. Describe and indicate the nature of the support or assistance.
8. Any other comments.

3. TIMELINE

3.1 *May 1st*

The portfolio is submitted to the Department Chair on May 1st of the end of the third academic year at A&M-Central Texas. For faculty that received one year of credit towards tenure, the portfolio is due on May 1st of the second academic year at A&M-

Central Texas. For faculty that received two years of credit towards tenure, the portfolio is due on September 1st of the first academic year at A&M-Central Texas.

3.2 August 1st

By August 1st, the Department Chair will review the portfolio and complete a 4th year review letter that provides recommendations as to what the faculty member should accomplish and emphasize during the remaining probationary period. This letter should also identify if the tenure-track faculty member is not progressing adequately toward the requirements of tenure. The portfolio and the review letter are submitted to the Dean for review.

3.3 September 1st

The Department Chair and the College Dean will meet with the faculty member in the month of September to discuss the candidate's progress towards tenure and strategies for accomplishing teaching, service and scholarship goals.

Related Statutes, Policies, or Requirements

System Policy [*12.01 Academic Freedom, Responsibility and Tenure*](#)

System Regulation [*12.02 Institutional Procedures for Implementing Tenure*](#)

University Procedure [*12.02.99.D0.01 Institutional Procedure for Implementing Tenure*](#)

Contact Office

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