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Guidance Document for Tenure and Promotion

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This document was developed to assist faculty with expectations towards promotion and tenure (P&T) as well as to help guide P&T committees when making decisions on advancement of faculty. However, faculty should not consider these as minimum requirements as faculty members are expected to produce above these values to meet P&T, because meeting these values does not guarantee promotion or tenure. This process attempts to focus on products, outcomes or results, rather than on effort or inputs.

- The nature of a faculty member's contribution to the goals and objectives of TAMUK is expected to vary as a function of appointment, assigned responsibilities, and stage of career development. It is clear that a single formula for faculty contribution is not feasible in the evaluation process. However, it is important to establish a general set of evaluation guidelines and criteria consistent with the mission and objectives of the College. These guidelines describe model patterns of emphasis that are most likely to lead to career development and to favorable annual evaluations in the context of the diverse faculty appointments in our college.
- Criteria in addition to those listed in this document may be considered in promotion and tenure deliberations. Additional considerations may include administrative duties, ethics, professionalism, and collegiality.
- This guidance document primarily outlines criteria for a split teaching and research appointment without other assignments. For faculty with other university assignments (e.g., administrative/outreach/extension/service appointments) expectations should be adjusted accordingly (i.e., not all components are appropriate for all appointments). These assignments should be explicitly clear in the faculty member's letter of appointment and the results of these assignments should be reported in their P&T portfolios. Other factors such as teaching overloads or special committee assignments (e.g., Faculty Senate President, IACUC Chair) should be taken into consideration by the P&T committee.

- Values shown are totals for the entire time period from hire to promotion or tenure, or from one promotion to the next (usually six years). Expectations would be pro-rated for other time periods in rank.
- For faculty entering employment at the university with credit for prior service (as outlined in appointment letter), scholarly expectations will be pro-rated based upon the number of year's employment at TAMUK.
- This guidance document will be implemented in September 2019 for AY 2020 evaluations. Tenure-track faculty who were hired before September 2019 but are currently not tenured will be assessed based on the P&T guidelines established in 2004 for which they were hired. When a faculty member is promoted under 2004 guidelines, the faculty will be expected to adhere to 2019 P&T guidelines for subsequent promotion and/or post-tenure review. The 2004 expectations and guidelines are relatively consistent with the intent of the new 2019 college expectations and guidelines. Faculty are encouraged to work with their department chair annually to develop individualized goals as to how they plan to exceed P&T guidelines. This discussion should be an integral part of the annual review process for faculty on promotion and tenure track.

TEACHING PERFORMANCE

Teaching Productivity Guidelines for Tenure and Promotion to Associate Professor

FTE-teaching appt	1.0	0.75	0.50	0.25	0.0
Annual Eval-% weight	80	60	40	20	0
3-hr courses per long semester^a	4	3	2	1	0
Chair of completed thesis^b	1	2	3	4	5
Undergraduate Experiences^c	Provide career experiences for undergraduate students				
SLO attainment	Establish SLOs in each course syllabus and report results to Dept Chair annually; target goal $\geq 70\%$				
SRI scores	Exceed University minimum standard for SRI scores; with College target goal ≥ 4.0 on 5.0 scale.				

Teaching Productivity Guidelines for Promotion to Professor

FTE-teaching appt	1.0	0.75	0.50	0.25	0.0
Annual Eval-% weight	80	60	40	20	0
3-hr courses per long semester^a	4	3	2	1	0
Chair of completed thesis^b	2	3	4	6	8
Undergraduate Experiences^c	Provide career experiences for undergraduate students				
SLO attainment	Establish SLOs in each course syllabus and report results to Dept Chair annually; target goal $\geq 80\%$				
SRI scores	Exceed University minimum standard for SRI scores; with College target goal ≥ 4.2 on 5.0 scale.				

^a Or faculty member has met teaching requirement in full.

^b Completed dissertations count as 1.5 times a thesis, a co-chaired thesis/dissertation and chair of completed graduate project count as 50% of thesis.

^c Undergraduate career experiences include experiences in research, internships, and other experiences deemed appropriate by department chair.

Teaching Performance continued.

1. The value listed for “3-hr courses” is the number of three credit hour courses taught each long semester over the period of evaluation. Doctoral courses carry higher (x1.5) credit value if 3 or more PhD students are enrolled in the course (example: 3 crd hr x 1.5 = 4.5 crd hr equivalent). The required number of courses taught may be adjusted based upon course contact hours. This item refers to courses which count towards teaching load.
2. For courses that a faculty member is instructor of record, but does not actually teach the course (e.g., graduate student or License Veterinary Technician teaches course), the faculty member must explain this teaching arrangement in their portfolio. Additionally, the faculty member must show evidence of significant involvement in the course or should not include it towards their teaching effort. Faculty members that use graduate students to teach their courses should clearly exceed scholarly values listed for their respective appointment. Review committees should adjust teaching/scholarly expectations based on the teaching effort with evidence of significant involvement by the faculty member (i.e., adjust to a different research appointment).
3. There are other metrics of teaching that are alternatives to the numbers of graduate students completed for faculty in units with no graduate programs (e.g., Veterinary Technology), undergrad research projects, internship and externship program management, etc.
4. Undergraduate experiential learning includes internships, externships, field-based exercises, community enhancement activities, and other types of active/experiential learning.
5. The evaluation of teaching effectiveness may also include peer evaluation and chair evaluation.
6. All faculty are expected to document productivity in teaching, and engagement with undergraduate students... For faculty with no formal teaching assignment, teaching productivity shall include informal teaching activities such as graduate student thesis advisement and teaching short courses.
7. Post Tenure Review should be in line with promotion to Full Professor guidelines
8. Each faculty member is expected to adhere to all state mandated educational rules and expectations for university employment; such as an updated CV showing the courses being taught each semester of each academic year and posted on the College website.

SCHOLARLY ACTIVITIES

Scholastic Productivity Guidelines for Tenure and Promotion to Associate Professor

FTE-research appt	0.0	0.25	0.50	0.75	1.0
Annual Eval-% weight	5	25	45	65	80
Publications ^a	2 (1)	3 (1)	5 (2)	7 (3)	9 (4)
Presentations ^b	4 (2)	8 (3)	12 (4)	16 (5)	20 (6)
Grants rec'd ^c	1	2	3	3	4
\$ rec'd ^d	\$20,000	\$75,000	\$175,000	\$275,000	\$400,000

Scholastic Productivity Guidelines for Promotion to Professor

FTE-research appt	0.0	0.25	0.50	0.75	1.0
Annual Eval-% weight	5	20	40	60	80
Publications ^a	2 (1)	4 (2)	7 (4)	10 (6)	12 (8)
Presentations ^b	5 (2)	10 (3)	15 (4)	20 (5)	25 (6)
Grants rec'd ^c	1	2	3	4	5
\$ rec'd ^d	\$25,000	\$100,000	\$225,000	\$350,000	\$500,000

^a Number in () indicates senior authorship or your student as senior author.

^b Number in () indicates presentations given by faculty member

^c Number indicates grants received as PD and/or Co-PD

^d Can include grants/gifts/in-kind donations; program leadership evidence as PD/Co-PD is expected

Scholarly Activities continued.

- Credit will be given for these refereed publications: international, national, regional and state scholarly publications. Primary emphasis will be placed on national/international refereed journal articles. Other acceptable publications may be counted for more credit (i.e. a scholarly book) or less credit (i.e. state refereed journal articles). Flexibility is allowed for evaluator judgment on values stated.
- Publications may be listed for tenure and promotion credit when they come out in print or when they are formally accepted for publication. Required forms of documentation are a photocopy of the journal article, a reprint of the article, or an official letter of acceptance from a journal editor.
- Work done at another institution but published while the faculty member is employed at TAMUK may be included in the count if the faculty member's institutional affiliation listed on the publication is TAMUK or the current address listed on the publication is TAMUK.
- Grants are listed only in the year they are received.
- Collaboration among faculty is encouraged and supported in this process. For each publication or grant, each collaborating faculty member will receive full credit for the document. Collaboration in grants is highly encouraged and emphasized, but faculty with a research appointment will be expected to demonstrate independent leadership in grant proposal submission and ability to obtain external grant funding.
- "Grants received" includes grants and gifts for scholarly, teaching, or program development. Emphasis will be placed on competitive external grant and gift funds.
- For promotion to Professor, values are to include only activity since the last promotion.
- Post-Tenure Review productivity should be in line with promotion to Full Professor.

SERVICE TO THE UNIVERSITY

Committee Service Productivity Guidelines for Promotion to Associate Professor and to Professor and for Post Tenure Review

Promotion to	Associate	Professor
Number of committees ^b	10 (3) ^a	12 (4) ^a

^a Number of university-level committees shown in parentheses

^b One committee year is serving actively on one committee for 1 year

Service to the University continued.

- Evidence of committee involvement is required, particularly for faculty members with release time for committee service.
- There are many ways faculty exhibit service to the university over and above involvement on committees.
- University service appointments constitute volunteer university related service assignments. Certain assignments include paid faculty release time and are called '**compensated release**' university appointments (i.e. Attending Veterinarian, IACUC Chair, Faculty Senate President, Undergraduate Curriculum Committee Chair); such compensated assignments are not to be confused with voluntary 'service to the university' committee expectations, etc.. Faculty with such appointments will still need to provide voluntary service assignments at the University level to fulfil their service expectations.
- Post Tenure Review committee assessment should take into consideration service contribution time and effort that may impact other productivity areas. This should be negotiated with the Dept Chair in advance, as best as possible.

Workload Guidelines for Tenure and Promotion to Associate Professor

FTE Teach/Res.	% Workload based on contract FTE				
	1.0/0.0	0.75/0.25	0.50/0.50	0.25/0.75	0.0/1.0
	-----Percent Time & Effort-----				
% Teaching	80	60	40	20	5
% Research	5	25	45	65	80
% Prof. Growth*	5	5	5	5	5
% Service	10	10	10	10	10

*Note: Professional growth for Assistant Professors will be held to 5%.

Workload Guidelines for Tenure and Promotion to Full Professor

FTE Teach/Res.	% Workload based on contract FTE				
	1.0/0.0	0.75/0.25	0.50/0.50	0.25/0.75	0.0/1.0
	-----Percent Time & Effort-----				
% Teaching	80	60	40	20	5
% Research	5	20-25	40-45	60-65	80
% Prof. Growth*	5	5-10	5-10	5-10	5
% Service	10	10	10	10	10

*Note: Professional growth for Associate Professors and Full Professors may increase to 10% to emphasize importance for establishing prominence in their respective field.