

The College of Fine Arts and Communication at Lamar University has established an academic process to enhance teaching proficiency, effectiveness, and professional growth. This structured approach involves a series of evaluations, observations, and reviews, emphasizing the significance of both required and optional components within the context of faculty development. By fostering continuous improvement and providing objective assessments, these processes contribute to the overall quality of education and support tenure and promotion decisions, ensuring that faculty members are equipped to excel in their teaching roles and contribute meaningfully to the academic community.

In the first year, faculty members undergo a comprehensive process that includes both a CTLE (Center for Teaching and Learning Excellence) observation and a syllabus review. During the observation, the course being taught is reviewed. Additionally, the course materials available on Blackboard (or the current Learning Management System) are evaluated. It is crucial to schedule this observation with CTLE within the first three weeks of the semester. The completion deadline for the observation and syllabus review is November 30. Furthermore, during the spring semester, faculty members must undergo at least one observation conducted by their department chair.

The observation and feedback process benefits faculty members by promoting professional development, ensuring accountability, and providing objective assessments. It contributes to tenure and promotion decisions by offering evidence of teaching effectiveness and improvement over time. All Chairs (Years 1 & 3) and Committees (Years 2 & 4) in the College of Fine Arts and Communication are required to participate in the CTLE observation process. The CTLE observation process is a framework for evaluating teaching practices. Over the 5-year period, the average score of observations (combined Chair and Committee) should be at least 3.5. Demonstrating improvement over time is essential for tenure and promotion. All observations must be completed by April 30. If a department lacks personnel to form a committee for the 2nd- and 4th-year Reviews, the Dean will assemble a committee. Adhering to these processes ensures continuous improvement in teaching effectiveness and contributes to the overall quality of education within the academic community.

In the second year, faculty members follow Lamar University guidelines for the 2nd-year review. Specific criteria and expectations are outlined to assess teaching proficiency and effectiveness. In the third year, which is like the first year, faculty members repeat the process of CTLE observation and syllabus review, but this time for a different course. The goal remains consistent: to ensure effective teaching practices and alignment with course objectives. During the fourth year, faculty members follow Lamar University guidelines for the 4th-year review. This review evaluates teaching effectiveness, research contributions, and overall performance.

In the fifth year, faculty members begin preparing their tenure & promotion portfolio for submission in the sixth year. These materials play a crucial role in tenure and promotion decisions. The faculty member may want to ask the chair and one or more faculty members, who may be helpful in this process.

TEACHING

Tenure & Promotion from Assistant Professor to Associate Professor

Year 1: Fall "EVNG"qdugtxcvkqp"cpf "u{ mcdwu'tgxkgy "

- EVNG"qdugtxcvkqp"qh'emuu'kpenw gu"u{ mcdwu'tgxkgy "hqt"vj g"eqwtug"dgkpi "qdugtxcf "
- cpf "tgxkgy "qh'eqwtug"qp"Drcendqctf "qt"ewttgpv'Ngctpkpi "O cpci go gpvU{ uvg +
- Uej gf wrg'y kj "EVNG'y kj kp"3^{uv}"y tgg'y ggmu"qh'vj g'ugo guvgt
- O wv'eqo r rvg'y j g"qdugtxcvkqp"cpf "u{ mcdwu'tgxkgy "d{ "P qxgo dgt "52^v

Spring "Ej ckt "qdugtxcvkqp*u-<O kpk wo "qh'qpg"qdugtxcvkqp"tgs wkt gf

Year 2: "4^{pf}/[gct "Tgxkgy <Ugg'Nco ct "Wpkxgtukv{ "i wkf grkpgu

Year 3: Fall "EVNG"qdugtxcvkqp"cpf "u{ mcdwu'tgxkgy "uco g'r tqegu"cu[gct "3"dw'f khtgpv' eqwtug+

Spring "Ej ckt "qdugtxcvkqp*u-<O kpk wo "qh'qpg"qdugtxcvkqp"tgs wkt gf

Year 4: "6^v/[gct "Tgxkgy <Ugg'Nco ct "Wpkxgtukv{ "i wkf grkpgu

Year 5: "Rtgr ctcvkqp"qh'o cvgtknu'q'uwdo k'kp'hc'm'qh[gct '8

Ej ckt "{ gctu"3("5+"cpf "Eqo o kwgH o kwgH # txcvkqp*} Ó 2 gvg"vj g"

60 Qj gt"]P qvg<Vj g't guwn'qh'eqwtug'gxcnvcvqp'd{ 'uwf gpw'ku'qpn{ 'qpg'hcevqt'eqpukf gtgf 'kp'yj g'gxcnvcvqp'qh' vgej kpi O'Y j kg'pqv'c'eqo r tgj gpukg'hkuv.'qj gt'cr r tqr tlcvg'eqpvtkdwkqpu'wr qp'y j lej 'yj g'cppwcn'gxcnvcvqp' o c{ 'dg'dcugf 'kpenmf g<'f qewo gpvgf 'eqwtug'ko r tqxgo gpv'cpf kt'f gxnqr o gpv=r ct vkr cvkp'kp'cuuguuo gpv' cpf 'rgctpkpi 'ko r tqxgo gpv'cevkkkgu'ht'yj g'o clqt'qt'eqtg'ewttlewnwo =eqo r rkvqp'qh'r tqhguukqpcn' f gxnqr o gpv'cevkkkgu'tgrvgf 'q'vgej kpi =f kgevqp'qh'wvf gti tcf wcv'tgugcte j luej qirtuj kr letgcvxg'cevkkk' " r tqlgew."j qpqtu'cpf 'o cuvgt au'yj gugu.'cpf 'f kuugtvcvqpu'ir wdrkcvkqpu'cpf 'i tcpw't guwnkpi 'Itqo 'yj gug' cevkkkgu'uj qwf 'dg'kpenmf gf 'kp'Ugevqp'Kqh'yj g'H4Q: =g'hgevkg'cf xkugo gpv'cpf 'o gpvqt kpi 'qh'uwf gpw= vgej kpi 'qh'pgy 'eqwtugu=vgej kpi 'cv'pqp/uvcpf ctf 'ko gu'*g(0'pki j u.'y ggngpf u+0'k'cf f kkvq.'r ggt' gxcnvcvqp'qh'encuugu'cpf kt'uvdo kuukq'qh'c'vgej kpi 'r qt'vqtk'yj cvf go qpwtcvgu'yj g'eqppgevkqpu'dgy ggp' eqwtug'f guetkr vqp.'qdlgevkgu.'vgej kpi 'eqpv'gpv'cpf 'rgctpgt'cevkkkgu'ctg'gxcnvcvqp'cr r tqcej gu'yj cvb c{ 'dg' wuf'd{ 'ej cku'cpf 'f gcpuQ

Teaching Proficiency and Effectiveness - Tenure and Promotion Observation Form

Teaching Average Score: _____

Learning Average Score: _____

T&L Average Score: _____

1 = Very Poor; Needs serious substantial improvement

2 = Poor; Needs substantial improvement

3 = Moderate; Needs a fair amount of improvement

4 = Good; Needs Some improvement

5 = Excellent; Needs little improvement

TEACHING: Faculty member's knowledge of his/her teaching field and ability to articulate this knowledge.

Develops an Engaging Learning Space	1	2	3	4	5	N/A	Comments
<i>Begins with appropriate introduction</i>							
<i>Connects content to prior/future learning (Not using transitions between subtopics to help students see the connection between them)</i>							

Presents content in appropriate sequence

RESEARCH, PUBLICATION, SCHOLARSHIP, AND/OR CREATIVE ACTIVITIES

The following notes apply to all faculty members and departments in the College of Fine Arts & Communication.

1. Lamar University designation as the faculty members institution.
 - a. Research, Publication, Scholarship, and/or Creative Activities that denote any university other than Lamar University for the faculty member representing Lamar University will not be applied to satisfy minimum requirements for Tenure & Promotion to Associate Professor or Promotion to Professor.
 - b. Research, Publication, Scholarship, and/or Creative Activities completed in the f w t c k p " q h " o k o g " v y c t f " v p w t g o " r t k t " v " l q k p i " N c o c t " W p k x g t u k s " e c p " d g " considered but may not be counted toward the minimum requirement.
2. Ongoing, annual continuity
 - a. Evidence in annual reviews consistently demonstrates the ongoing or continual nature of research, scholarship, or creative activities.
3. [g c t " 7 " * C u u q e k v g " R t q h g u u q t " v " R t q h g u u q t " q p n f + < " U r t k p i " G z v g t p c n i T g x k y g t
 - o G z v g t p c n i T g x k y g t " h q t " [g c t " 7 " f g c f r k p g < " Q e v q d g t " 3 " m " l p " H c m " q h " [g c t " 6 0 " * u g g " V g c e j l p i +
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 - o k p " c e e q t f c p e g " y k j " o R t q o q v k p " v " R t q h g u u q t " o " G z v g t p c n i T g x k y g t u 0 "] O C R R " 2 4 0 2 4 0 3 _

DSDE Tenure and Promotion to Associate Professor

to be considered:

Required

-Three peer-reviewed publications

AND

4 independent items out of the following

-Internal grant submitted as PI or Co-PI

-External grant submitted as PI or Co-PI

-Collaboration with faculty and/or practitioners

-Present at minimum 5 conferences

-Three translation activities (i.e., book chapters, books and monographs, abstracts and book reviews, research grants, fellowships, papers presented at professional meetings, invited speakerships, etc.)

-Teaching excellence (e.g., teaching awards, student evaluations, research awards received by students)

to be strongly considered:

Required

-Four peer-reviewed publications

AND

5 independent items out of the following

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DSDE Promotion from Associate Professor to Professor

to be considered:

Required

At least three new peer-reviewed journal publications since promotion to Associate Professor

AND

4 separate items from among the following

Having obtained at least one internal grant

At least two new non-peer-reviewed articles since promotion to Associate Professor (book chapter, a book review, newspaper, or magazine article).

Dissemination of scholarly work through presentations in different formats (video, website, or blog post).

Supervision/mentoring of student research

h-index of between 7 to 14

to be strongly considered:

PROFESSIONAL SERVICE TO THE DISCIPLINE, UNIVERSITY, COMMUNITY
College of Fine Arts & Communication
Tenure & Promotion from Assistant Professor to Associate Professor

Service is broadly construed as the commitment to providing support to the University community, the broader society, and a faculty member's selected academic field, extending beyond the confines of their official teaching and/or research roles.

Satisfying the minimum performance criteria outlined for tenure or promotion does not assure promotion to Associate Professor necessitates increased service and collaboration skills, demonstrating the ability to amalgamate differing experiences and awarenesses present within a committee. Individuals at all levels must fulfill their responsibilities collegially and professionally towards students, staff, faculty, and the public. Professional Service is limited to service that is unpaid.

To be considered for Associate Professor with tenure, applicants must maintain an average Service score of 3.5 on all F2.08s since their last promotion. For stronger consideration, applicants must maintain a score of 4.0 (with no score below 3.0) since their last promotion. The content in this section is categorized based on the F2.08 framework.

Professional Achievement

Service listed in the categories below, which originated from the F2.08, should be identified in the categories as International/National, Regional, Local.

- Recognition for achievement in discipline (e.g., honors, awards, medals, commendations from professional academic organizations, educational institutions, governmental agencies, or private foundations).
- Professional service, such as service as an officer in state, national, or international organization, or as chairperson of professional committees. Serving on committees may contribute but individuals must provide narrative of accomplishments and individual efforts. (Professional service also includes editorial services to the discipline.)
- Community service, such as consultation in the area of professional competence (expertise).
- Other

Participation in College and University affairs

Service listed in the categories below, which originated from the F2.08, should be identified in the categories as Departmental Service, COFAC Service, University Service.

- Effective contributions on departmental, college and university councils and committees meeting regularly, including Faculty Senate. Committees/councils that do not meet should not be included.
- Documented results of service as chair of department committees, college committees/councils and university committees/councils (including ad hoc committees) meeting at least once each semester, including Faculty Senate. Committees/councils that do not meet should not be included.
- Service in Fundraising, including working at fundraising activities/events in various roles and meeting fundraising goals effectively.
- Having an active role in organizing and/or participating in recruiting and retention activities and events.
 - Recruiting activities and/or events
 - Retention activities and/or events
- Evidence of high-quality academic advising at events, including contributions during freshman orientations, Cardinal View days, Admitted Student Day and other university, college and departmental recruitment activities.
- Sponsorship of academic organizations.
- Assisting with administrative duties of department or college.
- Other

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- Sponsorship of academic organizations.
- Assisting with administrative duties of department or college.
- Demonstrated Performance as Leader, such as mentoring new faculty.
- Other