The College of Education and Professional Studies guidelines follow university policy (Appendix E in the Faculty Handbook). Tenure and Promotion distinctions are earned by a faculty member for making significant contributions to the university, the college, the department, and the profession. The College is committed to supporting the University’s mission of helping students learn by providing transformative education experiences so that they may become productive, creative, ethical and engaged citizens and leaders serving our global community. For all tenure and promotion levels, the following percentage weights will be applied:

Teaching - 60 percent
Scholarly/Creative Productivity – 20 percent
Service – 20 percent

Responsibilities

Responsibilities of the College:

1. To assist a faculty member planning for pre-tenure review, promotion to Associate Professor, and/or tenure, the department chairperson and the dean will evaluate the faculty member’s work every year. This evaluation will include a review of the faculty member’s work during the previous year based on the annual faculty development plan and an evaluation of the faculty member’s plan for the next year.

2. To assist a faculty member’s planning for promotion to Professor, the department chairperson and the dean will evaluate the faculty member’s work since the granting of the rank of Associate Professor. This evaluation will include a review of the faculty member’s work since the last promotion based on the faculty member’s three-year faculty development plan.

3. To assist the development of emerging faculty members, the dean will ensure that each department chair assigns a full-time tenured faculty member as the mentor for each newly hired full-time tenure-track faculty member.

Responsibilities of the Department:

1. To assist a faculty member planning for pre-tenure review, promotion to Associate Professor, and/or tenure review, the department chairperson will evaluate the faculty member’s annual productivity. This evaluation will include a review of the faculty member’s productivity during the previous year as it relates to meeting the faculty member’s goals for promotion to Associate Professor or for tenure review. The department chairperson will make every effort to help the faculty member achieve
the goals that he/she set, particularly if a weakness in one of the three areas is evident.

2. To assist a faculty member’s plan for promotion to Professor, the department chairperson will evaluate the faculty members’ productivity since the granting of promotion to the rank of Associate Professor. This evaluation will include a review of the faculty member’s productivity since the last promotion based on the faculty member’s three-year development plan.

3. Faculty members undergoing post-tenure review will meet with the department chairperson by a designated date in the year of the review.

4. Department chairs will assign a tenured faculty member to serve as a mentor to each newly hired full-time tenure-track faculty member. Chairs should consult with the newly hired faculty member to determine the suitability of the mentor. If no tenured faculty members within the department are suitable, the chair will consult with other college department chairs to identify a tenured faculty member from another college department to serve as a mentor.

**Responsibilities of the Faculty Member:**

1. In planning for pre-tenure review, promotion, and/or tenure review, the faculty member will create a faculty development plan each year prior to the review and will discuss that plan with the department chair during the annual review. Each year, the faculty member and the department chairperson will evaluate progress on the plan and make modifications as necessary.

2. When applying for promotion and/or tenure review, the faculty member prepares a complete dossier/vitae following the approved college and department guidelines. Applicants for promotion and/or tenure review are responsible for assembling evidentiary documentation, for making a case in support of the application and for submitting materials according to established deadlines. Recommendations at each level are based upon data supplied by the faculty member, as well as department, college, and university data.

**Responsibilities of Colleagues:**

1. It is the responsibility of all tenured faculty members to fulfill their role in the peer evaluation process with the highest professional integrity in accordance with university, college, and departmental policies.

2. For this purpose, tenured faculty members will objectively evaluate a candidate’s dossier/vitae and make appropriate responses on all forms and abide by the Confidentiality Clause.

3. It is the responsibility of all tenured faculty members assigned as mentors to newly hired faculty members to offer assistance in all areas related to performance including those associated with teaching, scholarship and service. Important areas of guidance include those associated with understanding the vision, mission, values and goals of UCO, Academic Affairs, the College of Education and Professional Studies and the department, as well as helping new faculty members develop annual goals relative to teaching, scholarship and service.
It is the responsibility of all tenured faculty members, whether or not assigned as mentors, to be ready to provide informal mentoring, guidance and assistance to newly hired faculty members.

**Guidelines for Annual Review and Pre-Tenure Review**

**Annual Review:**

Every non-tenured full-time faculty member will be subject to an annual performance evaluation by the department chairperson to review his/her progress and establish goals for the upcoming year. The first review takes place during the fall semester of the first year of employment. The faculty member will submit the following to facilitate the review:

1. A faculty review plan.
2. Classroom Observation Reports from one tenured faculty member selected by the faculty member and the department chairperson.

Subsequent reviews will occur each fall semester. The faculty member will submit the following to facilitate the review:

1. A faculty review plan with a self-evaluation of previous annual goals - those identified during the last annual evaluation. The faculty member should cite specific evidence to demonstrate that the goal was accomplished or an explanation if the goal was not accomplished.
2. Goals should be developed in each of the three areas for the next evaluation period. These should be included on the Faculty Review Plan.
3. Student Perception of Instructional Effectiveness results for the previous year.
4. Classroom Observation Reports from one tenured faculty member selected by the faculty member being evaluated and the department chairperson.

The final annual review will take place in the fall semester following the granting of tenure and, as all annual reviews following the first one, will focus on productivity during the previous academic year. The faculty member will submit the following to facilitate the review:

1. A faculty review plan with a self-evaluation of previous annual goals - those identified during the last annual evaluation. The faculty member should cite specific evidence to demonstrate that the goal was accomplished or an explanation if the goal was not accomplished.
2. Student Perception of Instructional Effectiveness results for the previous year.
3. A faculty review plan with 3-year goals identified.

**Pre-Tenure Review:**

The purpose of pre-tenure review is to give the faculty member feedback about his/her progress toward the recommendation for tenure and/or promotion to Associate Professor. Pre-tenure review is a peer review performed by the faculty member’s tenured departmental colleagues and the department chairperson. Pre-tenure review will occur in the fall semester of the third year of full-time, tenure-track employment. The faculty member will submit the following to facilitate the review:
1. A current curriculum vitae following the guidelines established in the CEPS Tenure & Promotion Guidelines to the department chairperson by September 1.
2. All Student Perception of Instructional Effectiveness numerical summary reports.
3. A completed faculty review plan.
4. Classroom Observation Reports from a tenured faculty member selected by the faculty member and the department chairperson.

**Dossier/Vitae Preparation**

For tenure and promotion purposes, scholarly presentations and publications are academic works that are professional and/or research-based and is directly related to one’s role at the University of Central Oklahoma. Scholarly presentations are those presentations that are made at professional meetings. For example, presentations at annual conferences of professional associations would be counted. In-service presentations would NOT be counted as scholarly presentations (these would be counted as community service activities).

Professional/Scholarly publications are those research or scholarly manuscripts published in peer-reviewed professional journals, books, or chapters in books. Examples include manuscripts based on research or scholarly work that are published in a university journal, in a state, regional or national association journal, or in a professional journal, such as journals listed in the Current Index to Journals in Education. Articles that provide department, college, university, or community information or service are not considered research or scholarly publications even though published in a peer-reviewed professional/scholarly journal. Information articles published in non-peer-reviewed newsletters are also not considered professional publications.

For tenure and promotion purposes, service activities include only activities where one’s service is professionally related to one’s role at the University of Central Oklahoma. One example would be a counselor or psychologist assisting an organization in the development of suicide prevention activities or assisting the organization in their work with clients who have some psychological issue. Another example would be a faculty member providing in-service training to teachers, administrators, counselors, or psychometrists.

Not included would be service activities for organizations such as parent-teacher organizations, churches, or other community organizations not related to one’s professional role at the University of Central Oklahoma. Also not included would be hobby, recreational or unrelated activities. In addition, compensated private practice activities cannot be counted as service for tenure or promotion.

Documentation of all listed publications, presentations, grants and related activities should be included and additional information may be requested by review committees through the department chair. For publications, a copy of the actual publication or notification of acceptance for publication must be included. For presentations, a copy of the paper or poster or a copy of the conference program reflecting inclusion in the program must be included. For grants, a copy of the award of the grant proposal or a copy of annual grant reports to external agencies must be included.
PRE-TENURE REVIEW

The pre-tenure review shall be a component of a tenure-track faculty member’s annual faculty performance evaluation that occurs two years prior to eligibility for tenure review. All stipulated activities completed since initial full-time employment by the University of Central Oklahoma up to September 1 of the pre-tenure review year shall be considered for pre-tenure review. By September 1 a current curriculum vita/dossier, following the guidelines in this document, must be submitted to the faculty member’s respective department chair (see section E 3.1.b of the Tenure and Promotion Sections, Amended Faculty Handbook 2018).

Two peer observations of classroom performance will be completed each year. The College of Education and Professional Studies “Observation Document for Peer Observation” will be used as the instrument for peer observation. All peer observers must be tenured faculty members and members of the same department as the faculty member being observed. One peer observer will be the respective department chair and one observer will be selected by the faculty member being reviewed. The observer and the faculty member being observed will jointly determine the time and date of the observation.

Effective Classroom Teaching (60%)

A. Self- Evaluation:

1. Include a short reflective narrative (not to exceed two pages, double-spaced) that includes a statement of teaching philosophy, evaluation of teaching effectiveness including evidence of support for UCO’s educational philosophy and articulation of the degree to which annual goals in this area have been accomplished.
2. Include average scores from the student evaluations for each semester of the review period and a short reflective narrative (not to exceed two pages, double spaced) indicating observations and any planned changes based on both the quantitative ratings and qualitative comments included in these evaluations.

B. Related Evidence of Teaching Effectiveness

Complete a minimum of one (1) teaching activity from the following list. For each entry provide the semester(s) and year(s). Teaching activities include the following:
1. Describe a curricular innovation made through changing pedagogy (i.e. instructional strategies, new methods of teaching, or assessments). Identify the basis for the innovations and the potential improvement of practice and influence on students.
2. Develop a course. Identify the basis for the course and procedure and information used to develop the course content.
3. Describe changes to course content or methods. Identify the previous course content/methods, the basis for the change and describe the potential influence on students.
4. Describe opportunities for students to learn in alternative formats.
5. Incorporate supportive technologies associated with curriculum. Include a description of the new technologies and how they have enhanced or provided a value-added experience.
6. Mentor research and/or teaching assistant(s). Describe what activities were involved.
7. Mentor student’s practicum, internship and/or capstone experiences. Describe what activities were involved.
8. Supervise an independent study or a directed reading. Provide the title of the independent study and the activities involved.
9. Supervise a university-approved Study Tour. Describe the activities involved in the study tour including destination.
10. Supervise a Service Learning experience. Provide a description of the experience.
11. Awards or recognition for teaching excellence. Include the name and date of the award.
12. Create, supervise and/or direct a STLR assignment, project or event. Provide a description of the experience.

C. Provide a brief description including specific activities of how you have facilitated transformative learning experiences in the area of Effective Teaching, addressing when appropriate the Central Six tenets. Limit to one-page double-spaced.

Scholarly/Creative Achievement (20%)

A. Self-Evaluation: Include a short reflective narrative (not to exceed two pages, double-spaced) articulating the degree to which annual goals in this area have been accomplished.

B. Complete a minimum of two (2) activities during the review period from the following list. For each entry provide the semester(s) and year(s) Documentation of all listed publications, presentations, grants and related activities should be included and additional information may be requested by review committees through the department chair. For publications, a copy of the actual publication or notification of acceptance for publication must be included. For presentations, a copy of the paper or poster and a copy of the conference program reflecting inclusion in the program must be included. For grants, a copy of the award of the grant proposal or a copy of annual grant reports to external agencies must be included.

1. Submit to present at a peer reviewed professional/scholarly meeting (international, national, regional or state level).
2. Submit a book, book chapter(s), article in a professional journal that is peer reviewed, juried, or refereed.
3. Involve students in scholarly/research activities. Provide a description of the activities.
4. Identify completed certification requirements or credentials related to one’s teaching or content area(s).
5. Describe new skills or knowledge developed through attendance at a professional conference, seminar, workshop, or meeting.
6. Direct a Service Learning project. Provide a description of the project.
7. Participate in a grant writing activity including a grant review and/or grant management (include internal grants). Provide a description of the grant activity.
8. Design and/or supervise a creative project or program related to one’s professional role at UCO. Provide a description of the project.
9. Assist in conducting course, curriculum, and/or program reviews and/or prepare special reports. Provide a description of the activity.
10. Assist in the development of curriculum, accreditation and/or assessment instruments for recognized national, state, local and/or community organizations. Provide a description of the activity including the name of the organization.
11. Direct or serve on a research, capstone project, or thesis committee. Provide a description of the activity.
12. Create, supervise and/or direct a STLR assignment, project or event. Provide a description of the experience.

Contributions to the Institution and Profession (20%)

A. Self-Evaluation: Include a short reflective narrative (not to exceed two pages, double-spaced) articulating the degree to which annual goals in this area have been accomplished.

B. Complete a minimum of two (2) contributions to the institution and profession through service from the following list. For each entry provide the semester(s) and year(s).

1. Professional service to the community that is directly related to one’s role at the university.
2. Service to a professional organization (active membership, committee work, board membership, officer, sponsor, or journal reviewer).
3. Judge academic activities or assisting with student contests.
4. Service to the program by membership and/or contribution to a program-level committee or activity.
5. Service to the department by membership and/or contribution to a department-level committee or activity.
6. Service to the college by membership and/or contribution to a college-level committee or activity.
7. Service to the university by membership and/or contribution to a university-level committee or activity.
8. Service as a program coordinator.
9. Student advisement, practicum supervision, and/or internship supervision. Describe the activities that were involved.
10. Student retention or recruitment activities. Describe the activities that were involved.
11. Manage special projects related to one’s professional role at UCO. Describe the activities that were involved.
12. Conduct Professional Enhancement presentations defined as in-service and workshops to the university or other constituent groups.
13. Create, supervise and/or direct a STLR assignment, project or event. Provide a description of the experience.
TENURE REVIEW

To be a candidate for tenure, a full-time faculty member must hold a rank of assistant professor, associate professor, or professor; have a tenure track appointment; have successfully served the probationary period as defined in Section E.2.3 of the Faculty Handbook; hold an earned doctorate or other terminal degree from a regionally accredited or internationally recognized institution; and, have earned a total of 60 graduate semester credit hours in the teaching field as part of an approved program at a regionally accredited or internationally recognized institution. The tenure process generally occurs in the fall of the fifth year of service. (Faculty Handbook E.5.a-e)

Effective Classroom Teaching (60%)

A. Self-Evaluation:

1. Include a short reflective narrative (not to exceed two pages, double-spaced) that includes a statement of teaching philosophy, evaluation of teaching effectiveness including evidence of support for UCO’s educational philosophy and articulation of the degree to which annual goals have been accomplished.

2. Include average scores from the student evaluations for each semester of the review period and a short reflective narrative (not to exceed two pages, double-spaced) indicating observations and any planned changes based on both the quantitative ratings and qualitative comments included in these evaluations.

B. Related Evidence of Teaching Effectiveness

Complete a minimum of three (3) different teaching activities from the following list. For each entry provide the semester(s) and year(s):

1. Describe a curricular innovation made through changing pedagogy (i.e. instructional strategies, new methods of teaching, or assessments). Identify the basis for the innovations and the potential improvement of practice and influence on students.

2. Describe changes to course content or methods. Identify the previous course content/methods, the basis for the change and describe the potential influence on students.

3. Develop a new course. Identify the basis for the new course and procedure and information used to develop the course content.

4. Describe opportunities for students to learn in alternative formats.

5. Incorporate supportive technologies associated with curriculum. Include a description of the new technologies and how they have enhanced or provided a value-added experience.

6. Mentor research and/or teaching assistant(s). Describe the activities that were involved.

7. Mentor student’s practicum, internship and/or capstone experiences. Describe the activities that were involved.

8. Supervise an independent study or a directed reading. Provide the title of the independent study and the activities involved.

9. Supervise a university-approved Study Tour. Describe the activities involved in the study tour including destinations.
10. Supervise a Service Learning experience. Provide a description of the experience.
11. Awards or recognition for teaching excellence. Include the name and date of the award.
12. Create, supervise and/or direct a STLR assignment, project or event. Provide a description of the experience.

C. Provide a short description (not to exceed two pages, double-spaced) including specific activities of how you have provided transformative learning experiences in the area of Effective Teaching, addressing when appropriate the Central Six tenets.

**Scholarly/Creative Achievement (20%)**

A. Self-Evaluation: Include a short reflective narrative (not to exceed two pages, double-spaced) articulating the degree to which annual goals in this area have been accomplished.

B. Complete two (2) of the following activities from the following list. For each entry provide the semester and year. Documentation of all listed publications, presentations, grants and related activities should be included and additional information may be requested by review committees through the department chair. For publications, a copy of the actual publication or notification of acceptance for publication must be included. For presentations, a copy of the paper or poster or a copy of the conference program reflecting inclusion in the program must be included. For grants, a copy of the award of the grant proposal or a copy of annual grant reports to external agencies must be included.

1. Present at a peer-reviewed state, regional, national or international professional / scholarly meeting as the first author.
2. Present at a peer-reviewed state, regional, national or international professional / scholarly meeting with student(s) as co-author.
3. Publish a peer-reviewed book, chapter, article in a professional journal or professional organization publication including proceedings, as appropriate.
4. Receive funding for an internal or external grant.

C. Complete a minimum of four (4) scholarly/creative activities from the following list. For each entry provide the semester(s) and year(s) Documentation of all listed publications, presentations, grants and related activities should be included and additional information may be requested by review committees through the department chair. For publications, a copy of the actual publication or notification of acceptance for publication must be included. For presentations, a copy of the paper or poster or a copy of the conference program reflecting inclusion in the program must be included. For grants, a copy of the award of the grant proposal or a copy of annual grant reports to external agencies must be included.

1. Present at a state, regional, national or international professional / scholarly meeting as the first author.
2. Present at a state, regional, national or international professional / scholarly meeting with student(s) as co-author.
3. Publish a book, chapter, article in a professional journal or professional organization publications including proceedings as appropriate.
4. Receive funding for an internal or external grant.
5. Involve students in scholarly/research activities.
6. Direct a Service Learning project. Provide a description of the experiences.
7. Participate in a grant writing activity including a grant review and/or grant management. Provide a description of the grant activity.
8. Design and/or supervise a creative project or program related to one’s professional role at UCO. Provide a description of the project.
9. Assist in conducting course, curriculum, and/or program reviews and/or prepare special reports. Provide a description of the activity.
10. Assist in the development of curriculum, accreditation and/or assessment instruments for recognized national, state, local and/or community organizations. Provide a description of the activity including the name of the organization.
11. Direct or serve on a research, capstone project, or thesis committee.
12. Create, supervise and/or direct a STLR assignment, project or event. Provide a description of the experience.

Contributions to the Institution and Profession (20%)

A. Self-evaluation: Include a short reflective narrative (not to exceed two pages, double-spaced) that articulates the degree to which annual goals in this area have been accomplished.

B. Complete a minimum of four (4) contributions to the institution and profession through service from the following list. For each entry provide the semester(s) and year(s).

1. Professional service to the community that is directly related to one’s role at the university.
2. Service to a professional organization (active membership, committee work, board membership, officer, sponsor, or journal reviewer).
3. Judge academic activities or assisting with student contests
4. Service to the program by membership and/or contribution to a program-level committee or activity.
5. Service to the department by membership and/or contribution to a department-level committee or activity.
6. Service to the college by membership and/or contribution to a college-level committee or activity.
7. Service to the university by membership and/or contribution to a university-level committee or activity.
8. Service as a program coordinator. Describe the activities involved.
9. Student advisement, practicum supervision, and/or internship supervision. Describe the activities that were involved.
10. Student retention or recruitment activities. Describe the activities that were involved.
11. Manage special projects related to one’s professional role at UCO. Describe the activities that were involved.
12. Conduct Professional Enhancement presentations defined as in-service and workshops to the university or other constituent groups.
13. Create, supervise and/or direct a STLR assignment, project or event. Provide a description of the experience.
PROMOTION TO THE RANK OF ASSOCIATE PROFESSOR

A candidate for promotion to the rank of associate professor must meet the following minimum criteria: an earned doctorate degree (or other terminal degree) awarded by a regionally accredited or internationally recognized institution; have earned a total of 60 graduate semester hours in the teaching field as part of an approved program from a nationally accredited or internationally recognized institution; and, have been employed by the University of Central Oklahoma for five (5) or more academic years (summers excluded). The earliest the promotion process may begin is in the fall of the fifth year of service. Faculty hired prior to January 2011 must have held the rank of assistant professor for at least four (4) academic years at the University of Central Oklahoma. Faculty hired after January 2011 must have held the rank of assistant professor for at least five (5) academic years at the University of Central Oklahoma. The candidate must either hold tenure or be eligible for tenure review. (Faculty Handbook E.8.2.2)

Effective Classroom Teaching (60%)

A. Self- Evaluation:

1. Include a short reflective narrative (not to exceed two pages, double-spaced) that includes a statement of teaching philosophy, evaluation of teaching effectiveness including evidence of support for UCO’s educational philosophy and articulation of the degree to which annual goals in this area have been accomplished.
2. Include average scores from the student evaluations for each semester of the review period and a short reflective narrative (not to exceed two pages, double-spaced) indicating observations and any planned changes based on both the quantitative ratings and qualitative comments included in these evaluations.

B. Related Evidence of Teaching Effectiveness

Complete a minimum of three (3) different teaching activities from the following list. For each entry provide the semester(s) and year(s):

1. Describe a curricular innovation made through changing pedagogy (i.e. instructional strategies, new methods of teaching, or assessments). Identify the basis for the innovations and the potential improvement of practice and influence on students.
2. Describe changes to course content or methods. Identify the previous course content/methods, the basis for the change and describe the potential influence on students.
3. Develop a new course. Identify the basis for the new course and procedure and information used to develop the course content.
4. Describe opportunities for students to learn in alternative formats.
5. Incorporate supportive technologies associated with curriculum. Include a description of the new technologies and how they have enhanced or provided a value-added experience.
6. Mentor research and/or teaching assistant(s). Describe the activities that were involved.
7. Mentor student’s practicum, internship and/or capstone experiences. Describe the activities that were involved.
8. Supervise an independent study or a directed reading. Provide the title of the independent study and the activities involved.
9. Supervise a university-approved Study Tour. Describe the activities involved in the study tour including destinations.
10. Supervise a Service Learning experience. Provide a description of the experience.
11. Awards or recognition for teaching excellence. Include the name and date of the award.
12. Create, supervise and/or direct a STLR assignment, project or event. Provide a description of the experience.

C. Provide a short description (not to exceed two pages, double-spaced) including specific activities of how you have provided transformative learning experiences in the area of Effective Teaching, addressing when appropriate the Central Six tenets.

Scholarly/Creative Achievement (20%)

A. Self-Evaluation: Include a short reflective narrative (not to exceed two pages, double-spaced) articulating the degree to which annual goals in this area have been accomplished.

B. Complete two (2) of the following activities from any category on the following list. For each entry provide the semester and year Documentation of all listed publications, presentations, grants and related activities should be included and additional information may be requested by review committees through the department chair. For publications, a copy of the actual publication or notification of acceptance for publication must be included. For presentations, a copy of the paper or poster or a copy of the conference program reflecting inclusion in the program must be included. For grants, a copy of the award of the grant proposal or a copy of annual grant reports to external agencies must be included.

1. Present at a peer-reviewed state, regional, national or international professional / scholarly meeting as the first author.
2. Present at a peer-reviewed state, regional, national or international professional / scholarly meeting with student(s) as co-author.
3. Publish a peer-reviewed book, chapter, article in a professional journal or professional organization publication including proceedings, as appropriate.
4. Receive funding for an internal or external grant.

C. Complete a minimum of four (4) scholarly/creative activities from the following list. For each entry provide the semester(s) and year(s) Documentation of all listed publications, presentations, grants and related activities should be included and additional information may be requested by review committees through the department chair. For publications, a copy of the actual publication or notification of acceptance for publication must be included. For presentations, a copy of the paper or poster or a copy of the conference program
reflecting inclusion in the program must be included. For grants, a copy of the award of the
grant proposal or a copy of annual grant reports to external agencies must be included.

1. Present at a state, regional, national or international professional / scholarly
   meeting as the first author.
2. Present at a state, regional, national or international professional / scholarly
   meeting with student(s) as co-author.
3. Publish a book, chapter, article in a professional journal or professional
   organization publications including proceedings as appropriate.
4. Receive funding for an internal or external grant.
5. Involve students in scholarly/research activities.
6. Direct a Service Learning project. Provide a description of the experiences.
7. Participate in a grant writing activity including a grant review and/or grant
   management.
8. Design and/or supervise a creative project or program related to one’s
   professional role at UCO.
9. Assist in conducting course, curriculum, and/or program reviews and/or prepare
   special reports.
10. Assist in the development of curriculum, accreditation and/or assessment
    instruments for recognized national, state, local and/or community organizations.
    Provide a description of the activity including the name of the organization.
11. Direct or serve on a research, capstone project, or thesis committee.
12. Create, supervise and/or direct a STLR assignment, project or event. Provide a
    description of the experience.

Contributions to the Institution and Profession (20%)

A. Self-evaluation: Include a short reflective narrative (not to exceed two pages, double-
   spaced) that articulates the degree to which annual goals in this area have been
   accomplished.

B. Complete a minimum of four (4) contributions to the institution and profession through
   service from the following list. For each entry provide the semester(s) and year(s).

   1. Professional service to the community that is directly related to one’s role at the
      university.
   2. Service to a professional organization (active membership, committee work,
      board membership, officer, sponsor, or journal reviewer).
   3. Judge academic activities or assisting with student contests
   4. Service to the program by membership and/or contribution to a program-level
      committee or activity.
   5. Service to the department by membership and/or contribution to a department-
      level committee or activity.
   6. Service to the college by membership and/or contribution to a college-level
      committee or activity.
   7. Service to the university by membership and/or contribution to a university-level
      committee or activity.
8. Service as a program coordinator. Describe the activities involved.
9. Student advisement, practicum supervision, and/or internship supervision. Describe the activities that were involved.
10. Student retention or recruitment activities. Describe the activities that were involved.
11. Manage special projects related to one’s professional role at UCO. Describe the activities that were involved.
12. Conduct Professional Enhancement presentations defined as in-service and workshops to the university or other constituent groups.
13. Create, supervise and/or direct a STLR assignment, project or event. Provide a description of the experience.

**PROMOTION TO PROFESSOR**

Faculty hired prior to January 2011 must have held the rank of associate professor for at least four (4) academic years (summers excluded) at the University of Central Oklahoma. The earliest this promotion can begin is during the fall of their fourth year of service at the rank of associate professor and at the discretion of the individual eligible for promotion. Faculty hired after January 2011 must have held the rank of associate professor for at least five (5) academic years at the University of Central Oklahoma. The earliest the promotion process can begin is during the fall of their fifth year of service at the rank of associate professor and at the discretion of the individual eligible for promotion. The candidate must hold tenure. (Faculty Handbook E.8.2.3)

**Effective Classroom Teaching (60%)**

A. Self- Evaluation
   1. Include a short reflective narrative (not to exceed two pages, double-spaced) that includes a statement of teaching philosophy, evaluation of teaching effectiveness including evidence of support for UCO’s educational philosophy and articulation of the degree to which annual goals have been accomplished.
   2. Include average scores from the student evaluations for each semester of the review period. And a short reflective narrative (not to exceed one page) indicating observations and any planned changes based on both the quantitative ratings and qualitative comments included in these evaluations.

B. Related Evidence of Teaching Effectiveness
   Complete a minimum of four (4) different teaching activities from the following list. For each entry provide the semester(s) and year(s).
   1. Describe a curricular innovation through changing pedagogy (i.e. instructional strategies, new methods of teaching, or assessments). Identify the basis for the innovations and the potential improvement of practice and influence on students.
   2. Describe changes made to course content or methods. Identify the previous course content/methods and describe how the changes have impacted students.
   3. Develop a new course. Identify the basis for the new course and procedure and information used to develop the course content.
4. Describe opportunities for students to learn in alternative formats.
5. Incorporate supportive technologies associated with curriculum. Include a description of the new technologies and how they have enhanced or provided a value-added experience.
6. Mentor research and/or teaching assistant(s). Describe the activities that were involved.
7. Mentor student’s practicum, internship and/or capstone experiences. Describe the activities that were involved.
8. Supervise an independent study or a directed reading. Provide the title of the independent study and the activities involved.
9. Supervise a university-approved Study Tour. Describe the activities involved in the study tour including destination.
10. Supervise a Service Learning experience. Provide a description of the experience.
11. Awards or recognition for teaching excellence. Include the name and date of the award.
12. Create, supervise and/or direct a STLR assignment, project or event. Provide a description of the experience.

C. Provide a brief description including specific activities of how you have provided transformative learning experiences in the area of Effective Teaching, addressing when appropriate the Central Six tenets. Limit to one page double-spaced.

Scholarly/Creative Achievement (20%)

A. Self-Evaluation: Include a brief reflective narrative outlining the degree to which annual goals in this area have been accomplished.

B. Complete two (2) activities from the following list. For each entry provide the semester(s) and year(s). Documentation of all listed publications, presentations, grants and related activities should be included and additional information may be requested by review committees through the department chair. For publications, a copy of the actual publication or notification of acceptance for publication must be included. For presentations, a copy of the paper or poster or a copy of the conference program reflecting inclusion in the program must be included. For grants, a copy of the award of the grant proposal or a copy of annual grant reports to external agencies must be included.

1. Present at a peer-reviewed state, regional, national or international professional/scholarly meeting as the first author.
2. Present at a peer-reviewed state, regional, national or international professional/scholarly meeting with student(s) as co-author.
3. Publish a peer-reviewed book, book chapter, article in a professional journal (including electronic) or professional association publication (proceedings as appropriate).
4. Receive funding for an internal or external grant.

C. Complete a minimum of six (6) scholarly/creative activities from the following list. For each entry provide the semester(s) and year(s) Documentation of all listed publications,
presentations, grants and related activities should be included and additional information may be requested by review committees through the department chair. For publications, a copy of the actual publication or notification of acceptance for publication must be included. For presentations, a copy of the paper or poster or a copy of the conference program reflecting inclusion in the program must be included. For grants, a copy of the award of the grant proposal or a copy of annual grant reports to external agencies must be included.

1. Present at a state, regional, national or international professional /scholarly meeting as first author.
2. Present at a state, regional, national or international professional / scholarly meeting with student(s) as co-author.
3. Publish a book, chapter, article in a professional journal or professional organization publication including proceedings as appropriate.
4. Receive funding for an internal or external grant.
5. Involve students in scholarly/research activities.
6. Direct a Service Learning project. Provide a description of the experience and the number of students involved.
7. Participate in a grant writing activity including a grant review and/or grant management (include internal grants)
8. Design and/or supervise a creative project or program related to one’s professional role at UCO.
9. Assist in conducting course, curriculum, and/or program reviews and/or prepare special reports.
10. Assist in the development of curriculum, accreditation and/or assessment instruments for recognized national, state, local and/or community organization(s). Provide a description of the activity including the name of the organization(s).
11. Direct or serve on a research, capstone project, or thesis committee.
12. Create, supervise and/or direct a STLR assignment, project or event. Provide a description of the experience.

Contributions to the Institution and Profession (20%)

A. Self-evaluation: Include a short reflective narrative (not to exceed two pages, double-spaced) articulating the degree to which annual goals in this area have been accomplished.

B. Complete at least three (3) different service activities from the following list. For each entry provide the semester(s) and year(s).

1. Service to the program by membership and/or contribution to a program-level committee or activity.
2. Service to the department by membership and/or contribution to a department-level committee or activity.
3. Service to the college by membership and/or contribution to a college-level committee or activity.
4. Service to the university by membership and/or contribution to a university-level committee or activity.
C. Complete a minimum of two (2) service activities from any of the following categories.

1. Professional service to the community that is directly related to one's role at the university.
2. Service to a professional organization (active membership, committee work, board membership, officer, or sponsor, journal reviewer).
3. Judge academic activities or assisting with student contests.
4. Service as a program coordinator.
5. Student advisement, practicum supervision, and/or internship supervision. Describe the activities that were involved.
6. Student retention or recruitment activities. Describe the activities that were involved.
7. Manage special projects related to one’s professional role at UCO. Describe the activities that were involved.
8. Conduct Professional Enhancement presentations defined as in-service and workshops to the university or other constituent groups.
9. Create, supervise and/or direct a STLR assignment, project or event. Provide a description of the experience.

PERFORMANCE APPRAISAL OF A TENURED FACULTY MEMBER

All tenured faculty members, regardless of rank, shall have their performance evaluated every three years. The faculty member’s first triennial review cycle begins the fall semester that tenure takes effect. The evaluation shall be limited to the three years of service since the faculty member’s last evaluation. (Faculty Handbook E.4)

Effective Classroom Teaching (60%)

A. Self-Evaluation

1. Include a short reflective narrative (not to exceed two pages, double-spaced) that includes a statement of teaching philosophy, evaluation of teaching effectiveness including evidence of support for UCO’s educational philosophy and articulation of the degree to which triennial goals in this area have been accomplished.
2. Include average scores from the student evaluations for each semester of the review period and a short reflective narrative (not to exceed one page) indicating observations and any planned changes based on both the quantitative ratings and qualitative comments included in these evaluations.

B. Related Evidence of Teaching Effectiveness

Complete a three (3) different teaching activities from the following list. For each entry provide the semester(s) and year(s).

1. Describe a curricular innovation through changing pedagogy (i.e. instructional strategies, new methods of teaching, or assessments). Identify the basis for the innovations and the potential improvement of practice and influence on students.
2. Describe changes made to course content or methods. Identify the previous course content/methods and describe how the changes have impacted students.
3. Develop a new course. Identify the basis for the new course and procedure and information used to develop the course content.
4. Describe opportunities for students to learn in alternative formats.
5. Incorporate supportive technologies associated with curriculum. Include a description of the new technologies and how they have enhanced or provided a value-added experience.
6. Mentor research and/or teaching assistant(s). Describe the activities that were involved.
7. Mentor student’s practicum, internship and/or capstone experiences. Describe the activities that were involved.
8. Supervise an independent study or a directed reading. Provide the title of the independent study and the activities involved.
9. Supervise a university-approved Study Tour. Describe the activities involved in the study tour including destination.
10. Supervise a Service Learning experience. Provide a description of the experience.
11. Awards or recognition for teaching excellence. Include the name and date of the award.
12. Create, supervise and/or direct a STLR assignment, project or event. Provide a description of the experience.

C. Provide a brief description including specific activities of how you have provided transformative learning experiences in the area of Effective Teaching, addressing when appropriate the Central Six tenets. Limit to one page, double-spaced.

Scholarly/Creative Achievement (20%)

A. Self-Evaluation. Include a short reflective narrative (not to exceed two pages, double-spaced) outlining the degree to which triennial goals in this area have been accomplished.

B. Complete one activity from any category on the following list. For each entry provide the semester(s) and year(s). Documentation of all listed publications, presentations, grants and related activities should be included and additional information may be requested by review committees through the department chair. For publications, a copy of the actual publication or notification of acceptance for publication must be included. For presentations, a copy of the paper or poster or a copy of the conference program reflecting inclusion in the program must be included. For grants, a copy of the award of the grant proposal or a copy of annual grant reports to external agencies must be included.
   1. Present at a peer-reviewed state, regional, national or international professional/scholarly meeting as the first author.
   2. Present at a peer-reviewed state, regional, national or international professional/scholarly meeting with student(s) as co-author.
   3. Publish a peer-reviewed book, book chapter, article in a professional journal (including electronic) or professional association publication (proceedings as appropriate).
   4. Receive funding for an internal or external grant.
C. Complete a minimum of three (3) scholarly/creative activities from the following list. For each entry provide the semester(s) and year(s). Documentation of all listed publications, presentations, grants and related activities should be included and additional information may be requested by review committees through the department chair. For publications, a copy of the actual publication or notification of acceptance for publication must be included. For presentations, a copy of the paper or poster or a copy of the conference program reflecting inclusion in the program must be included. For grants, a copy of the award of the grant proposal or a copy of annual grant reports to external agencies must be included.

1. Present at a state, regional, national or international professional /scholarly meeting as first author.
2. Present at a state, regional, national or international professional / scholarly meeting with student(s) as co-author.
3. Publish a book, chapter, article in a professional journal or professional organization publication including proceedings as appropriate.
4. Receive funding for an internal or external grant.
5. Involve students in scholarly/research activities.
6. Direct a Service Learning project. Provide a description of the experience and the number of students involved.
7. Participate in a grant writing activity including a grant review and/or grant management (include internal grants)
8. Design and/or supervise a creative project or program related to one’s professional role at UCO.
9. Assist in conducting course, curriculum, and/or program reviews and/or prepare special reports.
10. Assist in the development of curriculum, accreditation and/or assessment instruments for recognized national, state, local and/or community organization(s). Provide a description of the activity including the name of the organization(s).
11. Direct or serve on a research, capstone project, or thesis committee.
12. Create, supervise and/or direct a STLR assignment, project or event. Provide a description of the experience.

Contributions to the Institution and Profession (20%)

A. Self-evaluation: Include a short reflective narrative (not to exceed two pages, double-spaced) articulating the degree to which triennial goals in this area have been accomplished.

B. Complete four (4) different service activities from the following list. A minimum of one (1) service activity must be completed in each of categories 1-3. For each entry provide the semester(s) and year(s).

1. Service to the program by membership and/or contribution to a program-level committee or activity.
2. Service to the department by membership and/or contribution to a department-level committee or activity.
3. Service to the college by membership and/or contribution to a college-level committee or activity.
4. Service to the university by membership and/or contribution to a university-level committee or activity.

C. Complete a minimum of two (2) service activities from any of the following categories.
   1. Professional service to the community that is directly related to one’s role at the university.
   2. Service to a professional organization (active membership, committee work, board membership, officer, or sponsor, journal reviewer).
   3. Judge academic activities or assisting with student contests.
   4. Service as a program coordinator.
   5. Student advisement, practicum supervision, and/or internship supervision. Describe the activities that were involved.
   6. Student retention or recruitment activities. Describe the activities that were involved.
   7. Manage special projects related to one’s professional role at UCO. Describe the activities that were involved.
   8. Conduct Professional Enhancement presentations defined as in-service and workshops to the university or other constituent groups.
   9. Create, supervise and/or direct a STLR assignment, project or event. Provide a description of the experience.

Timeline for Implementation
Grandfather Provision of CEPS Tenure and Promotion Criteria

The provisions of this document shall take full effect upon ratification by a simple majority of the full-time tenured/tenure-track faculty voting in a special election and with the approval of the Dean in Fall 2018. Faculty hired prior to August 1, 2018, classified as “tenure track” and seeking tenure and/or promotion to associate professor, or faculty initially hired as associate professor and seeking promotion to professor will have consideration given to them due to the changes in promotion and tenure guidelines.* This consideration will also be given to tenured-faculty subject to post-tenure evaluation. Faculty promoted to associate professor or professor effective August 2018 fall exclusively under the provisions of this document.

*All faculty members will complete their current cycle for tenure, promotion and post-tenure review using the criteria which were in place at the time of their hire. Upon completion of their current tenure, promotion and post-tenure review cycle, those faculty members will be subject to the August 2018 revised criteria.