**Third Year Review**

**Formatting Guidelines**

**Third Year Review**

The following from the College of Education Policies and Procedures describes the rationale and philosophy of the third year review.

2.8  Third Year Review of Non-Tenured Faculty (7/5/01)

2.8.1  Rationale and Philosophy

The criteria for tenure and the standards for their application will be the same for all eligible faculty members within academic rank, regardless of their years of service or other similar factors.

It is the responsibility of the College of Education to provide guidance to non-tenured faculty with regard to candidacy and progress toward tenure and possible promotion. Review of non-tenured faculty will provide written and oral assessments to include: (a) strengths and weaknesses in the areas of teaching, research and scholarly activity and service; (b) suggestions for strengthening the faculty member’s performance, and (c) recommendations regarding the format and documentation of the candidate’s vita and supporting materials. Although this review and its recommendations and findings do not imply a commitment to future school or university action in promotion and tenure, the review is intended to provide candidates with specific, formative assessments of progress toward tenure and/or possible promotion.

**Third Year Review**

**List of Required Documentation**

This document provides a list of the items that **should be** included in the candidate’s binder. The binder should be of good quality, sturdy, easy to open, and have reinforced rings.

**Introduction**

Cover Page

Table of Contents

Narrative (includes Tables 1-8)

Curriculum Vitae

Annual Reviews (Table 9, actual annual reviews, and feedback on annual reviews)

Promotion and Tenure Annual Publication Verification Report

**Teaching and Educational Activities**

Course Evaluations (summary sheets for course evaluations; Table 2 may be reproduced and included before summary sheets)

Sample Syllabi

Sample Assessments

Individual Instruction (Tables 10-12)

Professional, Curriculum, and Program Development

Additional Significant Evidence

**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)

**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. Things that should not be included in the binder include: thank you notes, PowerPoint presentations, certificates, manuscripts that are in progress, conference programs, grant proposals, workshop evaluations, etc.

**Introduction**

1. Cover Page – including the required information. See p. 8 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 that are pertinent to their documentation.
3. Narrative – Limited to 25 pages. See p. 9 for guidelines and Tables 1-8, pp. 11-15. The narrative should only address those activities completed since coming to UHCL. Work prior to this time will be referenced only in the curriculum vitae. This document will also be sent electronically to the chair of the Third Year Review Committee and the Department Chair.
4. Curriculum Vitæ – This document will be sent electronically to the chair of the Third Year Review Committee and the Department Chair. See vita template, pp. 21-25.
5. Annual Reviews – A summary table showing all the Annual Review ratings for teaching, research, and service. See Table 9, p. 16. A copy of each annual review should be included along with copies of the evaluator’s comments for each of the annual reviews.

**Teaching and Educational Activities**

1. Course evaluations – The candidate must include summary sheets for all course evaluations for semesters preceding the review. Table 2 (p. 11) may be reproduced and included in this section.
2. Sample Syllabi – The candidate must include a sample syllabus for each of the courses she/he 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 (if appropriate) 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.
4. Individual Instruction – This section may include supervision of dissertations, theses, projects, internships, comprehensive examinations, independent study courses, and presentations or publications with students (e.g., If the candidate does not supervise internship, this item would not 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. 16.

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. 17.

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.

1. Professional, Curriculum, and Program Development - This section includes information on the candidate’s efforts in terms of professional development and her/his involvement in the development of new courses, new certificate programs, etc. Other information that may 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 should be used to document this item.

b. A brief description of involvement in curriculum/program development. 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 university/College of Education programs and the recruitment of students to the 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 most current APA style citation information, of any teaching materials such as 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.

6. Additional Significant Evidence – Any additional evidence of involvement in teaching or professional development that does not fit in the previous categories should be included here.

**Research, Scholarly or Artistic Activities**

1. Category 1 Publications - A copy of each Category 1 publication that has been published or accepted for publication since coming to UHCL 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 that 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. If a manuscript is “in press” the candidate must provide documentation from the editor and/or publisher that indicates that the manuscript is approved for publication and provide a timeline for 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, impact factor, etc. This information may be found in *Cabell’s Publishing Opportunities Directory or Ulrich’s Serials Analysis System*. If this information is not available in Cabell’s or Ulrich’s the candidate should request the information from the journal editor. If a manuscript is “in press” the candidate must provide documentation from the editor and/or publisher that indicates that the manuscript is approved for publication and provide a timeline for publication.

2. Grant Record - This section allows the candidate to provide any information concerning her/his grants that 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. In addition, the candidate must provide documentation from the funding agency that lists the PI and/or Co-PI of the grant and the grant amount. The candidate should describe in more detail her/his role in each grant. The candidate should include 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 that 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. The presentation citations should be in APA format.

## **Professional Service Activities**

1. Service Within the Institution - This section allows the candidate to provide any information concerning service to UHCL that 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 that is not documented in the vita. Activities that 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 2015 Promotion & Tenure Revision Committee to provide guidance with regard to your candidacy and progress toward tenure and possible promotion. We have attempted to include as much information as possible, but please contact either the Chair of the Departmental Promotion & Tenure Committee or your Department Chair with any additional questions.*

**Formatting Requirements**

1.      The binder used should be sturdy and have reinforced rings.  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 evaluator’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.

The template for the cover page follows.

Name:

Current Rank:

Date of Appointment to Current Rank:

Date of Original Appointment at UHCL:

Action Requested: \_\_\_\_\_\_\_\_ Third-Year Review

\_\_\_\_\_\_\_\_Tenure and Promotion to Associate Professor

\_\_\_\_\_\_\_\_Tenure as Associate Professor

\_\_\_\_\_\_\_\_Promotion to Professor

**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. This entails providing a detailed description of your activities and accomplishments since coming to UHCL. The candidate should not assume that all readers of the documentation are familiar with the candidate’s work. The Narrative should

 -be double-spaced,

-include a header or footer with the candidate’s name and the page number,

-not exceed 25 pages

-use 12 point font

**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

Table 1: Courses Taught, see p. 11. Omit the categories that are not applicable.

Table 2: Course Evaluations, see p. 11. 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.

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 provide proof that prior approval was obtained from the Department Chair (Policy 2.4.6.8) to use the alternate method and instrument.

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 3-5, see 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 6-8, pp. 14-15. 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**

Tables 1-8 are embedded in the narrative. Tables 9-14 and the citations should be placed in the candidate’s binder in the appropriate sections. Only those tables that pertain to the candidate should be included in the documentation. If a table is not applicable, it should be left out and the candidate should adjust the table numbers accordingly. The candidate should use the categories specified in the tables and not combine categories. For example, the candidate should not combine national and international categories.

**Table 1.**

***Courses Taught***

|  |  |
| --- | --- |
| Courses | Number of Times Taught |
|  |  |
| Graduate Courses |  |
|  |  |
| ABCD 5432 Course Title | 3 |
| ABCD 6134 Course Title | 4 |
| Undergraduate Courses |  |
|  |  |
| ABCD 4321 Course Title | 5 |
| DEFG 4567 Course Title | 7 |

**Table 2.**

***Course Evaluations***

| Term & Year | Course | Enrollment | Item #8Valuable Experience | Item #17Relevant to Objectives | Item #22Instructor Was Fair |
| --- | --- | --- | --- | --- | --- |
| Fall2014 | ABCD 4321 | 15 | 5 | 5 | 5 |
| Summer 2014 | ABCD 5432 | 16 | 5 | 5 | 5 |
| Spring2014 | DEFG 4567 | 20 | 5 | 4 | 5 |
| Fall 2013 | ABCD 5432 | 18 | 5 | 5 | 5 |

**Table 3.**

***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 |
| Refereed Conf. Proceedings | 1 |
| National | 1 |
| Other Publications | 2 |
| Monographs | 2 |

**Table 4.**

***Presentations***

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

**Table 5.**

***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 6.**

***Service Within the Institution***

|  |  |
| --- | --- |
| Committees or Other Service Commitments | Total Number |
| SystemCommittee Member | 11 |
| UniversityCommittee ChairCommittee Member | 523 |
| College of EducationCommittee ChairCommittee Member | 725 |
| ProgramCommittee MemberOther Commitments | 532 |

**Table 7.**

***Service to Professional Organizations***

|  |  |
| --- | --- |
| Professional OrganizationService Commitments | Total Number |
| International | 3  |
| National | 1 |
| Regional/Multistate | 1 |
| State | 4 |
| Local |  1 |

**Table 8.**

***Community Activities Related to Profession***

|  |  |
| --- | --- |
| Activities | Total Number |
| Committee Chair | 1 |
| Board Member Committee Member | 13 |

**Table 9.**

***Annual Review Ratings***

|  |  |  |  |
| --- | --- | --- | --- |
| Year | Teaching  | Research  | Service |
| 2012 | Outstanding | Good | Very Good |
| 2011 | Very Good | Fair | Good |
| 2010 | Very Good | Fair | Good |

**Table 10.**

***Capstone Experience Involvement***

| Capstone Experience | Chair | Committee Member | Methodologist | Completed  | In Progress |
| --- | --- | --- | --- | --- | --- |
| Dissertations | 2 | 5 | 1 | 3 | 5 |
| Theses | 15 | 10 | 2 | 27 |  |
| Projects  | 3 | 2 |  | 5 |  |
| Comprehensive Exams | 3 | 5 |  | 5 | 3 |

**Table 11.**

***Graduate Internship Supervision***

|  |  |  |  |
| --- | --- | --- | --- |
| Semester | Course | # of Students | Placement |
| Fall 2011 | ADSU 6739 | 2 | Clear Creek ISD |
| Spring 2011 | ADSU 6739 | 35651 | Pasadena ISDGalveston ISDPasadena ISDTexas City ISDHouston 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**

**(Student’s name is underlined)**

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. (2012, Winter). Black students’ perceptions about academic achievement. *Journal of Intercultural Disciplines, 5,* 169-190*.*

**Presentations with Students**

International

Button, C., Weaver, L., & Márquez, J. (2009, February). *Bilingual education teachers’ knowledge of phonological awareness?* Paper presented at the32nd 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. (2008, February). *Modifying a Multicultural Education Course to address the curricular needs of preservice bilingual counselors.* Paper presented at theAnnual Conference of the National Association of Hispanic and Latino Studies, Houston, TX.

Wilson, M., Jones, L., Márquez, J., & Tanguma, J. (2010, 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(for Training Grants) | My Role | Other Faculty Involved | Collaborating Entities | Funded Amount |
| --- | --- | --- | --- | --- | --- | --- |
| *Collaborative Teaching of* *English Language Learners (CTELL)*, 2007-2012 | U.S. Department of Education  | Proposed total 100 inservice teacherparticipants& 60 UHCL faculty participants | Co-PI,Co-Director | Laurie Weaver, Carol Carman | Alvin ISD, Clear Creek ISD, Deer Park ISD, Pasadena ISD, and Texas City ISD | $1,255,824 |
| *Collaborative School Librarian Training (CSLT),* 2004-2007 | Institute of Museum and Library Services | Total 34 participants | Co-PI,Curriculum Specialist | Maureen White,Laurie Weaver | Clear Creek ISD, Deer Park ISD, Goose Creek CISD, Pasadena ISD | $863,813 |
| *Collaborative Bilingual* *Administrator Training (CBAT),*2002-2007 | U.S. Department of Education | Total 70participants | Co-PI,Curriculum Specialist | Laurie Weaver, Larry Kajs | Clear Creek ISD, Deer Park ISD, Dickinson ISD, Galena Park ISD, Galveston ISD, Goose Creek CISD, Pasadena ISD | $1,342,944 |
| *Two-way immersion at a Title 1 elementary school, achievement,* *classroom climate and community impact.* 2011-2012 | CREATE Foundation |  | Co-Principal Investigator, Researcher | Laurie Weaver, Debora Ortloff | Clear Creek ISD | $3,000 |

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**

Texas Teacher Certification

 Secondary English (6-12)

EC-6 Generalist

**PROFESSIONAL EXPERIENCE**

(Reverse chronological order)

Aug. 2009 Assistant Professor

to present XYZ Studies

 College 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

Refereed Conference Proceedings

International

National

Regional/Multistate

State

Last Name

#

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

Instructional Materials

Other

**FUNDED GRANTS**

(Reverse chronological order)

External

Internal (Do not include travel funds.)

Last Name

#

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

(Reverse chronological order.)

International

National

Regional/Multistate

State

Local

Keynote/Invited

Other

**EVALUATION INSTRUMENTS**

**HONORS**

(Reverse chronological order)

**SERVICE**

(Reverse chronological order)

Service Within the Institution

University of Houston System

University of Houston-Clear Lake

College of Education

Last Name

#

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**