

College of Education and P-16 Integration Department of Bilingual and Literacy Studies Criteria for Faculty Reviews

The purpose of the faculty review process is to provide guidance for continued professional growth throughout a faculty member's career. The departmental faculty review criteria described in the tables below are used for tenure, promotion, post-tenure review, and annual review processes. This document contains criteria for tenure track faculty, tenured faculty, professors in practice, and full time lecturers on three year appointments. The criteria listed in the first column of each table below must be met; the indicators listed under each rank show possible ways these criteria may be met.

All faculty review work and departmental criteria should be governed by the following university and college policies:

- H.O.P. ADM 06-502 Annual Faculty Evaluation
- H.O.P. ADM 06-505 Faculty Tenure and Promotion
- H.O.P. ADM 6-504 Post Tenure Review
- UTRGV Guidelines for Review, Reappointment, and Promotion of Full-time Lecturers, Professors in Practice and Clinical Faculty
- College of Education and P-16 Integration Criteria for Establishing Departmental Tenure and Promotion Criteria
- Faculty Peer Observation for Teaching Guidelines (found on the Provost's Faculty Resources website)
- Selection of External Reviewers Guidelines (found on the Provost's Faculty Resources website)
- Pathways for Review Deadlines (found on the Provost's Faculty Resources website)

The criteria in the tables below apply to tenure and promotion, post-tenure review, and annual review. Tenure and promotion and post-tenure reviews are cumulative; the review committee will evaluate the faculty member's performance for the entire time span since initial hiring or last review. Annual reviews evaluate the faculty member's performance over one academic year. Along with the required documentation listed in the H.O.P. policy for Annual Faculty Evaluation, faculty will provide a narrative detailing quality and significance of their work.

In the annual review process, faculty will be ranked in the following categories (per HOP Policy ADM06-502):

- Unsatisfactory: Failing to meet expectations for the department, rank or contractual obligations in a manner that reflects disregard of previous advice or other efforts to provide remediation or assistance, or involves *prima facie* professional misconduct, dereliction of duty, or incompetence.
- Does not meet expectations: Indicates a failure beyond what can be considered the normal range of year-to-year variation in performance, but of a character that appears subject to correction.
- Meets expectations: Reflects accomplishments commensurate with what is normal for UTRGV, the discipline, department, faculty rank, or any contractual obligations.
- Exceeds expectations: Reflects a clear and significant level of accomplishment beyond what is normal for UTRGV, the discipline, department, faculty rank, or any contractual obligations as defined by the unit.

All reviews will be completed per the timelines established in the Pathways for Review Deadlines document, which can be found on the Provost's Faculty Resources website.

All faculty members are expected to comply with university, college, and departmental requirements, rules and policies to be considered as making satisfactory progress.

Faculty members appointed to part-time administrative positions will be reviewed, with appropriate consideration given to the demands of administrative assignments and their impact on the level of research activity, courses taught, and the extent of service contributions.

All faculty will be evaluated with these criteria effective September 1, 2017, with appropriate consideration given to candidates for tenure, promotion, or post-tenure review who completed part of the time period under review at a legacy institution (University of Texas at Brownsville or University of Texas-Pan American).

Expectations and Review Criteria for Tenure Track and Tenured Professors

In the table below, expectations for each rank are listed under the appropriate column. To continue in good standing, faculty members are expected to meet the criteria listed under the rank. The criteria are reflective of a rating of meets expectations.

Faculty who are going up for tenure and/or promotion are expected to have external reviews as established by the H.O.P. policy ADM 6-505 and the Selection of External Reviewers Guidelines found on the Provost's Faculty Resources website.

All faculty are required to have peer evaluations as per departmental, college and university guidelines.

For promotion to the next level, the candidate needs to show a consistent trajectory of achievement and of growth throughout the time period under review. Evidence needs to be shown that the candidate will be able to meet the expectations for the next level.

	TEACHING				
Criteria	Assistant Professor	Associate Professor	Professor	Post-Tenure Review	
Faculty are expected to attend to the unique pedagogical implications of instructing P-16 learners in the Rio Grande Valley,					
including a specif	ic focus on the characterist	ics of learners in the Rio Gra	nde Valley such as P-16 bilin	gual and multilingual	
learners, children	in poverty, immigrant and	migrant families, etc. This sl	nould be addressed in all cat	egories of teaching.	
	Evidence of critical	Evidence of critical	Evidence of critical	The candidate must	
Pedagogical	reflection of own	reflection of own	reflection of own	demonstrate	
Self-Analysis	teaching; which includes	teaching; which include	teaching; which include	continued	
of Teaching	self-critique on	self-critique on ongoing	self-critique on ongoing	achievement at the	
	adjusting and attempts improvement of improvement of appropri		appropriate rank; for		
			associate professor		
teaching and course delivery based on various delivery based on various			refer to the associate		
delivery based on variables. For exampl		variables. For example:	variables. For example:	professor category	
	various variables. For	(a) student evaluations,	(a) student evaluations,	and for professor	
	example: (a) student both quantitative and both quantitative and refer to		refer to the professor		
	evaluations, both qualitative; (b) peer qualitative; (b) peer category.		category.		
	quantitative and evaluations note some of evaluations note some of				
	qualitative; (b) peer	the following: goal clarity,	the following: goal clarity,		
	evaluations note some of	adequate preparation,	adequate preparation,		

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	the following: goal	appropriate methods,	appropriate methods,	
	clarity, adequate	significant results,	significant results,	
	preparation, appropriate	effective presentation; (c)	effective presentation; (c)	
	methods, significant	face to face and online	face to face and online	
	results, effective	classroom dynamics (i.e.	classroom dynamics (i.e.	
	presentation; (c) face to	perceptions of student	perceptions of student	
	face and online	participation, lesson	participation, lesson	
	classroom dynamics (i.e.	effectiveness, etc.); (d)	effectiveness, etc.); (d)	
	perceptions of student	pedagogical impact in	pedagogical impact in	
	participation, lesson	areas such as public	areas such as public	
	effectiveness, etc.); (d)	advocacy, social justice	advocacy, social justice	
	pedagogical impact in	multilingualism, and	multilingualism, and	
	areas such as public	multiliteracies.	multiliteracies.	
	advocacy, social justice,			
	multilingualism, and/or			
	multiliteracies.			
	Evidence linking one's	Evidence that one's	Evidence that one's	The candidate must
Professional	teaching to current	teaching is linked to	teaching is linked to	demonstrate
Growth and	literature and best	current literature and	current literature and	continued
Development	practices for diverse	best practices for diverse	best practices for diverse	achievement at the
_	learners, including a	learners including a	learners including a	appropriate rank; for
	specific focus on the	specific focus on the	specific focus on the	associate professor
	characteristics of	characteristics of learners	characteristics of learners	refer to the associate
	learners in the Rio	in the Rio Grande Valley.	in the Rio Grande Valley.	professor category
	Grande Valley.	Ongoing efforts to grow	Ongoing efforts to grow	and for professor
		professionally in the area	professionally in the area	refer to the professor
		of teaching, including	of teaching, including	category.
		things such as	things such as	
		researching your own	researching your own	
		practice, articulating the	practice, articulating the	
		connections between	connections between	

		your research and practice, attending webinars, workshops, conferences, institutes, and/or seminars.	your research and practice, attending webinars, workshops, conferences, institutes, and/or seminars. Evidence of sharing information & expertise.	
	Collaborative activity	Consistent engagement	Sustained engagement	The candidate must
Professional	with others to improve	in collaborative activity	in collaborative	demonstrate
Mentoring and	teaching is developed.	with others to improve	engagement with others	continued
Collaboration	This might include work	teaching, such as	in research-based	achievement at the
	with other departmental	departmental and	teaching, such as	appropriate rank; for
	and university faculty,	university faculty,	departmental and	associate professor
	community	community	university faculty,	refer to the associate
	organizations, school	organizations, school	community	professor category
	districts, etc.	districts, professional	organizations, school	and for professor
	Collaborative activity	organizations, etc.	districts, professional	refer to the professor
	could mean, for example,	Collaborative activity	organizations, etc.	category.
	sharing ideas, co-	could mean, for example,	Collaborative activity	
	teaching, writing syllabi	sharing ideas, co-	could mean, for example,	
	together, developing	teaching, writing syllabi	sharing ideas, co-	
	common assignments,	together, developing	teaching, writing syllabi	
	etc.	common assignments,	together, developing	
		etc.	common assignments,	
	Development of		etc.	
	mentoring and /or	Mentoring and/or		
	advisement and/or	advisement, and/or	Mentoring and/or	
	supervising activities	supervising activities	advisement, and/or	
	with undergraduates	with undergraduates	supervising activities	
	and/or graduates.		with undergraduates	

		and/or graduates are	and/or graduates are	
		evident.	evident. Mentors faculty	
			in teaching, advising,	
			and/or supervision.	
	Evidence of emerging	Evidence of on-going	Evidence of proficiency	The candidate must
Instruction	development of	development of	in the development of	demonstrate
and	curriculum and	curriculum taking into	curriculum taking into	continued
Curriculum	pedagogy, taking into	consideration a variety of	consideration a variety of	achievement at the
Development	consideration a variety	instructional and	instructional and	appropriate rank; for
	of instructional and	curricular approaches.	curricular approaches.	associate professor
	curricular designs. For	For example:	For example:	refer to the associate
	example:	a) alignment to Student	a) alignment to Student	professor category
	a) alignment to program	Learning Outcome; b)	Learning Outcome; b)	and for professor
	Student Learning	innovation in	innovation in	refer to the professor
	Outcomes; b) innovation	instructional approach; c)	instructional approach; c)	category.
	in instructional	development and use of	development and use of	
	approach; c)	technology to improve	technology to improve	
	development and use of	instruction; d)	instruction; d)	
	technology to improve	application of cultural	application of cultural	
	instruction; d)	competence and social	competence and social	
	application of cultural	justice in educator	justice in educator	
	competence and social	preparation; e)	preparation; e)	
	justice in educator	modification and/or	modification and/or	
	preparation; e)	course development	course development	
	modification and/or	based on student needs;	based on student needs;	
	course development	f) field-based or service	f) field-based or service	
	based on student needs;	learning component	learning component	
	f) field-based or service	course; g) any other	course; g) any other	
	learning component	information that affects	information that affects	
	course; g) any other	instructional and	instructional and	
	information that affects	curriculum development.	curriculum development.	

	instructional and			
	curriculum			
	development.			
Self-Selection	Include any other informa	tion for consideration to the	teaching criteria.	
Teaching				
Efficacy				
		RESEARCH AND SCHOLARL		
	Assistant Professor	Associate Professor	Professor	Post-Tenure Review
Developing an	Begin to develop an	Have an established	Have an established	The candidate must
Academic	academic identity and a	academic identity and a	academic identity and a	demonstrate
Identity and	research agenda by	research agenda. Develop	research agenda with a	continued
Engaging in a	engaging individually	a national presence and	national presence.	achievement at the
Research	and/or collaboratively in	engage individually	Engage individually	appropriate rank; for
Agenda	focused research and	and/or collaboratively in	and/or collaboratively in	associate professor
	scholarly work that	focused research and	focused research and	refer to the associate
	contributes to the field.	scholarly work that	scholarly work that	professor category
	Faculty members are	contributes to the field.	contributes to the field.	and for professor
	recommended to align	Faculty members are	Take leadership roles in	refer to the professor
	research with the	recommended to align	collaborative scholarly	category.
	mission of the University	research with the mission	work and/or mentor	
	and the College.	of the University and the	other researchers.	
		College.	Faculty members are	
	Candidates are		recommended to align	
	encouraged to begin to	Candidates are	research with the mission	
	engage in research that	encouraged to engage in	of the University and the	
	promotes collaboration	research that promotes	College.	
	regularly and in	collaboration regularly		
	significant ways with	and in significant ways	Candidates are	
	local education agencies	with local education	encouraged to engage in	
	and/or relevant	agencies and/or relevant	research that promotes	
	stakeholders (e.g.	stakeholders (e.g.	collaboration regularly	

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	universities, schools,	universities, schools,	and in significant ways	
	families, communities,	families, communities,	with local education	
	foundations, businesses,	foundations, businesses,	agencies and/or relevant	
	museums, etc.) to	museums, etc.) to	stakeholders (e.g.	
	improve teaching,	improve teaching,	universities, schools,	
	research, student	research, student	families, communities,	
	learning, and social	learning, and social	foundations, businesses,	
	justice.	justice.	museums, etc) to	
			improve teaching,	
	Demonstrate initiative in	Pursue funding through	research, student	
	learning the grant-	internal and external	learning, and social	
	writing process and	grant-writing.	justice.	
	pursuing research			
	funding.		Pursue funding through	
	_		internal and external	
			grant-writing.	
Dissemination	Disseminate scholarly	Consistent dissemination	Clear, consistent, and	The candidate must
of Scholarly	work in professional	of scholarly work in	sustained record of	demonstrate
Research	peer-reviewed journals	professional peer-	disseminating scholarly	continued
	that contribute to the	reviewed journals that	work in professional	achievement at the
	field and through	contribute to the field	peer-reviewed journals	appropriate rank; for
	national/international	and through	that contribute to the	associate professor
	peer-reviewed	national/international	field and through	refer to the associate
	conference	peer-reviewed	national/international	professor category
	presentations.	conference presentations.	peer-reviewed	and for professor
	•	Show how your scholarly	conference presentations.	refer to the professor
	Begin to develop a	work has influenced the	Serves in leadership roles	category.
	scholarly presence in the	field.	in the dissemination of	
	field through a variety of		scholarly work. Show	
	academic and	Sustain a scholarly	how your scholarly work	
	practitioner outlets such	presence in the field	influenced the field.	

	as newsletters, academic reports, journal articles, book chapters, software, books or other creative outlets. Scholarship is exchanged with professional communities. For example, presentations to department, college, or local stakeholders and professional conferences or meetings (local, state, regional, national/international).	through a variety of academic and practitioner outlets such as newsletters, academic reports, journal articles, book chapters, software, books, editing scholarly books or other creative outlets. Scholarship is exchanged with professional communities. For example, presentations to department, college, or local stakeholders and professional conferences or meetings (local, state, regional, national/international).	Sustain a scholarly presence and take leadership roles in the field through a variety of academic and practitioner outlets as newsletters, academic reports, journal articles, book chapters, software, books, editing scholarly books, and other creative outlets. Scholarship is exchanged with professional communities. For example, organizing or leading presentations to department, college, or local stakeholders and professional conferences or meetings (local, state, regional,
			regional, national/international).
Self-Selection of Research and Scholarly Work	Include any other informa	tion for consideration to the	Research and Scholarly Work

		PROFESSIONAL SERVI	CE	
	Assistant Professor	Associate Professor	Professor	Post-Tenure Review
Departmental, College or University	Assistant Professor Serves on program, department, college and/or university committees as appropriate in limited amounts. First year Assistant Professors are not expected to do service. Service activities should increase slowly over the continuing years on tenure-track.	Associate Professor Serves on program, department, college and/or university committees and assumes leadership roles where appropriate. This may include sponsoring or advising student organizations or projects.	Makes sustained contributions as a leader, coordinator, initiator, or mentor in major committees or task forces for program, department, college, or university. This may include sponsoring or advising student organizations or projects. Mentors students and	Post-Tenure Review The candidate must demonstrate continued achievement at the appropriate rank; for associate professor refer to the associate professor category and for professor refer to the professor category.
P-16 Educational Activities	Demonstrates initiative and emergent leadership in collaborative partnerships with area schools and/or relevant stakeholders (e.g. universities, schools, families, communities, foundations, businesses, museums, etc)	Demonstrates leadership in service contributions to area schools and/or relevant stakeholders (e.g. universities, schools, families, communities, foundations, businesses, museums, etc)	colleagues in pursuit of service opportunities. Sustains leadership in service contributions to area schools and/or relevant stakeholders (e.g. universities, schools, families, communities, foundations, businesses, museums, etc)	The candidate must demonstrate continued achievement at the appropriate rank; for associate professor refer to the associate professor category and for professor refer to the professor category.
Professional Service: Local,	Initiates involvement in professional organizations; providing	Consistent evidence of involvement in professional	Sustained evidence of involvement and leadership in	The candidate must demonstrate continued

State,	services at the local,	organizations; providing	professional	achievement at the
Regional,	state, regional, national	services at the local, state,	organizations; providing	appropriate rank; for
National	and/or international	regional, national and/or	services at the local, state,	associate professor
and/or	level in areas of	international level in	regional, national and/or	refer to the associate
International	expertise and	areas of expertise and	international level in	professor category
Level	assignment.	assignment.	areas of expertise and	and for professor
			assignment that have a	refer to the professor
	For example, activities	For example, activities	significant impact on	category.
	may include:	may include:	teaching, learning,	
			scholarship.	
	Serves as a reviewer for	Serves as a reviewer for		
	conference proposals,	conference proposals,	For example, activities	
	refereed journals,	refereed journals,	may include:	
	competitions and/or	competitions and/or		
	other professional	other professional review	Serves as a reviewer for	
	review activities.	activities.	conference proposals,	
			refereed journals,	
	Serving on committees	Serves as a reviewer or	competitions and/or	
	for professional	editor of professional	other professional review	
	organizations related to the field	publications.	activities.	
		Serving on committees	Serves as a reviewer or	
	Serving on a Board of	for professional	editor of professional	
	Advisors for	organizations related to	publications.	
	organizations related to	the field		
	the field.		Serving on committees	
		Serving on a Board of	for professional	
	Advancing public	Advisors for	organizations related to	
	advocacy and social	organizations related to	the field	
	justice through	the field.		
	community forums			

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	and/or work with local,	Advancing public	Serving on a Board of
	state, and national policy	advocacy and social	Advisors for
	makers.	justice through	organizations related to
		community forums	the field.
	Serves as Grant proposal	and/or work with local,	
	reviewer at the local or	state, and national policy	Advancing public
	state level.	makers.	advocacy and social
			justice through
		Initiates development of	community forums
		external funding and/or	and/or work with local,
		research proposals.	state, and national policy
		• •	makers.
			Mentors colleagues,
			students and practicing
			professionals in research
			and creative activity.
Self-Selection	Include any other informa	tion for consideration to the	Professional Service Criteria
of Professional			
Service			

Expectations and Review Criteria for Professors in Practice

All faculty are required to have peer evaluations as per departmental, college and university guidelines.

		TEACHING	
	Assistant Professor in	Associate Professor in Practice	Professor in Practice
	Practice		
Pedagogical	Evidence of critical reflection of	Evidence of critical reflection of	Evidence of sustained critical
Self-Analysis	own teaching; which include	own teaching; which include self-	reflection of own teaching; which
of Teaching	self-critique on adjusting and	critique on ongoing	include self-critique on ongoing
	attempts to improve practice	improvement of teaching and	improvement of teaching and
	of teaching and course delivery	course delivery based on various	course delivery based on various
	based on various variables. For	variables. For example: (a)	variables. For example: (a) student
	example: (a) student	student evaluations, both	evaluations, both quantitative and
	evaluations, both quantitative	quantitative and qualitative; (b)	qualitative; (b) peer evaluations
	and qualitative; (b) peer	peer evaluations note some of the	note some of the following: goal
	evaluations note some of the	following: goal clarity, adequate	clarity, adequate preparation,
	following: goal clarity,	preparation, appropriate	appropriate methods, significant
	adequate preparation,	methods, significant results,	results, effective presentation; (c)
	appropriate methods,	effective presentation; (c) face to	face to face and online classroom
	significant results, effective	face and online classroom	dynamics (i.e. perceptions of
	presentation; (c) face to face	dynamics (i.e. perceptions of	student participation, lesson
	and online classroom dynamics	student participation, lesson	effectiveness, etc.); (d) pedagogical
	(i.e. perceptions of student	effectiveness, etc.); (d)	impact in areas such as public
	participation, lesson	pedagogical impact in areas such	advocacy, social justice
	effectiveness, etc.); (d)	as public advocacy, social justice	multilingualism, and multiliteracies.
	pedagogical impact in areas	multilingualism, and	
	such as public advocacy, social	multiliteracies.	
	justice, multilingualism, and/or		
	multiliteracies.		

Professional	Evidence linking one's teaching	Evidence that one's teaching is	Evidence that one's teaching is
Growth and	to current literature and best	linked to current literature and	linked to current literature and best
Development	practices for diverse learners,	best practices for diverse	practices for diverse learners,
2 or oropinion	including a specific focus on the	learners, including a specific focus	including a specific focus on the
	characteristics of learners in	on the characteristics of learners	characteristics of learners in the Rio
	the Rio Grande Valley.	in the Rio Grande Valley. Ongoing	Grande Valley. Ongoing efforts to
		efforts to grow professionally in	grow professionally in the area of
		the area of teaching, including	teaching, including things such as
		things such as researching your	researching your own practice,
		own practice, articulating the	articulating the connections
		connections between your	between your research and
		research and practice, attending	practice, attending webinars,
		webinars, workshops,	workshops, conferences, institutes,
		conferences, institutes, and/or	and/or seminars. Evidence of
		seminars.	sharing information & expertise.
Professional	Collaborative activity with	Consistent engagement in	Sustained engagement in
Mentoring	others to improve teaching is	collaborative activity with others	collaborative engagement with
and	developed . This might include	to improve teaching, such as	others in research-based teaching,
Collaboration	work with other departmental	departmental and university	such as departmental and
	and university faculty,	faculty, community organizations,	university faculty, community
	community organizations,	school districts, professional	organizations, school districts,
	school districts, etc.	organizations, etc. Collaborative	professional organizations, etc.
	Collaborative activity could	activity could mean, for example,	Collaborative activity could mean,
	mean, for example, sharing	sharing ideas, co-teaching, writing	for example, sharing ideas, co-
	ideas, co-teaching, writing	syllabi together, developing	teaching, writing syllabi together,
	syllabi together, developing	common assignments, etc.	developing common assignments,
	common assignments, etc.		etc.
		Mentoring and/or advisement,	
	Development of mentoring	and/or supervising activities with	Mentoring and/or advisement,
	and /or advisement and/or	undergraduates and/or graduates	and/or supervising activities with
	supervising activities with	are evident .	

	undergraduates and/or graduates.		undergraduates and/or graduates are evident . M entors faculty in teaching, advising, and/or supervision.
Instruction and Curriculum Development	Evidence of emerging development of curriculum and pedagogy, taking into consideration a variety of instructional and curricular designs. For example: a) alignment to program Student Learning Outcomes; b) innovation in instructional approach; c) development and use of technology to improve instruction; d) application of cultural competence and social justice in educator preparation; e) modification and/or course development based on student needs; f) field-based or service learning component course; g) any other information that affects instructional and curriculum development.	Evidence of on-going development of curriculum taking into consideration a variety of instructional and curricular approaches. For example: a) alignment to Student Learning Outcome; b) innovation in instructional approach; c) development and use of technology to improve instruction; d) application of cultural competence and social justice in educator preparation; e) modification and/or course development based on student needs; f) field-based or service learning component course; g) any other information that affects instructional and curriculum development.	Evidence of proficiency in the development of curriculum taking into consideration a variety of instructional and curricular approaches. For example: a) alignment to Student Learning Outcome; b) innovation in instructional approach; c) development and use of technology to improve instruction; d) application of cultural competence and social justice in educator preparation; e) modification and/or course development based on student needs; f) field-based or service learning component course; g) any other information that affects instructional and curriculum development.
Self-Selection Teaching Efficacy		r consideration to the teaching criter	ia.

PROFESSIONAL SERVICE					
	Assistant Professor in	Associate Professor in Practice	Professor in Practice		
	Practice				
Departmental, College or University	Serves on program, department, college and/or university committees as appropriate in limited amounts.	Serves on program, department, college and/or university committees and assumes leadership roles where appropriate. This may include sponsoring or advising student organizations or projects.	Makes sustained contributions as a leader, coordinator, initiator, or mentor in major committees or task forces for program, department, college, or university. This may include sponsoring or advising student organizations or projects.		
			Mentors students and colleagues in pursuit of service opportunities.		
P-16	Demonstrates initiative and	Demonstrates leadership in	Sustains leadership in service		
Educational	emergent leadership in	service contributions to area	contributions to area schools		
Activities	collaborative partnerships with area schools and/or relevant stakeholders (e.g. universities, schools, families, communities, foundations, businesses, museums, etc)	schools and/or relevant stakeholders (e.g. universities, schools, families, communities, foundations, businesses, museums, etc)	and/or relevant stakeholders (e.g. universities, schools, families, communities, foundations, businesses, museums, etc)		
	Initiates involvement in	Consistent evidence of	Sustained evidence of		
Professional	appropriate professional	involvement in appropriate	involvement and leadership in		
Service: Local,	organizations; providing	professional organizations;	appropriate professional		
State,	services at the local, state,	providing services at the local,	organizations; providing services at		
Regional,	regional, national and/or	state, regional, national and/or	the local, state, regional, national		
National	international level in areas of	international level in areas of	and/or international level in areas		
and/or International	expertise and assignment.	expertise and assignment.	of expertise and assignment that have a significant impact on		
Level	For example, activities may include:	For example, activities may include:	teaching, learning, scholarship.		

Serves as a reviewer for conference proposals, refereed journals, competitions and/or other professional review activities.

Serving on committees for professional organizations related to the field

Serving on a Board of Advisors for organizations related to the field.

Advancing public advocacy and social justice through community forums and/or work with local, state, and national policy makers.

Serves as Grant proposal reviewer at the local or state level.

Serves as a reviewer for conference proposals, refereed journals, competitions and/or other professional review activities.

Serves as a reviewer or editor of professional publications.

Serving on committees for professional organizations related to the field

Serving on a Board of Advisors for organizations related to the field.

Advancing public advocacy and social justice through community forums and/or work with local, state, and national policy makers.

Initiates development of external funding and/or research proposals.

For example, activities may include:

Serves as a reviewer for conference proposals, refereed journals, competitions and/or other professional review activities.

Serves as a reviewer or editor of professional publications.

Serving on committees for professional organizations related to the field

Serving on a Board of Advisors for organizations related to the field.

Advancing public advocacy and social justice through community forums and/or work with local, state, and national policy makers.

Mentors colleagues, students and practicing professionals in research and creative activity.

SCHOLARSHIP AND RESEARCH						
	Assistant Professor in	Associate Professor in Practice	Professor in Practice			
	Practice					
Advancement	While research & other creative works are beyond the position scope of Professors in Practice, if a					
of Scholarship	Professor in Practice engages in this type of activity and it directly enhances his or her teaching and/or					
and Research	community service, then the BLS strongly affirms that this activity should be considered when making					
	decisions of both promotion and	annual review				

Expectations and Review Criteria for Three Year Lecturers

All three year lecturers are required to have peer evaluations as per departmental, college and university guidelines.

TEACHING					
	Lecturer I	Lecturer II	Lecturer III	Senior Lecturer	
Pedagogical Self-	Develops collaborative	Evidence of engaged	Evidence of consistent	Consistent	
Analysis of Teaching	activity with faculty to	collaborative activity	collaborative and	collaborative and	
	improve teaching,	with faculty to	leadership activity	leadership/mentoring	
	advising, and/or	improve teaching,	with faculty to	activity with faculty to	
	supervision.	advising, and/or	improve teaching,	improve teaching,	
		supervision.	advising, and/or	advising, and/or	
	Evidence of effective		supervision	supervision	
	development and	Evidence of effective			
	redevelopment of	development and	Evidence of effective	Evidence of effective	
	course syllabi.	redevelopment of	leadership in	leadership and	
		course syllabi.	development and	mentoring in	
	Evidence of effective	-	redevelopment of	development and	
	teaching ability in one	Evidence of sustained	course syllabi	redevelopment of	
	or more teaching	highly effective	-	course syllabi.	

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	contexts (i.e., face to	teaching in multiple	Evidence of sustained	
	face, hybrid, online).	teaching contexts (i.e.,	highly effective	Evidence of sustained
		face to face, hybrid,	teaching in multiple	highly effective
	Evidence of self-	online).	teaching contexts (i.e.,	teaching in multiple
	reflection of: teaching		face to face, hybrid,	teaching contexts (i.e.,
	to standards, effective	Evidence of self-	online).	face to face, hybrid,
	lesson preparation and	reflection of: teaching		online).
	implementation using	to standards, effective	Consistent evidence of	
	appropriate teaching	lesson preparation and	self-reflection of:	Sustained evidence of
	methods to ensure	implementation using	teaching to standards,	self-reflection of:
	learning of content	appropriate teaching	effective lesson	teaching to standards,
	and critical thinking;	methods to ensure	preparation and	effective lesson
	emerging evidence of	learning of content	implementation using	preparation and
	reflection on student	and critical thinking;	appropriate teaching	implementation using
	evaluation responses,	evidence of reflection	methods to ensure	appropriate teaching
	both quantitative and	on student evaluation	learning of content	methods to ensure
	qualitative.	responses, both	and critical thinking;	learning of content
		quantitative and	evidence of reflection	and critical thinking;
	Evidence of effectively	qualitative.	on student evaluation	evidence of reflection
	using standard		responses, both	on student evaluation
	instructional		quantitative and	responses, both
	technology tools	Evidence of effectively	qualitative.	quantitative and
		using standard		qualitative.
		instructional	Evidence of effectively	
		technology tools	using standard	Evidence of effectively
			instructional	using standard
			technology tools	instructional
				technology tools
Instruction and	Evidence of adjusting	Evidence of adjusting	Reflective self-critique	Clear consistent
Curriculum	practice based upon	practice based upon	shows a consistent	evidence of adjusting
Development	self-reflection,	self-reflection,	history of making	practice based upon

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	reflection on peer	reflection on peer	adjustments in course	self-reflection,
	feedback, and analysis	feedback, and analysis	content, assessments,	reflection on peer
	of qualitative and	of qualitative and	mentoring, and	feedback, and analysis
	quantitative student	quantitative student	supervision (if	of qualitative and
	evaluation.	evaluation.	applicable) to better	quantitative student
			serve candidate	evaluation.
	Emerging evidence of	Evidence of linking	learning of content.	
	linking teaching and	teaching and		Clear consistent
	supervision (if	supervision (if	Consistent evidence of	evidence that current
	applicable) to current	applicable) to current	linking teaching and	literature is used to
	literature	literature.	supervision (if	improve teaching,
			applicable) to current	supervision (if
	Positive yearly peer	Positive yearly peer	literature.	applicable), and
	evaluations.	evaluations.		revision of course
			Positive yearly peer	content.
			evaluations.	
				Positive yearly peer
				evaluations.
Professional Growth	Begin to engage in	Evidence of consistent	Evidence of consistent	Clear sustained
and Development	professional	engaged professional	engaged professional	evidence of attending
	development (e.g.,	development (e.g.,	development (e.g.,	and presenting at
	attendance at	attendance at	attendance at	professional
	workshops, seminars,	workshops, seminars,	workshops, seminars,	development (e.g.,
	conferences, etc.).	conferences, etc.) and	conferences, etc.) and	workshops, seminars,
		evidence of application	evidence of application	conferences, etc.) and
	Evidence of	to classroom teaching	to classroom teaching	clear explicit
	professional	and assessment.	and assessment.	connection to
	development and use			classroom teaching
	of technology in the	Begin to develop	Evidence of engaged	and assessment.
	classroom	collaborative activity	collaborative activity	
		with faculty to	with faculty to	

		improve teaching, advising, and/or supervision. Continuing professional development and use of technology in the classroom	improve teaching, advising, and/or supervision Continuing professional development and use of technology in the classroom; mentoring other faculty in the use of educational technology for teaching.	Clear sustained evidence of collaborative activity with faculty to improve teaching, advising, and/or supervision Continuing professional development and use of technology in the classroom; mentoring other faculty in the use of educational technology for teaching.
		SCHOLARSHIP		
	Lecturer I	Lecturer II	Lecturer III	Senior Lecturer
Advancement of Scholarship and Research	Three Year Lecturer eng and/or community serv	creative works are beyong gages in this type of activitice, then the BLS strongly of both promotion and an	ty and it directly enhances affirms that this activity s	s his or her teaching
		SERVICE		
	Lecturer I	Lecturer II	Lecturer III	Senior Lecturer
Departmental, College or University	Serves on Departmental committees as appropriate.	Collaborates with colleagues on departmental initiatives. Serves on Departmental	Collaborates with colleagues and takes leadership roles on departmental initiatives.	Collaborates with colleagues and takes leadership roles on departmental initiatives.

		committees as appropriate.	Serves on Departmental committees as appropriate.	Serves on Departmental committees as appropriate, often in leadership capacities.
Professional Service: Local, State, Regional, National and/or International Level	Emerging involvement in appropriate professional organizations	Involvement in appropriate professional organizations	Consistent involvement in appropriate professional organizations	Sustained involvement in appropriate professional organizations