

The University of Texas
Rio Grande ValleyTM

.....
College of Education
& P-16 Integration



FACULTY

HANDBOOK

Table of Contents

BYLAWS	6
PREAMBLE	7
ARTICLE I: Name	7
ARTICLE II: Membership	7
ARTICLE III: Vision, Mission, and Values	7
Vision.....	7
Mission	7
Values.....	8
Fairness Defined	8
Fairness Operationalized.....	8
Faculty.....	8
Teaching.....	8
Research.....	8
Service.....	8
Evaluation.....	8
Mentor Junior Faculty.....	8
Advising and Mentoring Students.....	8
Staff.....	8
Roles and Responsibilities	8
Evaluation Process Criteria	8
Evaluation Criteria	9
Evaluation Response and Appeals.....	9
Administrative Assistants Training	9
Students.....	9
Information Provided	9
Students' Concerns and Issues	9

ARTICLE IV: Organizational Structure	9
ARTICLE V: Meetings	9
Section 1. General Meetings	9
Section 2. Special Meetings	9
Section 3. Meetings of the Standing Committees	9
Appointment of Committee Members	9
Leadership of Committees.....	9
Length of Terms	10
Meeting Schedule and Quorum Requirements.....	10
Voting Procedures	10
Action by Unanimous Consent without a Meeting	10
Meeting Participation	10
Reporting Requirements.....	10
Parliamentary Procedure	10
Dismissal from Academic Standing Committee	10
Unanticipated Vacancy	10
Standing Committees' Use of Subcommittees.....	11
ARTICLE VI: Standing Committees	11
Section 1. General Guidelines	11
Section 2. List of Committees	11
Educator Preparation Committee (EPC).....	11
Curriculum Committee	11
Charge	12
Undergraduate Recruitment and Outreach Committee	12
Composition.....	12
Charge	12
Timeline	13
Teacher Preparation Program Standing Committee	13
Charge	13
Membership.....	13
General Responsibilities.....	13
Assessment Committee	13
College Council	14
Charge	14
Membership.....	14

Faculty Research Council (sub-committee of the College Council)	15
Membership.....	15
Endowed Chair	15
Student Scholarships & Awards Committee	15
Tenure Promotion and Annual Review Committee	15
ARTICLE VII: Approval of and Amendments to the Bylaws	15
APPENDIX A – ORGANIZATIONAL CHARTS	16
APPENDIX B – ADMINISTRATIVE POSITION DESCRIPTIONS.....	22
Associate Dean for Assessment and Accreditation	22
Associate Dean for Undergraduate Studies	22
Associate Dean for Graduate Studies	23
Associate Dean for Research and Faculty Success	23
Department Chair	24
Director of Field Experiences	24
Director of the Office of Educator Preparation and Accountability	25
APPENDIX C – PROVISOS.....	25
Section 1. Article V- Length of Terms	25
Section 2. Article VII- Adoption and Amendment to the Bylaws.....	25
COLLEGE OF EDUCATION AND P-16 INTEGRATION GUIDELINES FOR FULL-TIME FACULTY WORKLOAD CATEGORIES AND FOR ESTABLISHING DEPARTMENTAL TENURE AND PROMOTION CRITERIA.....	26
1. Guidelines For Full-Time Faculty Workload.....	27
2. Guidelines for Establishing Departmental Criteria for Tenure and for Promotion	30
COLLEGE OF EDUCATION AND P-16 INTEGRATION FULL TIME TENURED OR TENURE-TRACK FACULTY WORKLOAD SUMMARY UPDATE FORM.....	37
Faculty Workload Summary Update Form.....	38
COLLEGE OF EDUCATION AND P-16 INTEGRATION FACULTY MERIT DISTRIBUTION GUIDELINES	39
Eligibility Criteria and CEP Methodology	40
PATHWAYS FOR REVIEW DEADLINES	41
COLLEGE OF EDUCATION AND P-16 INTEGRATION GUIDELINES FOR PEER OBSERVATIONS OF TEACHING	42
Guidelines for Peer Observation of Teaching	43
COLLEGE OF EDUCATION AND P-16 INTEGRATION EVALUATION OF ADJUNCT FACULTY	45
Evaluation of Adjunct Faculty	46
COLLEGE OF EDUCATION AND P-16 INTEGRATION FACULTY REVIEW CRITERIA	48
Dept. of Bilingual and Literacy Studies Criteria for Faculty Reviews	49

Dept. of Counseling Criteria for Faculty Reviews	64
Dept. of Human Development and School Services Criteria for Faculty Reviews	74
Dept. of Organization and School Leadership Criteria for Faculty Reviews	84
Dept. of Teaching and Learning Criteria for Faculty Reviews	96
COLLEGE OF EDUCATION AND P-16 INTEGRATION FACULTY AWARDS PROGRAM	104
PURPOSE AND OVERVIEW.....	105
TIMELINE	106
A. DESCRIPTION, CRITERIA, AND ELIGIBILITY FOR AWARDS IN EACH CATEGORY....	107
Faculty Teaching	107
Faculty Research	108
Faculty Service	109
Faculty Contribution in Continuous Improvement.....	110
B. INSTRUCTIONS FOR PREPARATION OF NOMINATION PACKETS.....	111
C. NOMINATION PACKET	111
D. CEP FACULTY AND STAFF AWARDS COMMITTEE	111
Evaluation Rubric for Faculty Contributions in Continuous Improvement Award	113
Evaluation Rubric for CEP Faculty Teaching Award	115
Evaluation Rubric for CEP Faculty Research Award	117
Evaluation Rubric for CEP Faculty Service Award	119
COLLEGE OF EDUCATION AND P-16 INTEGRATION STAFF EXCELLENCE AWARD PROGRAM	121
PURPOSE AND OVERVIEW.....	122
TIMELINE	123
A. DESCRIPTION, CRITERIA, AND ELIGIBILITY FOR AWARD	124
B. INSTRUCTIONS FOR PREPARATION OF NOMINATION PACKETS	124
C. NOMINATION PACKET	125
D. CEP FACULTY AND STAFF AWARDS COMMITTEE	125
Evaluation Rubric for CEP Staff Excellence Award	126
COLLEGE OF EDUCATION AND P-16 INTEGRATION FORMS	127
DESIGN TEAM PROPOSAL.....	128
SPECIAL ASSIGNMENT PROPOSAL	129
SPECIAL ASSIGNMENT FORM.....	130
LOW ENROLLMENT REQUEST	132
OVERLOAD REQUEST	133
STRATEGIC HIRING FORM	134
New Faculty Requests	135



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College of Education
& P-16 Integration

BYLAWS

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Where Excellence Matters

BYLAWS

COLLEGE OF EDUCATION AND P-16 INTEGRATION

PREAMBLE

These Bylaws provide a framework within which the faculty of the College of Education and P-16 Integration participates in the educational and decision-making processes of the College. These Bylaws are valid to the extent that they comply with policies, procedures, and processes set forth by the State of Texas, The University of Texas System Regents' Rules and Regulations, The University of Texas Rio Grande Valley (UTRGV) Handbook of Operating Procedures (HOP), and the Guidelines established by the Office of the EVP and Provost.

ARTICLE I: Name

This organization shall be known as the College of Education and P-16 Integration (CEP) at The University of Texas Rio Grande Valley. It is comprised of the Office of Educator Preparation and Accountability; the Office of Field Experiences; the following Academic Departments: Bilingual and Literacy Studies, Counseling, Human Development and School Services, Organization and School Leadership, and Teaching and Learning; and the Counseling Training Clinic.

ARTICLE II: Membership

The General Faculty of CEP shall consist of all full time faculty members within the College (i.e., tenured, tenure track, professors in practice, and full time lecturers). This includes CEP faculty holding joint positions in other colleges, institutions, or agencies.

ARTICLE III: Vision, Mission, and Values

Vision

The vision of the College of Education and P-16 Integration is to be the catalyst for educational success for individuals, families, communities, the region, and our society at large through thoughtful, culturally sustaining partnerships with our schools and communities, demonstrating responsiveness to a growing bilingual and biliterate population.

Mission

The mission of the CEP is to:

- Provide rigorous programs of study founded on the belief that scholarship and life experiences are strengthened when integrated, that diversity in all its manifestations is a fundamental component of excellence in education, and that partnerships that foster authentic social and community engagement are vital.
- Engage in continuous improvement through curricular and technological innovation in order to remain responsive to the changing educational and global reality.
- Develop highly effective multi-culturally responsive and sustaining, innovative scholars, learning leaders, and education professionals who challenge the status quo and serve as change agents who

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make a difference by promoting social justice, embracing diversity in its broadest definition, inspiring thought leadership, and pursuing lifelong learning, and;

- Lead through evidence-based decision-making, and data literacy in order to share our story with the academic and broader research communities, as well as our public-school partners, families, and policy makers.

Values

Fairness Defined.

The CEP defines fairness as “applying consistent standards and criteria in a manner that is reasonable and just as it pertains to the individual’s discipline, and roles and responsibilities essential to fulfill attainment of the department’s and CEP’s respective vision, mission, and goals.”

Fairness Operationalized.

Areas of Responsibility in which the value of Fairness is deemed essential to enhancing climate in the College of Education and P16 Integration and the desired practices/behaviors related to each area are delineated below as they apply to faculty, staff, and students.

Faculty

Teaching: Assign courses in an equitable manner. Allow faculty to teach at all levels and to teach courses the faculty is best suited for the benefit of students.

Research: Review scholarly activity in a consistent manner and provide support, aligned to the individual faculty’s discipline.

Service: Provide equitable distribution of service opportunities without impeding and preferably promoting research and teaching responsibilities.

Evaluation: Faculty evaluation process should include clear and descriptive, collaboratively designed criteria, in order to objectively judge faculty in scholarship, teaching, and service; each evaluation level should provide assurances that when evaluating faculty, trained evaluators adhere to the established criteria.

Mentor Junior Faculty: Establish clear, descriptive, collaboratively designed criteria and quality measures, for mentoring junior faculty. Mentors shall receive equitably distributed assignments that are supported by professional development and properly credited for workload purposes.

Advising and Mentoring Students: Establish clear, descriptive, collaboratively designed criteria and quality measures for advising and mentoring students. Mentors shall receive equitably distributed assignments which consider, to the extent possible, alignment between student and faculty field of study, and to include professional development for advisement.

Staff

Roles and Responsibilities: Allow staff input and ensure staff are provided clear, accurate and timely information regarding their roles and responsibilities.

Evaluation Process Criteria: Staff evaluation process should include clear and descriptive, designed criteria in order to objectively and collaboratively evaluate performance of duties/responsibilities assigned and evaluation should be performed by trained supervisors /evaluators.

Evaluation Criteria: Evaluation criteria and process should be shared with staff prior to evaluation

Evaluation Response and Appeals: Staff will be provided opportunities to discuss their evaluation prior to, during, and after the evaluation. Dissenting opinions should be included in the final evaluation. Staff have the right to appeal in accordance with the UTRGV HOP.

Administrative Assistants Training: Administrative assistants who evaluate work study students will be trained and credited for this responsibility.

Students

Information Provided: Students will receive clear, accurate and timely information regarding program requirements, degree plan, certification plans, program handbook, etc. by their assigned faculty mentor/ advisor Office of Educator Preparation and Accountability, and program coordinator and department chair.

Students' Concerns and Issues: Students' concerns, issues, and grievances should follow the UTRGV HOP.

ARTICLE IV: Organizational Structure

CEP's Organizational Structure and description of duties are depicted in Appendix "A" and Appendix B and may be modified or adjusted to meet changing demands of the college.

ARTICLE V: Meetings

Section 1. General Meetings.

A meeting of the General Faculty shall be held at least twice a year. Special meetings may be called by the Dean or by a petition signed by at least one quarter of the General Faculty.

Notice of meetings of the General Faculty shall be delivered by e-mail no less than seven calendar days prior to the set meeting time.

Agenda items requiring action of the General Faculty can be submitted to the Dean via e-mail up to five working days prior to the meeting date. Items not included on the agenda may be raised as new business at the meeting.

Section 2. Special Meetings. Special meetings of the General Faculty may be called by the Dean, with the purpose stated in the call. Special meetings called by petition of the faculty must be held within 14 calendar days of the delivery of the petition to the Dean's office.

Section 3. Meetings of the Standing Committees. A meeting of each Standing Committee (listed in Article V) shall be held at least twice per year. Unless otherwise noted in Article VI, standing committees will adhere to the following:

Appointment of Committee Members: The department representatives to the standing committees shall be solicited by the chair from interested full-time faculty members, in consultation with departmental faculty.

Leadership of Committees: Each committee chair shall be elected from among the committee members at the first meeting of each academic year. The committee shall select a recording secretary. Both will serve for a period of one year but may be re-elected during the faculty member's term on the committee.

Length of Terms: All standing committee appointments will be for one consecutive three-year term unless otherwise determined by the committee. At the start of each academic year each standing committee should attempt to maintain staggered terms as provided in Appendix C. Multiple consecutive terms are permitted..

Meeting Schedule and Quorum Requirements: Committees shall meet at least once each fall and spring semester. Additional meetings will take place as necessary in order to meet the charge of the committee. A quorum to conduct the official business of the Committee consists of voting members present. A simple majority of members present shall decide an action of the Committee at a meeting.

Voting Procedures: Decisions and recommendations shall be approved by the members present and by unanimous consent or by majority vote by voice, show of hands, electronic vote, or anonymous ballot as appropriate. Committees should weigh the importance of the issue being voted upon to determine the voting method and timeframe for casting votes. An ex-officio committee member, unless otherwise noted, is a nonvoting committee member unless also serving in the role of departmental representative on the standing committee.

Action by Unanimous Consent without a Meeting: An action may be taken by unanimous consent in writing or by electronic transmission without a meeting. The writing or electronic transmission shall state the action to be taken, and be signed and dated, on paper or digitally, by each member of the committee. The writings and/or electronic transmissions shall be filed with the minutes of the proceedings of the committee. “Electronic transmission” means any form of electronic communication, such as email, not directly involving the physical transmission of paper, that creates a record that may be retained, retrieved and reviewed by a recipient thereof, and that may be directly reproduced in paper form by such a recipient.

Meeting Participation: One or more members may participate in a meeting of the committee by means of a remote electronic communication system, including telephone or videoconferencing technology or the Internet, only if the communication means provides access to the meeting in a manner or using a method by which each person participating in the meeting can communicate concurrently with all other participants with access to all documents, visual aids, and discussion presented at the meeting.

Reporting Requirements: Within a week following the meeting, the recording secretary of the meeting shall circulate to the members in attendance a draft form of the minutes. The draft minutes also shall be attached to the agenda for the next meeting and shall be presented for approval. Once approved, and corrected, if necessary, the approved minutes and agenda for the reported meeting shall be posted to a secure CEP electronic file-sharing platform accessible by appropriate constituents.

Parliamentary Procedure: Except as otherwise provided herein, or by unanimous consent of the members, the procedures governing CEP standing committee meetings shall be in accordance with the latest edition of Robert's Rules of Order.

Dismissal from Academic Standing Committee: A committee member may be dismissed from a standing committee for non-participation. After consulting with the committee members, the committee chair shall inform the corresponding department chair to seek a replacement.

Unanticipated Vacancy: If a standing committee vacancy occurs before the normal end of term, the corresponding department chair, in consultation with his or her faculty will identify a replacement.

Standing Committees' Use of Subcommittees: Standing Committees may utilize ad hoc subcommittees for specialized/focused issues. Subcommittees shall be chaired by a Standing Committee member. Composition of subcommittee membership shall be determined by the subcommittee chair and may include non-standing committee members. Non-standing committee members shall have no vote on Standing Committees.

ARTICLE VI: Standing Committees

Section 1. General Guidelines (unless otherwise noted in Section 2, standing committees will adhere to these guidelines)

Section 2. List of Committees

Educator Preparation Committee (EPC)

1. Committee reaches consensus on issues relating to policies and implications on curriculum, candidates' denials of admission, academic infractions, certification, testing and criminal background check reviews.

The committee comprised of CEP-faculty is responsible for monitoring candidate requirements for both initial certification and professional certification programs. Included in the responsibilities are review of issues relating to post baccalaureate program and student teaching/internship admission, student adequate progress, and review of academic and other infractions. Members of the committee may serve as a special committee to review other matters relating to initial and professional certification programs. In addition, this committee serves to review criminal background history cases of students. The committee reviews curricular and policy changes (including initial certification and professional certification) impacting teacher education, post baccalaureate and graduate programs leading to state certification. The Director of the Educator Preparation and the Director of Field Experiences also serve as ex-officio members, co-chairs, of the committee; all non-voting members. The non-voting members facilitate discussions and provide information as necessary. The Educator Preparation Committee shall at no time override the department faculty decisions regarding curricular and policy changes (including initial certification and professional certification) impacting teacher education, post baccalaureate, and graduate programs leading to state certification, unless such changes are in direct conflict with state law or regulation.

Curriculum Committee

Eligible tenure-track, tenured, and non-tenure-track faculty initiate program changes in the curriculum. Academic programs are the purview of the faculty within that program. Therefore, changes to the program should be fully vetted by program faculty and approved. Department chairs oversee the academic programs and must approve curriculum requests. Once approved by the chair, the requests should be presented to the CEP Curriculum Committee for approval.

The CEP Curriculum Committee will be comprised of five members, one from each department in the College of Education and P-16 Integration, along with the Associate Dean for Graduate Studies and the Associate Dean for Undergraduate Studies who will serve as non-voting ex officio members. Department representatives will be elected by each department. Members will serve a minimum of one 3-year term. Terms will be staggered to allow for consistency across time.

Charge

The purpose of the CEP Curriculum Committee is to examine curricular proposals and program changes from the broad perspective of the College with consideration to College mission, vision and goals. The committee will review and vote on curriculum and program changes. The Curriculum Committee shall at no time override the department faculty decisions regarding curricular and policy changes (including initial certification and professional certification) unless such directly impact the delivery of another approved program in the college other than those programs in the originating department or are shown to be in conflict with the mission of the University or the College.

These proposals will be sent to the Dean and, if approved, forwarded to the University Undergraduate Curriculum Committee or Graduate Curriculum Committee for final decision. University Curriculum Committees meet monthly. If not approved, the proposal will be returned to the program for revision and resubmission. The CEP Curriculum Committee will also meet monthly unless there are no requests to review.

Any proposed changes that potentially impact other departments and/or colleges in the university, must be discussed with the respective department/college and evidence of this communication should be documented.

Curriculum change (as per ADM 06-202)-"refers to, but is not limited to, any additions, deletions, or revisions to courses, programs, degrees, majors and certificates including the requirements for admission, progression and completion."

Undergraduate Recruitment and Outreach Committee

The Undergraduate Recruitment and Outreach Committee (UROC) will serve to promote the academic programs, events and activities in the College. The goal is to have a strong presence in the Rio Grande Valley by offering professional knowledge, academic programs of study, and other information to prospective students, families, businesses and other community members.

Composition

The CEP Undergraduate Recruitment and Outreach Committee will be led by the UG Outreach Representative as a member of the University Recruitment Council to coordinate college, and university schedules for participation at school and community events. The committee will consist of the Associate Dean for Initial Preparation Programs and Academic Affairs, the Outreach Representative and Office of Educator Preparation and Accountability Program Coordinator, ex-officio members. Departmental faculty representatives will join the committee as needed to support program specific recruitment and outreach goals.

Charge

The purpose of the committee is to provide organization and systematic planning for disseminating and promoting of undergraduate academic programs and educational opportunities in the college. The committee will work with university-level agencies to coordinate and manage recruitment efforts in K-12 schools, community, and businesses.

UROC will review and update the CEP website, social media, and materials used for recruitment and outreach purposes of undergraduate programs

- Work closely with university-sponsored Recruitment and Scholarship Department

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- Deliver presentations on programs and admissions to schools, community organizations, community colleges and businesses;
- Visit middle and high schools and other learning institutions to publicize CEP UG Programs;
- Organize recruitment events in local community;
Work with workforce solutions and school districts to strategically target groups of students and programs to highlight;
- Collect and analyze data and develop reports to monitor activity.

Timeline

The Committee will meet 3-4 weeks before the beginning of the academic year to plan recruitment and outreach activities for the year. Additional meetings will be scheduled as necessary.

Teacher Preparation Program Standing Committee

A college-level cross-departmental committee, Teacher Preparation Program Standing Committee includes UG department chairs, program coordinators, and faculty engaged continuously on teacher preparation program curriculum alignments and participate in a programmatic continuous improvement process to strengthen and deliver a high-quality teacher preparation program. As core faculty of the teacher preparation programs, the group will have stable membership that includes department chairs, UG program coordinators, and key faculty.

Charge

Work collaboratively to provide review, analysis and feedback on policies, procedures and curricular changes relating to teacher preparation programs. The group works as a networked improvement committee (NIC), a learning group that meets to openly discuss issues relating and impacting teacher preparation with goals of strengthening the quality of the program and clinical experiences.

Membership

Department chairs, UG program coordinators, faculty, and faculty champions serve as members.

General Responsibilities

Maintain open and regular communication across departments relating to teacher preparation programs. Target problems of practice with goal of identifying root causes by applying systems thinking in design of ways to improve. Attend monthly meetings.

Assessment Committee

The College of Education and P-16 Integration (CEP) Assessment Committee is composed of faculty representing every department in the CEP and ex-officio staff members. The committee is organized into faculty-led sub-committees. The assessment committee focuses on ensuring continuous program improvement by 1) facilitating and monitoring evidence-based decision making at the program and unit levels, 2) reviewing unit assessments and making recommendations for the development and revision of unit assessments, and 3) overseeing systematic data collection at the program and unit levels. The ultimate goal of the assessment committee is to ensure a culture of inquiry guides decision-making in the CEP.

The CEP Assessment Committee meets regularly and is governed by the following policies:

1. The CEP Assessment Committee shall be composed of 15 members:
 - a. Ten members shall be full-time, faculty members representing each of the 5 departments of the CEP.

- i. Each department chair shall appoint two full-time faculty members to serve on the CEP Assessment Committee.
 - b. The CEP data expert and the College of Education assessment expert shall be non-voting ex-officio staff members of the assessment committee and attend all meetings.
 - c. The Associate Dean for Assessment and Accreditation of the CEP, the Director of the Office of Educator Preparation and Accountability, and the Director of Field Experiences shall be non-voting ex-officio members of the assessment committee.
 - d. Of the ten departmental faculty members on the committee, one faculty member with expertise in research, statistics, psychometrics, and assessment instrument development and validation shall serve as the assessment committee research consultant.
2. Each of the 10 full-time faculty members of the assessment committee shall serve a minimum of one 2-year term.
 3. Faculty members may serve as many consecutive terms as agreed on by the individual faculty member and the respective department chair.
 4. Members of the assessment committee from the same department shall complete their terms on alternate years.
 5. The Associate Dean for Assessment and Accreditation and one faculty member of the assessment committee shall serve as co-chairs of the committee.
 - a. The co-chair of the assessment committee shall be selected by the members of the committee following a process of nomination and voting.
 - b. The co-chair of the assessment committee shall serve for the duration of his/her term unless otherwise decided by the individual faculty member.
 6. Serving on the CEP Assessment Committee shall constitute service at the college level.

College Council

The College Council of the College of Education & P-16 Integration is committed to ensuring a healthy and robust academic environment through dialogue that supports teaching, learning, research, and general productivity and development of the college faculty and staff. The college council examines general issues and makes recommendations to the General Faculty and the Dean regarding faculty and staff issues such as workload, morale, and internal processes of the college. The council has a sub-committee: the Faculty Research Council.

Charge

The purposes of the College Council are to (1) review faculty development leave applications, (2) provide recommendations for faculty and staff development activities, (3) recommend policies and guidelines around faculty and staff development, and (4) review nominations for CEP faculty and staff awards. The council will also examine general issues and make recommendations to the General Faculty, Dean, and College Leadership Team regarding faculty and staff issues such as workload, morale, and college internal processes.

Membership

Membership is comprised of two faculty members from each department, one staff member from each office/clinic, and one staff member from the academic departments. Each department will establish a process to select the faculty and staff representatives. All committee members will be for one, three-year term unless otherwise determined by the committee. At the start of each academic year, the committee will attempt to maintain staggered terms as provided in Appendix C. To avoid a potential conflict of interest, committee members who apply for faculty development leave or are nominated for an award should inform the committee chair and recuse themselves from all activities related to the reviews.

Faculty Research Council (sub-committee of the College Council)

The purposes of the Faculty Research Council are to participate in the selection of applications for CEP research-related competitions such as (1) review applications for the CEP Graduate Research Assistant program, (2) establish criteria and rubrics for limited submission grant opportunities, (3) review limited submission grant proposals, and (4) provide feedback on other college research-related matters.

Membership

There will be one departmental faculty representative voted to the Faculty Research Council by the College Council membership. At the start of each academic year, the sub-committee will attempt to maintain staggered terms as provided in Appendix C. To avoid a potential conflict of interest, sub-committee FRC members who apply for a research-related competition should inform the committee chair and recuse themselves from all activities related to reviews.

Endowed Chair

The purpose of the Endowed Chair committee is to solicit nominations for the endowed positions from the relevant departments and ensure there is an open and fair search process in which all qualified candidates, internal and external, are given serious consideration. Committee membership will be determined according to the UTRGV HOP Policy ADM 06-403: Endowed Appointments and Reappointments. The committee will adhere to the UTRGV HOP Policy ADM 06-403: Endowed Appointments and Reappointments.

Student Scholarships & Awards Committee

The Student Scholarships & Awards Committee shall administer CEP scholarships and awards. The Committee evaluates applications, makes recommendations to UTRGV, and reports to the Dean to keep her/him informed of all decisions. The Committee shall be composed of one faculty member from each department.

Tenure, Promotion and Annual Review Committee

The Tenure, Promotion and Annual Review Committee shall conduct independent evaluations and provide substantive feedback to reviewed faculty every year, faculty seeking tenure and/or promotion, tenure-track faculty in their fourth year of employment, and other faculty as determined by the UTRGV HOP ADM 6-505 (Faculty Tenure and Promotion) and ADM 6-502 (Annual Faculty Review). These independent evaluations shall highlight each faculty member's strengths and weaknesses, as well as areas for improvement. The Committee shall follow the timeline specified by UTRGV procedures. The composition shall follow the composition of the department [school] Tenure and Promotion Committee specified in the UTRGV HOP: ADM 6-505 (Faculty Tenure and Promotion), Sections E.2.b.ii and iii.

ARTICLE VII: Approval of and Amendments to the Bylaws

Initial adoption of these bylaws requires a simple majority favorable vote of the CEP General Faculty constituting a quorum.

Any standing committee, the Dean, or a petition of twenty-five percent of the General Faculty may propose amendments to the Bylaws.

An amendment to these Bylaws requires a two-thirds favorable vote of the CEP General Faculty constituting a quorum.

The voting procedure for initial adoption, or any subsequent electronic vote, is as follows:

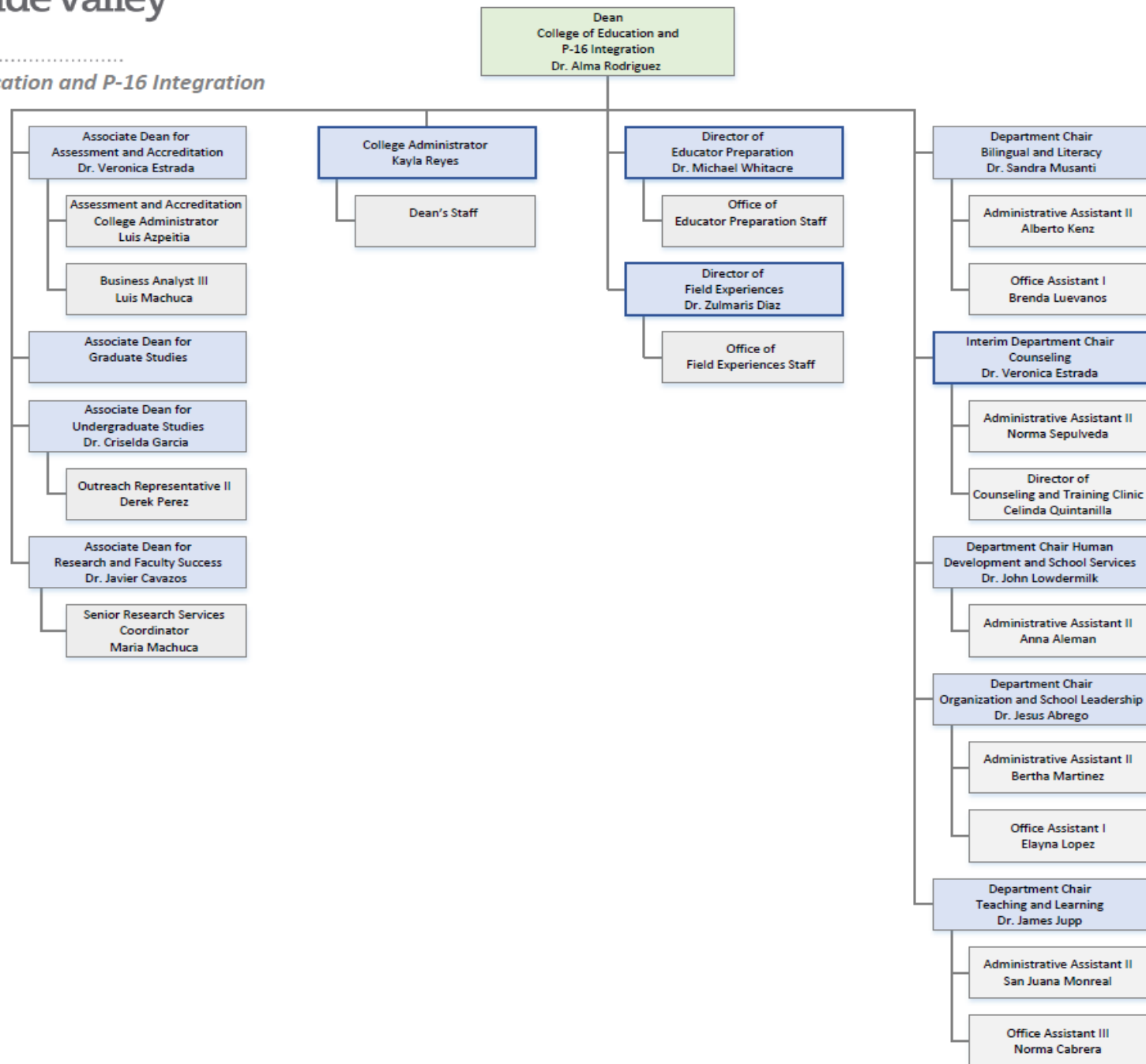
- a. The proposed bylaws or amendments must be distributed to the CEP General Faculty for electronic voting by the Assistant Dean for Administration.
- b. Electronic voting shall be open for at least ten (10) days.
- c. The measure shall pass if (a) a simple majority approves in the case of original adoption, or (b) two-thirds approve in the case of amendments.
- d. The bylaws shall take effect immediately upon approval by the Dean and the EVP and Provost. It is expected that proposed bylaws or amendments will be acted upon by the Dean and Provost in a timely manner. If a resolution is not reached, the faculty reserve the right to request a meeting with the Dean and/or EVP and Provost in order to resolve the issues.

Amendments become effective upon final approval by the EVP and Provost.

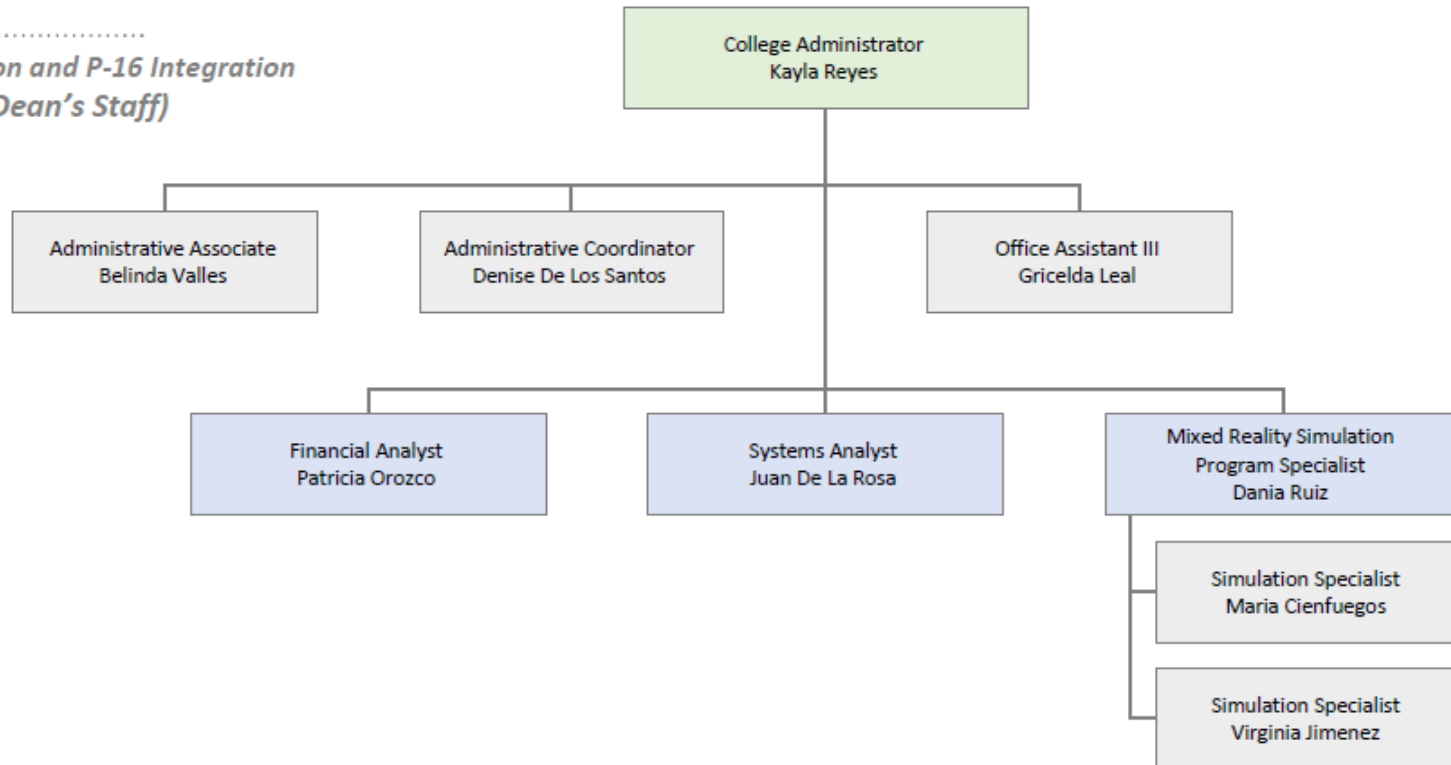
APPENDIX A – ORGANIZATIONAL CHARTS

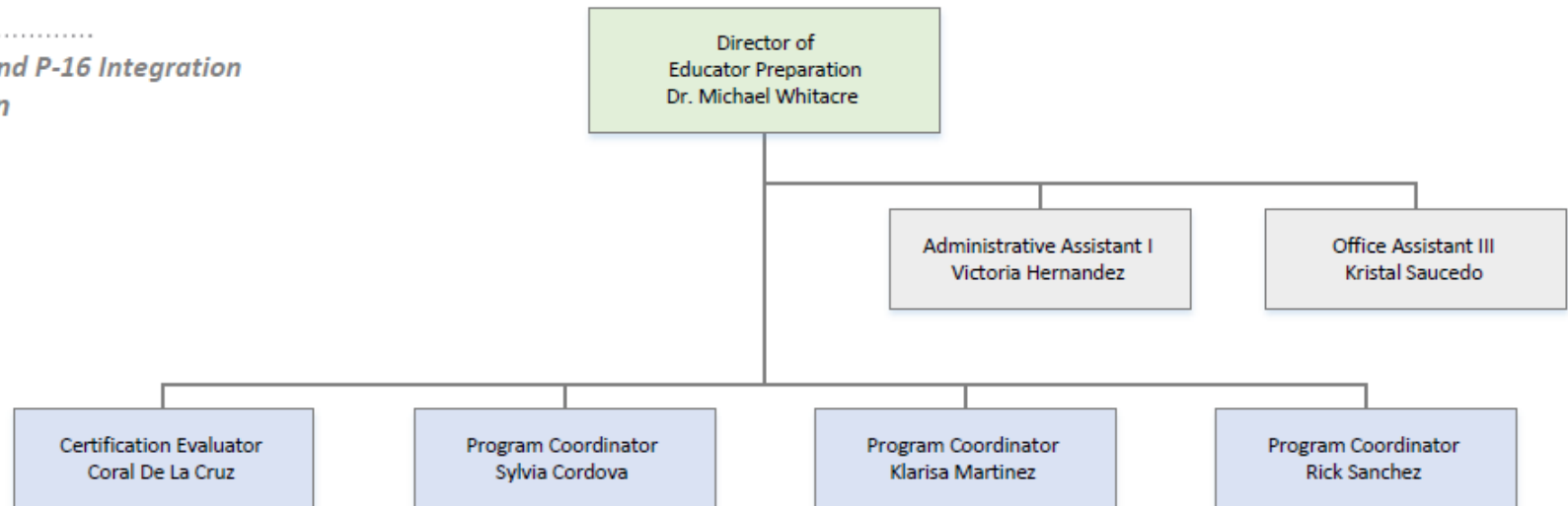
UTRGV COLLEGE OF EDUCATION AND P-16 INTEGRATION

NOTE: organizational structure may be modified or adjusted to meet changing demands of the college.

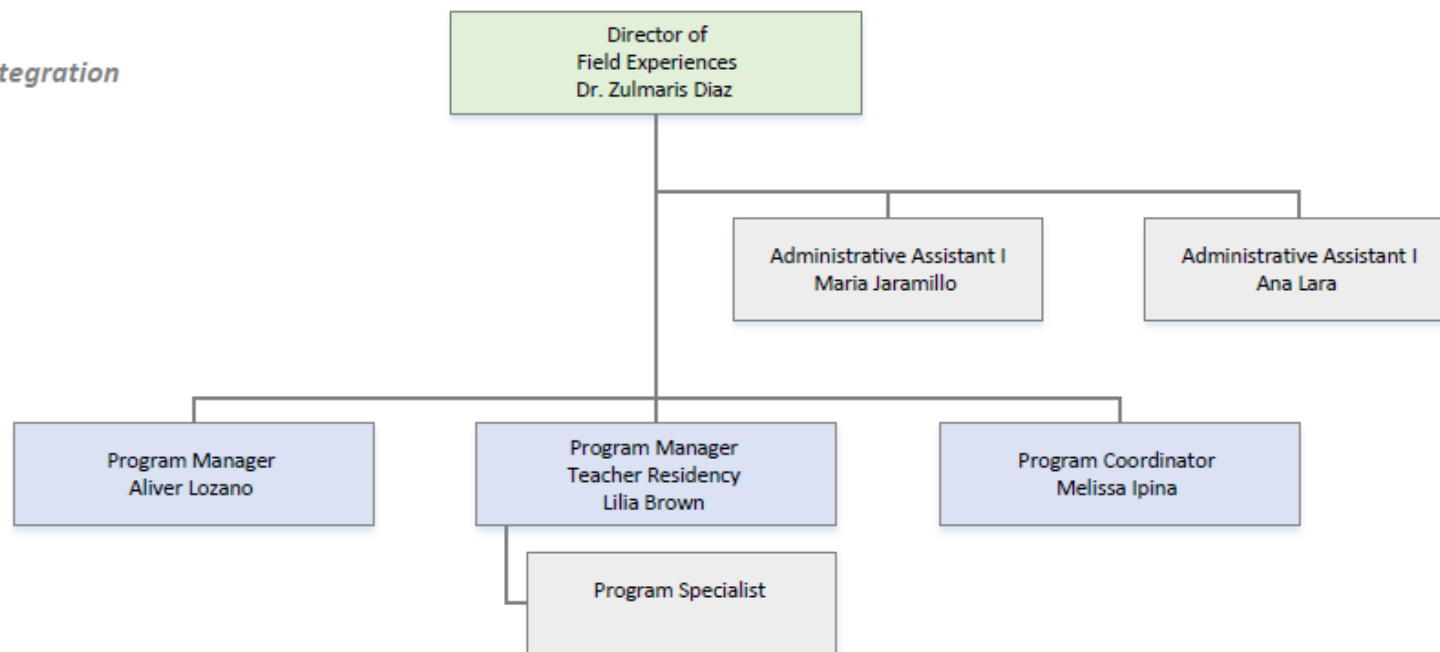


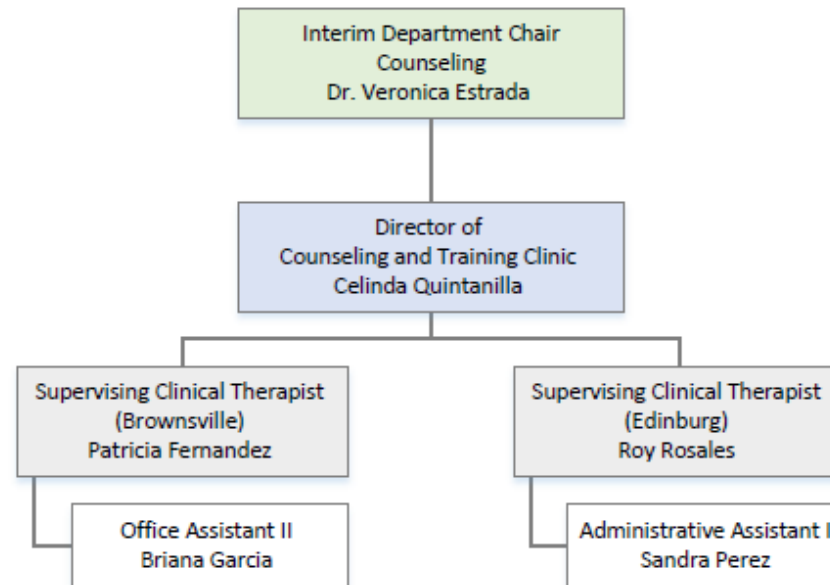
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APPENDIX B – ADMINISTRATIVE POSITION DESCRIPTIONS

The College of Education and P-16 Integration recognizes the importance of collaboration in ensuring high quality, equitable educational opportunities for all students. We are fully committed to engaging all stakeholders in our decision-making and program review and development. Therefore, all administrative positions listed below have student success, continuous improvement, and partnership development at their core. The descriptions below provide a general description of each administrative position but is not meant to be all inclusive.

Associate Dean for Assessment and Accreditation: Under the Dean's direction, provides leadership in college processes designated to evaluate undergraduate and graduate education programs. The Associate Dean for Assessment and Accreditation provides leadership to ensure that ongoing data collection, analysis, and data-informed program improvements result in successful accreditation site visits by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the Texas Education Agency (TEA), the Council for Accreditation of Educator Preparation (CAEP), and the Council for the Accreditation of Counseling and Related Education Programs (CACREP). The Associate Dean for Assessment and Accreditation works closely with associate deans, department chairs and program coordinators who are responsible for preparing their respective reaccreditation processes to ensure that timelines are met and appropriate documentation is submitted. The Associate Dean for Assessment and Accreditation works closely with the Office of Educator Preparation and Accountability to ensure accountability reporting is accurate and submitted timely. The Associate Dean for Assessment and Accreditation has the responsibility for accreditation initiatives in the College of Education and P-16 Integration and teacher certification programs within the Colleges of Sciences, Liberal Arts, Fine Arts, and Health Professions. This individual is charged with ensuring that the college maintains a culture of continuous improvement for student success required for continuing accreditation status and contributes to the establishment and maintenance of strong P-16 partnerships.

Associate Dean for Undergraduate Studies: Under the Dean's direction, provides leadership for the development and maintenance of undergraduate educational programs within the College of Education and P-16 Integration. The Associate Dean for Undergraduate Studies works with associate deans, department chairs, faculty directors, and program coordinators to ensure the quality, availability, and accessibility of classes and resources across the Rio Grande Valley region. The Associate Dean for Undergraduate Studies supports class scheduling, academic and program policy development and review, and ensures that practices and policies are enforced and aligned with national/federal, state, institutional and college policies and initiatives as they pertain to the curriculum at the undergraduate level. The Associate Dean for Undergraduate Studies manages curriculum and student advising matters including requests for waivers, substitutions, application for graduation, among other student related undergraduate education issues. The Associate Dean for Undergraduate Studies provides oversight for student success initiatives, retention of first and second year students, transfer students initiatives, and student appeals and grievances processes at the undergraduate level. This individual also facilitates student-related events including recruitment and orientation events, and promotes student engagement through student groups and networking events. The Associate Dean for Undergraduate Studies monitors overall quality, rigor, and relevancy of undergraduate programs and oversees undergraduate curricular matters within the college. The Associate Dean for Undergraduate Studies works closely with the Offices of Student Success, Strategic Enrollment, Student Affairs, and other operations and student service units across the institution. This individual contributes to maintaining a culture of continuous improvement for student success and contributes to the establishment and maintenance of strong P-16 partnerships.

Associate Dean for Graduate Studies: Under the Dean’s direction, provides leadership for the development and maintenance of graduate educational programs within the College of Education and P-16 Integration, with the exception of doctoral programs. The Associate Dean for Graduate Studies works with associate deans, department chairs, faculty directors, and graduate program coordinators to ensure the quality, availability, and accessibility of classes and resources across the Rio Grande Valley region. The Associate Dean for Graduate Studies supports class scheduling, academic and program policy development and review, and ensures that practices and policies are enforced and aligned with national/federal, state, institutional and college policies and initiatives as they pertain to the curriculum at the graduate level. The Associate Dean for Graduate Studies manages curriculum and student advising matters including requests for waivers, substitutions, applications for admission, application for graduation, among other student related graduate education issues. The Associate Dean for Graduate Studies provides oversight for student success initiatives, degree progression, and student appeals and grievances processes at the graduate level. This individual also facilitates student-related events including recruitment and orientation events, and promotes student engagement through student groups and networking events. The Associate Dean for Graduate Studies monitors overall quality, rigor, and relevancy of graduate programs and oversees graduate curricular matters within the college. The Associate Dean for Graduate Studies will work closely with the Graduate College and the Offices of Student Success, Strategic Enrollment, Student Affairs, and other operations and student service units across the institution. This individual contributes to maintaining a culture of continuous improvement for student success and contributes to the establishment and maintenance of strong P-16 partnerships.

Associate Dean for Research and Faculty Success: Under the Dean’s direction, provides leadership for the development and maintenance of the research infrastructure, doctoral education, and faculty success and development in the College of Education and P-16 Integration. The Associate Dean for Research and Faculty Success coordinates with the dean the development and implementation of all faculty success initiatives. This individual collaborates closely with the Division of Research and the Office of Faculty Success to ensure that a culture for research excellence is maintained in the college. This individual supports faculty development and faculty review processes ensuring that departmental, college, and institutional policies related to faculty are fairly applied in a manner that promotes faculty success. The Associate Dean for Research and Faculty Success works closely with the dean, associate deans, and department chairs, to promote the quality, impact, and continuous improvement of the college’s research enterprise and doctoral programs. The Associate Dean for Research and Faculty Success supports the development, planning, and execution of the strategic direction of the college’s research activities to ensure alignment with the institutional and college strategic plans and with the university’s research focused priority. The Associate Dean for Research and Faculty Success enhances the competitive position of the college, supports the submission of proposals for external funding, expands opportunities for research-based professional development of faculty, and works with faculty to expand doctoral program offerings. The Associate Dean for Research and Faculty Success works with doctoral students and graduate research assistants to provide beneficial student activities and programming. This individual works closely with the Division of Research, Graduate College and the Offices of Strategic Enrollment, Student Success, and Student Affairs to set the recruiting, admissions, and degree progression strategy for doctoral programs and contributes to elevate doctoral education in the college. The Associate Dean for Research and Faculty supports doctoral level class scheduling, academic and program policy development and review, and will ensure that practices and policies are enforced and aligned with national/federal, state, institutional and college policies and initiatives as they pertain to the curriculum at the doctoral level. The Associate Dean for Research and Faculty manages doctoral curriculum and student advising matters including requests for waivers, substitutions, applications for admission, applications for graduation, and student appeals and grievances processes among other student related doctoral education issues. This individual is charged with fostering a culture of research and continuous improvement for student and faculty success and contributes to the establishment and maintenance of strong P-16 partnerships.

Department Chair: Provides leadership, management, and administration of the department and is responsible for consulting with and representing the interest of the department faculty on policies, plans, and procedures that affect the department. As per ADM 06-303 responsibilities include:

- a. Pursuing and achieving departmental excellence in teaching, research, and service;
- b. Strategic planning and goal setting aligned with similar efforts at the college and university level;
- c. Developing strategic initiatives and programming to help ensure student success;
- d. Management and professional development of faculty members and staff;
- e. Preparation and management of school or department budget;
- f. Recruitment, retention, evaluation and promotion of faculty;
- g. Development of curriculum;
- h. Communication with faculty and administration;
- i. Enforcement of applicable regulatory policies;
- j. Maintaining an environment of collegiality and shared governance;
- k. Addressing questions, complaints, grievances, and suggestions from faculty, staff, and students; and
- l. Performing other duties as assigned by the dean.

Director of Field Experiences: Under the Dean's direction, provides leadership in organizing rigorous, quality field/clinical experiences in teacher preparation programs and supports for graduate educator preparation clinical experiences in the College of Education and P-16 Integration. The Director of Field Experiences provides technical and administrative oversight of field-based experiences, clinical teaching, and residency, as well as supports for practicums and internships. The Director of Field Experiences is responsible for strategically planning quality early field experiences and placements. The Director of Field Experiences supports faculty, field supervisors, site supervisors, cooperating/mentor teachers, and other school district personnel who collaborate in educator preparation with training in coaching and mentoring candidates. The Director of Field Experiences supports graduate educator preparation programs with practicums and internships as needed. The Director of Field Experiences oversees field/clinical experience operations including but not limited to evaluation of candidates for clinical teaching and residency, coordinating placements for early field experiences, clinical teaching, and residency with participating school districts, planning for orientation and supervision of clinical teachers and residents, training of cooperating/mentor teachers, assignment and training of residency site coordinators, and hiring and training of adjunct faculty (field supervisors) to assist in the supervision of clinical teachers. The Director of Field Experiences provides leadership in the establishment and maintenance of strong P-16 partnerships and maintains open and consistent communication lines with school districts. This individual collaborates closely with the Director of Educator Preparation, and with associate deans, department chairs, and program coordinators. The Director of Field Experiences develops and implements procedures for evaluation of all components of the field/clinical experience programs. This individual supports accreditation requirements and compliance with Texas Administrative Code while contributing to maintaining a culture of continuous improvement for student success.

Director of Educator Preparation: Under the Dean’s direction, provides leadership for educator preparation and certification in the areas of curriculum alignment, admissions, testing, certification, and accountability reporting. The Director of Educator Preparation provides administrative oversight of the Office of Educator Preparation and Accountability (OEPA). The Director of Educator Preparation ensures that the UTRGV EPP is in compliance with Texas Administrative Code and undergoes successful continuation reviews. This individual works closely with associate deans, department chairs, program coordinators and faculty to ensure that the curriculum of the various programs that lead to educator certification is aligned to Texas Administrative Code and the appropriate educator standards to ensure student success. The Director of Educator Preparation supervises all major functions of OEPA, including but not limited to admissions to the Educator Preparation Program (EPP), guidance on certification processes, certification testing approval, and verifying candidates’ eligibility for certification by the Texas Education Agency upon completion of program requirements. The Director of Educator Preparation ensures appropriate supports are in place to assist candidates applying for admission into initial teacher certification programs and professional class certification programs and oversees the processing of applications. The Director of Educator Preparation ensures candidates make adequate progress towards certification and provides guidance to candidates regarding the appropriate State of Texas examinations required for educator certification, certification exam preparation, certification testing approval processes, and eligibility for Texas educator certifications. The Director of Educator Preparation collaborates with Career Services to support candidates at program completion. The Director of Educator Preparation also collaborates in establishing and maintaining strong P-16 partnerships, and serves as the liaison between the College of Education and P-16 Integration and the Education pathways at the UTRGV collegiate high schools. The Director of Educator Preparation communicates regularly with federal, state, and local agencies and provides data as required for state and national accreditation, continuation approval, and state and federal reports and mandates. This individual also contributes to maintaining a culture of continuous improvement for student success.

APPENDIX C: PROVISOS

Provisos governing the first three years of the College of Education and P-16 Integration Bylaws

Section 1- Article V- Length of Terms

1. To initiate the staggering of terms, 1/3 of each of the standing committee members shall be randomly selected to be one-year appointments, 1/3 to be two-year appointments, and 1/3 to be three-year appointments.
2. Any committee member serving a one- or two-year appointment is eligible to serve one additional three-year term.
3. The beginning of the term of any initial committee member shall be calculated from September 1, 2016 notwithstanding prior appointment.

Section 2 – Article VII Adoption and Amendment to the Bylaws

1. During the first three years following adoption of these bylaws, amendments thereto may be approved by a simple majority vote of the General Faculty constituting a quorum



College of Education
& P-16 Integration

**COLLEGE OF EDUCATION AND P-16 INTEGRATION
GUIDELINES FOR FULL-TIME FACULTY WORKLOAD
CATEGORIES AND FOR ESTABLISHING DEPARTMENTAL
TENURE AND PROMOTION CRITERIA**

Approved by Faculty: May 27, 2022

Approved by Dean: June 2, 2022

Approved by EVP and Provost: July 12, 2022



Where Excellence Matters

College of Education and P-16 Integration Guidelines for Full-Time Faculty Workload Categories and for Establishing Departmental Tenure and Promotion Criteria

This document contains the guidelines for full-time faculty workload categories and guidelines for establishing departmental criteria for promotion and for tenure.

1. Guidelines and Definitions for Full-Time Faculty Workload Categories
2. Guidelines for Establishing Departmental Criteria for Promotion and for Tenure and Promotion Criteria
 - Teaching
 - Research
 - Service

These guidelines resulted from the work of the CEP workload workgroup represented by faculty of various ranks across all CEP departments. The CEP workload workgroup was formed in spring 2021. The workgroup was responsible for gathering feedback from departmental faculty. The workgroup also presented the proposed guidelines in a college town hall on May 6, 2022. The workgroup incorporated feedback from the town hall into the final version that was sent on May 13, 2022 to all full-time CEP faculty for a vote by May 27, 2022, or until quorum was reached.

The task force members were:

Dr. Jacob Neumann (Co-Chair), Professor of Teaching and Learning

Dr. Nancy Razo (Co-Chair), Professor of Practice of Human Development and School Services

Dr. Steve Chamberlain, Professor of Human Development and School Services

Dr. Alex Garcia, Associate Professor of Organization and School Leadership

Dr. Jessica Haas, Assistant Professor of Counseling

Dr. Kip Hinton, Associate Professor of Bilingual and Literacy Studies

Dr. Javier Cavazos, Associate Dean for Research and Graduate Programs

1. Guidelines for Full-Time Faculty Workload

General Provisions for Faculty Workload

- 1.1 The purpose of this faculty workload guideline is to provide CEP faculty with workload options that will be determined by each individual faculty and the respective chair. With approval of department chair and dean, full-time faculty with the exception of faculty in the Lecturer ranks can have other research, teaching, and service workload percentages not shown in this table.

1.2 Most responsibilities of faculty members fall under research, teaching, and service, and align with the following workload categories:

Workload Category	Research %	Teaching %	Service %	Administration %
Lecturer I, II, III, & Senior Lecturer	0	90	10	0
Assistant, Associate & Clinical Professor (Applied)	0	80	20	0
Assistant, Associate, & Clinical Professor (Academic)	10	80	10	0
Assistant, Associate, and Professor of Practice (Applied)	0	80	20	0
Assistant, Associate, & Professor of Practice (Academic)	10	80	10	0
Tenure-Track Faculty (Balanced/Standard)	20	60	20	0
Tenure-Track (Research Intensive) *	40	40	20	0
Tenured (Balanced/Standard)	20	60	20	0
Tenured Faculty (Research)	40	40	20	0
Tenured Faculty (Teaching)	10	70	20	0
Faculty with Administrative Appointments**	10	30	10	50

* Available at the end of year 1 with Department Chair and Dean approval

** Faculty with administrative appointments (e.g., Chairs, Associate Deans) can have other combinations of research, teaching, and service workload percentages as negotiated with the Department Chair and Dean.

1.3 Faculty changing workload categories (e.g., tenured faculty balanced to tenured research):
Workload discussions occur between a faculty member and the Department Chair

annually, in alignment with departmental criteria. When changing classifications, careful consideration should be given to progress towards next comprehensive review (e.g., tenure and promotion).

1.4 Thesis and Dissertation supervision:

Faculty who chair dissertations and/or theses may use these to fulfill part of their teaching workload percentage, per HOP ADM 06-501. If the faculty member is chairing fewer dissertations or theses than referenced in HOP to warrant the equivalent of a 3-credit hour course, this is still considered part of teaching workload, and during years in which funding is available, the faculty member may receive pro-rated overload pay (if they do so in addition to the full teaching load as designated in their workload). Chairing a thesis or dissertation is treated as part of teaching for the purposes of workload, annual review, and tenure and promotion. Other members of a committee are providing service.

1.5 Number of courses taught (e.g., 15% for graduate; 10% for undergraduate)

1.6 Specific course assignments will be handled through the department.

1.7 Workload Category Definitions:

Lecturer I, II, III and Senior Lecturer (0/90/10):

The track for Lecturer I, II, III, and Senior Lecturer allows for a percentage of service and no research expectation. This title does not include a required workload percentage for research.

Assistant, Associate, or Clinical Professor (Applied 0/80/20):

The applied track for an Assistant, Associate or Clinical Professor allows for a greater percentage of service and no research expectation.

Assistant, Associate, or Clinical Professor (Academic 10/80/10):

The academic track for an Assistant, Associate or Clinical Professor allows for a percentage of service and research with the majority of workload dedicated to teaching.

Assistant, Associate, or Professor of Practice (Applied 0/80/20):

The applied track for an Assistant, Associate or Professor of Practice allows for a greater percentage of service and no research expectation.

Assistant, Associate, or Professor of Practice (Academic 10/80/10):

The academic track for an Assistant, Associate or Professor of Practice allows for a percentage of service and research with the majority of workload dedicated to teaching.

Tenure-Track (Balanced/Standard 20/60/20):

The Tenure-Track (Balanced/Standard) is for the Assistant Professor who wants engaged in all aspects of faculty roles.

Tenure-Track (Research Intensive 40/40/20):

The Tenure-Track (Research-Intensive) track may be used after the first-year contingent on Department Chair and Dean approval.

Tenured (Balanced/Standard 20/60/20):

The Tenured (Balanced/Standard) track is for an Associate or Professor who wants to be engaged in all aspects of faculty roles.

Tenured (Research 40/40/20):

The Tenured (Research) track is for an Associate or Professor who wants to be engaged in more research activities.

Tenured (Teaching 10/70/20):

The Tenured (Teaching) track is for an Associate or Professor who wants to be engaged in more teaching activities.

Faculty with Administrative Appointments (10/30/10/50):

This title is for faculty who have administrative appointments (i.e., Chair, Associate Dean). Their workload with respect to research, teaching, and service can be negotiated with the Department Chair and Dean.

2. Guidelines for Establishing Departmental Criteria for Tenure and for Promotion

The College of Education and P-16 Integration faculty and administration strongly support the quality of productivity for individual faculty for tenure and for promotion, comprehensive periodic review, and annual evaluation. The indicators provided below are examples of materials to be used by departments when developing their criteria as opposed to requirements for every faculty member. The Departments must ensure that their evaluative criteria adhere to CEP guidelines as well as pertinent HOP policies, such as HOP ADM 06-502, 06-504 06-505, NTT Faculty Evaluation policies Tenure-Track Faculty Appointments, Evaluations, and Reappointments HOP, and Tenured Faculty Evaluation HOP. Departments will describe how the overall rating will be determined and what constitutes exceeds expectations, meets expectations, does not meet expectations, and unsatisfactory performance.

Evaluation of a dossier will consider the candidate's workload percentages, reflect department criteria, and adhere to CEP guidelines. It is the responsibility of the faculty member to justify and provide evidence based on departmental guidelines of how they meet departmental criteria at each of the decision points (e.g., annual review, tenure and promotion to Associate Professor, promotion, and comprehensive periodic review) for each evaluation category.

Teaching

Faculty members in the College of Education and P-16 Integration model teaching that demonstrates content and professional knowledge, skills, and dispositions reflecting

research, proficiency with technology and assessment, and accepted best practices in teaching and learning. They are expected to apply cultural competence and social justice as it pertains to each discipline.

Indicators for the area of teaching may include but are not limited to:

- a) Appropriate credentials, such as a terminal degree
- b) Content of syllabi
- c) Critical reflection of one's teaching
- d) Peer observation of faculty teaching
- e) Evidence of assessment aligned to student learning outcomes
- f) Student evaluation of instruction including student comments from course evaluations
- g) Innovation in instructional approach
- h) Innovation demonstrated in use of technology
- i) Professional development for teaching improvement and implementation of practices
- j) Student needs assessments
- k) Student advisement and mentoring
- l) Supervision of undergraduate and graduate students in research/theses/dissertations
- m) Supervision of students in field-based courses.
- n) Competitive funding for instructional/pedagogical development
- o) Teaching-related awards
- p) Pedagogical preparations
- q) Community engagement activities pertaining to teaching/instruction such as service learning.

Each department is to develop guidelines and criteria to examine teaching performance. Additionally, each department will define teaching performance for annual review and comprehensive periodic review as related to the following performance ratings: exceeds expectations, meets expectations, does not meet expectations, and unsatisfactory. Departments should also describe the level of teaching performance meriting tenure and/or promotion. Departments should also describe the level of teaching performance meriting promotion for non-tenure track faculty such as promotion to Lecturer II, promotion to Lecturer III, promotion to Senior Lecturer, promotion to Associate Professor of Practice, and promotion to Professor of Practice.

Indicators of teaching quality at the department level may include but are not limited to the following:

- a) Student evaluations of teaching
- b) Peer observations of teaching
- c) Evidence of participation in professional development and implementation of practices
- d) Evidence of continuous improvement of teaching
- e) Teaching-related awards
- f) Evidence of disseminating teaching practices to other faculty

The faculty member should include in their narrative the total Semester Credit Hours as defined by the University and that a faculty member is asked to teach, the number of different classes, the number of new pedagogical preparations, and the number of students per class. In addition, the faculty member should include whether classes are field-based or contain a significant service-learning component. Faculty members should also reflect on their progress toward the next comprehensive review (e.g., tenure and promotion to Associate Professor; promotion to Associate Professor of Practice) and indicate their workload category and teaching workload percentage for the review period.

Faculty members are expected to provide a comprehensive narrative explaining how their teaching is aligned with their department indicators including strengths, areas for further development, and contributions that advance the University, College, and Departmental missions. In their teaching narrative, faculty could reflect on the following areas as related to teaching: using innovative, research-based, and creative teaching methods; using strategies to support and engage learners; experiential learning; using technology; striving to learn to improve teaching methods; demonstrating continuous improvement; demonstrating evidence of teaching approaches on student success; and being a leader in teaching and learning (Regents' Outstanding Teaching Awards, 2022). Moreover, faculty should be conscientious in documenting their teaching activities. Faculty members should submit documents related to the above indicators such as syllabi, reflections, evaluations, etc.

Department review committees and department chairs in annual review must provide faculty members with specific feedback regarding progress toward the next comprehensive review (e.g., tenure and promotion to Associate Professor; promotion to Associate Professor of Practice).

Research

Developing new knowledge and translating research findings for practitioners are central activities of faculty members in a College of Education at an R2 institution with high research activity. In the field of education, research includes empirical research (qualitative and/or quantitative); reviews of research; theoretical research; conceptual research; methodological essays; critiques of research tradition or practices; and scholarship grounded in the humanities, including history, philosophy, literary analysis, and arts-based inquiry (AERA, 2006). This includes research that examines systemic challenges that impact students and adults. Faculty members are recommended to align research with the mission of the University and the College. All CEP faculty members are also encouraged to support CEP's strategic plan to cultivate a research enterprise that empowers the generation of knowledge, discovery, and creativity in all fields represented in the college.

Faculty members in the College of Education and P-16 Integration are encouraged to engage in research that promotes collaboration regularly and in significant ways with relevant stakeholders (e.g., universities, schools, families, communities, foundations, businesses, museums) to improve teaching, research, and student learning. This includes engaging in cross-institutional and cross-college research partnerships, as well as collaborative research work with students (graduate and undergraduate). In addition, faculty are encouraged to

initiate collaborative research projects that contribute to improved preparation of professionals.

Faculty within the College of Education and P-16 Integration (CEP) are encouraged to work towards establishing an academic identity and disseminating research in scholarly outlets. Scholarly work will include, but is not limited to, publications in peer-reviewed journals, presentations, funded grants, research awards, and research-based program development and/or other creative and scholarly activities. CEP faculty members are also expected to seek external and internal funding. Given UTRGV's status as a R2 Doctoral University with high research activity, CEP faculty members are encouraged to seek external funding related to their research agenda.

When developing a research agenda, the following should be considered:

- a) Scholarly work (e.g., articles, presentations, and other creative activity) should include peer-reviewed empirical research.
- b) Scholarly work should be published in regional, national, and/or international journals.
- c) Acceptance rate and demonstrated impact on the field should be considered for journal publications.
- d) Citations of one's work by other authors should be considered for tenure and promotion to Associate Professor and promotion from Associate Professor to Professor.
- e) Grant funding with priority on external sources should be counted as a scholarly product for tenure and promotion to Associate Professor and promotion to Professor.

Table 1 provides college-wide guidance for the required quantity of publications/scholarly products for (1) promotion to Associate Professor, (2) promotion to Professor, and (3) comprehensive periodic review. Each department will define and determine the nature and quality of these publications/scholarly products.

Table 1

Number of Publications/Scholarly Products during probationary period for promotion to Associate Professor	Number of Publications/Scholarly Products for Promotion to Professor (during 6-year review period)	Number of Publications/Scholarly Products for each 6-year Comprehensive Periodic Evaluation (Post-Tenure Review)
6-8	6-8	6-8

Notes: ¹ Number of publications/scholarly products reflect a research workload percentage of 20% in a given review period. For research workloads that are not 20%, the corresponding number of publications/scholarly products should be adjusted proportionately.

² See Section D.2.d of UTRGV HOP ADM 06-505 for information regarding the period of probationary service for tenure-track faculty.

Consistent with R2 institution expectations, in addition to the 6-8 publications/scholarly products outlined in Table 1, faculty members are expected to disseminate their research through conference presentations, with each department determining the quantity and quality of such presentations.

The faculty member is expected to provide a comprehensive narrative explaining how their work is aligned with the departmental indicators, including strengths; areas for further development; and contributions that advance the University, College, and Departmental missions. The faculty member should also describe the quality, quantity, significance, and impact of their publications and creative works (ADM 06-505). Moreover, faculty should be conscientious in documenting their research activities. Recommended artifacts may include, but are not limited to, copies of publications, copies of presentations, letters of acceptance, journal submission guidelines, etc.

Faculty members also should reflect on their progress toward the next comprehensive review (e.g., promotion to Professor) and indicate their workload category and research workload percentage for the review period.

Table 1 provides college-wide guidance regarding research quantity for tenure and promotion to Associate Professor, promotion to Professor, and comprehensive periodic review. Each department is to develop guidelines and criteria to examine research quality. Additionally, each department will define research quantity and quality for annual review and comprehensive periodic evaluation (post-tenure review) as related to the following performance ratings: exceeds expectations, meets expectations, does not meet expectations, and unsatisfactory. Departments should also describe the level of research meriting tenure and promotion to Associate Professor and promotion to Professor.

Indicators of research quality at the department level may include but are not limited to the following:

- Research productivity that may include quantity of allowable peer-reviewed journal articles, book chapters, and/or other scholarly products.
- Research value that may include, but not limited to, journal acceptance rates, impact factor, readership, citations rates, h-index scores, and/or Scimago ratings.
- Research independence vs. collaboration that may include, but not limited to,

quantity of peer-reviewed articles, book chapters, and/or other scholarly products that are lead- authored.

- d) Research agenda that may include at least one area of research expertise.
- e) Research that leads to grant submissions and/or external funding.

It is important to note that department review committees and department chairs in annual evaluation must provide faculty members with specific feedback regarding progress toward the next comprehensive review (e.g., tenure and promotion to Associate Professor).

Service

Faculty within the College of Education and P-16 Integration (CEP) have many choices when it comes to providing service to the profession, and they will likely be sought after and expected to serve on a variety of different committees within their respective programs, department, and College and across the University. Service to the institution should be valued in the departmental evaluative criteria.

It is also critical that faculty also provide service that is directly aimed at improving the quality of education (P-16) by seeking to address and solve the many challenges that undermine the academic preparation of tomorrow's society as well as the other disciplines included in the college. Clearly, having any kind of impact will take time so sustained and strategic service will be warranted, expected, and valued in departmental criteria. Faculty are expected to dedicate a portion of their time to advancing educational causes that merit the profession's resolve.

Faculty are encouraged to commit a portion of their service to P-16 educational activities aimed explicitly at:

- a) The development, implementation, evaluation, and ongoing refinement of departmental programs and especially to providing leadership for such activities.
- b) Being actively engaged in and facilitating collaboration among education, community, and business stakeholders (in and outside of the College) to address P-16 issues impacting our campus, local, state, regional and national community.
- c) Advancing public advocacy and social justice through community forums and or work with local, state and national policy makers.

- d) Being actively engaged in campus, local, state, national, and international organizations and/or committees to improving education and specially to providing leadership for such activities.

Each department is to develop guidelines and criteria to examine the quality, significance, and impact of service activities. Additionally, each department will define service performance for annual review and comprehensive periodic review as related to the following performance ratings: exceeds expectations, meets expectations, does not meet expectations, and unsatisfactory. Departments should describe the level of service meriting tenure and promotion to Associate Professor and promotion to Professor. Departments should also describe the level of service meriting promotion for non-tenure track faculty (e.g., promotion to Lecturer II, promotion to Associate Professor of Practice).

Indicators may include but are not limited to the following:

- a) Appropriate balance of service to students, department, college, and university.
- b) Service to the profession.
- c) Service and outreach to the community.
- d) Service that integrates social justice, civic responsibility, innovation, and sustainable development.

At all ranks, departments are encouraged to provide service to our local educational entities and such expectations should be part of the evaluative criteria. As faculty progress toward the rank of Professor, evaluative criteria should include statewide, national, and/or international service, and leadership positions in professional organizations in such roles that may include, but are not limited to, external grant review panels (e.g., NSF, DOE, etc.); journal reviewer; editorial boards; association committees (e.g., AERA, NABE, etc.).

The faculty member is expected to provide a comprehensive narrative explaining how their work is aligned with the departmental indicators including strengths, areas for further development, and contributions that advance the University, College, and Departmental missions, and society. Faculty members should also reflect on their progress toward the next comprehensive review (e.g., tenure and promotion to Associate Professor; promotion to Associate Professor of Practice) and indicate their workload category and service workload percentage for the review period.

Faculty members should describe all the activities that constituted their service percentage (e.g., 20%) for the review period. In their service narrative, faculty members can describe the quality, significance, and impact of their service contributions to students, department, college, university, community, and profession. Moreover, faculty should be conscientious in documenting their service-related activities and its impact. Recommended artifacts may include, but are not limited to, official letters, requests, thank you notes, outcome documents, agendas from workshops, etc.

Department review committees and department chairs in annual review must provide faculty members with specific feedback regarding progress toward the next comprehensive review (e.g., tenure and promotion to Associate Professor; promotion to Associate Professor of Practice).



The University of Texas
Rio Grande Valley™

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College of Education
& P-16 Integration

**COLLEGE OF EDUCATION AND P-16
INTERGRATION FULL-TIME TENURED OR
TENURE-TRACK FACULTY WORKLOAD
SUMMARY UPDATE FORM**



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College of Education and P-16 Integration

FULL TIME TENURED OR TENURE-TRACK FACULTY WORKLOAD SUMMARY UPDATE FORM

Name:

Date:

Effort Type	Percent Time
Teaching	
Externally Funded Grants (Buyout)	
Externally Funded Grants (Cost-Share)	
Institutionally Sponsored Research *	
Clinical Service	
Service (Departmental, College, or University Committees, Professional and Community Service etc.)	
Administrative Assignments (Associate Dean, Chair/Director, Program Coordinator etc.)	
Total	

*Provide justification for teaching release—

Chair Name Chair Signature Date

Faculty Name Faculty Signature Date

Please submit the completed form and associated documents to your Dean's Office for any changes/updates on Faculty Workload.



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COLLEGE OF EDUCATION AND P-16 INTEGRATION FACULTY MERIT DISTRIBUTION GUIDELINES



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Faculty Merit Distribution Guidelines

Eligibility Criteria

Merit shall be awarded in accordance with UTRGV merit policies.

CEP Methodology

Merit pay in the College of Education and P-16 Integration will be distributed as follows:

- Enact a 40% difference in merit compensation between faculty who are rated “meets expectations” and “exceeds expectations.”
- Account for faculty ratings in each intervening year if two or more years pass between merit raises. To qualify for a rating of “exceeds expectations” for merit purposes, the following applies:
 - If two years have passed since the previous time merit was awarded, faculty must have earned overall ratings of “exceeds expectations” for both of those years.
 - If three years have passed since the previous time merit was awarded, faculty must have earned overall ratings of “exceeds expectations” for two of the three years.
 - If four years have passed since the previous time merit was awarded, faculty must have earned overall ratings of “exceeds expectations” for three of the four years.
 - If five years have passed since the previous time merit was awarded, faculty must have earned overall ratings of “exceeds expectations” for four of the five years.
 - If six years have passed since the previous time merit was awarded, faculty must have earned overall ratings of “exceeds expectations” for five of the six years.

What constitutes “meets expectations” and “exceeds expectations” is defined at the department level.



PATHWAYS FOR REVIEW DEADLINES

ACADEMIC & HEALTH COLLEGES

Please visit link:

https://www.utrgv.edu/academicaffairs/_files/documents/faculty-resources-second-version/2023-2024-utrgv-pathways-for-review.pdf

Office of the Executive Vice President & Provost

Updated: April 19, 2023

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College of Education
& P-16 Integration

COLLEGE OF EDUCATION AND P-16 INTEGRATION GUIDELINES FOR PEER OBSERVATIONS



Where Excellence Matters

College of Education and P-16 Integration Guidelines for Peer Observations of Teaching

As the College of Education and P-16 Integration, we are committed to preparing highly effective educators able to support the needs of diverse learners and ensure positive academic and affective educators. Likewise, we believe our faculty should demonstrate the same competencies as appropriate for adult learners. Peer observations of teaching is one means by which we support our faculty in developing and expanding their instructional repertoire. Thus, peer observation of teaching feedback should be substantive and provide formative developmental feedback to the faculty member.

Peer observations of teaching must adhere to the CEP guidelines as well as the UTRGV guidelines
<https://www.utrgv.edu/cep/resources/faculty-staff-forms/documents/guidelines-for-peer-observation-of-teaching.pdf>

The Department Chair is responsible for providing faculty a copy of the department guidelines and any corresponding rubrics, templates, etc., for Peer Observations of Teaching no later than one week prior to the first day of class.

Scope

This policy applies to all full-time faculty whose duties consist of teaching organized courses, including hybrid and online courses, and/or clinical instruction. The policy also applies to full-time faculty who hold administrative appointments at 50% or less.

Frequency

Frequency of observations are detailed below. More frequent observations may be requested.

1. All tenure-track faculty shall be observed at least once per academic year.
2. All tenured faculty shall be reviewed at least once every three years.
3. Faculty members with the rank of Lecturer I, Lecturer II, and Lecturer III, or Assistant Professor in Practice, and Associate Professor in Practice shall be observed at least once per academic year.
4. Faculty members with the rank of Senior Lecturer and Professor in Practice shall be observed at least once every three years.

Approved by Faculty – December 8, 2017

Approved by Executive Vice President for Academic Affairs – February 25, 2018

Revisions Approved by the Executive Vice President for Academic Affairs – June 3, 2019

Distribution of Peer Observer Summary

The peer observer summary is given to the reviewed faculty member only. Inclusion in the evaluation dossier is the faculty member's responsibility. While faculty may be observed more often than the minimum frequency noted above, inclusion of observation summaries beyond the minimum frequency is at the discretion of the faculty member.

Elements of the Peer Observation of Teaching Feedback Summary Written feedback must be provided to the faculty member to include:

- Name and signature of faculty member
- Name and signature of peer observer
- Name and course number of observed class
- Date of any pre-observation meeting
- Date of observation(s)
- Date of any post-observation meeting
- A narrative written by the observed faculty member describing what he/she has learned from the peer observation process and any plans for improvement or development.
 - This summary report should be based on course material such as syllabus and assignments, at least one visit to the reviewed faculty's class (with virtual visits for online courses), and pre-/post-observation meetings between the faculty member and the peer observer.

Following are some suggestions on discussion points for peer observers as well a suggested content for the Peer Observation of Teaching Summary:

- Possible discussion points:
 - Learning objectives for the course
 - Concept behind the design of the course (syllabus to be provided)
 - Teaching philosophy and methods utilized
 - Assessment methods (sample assessment can be provided)
 - Classroom management style
- Suggested content for summary:
 - How well the course material and classroom activities align with the learning objectives for the course.
 - Strengths and/or weaknesses of presentation style, student-instructor and student-student interaction, classroom management, etc.
 - Feedback on syllabus, assessment methods, and other teaching materials.
 - Description of overall strengths and areas for improvement as an instructor.

Approved by Faculty – December 8, 2017

Approved by Executive Vice President for Academic Affairs – February 25, 2018

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COLLEGE OF EDUCATION AND P-16 INTEGRATION EVALUATION OF ADJUNCT FACULTY



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Evaluation of Adjunct Faculty

The College of Education and P-16 Integration will use the following strategies for the mentoring and professional development of adjunct faculty and for the purpose of evaluation and recommendations for reappointment.

Together with course assignments, the Department Chair will provide each adjunct with documentation stating the obligations and expectations for the job, as well as, the ethical behavior that should be observed both in and out of the classroom in his/her interaction with students.

Adjuncts teaching courses with multiple sections will be supervised and mentored by the course leader. Adjuncts will align their syllabus, textbook selection, assignments, formative and summative assessments, and any other type of evaluations with the course leader to ensure alignment of these activities with the Student Learning Outcomes and consistency across all the sections offered. Any program key assessments or course-level key assessments housed in the course must be administered and scored by the adjunct. Regular meetings with the course leader and any associated committees are expected, as is participation in processes associated with the course.

Adjuncts teaching courses that are not part of a multi-section course will be assigned a faculty mentor to ensure continuity with the current offering and past/future offerings, and for the purpose of regular consultation and guidance on matters related to the course prerequisites, syllabus, class presentations, assignments, assessments and how these are aligned to the Student Learning Outcomes and program expectations.

Each adjunct should have at least one peer observation during the semester; but will increase in number if shortcomings are identified. The peer observation is done by a full-time faculty member designated by the Department Chair. The faculty peer evaluator and the mentor of the adjunct faculty will have a follow-up meeting with the adjunct where they will provide recommendations for improvement and address any issue noted during the peer evaluation.

Adjuncts are eligible for participation in professional development opportunities offered by the department, college, and university.

To be considered for reappointment, Department chairs will review the adjunct's course evaluations and peer evaluations as well as feedback provided by the adjunct's mentor/course leader.

For the purpose of evaluation and potential for reappointment, adjuncts will submit the following documentation to the Chair/Director or his/her designee at the end of each semester by a deadline set by the Department Chair:

- a) Peer observation reports, documentation of follow-up discussions, and actions taken to address any shortcoming identified during the classroom observation.
- b) Tables summarizing student evaluations and grade distribution per class.
Samples of exams, quizzes, lectures and any other material deemed appropriate for the purposes of evaluation.
- c) Documentation of professional development sessions attended.

A file with the results of the peer observations, the notes from the follow-up meetings, summary of course evaluations, and the evaluation of each adjunct will be kept in the departmental records.

The primary responsibility of adjuncts employed as field supervisors is to ensure clinical (student) teachers have a positive and successful clinical teaching experience. Because the clinical (student) teachers are placed in campuses throughout the valley, field supervisors do not have a permanent classroom throughout the semester nor do they have the an established meeting day and time. Due to the scope of the job, part-time lecturers employed in the capacity of field supervisor will be evaluated by the clinical (student) teacher at the end of the clinical teaching program and do not need to have peer observations. The field supervisors' evaluations will be reviewed by the Director of the Office of Educator Preparation and Accountability and will be communicated to the Chair of the Teaching and Learning department.

The final decision for appointment/reappointment of an adjunct rests with the Department Chair.



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COLLEGE OF EDUCATION AND P-16 INTEGRATION FACULTY REVIEW CRITERIA



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Where Excellence Matters

Department of Bilingual and Literacy Studies

FACULTY REVIEW CRITERIA



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 Office of the Executive Vice President for Academic Affairs, Student Success, and P-16 Integration's (EVPAA) Faculty Resources website)
- Selection of External Reviewers Guidelines (found on the EVPAA's Faculty Resources website)
- Pathways for Review Deadlines (found on the EVPAA'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):

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- 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 EVPAA'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 EVPAA'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 specific focus on the characteristics of learners in the Rio Grande Valley such as P-16 bilingual and multilingual learners, children in poverty, immigrant and migrant families, etc. This should be addressed in all categories of teaching.				
Pedagogical Self-Analysis of Teaching	Evidence of critical reflection of own teaching; which includes self-critique on adjusting and attempts to improve practice of teaching and course delivery based on various variables. For example: (a) student evaluations, both quantitative and qualitative; (b) peer evaluations note some of the following: goal clarity, adequate preparation, appropriate methods, significant results, effective presentation; (c) face to face and online classroom dynamics (i.e. perceptions of student participation, lesson effectiveness, etc.); (d) pedagogical impact in areas such as public advocacy, social justice, multilingualism, and/or multiliteracies.	Evidence of critical reflection of own teaching; which include self-critique on ongoing improvement of teaching and course delivery based on various variables. For example: (a) student evaluations, both quantitative and qualitative; (b) peer evaluations note some of the following: goal clarity, adequate preparation, appropriate methods, significant results, effective presentation; (c) face to face and online classroom dynamics (i.e. perceptions of student participation, lesson effectiveness, etc.); (d) pedagogical impact in areas such as public advocacy, social justice multilingualism, and multiliteracies.	Evidence of critical reflection of own teaching; which include self-critique on ongoing improvement of teaching and course delivery based on various variables. For example: (a) student evaluations, both quantitative and qualitative; (b) peer evaluations note some of the following: goal clarity, adequate preparation, appropriate methods, significant results, effective presentation; (c) face to face and online classroom dynamics (i.e. perceptions of student participation, lesson effectiveness, etc.); (d) pedagogical impact in areas such as public advocacy, social justice multilingualism, and multiliteracies.	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 Growth and Development	Evidence linking one's teaching to current literature and best practices for diverse learners, including a specific focus on the characteristics of learners in the Rio Grande Valley.	Evidence that one's teaching is linked to current literature and best practices for diverse learners including a specific focus on the characteristics of learners in the Rio Grande Valley. Ongoing efforts to grow professionally in the area of teaching, including things such as researching your own practice, articulating the connections between your research and practice, attending webinars, workshops, conferences, institutes, and/or seminars.	Evidence that one's teaching is linked to current literature and best practices for diverse learners including a specific focus on the characteristics of learners in the Rio Grande Valley. Ongoing efforts to grow professionally in the area of teaching, including things such as researching your own practice, articulating the connections between your research and practice, attending webinars, workshops, conferences, institutes, and/or seminars. Evidence of sharing information & expertise .	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 Mentoring and Collaboration	Collaborative activity with others to improve teaching is developed . This might include work with other departmental and university faculty, community organizations, school districts, etc. Collaborative activity could mean, for example, sharing ideas, co-teaching, writing syllabi together, developing common assignments, etc. Development of mentoring and /or advisement and/or supervising activities with undergraduates and/or graduates.	Consistent engagement in collaborative activity with others to improve teaching, such as departmental and university faculty, community organizations, school districts, professional organizations, etc. Collaborative activity could mean, for example, sharing ideas, co-teaching, writing syllabi together, developing common assignments, etc. Mentoring and/or advisement, and/or supervising activities with undergraduates and/or graduates are evident .	Sustained engagement in collaborative engagement with others in research-based teaching, such as departmental and university faculty, community organizations, school districts, professional organizations, etc. Collaborative activity could mean, for example, sharing ideas, co-teaching, writing syllabi together, developing common assignments, etc. Mentoring and/or advisement, and/or supervising activities with undergraduates and/or graduates are evident . Mentors faculty in teaching, advising, and/or supervision.	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.
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)	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	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	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.

	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.	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.	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	Include any other information for consideration to the teaching criteria.			
RESEARCH AND SCHOLARLY WORK				
	Assistant Professor	Associate Professor	Professor	Post-Tenure Review
Developing an Academic Identity and Engaging in a Research Agenda	<p>Begin to develop an academic identity and a research agenda by engaging individually and/or collaboratively in focused research and scholarly work that contributes to the field. Faculty members are recommended to align research with the mission of the University and the College.</p> <p>Candidates are encouraged to begin to engage in research that promotes collaboration regularly and in significant ways with local education agencies and/or relevant stakeholders (e.g. universities, schools, families, communities, foundations, businesses, museums, etc.) to improve teaching, research, student learning, and social justice.</p> <p>Demonstrate initiative in learning the grant-writing process and pursuing research funding.</p>	<p>Have an established academic identity and a research agenda. Develop a national presence and engage individually and/or collaboratively in focused research and scholarly work that contributes to the field. Faculty members are recommended to align research with the mission of the University and the College.</p> <p>Candidates are encouraged to engage in research that promotes collaboration regularly and in significant ways with local education agencies and/or relevant stakeholders (e.g. universities, schools, families, communities, foundations, businesses, museums, etc.) to improve teaching, research, student learning, and social justice.</p> <p>Pursue funding through internal and external grant-writing.</p>	<p>Have an established academic identity and a research agenda with a national presence. Engage individually and/or collaboratively in focused research and scholarly work that contributes to the field. Take leadership roles in collaborative scholarly work and/or mentor other researchers. Faculty members are recommended to align research with the mission of the University and the College.</p> <p>Candidates are encouraged to engage in research that promotes collaboration regularly and in significant ways with local education agencies and/or relevant stakeholders (e.g. universities, schools, families, communities, foundations, businesses, museums, etc...) to improve teaching, research, student learning, and social justice.</p>	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.

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			Pursue funding through internal and external grant-writing.	
Dissemination of Scholarly Research	<p>Disseminate scholarly work in professional peer-reviewed journals that contribute to the field and through national/international peer-reviewed conference presentations.</p> <p>Begin to develop a scholarly presence in the field through a variety of academic and practitioner outlets such 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).</p>	<p>Consistent dissemination of scholarly work in professional peer-reviewed journals that contribute to the field and through national/international peer-reviewed conference presentations. Show how your scholarly work has influenced the field.</p> <p>Sustain a scholarly presence in the field 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).</p>	<p>Clear, consistent, and sustained record of disseminating scholarly work in professional peer-reviewed journals that contribute to the field and through national/international peer-reviewed conference presentations. Serves in leadership roles in the dissemination of scholarly work. Show how your scholarly work influenced the field.</p> <p>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, national/international).</p>	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.
Self-Selection of Research and Scholarly Work	Include any other information for consideration to the Research and Scholarly Work			
PROFESSIONAL SERVICE				
	Assistant Professor	Associate Professor	Professor	Post-Tenure Review
Departmental, College or University	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	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.	The candidate must demonstrate continued achievement at the appropriate rank; for associate professor refer to the associate professor category

	over the continuing years on tenure-track.		Mentors students and colleagues in pursuit of service opportunities.	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...)	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, State, Regional, National and/or International Level	<p>Initiates involvement in professional organizations; providing services at the local, state, regional, national and/or international level in areas of expertise and assignment.</p> <p>For example, activities may include:</p> <p>Serves as a reviewer for conference proposals, refereed journals, competitions and/or other professional review activities.</p> <p>Serving on committees for professional organizations related to the field</p> <p>Serving on a Board of Advisors for organizations related to the field.</p> <p>Advancing public advocacy and social justice through community forums and/or work with local, state, and national policy makers.</p> <p>Serves as Grant proposal reviewer at the local or state level.</p>	<p>Consistent evidence of involvement in professional organizations; providing services at the local, state, regional, national and/or international level in areas of expertise and assignment.</p> <p>For example, activities may include:</p> <p>Serves as a reviewer for conference proposals, refereed journals, competitions and/or other professional review activities.</p> <p>Serves as a reviewer or editor of professional publications.</p> <p>Serving on committees for professional organizations related to the field</p> <p>Serving on a Board of Advisors for organizations related to the field.</p> <p>Advancing public advocacy and social justice through community forums and/or work with local, state, and national policy makers.</p> <p>Initiates development of external funding and/or research proposals.</p>	<p>Sustained evidence of involvement and leadership in professional organizations; providing services at the local, state, regional, national and/or international level in areas of expertise and assignment that have a significant impact on teaching, learning, scholarship.</p> <p>For example, activities may include:</p> <p>Serves as a reviewer for conference proposals, refereed journals, competitions and/or other professional review activities.</p> <p>Serves as a reviewer or editor of professional publications.</p> <p>Serving on committees for professional organizations related to the field</p> <p>Serving on a Board of Advisors for organizations related to the field.</p> <p>Advancing public advocacy and social justice through community forums and/or work with local, state, and national policy makers.</p>	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.

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			Mentors colleagues, students and practicing professionals in research and creative activity.	
Self-Selection of Professional Service	Include any other information for consideration to the Professional Service Criteria			

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 Practice	Associate Professor in Practice	Professor in Practice
Pedagogical Self-Analysis of Teaching	Evidence of critical reflection of own teaching; which include self-critique on adjusting and attempts to improve practice of teaching and course delivery based on various variables. For example: (a) student evaluations, both quantitative and qualitative; (b) peer evaluations note some of the following: goal clarity, adequate preparation, appropriate methods, significant results, effective presentation; (c) face to face and online classroom dynamics (i.e. perceptions of student participation, lesson effectiveness, etc.); (d) pedagogical impact in areas such as public advocacy, social justice, multilingualism, and/or multiliteracies.	Evidence of critical reflection of own teaching; which include self-critique on ongoing improvement of teaching and course delivery based on various variables. For example: (a) student evaluations, both quantitative and qualitative; (b) peer evaluations note some of the following: goal clarity, adequate preparation, appropriate methods, significant results, effective presentation; (c) face to face and online classroom dynamics (i.e. perceptions of student participation, lesson effectiveness, etc.); (d) pedagogical impact in areas such as public advocacy, social justice multilingualism, and multiliteracies.	Evidence of sustained critical reflection of own teaching; which include self-critique on ongoing improvement of teaching and course delivery based on various variables. For example: (a) student evaluations, both quantitative and qualitative; (b) peer evaluations note some of the following: goal clarity, adequate preparation, appropriate methods, significant results, effective presentation; (c) face to face and online classroom dynamics (i.e. perceptions of student participation, lesson effectiveness, etc.); (d) pedagogical impact in areas such as public advocacy, social justice multilingualism, and multiliteracies.
Professional Growth and Development	Evidence linking one's teaching to current literature and best practices for diverse learners, including a specific focus on the characteristics of learners in the Rio Grande Valley.	Evidence that one's teaching is linked to current literature and best practices for diverse learners, including a specific focus on the characteristics of learners in the Rio Grande Valley. Ongoing efforts to grow professionally in the area of teaching, including things such as	Evidence that one's teaching is linked to current literature and best practices for diverse learners, including a specific focus on the characteristics of learners in the Rio Grande Valley. Ongoing efforts to grow professionally in the area of teaching, including things such as researching your own

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		researching your own practice, articulating the connections between your research and practice, attending webinars, workshops, conferences, institutes, and/or seminars.	practice, articulating the connections between your research and practice, attending webinars, workshops, conferences, institutes, and/or seminars. Evidence of sharing information & expertise .
Professional Mentoring and Collaboration	Collaborative activity with others to improve teaching is developed . This might include work with other departmental and university faculty, community organizations, school districts, etc. Collaborative activity could mean, for example, sharing ideas, co-teaching, writing syllabi together, developing common assignments, etc. Development of mentoring and /or advisement and/or supervising activities with undergraduates and/or graduates.	Consistent engagement in collaborative activity with others to improve teaching, such as departmental and university faculty, community organizations, school districts, professional organizations, etc. Collaborative activity could mean, for example, sharing ideas, co-teaching, writing syllabi together, developing common assignments, etc. Mentoring and/or advisement, and/or supervising activities with undergraduates and/or graduates are evident .	Sustained engagement in collaborative engagement with others in research-based teaching, such as departmental and university faculty, community organizations, school districts, professional organizations, etc. Collaborative activity could mean, for example, sharing ideas, co-teaching, writing syllabi together, developing common assignments, etc. Mentoring and/or advisement, and/or supervising activities with undergraduates and/or graduates are evident . Mentors 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	Include any other information for consideration to the teaching criteria.		
PROFESSIONAL SERVICE			
	Assistant Professor in Practice	Associate Professor in Practice	Professor in Practice
	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	Makes sustained contributions as a leader, coordinator, initiator, or mentor in major committees or task forces for program,

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Departmental, College or University		sponsoring or advising student organizations or projects.	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 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...)	Sustains leadership in service contributions to area schools and/or relevant stakeholders (e.g. universities, schools, families, communities, foundations, businesses, museums, etc...)
Professional Service: Local, State, Regional, National and/or International Level	<p>Initiates involvement in appropriate professional organizations; providing services at the local, state, regional, national and/or international level in areas of expertise and assignment.</p> <p>For example, activities may include:</p> <p>Serves as a reviewer for conference proposals, refereed journals, competitions and/or other professional review activities.</p> <p>Serving on committees for professional organizations related to the field</p> <p>Serving on a Board of Advisors for organizations related to the field.</p> <p>Advancing public advocacy and social justice through community forums and/or work with local, state, and national policy makers.</p> <p>Serves as Grant proposal reviewer at the local or state level.</p>	<p>Consistent evidence of involvement in appropriate professional organizations; providing services at the local, state, regional, national and/or international level in areas of expertise and assignment.</p> <p>For example, activities may include:</p> <p>Serves as a reviewer for conference proposals, refereed journals, competitions and/or other professional review activities.</p> <p>Serves as a reviewer or editor of professional publications.</p> <p>Serving on committees for professional organizations related to the field</p> <p>Serving on a Board of Advisors for organizations related to the field.</p> <p>Advancing public advocacy and social justice through community forums and/or work with local, state, and national policy makers.</p> <p>Initiates development of external funding and/or research proposals.</p>	<p>Sustained evidence of involvement and leadership in appropriate professional organizations; providing services at the local, state, regional, national and/or international level in areas of expertise and assignment that have a significant impact on teaching, learning, scholarship.</p> <p>For example, activities may include:</p> <p>Serves as a reviewer for conference proposals, refereed journals, competitions and/or other professional review activities.</p> <p>Serves as a reviewer or editor of professional publications.</p> <p>Serving on committees for professional organizations related to the field</p> <p>Serving on a Board of Advisors for organizations related to the field.</p> <p>Advancing public advocacy and social justice through community forums and/or work with local, state, and national policy makers.</p> <p>Mentors colleagues, students and practicing professionals in research and creative activity.</p>

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SCHOLARSHIP AND RESEARCH			
	Assistant Professor in Practice	Associate Professor in Practice	Professor in Practice
Advancement of Scholarship and Research	While research & other creative works are beyond the position scope of Professors in Practice, if a Professor in Practice engages in this type of activity and it directly enhances his or her teaching and/or 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-Analysis of Teaching	Develops collaborative activity with faculty to improve teaching, advising, and/or supervision.	Evidence of engaged collaborative activity with faculty to improve teaching, advising, and/or supervision.	Evidence of consistent collaborative and leadership activity with faculty to improve teaching, advising, and/or supervision	Consistent collaborative and leadership/mentoring activity with faculty to improve teaching, advising, and/or supervision
	Evidence of effective development and redevelopment of course syllabi.	Evidence of effective development and redevelopment of course syllabi.	Evidence of effective leadership in development and redevelopment of course syllabi	Evidence of effective leadership and mentoring in development and redevelopment of course syllabi.
	Evidence of effective teaching ability in one or more teaching contexts (i.e., face to face, hybrid, online).	Evidence of sustained highly effective teaching in multiple teaching contexts (i.e., face to face, hybrid, online).	Evidence of sustained highly effective teaching in multiple teaching contexts (i.e., face to face, hybrid, online).	Evidence of sustained highly effective teaching in multiple teaching contexts (i.e., face to face, hybrid, online).

	<p>Evidence of self-reflection of: teaching to standards, effective lesson preparation and implementation using appropriate teaching methods to ensure learning of content and critical thinking; emerging evidence of reflection on student evaluation responses, both quantitative and qualitative.</p> <p>Evidence of effectively using standard instructional technology tools</p>	<p>Evidence of self-reflection of: teaching to standards, effective lesson preparation and implementation using appropriate teaching methods to ensure learning of content and critical thinking; evidence of reflection on student evaluation responses, both quantitative and qualitative.</p> <p>Evidence of effectively using standard instructional technology tools</p>	<p>Consistent evidence of self-reflection of: teaching to standards, effective lesson preparation and implementation using appropriate teaching methods to ensure learning of content and critical thinking; evidence of reflection on student evaluation responses, both quantitative and qualitative.</p> <p>Evidence of effectively using standard instructional technology tools</p>	<p>Sustained evidence of self-reflection of: teaching to standards, effective lesson preparation and implementation using appropriate teaching methods to ensure learning of content and critical thinking; evidence of reflection on student evaluation responses, both quantitative and qualitative.</p> <p>Evidence of effectively using standard instructional technology tools</p>
Instruction and Curriculum Development	<p>Evidence of adjusting practice based upon self-reflection, reflection on peer feedback, and analysis of qualitative and quantitative student evaluation.</p> <p>Emerging evidence of linking teaching and supervision (if applicable) to current literature</p>	<p>Evidence of adjusting practice based upon self-reflection, reflection on peer feedback, and analysis of qualitative and quantitative student evaluation.</p> <p>Evidence of linking teaching and supervision (if applicable) to current literature.</p>	<p>Reflective self-critique shows a consistent history of making adjustments in course content, assessments, mentoring, and supervision (if applicable) to better serve candidate learning of content.</p> <p>Consistent evidence of linking teaching and supervision (if applicable) to current literature.</p>	<p>Clear consistent evidence of adjusting practice based upon self-reflection, reflection on peer feedback, and analysis of qualitative and quantitative student evaluation.</p> <p>Clear consistent evidence that current literature is used to improve teaching, supervision (if applicable),</p>

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	Positive yearly peer evaluations.	Positive yearly peer evaluations.	Positive yearly peer evaluations.	and revision of course content. Positive yearly peer evaluations.
Professional Growth and Development	<p>Begin to engage in professional development (e.g., attendance at workshops, seminars, conferences, etc.).</p> <p>Evidence of professional development and use of technology in the classroom</p>	<p>Evidence of consistent engaged professional development (e.g., attendance at workshops, seminars, conferences, etc.) and evidence of application to classroom teaching and assessment.</p> <p>Begin to develop collaborative activity with faculty to improve teaching, advising, and/or supervision.</p> <p>Continuing professional development and use of technology in the classroom</p>	<p>Evidence of consistent engaged professional development (e.g., attendance at workshops, seminars, conferences, etc.) and evidence of application to classroom teaching and assessment.</p> <p>Evidence of engaged collaborative activity with faculty to improve teaching, advising, and/or supervision</p> <p>Continuing professional development and use of technology in the classroom; mentoring other faculty in the use of educational technology for teaching.</p>	<p>Clear sustained evidence of attending and presenting at professional development (e.g., workshops, seminars, conferences, etc.) and clear explicit connection to classroom teaching and assessment.</p> <p>Clear sustained evidence of collaborative activity with faculty to improve teaching, advising, and/or supervision</p> <p>Continuing professional development and use of technology in the classroom; mentoring other faculty in the use of educational technology for teaching.</p>
SCHOLARSHIP				
	Lecturer I	Lecturer II	Lecturer III	Senior Lecturer
Advancement of Scholarship and Research	While research & other creative works are beyond the position scope of Three Year Lecturers, if a Three Year Lecturer engages in this type of activity and it directly enhances his or her teaching and/or community service, then the BLS strongly affirms that this activity should be considered when making decisions of both promotion and annual review			

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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 committees as appropriate.	Collaborates with colleagues and takes leadership roles on departmental initiatives. Serves on Departmental committees as appropriate.	Collaborates with colleagues and takes leadership roles on departmental initiatives. 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

Department of Counseling

FACULTY REVIEW CRITERIA



College of Education and P-16 Integration
Department of Counseling
Criteria for Faculty Reviews

The Departments should insure that their evaluative criteria:

1. Meet the requirements of HOP ADM 06-505, their respective professional standards, and the guidance provided in this document;
2. Meet the requirements of the College of Education and P-16 Integration criteria;
3. Differentiate criteria at the Assistant, Associate, and Full Professor ranks, including criteria for post-tenure review;
4. Include criteria for annual evaluations that are aligned with this Tenure and Promotion document;
5. Meet the requirements for Peer Observation Guidelines (see EVPAA website); and
6. Meet the requirements for the selection of external reviewers (see EVPAA website).

Annual evaluations will be conducted in accordance with the criteria of the faculty's current rank as outlined below. Annual reviews will be rated *exceeds expectations*, *meets expectations*, *does not meet expectations*, or *unsatisfactory*. Meeting expectations for each rank is defined as follows:

- **Assistant Professor** - Clear evidence of emerging knowledge, skills, and abilities in the areas of scholarship, research, and teaching
- **Associate Professor** - Clear and consistent evidence of knowledge, skills, and abilities in the areas of scholarship, research, and teaching
- **Full Professor** - Clear, consistent, and sustained evidence of knowledge, skills, and abilities in the areas of scholarship, research, and teaching

It is the responsibility of the faculty member to justify and provide evidence of how s/he meets departmental criteria at each of the decision points (annual, tenure, promotion, and post-tenure), including a narrative detailing the quality, significance, and relationship among work in the areas of teaching, research, and service.

Candidates for promotion and tenure will be evaluated objectively for evidence of excellence in their performance of assigned duties—teaching, scholarship, and service. Each of these responsibilities will be documented in the dossier.

Effective service and research does not provide adequate criteria for tenure and/or promotion in the absence of teaching quality. Because future educators and professionals are prepared in the Department of Counseling and in the College of Education and P-16 Integration, teaching quality is paramount.

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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.

Teaching

Faculty must demonstrate command of their subject matter, continuous growth in the subject field, and ability to organize material and convey it effectively to students. Other activities that provide evidence of a faculty member's commitment to effective teaching include the following:

- Contribution in curricular development, including collaborative courses and programs;
- Innovation in teaching strategies, including the incorporation of new technologies and approaches to learning;
- Participation in high quality professional development related to teaching effectiveness;
- Documented study of issues related to counseling and incorporation of this information into the classroom; and
- Mentoring of graduate students including, but not limited to the following:
 - Advisement
 - Plans of study
 - Degree plans
 - Applicant screening of potential students
 - Interviewing potential students
 - Attending student orientations
 - Attending hooding and commencement ceremonies
 - Involving students in research/scholarship
 - Involvement with student organizations

Evaluation of instruction is based on a combination of systematic and on-going peer evaluations, following the a) guidelines for peer review of teaching (refer to Provost website), b) tabulated and written responses from students of courses taught by the candidate, and c) peer evaluation of materials that pertain to teaching. Peer evaluations will be conducted by faculty who are at a higher rank than the faculty being observed. Peer evaluations should be based both on classroom observations and on review of course syllabi, texts, assigned reading, examinations, and class materials. There will be a minimum of one observation per academic year. Where possible, evaluation is enhanced by evidence of student learning.

Research/Scholarship

Research is the active pursuit of new ideas and knowledge. Research may add to the theoretical understanding of an area or may focus on the improved application of existing knowledge or methods. Scholarship-related research results are demonstrated by characteristics such as peer review affirmation. However, there are other outcomes of research activities that should be accommodated accurately. At the time of application for tenure and/or promotion, candidates must include external reviews in their dossier.

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Scholarship and creative activity derive from many activities, including, but not limited to the following:

- Research contributing to a body of knowledge;
- Development of new technologies, materials, methods, or educational approaches;
- Integration of knowledge or technology leading to new interpretations or applications; and
- Funded grants

While the kinds of scholarship for faculty will vary, the requirement that the significance of the scholarship be validated and be communicated to publics beyond the University including but not limited to a positive impact on the Rio Grande Valley. In consideration for promotion and tenure, scholarship and creative activity are not merely to be enumerated but are to be carefully, objectively, and rigorously evaluated by professional peers, including ones external to the University.

Service

At UTRGV and within the Department of Counseling, service should be considered of high importance to all members of our faculty. Faculty service is essential to the success in serving the University's central missions and is a responsibility of all faculty. Faculty will be held accountable for that responsibility and rewarded for their contribution according to specific expectations laid out in their position descriptions.

Faculty members perform a broad array of services that are vital to supporting and sustaining the quality and effectiveness of the University, the Department of Counseling, and the discipline (professional service), especially in the local area/region. (Tenured Faculty are expected to provide service not only at the local area/region but also at the state and national/international level.) Faculty members are expected to provide service to the University, its students, clients, and programs, as collegial and constructive members of the University and the local community. Examples of service opportunities may be found in the following:

- Faculty governance
- Academic and student-support units
- International development
- Community and state programs
- Mentoring students and student groups
- University, college, and department committees
- Committee membership for national/international organizations
- Leadership positions for national/international organizations

Service to professional organizations contributes to the local, state, national and international intellectual communities of which UTRGV is a part.

Many faculty make important service contributions to university relations or to the community that are not directly related to their appointments. Though valuable in their own right and

Approved by Faculty - November 2, 2016

Approved by Provost/Executive Vice President for Academic Affairs – November 20, 2016

Revisions Approved by the EVPAA – June 3, 2019

ideally a responsibility of all citizens, these efforts are considered in promotion and tenure decisions only to the extent that they contribute to the mission of the university, the college, and the department.

Criteria for Promotion

Promotion to the rank of **Associate Professor** is based upon evidence of the candidate's

- Demonstrated effectiveness in teaching, advising, service, and other assigned duties;
- Achievement in scholarship and creative activity that establishes the individual as a significant contributor to the field or profession, with potential for distinction; and
- Appropriate balance of institutional, community, and professional service.

Promotion to the rank of **Professor** is based upon evidence of the candidate's

- Distinction in teaching, advising, service, or other assigned duties, as evident in continuing development and sustained effectiveness in these areas; new and innovative teaching; curricular development; awards and recognition;
- Distinction in scholarship, as evident in the candidate's significant contributions to the field or profession; and
- Significant and appropriate balance of institutional, community, and professional service.

Criteria Defined

The Department of Counseling faculty defines criteria in the areas of scholarship, research, and teaching from the above domains as follows:

- **Assistant Professor** - Clear evidence of emerging knowledge, skills, and abilities in the areas of scholarship, research, and teaching
- **Associate Professor** - Clear and consistent evidence of knowledge, skills, and abilities in the areas of scholarship, research, and teaching
- **Full Professor** - Clear, consistent, and sustained evidence of knowledge, skills, and abilities in the areas of scholarship, research, and teaching

Criteria for Post-Tenure Review

At the post-tenure level, criteria are to be met in teaching, research, and service at the level commensurate with the individual's current rank or above.

Criteria for Professor in Practice

Candidates for promotion will be evaluated objectively for evidence of excellence in their performance of assigned duties in the areas of teaching and community service. Each of these responsibilities will be documented in the dossier.

Because the Department of Counseling is located in a college of education that prepares future educators and other professionals in public schools, effective service does not provide adequate criteria for promotion in the absence of teaching quality.

Teaching

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Faculty must demonstrate command of their subject matter, professional development and lifelong learning in the subject field, and ability to organize material and convey it effectively to students. Other activities that provide evidence of a faculty member's commitment to effective teaching include the following:

- Contribution in curricular development, including collaborative courses and programs;
- Innovation in teaching strategies, including the incorporation of new technologies and approaches to learning;
- Documented study of curricular and pedagogical issues, and incorporation of this information into the classroom; and
- Mentoring of undergraduate and graduate student including – but not limited to the following:
 - Plans of Study
 - Interviewing potential students
 - Involving students in research/scholarship
 - Involvement with student organizations

Evaluation of instruction is based on a combination of systematic critical self-reflection and peer evaluations based on university, college, and/or department expectations; guidelines for peer review of teaching; tabulated responses from students of courses taught by the candidate; and evaluation, by student representatives, of materials that pertain to teaching. Peer evaluations should be based both on classroom observations and on review of course syllabi, texts, assigned reading, examinations, and class materials. Where possible, evaluation is enhanced by evidence of student learning.

Service

At UTRGV and within the Department of Counseling, service should be considered of high importance to all members of our faculty. Faculty service is essential to our success in serving its central missions, and is a responsibility of all faculty. Faculty will be held accountable for that responsibility, and rewarded for their contribution according to specific expectations laid out in their position descriptions.

Faculty members perform a broad array of services that are vital to supporting and sustaining the quality and effectiveness of the University, the Department of Counseling, and the discipline (professional service). Faculty members are expected to provide service to the University, its students, clients, and programs, as collegial and constructive members of the University and the broader community. Examples include service in faculty governance; in academic and student-support units; in international development; in community and state programs; in mentoring students and student groups; and on department, college, and university committees.

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Service to professional organizations contributes to the national and international intellectual communities of which UTRGV is a part. Many faculty make important service contributions to university relations or to the community that are not directly related to their appointments. Though valuable in their own right, and ideally a responsibility of all citizens, these efforts are considered in promotion and tenure decisions only to the extent that they contribute to the mission of the University, the college, and the department.

Criteria for Promotion from Assistant to Associate Professor in Practice

Promotion to the rank of Associate Professor in Practice is based upon evidence of the candidate's:

- Demonstrated effectiveness in teaching, advising, service, and other assigned duties;
- Appropriate balance of institutional, community, and professional service;
- Optional research & other creative works (Although these activities fall beyond the scope of an Assistant Professor in Practice's role, if s/he engages in this type of active and it directly enhances his/her teaching and/or community service, then the Department of Counseling strongly affirms that this activity should be considered when making decisions of both promotion and annual review).

Criteria for Promotion from Associate Professor in Practice to Full Professor in Practice

Promotion to the rank of Professor in Practice is based upon evidence of the candidate's:

- Distinction in teaching, advising, service, or other assigned duties, as evident in continuing development and sustained effectiveness in these areas, new and innovative teaching, curricular development, awards and recognition;
- Exemplary institutional, community and professional service, and an appropriate balance;
- Optional research & other creative works (Although these activities fall beyond the scope of an Associate Professor in Practice's role, if s/he engages in this type of active and it directly enhances his/her teaching and/or community service, then the Department of Counseling strongly affirms that this activity should be considered when making decisions of both promotion and annual review).

Criteria Defined

The Department of Counseling defines criteria in the areas of scholarship and teaching from the above domains as follows:

- ***Assistant Professor in Practice*** - Clear evidence of emerging knowledge, skills, and abilities in the areas of service and teaching
- ***Associate Professor in Practice*** - Clear and consistent evidence of knowledge, skills, and abilities in the areas of service and teaching
- ***Full Professor in Practice*** - Clear, consistent, and sustained evidence of knowledge, skills, and abilities in the areas of service and teaching

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Criteria for Lecturer

Candidates for promotion will be evaluated objectively for evidence of excellence in their performance of assigned duties in the area of teaching and community service. Each of these responsibilities will be documented in the dossier.

Because the Department of Counseling is located in a college of education that prepares future educators and other professionals in public schools, effective service does not provide adequate criteria for promotion in the absence of teaching quality.

Teaching

Faculty must demonstrate command of their subject matter, professional development and lifelong learning in the subject field, and ability to organize material and convey it effectively to students. Other activities that provide evidence of a faculty member's particular commitment to effective teaching include:

- Contribution in curricular development, including collaborative courses and programs;
- Innovation in teaching strategies, including the incorporation of new technologies and approaches to learning;
- Documented study of curricular and pedagogical issues, and incorporation of this information into the classroom; and
- Mentoring of undergraduate and graduate student including – but not limited to the following:
 - Plans of Study
 - Interviewing potential students
 - Involving students in research/scholarship
 - Involvement with student organizations

Evaluation of instruction is based on a combination of systematic critical self-reflection and peer evaluations based on university, college, and/or department expectations. This includes, but is not limited to, review of teaching; tabulated responses from students of courses taught by the candidate; and evaluation, by student representatives, of materials that pertain to teaching. Peer evaluations should be based both on classroom observations and on review of course syllabi, texts, assigned reading, examinations, and class materials. Where possible, evaluation is enhanced by evidence of student learning.

Service

At UTRGV and within the Department of Counseling, service should be considered of high importance to all members of our faculty. Faculty service is essential to our success in serving its central missions, and is a responsibility of all faculty. Faculty will be held accountable for that responsibility, and rewarded for their contribution according to specific expectations laid out in their position descriptions.

Faculty members perform a broad array of services that are vital to supporting and sustaining the quality and effectiveness of the University and the Department of Counseling, and to the discipline (professional service). Faculty members are expected to provide service to the

Approved by Faculty - November 2, 2016

Approved by Provost/Executive Vice President for Academic Affairs – November 20, 2016

Revisions Approved by the EVPAA – June 3, 2019

University, its students, clients, and programs, as collegial and constructive members of the University and the broader community. Examples include service in faculty governance; in academic and student-support units; in international development; in community and state programs; in mentoring students and student groups; and on department, college, and university committees.

Service to professional organizations contributes to the national and international intellectual communities of which UTRGV is a part. Many faculty make important service contributions to university relations or to the community that are not directly related to their appointments. Though valuable in their own right, and ideally a responsibility of all citizens, these efforts are considered in promotion and tenure decisions only to the extent that they contribute to the mission of the University, the college, and the department.

Criteria for Promotion from Lecturer I to Lecturer II

Promotion to the rank of **Lecturer II** is based upon evidence of the candidate's:

- Demonstrated effectiveness in teaching, advising, service, and other assigned duties;
- Appropriate balance of institutional, community, and professional service;
- Optional research & other creative works (Although these activities fall beyond the scope of a Lecturer's role, if s/he engages in this type of activity and it directly enhances his/her teaching and/or community service, then the Department of Counseling strongly affirms that this activity should be considered when making decisions of both promotion and annual review).

Criteria for Promotion from Lecturer II to Lecturer III

Promotion to the rank of **Lecturer III** is based upon evidence of the candidate's:

- Distinction in teaching, advising, service, or other assigned duties, as evident in continuing development and sustained effectiveness in these areas; new and innovative teaching; curricular development; awards and recognition;
- Exemplary institutional, community and professional service, and an appropriate balance;
- Optional research & other creative works (Although these activities fall beyond the scope of a Lecturer's role, if s/he engages in this type of activity and it directly enhances his/her teaching and/or community service, then the Department of Counseling strongly affirms that this activity should be considered when making decisions of both promotion and annual review).

Criteria Defined

The Department of Counseling defines criteria in the areas of scholarship, research, and teaching from the above domains as follows:

- **Lecturer I** - Clear evidence of emerging knowledge, skills, and abilities in the areas of service and teaching
- **Lecturer II** - Clear and consistent evidence of knowledge, skills, and abilities in the areas of service and teaching
- **Lecturer III** - Clear, consistent, and sustained evidence of knowledge, skills, and abilities

Approved by Faculty - November 2, 2016

Approved by Provost/Executive Vice President for Academic Affairs – November 20, 2016

Revisions Approved by the EVPAA – June 3, 2019

in the areas of service and teaching

- **Senior Lecturer** – Same as Lecturer III with the additional requirement of a terminal degree

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Department of Human Development and School Services

FACULTY REVIEW CRITERIA



**College of Education and P-16 Integration
Department of Human Development & School Services
Criteria for Faculty Reviews**

The Department should insure that the following criteria:

1. Meet the requirements of HOP ADM 06-505, their respective professional standards, and the guidance provided in this document.
2. Meet the requirements of the College of Education and P-16 Integration criteria
3. Differentiate criteria at the Assistant, Associate, Full Professor ranks, including criteria for post-tenure review.
4. Include criteria for annual evaluations that are aligned with this Tenure and Promotion document.
5. Peer Observation Guidelines (see EVPAA website)
6. Selection of external reviews (see EVPAA website)

Annual evaluations will be conducted in accordance with the criteria of the faculty's current rank as outlined below. Annual reviews will be rated exceeds expectations, meets expectations, does not meet expectations, or unsatisfactory. Meeting expectations for each rank is defined as:

- **Assistant Professor** - Clear evidence of emerging knowledge, skills, and abilities in the areas of scholarship, research, and teaching
- **Associate Professor** - Clear and consistent evidence of knowledge, skills, and abilities in the areas of scholarship, research, and teaching
- **Full Professor** - Clear, consistent, and sustained evidence of knowledge, skills, and abilities in the areas of scholarship, research, and teaching

It is the responsibility of the faculty member to justify and provide evidence of how they meet departmental criteria at each of the decision points (annual, tenure, promotion, and post-tenure), including a narrative detailing the quality and significance of the work in the areas of teaching, research, and service.

Candidates for promotion and tenure will be evaluated objectively for evidence of excellence in their performance of assigned duties and in their scholarship and/or creative activity. Each of these responsibilities will be documented in the dossier.

Being that we are a college of education that prepares future educators and other professionals in public schools, effective service and research does not provide adequate criteria for tenure and/or promotion in the absence of teaching quality.

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.

Teaching:

Faculty must demonstrate command of their subject matter, professional development & lifelong learning in the subject field, and ability to organize material and convey it effectively to students. Other activities that provide evidence of a faculty member's particular commitment to effective teaching include:

- Contribution in curricular development, including collaborative courses and programs;
- Innovation in teaching strategies, including the incorporation of new technologies and approaches to learning;
- Documented study of curricular and pedagogical issues, and incorporation of this information into the classroom.
- Mentoring of undergraduate and graduate student including – but not limited to:
 - Plans of Study
 - Interviewing potential students
 - Involving students in research/scholarship
 - Involvement with student organizations

Evaluation of instruction is based on a combination of systematic and on-going peer evaluations, following: guidelines for peer review of teaching (refer to EVPAA website); tabulated and written responses from students of courses taught by the candidate; and peer evaluation of materials that pertain to teaching. Faculty who are at a higher rank than the faculty being observed will conduct peer evaluations. Peer evaluations should be based both on classroom observations and on review of course syllabi, texts, assigned reading, examinations, and class materials. There will be a minimum of one observation per academic year. Where possible, evaluation is enhanced by evidence of student learning.

Research/Scholarship:

Research is the active pursuit of new ideas and knowledge. Research may add to our theoretical understanding of an area or may focus on the improved application of existing knowledge or methods. Scholarship related research results are demonstrated by characteristics such as peer review affirmation. The HD&SS faculty has a responsibility to move their research from conceptualization to dissemination through a variety of venues that include peer reviewed journals, creative endeavors, presentations, multimedia and/or legitimate avenues of dissemination.

Thus, research may also include interpretation and application of new ideas or new methods that may have outcomes that are not peer reviewed but are consistent with the goals of the research project.

Approved by Faculty - November 2016

Approved by Executive Vice President for Academic Affairs – November 20, 2016

Revisions Approved by the Executive Vice President for Academic Affairs – June 3, 2019

Scholarship and creative activity derive from many activities, including but not limited to:

- Research contributing to a body of knowledge;
- Development of new technologies, materials, methods, or educational approaches;
- Integration of knowledge or technology leading to new interpretations or applications;
- Creation and interpretation in the arts, including the creative/performing arts;
- Funded grants

While the kinds of scholarship for faculty will vary, the requirement that the significance of the scholarship be validated and be communicated to publics beyond the University including- but not limited to - a positive impact on the Rio Grande Valley. In consideration for promotion and tenure, scholarship and creative activity are not merely to be enumerated but are to be carefully, objectively, and rigorously evaluated by professional peers, including ones external to the University.

Service:

At UTRGV and within HD&SS, service should be considered of high importance to all members of our faculty. Faculty service is essential to our success in serving its central missions, and is a responsibility of all faculty. Faculty will be held accountable for that responsibility, and rewarded for their contribution according to specific expectations laid out in their position descriptions.

Faculty members perform a broad array of services that are vital to supporting and sustaining the quality and effectiveness of the University and HD&SS, and to their disciplines (professional service). Faculty members are expected to provide service to the University, its students, clients, and programs, as collegial and constructive members of the University and the broader community. Examples include service in faculty governance; in academic and student-support units; in international development; in community and state programs; in mentoring students and student groups; and on department, college, and university committees.

Service to professional organizations contributes to the national and international intellectual communities of which UTRGV is a part. Many faculty make important service contributions to university relations or to the community that are not directly related to their appointments. Though valuable in their own right, and ideally a responsibility of all citizens, these efforts are considered in promotion and tenure decisions only to the extent that they contribute to the mission of the University, the college, and the department.

Criteria for Promotion from Assistant to Associate Professor

Promotion to the rank of Associate Professor is based upon evidence of the candidate's:

- Demonstrated effectiveness in teaching, advising, service, and other assigned duties;
- Achievement in scholarship and creative activity that establishes the individual as a significant contributor to the field or profession, with potential for distinction;
- Appropriate balance of institutional, community, and professional service.

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Criteria for Promotion from Associate Professor to Full Professor

Promotion to the rank of Professor is based upon evidence of the candidate's:

- Distinction in teaching, advising, service, or other assigned duties, as evident in continuing development and sustained effectiveness in these areas, new and innovative teaching, curricular development, awards and recognition;
- Distinction in scholarship, as evident in the candidate's wide recognition and significant contributions to the field or profession;
- Exemplary institutional, community and professional service, and an appropriate balance

Criteria Defined

The HD&SS faculty defines criteria in the areas of scholarship, research, and teaching from the above domains as follows:

- **Assistant Professor** - Clear evidence of emerging knowledge, skills, and abilities in the areas of scholarship, research, and teaching
- **Associate Professor** - Clear and consistent evidence of knowledge, skills, and abilities in the areas of scholarship, research, and teaching
- **Full Professor** - Clear, consistent, and sustained evidence of knowledge, skills, and abilities in the areas of scholarship, research, and teaching

Post-Tenure

At the post-tenure level, criteria are to be met in teaching, research, and service at the level commensurate with the current rank or above.

Criteria for Professor in Practice

Candidates for promotion will be evaluated objectively for evidence of excellence in their performance of assigned duties in the area of teaching and community service. Each of these responsibilities will be documented in the dossier.

Being that we are a college of education that prepares future educators and other professionals in public schools; effective service does not provide adequate criteria for promotion in the absence of teaching quality.

Teaching:

Faculty must demonstrate command of their subject matter, professional development & lifelong learning in the subject field, and ability to organize material and convey it effectively to students. Other activities that provide evidence of a faculty member's particular commitment to effective teaching include:

- Contribution in curricular development, including collaborative courses and programs;
- Innovation in teaching strategies, including the incorporation of new technologies and approaches to learning;
- Documented study of curricular and pedagogical issues, and incorporation of this information into the classroom.
- Mentoring of undergraduate and graduate student including – but not limited to:
 - Plans of Study
 - Interviewing potential students
 - Involving students in research/scholarship
 - Involvement with student organizations

Evaluation of instruction is based on a combination of systematic critical self-reflection and peer evaluations based on university, college, and/or department expectations; guidelines for peer review of teaching; tabulated responses from students of courses taught by the candidate; and evaluation, by student representatives, of materials that pertain to teaching. Peer evaluations should be based both on classroom observations and on review of course syllabi, texts, assigned reading, examinations, and class materials. Where possible, evaluation is enhanced by evidence of student learning.

Service:

At UTRGV and within HD&SS, service should be considered of high importance to all members of our faculty. Faculty service is essential to our success in serving its central missions, and is a responsibility of all faculty. Faculty will be held accountable for that responsibility, and rewarded for their contribution according to specific expectations laid out in their position descriptions.

Faculty members perform a broad array of services that are vital to supporting and sustaining the quality and effectiveness of the University and HD&SS, and to their disciplines (professional service). Faculty members are expected to provide service to the University, its students, clients, and programs, as collegial and constructive members of the University and the broader community. Examples include service in faculty governance; in academic and student-support units; in international development; in community and state programs; in mentoring students and student groups; and on department, college, and university committees.

Service to professional organizations contributes to the national and international intellectual communities of which UTRGV is a part. Many faculty make important service contributions to university relations or to the community that are not directly related to their appointments. Though valuable in their own right, and ideally a responsibility of all citizens, these efforts are considered in promotion and tenure decisions only to the extent that they contribute to the mission of the University, the college, and the department.

Approved by Faculty - November 2016

Approved by Executive Vice President for Academic Affairs – November 20, 2016

Revisions Approved by the Executive Vice President for Academic Affairs – June 3, 2019

Criteria for Promotion from Assistant to Associate Professor in Practice

Promotion to the rank of Associate Professor in Practice is based upon evidence of the candidate's:

- Demonstrated effectiveness in teaching, advising, service, and other assigned duties;
- Appropriate balance of institutional, community, and professional service;
- While research & other creative works are beyond the position scope of Professors in Practice, if a Professor in Practice engages in this type of active and it directly enhances his or her teaching and/or community service, then the HD&SS strongly affirm that this activity should be considered when making decisions of both promotion and annual review

Criteria for Promotion from Associate Professor in Practice to Professor in Practice

Promotion to the rank of Professor in Practice is based upon evidence of the candidate's:

- Distinction in teaching, advising, service, or other assigned duties, as evident in continuing development and sustained effectiveness in these areas, new and innovative teaching, curricular development, awards and recognition;
- Exemplary institutional, community and professional service, and an appropriate balance;
- While research & other creative works are beyond the position scope of Professors in Practice, if a Professor in Practice engages in this type of active and it directly enhances his or her teaching and/or community service, then the HD&SS strongly affirm that this activity should be considered when making decisions of both promotion and annual review

Criteria Defined

The HD&SS faculty defines criteria in the areas of scholarship, research, and teaching from the above domains as follows:

- **Assistant Professor** - Clear evidence of emerging knowledge, skills, and abilities in the areas of service and teaching
- **Associate Professor** - Clear and consistent evidence of knowledge, skills, and abilities in the areas of service and teaching
- **Full Professor** - Clear, consistent, and sustained evidence of knowledge, skills, and abilities in the areas of service and teaching

Post-Tenure

At the post-tenure level, criteria are to be met in teaching, research, and service at the level commensurate with the current rank or above.

Criteria for Lecturer

Candidates for promotion will be evaluated objectively for evidence of excellence in their performance of assigned duties in the area of teaching and community service. Each of these responsibilities will be documented in the dossier.

Being that we are a college of education that prepares future educators and other professionals in public schools; effective service does not provide adequate criteria for promotion in the absence of teaching quality.

Teaching:

Faculty must demonstrate command of their subject matter, professional development & lifelong learning in the subject field, and ability to organize material and convey it effectively to students. Other activities that provide evidence of a faculty member's particular commitment to effective teaching include:

- Contribution in curricular development, including collaborative courses and programs;
- Innovation in teaching strategies, including the incorporation of new technologies and approaches to learning;
- Documented study of curricular and pedagogical issues, and incorporation of this information into the classroom.
- Mentoring of undergraduate and graduate student including – but not limited to:
 - Plans of Study
 - Interviewing potential students
 - Involving students in research/scholarship
 - Involvement with student organizations

Evaluation of instruction is based on a combination of systematic critical self-reflection and peer evaluations based on university, college, and/or department expectations. This includes, but is not limited to, review of teaching; tabulated responses from students of courses taught by the candidate; and evaluation, by student representatives, of materials that pertain to teaching. Peer evaluations should be based both on classroom observations and on review of course syllabi, texts, assigned reading, examinations, and class materials. Where possible, evaluation is enhanced by evidence of student learning.

Service:

At UTRGV and within HD&SS, service should be considered of high importance to all members of our faculty. Faculty service is essential to our success in serving its central missions, and is a responsibility of all faculty. Faculty will be held accountable for that responsibility, and rewarded for their contribution according to specific expectations laid out in their position descriptions.

Faculty members perform a broad array of services that are vital to supporting and sustaining the quality and effectiveness of the University and HD&SS, and to their disciplines (professional

Approved by Faculty - November 2016

Approved by Executive Vice President for Academic Affairs – November 20, 2016

Revisions Approved by the Executive Vice President for Academic Affairs – June 3, 2019

service). Faculty members are expected to provide service to the University, its students, clients, and programs, as collegial and constructive members of the University and the broader community. Examples include service in faculty governance; in academic and student-support units; in international development; in community and state programs; in mentoring students and student groups; and on department, college, and university committees.

Service to professional organizations contributes to the national and international intellectual communities of which UTRGV is a part. Many faculty make important service contributions to university relations or to the community that are not directly related to their appointments. Though valuable in their own right, and ideally a responsibility of all citizens, these efforts are considered in promotion and tenure decisions only to the extent that they contribute to the mission of the University, the college, and the department.

Criteria for Promotion from Lecturer I to Lecturer II

Promotion to the rank of Lecturer II is based upon evidence of the candidate's:

- Demonstrated effectiveness in teaching, advising, service, and other assigned duties;
- Appropriate balance of institutional, community, and professional service;
- While research and other creative works are beyond the position scope of Lecturer, if a Lecturer engages in this type of active and it directly enhances his or her teaching and/or community service, then the HD&SS strongly affirm that this activity should be considered when making decisions of both promotion and annual review

Criteria for Promotion from Lecturer II to Lecturer III

Promotion to the rank of Lecturer III is based upon evidence of the candidate's:

- Distinction in teaching, advising, service, or other assigned duties, as evident in continuing development and sustained effectiveness in these areas, new and innovative teaching, curricular development, awards and recognition;
- Exemplary institutional, community and professional service, and an appropriate balance;
- While research & other creative works are beyond the position scope of Lecturer, if a Lecturer engages in this type of active and it directly enhances his or her teaching and/or community service, then the HD&SS strongly affirm that this activity should be considered when making decisions of both promotion and annual review

Criteria Defined

The HD&SS faculty defines criteria in the areas of scholarship, research, and teaching from the above domains as follows:

- **Lecturer I** - Clear evidence of emerging knowledge, skills, and abilities in the areas of service and teaching
- **Lecturer II** - Clear and consistent evidence of knowledge, skills, and abilities in the areas of service and teaching
- **Lecturer III** -Clear, consistent, and sustained evidence of knowledge, skills, and abilities in the areas of service and teaching
- **Senior Lecturer** –Same as Lecturer III with the additional requirement of a terminal degree in the area of teaching or related field

Department of Organization and School Leadership

FACULTY REVIEW CRITERIA

College of Education and P-16 Integration
Department of Organization and School Leadership
Criteria for Faculty Reviews

The Departments should insure that their evaluative criteria:

1. Meet the requirements of HOP ADM 06-505, their respective professional standards, and the guidance provided in this document.
2. Meet the requirements of the College of Education and P-16 Integration criteria
3. Differentiate criteria at the Assistant, Associate, Full Professor ranks, including criteria for post-tenure review.
4. Includes criteria for annual evaluations that are aligned with this Tenure and Promotion document.
5. Peer Observation Guidelines (see EVPAA website)
6. Selection of external reviews (see EVPAA website)

Annual evaluations will be conducted in accordance with the criteria of the faculty's current rank as outlined below. Annual reviews will be rated **exceeds expectations, meets expectations, does not meet expectations, or unsatisfactory**. Meeting expectations for each rank is defined as:

- **Assistant Professor** - Clear evidence of emerging knowledge, skills, and abilities in the areas of scholarship, research, and teaching
- **Associate Professor** - Clear and consistent evidence of knowledge, skills, and abilities in the areas of scholarship, research, and teaching
- **Full Professor** - Clear, consistent, and sustained evidence of knowledge, skills, and abilities in the areas of scholarship, research, and teaching

It is the responsibility of the faculty member to justify and provide evidence of how they meet departmental criteria at each of the decision points (annual, tenure, promotion, and post-tenure), including a description of the quality and significance of the work in the areas of teaching, research, and service.

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.

Teaching

Faculty members in the Department of Organization and School Leadership model teaching that demonstrates content and professional knowledge, skills, and dispositions reflecting research, proficiency with technology and assessment, and accepted best practices in the

preparation of educational leaders. They are expected to apply cultural competence and social justice in the preparation of educational leadership.

The faculty member will provide a narrative explaining his/her appropriate credentials, including the terminal degree. The faculty member will explain his/her workload, including the number of different classes taught, the number of new preparations, and the number of students per class. In addition, the faculty member will include which classes are taught online and/or hybrid, and which are field-based or contain a significant service-learning component. Also, the faculty member will include any teaching awards he/she has received.

In the faculty member's comprehensive narrative, he/she should provide a critical reflection of his/her own teaching, explaining how his/her teaching is aligned with department indicators, and include strengths, areas for further development, and contributions that advance the University, College, and Departmental missions. Within the narrative, faculty should provide evidence of innovation and the use of research supported instructional approaches. Moreover, faculty should be conscientious in documenting their teaching activities. Faculty members should submit documents related to the below indicators such as syllabi, reflections, evaluations, professional development activities, etc.

The following are indicators for the area of teaching:

- a) Syllabi that are aligned with the College of Education and P-16 Initiatives syllabus template
- b) Syllabi reflecting evidence of assessment aligned to student learning outcomes
- c) Peer evaluations for faculty teaching (one per year, in which at least two are from the chair, for Assistant Professors; one every other year, in addition to one from the chair, for Associate Professors. Observations must be conducted by faculty members of a higher rank. For full professors (post-tenure review), one observation should be conducted every other year by a peer of equal rank.)
- d) All student evaluation of instruction for all courses taught, including student comments from course evaluations, and any new questions the faculty member may have added.
- e) Innovation in instructional approaches (demonstrating instructional strategies and methodologies that go beyond lecture format, for example cooperative /collaborative learning, student-centered instruction, field-based projects, service-learning projects).
- f) Innovation demonstrated in the use of technology (for example, interactive free response applications such as clickers; video-conferencing, such as skype and zoom).
- g) Professional development for teaching improvement
- h) Student needs assessments
- i) Student advisement and mentoring

Approved by Faculty - November 2016

Approved by Executive Vice President for Academic Affairs – November 20, 2016

Revisions Approved by the Executive Vice President for Academic Affairs – June 3, 2019 —

Research

Developing new knowledge and translating research findings for practitioners are central activities of faculty members in an emerging research institution. In the field of education, research includes empirical research (qualitative and/or quantitative); reviews of research; theoretical research; conceptual research; methodological essays; critiques of research tradition or practices; and scholarship grounded in the humanities, including history, philosophy, literary analysis, and arts-based inquiry (AERA, 2006). This includes research that examines systemic challenges that impact students and adults. Faculty members are recommended to align research with the mission of the University, the College, and the Department.¹

Faculty members in the Department of Organization and School Leadership are encouraged to engage in research that promotes collaboration regularly and in significant ways with relevant stakeholders (e.g., universities, schools, families, communities, foundations, businesses, museums etc.) to improve teaching, research, and student learning. This includes engaging in cross-institutional and cross-college research partnerships, as well as collaborative research work with students (graduate and undergraduate) and with other faculty. In addition, faculty are encouraged to initiate collaborative research projects that contribute to improved preparation of educational leaders.

Faculty within the Department of Organization and School Leadership are encouraged to work towards establishing an academic identity. Scholarly work will include, but is not limited to, publications in peer reviewed journals, presentations, funded grants, research awards, and research-based program development and/or other creative and scholarly activities.

The faculty member is expected to provide a comprehensive narrative explaining how his/her work is aligned with the departmental indicators including strengths, areas for further development, and contributions that advance the University, College, and Departmental missions. Moreover, faculty should be conscientious in documenting their research activities. Recommended artifacts might include copies of publications, copies of presentations, letters of acceptance, journal submission guidelines, etc.

The comprehensive narrative should also reflect how the faculty member's scholarship has demonstrated quality and significance of the work as well as impact on the field (for example, through journal acceptance rate, impact factor, distribution of journal readership, national and/or international publication, open access journals, and citations of one's work). The faculty member should also explain his/her contributions to an article or book chapter if he/she is third, fourth, fifth, etc. author.

¹ American Educational Research Association (2006). AERA, Standards for Reporting on Empirical Social Science Research in AERA Publications. Educational Researcher 35(6): 33-40
http://www.sagepub.com/sites/default/files/upm-binaries/13127_Standards_from_AERA.pdf

The majority of a faculty member's substantive and continuous record of scholarship should include the following scholarly work, defined as the primary category:

- a) peer reviewed journal articles
- b) authored and edited books
- c) book chapters
- d) scholarly work with external support and research grant funding.
- e) book reviews
- f) editorship of professional journals
- g) government and agency publications and reports
- h) grant proposals
- i) non-refereed professional publications
- j) peer reviewed research presentations
- k) original curricular products such as software, videos and other documents

Effectiveness in scholarship is reflected by a substantive and continuous record of scholarship as determined by both the quality and quantity of research and quality products. Effectiveness in scholarship is determined by the faculty member's high-quality work distributed across the primary and secondary categories above. Outstanding in scholarship is reflected by meeting the criteria of effectiveness in scholarship in addition to a continuing record of peer-reviewed scholarly activities that receive national and/or international recognition. Outstanding scholarship should include extensive and high-quality work distributed in the primary category.

Service

Faculty within the Department of Organization and School Leadership have many choices when it comes to providing service to the profession, and they will likely be sought after and expected to serve on a variety of different committees within their respective programs, department, and College and across the University. Service to the institution should be valued in the departmental evaluative criteria.

It is also critical that faculty also provide service that is directly aimed at improving the quality of education (P-16) by seeking to address and solve the many challenges that undermine the academic preparation of tomorrow's society. Sustained and strategic service will be expected and valued in departmental criteria. Faculty are expected to dedicate a portion of their time to advancing educational causes that merit the profession's resolve. Faculty members should also include any service awards he/she has received.

Faculty are encouraged to commit a portion of their service to P-16 educational activities aimed explicitly at:

- a) The development, implementation, evaluation and ongoing refinement of departmental programs and especially, to providing leadership for such activities.
- b) Being actively engaged in and facilitating collaboration among education, community, and business stakeholders (in and outside of the department and

Approved by Faculty - November 2016

Approved by Executive Vice President for Academic Affairs – November 20, 2016

Revisions Approved by the Executive Vice President for Academic Affairs – June 3, 2019 —

College) to address P-16 issues impacting our campus, local, state, regional and national community.

- c) Advancing public advocacy and social justice through community forums and or work with local, state and national policy makers.
- d) Being actively engaged in campus, local, state, national, and international organizations and/or committees to improving education and especially, to providing leadership for such activities.

At all ranks, departments are encouraged to provide service to our local educational entities and such expectations should be part of the evaluative criteria. As faculty progress toward the rank of Professor, evaluative criteria should include statewide, national and international service, and leadership positions in professional organizations.

The faculty member is expected to provide a comprehensive narrative explaining how their work is aligned with the departmental indicators including strengths, areas for further development, and contributions that advance the University, College, and Departmental missions. Moreover, faculty should be conscientious in documenting their service-related activities. Recommended artifacts might include official letters, requests, thank you notes, outcome documents, agendas from workshops, etc.

Promotion Criteria

Criteria for Promotion from Assistant to Associate Professor

Promotion to the rank of Associate Professor is based upon evidence of the candidate's:

- Demonstrated effectiveness in teaching, advising, service, and other assigned duties;
- Achievement in scholarship and creative activity that establishes the individual as a significant contributor to the field or profession, with potential for distinction;
- Appropriate balance of institutional, community, and professional service.

Criteria for Promotion from Associate Professor to Full Professor

Promotion to the rank of Professor is based upon evidence of the candidate's:

- Distinction in teaching, advising, service, or other assigned duties, as evident in continuing development and sustained effectiveness in these areas, new and innovative teaching, curricular development, awards and recognition;
- Distinction in scholarship, as evident in the candidate's national and/or international recognition and significant contributions to the field or profession;
- Exemplary institutional, community and professional service, and an appropriate balance of service in all categories.

Approved by Faculty - November 2016

Approved by Executive Vice President for Academic Affairs – November 20, 2016

Revisions Approved by the Executive Vice President for Academic Affairs – June 3, 2019 —

Criteria Defined

The Organization and School Leadership faculty defines criteria in the areas of scholarship, research, and teaching from the above domains as follows:

- **Assistant Professor** - Clear evidence of emerging knowledge, skills, and abilities in the areas of scholarship, research, and teaching
- **Associate Professor** - Clear and consistent evidence of knowledge, skills, and abilities in the areas of scholarship, research, and teaching
- **Full Professor** - Clear, consistent, and sustained evidence of knowledge, skills, and abilities in the areas of scholarship, research, and teaching

Post-Tenure

At the post-tenure level, criteria are to be met in teaching, research, and service at the level commensurate with the current rank or above.

Professors in Practice at all ranks and Lecturers will only be evaluated in the areas of Teaching & Service as described below.

Teaching

Faculty members in the Department of Organization and School Leadership model teaching that demonstrates content and professional knowledge, skills, and dispositions reflecting research, proficiency with technology and assessment, and accepted best practices in the preparation of educational leaders. They are expected to apply cultural competence and social justice in the preparation of educational leadership.

The faculty member will provide a narrative explaining his/her appropriate credentials, including the terminal degree. In addition, the faculty member will explain his/her workload, including the number of different classes taught, the number of new preparations, and the number of students per class. In addition, the faculty member will include which classes are taught online and/or hybrid, and which are field-based or contain a significant service-learning component.

In the faculty member's comprehensive narrative, he/she should provide a critical reflection of his/her own teaching, explaining how his/her teaching is aligned with department indicators, and include strengths, areas for further development, and contributions that advance the University, College, and Departmental missions. Within the narrative, faculty should provide evidence of innovation and the use of research supported instructional approaches. Moreover, faculty should be conscientious in documenting their teaching activities. Faculty members should submit documents related to the below indicators such as syllabi, reflections, evaluations, professional development activities, etc.

Approved by Faculty - November 2016

Approved by Executive Vice President for Academic Affairs – November 20, 2016

Revisions Approved by the Executive Vice President for Academic Affairs – June 3, 2019

The following are indicators for the area of teaching:

- a) Syllabi that are aligned with the College of Education and P-16 Initiatives syllabus template
- b) Syllabi reflecting evidence of assessment aligned to student learning outcomes
- c) Peer evaluations for faculty teaching (one per year, in which at least two are from the chair, for Assistant Professors; one every other year, in addition to one from the chair, for Associate Professors. Observations must be conducted by faculty members of a higher rank. For full professors (post-tenure review), one observation should be conducted every other year by a peer of equal rank.)
- d) All student evaluation of instruction, including student comments from course evaluations, and any new questions the faculty member may have added (for demonstrated effectiveness in teaching, as evidence by student evaluations.
- e) Innovation in instructional approaches (demonstrating instructional strategies and methodologies that go beyond lecture format)
- f) Innovation demonstrated in the use of technology
- g) Professional development for teaching improvement
- h) Student advisement and mentoring

Service

Faculty within the Department of Organization and School Leadership have many choices when it comes to providing service to the profession, and they will likely be sought after and expected to serve on a variety of different committees within their respective programs, department, and College and across the University. Service to the institution should be valued in the departmental evaluative criteria.

It is also critical that faculty also provide service that is directly aimed at improving the quality of education (P-16) by seeking to address and solve the many challenges that undermine the academic preparation of tomorrow's society. Sustained and strategic service will be expected and valued in departmental criteria. Faculty are expected to dedicate a portion of their time to advancing educational causes that merit the profession's resolve.

Faculty are encouraged to commit a portion of their service to P-16 educational activities aimed explicitly at:

- a) The development, implementation, evaluation and ongoing refinement of departmental programs and especially, to providing leadership for such activities.
- b) Being actively engaged in and facilitating collaboration among education, community, and business stakeholders (in and outside of the department and College) to address P-16 issues impacting our campus, local, state, regional and national community.
- c) Advancing public advocacy and social justice through community forums and or work with local, state and national policy makers.

Approved by Faculty - November 2016

Approved by Executive Vice President for Academic Affairs – November 20, 2016

Revisions Approved by the Executive Vice President for Academic Affairs – June 3, 2019

- d) Being actively engaged in campus, local, state, national, and international organizations and/or committees to improving education and especially, to providing leadership for such activities.

At all ranks, departments are encouraged to service to our local educational entities and such expectations should be part of the evaluative criteria. As faculty progress toward the rank of Professor, evaluative criteria should include statewide, national and international service, and leadership positions in professional organizations.

The faculty member is expected to provide a comprehensive narrative explaining how their work is aligned with the departmental indicators including strengths, areas for further development, and contributions that advance the University, College, and Departmental missions. Moreover, faculty should be conscientious in documenting their service-related activities. Recommended artifacts might include official letters, requests, thank you notes, outcome documents, agendas from workshops, etc.

Criteria for Promotion

Criteria for Promotion from Assistant to Associate Professor in Practice

Promotion to the rank of Associate Professor in Practice is based upon evidence of the candidate's:

- Demonstrated effectiveness in teaching, advising, service, and other assigned duties;
- Appropriate balance of institutional, community, and professional service;
- While research & other creative works are beyond the position scope of Professors in Practice, if a Professor in Practice engages in this type of active and it directly enhances his or her teaching and/or community service, then the Organization and School Leadership strongly affirm that this activity should be considered when making decisions of both promotion and annual review

Criteria for Promotion from Associate Professor in Practice to Professor in Practice

Promotion to the rank of Professor in Practice is based upon evidence of the candidate's:

- Distinction in teaching, advising, service, or other assigned duties, as evident in continuing development and sustained effectiveness in these areas, new and innovative teaching, curricular development, awards and recognition;
- Exemplary institutional, community and professional service, and an appropriate balance;
- While research & other creative works are beyond the position scope of Professors in Practice, if a Professor in Practice engages in this type of active and it directly enhances his or her teaching and/or community service, then the Organization and School Leadership strongly affirm that this activity should be considered when making decisions of both promotion and annual review

Approved by Faculty - November 2016

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Criteria Defined

The Organization and School Leadership faculty defines criteria in the areas of scholarship, research, and teaching from the above domains as follows:

- **Assistant Professor** - Clear evidence of emerging knowledge, skills, and abilities in the areas of service and teaching
- **Associate Professor** - Clear and consistent evidence of knowledge, skills, and abilities in the areas of service and teaching
- **Full Professor** - Clear, consistent, and sustained evidence of knowledge, skills, and abilities in the areas of service and teaching

Post-Tenure

At the post-tenure level, criteria are to be met in teaching, research, and service at the level commensurate with the current rank or above.

Criteria for Lecture

Candidates for promotion will be evaluated objectively for evidence of excellence in their performance of assigned duties in the area of teaching and community service. Each of these responsibilities will be documented in the dossier.

Being that we are a college of education that prepares future educators and other professionals in public schools; effective service does not provide adequate criteria for promotion in the absence of teaching quality.

Teaching:

Faculty must demonstrate command of their subject matter, professional development & lifelong learning in the subject field, and ability to organize material and convey it effectively to students. Other activities that provide evidence of a faculty member's particular commitment to effective teaching include:

- Contribution in curricular development, including collaborative courses and programs;
- Innovation in teaching strategies, including the incorporation of new technologies and approaches to learning;
- Documented study of curricular and pedagogical issues, and incorporation of this information into the classroom.
- Mentoring of undergraduate and graduate student including – but not limited to:
 - Plans of Study
 - Interviewing potential students
 - Involving students in research/scholarship
 - Involvement with student organizations

Approved by Faculty - November 2016

Approved by Executive Vice President for Academic Affairs – November 20, 2016

Revisions Approved by the Executive Vice President for Academic Affairs – June 3, 2019

Evaluation of instruction is based on a combination of systematic critical self-reflection and peer evaluations based on university, college, and/or department expectations. This includes, but is not limited to, review of teaching; tabulated responses from students of courses taught by the candidate; and evaluation, by student representatives, of materials that pertain to teaching. Peer evaluations should be based both on classroom observations and on review of course syllabi, texts, assigned reading, examinations, and class materials. Where possible, evaluation is enhanced by evidence of student learning.

Service:

At UTRGV and within OSL, service should be considered of high importance to all members of our faculty. Faculty service is essential to our success in serving its central mission, and is a responsibility of all faculty. Faculty will be held accountable for that responsibility, and rewarded for their contribution according to specific expectations laid out in their position descriptions.

Faculty members perform a broad array of services that are vital to supporting and sustaining the quality and effectiveness of the University and OLS, and to their disciplines (professional service). Faculty members are expected to provide service to the University, its students, clients, and programs, as collegial and constructive members of the University and the broader community. Examples include service in faculty governance; in academic and student-support units; in international development; in community and state programs; in mentoring students and student groups; and on department, college, and university committees.

Service to professional organizations contributes to the national and international intellectual communities of which UTRGV is a part. Many faculty make important service contributions to university relations or to the community that are not directly related to their appointments. Though valuable in their own right, and ideally a responsibility of all citizens, these efforts are considered in promotion and tenure decisions only to the extent that they contribute to the mission of the University, the college, and the department.

Criteria for Promotion from Lecturer I to Lecturer II

Promotion to the rank of Lecturer II is based upon evidence of the candidate's:

- Demonstrated effectiveness in teaching, advising, service, and other assigned duties;
- Appropriate balance of institutional, community, and professional service;
- While research & other creative works are beyond the position scope of Lecturer, if a Lecturer engages in this type of active and it directly enhances his or her teaching and/or community service, then the OLS strongly affirm that this activity should be considered when making decisions of both promotion and annual review

Criteria for Promotion from Lecturer II to Lecturer III

Promotion to the rank of Lecturer III is based upon evidence of the candidate's:

- Distinction in teaching, advising, service, or other assigned duties, as evident in continuing development and sustained effectiveness in these areas, new and innovative teaching, curricular development, awards and recognition;
- Exemplary institutional, community and professional service, and an appropriate balance;
- While research & other creative works are beyond the position scope of Lecturer, if a Lecturer engages in this type of active and it directly enhances his or her teaching and/or community service, then the OLS strongly affirm that this activity should be considered when making decisions of both promotion and annual review

Criteria Defined

The Organization and School Leadership faculty defines criteria in the areas of scholarship, research, and teaching from the above domains as follows:

- **Lecturer I** - Clear evidence of emerging knowledge, skills, and abilities in the areas of service and teaching
- **Lecturer II** - Clear and consistent evidence of knowledge, skills, and abilities in the areas of service and teaching
- **Lecturer III** -Clear, consistent, and sustained evidence of knowledge, skills, and abilities in the areas of service and teaching
- **Senior Lecturer** –Same as Lecturer III with the additional requirement of a terminal degree in the area of teaching or related field

Department of Teaching and Learning

FACULTY REVIEW CRITERIA



**College of Education and P-16 Integration
Department of Teaching and Learning
Criteria for Faculty Reviews**

Departmental guidelines were developed to fulfill the following criteria:

1. Meet the requirements of HOP ADM 06-505, their respective professional standards, and the guidance provided in this document.
2. Meet the requirements of the College of Education and P-16 Integration criteria
3. Differentiate criteria at the Assistant, Associate, Full Professor ranks, including criteria for post-tenure review.
4. Include criteria for annual evaluations that are aligned with this Tenure and Promotion document.
5. Peer Observation Guidelines (see EVPAA website)
6. Selection of external reviews (see EVPAA website)

Annual evaluations will be conducted in accordance with the criteria of the faculty's current rank as outlined below. Annual reviews will be rated **exceeds expectations, meets expectations, does not meet expectations, or unsatisfactory**. Meeting expectations for each rank is defined as:

- **Assistant Professor** - Clear evidence of emerging productivity in the areas of teaching, scholarship, and service
- **Associate Professor** - Clear and consistent evidence of productivity in the areas of teaching, scholarship, and service, with the potential of expanding reach
- **Full Professor** – Clear and consistent evidence of sustained performance in the areas of teaching, scholarship, and service, with evidence of expanding reach

It is the responsibility of the faculty member to provide a narrative that contextualizes their work and provides evidence of how the body of work meets departmental, College, and University criteria for annual review, tenure, promotion, and post-tenure decisions in the areas of teaching, scholarship, and service.

The dossier of candidates for promotion and tenure will be evaluated for evidence of effectiveness in performance of assigned duties in teaching, scholarship, and service. Each of these responsibilities will be documented in the dossier.

Per the HOP ADM 06-505 p. 5, effective teaching is a necessary prerequisite to promotion or tenure; excellence in research/scholarship/creative activities or service is insufficient grounds for promotion or tenure in the absence of effective teaching.

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

TEACHING

Faculty in the College of Education and P-16 Integration and Teaching and Learning model teaching that demonstrates content and professional knowledge, skills, and dispositions reflecting scholarship, proficiency with technology and assessment, and accepted best practices in education. They are expected to apply cultural competence and social justice in educator preparation. Other activities that provide evidence of a faculty member's commitment to effective teaching include, but are not limited to:

- Up-to-date syllabi, formatted according to departmental, college, and university requirements
- Innovation in instructional approaches
- Innovation demonstrated in use of technology
- Evidence of assessment aligned to student learning outcomes
- Critical reflection of own teaching
- Evidence of student advisement and mentoring
- Student needs assessments/asset mapping
- Serving on dissertation committees
- Substantial course redesign
- Engagement professional development aimed at teaching improvement

Criteria Defined

Meeting expectations for each rank in Teaching is defined as:

- **Assistant Professor** - Clear evidence of an emerging productivity in the area of teaching
- **Associate Professor** - Clear and consistent evidence of productivity in the area of teaching with the potential of expanding reach
- **Full Professor** – Clear and consistent evidence of sustained performance in the area of teaching, with evidence of expanding reach

Evaluation of instruction is based on a combination of systematic and on-going peer evaluations, following: guidelines for peer review of teaching (refer to EVPAA website); tabulated and written responses from students of courses taught by the candidate; and peer evaluation of materials that pertain to teaching. Peer evaluations will be conducted a minimum of every year for non-tenured faculty and once every 3 years for tenured faculty.

SCHOLARSHIP

Developing new knowledge and translating research findings for practitioners are central activities of faculty in an emerging research institution. In the field of education, research includes empirical research (qualitative and/or quantitative); reviews of research; theoretical research; conceptual research; methodological essays; critiques of research tradition or practices; and scholarship grounded in the humanities, including history, philosophy, literary analysis, and arts-based inquiry (AERA, 2006).

Approved by Faculty - November 2016

Approved by Executive Vice President for Academic Affairs – November 20, 2016

Revisions Approved by the Executive Vice President for Academic Affairs – June 3, 2019

Scholarship and creative activities derive from many activities, including, but not limited to:

- Conducting research that is relevant to the field
- Disseminating scholarship at the local, state, national, and international levels commensurate with rank.
- Scholarship and development of new technologies, curricular materials, methods, or educational approaches appropriate to the field
- Creation and interpretation in the arts, including the creative/performing arts
- Funded grant proposals

Criteria Defined

Meeting expectations for each rank in Scholarship is defined as:

- **Assistant Professor** - Clear evidence of an emerging productivity in the area of scholarship
- **Associate Professor** - Clear and consistent evidence of productivity in the area of scholarship, with the potential of expanding reach
- **Full Professor** - Clear and consistent evidence of sustained performance in the area of scholarship, with evidence of expanding reach

SERVICE

Faculty members perform a broad array of services characterized by a pattern of consistent involvement in departmental, college, and university committees and activities, as well as community service to the extent this work contributes to the mission of the University, college, and department, and professional and scholarly organizations.

Examples of service include, but are not limited to:

- in faculty governance
- in academic and student-support units
- in community, state, and national, and international programs
- in mentoring faculty members, students, and student groups
- on university, college, and department committees
- committee membership for national/international professional and scholarly organizations
- leadership positions in local, state, regional, national, and international organizations

Service to professional organizations contributes to the local, state, national and international intellectual communities of which UTRGV is a part.

Criteria Defined

Meeting expectations for each rank in Service is defined as:

- **Assistant Professor** - Clear evidence of an emerging productivity in the area of service
- **Associate Professor** - Clear and consistent evidence of productivity in the area of service, with the potential of expanding reach

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Revisions Approved by the Executive Vice President for Academic Affairs – June 3, 2019

- **Full Professor** – Clear and consistent evidence of sustained performance in the area of service, with evidence of expanding reach

Criteria for Promotion

Promotion to the rank of **Associate Professor** is based upon evidence of:

- Demonstrated effectiveness in teaching and other assigned duties
- Achievement in scholarship and creative activities that establishes the individual as a contributor to the field or profession, with potential for significance
- Institutional, community, and professional service

Promotion to the rank of **Full Professor** is based upon evidence of:

- Demonstrated effectiveness in teaching and other assigned duties;
- Achievement in scholarship and creative activities as evidenced in the expanding reach and significance of the scholar's contribution to the field or profession;
- Institutional, community, and professional service, as evidenced in the expanding reach and significance of the faculty's contribution to the field or profession.

Post-Tenure

For post tenure review, faculty are responsible for demonstrating evidence of sustained contributions in teaching, scholarship, and service. Toward that end, post tenure review narratives should focus on the holistic and cumulative significance of their ongoing teaching, scholarship, and service.

- Distinguished body of teaching and other assigned duties;
- Distinguished body of scholarship and creative activity as evidenced in the expanding reach and significance of the scholar's contribution to the field or profession;
- Distinguished body of service at the institutional, community, and professional levels.

Post-Tenure

At the post-tenure level, criteria are to be met in teaching, scholarship, and service at the level commensurate with the current rank or above.

Criteria for Professor in Practice

Professors in Practice provide vital teaching and service in targeted areas. Professors in Practice at all ranks will only be evaluated in the areas of teaching and service as described below.

Teaching

Professors in Practice in the College of Education & P-16 Integration and Teaching and Learning model teaching that demonstrates content and professional knowledge, skills, and dispositions reflecting scholarship, proficiency with technology and assessment, and accepted best practices in educator preparation. They are expected to apply cultural competence and social justice in educator preparation. Other activities that provide evidence of a Professor in Practice's commitment to effective teaching include, but are not limited to:

- Up-to-date syllabi formatted according to departmental, college, and university requirements
- Innovation in instructional approaches
- Innovation demonstrated in use of technology
- Evidence of assessment aligned to student learning outcomes
- Critical reflection of own teaching
- Evidence of student advisement and mentoring
- Student needs assessments/asset mapping
- Participating in course development
- Engagement in professional development aimed at continuous improvement of teaching

Evaluation of instruction is based on a combination of systematic critical self-reflection and peer evaluations based on university, college, and/or department expectations, guidelines for review of teaching; tabulated responses from students of courses taught by the candidate. Peer evaluations must be conducted annually by an Assistant, Associate, or Full Professor, and be based both on classroom observations and on review of course syllabi, texts, assigned reading, assessments, and class materials.

Service

Professors in Practice perform a broad array of services characterized by a pattern of consistent involvement in departmental, college, and university committees and activities, as well as community service to the extent this work contributes to the mission of the University, college, and department, and professional organizations.

Criteria for Promotion from Assistant to Associate Professor in Practice

Promotion to the rank of Associate Professor in Practice is based upon evidence of:

- Demonstrated effectiveness in teaching and other assigned contractual duties
- Institutional, community, and professional service
- While scholarship and other creative works are beyond the position scope of Professors in Practice, if a Professor in Practice engages in this type of activity and it directly enhances his or her teaching and/or community service, then this activity should be considered when making decisions of both promotion and annual review.

Approved by Faculty - November 2016

Approved by Executive Vice President for Academic Affairs – November 20, 2016

Revisions Approved by the Executive Vice President for Academic Affairs – June 3, 2019

Criteria for Promotion from Associate Professor in Practice to Full Professor in Practice

Promotion to the rank of Full Professor in Practice is based upon evidence of:

- Distinction in teaching and other contractually assigned duties, as evident in continuing development and sustained effectiveness in these areas, new and innovative teaching, curricular development, awards, and recognitions
- Sustained evidence of institutional, community, and professional service
- While scholarship and other creative works are beyond the position scope of Professors in Practice, if a Professor in Practice engages in this type of activity and it directly enhances his or her teaching and/or community service, then this activity should be considered when making decisions of both promotion and annual review.

Criteria for Professors in Practice:

- **Assistant Professor in Practice** - Clear evidence of emerging productivity in the areas of teaching and service
- **Associate Professor in Practice** - Clear and consistent evidence of productivity in the areas of teaching and service
- **Full Professor in Practice** - Clear, consistent, and sustained evidence of productivity in the areas of teaching and service

Criteria for Lecturers

Lecturers in the College of Education & P-16 Integration and Teaching and Learning model teaching that demonstrates content and professional knowledge, skills, and dispositions reflecting scholarship, proficiency with technology and assessment, and accepted best practices in educator preparation. They are expected to apply cultural competence and social justice in educator preparation. Other activities that provide evidence of Lecturers' commitment to effective teaching include, but are not limited to:

- Up-to-date syllabi formatted according to departmental, college, and university requirements
- Innovation in instructional approaches
- Innovation demonstrated in use of technology
- Evidence of assessment aligned to student learning outcomes
- Critical reflection of own teaching
- Evidence of student advisement and mentoring (if applicable)
- Participating in course development
- Engagement in professional development aimed at continuous improvement of teaching

Evaluation of instruction is based on a combination of systematic self-reflection and peer evaluations based on university, college, and/or department expectations, guidelines for review of teaching; tabulated responses from students of courses taught by the candidate. Peer evaluations must be conducted annually by an Assistant, Associate, or Full Professor, and be based both on classroom observations and on review of course syllabi, texts, assigned reading, assessments, and class materials.

Approved by Faculty - November 2016

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Revisions Approved by the Executive Vice President for Academic Affairs – June 3, 2019

Service

Lecturers perform a broad array of services characterized by a pattern of consistent involvement in departmental, college, and university committees and activities, as well as community service to the extent this work contributes to the mission of the University, college, and department, and professional organizations.

Criteria for Promotion from Lecturer I to Lecturer II

Promotion to the rank of Lecturer II is based upon evidence of:

- Demonstrated sustained effectiveness in teaching, and other contractually-assigned duties
- Evidence of sustained institutional, community, and professional service

Criteria for Promotion from Lecturer II to Lecturer III

Promotion to the rank of Lecturer III is based upon evidence of:

- Distinguished teaching, and other contractually-assigned duties, as evident in continuing development and sustained effectiveness in these areas, new and innovative teaching, curricular development, awards, and recognitions
- Evidence of distinguished institutional, community and professional service

Criteria Defined

- **Lecturer I** - Clear evidence of emerging productivity in the areas of teaching and service
- **Lecturer II** - Clear and consistent evidence of productivity in the areas of teaching and service
- **Lecturer III** - Clear, consistent, and sustained evidence of productivity in the areas of teaching and service
- **Senior Lecturer** - Same as Lecturer III with the additional requirement of a terminal degree in the area of teaching or related field



The University of Texas
Rio Grande Valley™

.....
College of Education
& P-16 Integration

**COLLEGE OF EDUCATION AND
P-16 INTEGRATION
CEP FACULTY AWARDS PROGRAMS**



UTRGV™

Where Excellence Matters



CEP Faculty Awards Program 2023-2024

Purpose and Overview

The College of Education and P-16 Integration (CEP) is proud of its faculty's accomplishments in teaching, research, service, and continuous improvement. The CEP Faculty Awards are one way to highlight and reward faculty who excel in these areas.

The categories for the 2023-2024 Faculty Awards are:

- *Faculty Teaching.*
- *Faculty Research.*
- *Faculty Contributions in Continuous Improvement.*
- *Faculty Service.*

Each award comes with a \$1,000.00 stipend. The CEP College Council will review the nominations and provide recommendations to Dean Alma D. Rodriguez. Please note that each award must have at least two nominations for a selection to be made.



CEP Faculty Awards Program

Timeline

- December 12: Call for nominations for CEP Faculty Awards
- January 26: Deadline to submit nomination packet in a single PDF format electronically to Belinda Valles (Belinda.valles@utrgv.edu) and Javier Cavazos (Javier.cavazos@utrgv.edu).
- February 9: Deadline for CEP College Council to submit their recommendations of the top applicant for each award category to Dean Alma D. Rodriguez
- February 16: Award recipients are announced
- March 1: Recipient receives award



CEP Faculty Awards Program

CEP Faculty Awards

A. Description, Criteria, Eligibility, and Nomination Process for Awards in Each Category

1. Faculty Teaching Award

This annual award is given to a full-time tenure-track, tenured, professor of practice, or lecturer faculty from the UTRGV College of Education and P-16 Integration for excellence in teaching. The award is designed to bring visibility to one outstanding faculty member and to reward them for leading students toward distinction in learning.

Criteria

The selection criteria are as follows:

- The nominee demonstrates innovative, creative, and/or research-based teaching practices that engage students.
- The nominee demonstrates improvement of one's own teaching (e.g., participation in professional development).
- The nominee uses teaching strategies to create a positive learning environment.
- The nominee is a mentor to students at the baccalaureate, master's, and/or doctoral levels (e.g., supervising undergraduate student research, mentoring a graduate student to prepare for their first professional role, chairing a doctoral student's dissertation).
- The nominee demonstrates effective use of technology.
- The nominee has demonstrated the impact of their teaching practices on student learning.

Eligibility

- Currently teaching
- Notable record of success (more than 3 full years in graduate, doctoral, and/or undergraduate CEP education) in educating baccalaureate, post-baccalaureate, master's, and/or doctoral students.
- Must not have been a recipient of the CEP Faculty Teaching Award within the previous three (3) academic years (i.e., 2020-2021, 2021-2022, or 2022-2023).

Nomination process



CEP Faculty Awards Program

- Nominee and nominator contact information.
- One (1) letter of nomination with an overview of nominee's contributions to teaching excellence and impact on student learning as well as a description of recent teaching achievements in the past 5 years. Nomination letter should address the criteria for the teaching award and should not be longer than 2-pages, single-spaced. The nominator should address all criteria in the evaluation rubric.
- Nominee's abbreviated CV with highlighted achievements/activities in teaching in the previous five years.

2. Faculty Research Award

This award honors a faculty member whose research contributions have impacted the field, has been recognized by the professional community, and/or has demonstrated new or creative approaches to research methodologies.

Criteria

The selection criteria are as follows:

- The nominee engages in research and/or creative performance projects of high level as determined through peer review and dissemination in high quality outlets.
- The nominee balances intellectual independence (e.g., lead author on peer-reviewed publications) and collaboration on research activities.
- The nominee demonstrates that their research activities have a significant impact on the field.
- The nominee demonstrates involvement in external and internal grant submissions as a Principal Investigator, Co-Principal Investigator, Key Personnel, and/or Project Evaluator.

Eligibility

- CEP faculty member with notable record of outstanding research contributions to the field.
- Has not been a recipient of the CEP Faculty Research Award within the previous three (3) academic years (i.e., 2020-2021, 2021-2022, or 2022-2023).

Nomination Process

- Nominee and nominator contact information.



CEP Faculty Awards Program

- One (1) letter of nomination with an overview of nominee's contributions to excellence in research as well as a description of recent research achievements in the past 5 years. Nomination letter should address the criteria for the research award and should not be longer than 2-pages, single-spaced. The nominator should address all criteria in the evaluation rubric.
- Nominee's abbreviated CV with highlighted achievements/activities in research in the previous five years.

3. Faculty Service

This award honors a faculty member who draws on their professional expertise to serve the university, college, profession, and/or broader community in a variety of ways.

Criteria

The selection criteria are as follows:

- The nominee demonstrates engagement in high level academic citizenship activities. Examples include but are not limited to advising student groups; mentoring students or faculty; leadership in faculty governance; leading faculty development activities; or leading committees to the department, college, and/or institution.
- The nominee demonstrates engagement in professional/disciplinary service. Examples include but are not limited to serving in a leadership role in professional organizations, serving as editor/reviewer for scholarly journals, or serving with other institutions on accreditation and/or program evaluation teams.
- The nominee demonstrates engagement in community service such as providing creative or technical assistance to public and private organizations (e.g., schools, governmental agencies, social service agencies), making public presentations/performances for general community audiences, and/or serving on community advisory boards.

Eligibility

- CEP faculty members with a notable record of contributions in service.
- Has not been a recipient of the CEP Faculty Service Award within the previous three (3) academic years (i.e., 2020-2021, 2021-2022, or 2022-2023).



CEP Faculty Awards Program

Nomination Process

- Nominee and nominator contact information.
- One (1) letter of nomination with an overview of nominee's contributions to excellence in service as well as a description of recent service achievements in the past 5 years. Nomination letter should address the criteria for the service award and should not be longer than 2-pages, single-spaced. The nominator should address all criteria in the evaluation rubric.
- Nominee's abbreviated CV with highlighted achievements/activities in service in the previous five years.

4. Faculty Continuous Improvement

This award honors a faculty member who draws on their professional expertise to lead the department and/or college in continuous improvement.

Criteria

The selection criteria are as follows:

- The nominee demonstrates efforts to lead the program, department and/or the college in the alignment of curriculum, assessment, and/or policies to national and state standards resulting in the attainment of national accreditation for the program and/or EPP.
- The nominee demonstrates efforts to lead activities at the program, department, or college level that result in the continuous improvement of the program and/or EPP (e.g., key assessments, curriculum mapping, master syllabi development, pilot projects, initiatives aligned with the college strategic plan).
- The nominee demonstrates efforts to lead the development of policies or other documents that result in the continuous improvement of program, department, or college processes (e.g., program handbooks, action plans).
- The nominee demonstrates efforts to lead the development or enactment of strategic planning activities at the program, department, or college level.

Eligibility

- CEP faculty member with a notable record of outstanding contributions that have led to continuous program improvement.



CEP Faculty Awards Program

- Has not been a recipient of the CEP Faculty Continuous Improvement Award within the previous three (3) academic years (i.e., 2020-2021, 2021-2022, or 2022-2023).

Nomination Process

- Nominee and nominator contact information,
- One (1) letter of nomination with an overview of nominee's contributions to excellence in continuous improvement as well as a description of recent achievements in continuous improvements in the past 5 years. Nomination letter should address the criteria for the continuous improvement award and should not be longer than 2-pages, single-spaced. The nominator should address all criteria in the evaluation rubric.
- Nominee's abbreviated CV with highlighted achievements/activities in continuous improvement in the previous five years.

B. Instructions for Preparation of Nomination Packets

Each nomination should contain all required documents in a single PDF file labeled with the nominee's last name and awards category (Cavazos_Research Award). Nominations should be sent to Belinda Valles (Belinda.valles@utrgv.edu) and Javier Cavazos (Javier.cavazos@utrgv.edu) no later than Friday, January 26th at 5pm. Nominations that do not adhere to these guidelines will be disqualified from the review process.

C. Nomination Packet

1. Cover page with the following information
 - a. Faculty Award category
 - b. Name of nominee
 - c. Current position of nominee
 - d. Number of years in current position
2. One (1) letter of nomination (no longer than 2-pages, single-spaced) addressing the selection criteria.
3. Nominee's abbreviated CV with highlighted achievements/activities in the category for which the faculty member is being nominated.

D. CEP College Council

The CEP College Council will review all applicants' information and make recommendations to Dean Alma D. Rodriguez. The College Council will:



CEP Faculty Awards Program

- Review materials and use evaluation rubrics based on selection criteria for each award.
- Only review materials that are aligned with the items above.
- Only review application packets that are complete, adhered to guidelines, and received by the deadline.
- Only review awards categories with two (2) or more nominations.
- Adhere to confidentiality during review proceedings.
- Forward their recommendations of the top candidate for each award category to Dean Alma D. Rodriguez no later than the deadline in this call for CEP Faculty Awards.

Evaluation Rubric for Faculty Contributions in Continuous Improvement Award

Nominee _____

Name of Evaluator _____

Purpose: *This award honors a faculty member who draws on their professional expertise to lead the department and/or college in continuous improvement.*

	Exemplary	Developing	Needs Improvement	Points
National and State Standards	--Strong evidence of leading the program, department, and/or college in the alignment of curriculum, assessment, and/or policies to national and state standards in the previous five years --Engagement in leadership activities has resulted in the attainment of national accreditation for the program and/or EPP in the previous five years (4-5 pts)	-- Strong evidence of leading the program, department, and/or college in the alignment of curriculum, assessment, and/or policies to national and state standards (2-3 pts)	--There is little or no evidence of leading activities to align the program and/or college to national or state standards (0-1 pts)	
Continuous Improvement	--Strong evidence of leading activities at the program, department, or college level in the previous five years that results in the continuous improvement of the program and/or EPP	--Evidence of leading activities at the program, department, or college level that result in the continuous improvement of the program and/or EPP (2-3pts)	There is little or no evidence of leading activities related to continuous improvement (0-1 pts)	

	--Evidence that changes to the program and/or EPP have positively influenced important outcomes (e.g., student learning, faculty success, etc.) (4-5 pts)			
Policies or Documents	--Strong evidence of leadership in developing policies or other documents in the previous five years that result in continuous improvement of the program and/or EPP --There is evidence regarding the impact of the policies or other documents on important outcomes (e.g., student learning, faculty success, etc.) (4-5 pts)	--Evidence of leadership in creating policies or other documents (2-3 pts)	There is little or no evidence of leading activities to create policies or other documents related to continuous improvement (0-1 pts)	
Strategic Planning Activities	--Strong evidence of leading strategic planning activities in the previous five years --There is evidence regarding how the strategic planning activities are related with important outcomes (e.g., student success, faculty success) (4-5 pts)	--Evidence of leadership in strategic planning activities (2-3 pts)	There is little or no evidence of leadership in strategic planning activities (0-1 pts)	
Total Score				

Evaluation Rubric for CEP Faculty Teaching Award

Nominee _____

Name of Evaluator _____

Purpose: *This award is given to a full-time tenure-track, tenured, professor of practice, or lecturer faculty from the UTRGV College of Education and P-16 Integration for excellence in teaching. The award is designed to bring visibility to one outstanding faculty member and to reward them for leading students toward distinction in learning.*

	Exemplary	Developing	Needs Improvement	Points
Mentoring	--Strong evidence of mentoring students at baccalaureate, master's, or doctoral levels in the previous five years --There is evidence that mentoring has a direct and positive impact on student learning, academic achievement, or professional trajectory (4-5 pts)	--Evidence of mentoring at baccalaureate, master's, or doctoral levels (2-3 pts)	--There is little or no evidence of mentoring (0-1 pts)	
Teaching Methods	--Strong evidence of innovative, creative, and/or research-based teaching methods in the previous five years --There is evidence that teaching methods positively influence student learning and create a positive student learning environment (4-5 pts)	--Evidence of innovative, creative, and/or research-based teaching methods (2-3 pts)	--There is little or no evidence of research-based teaching methods (0-1 pts)	

Technology	--Strong evidence of effective use of technology in the previous five years --There is evidence that use of technology influences student learning (4-5 pts)	--Evidence of use of technology (2-3 pts)	--There is little or no evidence of use of technology in teaching (0-1 pts)	
Improvement of Teaching	--Strong evidence of improvement of one's teaching in the previous five years --There is evidence that participation in professional development to improve one's teaching has a positive impact on student learning --(4-5 pts)	--Evidence of improvement of one's teaching (2-3 pts)	--There is little or no evidence of efforts to improve one's teaching (0-1 pts)	
Total Score				

Evaluation Rubric for CEP Faculty Research Award

Nominee _____

Name of Evaluator _____

Purpose: *This award honors a faculty member whose research contributions have impacted the field, has been recognized by the professional community, or has demonstrated new or creative approaches to research methodologies.*

	Exemplary	Developing	Needs Improvement	Points
Research and/or Creative Performance Projects in Quality Outlets	--Strong evidence of research and/or creative performance projects in the previous five years --There is evidence that research and/or creative performance projects in the previous five years are published at venues of high quality (4-5 pts)	--Evidence of research and/or creative performance projects (2-3 pts)	--There is little or no evidence of research and/or creative performance projects (0-1 pts)	
Scholarly Independence	--Strong evidence that the nominee has a balance between scholarly independence and collaboration/mentoring other faculty and graduate students on research or creative projects --Nominee has a combination of lead or sole authored research projects in the previous five years as well as engagement in collaborative projects that are	--Evidence that the nominee has a balance between scholarly independence and collaboration/mentoring other faculty and graduate students on research or creative projects (2-3 pts)	--There is little or no evidence of scholarly independence or collaborative work (0-1 pts)	

	disseminated in high quality venues (4-5 pts)			
Impact and Contributions to the Profession	--Strong evidence of significant contributions to the field --Contributions to the field have been recognized by a professional community (e.g., award, book) --(4-5 pts)	--Evidence of contributions to the field (2-3 pts)	--There is little or no evidence of significant contributions to the field (0-1 pts)	
Record of External Grant Submissions and Funding	--Strong evidence of external grant submissions as a Principal Investigator (PI) Investigator in the previous five years --There is evidence of significant external funding as a PI in the previous five years (4-5 pts)	--Evidence of external grant submissions and/or funding as a co-PI, key personnel, or project evaluator on external or internal grant submissions (2-3 pts)	--There is little or no evidence of external grant submissions (0-1 pts)	
Total Score				

Evaluation Rubric for CEP Faculty Service Award

Nominee _____

Name of Evaluator _____

Purpose: *This award honors a faculty member who draws on their professional expertise to serve the university, the profession, and/or broader community in a variety of ways.*

	Exemplary	Developing	Needs Improvement	Points
Academic Citizenship Activities	--Strong evidence of engagement in academic citizenship activities (e.g., advising of student groups, faculty governance, etc.) in the previous five years --There is evidence that engagement in academic citizenship activities has resulted in a positive impact for the department, college, and or institution (4-5 pts)	--Evidence of involvement in academic citizenship activities (2-3 pts)	--There is little or no evidence of involvement in academic citizenship activities (0-1 pts)	
Professional Service	--Strong evidence of leadership in professional/disciplinary service (e.g., journal editor or reviewer, accreditation review team, etc.) in the previous five years (4-5 pts)	--Evidence of engagement in professional service (2-3 pts)	--There is little or no evidence of engagement in professional service (0-1 pts)	
Community Service	--Strong evidence of engagement in community service (e.g., making public	--Evidence of engagement in community service (2-3 pts)	--There is little or no evidence of engagement in community service (0-1 pts)	

	presentations, serving on community advisory boards, etc.) in the previous five years --There is evidence that engagement in community service is linked with significant contributions for the community (4-5 pts)			
Total Score				



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**COLLEGE OF EDUCATION AND
P-16 INTEGRATION
CEP STAFF EXCELLENCE AWARDS
PROGRAM**



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Where Excellence Matters



CEP Staff Excellence Award Program

Purpose and Overview

The College of Education and P-16 Integration (CEP) is proud of its staff members who are invaluable members of the CEP. They are important partners in our efforts to achieve our goals and fulfill our mission. The CEP annual Outstanding Staff Excellence Award (1) recognizes a staff member who has consistently demonstrated excellence in service to their department or College. The award comes with a \$1,000.00 stipend. The CEP College Council will review the nominations and provide recommendations to Dean Alma D. Rodriguez. Please note that the award must have at least two nominations for a selection to be made.



CEP Staff Excellence Award Program

Timeline

- December 12: Call for nominations for CEP Staff Excellence Award.
- January 26: Deadline to submit nomination packet in a single PDF format electronically to Belinda Valles (Belinda.valles@utrgv.edu) and Javier Cavazos (Javier.cavazos@utrgv.edu).
- February 9: Deadline for the CEP College Council to submit their recommendations of the top nominee to Dean Alma D. Rodriguez.
- February 16: Award recipient is announced.
- March 1: Recipient receives award.



CEP Staff Excellence Award Program

CEP Staff Excellence Award

A. Description, Criteria, Eligibility, and Nomination Process for Award

Criteria

The criteria are as follows:

- The nominee demonstrates commitment to service as an important role in their job.
- The nominee demonstrates contributions to other staff members, faculty, and students by going beyond the normal scope of work.
- The nominee demonstrates excellence in work ethic, timeliness, and quality of work.

Eligibility

- Permanent staff in the Exempt and Non-Exempt Staff categories whose appointments are full-time and who have been employed by the CEP for at least one full year.
- Nominee must not have received the CEP Staff Excellence award within the previous three (3) academic years (i.e., 2020-2021, 2021-2022, or 2022-2023).

Nomination Process

- Nominee and nominator contact information.
- One (1) letter of nomination with an overview of nominee's contributions to excellence as well as a description of recent achievements in the past 5 years. The nomination letter should address the criteria above and should not be longer than 2-pages, single spaced. The nominator should address all criteria in the evaluation rubric.
- Nominee's CV or resume.

B. Instructions for Preparation of Nomination Packets

Each nomination packet should contain all required documents in a single PDF file labeled with the nominee's last name and awards category (Cavazos_Staff Excellence Award). Nominations should be sent to Belinda Valles (Belinda.valles@utrgv.edu) and Javier Cavazos (Javier.cavazos@utrgv.edu) no later than January 26th at 5pm. Nominations that do not adhere to these guidelines will be disqualified from the review process.



CEP Staff Excellence Award Program

C. Nomination Packet

1. Cover page with the following information
 - a. Award category
 - b. Name of nominee
 - c. Current position of nominee
 - d. Number of years in current position
2. One (1) letter of nomination (*no longer than 2-pages, single-spaced*) addressing the selection criteria.
3. Nominee's CV or resume

D. CEP College Council

The CEP College Council will review all nominees' information and make recommendations to Dean Alma D. Rodriguez. The College Council will:

- Review materials and use the evaluation rubric based on the selection criteria.
- Only review materials that are aligned with the items above.
- Only review nomination packets that are complete, adhered to guidelines, and received by the deadline.
- Only review the Staff Excellence award category if there are two (2) or more nominations.
- Adhere to confidentiality during review proceedings.
- Forward their recommendations of the top nominee to Dean Alma D. Rodriguez no later than the deadline in this call for the CEP Staff Excellence award.

Evaluation Rubric for CEP Staff Excellence Award

Nominee _____

Name of Evaluator _____

Purpose: *The Staff Excellence Award recognizes a staff member who has consistently demonstrated excellence in service to their department or to the College.*

	Exemplary (4)	Sufficient (3)	Developing (2)	Needs Improvement (1)	Points
Demonstrated commitment to service					
Demonstrated support to staff, faculty, and students beyond the normal scope of work					
Evidence of excellence in work ethic and quality of work					
Total Score					



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COLLEGE OF EDUCATION AND P-16 INTEGRATION FORMS



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Where Excellence Matters

Design Team Proposal

Area of focus: *(grants, GRAs, professional development, etc.):*

Team Lead: _____

Team Members:		

Measurable Outcome(s):

Timeline:

- Short – term priorities:

- Long – term goals:

Proposed activities, deliverables, and due dates:

Activities	Deliverables	Date

Special Assignment Proposal

Faculty Name: _____

Title of Assignment: _____

Measurable Outcomes:

--

Timeline:

- Short – term priorities:

--

- Long – term goals:

--

Proposed activities:

Activities	Deliverables	Date

Special Assignment Form

Faculty Name: _____

Department: _____

Title: _____

Tenured: ☐ Tenure-Track: ☐ Non-Tenure track: ☐

Select One: ☐ Release ☐ Stipend

Request for: ☐ Fall 20____ Year Release % _____
 ☐ Spring 20____ Year Release % _____
 ☐ Summer 20____ Year Amount \$ _____

[Approved request is contingent upon sufficient course coverage in the department]

***Information needed:** Describe the project/s for which you are requesting/receiving release or stipend for a special assignment. Explain the nature of the project and its benefits. (Please attach appropriate documentation)*

Start date: _____ End date: _____

Faculty Signature: _____ Date: _____

Department Chair Signature _____ Date _____

Dean Signature _____ Date _____
 College of Education and P-16 Integration

OFFICE USE ONLY

Notes (detailed and compensation if applicable):

Special Assignment

Briefly describe the project.

Explain how it will benefit...

You:

The Department:

The College of Education and P-16 Integration:

The University:

Identify the end product/deliverable of the special assignment. (Please attach appropriate documentation)

Faculty Signature

Date

To: Dr. Alma Rodriguez, Dean for College of Education and P-16 Integration

From: [REDACTED], Department Chair of [REDACTED]

Date: [REDACTED]

Subject: Low Enrollment Request

Justification of Low Enrollment:

[REDACTED]
.....

On the table below, list all section corresponding to course(s) being requested:

Term	Course (Ex: EDUC 1235.02)	Max Enrollment	Current Enrollment	Instructors Name

To: Dr. Alma Rodriguez, Dean for College of Education and P-16

From: Integration [REDACTED], Department Chair of [REDACTED]

Date: [REDACTED]

Subject: Overload Request

Justification:

[REDACTED]

On the table below, list all courses taught by the corresponding faculty:

Term	Course (Ex: EDUC 1235.02)	Current Enrollment	Instructors Name

To: Dr. Alma Rodriguez, Dean for College of Education and P-16 Integration

From: Dr. _____, Department Chair of _____

Date: _____

Subject: Hiring Needs

Strategic Hiring Plan (Ex: address enrollment growth, enhance field experiences in programs, work towards scholarship growth, accreditation needs and/or new programs approved).

- Targeted Outcomes:

- Short-term goals (add measurable timelines):

- Long-term goals (add measurable timelines):

Priority	Faculty Rank	Program	Campus	Year of Search
1.	<i>Assistant Professor</i>	<i>Educational Psych.</i>	<i>BRO/EDIN</i>	
2.				
3.				

- Campus (rationale for need in a particular campus):

- Faculty Search (in prioritized order- short-term, long-term)

New Faculty Requests

Academic Affairs			
College	Department	Title/Rank	Salary Requested
Type of Space Needed (Office/Lab)		Justification	

-