



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.

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.

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

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.

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.

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

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 _____

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 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 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 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, 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