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.

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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:

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