

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

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

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.

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.

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.

- 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

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

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