

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).

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

- **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.

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.

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