

## **College of Education and P-16 Integration Guidelines for Full-Time Faculty Workload Professional Track Faculty**

The purpose of this faculty workload guideline is to provide CEP Professional Track 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 professional track faculty (except for Lecturers) can have other research, teaching, and service workload percentages. If department teaching loads are met *and* the full-time faculty have a demonstrated developing research line, a research load equivalent to one course release may be arranged between chair and full-time faculty.

These guidelines resulted from the work of the **CEP Workload Taskforce** represented by faculty of various ranks across all CEP departments. The CEP Workload Taskforce was formed in Fall 2024. The Workload Taskforce was responsible for gathering feedback from departmental faculty. The task force members were:

- Dr. Jim Jupp (Co-Chair, Teaching and Learning)
- Dr. Javier Cavazos (Co-Chair, Counseling)
- Dr. Alex Garcia (Organization and School Leadership)
- Dr. Kip Hinton (Bilingual and Literacy Studies)
- Dr. Nancy Razo (Human Development and School Services)

### **Professional Track Faculty**

#### ***Teaching Workload***

Professional track faculty have a standard teaching of 4/4 with considerations for other intensive field, supervisory, grant or research activities. Diminution of teaching load can be obtained for the following teaching, service, or related activities:

<b>Residency Site Coordination</b>	Professional faculty coordinating a site can receive a 3/3 teaching load due to the volume and intensity of site coordination.
<b>Required field supervision beyond required Carnegie hours</b>	Professional faculty supervising students in field settings beyond 45 required Carnegie unit hours will receive releases commensurate with supervisory hours as determined by the chair and faculty member. For faculty supervising hours to be deemed more than regular Carnegie unit hours, faculty must hold class every week of the semester in addition to supervising and/or observing students outside the scheduled class time. In the case that the 45 Carnegie unit hour requirements are met <i>and</i> there are additional field supervisions hours more than forementioned unit hours, details of the releases for field supervision will be determined at the department level. Each department determines releases depending on the intensity of the field.

<b>Program Coordination</b>	Professional faculty, where deemed by Chair and faculty as appropriate, receive a 3/3 load when serving as non-compensated program coordinators. Professional faculty receiving compensation for program coordination cannot receive course releases for program coordination.
<b>Accreditation Activities</b>	Professional faculty dedicated to accreditation activities in semesters when major reports are due can receive releases commensurate with their accreditation work as determined by the faculty member and approved by the chair and dean.
<b>Grant Activities</b>	Professional track faculty dedicated to grant procurement and administration can receive course releases commensurate with grant activities as determined by the faculty member and approved by the chair and dean.
<b>Research production (for Professors of Practice only)</b>	Professors of Practice with a research load will receive a 3/4 teaching load. The potential for a successful research line is determined by the faculty member and approved by the chair and dean. However, all departmental teaching needs must be met before a Professor of Practice can have research in the workload, and the faculty member must have a research plan with clear outcomes and deliverables.
<b>Other</b>	Determined and approved with chair and dean.

**Suggested Guidelines to Write and Address in the Teaching Summary for Annual Review, Contract Renewal, and/or Promotion:** Faculty can consider using the following categories to structure the research narrative for annual review, contract renewal, and/or promotion: pedagogy statement; continued development of teaching skills; use of peer and student feedback on teaching; participation in development and alignment of curricula to student needs; and engagement with students outside the classroom. Faculty should provide evidence of the impact of teaching practices on student learning. Faculty should include any and all activities with Honors College and/or study abroad programs they have led. Faculty should show what they have done to improve or increase their productivity. If there was a teaching ‘weakness’ the summary should show what they did to address it and any results that they have seen.

### ***Research Workload***

Professors of practice are not required to do research, but they might have an academic workload with research expectations. If department teaching loads are met *and* the full-time faculty have a demonstrated developing research line, a research load equivalent to one course release may be arranged between chair and full-time faculty.

Professors of Practice with research in the workload need to produce about one quality peer-reviewed research material (including but not limited to journal articles, chapters, book, and

external grants) every other year and a minimum of one supplemental scholarly activity (including but not limited to participation in community-engaged scholarship, conferences, edited volumes, encyclopedia entries, blogs, and public publications) each academic year. If a faculty member does not meet the cumulative research expectations every two years, they will move to a 4-4 teaching workload. Workload discussions about research progress and cumulative expectations occur between a faculty member and the department chair annually, in alignment with departmental criteria. In the annual workload meeting, faculty must present a research plan with specific deliverables and outcomes for the following academic year.

**Suggested Guidelines to Write and Address in the Research Summary for Annual Review, Renewal, and/or Promotion:** Faculty can consider using the following categories to structure the research narrative for annual review, contract renewal, and/or promotion: research agenda; consistent and increasing record of accomplishments; scholarly independence; quality, impact, and significance; and sustainability of research agenda and trajectory. Faculty should show what they have done to improve or increase their productivity.

If a Professor of Practice has research expectations, then the research workload for reporting purposes is 10%, an equivalent of one course per year.

### ***Service Workload***

Professional track faculty will follow department criteria regarding service quality, impact, and significance. Department annual review criteria will value high commitment and leadership activities/projects, and faculty should organize service into documented leadership projects over smaller engagements that take up several hours of activity at a specific time (e.g., committee memberships). Multiple low involvement committee memberships should be grouped as a single item and narrativized in a single paragraph as opposed to listing them alongside several High Commitment service items (explained below). For intensive service projects, leadership at the department or college level is expected. Reflecting department review criteria for professional track faculty, service projects and leadership should total to 240 hours, or an equivalent one full day of service per week, understanding that service often takes place along uneven times across the academic year.

Areas of service focus and intensity will be determined at the department level according to High Commitment (approximately 60 hours), Medium Commitment (approximately 40 hours), Low Commitment (approximately 20 hours), and miscellaneous items of fewer than 20 hours that might be grouped together as a single item, specifically in relation to multiple Low Commitment committees or service items. If a faculty member does not meet the service expectations each year, they will move to a higher teaching workload. Workload discussions about progress occur between a faculty member and the department chair annually, in alignment with departmental criteria. In the annual workload meeting, faculty must present a plan to engage and document impactful service along themed projects and according to commitments. Faculty must

demonstrate their role and contributions to the activity, the level of commitment (high, medium, or low), and describe the outcome/deliverable of the activity. Book reviews in journals or elsewhere are considered service to the profession, not a part of research/scholarship portion of workload.

**Suggested Guidelines to Write and Address in the Service Summary for Annual Review, Renewal, and/or Promotion:** Faculty can consider using the following categories to structure the service narrative for annual review, contract renewal, and/or promotion: service to department, college, and university operations and shared governance; service and student success; and service to the profession and the community. Faculty needs to describe the quality, impact, level of commitment and focus, and significance of their service activities.

Importantly, the standard workload for reporting purposes is 80% teaching and 20% service. There are no differences in the weight for undergraduate and graduate courses. However, courses with the required field supervision could be counted as 15%, and residency courses can count as 15% with an additional 5% administration. Each department determines the weight of field courses depending on the intensity of the field supervision and regular number of hours beyond 45 required Carnegie hours. Faculty supervising students in field settings beyond 45 required Carnegie unit hours will receive releases commensurate with supervisory hours as determined by Chair and faculty member. For faculty supervising hours to be deemed more than Carnegie unit hours, faculty must hold class every week of the semester in addition to supervising and/or observing students outside the scheduled class time.

## **CEP Exceptional Merit and Regular Merit Distribution**

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.

In the annual review process, each department chair will nominate two faculty members in teaching (one tenure track or tenured and one professional track); one faculty member in research; and one faculty member in service from their department **based on exceptional performance**. Then, the dean of the College of Education and P-16 Integration will select four CEP faculty members to receive **Exceptional Merit**: one faculty member in research, two faculty members in teaching (one tenure track or tenured and one professional track), and one faculty member in service. Each exceptional merit award is limited to the Human Resources (HR) guidelines provided by the institution in a given academic year. If merit is not available each year, then the dean's selections for exceptional merit for a given year will move to the following academic year in which the dean will select among all the nominations for the years since merit was last available. The College Council will develop an evaluation rubric for exceptional merit. Once the exceptional merit for the four faculty members is distributed aligned to the guidelines at the time, the CEP will enact the guidelines below for regular merit.

Enact a 40% difference in merit compensation between faculty who are rated “meets expectations” and “exceeds expectations.”

**Accounting 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:

- o 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.
- o 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.
- o 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.
- o 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.
- o 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

### **Approved by:**

- Faculty vote on May 7, 2025
- College of Education and P-16 Integration Dean on May 14, 2025
- Provost and Executive Vice President for Academic Affairs on July 3, 2025

