

College of Education and P-16 Integration Guidelines for Tenure Track and Tenured Faculty Workload

The purpose of these faculty workload guidelines is to provide tenure track and tenured CEP faculty with workload options that will be determined by each individual faculty and the respective chair. 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)

Tenured faculty members appointed to part-time administrative positions (50% or higher) will be reviewed with appropriate consideration given the demands of administrative assignments and their impact on the level of research activity, courses taught, and the extent of service contributions. For faculty appointed to part-time administrative positions (50% or higher), they can report administrative work under the service section of their dossier.

1) Tenure Track Faculty

Teaching Workload

All tenure track faculty members teach two (2) courses in the fall semester and two (2) courses in the spring semester.

Suggested Guidelines to Write and Address in the Teaching Summary for Tenure Track Review or Tenure and Promotion: Faculty can consider using the following categories to structure the teaching narrative for tenure track annual review or tenure and 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; engagement with students outside the classroom; and guided learning/mentoring such as chairing or serving on dissertation committees (might be counted under teaching *or* service, depending on faculty selection). 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

All tenure track faculty members need to produce about two (2) quality peer-reviewed research materials (including but not limited to journal articles, chapters, book, and external grants) and a

minimum of one (1) 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. Each department has criteria to determine quality, impact, and significance of peer-reviewed research materials and supplemental scholarly activities.

Suggested Guidelines to Write and Address in the Research Summary for Tenure Track Review or Tenure and Promotion: Faculty can consider using the following categories to structure the research narrative for tenure track review or tenure and 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.

Service Workload

While TT faculty should make meaningful contributions in service and should reflect on the type of service profile they want to develop at UTRGV, this area is not the main emphasis of their duties, and TT faculty are not expected to be active in all services areas. TT faculty should work with the Tenure Evaluation and Advisory Committee (TEAC) and department chair as well as dean to ensure a balance in service/shared-governance activities that correspond with the high expectations in research. By the time TT faculty apply for tenure and promotion, they should have examples of low and medium commitment service to (1) department, college, and university operations and shared governance; (2) student success; and (3) profession and community. Reflecting department review criteria for tenure-track faculty, service activities should be 120 hours, or an equivalent of half a day per week. 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. To be clear, committee memberships that do not reach the threshold of 20 hours should be grouped under miscellaneous and narrated together in one paragraph. Tenure track faculty members **are not expected** to have high commitment service activities. TT faculty must demonstrate their role and contributions to the activity 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 Tenure Track Review or Tenure and Promotion: Faculty can consider using the following categories to structure the service narrative for tenure-track review or tenure and promotion: service to department, college, and university operations and shared governance; service and student success; service to the profession and the community; and guided learning/mentoring such as chairing or serving on dissertation committees (might be counted under teaching *or* service, depending on faculty selection). Faculty needs to describe the quality, impact, level of commitment and focus, and significance of their service activities.

The standard workload for reporting purposes is 40% teaching, 50% research, and 10% service. There are no differences in the weight for undergraduate and graduate courses. Courses with the required field supervision could be counted as 15%. 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 the required 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. The policy is now that service not exceed 10% of workload.

2) Tenured Faculty-Research Track

Teaching Workload

Tenured faculty members on a research track teach 2 courses in the fall semester and 2 courses in the spring semester.

Suggested Guidelines to Write and Address in the Teaching Summary for Annual Review, Promotion to Full Professor, or Comprehensive Periodic Evaluation:

Faculty can consider using the following categories to structure the teaching narrative for annual review, promotion to full professor, or comprehensive periodic evaluation: 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; engagement with students outside the classroom; and guided learning/mentoring such as chairing or serving on dissertation committees (might be counted under teaching *or* service, depending on faculty selection). 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

Tenured faculty on a research track need to produce a minimum of about two (2) quality peer-reviewed research materials (including but not limited to journal articles, chapters, book, and external grants) and a minimum of one (1) supplementary scholarly activity (including but not limited to participation in community-engaged scholarship, conferences, edited volumes, encyclopedia entries, blogs, and public publications) each academic year. Each department has criteria to determine quality, impact, and significance of peer-reviewed research materials and supplementary scholarly activities. If a faculty member does not meet the cumulative research expectations every three years, they will move to a 2-3 or 3-3 teaching workload in the subsequent year. However, faculty members who have demonstrated minimal progress toward the annual research expectations after year 2 could be moved to a different track with higher teaching expectations. 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, Promotion to Full Professor, or Comprehensive Periodic Evaluation:

Faculty can consider using the following categories to structure the research narrative for annual review, promotion to full professor, or comprehensive periodic evaluation: 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.

Service Workload

Tenured faculty members contribute and lead the life of their department, college, and university by serving and leading committees, workgroups, taskforces, etc. The development, implementation, evaluation, and ongoing refinement of departmental programs and college processes is highly valued. Tenured faculty members have multiple examples of participation and leadership on department, college, and/or university committees that are low commitment, medium commitment, and high commitment. Guided learning/mentoring such as chairing or serving on dissertation committees (might be counted under teaching *or* service, depending on faculty selection). Leadership at the department or college level is expected. Tenured faculty should also participate in service to the profession and community. Each department has criteria to determine quality, impact, and significance. Reflecting department review criteria for tenured faculty, service activities should be 120 hours, or an equivalent of half a day per week. 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. To be clear, committee memberships that do not reach the threshold of 20 hours should be grouped under miscellaneous and narrated together in one paragraph. Tenured faculty must demonstrate their role and contributions to the activity; the level of focus and intensity of the activity (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, Promotion to Full Professor, or Comprehensive Periodic Evaluation:

Faculty can consider using the following categories to structure the service narrative for annual review, promotion to full professor, or comprehensive periodic evaluation: service to department, college, and university operations and shared governance; service and student success; and service to the profession and the community. Faculty need to describe the quality, impact, level of commitment, leadership, and significance of their service activities and the outcome/deliverable. For example, *quality* and *impact* might

refer to successful managing/coordinating significant service efforts (programs, assessment, professional organizations, etc.), including department and college levels. For example, *leadership* and *significance* might refer to taking lead roles in key projects, including department and college level projects.

The standard workload for reporting purposes is 40% teaching, 50% research, and 10% service. There are no differences in the weight for undergraduate and graduate courses. Courses with the required field supervision could be counted as 15%. 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. The policy is now that service not exceed 10% of workload. Exceptions are permitted to go up to 20% with the dean and provost approval. The exceptions should be for major internal or external service activities (e.g. national and international service).

3) Tenured Faculty-Balanced Track

Teaching Workload

Tenured faculty members on a balanced track teach 3 courses in the fall semester and 2 courses in the spring semester or vice-versa.

Suggested Guidelines to Write and Address in the Teaching Summary for Annual Review, Promotion to Full Professor, or Comprehensive Periodic Evaluation:

Faculty can consider using the following categories to structure the teaching narrative for annual review, promotion to full professor, or comprehensive periodic evaluation: 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; engagement with students outside the classroom, and guided learning/mentoring such as chairing or serving on dissertation committees (might be counted under teaching *or* service, depending on faculty selection). 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

Tenured faculty on a balanced track need to produce a minimum of about one (1) quality peer-reviewed research material (including but not limited to journal articles, chapters, book, and

external grants) and a minimum of one (1) supplementary scholarly activity (including but not limited to participation in community-engaged scholarship, conferences, edited volumes, encyclopedia entries, blogs, and public publications) each academic year. Each department has criteria to determine quality, impact, and significance of peer-reviewed research materials and supplementary scholarly activities. If a faculty member does not meet the cumulative research expectations every three years, they will move to a teaching track with a higher teaching workload. However, faculty members who have demonstrated minimal progress toward the annual research expectations could be moved to a different track with higher teaching expectations at any point. Workload discussions occur between a faculty member and the department chair annually, in alignment with departmental criteria. In the annual workload meeting, faculty 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, Promotion to Full Professor, or Comprehensive Periodic Evaluation:

Faculty can consider using the following categories to structure the research narrative for annual review, promotion to full professor, or comprehensive periodic evaluation: 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.

Service Workload

Tenured faculty members contribute and lead the life of their department, college, and university by serving and leading committees, workgroups, taskforces, etc. The development, implementation, evaluation, and ongoing refinement of departmental programs and college processes is highly valued. Tenured faculty have multiple examples of participation and leadership on department, college, and/or university committees that are low commitment, medium commitment, and high commitment. Guided learning/mentoring such as chairing or serving on dissertation committees (might be counted under teaching *or* service, depending on faculty selection). Leadership at the department or college level is expected. Tenured faculty should also participate in service to the profession and community. Each department has criteria to determine quality, impact, and significance. Reflecting department review criteria for tenured faculty, service activities should be 120 hours, or an equivalent of half a day per week. 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. To be clear, committee memberships that do not reach the threshold of 20 hours should be grouped under miscellaneous and narrated together in one paragraph. Tenured faculty must demonstrate their role and contributions to the activity; the level of focus and intensity of the activity (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, Promotion to Full Professor, or Comprehensive Periodic Evaluation: Faculty can consider using the following categories to structure the service narrative for annual review, promotion to full professor, or comprehensive periodic evaluation: service to department, college, and university operations and shared governance; service and student success; and service to the profession and the community. Faculty need to describe the quality, impact, leadership, and significance of their service activities as well as the level of commitment devoted to each activity and the outcome/deliverable. For example, *quality* and *impact* might refer to successful managing/coordinating significant service efforts (programs, assessments, professional organizations, etc.), including department and college levels. For example, *leadership* and *significance* might refer to taking lead roles in key projects, including department and college level projects.

The standard workload for reporting purposes is 50% teaching, 40% research, and 10% service. There are no differences in the weight for undergraduate and graduate courses. Courses with the required field supervision could be counted as 15%. 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 the 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. The policy is now that service not exceed 10% of workload. Exceptions are permitted to go up to 20% with the dean and provost approval. The exceptions should be for major internal or external service activities (e.g. national and international service).

5) Tenured Faculty-Teaching Track

Teaching Workload

Tenured faculty members on a teaching track teach 3 courses in the fall semester and 3 courses in the spring semester.

Suggested Guidelines to Write and Address in the Teaching Summary for Annual Review, Promotion to Full Professor, or Comprehensive Periodic Evaluation:

Faculty can consider using the following categories to structure the teaching narrative for annual review, promotion to full professor, or comprehensive periodic evaluation: 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; engagement with students outside the classroom, and guided learning/mentoring such as chairing or serving on dissertation committees (might be counted under teaching

or service, depending on faculty selection). 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

Tenured faculty members on a teaching track need to produce about one (1) 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 (1) 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 three years, they will move to a workload with additional courses (3/4). 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, Promotion to Full Professor, or Comprehensive Periodic Evaluation:

Faculty can consider using the following categories to structure the research narrative for annual review, promotion to full professor, or comprehensive periodic evaluation: 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.

Service Workload

Tenured faculty contribute and lead the life of their department, college, and university by serving and leading committees, workgroups, taskforces, etc. The development, implementation, evaluation, and ongoing refinement of departmental programs and college processes is highly valued. Tenured faculty have multiple examples of participation and leadership on department, college, and/or university committees that are low commitment, medium commitment, and high commitment. Guided learning/mentoring such as chairing or serving on dissertation committees might be counted under teaching *or* service, depending on faculty selection. Leadership at the department or college is expected. Tenured faculty also participate in service to the profession and community. Each department has criteria to determine quality, impact, and significance. Reflecting department review criteria for tenured faculty, service activities should be 120 hours, or an equivalent of half a day per week. 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 (approximately 20 hours), and miscellaneous items

of fewer than 20 hours that might be grouped together as a single item. To be clear, committee memberships that do not reach the threshold of 20 hours should be grouped under miscellaneous and narrated together in one paragraph. Tenured faculty must demonstrate their role and contributions to the activity; the level of focus and intensity of the activity (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, Promotion to Full Professor, or Comprehensive Periodic Evaluation: Faculty can consider using the following categories to structure the service narrative for annual review, promotion to full professor, or comprehensive periodic evaluation: service to department, college, and university operations and shared governance; service and student success; and service to the profession and the community. Faculty need to describe the quality, impact, leadership, level of commitment, and significance of their service activities. For example, *quality* and *impact* might refer to successful managing/coordinating significant service efforts (programs, assessments, professional organizations, etc.), including department and college levels. For example, *leadership* and *significance* might refer to taking lead roles in key projects, including department and college level projects.

The standard workload for reporting purposes is 60% for teaching, 30% for research, and 10% for service. There are no differences in the weight for undergraduate and graduate courses. Courses with the required field supervision could be counted as 15%. 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 the 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. The policy is now that service not exceed 10% of workload. Exceptions are permitted to go up to 20% with the dean and provost approval. The exceptions should be for major internal or external service activities (e.g. national and international service).

Dissertation Supervision

Phase-Out Plan

Fall 2025 and Spring 2026 Only

The Carnegie 28 phase-out plan is to support faculty to receive time to support dissertation students to complete their degree by Summer 2026. Faculty who are chairing five (5) student dissertations will receive one (1) course reduction in fall 2025 and/or spring 2026. Faculty who receives a course reduction during this period must report dissertation chairing under teaching as part of regular teaching load.

Summer 2026

Faculty who are chairing student dissertations in summer 2026 will receive compensation equivalent to prorated overload pay.

Phase-In Plan

Fall 2026 and Beyond

Beginning in Fall 2026, faculty who chair student dissertations will receive one (1) course reduction in the fall or spring semester when three (3) doctoral students **finish** their dissertation. Faculty who are chairing student dissertations in summer will receive compensation equivalent to prorated overload pay.

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 she 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.”

Account 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