UNIVERSITY OF TEXAS-RIO GRANDE VALLEY
DEPARTMENT OF COUNSELING EVALUATION CRITERIA FOR
ANNUAL REVIEW, PROMOTION, AND TENURE
Approved by the Office of the Provost February 6, 2024

I. INTRODUCTION/OVERVIEW
    A. Statement on the Purpose of Faculty Review
        UTRGV is committed to retaining faculty whose work achieves a high standard of excellence and who demonstrate, through the performance of their duties, a sustained commitment to professionalism and to UTRGV's mission. To this end, full-time faculty members at UTRGV will be evaluated annually. In evaluating a faculty member's performance in teaching, scholarship, and service, reviewers are expected to provide faculty with an appraisal of their job performance compared to the standards/criteria set forth in or adopted under this policy. The objectives of the annual evaluation process include providing faculty with a more concrete understanding of ways to achieve professional growth and providing a job performance basis for possible merit salary increases as well as tenure and/or promotion.

        Relationship of Annual Review with Tenure and Promotion. The Annual Review can be seen as snapshot of a faculty member's progress and productivity, which either exceeds expectations, meets expectations, does not meet expectations, or is unsatisfactory. While the Annual Review encompasses only a year of teaching, scholarship, and service, these domains of academic life extend from year to year and provide an overlapping, continuous record of performance and review for the purpose of the stages in the Tenure and/or Promotion trajectory. Tenure at UTRGV is a long-term commitment, thus it should be awarded only when there is a clear case that doing so is in the best interest of UTRGV. Tenure and Promotion is not solely a reward for performance during the probationary period; rather, it is a deliberate act taken after comprehensive evaluation of the faculty member's past performance and potential for continued contributions to UTRGV's mission and vision (ADM 06-503 Tenure-Track Faculty Appointments, Evaluations, and Reappointments; ADM 06-504 Tenured Faculty Evaluation).

        Criteria for Tenure and Promotion roughly matches the Annual Review criteria multiplied by the number of years under review. A faculty member should expect under most circumstances a cumulative record of activity, and an overall assessment (Exceeds Expectations, Meets Expectations, Does Not Meet Expectations, or Unsatisfactory) that approximates the average of the previous annual evaluations.

        When compiling one's dossier through Faculty Portfolio Tool (FPT) for the purposes of multi-year reviews, each faculty member should draw on the results of previous Annual Reviews and consult the Tenure and Promotion Guidance Section for each domain to compile the narrative sections for the FPT. Evaluation of a dossier will consider the candidate's workload percentages, reflect department criteria, and adhere to departmental, college and university 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, third year review, tenure, and promotion to Associate Professor, promotion, and Comprehensive Periodic Evaluation) for each evaluation category.

Guidelines for Scholarship Narrative

In their Scholarship narrative, the faculty member is expected to provide a comprehensive narrative explaining how their work is aligned with the departmental indicators below; areas for further development; and contributions that advance the University, College, and Departmental missions. The scholarship narrative plays an important role in annual review and promotion. The faculty members should also describe the quality, quantity, significance, and impact of their scholarly products (ADM 06-503 Tenure-Track Faculty Appointments, Evaluations, and Reappointments and ADM 06-504 Tenured Faculty Evaluation). Moreover, faculty should be conscientious in documenting their research activities for each scholarly product. Recommended artifacts and evidence may include, but are not limited to, copies of publications and letters of acceptance for peer-reviewed publications or external grants. For scholarship of engagement products, faculty members must also present evidence of their final product.

In annual review, faculty members should reflect on their progress toward the next decision point (e.g., promotion to Associate Professor, Promotion to Professor, Comprehensive Periodic Evaluation) and indicate their research workload percentage for the review period. Faculty members should also create a table of their progress toward their next decision point. For tenure and promotion or promotion to full professor, faculty members should provide a narrative highlighting their research accomplishments for the review period. Below are helpful questions that can help faculty members structure their scholarship narrative during annual review and promotion:

- What is your research agenda or area of inquiry?
- How is your research agenda aligning with UTRGV's and CEP's goals and core priorities?
- How many products did you produce from Category 1? How many products did you produce from Category 2?
- What is the quality (e.g., journal acceptance rate, funding amount) of those products?
- How did you balance independence vs. collaboration? For example, were you the lead author? If you were not the lead author, what was your level of involvement and effort?
- What is the impact of your scholarly products on the community, counseling profession, and/or university?
- To what extent have you conducted research that leads to grant submissions or external funding?

The Department of Counseling also values the Scholarship of Engagement. Scholars define the scholarship of engagement as collaborative work that involves a reciprocal and mutually beneficial relationship with the community, involving mutually beneficial exchanges of knowledge as well as the creation, delivery, and assessment of educational materials and programs that address relevant and critical issues (Purdue University: Criteria for Tenure and Promotion for the West Lafayette Campus). The scholarship of engagement should empower people in ways that result in desired outcomes, informed decisions, and/or improved quality of life (Purdue University). Additionally, engaged scholarship goes beyond traditional service and extension efforts, attends to the future needs of students, connects research with the

curriculum, and puts knowledge to work for the public at large (Kellogg Commission on the Future of State and Land-grant Universities). The goal of the Scholarship of Engagement is to create positive social change by expanding the traditional role of scholarship beyond the academy and into the larger society.

A scholarship-based model of engagement involves both the act of engaging (bringing universities and communities together) and the product of engagement (the spread of discipline-generated, evidence-based practices in communities). Engagement cuts across the mission of teaching, research, and service and is not a separate activity. Engagement is reciprocal and mutually beneficial (community and university; The Big Ten Academic Alliance - formerly the Committee on Institutional Collaboration). This approach to scholarship aims to increase civic engagement, foster community-based participatory research, and promote the development of sustainable solutions to complex social, cultural, economic, and environmental challenges.

Below are helpful questions that can help faculty members structure their narrative about scholarship of engagement products:

- How is your scholarship of engagement related to your research agenda?
- Who is the community partner?
- How have you ensured a reciprocal and mutually beneficial relationship with the community partner?
- What are the benefits of the partnership for the community partner as well as the benefits for the university?
- What is the final product because of the partnership work (note that a professional presentation as the result of the scholarship of engagement will not count as a scholarly product in Category 1 below)?
- How will the product be shared and used by others?
- How did you document and disseminate results?
- What is the impact of your scholarship of engagement with the community partner?

Guidelines for Teaching Narrative

Faculty members should respond to the guiding reflective questions below to structure their narratives of teaching practices. The teaching narrative plays an important role in annual review and promotion. Faculty members may include in their narrative their teaching workload percentage, the total semester credit hours taught as defined by the University, the number of different classes, the number of new andragogical preparations, and the number of students per class. In addition, the faculty member should indicate whether classes are field-based or contain a significant service-learning component. Faculty members also should submit evidence related to the indicators below such as student evaluation comments, certificates of completion for professional development activities, evidence of leading professional development, changes to key assessment or evaluation rubrics, and peer observation reflection letters. Below are helpful questions to guide the narrative (Center for Teaching Excellence, Documenting Teaching Effectiveness Guide):

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- *Teaching Values and Beliefs:* What are your teaching beliefs and values? How have your teaching values and beliefs changed over time?
- *Course Objectives, Outcomes, and Assessment Practices.* What are your key course objectives and outcomes? How do you design assessment practices to provide evidence of students' knowledge and skills related to course objectives and outcomes?
- *Teaching Practices:* What research-based teaching and learning practices do you use? What is the impact of those teaching practices on student learning and a positive learning environment?
- *Professional Development or Self-Improvement in Teaching*: What types of professional development do you attend? How do you use what you learn in professional development to impact your teaching practices? What is the impact of those teaching practices on student learning? What other types of self-improvements in teaching (e.g., reading books or peer-reviewed literature) do you use?
- *Leader in Professional Development:* How do you help others engage in and reflect on continuous improvement in teaching practices?
- *Course Evaluations:* How do you use course student evaluations or other types of student feedback to improve your teaching practices? What is the impact of those changes in teaching practices on student learning?
- *Peer Observation of Teaching:* How do you engage in eliciting and providing peer observation of teaching, and how do you engage with the feedback provided/received? How do you implement what you learn into your teaching practices, and what is the impact on student learning?

Guidelines for Service Narrative

Faculty within the Department of Counseling have many choices when it comes to providing service to the profession, and they are expected to serve the department, the college, the university, the profession/discipline, and the community. The service narrative plays an important role in annual review and promotion. Faculty service provides a wide range of functions: it helps the department, college, and university to operate effectively and efficiently; it cultivates faculty leadership capacity; it supports students in a variety of ways; it develops the professional field; and it strengthens the community. As faculty progress in their careers, they are expected to perform service in increasing numbers of areas (e.g., state, national, and/or international), to assume leadership in their service in such roles that may include, but are not limited to, professional organization leadership and committees (e.g., ACA, ACES/SACES, ASCA, APT, IASD, etc.) external grant review panels (e.g., Department of Education, SAMHSA, HRSA, etc.); editorial boards; and/or accreditation teams (e.g., CACREP). Faculty in the Department of Counseling may have varying service workload percentages, and evaluation of each domain will be adjusted proportionally based on these percentages. Moreover, faculty should be conscientious in documenting their service activities for each activity. Recommended artifacts and evidence may include, but are not limited to, copies of agendas, meeting minutes, certificates, etc. It is incumbent on the faculty members to provide a rationale and justification

that they have produced the amount of time and effort (e.g., if a faculty member has a 20% service workload, they are expected to demonstrate how they allocated 8 hours per week toward service activities) associated with their service workload percentage.

In annual review, faculty members should reflect on their progress toward the next decision point (e.g., promotion to Associate Professor) and indicate their service workload percentage for the review period. For tenure and promotion, faculty members should provide a narrative highlighting their service accomplishments for the review period. Faculty may include in their narrative any compensated work that contributes to their expertise or professional development; however, they must indicate it as such to differentiate it from university-remunerated service included as part of faculty compensation for a 20% service workload. Below are helpful questions that can help faculty members structure their service narrative during a review period.

- What is your service philosophy?
- What is the breadth of your service (e.g., department, college, university, profession/discipline, community)?
- How has your service advanced public advocacy and social justice through community forums and/or work with local, state, and national policy makers?
- How have you been actively engaged in campus, local, state, national, and international organizations and/or committees to improving education and specially to providing leadership for such activities?
- How has your service integrated social justice, civic responsibility, innovation, and sustainable development?
- How have you provided service to local educational entities?
- Describe the quality, significance, and impact of your service activities.
- Describe how much time and effort (e.g., if a faculty member has a 20% service workload, they are expected to demonstrate how they allocated 8 hours per week toward service activities) you devoted to all your service activities. Remember that faculty members with any service workload need to describe the extent of time and effort that was spent on service activities.
- If applicable, how do you engage in deliberate research, teaching, and/or service intersections? How does your service influence your teaching and/or research?

B. Department Evaluation Committees

The Department of Counseling will use the HOP 06-503 and 06-504 Appendix E Review Committee Composition and Requirements Regarding the Review document as the guidelines for selecting the (1) department annual review committee and the (2) department action review committee (3rd year, tenure, promotion, comprehensive periodic evaluation). The department of counseling will use a clear and inclusive process to elect review committees. The annual review committee will have a minimum of four full-time faculty members. The Department Action Review committee will also have a

minimum of four full-time faculty members. Each faculty member being reviewed must have at least three reviewers (e.g., if a tenured faculty member were on the annual review committee, they would need at least three other tenured faculty to complete their review). In April of each academic year, the department chair will invite nominations and self-nominations for the department annual review committee as well as the department action review committee. The initial pool of potential committee members will include eligible faculty members in accordance with Appendix E. Each committee should include reviewers of similar faculty titles to the faculty being reviewed and a combination of faculty across titles and ranks who are eligible to serve. If faculty accept their nomination to serve on a review committee for a single-term length (i.e., a single academic year), the department chair will prepare a list of each review committee for a Qualtrics vote. All full-time faculty (tenure-track faculty, tenured faculty, non-tenure track faculty) are eligible to vote. Once the committees are approved by a majority faculty vote, each review committee will select a chair and chair alternate. All committees must be finalized by May 1 of the academic year, including selection of the committee chairs and chair alternates. Faculty can serve consecutive terms if reelected.

C. Overall Performance Rating

Annual evaluations will be conducted according to the faculty's current rank criteria as outlined below. Annual reviews will be rated **exceeds expectations, meets expectations, does not meet expectations, or unsatisfactory.** To receive an overall performance rating of exceeds expectations, a tenure track faculty member, tenured faculty member, or non-tenure track faculty with a research workload must receive an exceeds expectations rating in 2 out of the following 3 areas: scholarship, teaching, and research. To receive an overall performance rating of exceeds expectations, a non-tenure track faculty member who does not have a research workload must receive an exceeds expectations rating in teaching and a minimum of meets expectations in service. There are a few notable exceptions.

- A faculty member who earns a rating of does not meet expectations or unsatisfactory in any of the three areas (teaching, service, or research) is not eligible for an overall performance rating of exceeds expectations.
- A faculty member who earns an exceeds expectations rating in one area and meets expectations in the other two areas could receive an overall performance rating of exceeds expectations if they had a substantial and significant achievement. Examples of significant achievements include the Regents Outstanding Teaching Award and being a Principal Investigator on a $500,000 external grant.

Workload. The normal teaching load per semester for tenure-track or tenured faculty is six (6) semester credit hours (four [4] graduate courses per academic year for a 60% teaching workload, not including summer). The normal teaching load per semester for non-tenure track faculty is nine (9) semester credit hours (six [6] graduate courses per academic year for a 90% workload, not including summer). With approval of department

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chair and dean, full-time (tenured/tenure-track and professors of practice) faculty except faculty in the Lecturer ranks may have alternate research, teaching, and service workload percentages. Workload discussions occur between a faculty member and the Department Chair annually, in alignment with departmental criteria and need. Specific course assignments will be handled through the department.

Faculty with administrative appointments (e.g., Chairs, Associate Deans) may have varied combinations of teaching, scholarship, and service workload percentages as negotiated with the Department Chair and Dean. Faculty members appointed to part-time administrative positions (e.g., Clinical Experience Coordinator or Program Coordinator) will be reviewed with appropriate consideration given to the demands of administrative assignments and their impact on the level of scholarly activity, courses taught, and the extent of service contributions. Those with approved arrangements for compensation of their time from other sources (e.g., grant buyouts) will be reviewed with similar consideration. Aspects of workload percentages with approved arrangements for compensation will be evaluated as "meets expectations." Additional evidence of effort above and beyond the workload considered for meets expectations may be used to support exceeds expectations.

FACULTY ROLE	EXAMPLES OF POSSIBLE DOMAIN PERCENTAGES*			
	Teaching	Scholarship	Service	Administration
Tenure-track/tenured faculty - balanced	60	20	20	0
Tenured faculty – teaching‡	75-90	10-15	10-15	0
Tenured faculty - research‡	30-45	35-50	20	0
Faculty with administrative appointments (e.g., Chair, Associate Deans)	30	10-15	5-15	50
Professor of Practice (all ranks) - teaching	90	0	10	0
Professor of Practice (all ranks) - academic‡	75	10-15	10-15	0
Lecturers∫	90	0	10	0
* Evaluation of each workload domain will be adjusted proportionally based on workload percentages, FMLA or other factors affecting workload. ‡ Percentages to be determined by faculty member and Department Chair with approval by the Dean; domains must total 100% ∫ Not variable				

Merit. Merit raises are not guaranteed and will be awarded in accordance with UTRGV and CEP merit guidelines. When funding is allocated, merit raises are associated with

faculty who receive an overall performance rating of meets expectations or exceeds expectations.

D. Guidelines for Peer Observation of Teaching

The University of Texas Rio Grande Valley recognizes the essential contribution of its faculty members to the quality of students' education and learning experiences and supports faculty development in all aspects of instruction. The process of formative peer observation provides an effective tool for faculty development in teaching. The goals of the peer observation process are to improve teaching and student learning while serving as a tool for mentoring through collegial dialogue and faculty reflection.

All faculty members whose duties consist of teaching organized courses will include formative peer observations of teaching that adhere to CEP guidelines as well as UTRGV guidelines and that are appropriate for the course delivery methodology (e.g., face-to-face/synchronous or asynchronous). The Department of Counseling will follow UTRGV's guidelines for frequency of observations. All tenure-track faculty shall be observed at least once per academic year, and all tenured faculty shall be reviewed at least once every three years. Faculty members with the rank of Lecturer I, Lecturer II, and Lecturer III shall be observed at least once per academic year. Faculty members with the rank of Assistant Professor of Practice or Associate Professor of Practice shall be observed at least once per academic year. Faculty members with the rank of Senior Lecturer and Professor of Practice shall be observed at least once every three years. A Peer Observation Summative Report and a narrative written by the faculty member will be included in the dossier that is submitted through a faculty portfolio system according to UTRGV guidelines. In the narrative, faculty members are expected to describe what they learned from the peer observation process and any plans for improvement or development. Faculty with arrangements for compensation of their teaching workload (e.g., grants or course releases) will be reviewed with consideration of the arrangements.

Faculty observers will be selected by the faculty member to be observed. Faculty observers from within the department must be ranked at the same level or higher. If the peer observer is selected from outside the Department of Counseling, this stipulation is not required. Selection of peer observers should be guided by the observer's expertise with the content or format of the observed class or in areas for continued improvement by the faculty member. Faculty members should strive for diversity/variety in peer observers from year to year. Additionally, the department of counseling recommends that the peer observer have completed at least one professional development session on peer observation of teaching, research-based practices in teaching, or giving feedback on teaching practices. The observation will include a pre-observation meeting, a single visit to the faculty member's class, and a post-observation meeting.

E. Guidelines for Student Course Evaluation data and Student Comments

Numerical scores and student comments from Student Course Evaluations will be included in the dossier for the period under review. Faculty members will reflect on

student course evaluations including student comments and provide narrative related to a) their teaching practices and methods and b) how they will improve their teaching practices in subsequent courses based on those student feedback. Faculty members will show reflection and accountability when referring to low scoring items/classes.

F. Guidelines for Selection of External Reviewers for Tenure and Promotion and Promotion to Full Reviews

The Department of Counseling will use the [UTRGV Guidelines for the Selection of External Reviewers for Faculty Promotion and Tenure](#) as well as the department policy below.

G. POLICY FOR THE SELECTION OF EXTERNAL REVIEWERS

1. External Reviewers
  a. Reference should be made regarding the qualifications of external reviewers.
  b. Reviewers shall submit a copy of their updated curriculum vita.
  c. Reviewers must be asked to describe the nature of their relationship and potential conflict of interest, if any, with the candidate under review.
  d. External reviewers with potential conflicts of interest or personal ties to the candidate must be avoided.
  e. External reviewers should represent senior and distinguished or leading scholars in comparable academic or research fields to that of the candidate.
  f. Reviewers must be selected from peer or aspirational institutions of higher education or from prominent departments/institutions in the candidate's area of expertise. The Department Chair can provide a list of peer or aspirational institutions of higher education to the candidate and Department Action Review Committee.
  g. Reviewers must directly assess the candidate's scholarly productivity and accomplishments relative to standards in the field.

2. Confidentiality
  a. The names and affiliations of the external reviewers will remain confidential and will not be available to the candidates. However, the candidate will be provided a copy of the redacted reviews, which will contain no identifying information of the reviewers.
  b. All review levels must abide by this confidentiality and ensure that no identifying information or material is shared with the candidate.

3. External reviewers should at least be provided with the following information and material:
  a. Candidate's updated CV.
  b. All copies of the candidate's scholarly, research or creative works during the review period.
  c. Summary of scholarly, research or creative works. Below are the recommended questions for candidates to focus on:
    • What is your research agenda or area of inquiry?
    • How is your research agenda aligning with UTRGV's and CEP's goals and core priorities?

- How many products did you produce from Category 1? How many products did you produce from Category 2?
- What is the quality (e.g., journal acceptance rate, funding amount) of those products?
- How did you balance independence vs. collaboration? For example, were you the lead author? If you were not the lead author, what was your level of involvement and effort?
- What is the impact of your scholarly products on the community, counseling profession, and/or university?
- What are your plans for continued scholarly or creative productivity?
- To what extent have you conducted research that leads to grant submissions or external funding?

4. Below is the timeline and process to select peer reviewers, with well-established expertise in the field of the candidate:

1. **March 1:** Candidates going up for tenure and promotion or promotion to full professor in the next academic year submit their initial list (5) of external reviewers to the department chair. The candidate will supply a list of five (5) potential reviewers, with brief reasons for each choice, and his/her relationship to each reviewer. The candidate must disclose any potential conflicts of interest. The candidate may provide a list with a brief explanation of any external peers whom he or she prefers not to be contacted.
2. **March 31st:** The Department Action Review Committee will send the department chair a list of proposed reviewers. The list will include the entire list supplied by the candidate plus an additional five (5) potential reviewers recommended by the Department Action Review Committee. All reviewers on the list must be selected from peer or aspirational institutions of higher education or from prominent departments/institutions in the candidate's area of expertise.
3. **April 15th**: The candidate will be informed of all the names on the list and will have the opportunity to comment on them. The candidate must disclose their relationship and any potential conflict of interest to each of the potential reviewers.
4. **May 2nd:** The Department Action Review Committee, in consultation with the department chair, will select at least four (4) reviewers from that list, with at least two (2) names from the list provided by the candidate. The candidate's listing of those he/she wishes to be excluded will normally be honored. The Department Action Review Committee, in consultation with the department chair, must ensure that the candidate does not have any conflict of interest or personal relationship with any of the reviewers.
5. **May 9th:** The Department Chair will request written peer reviews from the selected reviewers.
6. **May 23th**: The Department Chair secures all reviewers' commitments to provide reviews.
7. **June 1st:** Applicant packets (CV, summary of professional achievements, and all samples of recent scholarly, research, or creative works during the review period) are due to department chair.
8. **June 2nd:** The Department Chair sends candidates' packets to reviewers.
9. **August 1st:** All external reviews are due to department chair.

10. **August 2ⁿᵈ:** Department chair sends redacted external review letters to the candidate. The names and affiliations of the reviewers selected will not be divulged to the candidate and will remain confidential.

5. All review levels must ensure all identifying information/material of the external reviewers is removed from the dossier before allowing the candidate to access or review the dossier. Included in the information requested from the external reviewers will be the following questions or their equivalent:

1. What are the candidate's strengths including any contributions and/or impact on their profession/discipline?
2. In your professional opinion, does the candidate demonstrate the potential for continued scholarly or creative productivity? Please provide a brief description to support your answer.
3. Can you identify any weaknesses of the candidate? Do you believe the candidate compares favorably to other scholars at a similar stage in their career and/or at a similar institution as The University of Texas Rio Grande Valley? Please elaborate.
4. UTRGV guiding principles include promoting access to postsecondary education to a diverse student body to become one of the largest and most successful Hispanic-serving institutions in the country, as well as employ the highest quality faculty members who pursue excellence in teaching, research, and service. In your professional opinion, do you foresee this candidate will significantly contribute to these goals? Please provide some examples to support your answer.

2)Criteria for Annual Evaluation, Tenure, and Promotion

a)Tenure-Track Faculty

i)Annual Review Criteria

The narrative and corresponding evidence play an important role in the annual review. In their narrative, the faculty member is expected to provide a comprehensive narrative explaining how their work in scholarship, teaching, and service is aligned with the departmental indicators below; areas for further development; and contributions that advance the University, College, and Departmental missions. The faculty members should also describe the quality, quantity, significance, and impact of their scholarly products. Recommended artifacts and evidence may include, but are not limited to, copies of agendas, meeting minutes, certificates, publications, presentations, etc. Faculty members should see guiding reflection questions for the scholarship (page 3), teaching (page 5), and service (6) narratives.

Scholarship

The Department of Counseling is committed to helping UTRGV achieve R1 and Texas Tier 1 status. Faculty are expected to engage in research and scholarship that are aligned with UTRGV's

strategic plan as well as CEP's core priority to cultivate a research enterprise. Excellence in research and creative activity is defined by a variety of factors, including but not limited to, the quality, significance, impact, and quantity of publications and creative works, as judged by peer review (ADM 06-503 and ADM 06-504). For purposes of this *Research and Scholarship* standard, peer review includes review/adjudication by independent and external nationally or internationally recognized experts in the faculty member's field. Thus, evaluations of the research/scholarship/creative activities shall be based on a variety of factors, with special attention to quality, significance, and contextual impact—local, regional, inter/nationally.

Scholarship/creative activities are characterized by the creation and dissemination of new knowledge as well as the application of existing knowledge in new ways. The Department of Counseling values excellence in discovery with a record of scholarly achievement. Such a record should include peer-reviewed publications in peer-reviewed journals and/or a record of external funding. Other scholarly products include peer-reviewed presentations at professional conferences and other products including those arising from the scholarship of engagement. Scholarship of engagement may include a non-academic reviewer from the field impacted by the collaboration who are well-placed to evaluate community impact. Evaluations of the scholarship/creative activities shall be based on a variety of factors relevant to the scholarly product under consideration (e.g., quality and significance).

Faculty who are on a 20% research workload are expected to produce at an average rate of *at least* one peer-reviewed journal article or external funded grant per academic year. Below are tables describing annual review criteria for scholarship based on 20%, 40%, 10%, and 0% research workloads. For research workloads that are different, the number of corresponding products from Categories 1 or 2 should be adjusted accordingly. For peer-reviewed publications, faculty members can count their product when it is (1) accepted for publication, (2) in press, OR (3) published. Faculty members can only count each peer reviewed publication once in an annual review period. Faculty members cannot count a scholarly product when it is accepted in one annual review period and then when it is published during another annual review period. Also, a faculty member cannot count a product in one decision point (tenure and promotion to Associate Professor) and then in another decision point (promotion to full professor). For external grants, the number of scholarly products associated with the external grant will be awarded in the year of procurement.

The Department of Counseling understands that some scholarship/research projects take longer than other projects to complete and that some peer-reviewed journals have lengthy review processes. All tenure-track faculty members are given a one-year grace period to produce one peer-reviewed journal article to earn a performance rating of meet expectations for annual review. In other words, if a faculty member does not produce a peer-reviewed journal article in a single year, they can still be given a rating of meet expectations if they show **scholarship/research progress (as defined as having at least two articles or external grants under review for consideration or having produced a scholarship of engagement product)**. However, a faculty member cannot earn a performance rating of meets expectations for two consecutive

annual review periods if they do not produce a peer-reviewed journal article. A tenure-track faculty member is given only one grace period during the probationary period.

Below are the different categories for research/scholarship products. Faculty members should also complete the table below to monitor their progress toward tenure and promotion to Associate Professor.

SUMMARY OF SCHOLARLY PROGRESS TOWARD TENURE AND PROMOTION TO ASSOCIATE PROFESSOR						
SCHOLARLY PRODUCTS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Category 1						
Category 2						

CATEGORY I
⇒ **Peer-Reviewed Journal Article**
- o 50% of the articles must be in a peer-reviewed journal with a 60% acceptance rate or lower.
- o 50% of the articles must be related to (1) counseling or (2) UTRGV's mission, vision, or core priorities (UTRGV 2022-2023 strategic plan)

⇒ **EXTERNAL GRANT**
⇒ The number of products for external funding will be awarded in the year of **procurement**.
- o The Principal Investigator (PI) may count a funded external grant worth less than $200,000 as 1 product. The C0-PI and other grant personnel (e.g., evaluation team members) may also count the external grant as 1 product.
- o The Principal Investigator (PI) may count a funded external grant worth more than $200,000 as 2 products. The C0-PI and other grant personnel (e.g., evaluation team members) may count the external grant as 1 product.
- o The PI may count a funded external grant worth over $500,000 as 3 products. The C0-PI and other grant personnel (e.g., evaluation team members) may count the external grant as 2 products.

⇒ **Scholarship of Engagement**
- o Must be a clear final product (e.g., creating or changing law; creating or changing public policy; creating a full-length documentary or film; creating substantive training materials, courses, or workshops; creating a digital platform; creating a policy brief; community reports; outreach materials; innovative tools and technologies).

⇒ **Academic Book Chapter**
⇒ **Conference Proceeding**
⇒ **Scholarly Book**
- o The lead author can count a scholarly book as 2 products.

CATEGORY II
⇒ Scholarship of Engagement

- A professional presentation as the result of the scholarship of engagement will **count** as a product in category 2.
⇒ Internal UTRGV or College of Education and P-16 Integration small grant
⇒ Edited academic book
⇒ Non-scholarly Book
⇒ Trade magazine article (e.g., Counseling Today, Psychology Today)
⇒ International, national, state, regional, or local (e.g., Southern Association of Counselor Education and Supervision) peer-reviewed conference presentation with a 50% acceptance rate or below
⇒ Peer-reviewed conference presentations with a 51% acceptance rate or higher will count as ½ product.
⇒ Creative products (e.g., podcasts, social media content, websites supported by literature and contributing to the field)
⇒ Editor of a journal (faculty member may count being an editor of a journal as 1 product for each academic year they serve in that capacity).

Annual Review Criteria for Research: 20% Workload

Exceeds Expectations	Meets Expectations	Does not meet expectations	Unsatisfactory
• 1 peer-reviewed journal article • 1 additional product from category 1 • 1 product from category 2	• 1 peer-reviewed journal article**	• Only products from category 2	• No research activities reported

****Faculty members are encouraged to adhere to tenure and promotion guidelines and criteria for the quality of peer-reviewed publications noted in Category 1.*
All tenure-track faculty members are given a one-year grace period to produce one peer-reviewed journal article to earn a performance rating of meet expectations for annual review. In other words, if a faculty member does not produce a peer-reviewed journal article in a single year, they can still be given a rating of meet expectations if they show **scholarship/research progress (as defined as having at least two articles or external grants under review for consideration or having produced a scholarship of engagement product). However, a faculty member cannot earn a performance rating of meets expectations for two consecutive annual review periods if they do not produce a peer-reviewed journal article.

Annual Review Criteria for Research: 40% Workload

Exceeds Expectations	Meets Expectations	Does not meet expectations	Unsatisfactory

• 1 peer-reviewed journal article • 2 additional peer-reviewed journal articles or new external grants in Category 1 • 1 product from category 2	• 1 peer-reviewed journal article and • 1 peer-reviewed journal article or new external grant	• Only products from category 2	• No research activities reported

***Faculty members are encouraged to adhere to tenure and promotion guidelines and criteria for the quality of peer-reviewed publications noted in Category 1.*

Teaching

Exceeds Expectations. To attain exceed expectations, faculty members must meet 1-6 below in Category 1 as well as two indicators from Category 2. The most important element for each criterion is evidence regarding the impact on student learning. Also, the criteria below reflect a standard teaching load of 60% for tenure-track faculty members (4 graduate courses). Faculty members with a different teaching load percentage (e.g., 30%) should have the requirements adjusted proportionally to their teaching workload percentage.

Category 1

1. *Teaching Values and Beliefs.* Faculty members have a teaching philosophy that guides teaching practices, student learning, and a positive learning environment. Faculty members reflect on their teaching values and beliefs as aligned to teaching innovations, research-based teaching and learning practices, student learning outcomes, assessments, student feedback, and student needs. Faculty members provide evidence regarding how teaching identity shifts in teaching values and beliefs as informed by student feedback, peer observations of teaching, course evaluations, and research-informed practices. Faculty members provide clear evidence of a growth mindset and values that all students can learn.
2. *Course Objectives, Outcomes, and Assessment Practices.* Faculty members provide evidence of key course objectives and outcomes as well as alignment with research-based teaching and assessment practices to help students meet those key objectives. Faculty members describe how they develop evaluation rubrics aligned with transparent teaching practices, provide feedback to meet evaluation criteria, and support students to develop knowledge and skills in course objectives. Faculty members demonstrate how assessment practices relate to student learning.
3. *Research-Based Teaching Practices.* Faculty members provide evidence of using research-based teaching strategies (e.g., experiential/service learning, undergraduate research, service learning, study abroad, studio performances, community engagement, problem-

based learning, collaborative assignments, a new technology, culturally responsive practices, active learning/dynamic lecturing strategies, shift to learning as opposed to "grades" etc.) that positively influence student learning and actively engage learners. Faculty members provide evidence of how research-based teaching practices implemented are linked to specific student learning outcomes as represented in assessment practices and student engagement as well as a positive learning environment.

4. *Professional Development and/or Self-Improvement in Teaching.* Faculty members with a 60% teaching workload attend a minimum of four (4) hours of professional development or self-improvement in teaching related to teaching enhancement. Professional development or self-improvement in teaching could focus on content as well as process of teaching content. Faculty members provide evidence of clear and compelling commitment and rationale for participating in professional development or academic teaching conferences. Faculty members align participation to development of continuous improvement in teaching and/or innovation in preparation of course materials, specifically presenting evidence of application and impact on student learning.

5. *Peer Observation of Teaching.* All faculty members whose duties consist of teaching organized courses will include peer observations of teaching that adhere to UTRGV guidelines and CEP guidelines that are appropriate for the course delivery methodology (e.g., face-to-face/synchronous or asynchronous). Additionally, faculty members provide evidence of seeking specific feedback on teaching from peers, reflecting on feedback from peer observation of teaching, committing to implementing revisions, implementing revisions in subsequent semesters, and exploring impact of revised teaching practices on student learning and engagement.

6. *Basic Teaching Responsibilities*: The faculty members responsibilities may include but are not limited to the following: complete book orders, upload syllabi to Faculty Portfolio Tool, collect and reflect on key assessment data, participate in goodness-of-fit to practice discussions, and use required forms from TEA or CACREP for clinical courses. The faculty member should upload evidence to Faculty Portfolio Tool that they have met these responsibilities. If faculty did not meet these responsibilities, they should provide evidentiary documentation.

Category 2: Additionally, faculty must meet at least two of the following criteria (7-13) to earn a rating of exceeds expectations in teaching during the annual review period.

7. *Course Evaluations.* Faculty members have an average overall rating of 4.5 or higher for all courses taught for the review period. Faculty members contextualize course observation and feedback as aligned to other teaching effectiveness categories and provide evidence of incorporating additional student feedback questions in course evaluations and collecting regular feedback from students on their learning and students' teaching practices. Faculty members reflect on course evaluations through a growth mindset approach by specifying teaching and learning practices that have been revised and the overall impact on student learning and engagement.

8. *Mentoring.* Faculty members provide clear and compelling evidence of academic related interaction with at least one undergraduate or graduate student beyond the classroom (e.g., undergraduate research, graduate research assistant, directing thesis or dissertation committee) and identifies the impact of these endeavors on teaching and learning practices in the classroom and student learning and engagement. Faculty members advise and mentor students beyond the traditional role of informing students what courses to complete on their plan of study.
9. **Leadership in Teaching and Learning.** Faculty members with a 60% teaching workload lead or co-lead a minimum of two (2) hours of professional development or self-improvement in teaching and learning. Faculty members engage in activities to be a thought leader in teaching and learning, such as leading professional development to lead others to learn about teaching and learning strategies to improve teaching methods that positively influence student learning and actively engage learners. Other examples might include but are not limited to presenting at a counseling-related conference on strategies/aspects of teaching in a counselor education program or publishing or presenting at a counseling-related conference on strategies of teaching. Faculty members provide evidence regarding the impact of professional development activities on their teaching values and practices as well as continuous improvement of teaching practices.
10. **Curriculum Development.** Faculty members describe how they engaged in at least two (2) forms of curriculum development related to teaching and learning. Examples include but are not limited to blueprinting courses, collaborating with colleagues to improve teaching practices, revising evaluation rubrics, revising key assessments, aligning curriculum to national and state standards (e.g., CACREP, TEA), revising curriculum based upon new information (e.g., DSM), aligning curriculum with the scholarship of engagement activities, and developing or leading curriculum training for student participants in grant activities.
11. **Teaching Awards**. Faculty members receive a local, national, or international award for teaching. Faculty members provide evidence of how the award has contributed to continuous commitment to teaching and learning, specifically impacting teaching practices and student learning and engagement.
12. **Clinical Supervision:** Faculty members describe how their supervision practices inform their teaching practices.
13. **Guest Lecturer:** Faculty members describe how they share their expertise not assigned to them as well as how they use what they learn to improve their teaching practices.

Meets Expectations: To meet expectations for annual review, tenure-track faculty members must meet all the following criteria in category 1 (1-6). If tenure-track faculty members do not meet 1-6 below, they will not earn a rating of meets expectations. The main difference between exceeds expectations and meets expectations on most criteria is the impact on student learning. Faculty members who meet expectations in teaching provide evidence of using research-based teaching practices but do not link teaching practices to student learning or student success. Also, the criteria below reflect a standard teaching workload of 60% for tenure track faculty members (4 graduate courses). Criteria for faculty members with a different teaching workload percentage (e.g., 30%) should be adjusted proportionately to their teaching workload percentage.

Category 1
1. *Teaching Philosophy.* Faculty members have a teaching philosophy that is used to guide teaching practices, student learning, and a positive learning environment. Faculty members reflect on their teaching values and beliefs as aligned to teaching innovations, research-based teaching and learning practices, student learning outcomes, assessments, student feedback, and student needs.
2. *Course Objectives, Outcomes, and Assessment Practices.* Faculty members provide evidence of key course objectives and outcomes as well as alignment with research-based teaching and assessment practices to help students meet those key objectives.
3. *Research-Based Teaching Practices.* Faculty members provide evidence of using research-based teaching strategies (e.g., experiential/service learning, undergraduate research, service learning, study abroad, studio performances, community engagement, problem-based learning, collaborative assignments, a new technology, culturally responsive practices, active learning/dynamic lecturing strategies, shift to learning as opposed to "grades" etc.).
4. *Professional Development or Self-Improvement in Teaching.* Faculty members with a 60% teaching workload attend a minimum of two (2) hours of professional development related to teaching enhancement. Professional development or self-improvement in teaching could focus on content as well as the process of teaching content. Faculty members provide evidence of clear and compelling commitment and rationale for participating in professional development or academic teaching conferences. Faculty members describe what they learn from professional development as well as how they revised teaching practices informed by their professional development.
5. *Peer Observation of Teaching.* All faculty members whose duties consist of teaching organized courses will include peer observations of teaching that adhere to [UTRGV guidelines](#) and [CEP guidelines](#) that are appropriate for the course delivery methodology (e.g., face-to-face/synchronous or asynchronous). Additionally, faculty members describe what they learned from peer observation of teaching.
6. *Basic Teaching Responsibilities*. The faculty member completes book orders, uploads syllabi to Faculty Portfolio Tool, collects key assessment data, participates in goodness-of-fit to practice discussions, and uses required forms from TEA or CACREP for clinical courses. The faculty member uploads evidence to FPT or provides an explanation in their narrative indicating their fulfillment of these teaching responsibilities.

Category 2: Additionally, faculty must meet at least one of the following criteria (7-13) to earn a rating of meets expectations in teaching during the annual review period. If they do not meet at least one criteria, they are not eligible for a rating of meets expectations. The criteria below reflect a standard teaching workload of 60% for tenure track faculty members (4 graduate courses). Criteria for faculty members with a different teaching workload percentage (e.g., 30%) should be adjusted proportionately to their teaching workload percentage.

7. *Course Evaluations.* Faculty members have an average overall rating of 4.0 or higher for all courses taught for the review period. The faculty member reflects on and contextualizes course observation and feedback as aligned to other teaching effectiveness categories.
8. *Mentoring:* Faculty members provides clear and compelling evidence of academic related interaction with at least one undergraduate or graduate student beyond the classroom (e.g., undergraduate research, graduate research assistant, directing thesis or dissertation committee). Faculty members advise and mentor students beyond the traditional role of informing students what courses to complete on their plan of study.
9. **Leadership in Teaching and Learning.** Faculty members with a 60% teaching workload lead or co-lead a minimum of one (1) hour of professional development in teaching and learning. Faculty members engage in activities to be a thought leader in teaching and learning, such as leading professional development to lead others to learn about teaching and learning strategies to improve teaching methods that positively influence student learning and actively engage learners. Other examples might include but are not limited to presenting at a counseling-related conference on strategies/aspects of teaching in a counselor education program or publishing or presenting at a counseling-related conference on strategies of teaching.
10. *Curriculum Development.* Faculty members describe how they engage in at least one form of curriculum development related to teaching and learning. Examples include but are not limited to blueprinting courses, collaborating with colleagues to improve teaching practices, revising evaluation rubrics, revising key assessments, aligning curriculum to national and state standards (e.g., CACREP, TEA), revising curriculum based upon new information (e.g., DSM), aligning curriculum with the scholarship of engagement activities, and curriculum training developed for student participants in grant activities.
11. *Teaching Awards.* Faculty members receive a local, national, or international award for teaching.
12. **Clinical Supervision:** Faculty members describe how their supervision practices inform their teaching practices.
13. **Guest Lecturer:** Faculty members describe how they share their expertise not assigned to them as well as how they use what they learn to improve their teaching practices.

Does Not Meet Expectations

Faculty members will earn a performance rating of does not meet expectations in teaching (1) if they meet less than the 6 required category 1 criteria and (2) if they do not meet any criteria in Category 2.

Unsatisfactory

Faculty members will earn a performance rating of unsatisfactory in teaching if they do not meet any criteria in Category 1 and if they do not meet any criteria in Category 2.

Service

Exceeds Expectations: To receive a performance rating of exceeds expectations, faculty members will provide an updated curriculum vitae, a narrative, and documentation of service activities for the period under review related to at least *two* examples from the following areas (1-2). Faculty members describe how they exceeded the appropriate amount of time (e.g., if a faculty member has a 20% service workload, they are expected to demonstrate how they allocated 8 hours per week toward service activities) and effort toward service activities. Faculty members also must describe the quality, impact, and significance of their services activities. Criteria for tenure-track faculty members with a different service workload percentage (e.g., 10%) should be adjusted proportionately to their service workload percentage.

1. **Service to the Department.** Service to the department includes but is not limited to elected or appointed departmental committees (e.g., faculty search, annual review); department student organization sponsor (e.g., CSA, CSJ); CPCE, TExES and/or LPC/NDS advisor; CACREP liaison; Assessment Coordinator; coordination of department events (e.g., hooding); coordination of department certificate (e.g., PCBH, Play Therapy, Dreamwork); coordination of remediation activities (e.g., Goodness of Fit); or coordination of department resources (e.g.; website, SharePoint site, Student Info Hub); and special assignments. The development, implementation, evaluation, and ongoing refinement of departmental programs is highly valued.
2. **Service to the College.** Service to the college includes but is not limited to elected or appointed college committees (e.g., search, accreditation, curriculum, college council, college tenure and promotion); college workgroups or taskforces (e.g., workload, policy development, design teams); college conference/workshop coordination; or college student organization sponsor.

Faculty members also show evidence of least **two (2)** examples from the following areas including one (1) example of service to the university:

3. **Service to the University.** Service to the university includes but is not limited to elected or appointed membership on university standing committees, councils, or workgroups (e.g., Campus Connect, Faculty Senate, Faculty Development Council, Special Committee or Member of the Executive Team in Women's Faculty Network); elected or appointed membership on ad hoc university committees (e.g., COVID Clinical Services Committee); IRB representative or reviewer; or Faculty Fellow.
4. **Service to the Profession/Discipline.** Service to the profession includes but is not limited to the following activities: counseling organization officer; counseling organization committee chair/member; professional organization conference committee chair/member; conference proposal reviewer; counseling accreditation team member or chair (e.g., CACREP); counseling publication reviewer/editorial board member; or federal/state grant reviewer. Being actively engaged in local, state, national, OR international organizations to improving education is highly valued.

5. **Service and outreach to the Community.** Service to the community includes but is not limited to work as local/state/national organization or agency volunteer, committee, or board member; workshop/training presenter for community agencies; consultation (e.g., providing mental health/psychosocial support); private mental health practice; local organization support or training (e.g., providing professional development for practitioners); or judging, mentoring, or advising at events (e.g., community/school events). Service to local educational entities is highly valued as well as advancing public advocacy and social justice through community forums and/or work with local, state, and national policy makers.

Faculty members also show evidence of least **one (1)** example from the following areas:

6. Demonstrate at least one strand/theme in service-related activities.
7. Demonstrate professional service and advocacy in counseling.
8. Demonstrate on-going counseling practice.

Meet Expectations: Faculty members describe appropriate amount of time and effort toward service activities. The extent of time and effort for all service activities required will be considered. Counseling faculty will provide an updated curriculum vitae, a brief narrative, and documentation of service activities for the period under review related to at least **two (2)** examples from the following areas. Faculty members also must describe the quality, impact, and significance of their services activities. Criteria for tenure-track faculty members with a different service workload percentage (e.g., 10%) should be adjusted proportionately to their service workload percentage.

1. **Service to the Department.** Service to the department includes but is not limited to elected or appointed departmental committees (e.g., faculty search, annual review); department student organization sponsor (e.g., CSA, CSJ); CPCE, TExES and/or LPC/NDS advisor; CACREP liaison; Assessment Coordinator; coordination of department events (e.g., hooding); coordination of department certificate (e.g., PCBH, Play Therapy, Dreamwork); coordination of remediation activities (e.g., Goodness of Fit); or coordination of department resources (e.g.; website, SharePoint site, Student Info Hub); and special assignments. The development, implementation, evaluation, and ongoing refinement of departmental programs is highly valued.
2. **Service to the College.** Service to the college includes but is not limited to elected or appointed college committees (e.g., search, accreditation, curriculum, college council, college tenure and promotion); college workgroups or taskforces (e.g., workload, policy development, design teams); college conference/workshop coordination; or college student organization sponsor.

Faculty members also need to provide documentation of service activities for the period under review related to at least **one (1)** example from the following areas:

3. **Service to the University.** Service to the university includes but is not limited to elected or appointed membership on university standing committees, councils, or workgroups (e.g., Campus Connect, Faculty Senate, Faculty Development Council, Special Committee or

Member of the Executive Team in Women's Faculty Network); elected or appointed membership on ad hoc university committees (e.g., COVID Clinical Services Committee) IRB representative or reviewer; or Faculty Fellow.

4. **Service to the Profession/Discipline.** Service to the profession includes but is not limited to the following activities: counseling organization officer; counseling organization committee chair/member; professional organization conference committee chair/member; conference proposal reviewer; counseling accreditation team member or chair (e.g., CACREP); counseling publication reviewer/editorial board member; or federal/state grant reviewer.

5. **Service and outreach to the Community.** Service to the community includes but is not limited to work as local/state/national organization or agency volunteer, committee, or board member; workshop/training presenter for community agencies; consultation (e.g., supervising LPC Associates, providing mental health/psychosocial support); private mental health practice; local organization support or training (e.g., providing professional development for practitioners); or judging, mentoring, or advising at events (e.g., community/school events). Service to local educational entities is highly valued as well as advancing public advocacy and social justice through community forums and/or work with local, state, and national policy makers.

Does not Meet Expectations (20% workload): Counseling faculty engage in one example of service to department or college. However, faculty members **do not** show evidence of the minimum amount of time and effort for all service activities.

Unsatisfactory (20% workload): Counseling faculty members do not engage in any examples in each of the following areas: service to the department, service to the college, and service to the university. Faculty members also do not provide evidence of service to the profession or service to the community.

ii)Third-Year Review

The following are guidelines to help tenure-track faculty monitor progress toward tenure and promotion. The narrative and corresponding evidence play an important role in the third-year review. In their narrative, the faculty member is expected to provide a comprehensive narrative explaining how their work in scholarship, teaching, and service is aligned with the departmental indicators below; areas for further development; and contributions that advance the University, College, and Departmental missions. The faculty members should also describe the quality, quantity, significance, and impact of their scholarly products. Recommended artifacts and evidence may include, but are not limited to, copies of agendas, meeting minutes, certificates, publications, presentations, etc. Faculty members should see guiding reflection questions for the scholarship (page 3), teaching (page 5), and service (6) narratives.

Scholarship

For scholarship, it is expected that faculty members have at least 2 peer-reviewed journal articles from category 1 and one additional product from category 2 by the time they reach third year review. Faculty members should complete the table below to monitor progress in scholarship toward tenure and promotion to Associate Professor.

SUMMARY OF SCHOLARLY PROGRESS TOWARD TENURE AND PROMOTION TO ASSOCIATE PROFESSOR						
SCHOLARLY PRODUCTS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Category 1						
Category 2						

Teaching

At third year review, tenure-track faculty members on a 60% teaching workload (4 graduate courses) should meet all the following criteria from Category 1 (1-6).

Category 1
1. *Teaching Philosophy.* Faculty members have a teaching philosophy that is used to guide teaching practices, student learning, and a positive learning environment. Faculty members reflect on their teaching values and beliefs as aligned to teaching innovations, research-based teaching and learning practices, student learning outcomes, assessments, student feedback, and student needs.
2. *Course Objectives, Outcomes, and Assessment Practices.* Faculty members provide evidence of key course objectives and outcomes as well as alignment with research-based teaching and assessment practices to help students meet those key objectives.
3. *Research-Based Teaching Practices.* Faculty members provide evidence of using research-based teaching strategies (e.g., experiential/service learning, undergraduate research, service learning, study abroad, studio performances, community engagement, problem-based learning, collaborative assignments, a new technology, culturally responsive practices, active learning/dynamic lecturing strategies, shift to learning as opposed to "grades" etc.).
4. *Professional Development or Self-Improvement in Teaching.* Faculty members with a 60% teaching workload attend a minimum of four (4) hours of professional development related to teaching enhancement. Professional development or self-improvement in teaching could focus on content as well as the process of teaching content. Faculty members provide evidence of clear and compelling commitment and rationale for participating in professional development or academic teaching conferences. Faculty members describe what they learn from professional development as well as how they revised teaching practices informed by their professional development.
5. *Peer Observation of Teaching.* All faculty members whose duties consist of teaching organized courses will include peer observations of teaching that adhere to UTRGV

[guidelines](#) and [CEP guidelines](#) that are appropriate for the course delivery methodology (e.g., face-to-face/synchronous or asynchronous). Additionally, faculty members describe what they learned from peer observation of teaching.

6. *Basic Teaching Responsibilities*. The faculty member completes book orders, uploads syllabi to Faculty Portfolio Tool, collects key assessment data, participates in goodness-of-fit to practice discussions, and uses required forms from TEA or CACREP for clinical courses. The faculty member uploads evidence to FPT or provides an explanation in their narrative indicating their fulfillment of these teaching responsibilities.

Category 2: Additionally, faculty must meet at least two of the following criteria (7-13) in teaching for third year review.

7. *Course Evaluations.* Faculty members have an average overall rating of 4.0 or higher for all courses taught for the review period. The faculty member reflects on and contextualizes course observation and feedback as aligned to other teaching effectiveness categories.

8. *Mentoring:* Faculty members provides clear and compelling evidence of academic related interaction with at least two (2) undergraduate or graduate student beyond the classroom (e.g., undergraduate research, graduate research assistant, directing thesis or dissertation committee). Faculty members advise and mentor students beyond the traditional role of informing students what courses to complete on their plan of study.

9. **Leadership in Teaching and Learning.** Faculty members with a 60% teaching workload lead or co-lead a minimum of two (2) hours of professional development in teaching and learning. Faculty members engage in activities to be a thought leader in teaching and learning, such as leading professional development to lead others to learn about teaching and learning strategies to improve teaching methods that positively influence student learning and actively engage learners. Other examples might include but are not limited to presenting at a counseling-related conference on strategies/aspects of teaching in a counselor education program or publishing or presenting at a counseling-related conference on strategies of teaching.

10. *Curriculum Development.* Faculty members describe how they engage in at least two (2) forms of curriculum development related to teaching and learning. Examples include but are not limited to blueprinting courses, collaborating with colleagues to improve teaching practices, revising evaluation rubrics, revising key assessments, aligning curriculum to national and state standards (e.g., CACREP, TEA), revising curriculum based upon new information (e.g., DSM), aligning curriculum with the scholarship of engagement activities, and curriculum training developed for student participants in grant activities.

11. *Teaching Awards.* Faculty members receive a local, national, or international award for teaching.

12. **Clinical Supervision:** Faculty members describe how their supervision practices inform their teaching practices.

13. **Guest Lecturer:** Faculty members describe how they share their expertise not assigned to them.

Service

Faculty members describe the amount of time and effort toward service activities. The extent of time and effort for all service activities required will be considered. Counseling faculty will provide an updated curriculum vitae, a brief narrative, and documentation of service activities for the period under review related to at least **four (4)** examples from the following areas (1-2). Faculty members describe how they exceeded the appropriate amount of time and effort toward service activities. Faculty members also must describe the quality, impact, and significance of their services activities. Criteria for tenure-track faculty members with a different service workload percentage (e.g., 10%) should be adjusted proportionately to their service workload percentage.

1. **Service to the Department.** Service to the department includes but is not limited to elected or appointed departmental committees (e.g., faculty search, annual review); department student organization sponsor (e.g., CSA, CSJ); CPCE, TExES and/or LPC/NDS advisor; CACREP liaison; Assessment Coordinator; coordination of department events (e.g., hooding); coordination of department certificate (e.g., PCBH, Play Therapy, Dreamwork); coordination of remediation activities (e.g., Goodness of Fit); or coordination of department resources (e.g.; website, SharePoint site, Student Info Hub); and special assignments. The development, implementation, evaluation, and ongoing refinement of departmental programs is highly valued.
2. **Service to the College.** Service to the college includes but is not limited to elected or appointed college committees (e.g., search, accreditation, curriculum, college council, college tenure and promotion); college workgroups or taskforces (e.g., workload, policy development, design teams); college conference/workshop coordination; or college student organization sponsor.

Faculty members also need to provide documentation of service activities for the period under review related to at least *two* examples from the following areas:

3. **Service to the University.** Service to the university includes but is not limited to elected or appointed membership on university standing committees, councils, or workgroups (e.g., Campus Connect, Faculty Senate, Faculty Development Council, Special Committee or Member of the Executive Team in Women's Faculty Network); elected or appointed membership on ad hoc university committees (e.g., COVID Clinical Services Committee) IRB representative or reviewer; or Faculty Fellow.
4. **Service to the Profession/Discipline.** Service to the profession includes but is not limited to the following activities: counseling organization officer; counseling organization committee chair/member; professional organization conference committee chair/member; conference proposal reviewer; counseling accreditation team member or chair (e.g., CACREP); counseling publication reviewer/editorial board member; or federal/state grant reviewer.
5. **Service and outreach to the Community.** Service to the community includes but is not limited to work as local/state/national organization or agency volunteer, committee, or

board member; workshop/training presenter for community agencies; consultation (e.g., supervising LPC Associates, providing mental health/psychosocial support); private mental health practice; local organization support or training (e.g., providing professional development for practitioners); or judging, mentoring, or advising at events (e.g., community/school events). Service to local educational entities is highly valued as well as advancing public advocacy and social justice through community forums and/or work with local, state, and national policy makers.

iii)Tenure and Promotion

Scholarship

Faculty members applying for tenure and promotion to Associate Professor must have clear and consistent evidence of knowledge, skills, and abilities in the Scholarship domain. At the time of application for promotion to Associate Professor, faculty members must have demonstrated achievement in scholarly activity that establishes their presence as a significant contributor to the counseling field. Additionally, if a faculty member on a 20% research workload during the probationary period wants to apply for early promotion, they should have at least 10 scholarly products from Category 1. All 10 products need to be peer-reviewed journal articles or externally funded grants. Additionally, the narrative and corresponding evidence play an important role in tenure and promotion. In their narrative, the faculty member is expected to provide a comprehensive narrative explaining how their work in scholarship, teaching, and service is aligned with the departmental indicators below; areas for further development; and contributions that advance the University, College, and Departmental missions. The faculty members should also describe the quality, quantity, significance, and impact of their scholarly products. Recommended artifacts and evidence may include, but are not limited to, copies of agendas, meeting minutes, certificates, publications, presentations, etc. Faculty members should see guiding reflection questions for the scholarship (page 3), teaching (page 5), and service (6) narratives.

Faculty members will receive a performance rating of exceeds expectations, meets expectations, does not meet expectations, or unsatisfactory for Research/Scholarship when they apply for tenure and promotion to Associate Professor. Faculty members must earn at least a rating of meeting expectations in scholarship to be eligible for tenure and promotion. Below are the requirements to receive the various performance ratings.

Exceeds Expectations

Summary of Minimum Number of Scholarly Products for Exceeds Expectations	
Standard 20% research workload during probationary period	10
Research intensive workload after year 1	14
*Products reflect minimum amounts from Categories 1 and 2 below.	

CATEGORY I

To receive a performance rating of exceeds expectations, faculty members with a 20% research workload during the probationary period will produce a minimum of eight (8) professionally- or peer-reviewed scholarly products from Category I below. Six out of the 8 products must be a peer-reviewed journal article. Two of the required products in category 1 can be an external grant, scholarship of engagement product, book chapter, or scholarly book. The faculty member must be lead author or Principal Investigator on at least six (6) of the eight (8) required items in category 1.

CATEGORY I

⇒ **Peer-Reviewed Journal Article**
  o 50% of the articles must be in a peer-reviewed journal with a 60% acceptance rate or lower.
  o 50% of the articles must be related to (1) counseling or (2) UTRGV's mission, vision, or core priorities (UTRGV 2022-2023 strategic plan)

⇒ **EXTERNAL GRANT**
⇒ The number of products for external funding will be awarded in the year of **procurement**.
  o The Principal Investigator (PI) may count a funded external grant worth less than $200,000 as 1 product. The C0-PI and other grant personnel (e.g., evaluation team members) may also count the external grant as 1 product.
  o The Principal Investigator (PI) may count a funded external grant worth more than $200,000 as 2 products. The C0-PI and other grant personnel (e.g., evaluation team members) may count the external grant as 1 product.
  o The PI may count a funded external grant worth over $500,000 as 3 products. The C0-PI and other grant personnel (e.g., evaluation team members) may count the external grant as 2 products.
⇒ **Scholarship of Engagement**
  o Must be a clear final product (e.g., creating or changing law; creating or changing public policy; creating a full-length documentary or film; creating substantive training materials, courses, or workshops; creating a digital platform; creating a policy brief; community reports; outreach materials; innovative tools and technologies).
⇒ **Academic Book Chapter**
⇒ **Scholarly Book**
  o The lead author can count a scholarly book as 2 products.
⇒ **Conference Proceeding** (this is different from a presentation in category 2)

CATEGORY II

Faculty members with a 20% research workload during the probationary period will produce a minimum of (2) professionally- or peer-reviewed products from Category II from the following

list. Faculty members could substitute Category 1 products (i.e., they would have a minimum of 8 products from Category 1 with a minimum of six (6) peer-reviewed journal articles).

⇒ Scholarship of Engagement
  o A professional presentation as the result of the scholarship of engagement will **count** as a product in category 2.
⇒ Internal UTRGV or College of Education and P-16 Integration small grant
⇒ Edited academic book
⇒ Non-scholarly Book
⇒ Trade magazine article (e.g., Counseling Today, Psychology Today)
⇒ International, national, or regional (e.g., Southern Association of Counselor Education and Supervision) peer-reviewed conference presentation
⇒ State and local (e.g., SPI Counselors Institute) peer-reviewed conference presentation
⇒ Creative products (e.g., podcasts, social media content, websites supported by literature and contributing to the field)
⇒ Editor of a journal (faculty member may count being an editor of a journal as 1 product for each academic year they serve in that capacity).

IMPORTANT CHARACTERISTICS OF SCHOLARLY PRODUCTS

1) Out of the eight (8) required products in category 1, six (6) must be a peer-reviewed journal article.
2) Faculty must be lead author on a minimum of six (6) scholarly products in Category 1.
3) 50% of the articles must be in a peer-reviewed journal with a 60% acceptance rate or lower.
4) 50% of the articles must be related to (1) counseling or (2) UTRGV's mission, vision, or core priorities (UTRGV 2022-2023 strategic plan)
5) Faculty members must have at least one clear area of inquiry related to their scholarship efforts as evidenced by 3 peer-reviewed journal articles in their area of inquiry.

Meets Expectations

Summary of Minimum Number of Scholarly Products for Tenure and Promotion to Associate Professor	
Standard 20% research workload during probationary period	8
Research intensive workload after year 1	12
*Products reflect minimum amounts from Categories 1 and 2 below.	

CATEGORY I

Faculty members with a 20% research workload during the probationary period will produce a minimum of six (6) professionally- or peer-reviewed scholarly products from Category I below. Five out of the 6 products must be a peer-reviewed journal article. Only one of the required products in category 1 can be an external grant, scholarship of engagement product, book

chapter, conference proceeding, **or** scholarly book. The faculty member must be lead author or Principal Investigator on at least three (3) of the six (6) required items in category 1.

⟹ **Peer-Reviewed Journal Article**
- o 50% of the articles must be in a peer-reviewed journal with a 60% acceptance rate or lower.
- o 50% of the articles must be related to (1) counseling or (2) UTRGV's mission, vision, or core priorities ([UTRGV 2022-2023 strategic plan](#))

⟹ **EXTERNAL GRANT**

⟹ The number of products for external funding will be awarded in the year of **procurement**.
- o The Principal Investigator (PI) may count a funded external grant worth less than $200,000 as 1 product. The C0-PI and other grant personnel (e.g., evaluation team members) may also count the external grant as 1 product.
- o The Principal Investigator (PI) may count a funded external grant worth more than $200,000 as 2 products. The C0-PI and other grant personnel (e.g., evaluation team members) may count the external grant as 1 product.
- o The PI may count a funded external grant worth over $500,000 as 3 products. The C0-PI and other grant personnel (e.g., evaluation team members) may count the external grant as 2 products.

⟹ **Scholarship of Engagement**
- o Must be a clear final product (e.g., creating or changing law; creating or changing public policy; creating a full-length documentary or film; creating substantive training materials, courses, or workshops; creating a digital platform; creating a policy brief; community reports; outreach materials; innovative tools and technologies).

⟹ **Academic Book Chapter**

⟹ **Scholarly Book**
- o The lead author can count a scholarly book as 2 products.

⟹ **Conference Proceeding** (this is different from a presentation in category 2)

CATEGORY II

Faculty members with a 20% research workload during the probationary period will produce a minimum of (2) professionally- or peer-reviewed products from Category II from the following list. Faculty members could substitute Category 1 products (i.e., they would have a minimum of 8 products from Category 1 with a minimum of five peer-reviewed journal articles).

⟹ Scholarship of Engagement
- o A professional presentation as the result of the scholarship of engagement will **count** as a product in category 2.

⟹ Internal UTRGV or College of Education and P-16 Integration small grant

⟹ Edited academic book

⟹ Non-scholarly Book

⟹ Trade magazine article (e.g., Counseling Today, Psychology Today)

⇒ International, national, state, regional, or local (e.g., Southern Association of Counselor Education and Supervision) peer-reviewed conference presentation with a 50% acceptance rate or below

⇒ Peer-reviewed conference presentations with a 51% acceptance rate or higher will count as ½ product.

⇒ Creative products (e.g., podcasts, social media content, websites supported by literature and contributing to the field)

⇒ Editor of a journal (faculty member may count being an editor of a journal as 1 product for each academic year they serve in that capacity).

IMPORTANT CHARACTERISTICS OF SCHOLARLY PRODUCTS

1) Out of the six required products in category 1, five must be either a peer-reviewed journal article.
2) Faculty must be lead author on a minimum of three scholarly products in Category 1.
3) 50% of the articles must be in a peer-reviewed journal with a 60% acceptance rate or lower.
4) 50% of the articles must be related to (1) counseling or (2) UTRGV's mission, vision, or core priorities (UTRGV 2022-2023 strategic plan)
5) Faculty members must have at least one clear area of inquiry related to their scholarship efforts as evidenced by 3 peer-reviewed publications or external grants in their area of inquiry.

Does Not Meet Expectations

To earn a performance rating of does not meet expectations, faculty members will produce less than the required number of category 1 products.

Unsatisfactory

To earn a performance rating of unsatisfactory, faculty members will produce 0 products from category 1 and 0 products from category 2.

Teaching

Faculty members will receive a performance rating of exceeds expectations, meets expectations, does not meet expectations, or unsatisfactory for Teaching when they apply for tenure and promotion to Associate Professor. Faculty members must earn at least a rating of meeting expectations in teaching to be eligible for tenure and promotion. Below are the requirements to receive the various performance ratings. The criteria below reflect a standard teaching load of 60% for tenure-track faculty members (4 graduate courses per year) during the probationary period. Criteria for faculty members with a different teaching load percentage (e.g., 30%) should have the requirements adjusted proportionally to their teaching workload percentage. Additionally, faculty members may apply early for tenure and promotion if they have

substantially exceeded department criteria for tenure and promotion to Associate Professor. For the teaching domain, the department of counseling defines substantially exceeds as having met criterion 1-13 under exceeds expectations for tenure and promotion. Additionally, the faculty member should have (1) exceeded the number of required peer observations of teaching, (2) maintained an average of 4.75 rating in course evaluations, (3) participated in twenty-five (25) hours of professional development, and (4) led twelve (12) hours of professional development in teaching practices.

Exceeds Expectations. To attain exceed expectations, faculty members must meet 1-6 below in Category 1 as well as two indicators from Category 2. The most important element for each criterion is evidence regarding the impact on student learning. Also, the criteria below reflect a standard teaching load of 60% for tenure-track faculty members (4 graduate courses). Faculty members with a different teaching load percentage (e.g., 30%) should have the requirements adjusted proportionally.

Category 1

1. *Teaching Values and Beliefs.* Faculty members have a teaching philosophy that guides teaching practices, student learning, and a positive learning environment. Faculty members reflect on their teaching values and beliefs as aligned to teaching innovations, research-based teaching and learning practices, student learning outcomes, assessments, student feedback, and student needs. Faculty members provide evidence regarding how teaching identity shifts in teaching values and beliefs as informed by student feedback, peer observations of teaching, course evaluations, and research-informed practices. Faculty members provide clear evidence of a growth mindset and values that all students can learn.
2. *Course Objectives, Outcomes, and Assessment Practices.* Faculty members provide evidence of key course objectives and outcomes as well as alignment with research-based teaching and assessment practices to help students meet those key objectives. Faculty members describe how they develop evaluation rubrics aligned with transparent teaching practices, provide feedback to meet evaluation criteria, and support students to develop knowledge and skills in course objectives. Faculty members demonstrate how assessment practices relate to student learning.
3. *Research-Based Teaching Practices.* Faculty members provide evidence of using research-based teaching strategies (e.g., experiential/service learning, undergraduate research, service learning, study abroad, studio performances, community engagement, problem-based learning, collaborative assignments, a new technology, culturally responsive practices, active learning/dynamic lecturing strategies, shift to learning as opposed to "grades" etc.) that positively influence student learning and actively engage learners. Faculty members provide evidence of how research-based teaching practices implemented are linked to specific student learning outcomes as represented in assessment practices and student engagement as well as a positive learning environment.

4. *Professional Development and/or Self-Improvement in Teaching.* Faculty members with a 60% teaching workload attend a minimum of twenty of (20) hours of professional development or self-improvement in teaching related to teaching enhancement. Professional development or self-improvement in teaching could focus on content as well as the process of teaching content. Faculty members provide evidence of clear and compelling commitment and rationale for participating in professional development or academic teaching conferences. Faculty members align participation to development of continuous improvement in teaching and/or innovation in preparation of course materials, specifically presenting evidence of application and impact on student learning.

5. *Peer Observation of Teaching.* All faculty members whose duties consist of teaching organized courses will include peer observations of teaching that adhere to UTRGV guidelines and CEP guidelines that are appropriate for the course delivery methodology (e.g., face-to-face/synchronous or asynchronous). Additionally, faculty members provide evidence of seeking specific feedback on teaching from peers, reflecting on feedback from peer observation of teaching, committing to implementing revisions, implementing revisions in subsequent semesters, and exploring impact of revised teaching practices on student learning and engagement.

6. *Basic Teaching Responsibilities*: The faculty members responsibilities may include but are not limited to the following: complete book orders, upload syllabi to Faculty Portfolio Tool, collect and reflect on key assessment data, participate in goodness-of-fit to practice discussions, and use required forms from TEA or CACREP for clinical courses. The faculty member should upload evidence to Faculty Portfolio Tool that they have met these responsibilities. If a faculty member does not meet these basic teaching responsibilities, they must include evidentiary documentation.

Category 2: Additionally, faculty must meet at least two of the following criteria (7-13) to earn a rating of exceeds expectations in teaching during the annual review period.

7. *Course Evaluations.* Faculty members have an average overall rating of 4.5 or higher for all courses taught for the review period. Faculty members contextualize course observation and feedback as aligned to other teaching effectiveness categories and provide evidence of incorporating additional student feedback questions in course evaluations and collecting regular feedback from students on their learning and students' teaching practices. Faculty members reflect on course evaluations through a growth mindset approach by specifying teaching and learning practices that have been revised and the overall impact on student learning and engagement.

8. *Mentoring.* Faculty members provide clear and compelling evidence of academic related interaction with at least five (5) undergraduate or graduate student beyond the classroom (e.g., undergraduate research, graduate research assistant, directing thesis or dissertation committee) and identifies the impact of these endeavors on teaching and learning practices in the classroom and student learning and engagement. Faculty members advise and mentor

students beyond the traditional role of informing students what courses to complete on their plan of study.

9. **Leadership in Teaching and Learning.** Faculty members with a 60% teaching workload lead or co-lead a minimum of ten (10) hours of professional development or self-improvement in teaching and learning. Faculty members engage in activities to be a thought leader in teaching and learning, such as leading professional development to lead others to learn about teaching and learning strategies to improve teaching methods that positively influence student learning and actively engage learners. Other examples might include but are not limited to presenting at a counseling-related conference on strategies/aspects of teaching in a counselor education program or publishing or presenting at a counseling-related conference on strategies of teaching. Faculty members provide evidence regarding the impact of professional development activities on their teaching values and practices as well as continuous improvement of teaching practices.

10. **Curriculum Development.** Faculty members describe how they engaged in at least ten (10) forms of curriculum development related to teaching and learning. Examples include but are not limited to blueprinting courses, collaborating with colleagues to improve teaching practices, revising evaluation rubrics, revising key assessments, aligning curriculum to national and state standards (e.g., CACREP, TEA), revising curriculum based upon new information (e.g., DSM), aligning curriculum with the scholarship of engagement activities, and curriculum training developed for student participants in grant activities.

11. **Teaching Awards**. Faculty members receive a local, national, or international award for teaching. Faculty members provide evidence of how the award has contributed to continuous commitment to teaching and learning, specifically impacting teaching practices and student learning and engagement.

12. **Clinical Supervision:** Faculty members describe how their supervision practices inform their teaching practices.

13. **Guest Lecturer:** Faculty members describe how they share their expertise not assigned to them as well as how they use what they learn to improve their teaching practices.

Meets Expectations: To meet expectations for tenure and promotion, tenure-track faculty members must meet all the following criteria in category 1 (1-6). The main difference between exceeds expectations and meets expectations on most criteria is the impact on student learning. Faculty members who meet expectations in teaching provide evidence of using research-based teaching practices but do not link teaching practices to student learning or student success. Also, the criteria below reflect a standard teaching workload of 60% for tenure track faculty members (4 graduate courses). Criteria for faculty members with a different teaching workload percentage (e.g., 30%) should be adjusted proportionately.

Category 1

1. *Teaching Philosophy.* Faculty members have a teaching philosophy that is used to guide teaching practices, student learning, and a positive learning environment. Faculty members reflect on their teaching values and beliefs as aligned to teaching innovations,

research-based teaching and learning practices, student learning outcomes, assessments, student feedback, and student needs.

2. *Course Objectives, Outcomes, and Assessment Practices.* Faculty members provide evidence of key course objectives and outcomes as well as alignment with research-based teaching and assessment practices to help students meet those key objectives.

3. *Research-Based Teaching Practices.* Faculty members provide evidence of using research-based teaching strategies (e.g., experiential/service learning, undergraduate research, service learning, study abroad, studio performances, community engagement, problem-based learning, collaborative assignments, a new technology, culturally responsive practices, active learning/dynamic lecturing strategies, shift to learning as opposed to "grades" etc.).

4. *Professional Development or Self-Improvement in Teaching.* Faculty members with a 60% teaching workload attend a minimum of ten (10) hours of professional development related to teaching enhancement. Professional development or self-improvement in teaching could focus on content as well as process. Faculty members provide evidence of clear and compelling commitment and rationale for participating in professional development or academic teaching conferences. Faculty members describe what they learn from professional development as well as how they revised teaching practices informed by their professional development.

5. *Peer Observation of Teaching.* All faculty members whose duties consist of teaching organized courses will include peer observations of teaching that adhere to UTRGV guidelines and CEP guidelines that are appropriate for the course delivery methodology (e.g., face-to-face/synchronous or asynchronous). Additionally, faculty members describe what they learned from peer observation of teaching.

6. *Basic Teaching Responsibilities*. The faculty member completes book orders, uploads syllabi to Faculty Portfolio Tool, collects key assessment data, participates in goodness-of-fit to practice discussions, and uses required forms from TEA or CACREP for clinical courses. The faculty member uploads evidence to FPT or provides an explanation in their narrative indicating their fulfillment of these teaching responsibilities. If a faculty member does not meet these basic teaching responsibilities, they must include evidentiary documentation.

Category 2: Additionally, faculty must meet at least one of the following criteria (7-13) to earn a rating of meets expectations in teaching during the annual review period. The criteria below reflect a standard teaching workload of 60% for tenure track faculty members (4 graduate courses). Criteria for faculty members with a different teaching workload percentage (e.g., 30%) should be adjusted proportionately to their teaching workload percentage.

7. *Course Evaluations.* Faculty members have an average overall rating of 4.0 or higher for all courses taught for the review period. The faculty member reflects on and contextualizes course observation and feedback as aligned to other teaching effectiveness categories.

8. *Mentoring:* Faculty members provides clear and compelling evidence of academic related interaction with at least five (5) undergraduate or graduate student beyond the classroom (e.g., undergraduate research, graduate research assistant, directing thesis or dissertation committee). Faculty members advise and mentor students beyond the traditional role of informing students what courses to complete on their plan of study.
9. **Leadership in Teaching and Learning.** Faculty members with a 60% teaching workload lead or co-lead a minimum of five (5) hours of professional development in teaching and learning. Faculty members engage in activities to be a thought leader in teaching and learning, such as leading professional development to lead others to learn about teaching and learning strategies to improve teaching methods that positively influence student learning and actively engage learners. Other examples might include but are not limited to presenting at a counseling-related conference on strategies/aspects of teaching in a counselor education program or publishing or presenting at a counseling-related conference on strategies of teaching.
10. *Curriculum Development.* Faculty members describe how they engage in at least five (5) forms of curriculum development related to teaching and learning. Examples include but are not limited to blueprinting courses, collaborating with colleagues to improve teaching practices, revising evaluation rubrics, revising key assessments, aligning curriculum to national and state standards (e.g., CACREP, TEA), revising curriculum based upon new information (e.g., DSM), aligning curriculum with the scholarship of engagement activities, and curriculum training developed for student participants in grant activities.
11. *Teaching Awards.* Faculty members receive a local, national, or international award for teaching.
12. **Clinical Supervision:** Faculty members describe how their supervision practices inform their teaching practices.
13. **Guest Lecturer:** Faculty members describe how they share their expertise not assigned to them as well as how they use what they learn to improve their teaching practices.

Does Not Meet Expectations

Faculty members will earn a performance rating of does not meet expectations in teaching (1) if they meet less than the 6 required category 1 criteria and (2) if they do not meet any criteria in Category 2.

Unsatisfactory

Faculty members will earn a performance rating of unsatisfactory in teaching if they do not meet any criteria in Category 1 and if they do not meet any criteria in Category 2.
Service

Service

Faculty within the Department of Counseling have many choices when it comes to providing service to the profession, and they are expected to serve the department, the college, the university, the profession/discipline, and/or the community. Faculty service provides a wide range of functions: it helps the department, college, and university to operate effectively and efficiently; it cultivates faculty leadership capacity; it supports students in a variety of ways; it develops the professional field; and it strengthens the community. In their narratives, assistant professors applying for tenure and promotion are expected to document service activities for the period under review. Faculty members must earn at least a rating of meeting expectations in service to be eligible for tenure and promotion.

Exceeds Expectations: To receive a performance rating of exceeds expectations, faculty members will provide an updated curriculum vitae, a brief narrative, and documentation of service activities for the probationary period related to at least **ten (10)** examples from the following areas (1-2). Faculty members describe how they exceeded the appropriate amount of time and effort toward service activities. Faculty members also must describe the quality, impact, and significance of their services activities. Criteria for tenure-track faculty members with a different service workload percentage (e.g., 10%) should be adjusted proportionately to their service workload percentage.

1. **Service to the Department.** Service to the department includes but is not limited to elected or appointed departmental committees (e.g., faculty search, annual review); department student organization sponsor (e.g., CSA, CSJ); CPCE, TExES and/or LPC/NDS advisor; CACREP liaison; Assessment Coordinator; coordination of department events (e.g., hooding); coordination of department certificate (e.g., PCBH, Play Therapy, Dreamwork); coordination of remediation activities (e.g., Goodness of Fit); or coordination of department resources (e.g.; website, SharePoint site, Student Info Hub); and special assignments. The development, implementation, evaluation, and ongoing refinement of departmental programs is highly valued.

2. **Service to the College.** Service to the college includes but is not limited to elected or appointed college committees (e.g., search, accreditation, curriculum, college council, college tenure and promotion); college workgroups or taskforces (e.g., workload, policy development, design teams); college conference/workshop coordination; or college student organization sponsor.

Faculty members also show evidence of least **ten (10)** examples from the following areas (3-5) including three examples of service to the university:

3. **Service to the University.** Service to the university includes but is not limited to elected or appointed membership on university standing committees, councils, or workgroups (e.g., Campus Connect, Faculty Senate, Faculty Development Council, Special Committee or Member of the Executive Team in Women's Faculty Network); elected or appointed membership on ad hoc university committees (e.g., COVID Clinical Services Committee); IRB representative or reviewer; or Faculty Fellow.

4. **Service to the Profession/Discipline.** Service to the profession includes but is not limited to the following activities: counseling organization officer; counseling organization

committee chair/member; professional organization conference committee chair/member; conference proposal reviewer; counseling accreditation team member or chair (e.g., CACREP); counseling publication reviewer/editorial board member; or federal/state grant reviewer. Being actively engaged in local, state, national, OR international organizations to improving education is highly valued.

5. **Service and outreach to the Community.** Service to the community includes but is not limited to work as local/state/national organization or agency volunteer, committee, or board member; workshop/training presenter for community agencies; consultation (e.g., providing mental health/psychosocial support); private mental health practice; local organization support or training (e.g., providing professional development for practitioners); or judging, mentoring, or advising at events (e.g., community/school events). Service to local educational entities is highly valued as well as advancing public advocacy and social justice through community forums and/or work with local, state, and national policy makers.

Faculty members also show evidence of least **five (5)** examples from the following areas:

6. Demonstrate at least one strand/theme in service-related activities.
7. Demonstrate professional service and advocacy in counseling.
8. Demonstrate on-going counseling practice.

Meet Expectations: Faculty members describe appropriate amount of time and effort toward service activities. The extent of time and effort for all service activities required will be considered. Counseling faculty will provide an updated curriculum vitae, a brief narrative, and documentation of service activities for the period under review related to at least **ten (10)** examples from the following areas (1-2). Faculty members also must describe the quality, impact, and significance of their services activities. Criteria for tenure-track faculty members with a different service workload percentage (e.g., 10%) should be adjusted proportionately to their service workload percentage.

1. **Service to the Department.** Service to the department includes but is not limited to elected or appointed departmental committees (e.g., faculty search, annual review); department student organization sponsor (e.g., CSA, CSJ); CPCE, TExES and/or LPC/NDS advisor; CACREP liaison; Assessment Coordinator; coordination of department events (e.g., hooding); coordination of department certificate (e.g., PCBH, Play Therapy, Dreamwork); coordination of remediation activities (e.g., Goodness of Fit); or coordination of department resources (e.g.; website, SharePoint site, Student Info Hub); and special assignments. The development, implementation, evaluation, and ongoing refinement of departmental programs is highly valued.

2. **Service to the College.** Service to the college includes but is not limited to elected or appointed college committees (e.g., search, accreditation, curriculum, college council, college tenure and promotion); college workgroups or taskforces (e.g., workload, policy development, design teams); college conference/workshop coordination; or college student organization sponsor.

Faculty members also need to provide documentation of service activities for the period under review related to at least **five (5*)** examples from the following areas (3-5):

3. **Service to the University.** Service to the university includes but is not limited to elected or appointed membership on university standing committees, councils, or workgroups (e.g., Campus Connect, Faculty Senate, Faculty Development Council, Special Committee or Member of the Executive Team in Women's Faculty Network); elected or appointed membership on ad hoc university committees (e.g., COVID Clinical Services Committee) IRB representative or reviewer; or Faculty Fellow.

4. **Service to the Profession/Discipline.** Service to the profession includes but is not limited to the following activities: counseling organization officer; counseling organization committee chair/member; professional organization conference committee chair/member; conference proposal reviewer; counseling accreditation team member or chair (e.g., CACREP); counseling publication reviewer/editorial board member; or federal/state grant reviewer.

5. **Service and outreach to the Community.** Service to the community includes but is not limited to work as local/state/national organization or agency volunteer, committee, or board member; workshop/training presenter for community agencies; consultation (e.g., supervising LPC Associates, providing mental health/psychosocial support); private mental health practice; local organization support or training (e.g., providing professional development for practitioners); or judging, mentoring, or advising at events (e.g., community/school events). Service to local educational entities is highly valued as well as advancing public advocacy and social justice through community forums and/or work with local, state, and national policy makers.

Does not Meet Expectations: Counseling faculty engage in examples of service to department or college as well as service to the university, profession, or community. However, faculty members **do not** show evidence of the minimum amount of time and effort for all service activities.

Unsatisfactory: Counseling faculty members do not engage in any examples in each of the following areas: service to the department, service to the college, and service to the university. Faculty members also do not provide evidence of service to the profession or service to the community.

b) Tenured Faculty

i)Annual Review Criteria

Scholarship

The Department of Counseling is committed to helping UTRGV achieve R1 and Texas Tier 1 status. Tenured faculty are expected to continue to engage in research and scholarship that are aligned with UTRGV's strategic plan as well as CEP's core priority to cultivate a research enterprise. Excellence in research and creative activity is defined by a variety of factors, including but not

limited to, the quality, significance, impact, and quantity of publications and creative works, as judged by peer review (ADM 06-503 and ADM 06-504). Scholarship/creative activities are characterized by the creation and dissemination of new knowledge as well as the application of existing knowledge in new ways. The Department of Counseling values excellence in discovery with a record of scholarly achievement. Such a record should include peer-reviewed publications in peer-reviewed journals and/or a record of external funding. Other scholarly products include peer-reviewed presentations at professional conferences and other products including those arising from the scholarship of engagement. Scholarship of engagement may include a non-academic reviewer from the field impacted by the collaboration who are well-placed to evaluate community impact. Evaluations of the scholarship/creative activities shall be based on a variety of factors relevant to the scholarly product under consideration (e.g., quality and significance).

The narrative and corresponding evidence play an important role in the annual review. In their narrative, the faculty member is expected to provide a comprehensive narrative explaining how their work in scholarship, teaching, and service is aligned with the departmental indicators below; areas for further development; and contributions that advance the University, College, and Departmental missions. The faculty members should also describe the quality, quantity, significance, and impact of their scholarly products. Recommended artifacts and evidence may include, but are not limited to, copies of agendas, meeting minutes, certificates, publications, presentations, etc. Faculty members should see guiding reflection questions for the scholarship (page 3), teaching (page 5), and service (6) narratives.

Below are tables describing annual review criteria for scholarship based on 20%, 40%, 10%, and 0% research workloads. For research workloads that are different, the number of corresponding products from Categories 1 or 2 should be adjusted accordingly. For peer-reviewed publications, faculty members can count their product when it is (1) accepted for publication, (2) in press, OR (3) published. Faculty members can only count each peer reviewed publication once in an annual review period. Faculty members cannot count a scholarly product when it is accepted in one annual review period and then when it is published during another annual review period. Also, a faculty member cannot count a product in one decision point (tenure and promotion to Associate Professor) and then in another decision point (promotion to full professor). Faculty members should also complete the table below to monitor their progress toward tenure and promotion to Associate Professor, promotion to Full Professor, or Comprehensive Periodic Evaluation. For external grants, the number of scholarly products associated with the external grant will be awarded in the year of procurement.

The Department of Counseling understands that some scholarship/research projects take longer than other projects to complete and that some peer-reviewed journals and external funding opportunities have lengthy review processes. All tenure-track faculty members are given a one-year grace period to produce one peer-reviewed journal article to earn a performance rating of meet expectations for annual review. In other words, if a faculty member does not produce a peer-reviewed journal article in a single year, they can still be given a rating of meet expectations if they show **scholarship/research progress (as defined as having at least two articles or external grants under review for consideration or having produced a scholarship of engagement product)**.

However, a faculty member cannot earn a performance rating of meets expectations for two consecutive annual review periods if they do not produce a peer-reviewed journal article. A tenured faculty member is given only one grace period during a 6-year review period.

Below are the different categories for research/scholarship products. Faculty members should also complete the table below to monitor their progress toward promotion to Professor.

SUMMARY OF SCHOLARLY PROGRESS TOWARD PROMOTION TO PROFESSOR						
SCHOLARLY PRODUCTS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Category 1						
Category 2						

CATEGORY I
- ⇒ **Peer-Reviewed Journal Article**
  - o 50% of the articles must be in a peer-reviewed journal with a 60% acceptance rate or lower.
  - o 50% of the articles must be related to (1) counseling or (2) UTRGV's mission, vision, or core priorities (UTRGV 2022-2023 strategic plan)

- ⇒ **EXTERNAL GRANT**
- ⇒ The number of products for external funding will be awarded in the year of **procurement**.
  - o The Principal Investigator (PI) may count a funded external grant worth less than $200,000 as 1 product. The C0-PI and other grant personnel (e.g., evaluation team members) may also count the external grant as 1 product.
  - o The Principal Investigator (PI) may count a funded external grant worth more than $200,000 as 2 products. The C0-PI and other grant personnel (e.g., evaluation team members) may count the external grant as 1 product.
  - o The PI may count a funded external grant worth over $500,000 as 3 products. The C0-PI and other grant personnel (e.g., evaluation team members) may count the external grant as 2 products.
- ⇒ **Scholarship of Engagement**
  - o Must be a clear final product (e.g., creating or changing law; creating or changing public policy; creating a full-length documentary or film; creating substantive training materials, courses, or workshops; creating a digital platform; creating a policy brief; community reports; outreach materials; innovative tools and technologies).
- ⇒ **Academic Book Chapter**
- ⇒ **Conference Proceeding**
- ⇒ **Scholarly Book**
  - o The lead author can count a scholarly book as 2 products.

CATEGORY II
Faculty members with a 20% research workload during the probationary period will produce a minimum of (2) professionally- or peer-reviewed products from Category II from the following

list. Faculty members could substitute Category 1 products (i.e., they would have a minimum of 8 products from Category 1 with a minimum of six (6) peer-reviewed journal articles).

⇒ Scholarship of Engagement
  o A professional presentation as the result of the scholarship of engagement will **count** as a product in category 2.
⇒ Internal UTRGV or College of Education and P-16 Integration small grant
⇒ Edited academic book
⇒ Non-scholarly Book
⇒ Trade magazine article (e.g., Counseling Today, Psychology Today)
⇒ International, national, state, regional, or local (e.g., Southern Association of Counselor Education and Supervision) peer-reviewed conference presentation with a 50% acceptance rate or below
⇒ Peer-reviewed conference presentations with a 51% acceptance rate or higher will count as ½ product.
⇒ Creative products (e.g., podcasts, social media content, websites supported by literature and contributing to the field)
⇒ Editor of a journal (faculty member may count being an editor of a journal as 1 product for each academic year they serve in that capacity).

Annual Review Criteria for Research: 20% Workload

Exceeds Expectations	Meets Expectations	Does not meet expectations	Unsatisfactory
• 1 peer-reviewed journal article • 1 additional product from category 1 • 1 product from category 2	• 1 peer-reviewed journal article**	• Only products from category 2	• No research activities reported

**Faculty members are encouraged to adhere to promotion guidelines and criteria for the quality of peer-reviewed publications noted in Category 1.*

All tenured faculty members are given a one-year grace period to produce one peer-reviewed journal article to earn a performance rating of meet expectations for annual review. In other words, if a faculty member does not produce a peer-reviewed journal article in a single year, they can still be given a rating of meet expectations if they show **scholarship/research progress (as defined as having at least two articles or external grants under review for consideration or having produced a scholarship of engagement product). However, a tenured faculty member cannot earn a performance rating of meets expectations for two consecutive annual review periods if they do not produce a peer-reviewed journal article.

***A tenured faculty member is given only one grace period during a 6-year review period.

Annual Review Criteria for Research: 40% Workload

Exceeds Expectations	Meets Expectations	Does not meet expectations	Unsatisfactory
• 1 peer-reviewed journal article and • 2 additional peer-reviewed journal articles or new external grants in Category 1 • 1 product from category 2	• 1 peer-reviewed journal article and • 1 peer-reviewed journal article or new external grant	• Only products from category 2	• No research activities reported

**Faculty members are encouraged to adhere to promotion guidelines and criteria for the quality of peer-reviewed publications noted in Category 1.*

Annual Review Criteria for Research: 10% Research Workload

Exceeds Expectations	Meets Expectations	Does not meet expectations	Unsatisfactory
• 2 scholarly products from category 1 • 1 scholarly product from category 2	• 1 scholarly product from category 1 • 1 scholarly product from category 2	• 0 products from category 1 or category 2	• No research activities reported.

Annual Review Criteria for Research: 0% Research Workload

Exceeds Expectations	Meets Expectations	Does not meet expectations	Unsatisfactory
• 1 product from category 1	• Automatically receive meets expectations	N/A	N/A

**A few examples might include but are not limited to faculty members who have part-time administrative appointments or who have research buyout from external grants.

Teaching

Exceeds Expectations. To attain exceed expectations, faculty members must meet 1-7 below in Category 1 as well as two indicators from Category 2. The most important element for each

criterion is evidence regarding the impact on student learning. Also, the criteria below reflect a standard teaching load of 60% for tenured faculty members (4 graduate courses). Faculty members with a different teaching load percentage (e.g., 30%) should have the requirements adjusted proportionally to their teaching workload.

Category 1

1. *Teaching Values and Beliefs.* Faculty members have a teaching philosophy that guides teaching practices, student learning, and a positive learning environment. Faculty members reflect on their teaching values and beliefs as aligned to teaching innovations, research-based teaching and learning practices, student learning outcomes, assessments, student feedback, and student needs. Faculty members provide evidence regarding how teaching identity shifts in teaching values and beliefs as informed by student feedback, peer observations of teaching, course evaluations, and research-informed practices. Faculty members provide clear evidence of a growth mindset and values that all students can learn.
2. *Course Objectives, Outcomes, and Assessment Practices.* Faculty members provide evidence of key course objectives and outcomes as well as alignment with research-based teaching and assessment practices to help students meet those key objectives. Faculty members describe how they develop evaluation rubrics aligned with transparent teaching practices, provide feedback to meet evaluation criteria, and support students to develop knowledge and skills in course objectives. Faculty members demonstrate how assessment practices relate to student learning.
3. *Research-Based Teaching Practices.* Faculty members provide evidence of using research-based teaching strategies (e.g., experiential/service learning, undergraduate research, service learning, study abroad, studio performances, community engagement, problem-based learning, collaborative assignments, a new technology, culturally responsive practices, active learning/dynamic lecturing strategies, shift to learning as opposed to "grades" etc.) that positively influence student learning and actively engage learners. Faculty members provide evidence of how research-based teaching practices implemented are linked to specific student learning outcomes as represented in assessment practices and student engagement as well as a positive learning environment.
4. *Professional Development and/or Self-Improvement in Teaching.* Faculty members with a 60% teaching workload attend a minimum of four (4) hours of professional development or self-improvement in teaching related to teaching enhancement. Professional development or self-improvement in teaching could focus on content as well as the process of teaching content. Faculty members provide evidence of clear and compelling commitment and rationale for participating in professional development or academic teaching conferences. Faculty members align participation to development of continuous improvement in teaching and/or innovation in preparation of course materials, specifically presenting evidence of application and impact on student learning.

5. *Peer Observation of Teaching.* All faculty members whose duties consist of teaching organized courses will include peer observations of teaching that adhere to [UTRGV guidelines](#) and [CEP guidelines](#) that are appropriate for the course delivery methodology (e.g., face-to-face/synchronous or asynchronous). Additionally, faculty members provide evidence of seeking specific feedback on teaching from peers, reflecting on feedback from peer observation of teaching, committing to implementing revisions, implementing revisions in subsequent semesters, and exploring impact of revised teaching practices on student learning and engagement.

6. *Basic Teaching Responsibilities*: The faculty members responsibilities may include but are not limited to the following: complete book orders, upload syllabi to Faculty Portfolio Tool, collect and reflect on key assessment data, participate in goodness-of-fit to practice discussions, and use required forms from TEA or CACREP for clinical courses. The faculty member should upload evidence to Faculty Portfolio Tool that they have met these responsibilities. If faculty members did not meet these responsibilities, they should provide evidentiary documentation.

Category 2: Additionally, faculty must meet at least two of the following criteria (7-13) to earn a rating of exceeds expectations in teaching during the annual review period.

7. *Course Evaluations.* Faculty members have an average overall rating of 4.5 or higher for all courses taught for the review period. Faculty members contextualize course observation and feedback as aligned to other teaching effectiveness categories and provide evidence of incorporating additional student feedback questions in course evaluations and collecting regular feedback from students on their learning and students' teaching practices. Faculty members reflect on course evaluations through a growth mindset approach by specifying teaching and learning practices that have been revised and the overall impact on student learning and engagement.

8. *Mentoring.* Faculty members provide clear and compelling evidence of academic related interaction with at least one (1) undergraduate or graduate student beyond the classroom (e.g., undergraduate research, graduate research assistant, directing thesis or dissertation committee) and identifies the impact of these endeavors on teaching and learning practices in the classroom and student learning and engagement. Faculty members advise and mentor students beyond the traditional role of informing students what courses to complete on their plan of study.

9. Leadership in Teaching and Learning. Faculty members with a 60% teaching workload lead or co-lead a minimum of two (2) hours of professional development or self-improvement in teaching and learning. Faculty members engage in activities to be a thought leader in teaching and learning, such as leading professional development to lead others to learn about teaching and learning strategies to improve teaching methods that positively influence student learning and actively engage learners. Other examples might include but are not limited to presenting at a counseling-related conference on strategies/aspects of teaching in a counselor education program or publishing or presenting at a counseling-related conference on strategies of teaching. Faculty members provide evidence regarding the

impact of professional development activities on their teaching values and practices as well as continuous improvement of teaching practices.

10. **Curriculum Development.** Faculty members describe how they engaged in at least two (2) forms of curriculum development related to teaching and learning. Examples include but are not limited to blueprinting courses, collaborating with colleagues to improve teaching practices, revising evaluation rubrics, revising key assessments, aligning curriculum to national and state standards (e.g., CACREP, TEA), revising curriculum based upon new information (e.g., DSM), aligning curriculum with the scholarship of engagement activities, and curriculum training developed for student participants in grant activities.

11. **Teaching Awards**. Faculty members receive a local, national, or international award for teaching. Faculty members provide evidence of how the award has contributed to continuous commitment to teaching and learning, specifically impacting teaching practices and student learning and engagement.

12. **Clinical Supervision:** Faculty members describe how their supervision practices inform their teaching practices.

13. **Guest Lecturer:** Faculty members describe how they share their expertise not assigned to them as well as how they use what they learn to improve their teaching practices.

Meets Expectations: To meet expectations for annual review, tenured faculty members must meet all the following criteria in category 1 (1-6). The main difference between exceeds expectations and meets expectations on most criteria is the impact on student learning. Faculty members who meet expectations in teaching provide evidence of using research-based teaching practices but do not link teaching practices to student learning or student success. Also, the criteria below reflect a standard teaching workload of 60% for tenured faculty members (4 graduate courses). Criteria for faculty members with a different teaching workload percentage (e.g., 30%) should be adjusted proportionately.

Category 1

1. *Teaching Philosophy.* Faculty members have a teaching philosophy that is used to guide teaching practices, student learning, and a positive learning environment. Faculty members reflect on their teaching values and beliefs as aligned to teaching innovations, research-based teaching and learning practices, student learning outcomes, assessments, student feedback, and student needs.

2. *Course Objectives, Outcomes, and Assessment Practices.* Faculty members provide evidence of key course objectives and outcomes as well as alignment with research-based teaching and assessment practices to help students meet those key objectives.

3. *Research-Based Teaching Practices.* Faculty members provide evidence of using research-based teaching strategies (e.g., experiential/service learning, undergraduate research, service learning, study abroad, studio performances, community engagement, problem-based learning, collaborative assignments, a new technology, culturally responsive practices, active learning/dynamic lecturing strategies, shift to learning as opposed to "grades" etc.).

4. *Professional Development or Self-Improvement in Teaching.* Faculty members with a 60% teaching workload attend a minimum of two (2) hours of professional development related to teaching enhancement. Faculty members provide evidence of clear and compelling commitment and rationale for participating in professional development or academic teaching conferences. Faculty members describe what they learn from professional development as well as how they revised teaching practices informed by their professional development.
5. *Peer Observation of Teaching.* All faculty members whose duties consist of teaching organized courses will include peer observations of teaching that adhere to [UTRGV guidelines](#) and [CEP guidelines](#) that are appropriate for the course delivery methodology (e.g., face-to-face/synchronous or asynchronous). Additionally, faculty members describe what they learned from peer observation of teaching.
6. *Basic Teaching Responsibilities*. The faculty member completes book orders, uploads syllabi to Faculty Portfolio Tool, collects key assessment data, participates in goodness-of-fit to practice discussions, and uses required forms from TEA or CACREP for clinical courses. The faculty member uploads evidence to FPT or provides an explanation in their narrative indicating their fulfillment of these teaching responsibilities.

Category 2: Additionally, faculty must meet at least one of the following criteria (7-13) to earn a rating of meets expectations in teaching during the annual review period. It is important to note that the criteria below reflect a standard teaching workload of 60% for tenure track faculty members (4 graduate courses). Criteria for faculty members with a different teaching workload percentage (e.g., 30%) should be adjusted proportionately.

7. *Course Evaluations.* Faculty members have an average overall rating of 4.0 or higher for all courses taught for the review period. The faculty member reflects on and contextualizes course observation and feedback as aligned to other teaching effectiveness categories.
8. *Mentoring:* Faculty members provides clear and compelling evidence of academic related interaction with at least one (1) undergraduate or graduate student beyond the classroom (e.g., undergraduate research, graduate research assistant, directing thesis or dissertation committee). Faculty members advise and mentor students beyond the traditional role of informing students what courses to complete on their plan of study.
9. **Leadership in Teaching and Learning.** Faculty members with a 60% teaching workload lead or co-lead a minimum of one (1) hour of professional development in teaching and learning. Faculty members engage in activities to be a thought leader in teaching and learning, such as leading professional development to lead others to learn about teaching and learning strategies to improve teaching methods that positively influence student learning and actively engage learners.
10. *Curriculum Development.* Faculty members describe how they engage in at least one (1) form of curriculum development related to teaching and learning. Examples include but are not limited to blueprinting courses, collaborating with colleagues to improve teaching practices, revising evaluation rubrics, revising key assessments, aligning curriculum to

national and state standards (e.g., CACREP, TEA), revising curriculum based upon new information (e.g., DSM), and aligning curriculum with the scholarship of engagement activities.

11. *Teaching Awards.* Faculty members receive a local, national, or international award for teaching.
12. **Clinical Supervision:** Faculty members describe how their supervision practices inform their teaching practices.
13. **Guest Lecturer:** Faculty members describe how they share their expertise not assigned to them.

Does Not Meet Expectations

Faculty members will earn a performance rating of does not meet expectations in teaching (1) if they meet less than the 6 required category 1 criteria and (2) if they do not meet any criteria in Category 2.

Unsatisfactory

Faculty members will earn a performance rating of unsatisfactory in teaching if they do not meet any criteria in Category 1 and if they do not meet any criteria in Category 2.

Service

Exceeds Expectations: To receive a performance rating of exceeds expectations, faculty members will provide an updated curriculum vitae, a brief narrative, and documentation of service activities for the period under review related to at least **four (4)** examples from the following areas (1-2). Faculty members describe how they exceeded the appropriate amount of time and effort toward service activities. Faculty members also must describe the quality, impact, and significance of their services activities. Criteria for tenured faculty members with a different service workload percentage (e.g., 10%) should be adjusted proportionately to their service workload percentage.

1. **Service to the Department.** Service to the department includes but is not limited to elected or appointed departmental committees (e.g., faculty search, annual review); department student organization sponsor (e.g., CSA, CSJ); CPCE, TExES and/or LPC/NDS advisor; CACREP liaison; Assessment Coordinator; coordination of department events (e.g., hooding); coordination of department certificate (e.g., PCBH, Play Therapy, Dreamwork); coordination of remediation activities (e.g., Goodness of Fit); or coordination of department resources (e.g.; website, SharePoint site, Student Info Hub); and special assignments. The development, implementation, evaluation, and ongoing refinement of departmental programs is highly valued.
2. **Service to the College.** Service to the college includes but is not limited to elected or appointed college committees (e.g., search, accreditation, curriculum, college council, college tenure and promotion); college workgroups or taskforces (e.g., workload, policy

development, design teams); college conference/workshop coordination; or college student organization sponsor.

Faculty members also show evidence of least three (3) examples from the following areas including one (1) example of service to the university:

3. **Service to the University.** Service to the university includes but is not limited to elected or appointed membership on university standing committees, councils, or workgroups (e.g., Campus Connect, Faculty Senate, Faculty Development Council, Special Committee or Member of the Executive Team in Women's Faculty Network); elected or appointed membership on ad hoc university committees (e.g., COVID Clinical Services Committee); IRB representative or reviewer; or Faculty Fellow.
4. **Service to the Profession/Discipline.** Service to the profession includes but is not limited to the following activities: counseling organization officer; counseling organization committee chair/member; professional organization conference committee chair/member; conference proposal reviewer; counseling accreditation team member or chair (e.g., CACREP); counseling publication reviewer/editorial board member; or federal/state grant reviewer. Being actively engaged in local, state, national, OR international organizations to improving education is highly valued.
5. **Service and outreach to the Community.** Service to the community includes but is not limited to work as local/state/national organization or agency volunteer, committee, or board member; workshop/training presenter for community agencies; consultation (e.g., providing mental health/psychosocial support); private mental health practice; local organization support or training (e.g., providing professional development for practitioners); or judging, mentoring, or advising at events (e.g., community/school events). Service to local educational entities is highly valued as well as advancing public advocacy and social justice through community forums and/or work with local, state, and national policy makers.

Faculty members also show evidence of least **two (2)** examples from the following areas (6-8):

6. Demonstrate at least one strand/theme in service-related activities.
7. Demonstrate professional service and advocacy in counseling.
8. Demonstrate on-going counseling practice.

Meet Expectations: Faculty members describe appropriate amount of time and effort toward service activities (e.g., if a faculty member has a 20% service workload, they are expected to demonstrate how they allocated 8 hours per week toward service activities). The extent of time and effort for all service activities required will be considered. Counseling faculty will provide an updated curriculum vitae, a brief narrative, and documentation of service activities for the period under review related to at least *three* examples from the following areas (1-2). Faculty members also must describe the quality, impact, and significance of their services activities. Criteria for tenure-track faculty members with a different service workload percentage (e.g., 10%) should be adjusted proportionately to their service workload percentage.

1. **Service to the Department.** Service to the department includes but is not limited to elected or appointed departmental committees (e.g., faculty search, annual review); department student organization sponsor (e.g., CSA, CSJ); CPCE, TExES and/or LPC/NDS advisor; CACREP liaison; Assessment Coordinator; coordination of department events (e.g., hooding); coordination of department certificate (e.g., PCBH, Play Therapy, Dreamwork); coordination of remediation activities (e.g., Goodness of Fit); or coordination of department resources (e.g.; website, SharePoint site, Student Info Hub); and special assignments. The development, implementation, evaluation, and ongoing refinement of departmental programs is highly valued.
2. **Service to the College.** Service to the college includes but is not limited to elected or appointed college committees (e.g., search, accreditation, curriculum, college council, college tenure and promotion); college workgroups or taskforces (e.g., workload, policy development, design teams); college conference/workshop coordination; or college student organization sponsor.

Faculty members also need to provide documentation of service activities for the period under review related to at least **two (2)** examples from the following areas:

3. **Service to the University.** Service to the university includes but is not limited to elected or appointed membership on university standing committees, councils, or workgroups (e.g., Campus Connect, Faculty Senate, Faculty Development Council, Special Committee or Member of the Executive Team in Women's Faculty Network); elected or appointed membership on ad hoc university committees (e.g., COVID Clinical Services Committee) IRB representative or reviewer; or Faculty Fellow.
4. **Service to the Profession/Discipline.** Service to the profession includes but is not limited to the following activities: counseling organization officer; counseling organization committee chair/member; professional organization conference committee chair/member; conference proposal reviewer; counseling accreditation team member or chair (e.g., CACREP); counseling publication reviewer/editorial board member; or federal/state grant reviewer.
5. **Service and outreach to the Community.** Service to the community includes but is not limited to work as local/state/national organization or agency volunteer, committee, or board member; workshop/training presenter for community agencies; consultation (e.g., supervising LPC Associates, providing mental health/psychosocial support); private mental health practice; local organization support or training (e.g., providing professional development for practitioners); or judging, mentoring, or advising at events (e.g., community/school events). Service to local educational entities is highly valued as well as advancing public advocacy and social justice through community forums and/or work with local, state, and national policy makers.

Does not Meet Expectations (20% workload): Counseling faculty engage in one example of service to department or college. Also, faculty members **do not** show evidence of the minimum amount of time and effort for all service activities.

Unsatisfactory (20% workload): Counseling faculty members do not engage in any examples in each of the following areas: service to the department, service to the college, and service to the university. Faculty members also do not provide evidence of service to the profession or service to the community.

ii)Comprehensive Periodic Evaluation

The narrative and corresponding evidence play an important role in Comprehensive Periodic Evaluation. In their narrative, the faculty member is expected to provide a comprehensive narrative explaining how their work in scholarship, teaching, and service is aligned with the departmental indicators below; areas for further development; and contributions that advance the University, College, and Departmental missions. The faculty members should also describe the quality, quantity, significance, and impact of their scholarly products. Recommended artifacts and evidence may include, but are not limited to, copies of agendas, meeting minutes, certificates, publications, presentations, etc. Faculty members should see guiding reflection questions for the scholarship (page 3), teaching (page 5), and service (6) narratives.

Scholarship

The dossier for Comprehensive Periodic Evaluation must include the applicable work, documents, and information about scholarship for the full period of review. Faculty members will receive a performance rating of exceeds expectations, meets expectations, does not meet expectations, or unsatisfactory for Research/Scholarship when they apply for Comprehensive Periodic Evaluation. Below are the requirements to receive the various performance ratings.

Exceeds Expectations

Summary of Quantity of Scholarly Products for Comprehensive Periodic Evaluation	
Research Workload during 6-Year Review Period	Number of Scholarly Products
20% research workload	10
10% research workload	6
40% research workload	20
*Products reflect minimum amounts from Categories 1 and 2 below.	

CATEGORY I
Faculty members with a 20% research workload during the review period will produce a minimum of eight (8) professionally- or peer-reviewed scholarly products from Category I below. Six out of the 8 products must be a peer-reviewed journal article. Two of the required products in category 1 can be an external grant, scholarship of engagement product, book chapter, or scholarly book. The faculty member must be lead author or Principal Investigator on at least six (6) of the eight (8) required items in category 1.

CATEGORY I

⇒ **Peer-Reviewed Journal Article**
- o 50% of the articles must be in a peer-reviewed journal with a 60% acceptance rate or lower.
- o 50% of the articles must be related to (1) counseling or (2) UTRGV's mission, vision, or core priorities ([UTRGV 2022-2023 strategic plan](#)).

⇒ **EXTERNAL GRANT**
⇒ The number of products for external funding will be awarded in the year of **procurement**.
- o The Principal Investigator (PI) may count a funded external grant worth less than $200,000 as 1 product. The C0-PI and other grant personnel (e.g., evaluation team members) may also count the external grant as 1 product.
- o The Principal Investigator (PI) may count a funded external grant worth more than $200,000 as 2 products. The C0-PI and other grant personnel (e.g., evaluation team members) may count the external grant as 1 product.
- o The PI may count a funded external grant worth over $500,000 as 3 products. The C0-PI and other grant personnel (e.g., evaluation team members) may count the external grant as 2 products.

⇒ **Scholarship of Engagement**
- o Must be a clear final product (e.g., creating or changing law; creating or changing public policy; creating a full-length documentary or film; creating substantive training materials, courses, or workshops; creating a digital platform; creating a policy brief; community reports; outreach materials; innovative tools and technologies).

⇒ **Academic Book Chapter**
⇒ **Scholarly Book**
- o The lead author can count a scholarly book as 2 products.

⇒ **Conference Proceeding** (this is different from a presentation in category 2)

CATEGORY II

Faculty members with a 20% research workload during the review period will produce a minimum of (2) professionally- or peer-reviewed products from Category II from the following list. Faculty members could substitute Category 1 products (i.e., they would have a minimum of 8 products from Category 1 with a minimum of six (6) peer-reviewed journal articles).

⇒ Scholarship of Engagement
- o A professional presentation as the result of the scholarship of engagement will **count** as a product in category 2.

⇒ Internal UTRGV or College of Education and P-16 Integration small grant
⇒ Edited academic book
⇒ Non-scholarly Book
⇒ Trade magazine article (e.g., Counseling Today, Psychology Today)
⇒ International, national, state, regional, or local (e.g., Southern Association of Counselor Education and Supervision) peer-reviewed conference presentation with a 50% acceptance rate or below

⇒ Peer-reviewed conference presentations with a 51% acceptance rate or higher will count as ½ product.
⇒ Creative products (e.g., podcasts, social media content, websites supported by literature and contributing to the field)
⇒ Editor of a journal (faculty member may count being an editor of a journal as 1 product for each academic year they serve in that capacity).

IMPORTANT CHARACTERISTICS OF SCHOLARLY PRODUCTS

1) Out of the six required products in category 1, five must be a peer-reviewed journal article.
2) Faculty must be lead author on a minimum of three scholarly products in Category 1.
3) 50% of the articles must be in a peer-reviewed journal with a 60% acceptance rate or lower.
4) 50% of the articles must be related to (1) counseling or (2) UTRGV's mission, vision, or core priorities (UTRGV 2022-2023 strategic plan)
5) Faculty members must have at least one clear area of inquiry related to their scholarship efforts as evidenced by 3 peer-reviewed publications or external grants in their area of inquiry.

Meets Expectations

Summary of Minimum Number of Scholarly Products for Comprehensive Periodic Review	
Standard 20% research workload during review period	8
Research intensive workload (40%)	16
*Products reflect minimum amounts from Categories 1 and 2 below.	

CATEGORY I

Faculty members with a 20% research workload during the review period will produce a minimum of six (6) professionally- or peer-reviewed scholarly products from Category I below. Three (3) out of the 6 products must be a peer-reviewed journal article. Three (3) of the required products in category 1 can be an external grant, scholarship of engagement product, book chapter, conference proceeding, or scholarly book. The faculty member must be lead author or Principal Investigator on at least three (3) of the six (6) required items in category 1.

⇒ **Peer-Reviewed Journal Article**
  o 50% of the articles must be in a peer-reviewed journal with a 60% acceptance rate or lower.
  o 50% of the articles must be related to (1) counseling or (2) UTRGV's mission, vision, or core priorities (UTRGV 2022-2023 strategic plan)
⇒ **EXTERNAL GRANT**
⇒ The number of products for external funding will be awarded in the year of **procurement**.

- o The Principal Investigator (PI) may count a funded external grant worth less than $200,000 as 1 product. The C0-PI and other grant personnel (e.g., evaluation team members) may also count the external grant as 1 product.
            - o The Principal Investigator (PI) may count a funded external grant worth more than $200,000 as 2 products. The C0-PI and other grant personnel (e.g., evaluation team members) may count the external grant as 1 product.
            - o The PI may count a funded external grant worth over $500,000 as 3 products. The C0-PI and other grant personnel (e.g., evaluation team members) may count the external grant as 2 products.
    ⇒ **Scholarship of Engagement**
        - o Must be a clear final product (e.g., creating or changing law; creating or changing public policy; creating a full-length documentary or film; creating substantive training materials, courses, or workshops; creating a digital platform; creating a policy brief; community reports; outreach materials; innovative tools and technologies).
    ⇒ **Academic Book Chapter**
    ⇒ **Scholarly Book**
        - o The lead author can count a scholarly book as 2 products.
    ⇒ **Conference Proceeding** (this is different from a presentation in category 2)

CATEGORY II

Faculty members with a 20% research workload during the review period will produce a minimum of (2) professionally- or peer-reviewed products from Category II from the following list. Faculty members could substitute Category 1 products (i.e., they would have a minimum of 8 products from Category 1 with a minimum of three (3) peer-reviewed journal articles).

    ⇒ Scholarship of Engagement
        - o A professional presentation as the result of the scholarship of engagement will **count** as a product in category 2.
    ⇒ Internal UTRGV or College of Education and P-16 Integration small grant
    ⇒ Edited academic book
    ⇒ Non-scholarly Book
    ⇒ Trade magazine article (e.g., Counseling Today, Psychology Today)
    ⇒ International, national, state, regional, or local (e.g., Southern Association of Counselor Education and Supervision) peer-reviewed conference presentation with a 50% acceptance rate or below
    ⇒ Peer-reviewed conference presentations with a 51% acceptance rate or higher will count as ½ product.
    ⇒ Creative products (e.g., podcasts, social media content, websites supported by literature and contributing to the field)
    ⇒ Editor of a journal (faculty member may count being an editor of a journal as 1 product for each academic year they serve in that capacity).

IMPORTANT CHARACTERISTICS OF SCHOLARLY PRODUCTS

1) Out of the six required products in category 1, five must be either a peer-reviewed journal article.
2) Faculty must be lead author on a minimum of three scholarly products in Category 1.
3) 50% of the articles must be in a peer-reviewed journal with a 60% acceptance rate or lower.
4) 50% of the articles must be related to (1) counseling or (2) UTRGV's mission, vision, or core priorities (UTRGV 2022-2023 strategic plan)
5) Faculty members must have at least one clear area of inquiry related to their scholarship efforts as evidenced by 3 peer-reviewed publications or external grants in their area of inquiry.

Does Not Meet Expectations

To earn a performance rating of does not meet expectations, faculty members will produce less than the required number of category 1 products.

Unsatisfactory

To earn a performance rating of unsatisfactory, faculty members will produce 0 products from category 1 and 0 products from category 2.

Teaching

Exceeds Expectations. To attain exceed expectations, faculty members must meet 1-6 below in Category 1 as well as two indicators from Category 2. The most important element for each criterion is evidence regarding the impact on student learning. Also, the criteria below reflect a standard teaching load of 60% for tenured faculty members (4 graduate courses). Faculty members with a different teaching load percentage (e.g., 30%) should have the requirements adjusted proportionally.

Category 1

1. *Teaching Values and Beliefs.* Faculty members have a teaching philosophy that guides teaching practices, student learning, and a positive learning environment. Faculty members reflect on their teaching values and beliefs as aligned to teaching innovations, research-based teaching and learning practices, student learning outcomes, assessments, student feedback, and student needs. Faculty members provide evidence regarding how teaching identity shifts in teaching values and beliefs as informed by student feedback, peer observations of teaching, course evaluations, and research-informed practices. Faculty members provide clear evidence of a growth mindset and values that all students can learn.
2. *Course Objectives, Outcomes, and Assessment Practices.* Faculty members provide evidence of key course objectives and outcomes as well as alignment with research-based teaching and assessment practices to help students meet those key objectives. Faculty members describe how they develop rubrics aligned with transparent teaching practices, provide

feedback to meet evaluation criteria, and support students to develop knowledge and skills in course objectives. Faculty members demonstrate how assessment practices relate to student learning.

3. *Research-Based Teaching Practices.* Faculty members provide evidence of using research-based teaching strategies (e.g., experiential/service learning, undergraduate research, service learning, study abroad, studio performances, community engagement, problem-based learning, collaborative assignments, a new technology, culturally responsive practices, active learning/dynamic lecturing strategies, shift to learning as opposed to "grades" etc.) that positively influence student learning and actively engage learners. Faculty members provide evidence of how research-based teaching practices implemented are linked to specific student learning outcomes as represented in assessment practices and student engagement as well as a positive learning environment.

4. *Professional Development or Self-Improvement in Teaching.* Faculty members with a 60% teaching workload attend a minimum of twenty (20) hours of professional development related to teaching enhancement. Faculty members provide evidence of clear and compelling commitment and rationale for participating in professional development or academic teaching conferences. Faculty members align participation to development of continuous improvement in teaching and/or innovation in preparation of course materials, specifically presenting evidence of application and impact on student learning.

5. *Peer Observation of Teaching.* All faculty members whose duties consist of teaching organized courses will include peer observations of teaching that adhere to [UTRGV guidelines](#) and [CEP guidelines](#) that are appropriate for the course delivery methodology (e.g., face-to-face/synchronous or asynchronous). Additionally, faculty members provide evidence of seeking specific feedback on teaching from peers, reflecting on feedback from peer observation of teaching, committing to implementing revisions, implementing revisions in subsequent semesters, and exploring impact of revised teaching practices on student learning and engagement.

6. *Basic Teaching Responsibilities*. The faculty members complete book orders, upload syllabi to Faculty Portfolio Tool, collect and reflect on key assessment data, participate in goodness-of-fit to practice discussions, and use required forms from TEA or CACREP for clinical courses. The faculty member should upload evidence to Faculty Portfolio Tool that they have met these responsibilities.

Category 2: Additionally, faculty must meet at least two of the following criteria (7-13) to earn a rating of exceeds expectations in teaching during the annual review period.

7. *Course Evaluations.* Faculty members have an average overall rating of 4.5 or higher for all courses taught for the review period. Faculty members contextualize course observation and feedback as aligned to other teaching effectiveness categories and provide evidence of incorporating additional student feedback questions in course evaluations and collecting regular feedback from students on their learning and students' teaching practices. Faculty members reflect on course evaluations through a growth mindset approach by specifying

teaching and learning practices that have been revised and the overall impact on student learning and engagement.

8. *Mentoring.* Faculty members provide clear and compelling evidence of academic related interaction with at least five (5) undergraduate or graduate student beyond the classroom (e.g., undergraduate research, graduate research assistant, directing thesis or dissertation committee) and identifies the impact of these endeavors on teaching and learning practices in the classroom and student learning and engagement. Faculty members advise and mentor students beyond the traditional role of informing students what courses to complete on their plan of study.

9. **Leadership in Teaching and Learning.** Faculty members with a 60% teaching workload lead or co-lead a minimum of ten (10) hours of professional development in teaching and learning. Faculty members engage in activities to be a thought leader in teaching and learning, such as leading professional development to lead others to learn about teaching and learning strategies to improve teaching methods that positively influence student learning and actively engage learners. Faculty members provide evidence regarding the impact of professional development activities on their teaching values and practices as well as continuous improvement of teaching practices.

10. **Curriculum Development.** Faculty members describe how they engaged in at least ten (10) forms of curriculum development related to teaching and learning. Examples include but are not limited to blueprinting courses, collaborating with colleagues to improve teaching practices, revising evaluation rubrics, revising key assessments, aligning curriculum to national and state standards (e.g., CACREP, TEA), revising curriculum based upon new information (e.g., DSM), and aligning curriculum with the scholarship of engagement activities.

11. **Teaching Awards**. Faculty members receive a local, national, or international award for teaching. Faculty members provide evidence of how the award has contributed to continuous commitment to teaching and learning, specifically impacting teaching practices and student learning and engagement.

12. **Clinical Supervision:** Faculty members describe how their supervision practices inform their teaching practices.

13. **Guest Lecturer:** Faculty members describe how they share their expertise not assigned to them as well as how they use what they learn to improve their teaching practices.

Meets Expectations: To meet expectations for Comprehensive Periodic Review, faculty members must meet all the following criteria. The main difference between exceeds expectations and meets expectations on most criteria is the impact on student learning. Faculty members who meet expectations in teaching provide evidence of using research-based teaching practices but do not link teaching practices to student learning or student success. Also, the criteria below reflect a standard teaching workload of 60% for tenured faculty (4 graduate courses). Criteria for faculty members with a different teaching workload percentage (e.g., 30%) should be adjusted proportionately.

Category 1

1. *Teaching Philosophy.* Faculty members have a teaching philosophy that is used to guide teaching practices, student learning, and a positive learning environment. Faculty members reflect on their teaching values and beliefs as aligned to teaching innovations, research-based teaching and learning practices, student learning outcomes, assessments, student feedback, and student needs.
2. *Course Objectives, Outcomes, and Assessment Practices.* Faculty members provide evidence of key course objectives and outcomes as well as alignment with research-based teaching and assessment practices to help students meet those key objectives.
3. *Research-Based Teaching Practices.* Faculty members provide evidence of using research-based teaching strategies (e.g., experiential/service learning, undergraduate research, service learning, study abroad, studio performances, community engagement, problem-based learning, collaborative assignments, a new technology, culturally responsive practices, active learning/dynamic lecturing strategies, shift to learning as opposed to "grades" etc.).
4. *Professional Development or Self-Improvement in Teaching.* Faculty members with a 60% teaching workload attend a minimum of ten (10) hours of professional development related to teaching enhancement. Faculty members provide evidence of clear and compelling commitment and rationale for participating in professional development or academic teaching conferences. Faculty members describe what they learn from professional development as well as how they revised teaching practices informed by their professional development.
5. *Peer Observation of Teaching.* All faculty members whose duties consist of teaching organized courses will include peer observations of teaching that adhere to UTRGV guidelines and CEP guidelines that are appropriate for the course delivery methodology (e.g., face-to-face/synchronous or asynchronous). Additionally, faculty members describe what they learned from peer observation of teaching.
6. *Basic Teaching Responsibilities*. The faculty member completes book orders, uploads syllabi to Faculty Portfolio Tool, collects key assessment data, participates in goodness-of-fit to practice discussions, and uses required forms from TEA or CACREP for clinical courses. The faculty member uploads evidence to FPT or provides an explanation in their narrative indicating their fulfillment of these teaching responsibilities.

Category 2: Additionally, faculty must meet at least one of the following criteria (7-13) to earn a rating of meets expectations in teaching during the Comprehensive Periodic Evaluation period. The criteria below reflect a standard teaching workload of 60% for tenured faculty (4 graduate courses). Criteria for faculty members with a different teaching workload percentage (e.g., 30%) should be adjusted proportionately.

7. *Course Evaluations.* Faculty members have an average overall rating of 4.0 or higher for all courses taught for the review period. The faculty member reflects on and contextualizes course observation and feedback as aligned to other teaching effectiveness categories.

8. *Mentoring:* Faculty members provides clear and compelling evidence of academic related interaction with at least five (5) undergraduate or graduate student beyond the classroom (e.g., undergraduate research, graduate research assistant, directing thesis or dissertation committee). Faculty members advise and mentor students beyond the traditional role of informing students what courses to complete on their plan of study.
9. **Leadership in Teaching and Learning.** Faculty members with a 60% teaching workload lead or co-lead a minimum of five (5) hours of professional development in teaching and learning. Faculty members engage in activities to be a thought leader in teaching and learning, such as leading professional development to lead others to learn about teaching and learning strategies to improve teaching methods that positively influence student learning and actively engage learners.
10. *Curriculum Development.* Faculty members describe how they engage in at least five (5) forms of curriculum development related to teaching and learning. Examples include but are not limited to blueprinting courses, collaborating with colleagues to improve teaching practices, revising evaluation rubrics, revising key assessments, aligning curriculum to national and state standards (e.g., CACREP, TEA), revising curriculum based upon new information (e.g., DSM), and aligning curriculum with the scholarship of engagement activities.
11. *Teaching Awards.* Faculty members receive a local, national, or international award for teaching.
12. **Clinical Supervision:** Faculty members describe how their supervision practices inform their teaching practices.
13. **Guest Lecturer:** Faculty members describe how they share their expertise not assigned to them as well as how they use what they learn to improve their teaching practices.

Does Not Meet Expectations

Faculty members will earn a performance rating of does not meet expectations in teaching (1) if they meet less than the 6 required category 1 criteria and (2) if they do not meet any criteria in Category 2.

Unsatisfactory

Faculty members will earn a performance rating of unsatisfactory in teaching if they do not meet any criteria in Category 1 and if they do not meet any criteria in Category 2.

Service

For Comprehensive Periodic Evaluation, tenured faculty are expected to provide evidence of service in the areas below, including service to the department and service to the profession as well as service to the university. This does not mean that tenured faculty are required to provide evidence of service in all areas every year. Instead, these multiple areas of service should be developed across and throughout the 6-year review period. Tenured faculty also are expected to

provide evidence of a theme or purpose to their service (much like faculty develop a theme or thread to their research), as well as provide evidence of the impact and level of engagement in their service. Further, tenured faculty should present evidence of leadership in service activities.

Exceeds Expectations: To receive a performance rating of exceeds expectations, faculty members will provide an updated curriculum vitae, a brief narrative, and documentation of service activities for the period under review related to at least **twenty (20)** examples from the following areas (1-2). Faculty members describe how they exceeded the appropriate amount of time and effort toward service activities. Faculty members also must describe the quality, impact, and significance of their services activities. Criteria for tenured faculty members with a different service workload percentage (e.g., 10%) should be adjusted proportionately to their service workload percentage.

1. **Service to the Department.** Service to the department includes but is not limited to elected or appointed departmental committees (e.g., faculty search, annual review); department student organization sponsor (e.g., CSA, CSJ); CPCE, TExES and/or LPC/NDS advisor; CACREP liaison; Assessment Coordinator; coordination of department events (e.g., hooding); coordination of department certificate (e.g., PCBH, Play Therapy, Dreamwork); coordination of remediation activities (e.g., Goodness of Fit); or coordination of department resources (e.g.; website, SharePoint site, Student Info Hub); and special assignments. The development, implementation, evaluation, and ongoing refinement of departmental programs is highly valued.
2. **Service to the College.** Service to the college includes but is not limited to elected or appointed college committees (e.g., search, accreditation, curriculum, college council, college tenure and promotion); college workgroups or taskforces (e.g., workload, policy development, design teams); college conference/workshop coordination; or college student organization sponsor.

Faculty members also show evidence of least **fifteen (15)** examples from the following areas (3-5) including five (5) examples of service to the university:

3. **Service to the University.** Service to the university includes but is not limited to elected or appointed membership on university standing committees, councils, or workgroups (e.g., Campus Connect, Faculty Senate, Faculty Development Council, Special Committee or Member of the Executive Team in Women's Faculty Network); elected or appointed membership on ad hoc university committees (e.g., COVID Clinical Services Committee); IRB representative or reviewer; or Faculty Fellow.
4. **Service to the Profession/Discipline.** Service to the profession includes but is not limited to the following activities: counseling organization officer; counseling organization committee chair/member; professional organization conference committee chair/member; conference proposal reviewer; counseling accreditation team member or chair (e.g., CACREP); counseling publication reviewer/editorial board member; or federal/state grant reviewer. Being actively engaged in local, state, national, OR international organizations to improving education is highly valued.

5. **Service and outreach to the Community.** Service to the community includes but is not limited to work as local/state/national organization or agency volunteer, committee, or board member; workshop/training presenter for community agencies; consultation (e.g., providing mental health/psychosocial support); private mental health practice; local organization support or training (e.g., providing professional development for practitioners); or judging, mentoring, or advising at events (e.g., community/school events). Service to local educational entities is highly valued as well as advancing public advocacy and social justice through community forums and/or work with local, state, and national policy makers.

Faculty members also show evidence of least **ten (10)** examples from the following areas (6-8):

6. Demonstrate at least one strand/theme in service-related activities.
7. Demonstrate professional service and advocacy in counseling.
8. Demonstrate on-going counseling practice.

Meet Expectations: Faculty members describe appropriate amount of time and effort toward service activities. The extent of time and effort for all service activities required will be considered. The counseling faculty will provide an updated curriculum vitae, a brief narrative, and documentation of service activities for the period under review related to at least **fifteen (15)** examples from the following areas. Faculty members also must describe the quality, impact, and significance of their services activities. Criteria for tenured faculty members with a different service workload percentage (e.g., 10%) should be adjusted proportionately to their service workload percentage.

1. **Service to the Department.** Service to the department includes but is not limited to elected or appointed departmental committees (e.g., faculty search, annual review); department student organization sponsor (e.g., CSA, CSJ); CPCE, TExES and/or LPC/NDS advisor; CACREP liaison; Assessment Coordinator; coordination of department events (e.g., hooding); coordination of department certificate (e.g., PCBH, Play Therapy, Dreamwork); coordination of remediation activities (e.g., Goodness of Fit); or coordination of department resources (e.g.; website, SharePoint site, Student Info Hub); and special assignments. The development, implementation, evaluation, and ongoing refinement of departmental programs is highly valued.

2. **Service to the College.** Service to the college includes but is not limited to elected or appointed college committees (e.g., search, accreditation, curriculum, college council, college tenure and promotion); college workgroups or taskforces (e.g., workload, policy development, design teams); college conference/workshop coordination; or college student organization sponsor.

Faculty members also need to provide documentation of service activities for the period under review related to at least **ten (10)** examples from the following areas (3-5):

3. **Service to the University.** Service to the university includes but is not limited to elected or appointed membership on university standing committees, councils, or workgroups (e.g., Campus Connect, Faculty Senate, Faculty Development Council, Special Committee or

Member of the Executive Team in Women's Faculty Network); elected or appointed membership on ad hoc university committees (e.g., COVID Clinical Services Committee) IRB representative or reviewer; or Faculty Fellow.

4. **Service to the Profession/Discipline.** Service to the profession includes but is not limited to the following activities: counseling organization officer; counseling organization committee chair/member; professional organization conference committee chair/member; conference proposal reviewer; counseling accreditation team member or chair (e.g., CACREP); counseling publication reviewer/editorial board member; or federal/state grant reviewer.

5. **Service and outreach to the Community.** Service to the community includes but is not limited to work as local/state/national organization or agency volunteer, committee, or board member; workshop/training presenter for community agencies; consultation (e.g., supervising LPC Associates, providing mental health/psychosocial support); private mental health practice; local organization support or training (e.g., providing professional development for practitioners); or judging, mentoring, or advising at events (e.g., community/school events). Service to local educational entities is highly valued as well as advancing public advocacy and social justice through community forums and/or work with local, state, and national policy makers.

Does not Meet Expectations: Counseling faculty engage in less than the required number of examples service to department or college as well as to the university, profession, or community.

Unsatisfactory: Counseling faculty members do not engage in any examples in each of the following areas: service to the department, service to the college, and service to the university. Faculty members also do not provide evidence of service to the profession or service to the community.

iii)Promotion to Full Professor

The narrative and corresponding evidence play an important role in promotion to full professor. In their narrative, the faculty member is expected to provide a comprehensive narrative explaining how their work in scholarship, teaching, and service is aligned with the departmental indicators below; areas for further development; and contributions that advance the University, College, and Departmental missions. The faculty members should also describe the quality, quantity, significance, and impact of their scholarly products. Recommended artifacts and evidence may include, but are not limited to, copies of agendas, meeting minutes, certificates, publications, presentations, etc. Faculty members should see guiding reflection questions for the scholarship (page 3), teaching (page 5), and service (6) narratives.

Scholarship
Faculty members applying for promotion to Full Professor must have clear and consistent evidence of knowledge, skills, and abilities in the Scholarship domain. At the time of application for promotion to Full Professor, faculty members must have demonstrated achievement in

scholarly activity that establishes their presence as a significant contributor to the field or profession. Scholarly product expectations for promotion are indicated below. The number of scholarly products reflects a 6-year review period. Additionally, if a faculty member on a 20% research workload during the 6-year review period wants to apply for early promotion, they should have at least 10 scholarly products from Category 1 below. The Department of Counseling defines substantially exceeds expectations in scholarship as approximately "double" the number of required scholarly products, including 9 products that need to be peer-reviewed journal articles or externally funded grants.

Faculty members will receive a performance rating of exceeds expectations, meets expectations, does not meet expectations, or unsatisfactory for Research/Scholarship when they apply for promotion to Full Professor. Faculty members must earn at least a rating of meeting expectations in scholarship to be eligible for promotion. Below are the requirements to receive the various performance ratings. Also, for faculty on an increased teaching workload who apply to full professor, research production levels must equal those of a 20% research workload below for meets expectations. For external grants, the number of scholarly products associated with the external grant will be awarded in the year of procurement.

Exceeds Expectations

Summary of Minimum Number of Scholarly Products for Exceeds Expectations	
Standard 20% research workload during a 6-year period	10
Research intensive 40% workload during 6-year review period	20
*Products reflect minimum amounts from Categories 1 and 2 below.	
**For tenured faculty members who apply for promotion to full professor beyond the traditional 6 years, the number of corresponding category 1 and category 2 products should be adjusted proportionally.	

CATEGORY I
Faculty members with a 20% research workload during a 6-year review period will produce a minimum of eight (8) professionally- or peer-reviewed scholarly products from Category I below. Six out of the 8 products must be a peer-reviewed journal article. Two of the required products in category 1 can be an external grant, scholarship of engagement product, book chapter, conference proceeding, or scholarly book. The faculty member must be lead author or Principal Investigator on at least five (5) of the eight (8) required items in category 1.

CATEGORY I
  ⇒ Peer-Reviewed Journal Article
  o 50% of the articles must be in a peer-reviewed journal with a 60% acceptance rate or lower.

- 50% of the articles must be related to (1) counseling or (2) UTRGV's mission, vision, or core priorities (UTRGV 2022-2023 strategic plan)

⇒ **EXTERNAL GRANT**
⇒ The number of products for external funding will be awarded in the year of **procurement**.
- The Principal Investigator (PI) may count a funded external grant worth less than $200,000 as 1 product. The C0-PI and other grant personnel (e.g., evaluation team members) may also count the external grant as 1 product.
- The Principal Investigator (PI) may count a funded external grant worth more than $200,000 as 2 products. The C0-PI and other grant personnel (e.g., evaluation team members) may count the external grant as 1 product.
- The PI may count a funded external grant worth over $500,000 as 3 products. The C0-PI and other grant personnel (e.g., evaluation team members) may count the external grant as 2 products.

⇒ **Scholarship of Engagement**
- Must be a clear final product (e.g., creating or changing law; creating or changing public policy; creating a full-length documentary or film; creating substantive training materials, courses, or workshops; creating a digital platform; creating a policy brief; community reports; outreach materials; innovative tools and technologies).

⇒ **Academic Book Chapter**
⇒ **Scholarly Book**
- The lead author can count a scholarly book as 2 products.

⇒ **Conference Proceeding** (this is different from a presentation in category 2)

CATEGORY II

Faculty members with a 20% research workload during the review period will produce a minimum of (2) professionally- or peer-reviewed products from Category II from the following list. Faculty members could substitute Category 1 products (i.e., they would have a minimum of 10 products from Category 1).

⇒ Scholarship of Engagement
- A professional presentation as the result of the scholarship of engagement will **count** as a product in category 2.

⇒ Internal UTRGV or College of Education and P-16 Integration small grant
⇒ Edited academic book
⇒ Non-scholarly Book
⇒ Trade magazine article (e.g., Counseling Today, Psychology Today)
⇒ International, national, state, regional, or local (e.g., Southern Association of Counselor Education and Supervision) peer-reviewed conference presentation with a 50% acceptance rate or below
⇒ Peer-reviewed conference presentations with a 51% acceptance rate or higher will count as ½ product.

⇒ Creative products (e.g., podcasts, social media content, websites supported by literature and contributing to the field)
⇒ Editor of a journal (faculty member may count being an editor of a journal as 1 product for each academic year they serve in that capacity).

IMPORTANT CHARACTERISTICS OF SCHOLARLY PRODUCTS

1) Out of the six required products in category 1, five must be either a peer-reviewed journal article.
2) Faculty must be lead author on a minimum of three scholarly products in Category 1.
3) 50% of the articles must be in a peer-reviewed journal with a 60% acceptance rate or lower.
4) 50% of the articles must be related to (1) counseling or (2) UTRGV's mission, vision, or core priorities (UTRGV 2022-2023 strategic plan)
5) Faculty members must have at least one clear area of inquiry related to their scholarship efforts as evidenced by 3 peer-reviewed publications or external grants in their area of inquiry.

Meets Expectations

Summary of Minimum Number of Scholarly Products for Promotion to Professor	
Standard 20% research workload during review period	8
Research intensive workload (40%) during review period	12
*Products reflect minimum amounts from Categories 1 and 2 below.	
**For tenured faculty members who apply for promotion to full professor beyond the traditional 6 years, the number of corresponding category 1 and category 2 products should be adjusted proportionally.	

CATEGORY I

Faculty members with a 20% research workload during a 6 year review period will produce a minimum of six (6) professionally- or peer-reviewed scholarly products from Category I below. Four (4) out of the 6 products must be a peer-reviewed journal article. Two of the required products in category 1 can be an external grant, scholarship of engagement product, book chapter, conference proceeding, or scholarly book. The faculty member must be lead author or Principal Investigator on at least three (3) of the six (6) required items in category 1.

⇒ **Peer-Reviewed Journal Article**
   o 50% of the articles must be in a peer-reviewed journal with a 60% acceptance rate or lower.
   o 50% of the articles must be related to (1) counseling or (2) UTRGV's mission, vision, or core priorities (UTRGV 2022-2023 strategic plan)
⇒ **EXTERNAL GRANT**
⇒ The number of products for external funding will be awarded in the year of **procurement**.

- o The Principal Investigator (PI) may count a funded external grant worth less than $200,000 as 1 product. The C0-PI and other grant personnel (e.g., evaluation team members) may also count the external grant as 1 product.
- o The Principal Investigator (PI) may count a funded external grant worth more than $200,000 as 2 products. The C0-PI and other grant personnel (e.g., evaluation team members) may count the external grant as 1 product.
- o The PI may count a funded external grant worth over $500,000 as 3 products. The C0-PI and other grant personnel (e.g., evaluation team members) may count the external grant as 2 products.

⇒ **Scholarship of Engagement**
- o Must be a clear final product (e.g., creating or changing law; creating or changing public policy; creating a full-length documentary or film; creating substantive training materials, courses, or workshops; creating a digital platform; creating a policy brief; community reports; outreach materials; innovative tools and technologies).

⇒ **Academic Book Chapter**

⇒ **Scholarly Book**
- o The lead author can count a scholarly book as 2 products.

⇒ **Conference Proceeding** (this is different from a presentation in category 2)

CATEGORY II

Faculty members with a 20% research workload during the review period will produce a minimum of (2) professionally- or peer-reviewed products from Category II from the following list. Faculty members could substitute Category 1 products (i.e., they would have a minimum of 8 products from Category 1 with a minimum of five peer-reviewed journal articles).

⇒ Scholarship of Engagement
- o A professional presentation as the result of the scholarship of engagement will **count** as a product in category 2.

⇒ Internal UTRGV or College of Education and P-16 Integration small grant

⇒ Edited academic book

⇒ Non-scholarly Book

⇒ Trade magazine article (e.g., Counseling Today, Psychology Today)

⇒ International, national, or regional (e.g., Southern Association of Counselor Education and Supervision) peer-reviewed conference presentation

⇒ State and local (e.g., SPI Counselors Institute) peer-reviewed conference presentation

⇒ Creative products (e.g., podcasts, social media content, websites supported by literature and contributing to the field)

⇒ Editor of a journal (faculty member may count being an editor of a journal as 1 product for each academic year they serve in that capacity).

IMPORTANT CHARACTERISTICS OF SCHOLARLY PRODUCTS

1) Out of the six required products in category 1, four (4) must be a peer-reviewed journal article.

2) Faculty must be lead author on a minimum of three (3) scholarly products in Category 1.
3) 50% of the articles must be in a peer-reviewed journal with a 60% acceptance rate or lower.
4) 50% of the articles must be related to (1) counseling or (2) UTRGV's mission, vision, or core priorities (UTRGV 2022-2023 strategic plan)
5) Faculty members must have at least one clear area of inquiry related to their scholarship efforts as evidenced by 3 peer-reviewed publications or external grants in their area of inquiry.

Does Not Meet Expectations

To earn a performance rating of does not meet expectations, faculty members will produce less than the required number of category 1 products.

Unsatisfactory

To earn a performance rating of unsatisfactory, faculty members will produce 0 products from category 1 and 0 products from category 2.

Teaching

Faculty members will receive a performance rating of exceeds expectations, meets expectations, does not meet expectations, or unsatisfactory for Teaching when they apply for promotion to Full Professor. Faculty members must earn at least a rating of meeting expectations in teaching to be eligible for promotion. Below are the requirements to receive the various performance ratings. The criteria below reflect a standard teaching load of 60% for tenured faculty members (4 graduate courses per year) during the 6-year review period. Criteria for faculty members with a different teaching load percentage (e.g., 30%) should have the requirements adjusted proportionally to their teaching workload. Additionally, faculty members may apply early for promotion to full professor if they have **substantially exceeded** the department criteria. For the teaching domain, the department of counseling defines substantially exceeds for promotion to full professor as having met criterion 1-13 below under exceeds expectations for promotion to full professor. Additionally, the faculty member should have (1) exceeded the number of required peer observations of teaching, (2) maintained an average of 4.75 rating in course evaluations, (3) participated in twenty-five (25) hours of professional development, and (4) led twelve (12) hours of professional development related to teaching.

Exceeds Expectations. To attain exceed expectations, faculty members must meet 1-6 below in Category 1 as well as two indicators from Category 2. The most important element for each criterion is evidence regarding the impact on student learning. Also, the criteria below reflect a standard teaching load of 60% for tenured faculty members (4 graduate courses). Faculty members with a different teaching load percentage (e.g., 30%) should have the requirements adjusted proportionally.

Category 1

1. *Teaching Values and Beliefs.* Faculty members have a teaching philosophy that guides teaching practices, student learning, and a positive learning environment. Faculty members reflect on their teaching values and beliefs as aligned to teaching innovations, research-based teaching and learning practices, student learning outcomes, assessments, student feedback, and student needs. Faculty members provide evidence regarding how teaching identity shifts in teaching values and beliefs as informed by student feedback, peer observations of teaching, course evaluations, and research-informed practices. Faculty members provide clear evidence of a growth mindset and values that all students can learn.

2. *Course Objectives, Outcomes, and Assessment Practices.* Faculty members provide evidence of key course objectives and outcomes as well as alignment with research-based teaching and assessment practices to help students meet those key objectives. Faculty members describe how they develop rubrics aligned with transparent teaching practices, provide feedback to meet evaluation criteria, and support students to develop knowledge and skills in course objectives. Faculty members demonstrate how assessment practices relate to student learning.

3. *Research-Based Teaching Practices.* Faculty members provide evidence of using research-based teaching strategies (e.g., experiential/service learning, undergraduate research, service learning, study abroad, studio performances, community engagement, problem-based learning, collaborative assignments, a new technology, culturally responsive practices, active learning/dynamic lecturing strategies, shift to learning as opposed to "grades" etc.) that positively influence student learning and actively engage learners. Faculty members provide evidence of how research-based teaching practices implemented are linked to specific student learning outcomes as represented in assessment practices and student engagement as well as a positive learning environment.

4. *Professional Development or Self-Improvement in Teaching.* Faculty members with a 60% teaching workload attend a minimum of twenty (20) hours of professional development related to teaching enhancement. Faculty members provide evidence of clear and compelling commitment and rationale for participating in professional development or academic teaching conferences. Faculty members align participation to development of continuous improvement in teaching and/or innovation in preparation of course materials, specifically presenting evidence of application and impact on student learning.

5. *Peer Observation of Teaching.* All faculty members whose duties consist of teaching organized courses will include peer observations of teaching that adhere to UTRGV guidelines and CEP guidelines that are appropriate for the course delivery methodology (e.g., face-to-face/synchronous or asynchronous). Additionally, faculty members provide evidence of seeking specific feedback on teaching from peers, reflecting on feedback

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from peer observation of teaching, committing to implementing revisions, implementing revisions in subsequent semesters, and exploring impact of revised teaching practices on student learning and engagement.

6. *Basic Teaching Responsibilities*. The faculty member completes book orders, uploads syllabi to Faculty Portfolio Tool, collects and reflects on key assessment data, participates in goodness-of-fit to practice discussions, and uses required forms from TEA or CACREP for clinical courses. The faculty member should upload evidence to Faculty Portfolio Tool or includes an explanation in their narrative that they have met these responsibilities.

Category 2: Additionally, faculty must meet at least two of the following criteria (7-13) to earn a rating of exceeds expectations in teaching during the review period.

7. *Course Evaluations.* Faculty members have an average overall rating of 4.5 or higher for all courses taught for the 6-year review period. Faculty members contextualize course observation and feedback as aligned to other teaching effectiveness categories and provide evidence of incorporating additional student feedback questions in course evaluations and collecting regular feedback from students on their learning and students' teaching practices. Faculty members reflect on course evaluations through a growth mindset approach by specifying teaching and learning practices that have been revised and the overall impact on student learning and engagement.

8. *Mentoring.* Faculty members provide clear and compelling evidence of academic related interaction with at least five (5) undergraduate or graduate student beyond the classroom (e.g., undergraduate research, graduate research assistant, directing thesis or dissertation committee) and identifies the impact of these endeavors on teaching and learning practices in the classroom and student learning and engagement. Faculty members advise and mentor students beyond the traditional role of informing students what courses to complete on their plan of study.

9. Leadership in Teaching and Learning. Faculty members with a 60% teaching workload lead or co-lead a minimum of ten (10) hours of professional development in teaching and learning. Faculty members engage in activities to be a thought leader in teaching and learning, such as leading professional development to lead others to learn about teaching and learning strategies to improve teaching methods that positively influence student learning and actively engage learners. Faculty members provide evidence regarding the impact of professional development activities on their teaching values and practices as well as continuous improvement of teaching practices.

10. Curriculum Development. Faculty members describe how they engaged in at least ten (10) forms of curriculum development related to teaching and learning. Examples include but are not limited to blueprinting courses, collaborating with colleagues to improve teaching practices, revising evaluation rubrics, revising key assessments, aligning curriculum to national and state standards (e.g., CACREP, TEA), revising curriculum based upon new information (e.g., DSM), and aligning curriculum with the scholarship of engagement activities.

11. Teaching Awards. Faculty members receive at least one local, national, or international award for teaching. Faculty members provide evidence of how the award has contributed

to continuous commitment to teaching and learning, specifically impacting teaching practices and student learning and engagement.

12. **Clinical Supervision:** Faculty members describe how their supervision practices inform their teaching practices.
13. **Guest Lecturer:** Faculty members describe how they share their expertise not assigned to them as well as how they use what they learn to improve their teaching practices.

Meets Expectations: To earn a performance rating of meets expectations, faculty members must meet all the following criteria in Category 1 (1-6). The main difference between exceeds expectations and meets expectations on most criteria is the impact on student learning. Faculty members who meet expectations in teaching provide evidence of using research-based teaching practices but do not link teaching practices to student learning or student success. Also, the criteria below reflect a standard teaching workload of 60% for tenured faculty (4 graduate courses). Criteria for faculty members with a different teaching workload percentage (e.g., 30%) should be adjusted proportionately.

Category 1

1. *Teaching Philosophy.* Faculty members have a teaching philosophy that is used to guide teaching practices, student learning, and a positive learning environment. Faculty members reflect on their teaching values and beliefs as aligned to teaching innovations, research-based teaching and learning practices, student learning outcomes, assessments, student feedback, and student needs.
2. *Course Objectives, Outcomes, and Assessment Practices.* Faculty members provide evidence of key course objectives and outcomes as well as alignment with research-based teaching and assessment practices to help students meet those key objectives.
3. *Research-Based Teaching Practices.* Faculty members provide evidence of using research-based teaching strategies (e.g., experiential/service learning, undergraduate research, service learning, study abroad, studio performances, community engagement, problem-based learning, collaborative assignments, a new technology, culturally responsive practices, active learning/dynamic lecturing strategies, shift to learning as opposed to "grades" etc.).
4. *Professional Development or Self-Improvement in Teaching.* Faculty members with a 60% teaching workload attend a minimum of ten (10) hours of professional development related to teaching enhancement. Faculty members provide evidence of clear and compelling commitment and rationale for participating in professional development or academic teaching conferences. Faculty members describe what they learn from professional development as well as how they revised teaching practices informed by their professional development.
5. *Peer Observation of Teaching.* All faculty members whose duties consist of teaching organized courses will include peer observations of teaching that adhere to UTRGV guidelines and CEP guidelines that are appropriate for the course delivery methodology

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(e.g., face-to-face/synchronous or asynchronous). Additionally, faculty members describe what they learned from peer observation of teaching.

6. *Basic Teaching Responsibilities*. The faculty member completes book orders, uploads syllabi to Faculty Portfolio Tool, collects key assessment data, participates in goodness-of-fit to practice discussions, and uses required forms from TEA or CACREP for clinical courses. The faculty member uploads evidence to FPT or provides an explanation in their narrative indicating their fulfillment of these teaching responsibilities.

Category 2: Additionally, faculty must meet at least one of the following criteria (7-13) to earn a performance rating of meets expectations. The criteria below reflect a standard teaching workload of 60% for tenured faculty (4 graduate courses). Criteria for faculty members with a different teaching workload percentage (e.g., 30%) should be adjusted proportionately.

7. *Course Evaluations.* Faculty members have an average overall rating of 4.0 or higher for all courses taught for the review period. The faculty member reflects on and contextualizes course observation and feedback as aligned to other teaching effectiveness categories.

8. *Mentoring:* Faculty members provides clear and compelling evidence of academic related interaction with at least five (5) undergraduate or graduate student beyond the classroom (e.g., undergraduate research, graduate research assistant, directing thesis or dissertation committee). Faculty members advise and mentor students beyond the traditional role of informing students what courses to complete on their plan of study.

9. **Leadership in Teaching and Learning.** Faculty members with a 60% teaching workload lead or co-lead a minimum of five (5) hours of professional development in teaching and learning. Faculty members engage in activities to be a thought leader in teaching and learning, such as leading professional development to lead others to learn about teaching and learning strategies to improve teaching methods that positively influence student learning and actively engage learners.

10. *Curriculum Development.* Faculty members describe how they engage in at least ten (10) forms of curriculum development related to teaching and learning. Examples include but are not limited to blueprinting courses, collaborating with colleagues to improve teaching practices, revising evaluation rubrics, revising key assessments, aligning curriculum to national and state standards (e.g., CACREP, TEA), revising curriculum based upon new information (e.g., DSM), and aligning curriculum with the scholarship of engagement activities.

11. *Teaching Awards.* Faculty members are nominated for a local, national, or international award for teaching.

12. **Clinical Supervision:** Faculty members describe how their supervision practices inform their teaching practices.

13. **Guest Lecturer:** Faculty members describe how they share their expertise not assigned to them as well as how they use what they learn to improve their teaching practices.

Does Not Meet Expectations

Faculty members will earn a performance rating of does not meet expectations in teaching (1) if they meet less than the 6 required category 1 criteria and (2) if they do not meet any criteria in Category 2.

Unsatisfactory

Faculty members will earn a rating of unsatisfactory in teaching if they do not meet any criteria in Category 1 and if they do not meet any criteria in Category 2.

Service

In their narratives, tenured faculty members applying for promotion to full professor are expected to provide evidence of service across all areas. These multiple areas of service should be developed across and throughout a 6-year review period. Associate professors are expected to provide evidence of a theme or purpose to their service (much like faculty develop a theme or thread to their research), as well as provide evidence of the impact and level of engagement in their service. Further, associate professors applying for promotion should present significant evidence of leadership in service activities. The extent of time and effort required will be considered. Faculty members must earn at least a rating of meeting expectations in service to be eligible for promotion.

Exceeds Expectations: To receive a performance rating of exceeds expectations, faculty members will provide an updated curriculum vitae, a brief narrative, and documentation of service activities for the period under review related to at least **four (4)** examples from the following areas (1-2) including one (1) leadership role. Faculty members describe how they exceeded the appropriate amount of time and effort toward service activities. Faculty members also must describe the quality, impact, and significance of their services activities. Criteria for tenured faculty members with a different service workload percentage (e.g., 10%) should be adjusted proportionately to their service workload percentage.
1. **Service to the Department.** Service to the department includes but is not limited to elected or appointed departmental committees (e.g., faculty search, annual review); department student organization sponsor (e.g., CSA, CSJ); CPCE, TExES and/or LPC/NDS advisor; CACREP liaison; Assessment Coordinator; coordination of department events (e.g., hooding); coordination of department certificate (e.g., PCBH, Play Therapy, Dreamwork); coordination of remediation activities (e.g., Goodness of Fit); or coordination of department resources (e.g.; website, SharePoint site, Student Info Hub); and special assignments. The development, implementation, evaluation, and ongoing refinement of departmental programs is highly valued.
2. **Service to the College.** Service to the college includes but is not limited to elected or appointed college committees (e.g., search, accreditation, curriculum, college council, college tenure and promotion); college workgroups or taskforces (e.g., workload, policy development, design teams); college conference/workshop coordination; or college student organization sponsor.

Faculty members also show evidence of least *three (3)* examples from the following areas including one example of service to the university as well as one (1) leadership role:

3. **Service to the University.** Service to the university includes but is not limited to elected or appointed membership on university standing committees, councils, or workgroups (e.g., Campus Connect, Faculty Senate, Faculty Development Council, Special Committee or Member of the Executive Team in Women's Faculty Network); elected or appointed membership on ad hoc university committees (e.g., COVID Clinical Services Committee); IRB representative or reviewer; or Faculty Fellow.
4. **Service to the Profession/Discipline.** Service to the profession includes but is not limited to the following activities: counseling organization officer; counseling organization committee chair/member; professional organization conference committee chair/member; conference proposal reviewer; counseling accreditation team member or chair (e.g., CACREP); counseling publication reviewer/editorial board member; or federal/state grant reviewer. Being actively engaged in local, state, national, OR international organizations to improving education is highly valued.
5. **Service and outreach to the Community.** Service to the community includes but is not limited to work as local/state/national organization or agency volunteer, committee, or board member; workshop/training presenter for community agencies; consultation (e.g., providing mental health/psychosocial support); private mental health practice; local organization support or training (e.g., providing professional development for practitioners); or judging, mentoring, or advising at events (e.g., community/school events). Service to local educational entities is highly valued as well as advancing public advocacy and social justice through community forums and/or work with local, state, and national policy makers.

Faculty members also show evidence of least *two (2)* examples from the following areas (6-8):

6. Demonstrate at least one strand/theme in service-related activities.
7. Demonstrate professional service and advocacy in counseling.
8. Demonstrate on-going counseling practice.

Meet Expectations: Faculty members describe appropriate amount of time and effort toward service activities. The extent of time and effort for all service activities required will be considered. Counseling faculty will provide an updated curriculum vitae, a brief narrative, and documentation of service activities for the period under review related to at least *three* examples from the following areas. Faculty members also must describe the quality, impact, and significance of their services activities. Criteria for tenure-track faculty members with a different service workload percentage (e.g., 10%) should be adjusted proportionately to their service workload percentage.

1. **Service to the Department.** Service to the department includes but is not limited to elected or appointed departmental committees (e.g., faculty search, annual review); department student organization sponsor (e.g., CSA, CSJ); CPCE, TExES and/or LPC/NDS

advisor; CACREP liaison; Assessment Coordinator; coordination of department events (e.g., hooding); coordination of department certificate (e.g., PCBH, Play Therapy, Dreamwork); coordination of remediation activities (e.g., Goodness of Fit); or coordination of department resources (e.g.; website, SharePoint site, Student Info Hub); and special assignments. The development, implementation, evaluation, and ongoing refinement of departmental programs is highly valued.

2. **Service to the College.** Service to the college includes but is not limited to elected or appointed college committees (e.g., search, accreditation, curriculum, college council, college tenure and promotion); college workgroups or taskforces (e.g., workload, policy development, design teams); college conference/workshop coordination; or college student organization sponsor.

Faculty members also need to provide documentation of service activities for the period under review related to at least *two* examples from the following areas (3-5):

3. **Service to the University.** Service to the university includes but is not limited to elected or appointed membership on university standing committees, councils, or workgroups (e.g., Campus Connect, Faculty Senate, Faculty Development Council, Special Committee or Member of the Executive Team in Women's Faculty Network); elected or appointed membership on ad hoc university committees (e.g., COVID Clinical Services Committee) IRB representative or reviewer; or Faculty Fellow.

4. **Service to the Profession/Discipline.** Service to the profession includes but is not limited to the following activities: counseling organization officer; counseling organization committee chair/member; professional organization conference committee chair/member; conference proposal reviewer; counseling accreditation team member or chair (e.g., CACREP); counseling publication reviewer/editorial board member; or federal/state grant reviewer.

5. **Service and outreach to the Community.** Service to the community includes but is not limited to work as local/state/national organization or agency volunteer, committee, or board member; workshop/training presenter for community agencies; consultation (e.g., supervising LPC Associates, providing mental health/psychosocial support); private mental health practice; local organization support or training (e.g., providing professional development for practitioners); or judging, mentoring, or advising at events (e.g., community/school events). Service to local educational entities is highly valued as well as advancing public advocacy and social justice through community forums and/or work with local, state, and national policy makers.

Does not Meet Expectations: Counseling faculty engage in one example of service to department or college. Faculty members also **do not** show evidence of the minimum amount of time and effort for all service activities.

Unsatisfactory: Counseling faculty members do not engage in any examples in each of the following areas: service to the department, service to the college, and service to the university. Faculty members also do not provide evidence of service to the profession or service to the community.

c)Assistant Professors of Practice

i)Annual Review Criteria

The narrative and corresponding evidence play an important role in the annual review. In their narrative, the faculty member is expected to provide a comprehensive narrative explaining how their work in scholarship (if applicable), teaching, and service is aligned with the departmental indicators below; areas for further development; and contributions that advance the University, College, and Departmental missions. The faculty members should also describe the quality, quantity, significance, and impact of their scholarly products. Recommended artifacts and evidence may include, but are not limited to, copies of agendas, meeting minutes, certificates, publications, presentations, etc. Faculty members should see guiding reflection questions for the scholarship (page 3), teaching (page 5), and service (6) narratives.

Teaching

Exceeds Expectations. To attain exceed expectations, faculty members must meet 1-7 below in Category 1 as well as two indicators from Category 2. The most important element for each criterion is evidence regarding the impact on student learning. Also, the criteria below reflect a standard teaching load of 90% for non-tenure-track faculty members (6 graduate courses). Faculty members with a different teaching load percentage should have the requirements adjusted proportionally to their teaching workload percentage.

Category 1

1. *Teaching Values and Beliefs.* Faculty members have a teaching philosophy that guides teaching practices, student learning, and a positive learning environment. Faculty members reflect on their teaching values and beliefs as aligned to teaching innovations, research-based teaching and learning practices, student learning outcomes, assessments, student feedback, and student needs. Faculty members provide evidence regarding how teaching identity shifts in teaching values and beliefs as informed by student feedback, peer observations of teaching, course evaluations, and research-informed practices. Faculty members provide clear evidence of a growth mindset and values that all students can learn.
2. *Course Objectives, Outcomes, and Assessment Practices.* Faculty members provide evidence of key course objectives and outcomes as well as alignment with research-based teaching and assessment practices to help students meet those key objectives. Faculty members describe how they develop evaluation rubrics aligned with transparent teaching practices, provide feedback to meet evaluation criteria, and support students to develop knowledge and skills in course objectives. Faculty members demonstrate how assessment practices relate to student learning.
3. *Research-Based Teaching Practices.* Faculty members provide evidence of using research-based teaching strategies (e.g., experiential/service learning, undergraduate research,

service learning, study abroad, studio performances, community engagement, problem-based learning, collaborative assignments, a new technology, culturally responsive practices, active learning/dynamic lecturing strategies, shift to learning as opposed to "grades" etc.) that positively influence student learning and actively engage learners. Faculty members provide evidence of how research-based teaching practices implemented are linked to specific student learning outcomes as represented in assessment practices and student engagement as well as a positive learning environment.

4. *Professional Development and/or Self-Improvement in Teaching.* Faculty members with a 90% teaching workload attend a minimum of six (6) hours of professional development or self-improvement in teaching related to teaching enhancement. Professional development or self-improvement in teaching could focus on content as well as process of teaching content. Faculty members provide evidence of clear and compelling commitment and rationale for participating in professional development or academic teaching conferences. Faculty members align participation to development of continuous improvement in teaching and/or innovation in preparation of course materials, specifically presenting evidence of application and impact on student learning.

5. *Peer Observation of Teaching.* All faculty members whose duties consist of teaching organized courses will include peer observations of teaching that adhere to [UTRGV guidelines](#) and [CEP guidelines](#) that are appropriate for the course delivery methodology (e.g., face-to-face/synchronous or asynchronous). Additionally, faculty members provide evidence of seeking specific feedback on teaching from peers, reflecting on feedback from peer observation of teaching, committing to implementing revisions, implementing revisions in subsequent semesters, and exploring impact of revised teaching practices on student learning and engagement.

6. *Basic Teaching Responsibilities*: The faculty members responsibilities may include but are not limited to the following: complete book orders, upload syllabi to Faculty Portfolio Tool, collect and reflect on key assessment data, participate in goodness-of-fit to practice discussions, and use required forms from TEA or CACREP for clinical courses. The faculty member should upload evidence to Faculty Portfolio Tool that they have met these responsibilities. If faculty did not meet these responsibilities, they should provide evidentiary documentation.

Category 2: Additionally, faculty must meet at least two of the following criteria (7-13) to earn a rating of exceeds expectations in teaching during the annual review period.

7. *Course Evaluations.* Faculty members have an average overall rating of 4.5 or higher for all courses taught for the review period. Faculty members contextualize course observation and feedback as aligned to other teaching effectiveness categories and provide evidence of incorporating additional student feedback questions in course evaluations and collecting regular feedback from students on their learning and students' teaching practices. Faculty members reflect on course evaluations through a growth mindset approach by specifying

teaching and learning practices that have been revised and the overall impact on student learning and engagement.

8. *Mentoring.* Faculty members provide clear and compelling evidence of academic related interaction with at least one (1) undergraduate or graduate student beyond the classroom (e.g., undergraduate research, graduate research assistant, directing thesis or dissertation committee) and identifies the impact of these endeavors on teaching and learning practices in the classroom and student learning and engagement. Faculty members advise and mentor students beyond the traditional role of informing students what courses to complete on their plan of study.

9. **Leadership in Teaching and Learning.** Faculty members with a 90% teaching workload lead or co-lead a minimum of three (3) hours of professional development or self-improvement in teaching and learning. Faculty members engage in activities to be a thought leader in teaching and learning, such as leading professional development to lead others to learn about teaching and learning strategies to improve teaching methods that positively influence student learning and actively engage learners. Other examples might include but are not limited to presenting at a counseling-related conference on strategies/aspects of teaching in a counselor education program or publishing or presenting at a counseling-related conference on strategies of teaching. Faculty members provide evidence regarding the impact of professional development activities on their teaching values and practices as well as continuous improvement of teaching practices.

10. **Curriculum Development.** Faculty members describe how they engaged in at least three (3) forms of curriculum development related to teaching and learning. Examples include but are not limited to blueprinting courses, collaborating with colleagues to improve teaching practices, revising evaluation rubrics, revising key assessments, aligning curriculum to national and state standards (e.g., CACREP, TEA), revising curriculum based upon new information (e.g., DSM), aligning curriculum with the scholarship of engagement activities, and curriculum training developed for student participants in grant activities.

11. **Teaching Awards**. Faculty members receive a local, national, or international award for teaching. Faculty members provide evidence of how the award has contributed to continuous commitment to teaching and learning, specifically impacting teaching practices and student learning and engagement.

12. **Clinical Supervision:** Faculty members describe how their supervision practices inform their teaching practices.

13. **Guest Lecturer:** Faculty members describe how they share their expertise not assigned to them as well as how they use what they learn to improve their teaching practices.

Meets Expectations: To meet expectations for annual review, non-tenure-track faculty members must meet all the following criteria in category 1 (1-6_. The main difference between exceeds expectations and meets expectations on most criteria is the impact on student learning. Faculty members who meet expectations in teaching provide evidence of using research-based teaching practices but do not link teaching practices to student learning or student success. Also, the criteria below reflect a standard teaching workload of 90% for non-tenure track faculty members (6 graduate courses). Criteria for faculty members with a different teaching workload percentage (e.g., 30%) should be adjusted proportionately to their teaching workload percentage.

Category 1
1. *Teaching Philosophy.* Faculty members have a teaching philosophy that is used to guide teaching practices, student learning, and a positive learning environment. Faculty members reflect on their teaching values and beliefs as aligned to teaching innovations, research-based teaching and learning practices, student learning outcomes, assessments, student feedback, and student needs.
2. *Course Objectives, Outcomes, and Assessment Practices.* Faculty members provide evidence of key course objectives and outcomes as well as alignment with research-based teaching and assessment practices to help students meet those key objectives.
3. *Research-Based Teaching Practices.* Faculty members provide evidence of using research-based teaching strategies (e.g., experiential/service learning, undergraduate research, service learning, study abroad, studio performances, community engagement, problem-based learning, collaborative assignments, a new technology, culturally responsive practices, active learning/dynamic lecturing strategies, shift to learning as opposed to "grades" etc.).
4. *Professional Development or Self-Improvement in Teaching.* Faculty members with a 90% teaching workload attend a minimum of four (4) hours of professional development related to teaching enhancement. Professional development or self-improvement in teaching could focus on content as well as the process of teaching content. Faculty members provide evidence of clear and compelling commitment and rationale for participating in professional development or academic teaching conferences. Faculty members describe what they learn from professional development as well as how they revised teaching practices informed by their professional development.
5. *Peer Observation of Teaching.* All faculty members whose duties consist of teaching organized courses will include peer observations of teaching that adhere to [UTRGV guidelines](#) and [CEP guidelines](#) that are appropriate for the course delivery methodology (e.g., face-to-face/synchronous or asynchronous). Additionally, faculty members describe what they learned from peer observation of teaching.
6. *Basic Teaching Responsibilities*. The faculty member completes book orders, uploads syllabi to Faculty Portfolio Tool, collects key assessment data, participates in goodness-of-fit to practice discussions, and uses required forms from TEA or CACREP for clinical courses. The faculty member uploads evidence to FPT or provides an explanation in their narrative indicating their fulfillment of these teaching responsibilities.

Category 2: Additionally, faculty must meet at least one of the following criteria (7-13) to earn a rating of meets expectations in teaching during the annual review period. The criteria below reflect a standard teaching workload of 60% for tenure track faculty members (4 graduate courses). Criteria for faculty members with a different teaching workload percentage (e.g., 30%) should be adjusted proportionately to their teaching workload percentage.

7. *Course Evaluations.* Faculty members have an average overall rating of 4.0 or higher for all courses taught for the review period. The faculty member reflects on and contextualizes course observation and feedback as aligned to other teaching effectiveness categories.
8. *Mentoring:* Faculty members provides clear and compelling evidence of academic related interaction with at least one (1) undergraduate or graduate student beyond the classroom (e.g., undergraduate research, graduate research assistant, directing thesis or dissertation committee). Faculty members advise and mentor students beyond the traditional role of informing students what courses to complete on their plan of study.
9. **Leadership in Teaching and Learning.** Faculty members with a 90% teaching workload lead or co-lead a minimum of two (2) hours of professional development in teaching and learning. Faculty members engage in activities to be a thought leader in teaching and learning, such as leading professional development to lead others to learn about teaching and learning strategies to improve teaching methods that positively influence student learning and actively engage learners. Other examples might include but are not limited to presenting at a counseling-related conference on strategies/aspects of teaching in a counselor education program or publishing or presenting at a counseling-related conference on strategies of teaching.
10. *Curriculum Development.* Faculty members describe how they engage in at least two forms of curriculum development related to teaching and learning. Examples include but are not limited to blueprinting courses, collaborating with colleagues to improve teaching practices, revising evaluation rubrics, revising key assessments, aligning curriculum to national and state standards (e.g., CACREP, TEA), revising curriculum based upon new information (e.g., DSM), aligning curriculum with the scholarship of engagement activities, and curriculum training developed for student participants in grant activities.
11. *Teaching Awards.* Faculty members receive a local, national, or international award for teaching.
12. **Clinical Supervision:** Faculty members describe how their supervision practices inform their teaching practices.
13. **Guest Lecturer:** Faculty members describe how they share their expertise not assigned to them as well as how they use what they learn to improve their teaching practices.

Does Not Meet Expectations

Faculty members will earn a performance rating of does not meet expectations in teaching (1) if they meet less than the 6 required category 1 criteria and (2) if they do not meet any criteria in Category 2.

Unsatisfactory

Faculty members will earn a performance rating of unsatisfactory in teaching if they do not meet any criteria in Category 1 and if they do not meet any criteria in Category 2.

Service

Exceeds Expectations: To receive a performance rating of exceeds expectations, faculty members will provide an updated curriculum vitae, a brief narrative, and documentation of service activities for the period under review related to at least *two* examples from the following areas (1-2). Faculty members describe how they exceeded the appropriate amount of time and effort toward service activities. Faculty members also must describe the quality, impact, and significance of their services activities. Criteria for non-tenure-track faculty members with a different service workload percentage (e.g., 0%) should be adjusted proportionately to their service workload percentage.

1. **Service to the Department.** Service to the department includes but is not limited to elected or appointed departmental committees (e.g., faculty search, annual review); department student organization sponsor (e.g., CSA, CSJ); CPCE, TExES and/or LPC/NDS advisor; CACREP liaison; Assessment Coordinator; coordination of department events (e.g., hooding); coordination of department certificate (e.g., PCBH, Play Therapy, Dreamwork); coordination of remediation activities (e.g., Goodness of Fit); or coordination of department resources (e.g.; website, SharePoint site, Student Info Hub); and special assignments. The development, implementation, evaluation, and ongoing refinement of departmental programs is highly valued.

2. **Service to the College.** Service to the college includes but is not limited to elected or appointed college committees (e.g., search, accreditation, curriculum, college council, college tenure and promotion); college workgroups or taskforces (e.g., workload, policy development, design teams); college conference/workshop coordination; or college student organization sponsor.

Faculty members also show evidence of least *one* example from the following areas (3-5):

3. **Service to the University.** Service to the university includes but is not limited to elected or appointed membership on university standing committees, councils, or workgroups (e.g., Campus Connect, Faculty Senate, Faculty Development Council, Special Committee or Member of the Executive Team in Women's Faculty Network); elected or appointed membership on ad hoc university committees (e.g., COVID Clinical Services Committee); IRB representative or reviewer; or Faculty Fellow.

4. **Service to the Profession/Discipline.** Service to the profession includes but is not limited to the following activities: counseling organization officer; counseling organization committee chair/member; professional organization conference committee chair/member; conference proposal reviewer; counseling accreditation team member or chair (e.g., CACREP); counseling publication reviewer/editorial board member; or federal/state grant reviewer. Being actively engaged in local, state, national, OR international organizations to improving education is highly valued.

5. **Service and outreach to the Community.** Service to the community includes but is not limited to work as local/state/national organization or agency volunteer, committee, or board member; workshop/training presenter for community agencies; consultation (e.g.,

providing mental health/psychosocial support); private mental health practice; local organization support or training (e.g., providing professional development for practitioners); or judging, mentoring, or advising at events (e.g., community/school events). Service to local educational entities is highly valued as well as advancing public advocacy and social justice through community forums and/or work with local, state, and national policy makers.

Faculty members also show evidence of least **one (1)** example from the following areas:

6. Demonstrate at least one strand/theme in service-related activities.
7. Demonstrate professional service and advocacy in counseling.
8. Demonstrate on-going counseling practice.

Meet Expectations: Faculty members describe appropriate amount of time and effort toward service activities. The extent of time and effort for all service activities required will be considered. The counseling faculty will provide an updated curriculum vitae, a brief narrative, and documentation of service activities for the period under review related to at least *two (2)* examples from the following areas (1-2). Faculty members also must describe the quality, impact, and significance of their services activities. Criteria for non-tenure-track faculty members with a different service workload percentage (e.g., 0%) should be adjusted proportionately to their service workload percentage.

1. **Service to the Department.** Service to the department includes but is not limited to elected or appointed departmental committees (e.g., faculty search, annual review); department student organization sponsor (e.g., CSA, CSJ); CPCE, TExES and/or LPC/NDS advisor; CACREP liaison; Assessment Coordinator; coordination of department events (e.g., hooding); coordination of department certificate (e.g., PCBH, Play Therapy, Dreamwork); coordination of remediation activities (e.g., Goodness of Fit); or coordination of department resources (e.g.; website, SharePoint site, Student Info Hub); and special assignments. The development, implementation, evaluation, and ongoing refinement of departmental programs is highly valued.
2. **Service to the College.** Service to the college includes but is not limited to elected or appointed college committees (e.g., search, accreditation, curriculum, college council, college tenure and promotion); college workgroups or taskforces (e.g., workload, policy development, design teams); college conference/workshop coordination; or college student organization sponsor.

Faculty members also need to provide documentation of service activities for the period under review related to at least *one (1)* example from the following areas (3-5):

3. **Service to the University.** Service to the university includes but is not limited to elected or appointed membership on university standing committees, councils, or workgroups (e.g., Campus Connect, Faculty Senate, Faculty Development Council, Special Committee or Member of the Executive Team in Women's Faculty Network); elected or appointed membership on ad hoc university committees (e.g., COVID Clinical Services Committee) IRB representative or reviewer; or Faculty Fellow.

4. **Service to the Profession/Discipline.** Service to the profession includes but is not limited to the following activities: counseling organization officer; counseling organization committee chair/member; professional organization conference committee chair/member; conference proposal reviewer; counseling accreditation team member or chair (e.g., CACREP); counseling publication reviewer/editorial board member; or federal/state grant reviewer.
5. **Service and outreach to the Community.** Service to the community includes but is not limited to work as local/state/national organization or agency volunteer, committee, or board member; workshop/training presenter for community agencies; consultation (e.g., supervising LPC Associates, providing mental health/psychosocial support); private mental health practice; local organization support or training (e.g., providing professional development for practitioners); or judging, mentoring, or advising at events (e.g., community/school events). Service to local educational entities is highly valued as well as advancing public advocacy and social justice through community forums and/or work with local, state, and national policy makers.

Does not Meet Expectations (20% workload): Counseling faculty engage in one example of service to department or college. However, faculty members **do not** show evidence of the minimum amount of time and effort for all service activities.

Unsatisfactory (20% workload): Counseling faculty members do not engage in any examples in each of the following areas: service to the department, service to the college, and service to the university. Faculty members also do not provide evidence of service to the profession or service to the community.

Scholarship

Assistant Professors of Practice who are on a 10% research workload are expected to produce at an average rate of *at least* one peer-reviewed journal article or external funded grant per every two academic years. Below are tables describing annual review criteria for scholarship based on 10% research workloads. For research workloads that are different, the number of corresponding products from Categories 1 or 2 should be adjusted accordingly. For peer-reviewed publications, faculty members can count their product when it is (1) accepted for publication, (2) in press, OR (3) published. Faculty members can only count each peer reviewed publication once in an annual review period. Faculty members cannot count a scholarly product when it is accepted in one annual review period and then when it is published during another annual review period. Also, a faculty member cannot count a product in one decision point (promotion to Associate Professor of Practice) and then in another decision point (promotion to Professor of Practice). For external grants, the number of scholarly products associated with the external grant will be awarded in the year of procurement.

The Department of Counseling understands that some scholarship/research projects take longer than other projects to complete and that some peer-reviewed journals have lengthy review processes. All faculty members are given one review cycle grace period to produce one scholarly

product to earn a performance rating of meet expectations for annual review. In other words, if a faculty member does not produce a scholarly product in a single year, they can still be given a rating of meet expectations if they show **scholarship/research progress (as defined as having at least two articles or external grants under review OR two scholarship of engagement products in progress)**. However, a faculty member cannot earn a performance rating of meets expectations for two consecutive annual review periods if they do not produce a scholarly product.

Below are the different categories for research/scholarship products. Faculty members should also complete the table below to monitor their progress toward promotion.

CATEGORY I
⇒ Peer-Reviewed Journal Article
  o 50% of the articles must be in a peer-reviewed journal with a 60% acceptance rate or lower.
  o 50% of the articles must be related to (1) counseling or (2) UTRGV's mission, vision, or core priorities ([UTRGV 2022-2023 strategic plan](#))

⇒ EXTERNAL GRANT
⇒ The number of products for external funding will be awarded in the year of **procurement**.
  o The Principal Investigator (PI) may count a funded external grant worth less than $200,000 as 1 product. The C0-PI and other grant personnel (e.g., evaluation team members) may also count the external grant as 1 product.
  o The Principal Investigator (PI) may count a funded external grant worth more than $200,000 as 2 products. The C0-PI and other grant personnel (e.g., evaluation team members) may count the external grant as 1 product.
  o The PI may count a funded external grant worth over $500,000 as 3 products. The C0-PI and other grant personnel (e.g., evaluation team members) may count the external grant as 2 products.
⇒ Scholarship of Engagement
  o Must be a clear final product (e.g., creating or changing law; creating or changing public policy; creating a full-length documentary or film; creating substantive training materials, courses, or workshops; creating a digital platform; creating a policy brief; community reports; outreach materials; innovative tools and technologies).
⇒ Academic Book Chapter
⇒ Conference Proceeding
⇒ Scholarly Book
  o The lead author can count a scholarly book as 2 products.
CATEGORY II
Faculty members with a 20% research workload during the review period will produce a minimum of (2) professionally- or peer-reviewed products from Category II from the following list. Faculty members could substitute Category 1 products (i.e., they would have a minimum of 8 products from Category 1 with a minimum of six (6) peer-reviewed journal articles).

⇒ Scholarship of Engagement
   o A professional presentation as the result of the scholarship of engagement will **count** as a product in category 2.
⇒ Internal UTRGV or College of Education and P-16 Integration small grant
⇒ Edited academic book
⇒ Non-scholarly Book
⇒ Trade magazine article (e.g., Counseling Today, Psychology Today)
⇒ International, national, state, regional, or local (e.g., Southern Association of Counselor Education and Supervision) peer-reviewed conference presentation with a 50% acceptance rate or below
⇒ Peer-reviewed conference presentations with a 51% acceptance rate or higher will count as ½ product.
⇒ Creative products (e.g., podcasts, social media content, websites supported by literature and contributing to the field)
⇒ Editor of a journal (faculty member may count being an editor of a journal as 1 product for each academic year they serve in that capacity).

Annual Review Criteria for Research: 10% Workload

Exceeds Expectations	Meets Expectations	Does not meet expectations	Unsatisfactory
• 3 scholarly products from category 1 or category 2	• 2 scholarly products from category 1 or category 2	• 1 product from category 1 or category 2	• No research activities reported

**Faculty members are encouraged to adhere to promotion guidelines and criteria for the quality of peer-reviewed publications noted in Category 1.*

ii)Promotion Criteria to Associate Professor of Practice

The narrative and corresponding evidence play an important role in the promotion to associate professor of practice. In their narrative, the faculty member is expected to provide a comprehensive narrative explaining how their work in scholarship (if applicable), teaching, and service is aligned with the departmental indicators below; areas for further development; and contributions that advance the University, College, and Departmental missions. The faculty members should also describe the quality, quantity, significance, and impact of their scholarly products. Recommended artifacts and evidence may include, but are not limited to, copies of agendas, meeting minutes, certificates, publications, presentations, etc. Faculty members should see guiding reflection questions for the scholarship (page 3), teaching (page 5), and service (6) narratives.

Teaching

Exceeds Expectations. To attain exceed expectations, faculty members must meet 1-6 below in Category 1 as well as two indicators from Category 2. The most important element for each criterion is evidence regarding the impact on student learning. Also, the criteria below reflect a standard teaching load of 90% for non-tenure-track faculty members (6 graduate courses). Faculty members with a different teaching load percentage should have the requirements adjusted proportionally to their teaching workload percentage.

Category 1

1. *Teaching Values and Beliefs.* Faculty members have a teaching philosophy that guides teaching practices, student learning, and a positive learning environment. Faculty members reflect on their teaching values and beliefs as aligned to teaching innovations, research-based teaching and learning practices, student learning outcomes, assessments, student feedback, and student needs. Faculty members provide evidence regarding how teaching identity shifts in teaching values and beliefs as informed by student feedback, peer observations of teaching, course evaluations, and research-informed practices. Faculty members provide clear evidence of a growth mindset and values that all students can learn.
2. *Course Objectives, Outcomes, and Assessment Practices.* Faculty members provide evidence of key course objectives and outcomes as well as alignment with research-based teaching and assessment practices to help students meet those key objectives. Faculty members describe how they develop evaluation rubrics aligned with transparent teaching practices, provide feedback to meet evaluation criteria, and support students to develop knowledge and skills in course objectives. Faculty members demonstrate how assessment practices relate to student learning.
3. *Research-Based Teaching Practices.* Faculty members provide evidence of using research-based teaching strategies (e.g., experiential/service learning, undergraduate research, service learning, study abroad, studio performances, community engagement, problem-based learning, collaborative assignments, a new technology, culturally responsive practices, active learning/dynamic lecturing strategies, shift to learning as opposed to "grades" etc.) that positively influence student learning and actively engage learners. Faculty members provide evidence of how research-based teaching practices implemented are linked to specific student learning outcomes as represented in assessment practices and student engagement as well as a positive learning environment.
4. *Professional Development and/or Self-Improvement in Teaching.* Faculty members with a 90% teaching workload attend a minimum of eighteen (18) hours of professional development or self-improvement in teaching related to teaching enhancement. Professional development or self-improvement in teaching could focus on content as well as process of teaching content. Faculty members provide evidence of clear and compelling commitment and rationale for participating in professional development or academic teaching

conferences. Faculty members align participation to development of continuous improvement in teaching and/or innovation in preparation of course materials, specifically presenting evidence of application and impact on student learning.

5. *Peer Observation of Teaching.* All faculty members whose duties consist of teaching organized courses will include peer observations of teaching that adhere to UTRGV guidelines and CEP guidelines that are appropriate for the course delivery methodology (e.g., face-to-face/synchronous or asynchronous). Additionally, faculty members provide evidence of seeking specific feedback on teaching from peers, reflecting on feedback from peer observation of teaching, committing to implementing revisions, implementing revisions in subsequent semesters, and exploring impact of revised teaching practices on student learning and engagement.

6. *Basic Teaching Responsibilities*: The faculty members responsibilities may include but are not limited to the following: complete book orders, upload syllabi to Faculty Portfolio Tool, collect and reflect on key assessment data, participate in goodness-of-fit to practice discussions, and use required forms from TEA or CACREP for clinical courses. The faculty member should upload evidence to Faculty Portfolio Tool that they have met these responsibilities. If faculty did not meet these responsibilities, they should provide evidentiary documentation.

Category 2: Additionally, faculty must meet at least two (2) of the following criteria (7-13) to earn a rating of exceeds expectations in teaching during the annual review period.

7. *Course Evaluations.* Faculty members have an average overall rating of 4.5 or higher for all courses taught for the review period. Faculty members contextualize course observation and feedback as aligned to other teaching effectiveness categories and provide evidence of incorporating additional student feedback questions in course evaluations and collecting regular feedback from students on their learning and students' teaching practices. Faculty members reflect on course evaluations through a growth mindset approach by specifying teaching and learning practices that have been revised and the overall impact on student learning and engagement.

8. *Mentoring.* Faculty members provide clear and compelling evidence of academic related interaction with at least three (3) undergraduate or graduate student beyond the classroom (e.g., undergraduate research, graduate research assistant, directing thesis or dissertation committee) and identifies the impact of these endeavors on teaching and learning practices in the classroom and student learning and engagement. Faculty members advise and mentor students beyond the traditional role of informing students what courses to complete on their plan of study.

9. **Leadership in Teaching and Learning.** Faculty members with a 90% teaching workload lead or co-lead a minimum of nine (9) hours of professional development or self-improvement in teaching and learning. Faculty members engage in activities to be a thought leader in teaching and learning, such as leading professional development to lead others to learn about teaching and learning strategies to improve teaching methods that positively influence student learning and actively engage learners. Other examples might include but are not

limited to presenting at a counseling-related conference on strategies/aspects of teaching in a counselor education program or publishing or presenting at a counseling-related conference on strategies of teaching. Faculty members provide evidence regarding the impact of professional development activities on their teaching values and practices as well as continuous improvement of teaching practices.

10. **Curriculum Development.** Faculty members describe how they engaged in at least nine (9) forms of curriculum development related to teaching and learning. Examples include but are not limited to blueprinting courses, collaborating with colleagues to improve teaching practices, revising evaluation rubrics, revising key assessments, aligning curriculum to national and state standards (e.g., CACREP, TEA), revising curriculum based upon new information (e.g., DSM), aligning curriculum with the scholarship of engagement activities, and curriculum training developed for student participants in grant activities.

11. **Teaching Awards**. Faculty members receive a local, national, or international award for teaching. Faculty members provide evidence of how the award has contributed to continuous commitment to teaching and learning, specifically impacting teaching practices and student learning and engagement.

12. **Clinical Supervision:** Faculty members describe how their supervision practices inform their teaching practices.

13. **Guest Lecturer:** Faculty members describe how they share their expertise not assigned to them as well as how they use what they learn to improve their teaching practices.

Meets Expectations: To meet expectations for annual review, non-tenure-track faculty members must meet all the following criteria in category 1 (1-6). The main difference between exceeds expectations and meets expectations on most criteria is the impact on student learning. Faculty members who meet expectations in teaching provide evidence of using research-based teaching practices but do not link teaching practices to student learning or student success. Also, the criteria below reflect a standard teaching workload of 90% for non-tenure track faculty members (6 graduate courses). Criteria for faculty members with a different teaching workload percentage should be adjusted proportionately to their teaching workload percentage.

Category 1

1. *Teaching Philosophy.* Faculty members have a teaching philosophy that is used to guide teaching practices, student learning, and a positive learning environment. Faculty members reflect on their teaching values and beliefs as aligned to teaching innovations, research-based teaching and learning practices, student learning outcomes, assessments, student feedback, and student needs.

2. *Course Objectives, Outcomes, and Assessment Practices.* Faculty members provide evidence of key course objectives and outcomes as well as alignment with research-based teaching and assessment practices to help students meet those key objectives.

3. *Research-Based Teaching Practices.* Faculty members provide evidence of using research-based teaching strategies (e.g., experiential/service learning, undergraduate research, service learning, study abroad, studio performances, community engagement, problem-based learning, collaborative assignments, a new technology, culturally responsive

practices, active learning/dynamic lecturing strategies, shift to learning as opposed to "grades" etc.).

4. *Professional Development or Self-Improvement in Teaching.* Faculty members with a 90% teaching workload attend a minimum of twelve (12) hours of professional development related to teaching enhancement. Professional development or self-improvement in teaching could focus on content as well as the process of teaching content. Faculty members provide evidence of clear and compelling commitment and rationale for participating in professional development or academic teaching conferences. Faculty members describe what they learn from professional development as well as how they revised teaching practices informed by their professional development.

5. *Peer Observation of Teaching.* All faculty members whose duties consist of teaching organized courses will include peer observations of teaching that adhere to UTRGV guidelines and CEP guidelines that are appropriate for the course delivery methodology (e.g., face-to-face/synchronous or asynchronous). Additionally, faculty members describe what they learned from peer observation of teaching.

6. *Basic Teaching Responsibilities*. The faculty member completes book orders, uploads syllabi to Faculty Portfolio Tool, collects key assessment data, participates in goodness-of-fit to practice discussions, and uses required forms from TEA or CACREP for clinical courses. The faculty member uploads evidence to FPT or provides an explanation in their narrative indicating their fulfillment of these teaching responsibilities.

Category 2: Additionally, faculty must meet at least one of the following criteria (7-13) to earn a rating of meets expectations in teaching during the annual review period. The criteria below reflect a standard teaching workload of 90% for non-tenure-track faculty members (6 graduate courses). Criteria for faculty members with a different teaching workload percentage should be adjusted proportionately to their teaching workload percentage.

7. *Course Evaluations.* Faculty members have an average overall rating of 4.0 or higher for all courses taught for the review period. The faculty member reflects on and contextualizes course observation and feedback as aligned to other teaching effectiveness categories.

8. *Mentoring:* Faculty members provides clear and compelling evidence of academic related interaction with at least two (2) undergraduate or graduate student beyond the classroom (e.g., undergraduate research, graduate research assistant, directing thesis or dissertation committee). Faculty members advise and mentor students beyond the traditional role of informing students what courses to complete on their plan of study.

9. **Leadership in Teaching and Learning.** Faculty members with a 90% teaching workload lead or co-lead a minimum of six (6) hours of professional development in teaching and learning. Faculty members engage in activities to be a thought leader in teaching and learning, such as leading professional development to lead others to learn about teaching and learning strategies to improve teaching methods that positively influence student learning and actively engage learners. Other examples might include but are not limited

to presenting at a counseling-related conference on strategies/aspects of teaching in a counselor education program or publishing or presenting at a counseling-related conference on strategies of teaching.

10. *Curriculum Development.* Faculty members describe how they engage in at least six (6) forms of curriculum development related to teaching and learning. Examples include but are not limited to blueprinting courses, collaborating with colleagues to improve teaching practices, revising evaluation rubrics, revising key assessments, aligning curriculum to national and state standards (e.g., CACREP, TEA), revising curriculum based upon new information (e.g., DSM), aligning curriculum with the scholarship of engagement activities, and curriculum training developed for student participants in grant activities.

11. *Teaching Awards.* Faculty members receive a local, national, or international award for teaching.

12. **Clinical Supervision:** Faculty members describe how their supervision practices inform their teaching practices.

13. **Guest Lecturer:** Faculty members describe how they share their expertise not assigned to them as well as how they use what they learn to improve their teaching practices.

Does Not Meet Expectations

Faculty members will earn a performance rating of does not meet expectations in teaching (1) if they meet less than the 6 required category 1 criteria and (2) if they do not meet any criteria in Category 2.

Unsatisfactory

Faculty members will earn a performance rating of unsatisfactory in teaching if they do not meet any criteria in Category 1 and if they do not meet any criteria in Category 2.
Service

Service

Exceeds Expectations: To receive a performance rating of exceeds expectations, faculty members will provide an updated curriculum vitae, a brief narrative, and documentation of service activities for the period under review related to at least **six (6)** examples from the following areas (1-2). Faculty members describe how they exceeded the appropriate amount of time and effort toward service activities. Faculty members also must describe the quality, impact, and significance of their services activities. Criteria for non-tenure-track faculty members with a different service workload percentage (e.g., 0%) should be adjusted proportionately to their service workload percentage.

1. **Service to the Department.** Service to the department includes but is not limited to elected or appointed departmental committees (e.g., faculty search, annual review); department student organization sponsor (e.g., CSA, CSJ); CPCE, TExES and/or LPC/NDS advisor; CACREP liaison; Assessment Coordinator; coordination of department events (e.g., hooding); coordination of department certificate (e.g., PCBH, Play Therapy,

Dreamwork); coordination of remediation activities (e.g., Goodness of Fit); or coordination of department resources (e.g.; website, SharePoint site, Student Info Hub); and special assignments. The development, implementation, evaluation, and ongoing refinement of departmental programs is highly valued.

2. **Service to the College.** Service to the college includes but is not limited to elected or appointed college committees (e.g., search, accreditation, curriculum, college council, college tenure and promotion); college workgroups or taskforces (e.g., workload, policy development, design teams); college conference/workshop coordination; or college student organization sponsor.

Faculty members also show evidence of least **four (4)** examples from the following areas (3-5):

3. **Service to the University.** Service to the university includes but is not limited to elected or appointed membership on university standing committees, councils, or workgroups (e.g., Campus Connect, Faculty Senate, Faculty Development Council, Special Committee or Member of the Executive Team in Women's Faculty Network); elected or appointed membership on ad hoc university committees (e.g., COVID Clinical Services Committee); IRB representative or reviewer; or Faculty Fellow.

4. **Service to the Profession/Discipline.** Service to the profession includes but is not limited to the following activities: counseling organization officer; counseling organization committee chair/member; professional organization conference committee chair/member; conference proposal reviewer; counseling accreditation team member or chair (e.g., CACREP); counseling publication reviewer/editorial board member; or federal/state grant reviewer. Being actively engaged in local, state, national, OR international organizations to improving education is highly valued.

5. **Service and outreach to the Community.** Service to the community includes but is not limited to work as local/state/national organization or agency volunteer, committee, or board member; workshop/training presenter for community agencies; consultation (e.g., providing mental health/psychosocial support); private mental health practice; local organization support or training (e.g., providing professional development for practitioners); or judging, mentoring, or advising at events (e.g., community/school events). Service to local educational entities is highly valued as well as advancing public advocacy and social justice through community forums and/or work with local, state, and national policy makers.

Faculty members also show evidence of least **three (3)** examples from the following areas:

6. Demonstrate at least one strand/theme in service-related activities.
7. Demonstrate professional service and advocacy in counseling.
8. Demonstrate on-going counseling practice.

Meet Expectations: Faculty members describe appropriate amount of time and effort toward service activities. The extent of time and effort for all service activities required will be considered. Counseling faculty will provide an updated curriculum vitae, a brief narrative, and

documentation of service activities for the period under review related to at least **six (6)** examples from the following areas. Faculty members also must describe the quality, impact, and significance of their services activities. Criteria for non-tenure-track faculty members with a different service workload percentage (e.g., 0%) should be adjusted proportionately to their service workload percentage.

1. **Service to the Department.** Service to the department includes but is not limited to elected or appointed departmental committees (e.g., faculty search, annual review); department student organization sponsor (e.g., CSA, CSJ); CPCE, TExES and/or LPC/NDS advisor; CACREP liaison; Assessment Coordinator; coordination of department events (e.g., hooding); coordination of department certificate (e.g., PCBH, Play Therapy, Dreamwork); coordination of remediation activities (e.g., Goodness of Fit); or coordination of department resources (e.g.; website, SharePoint site, Student Info Hub); and special assignments. The development, implementation, evaluation, and ongoing refinement of departmental programs is highly valued.

2. **Service to the College.** Service to the college includes but is not limited to elected or appointed college committees (e.g., search, accreditation, curriculum, college council, college tenure and promotion); college workgroups or taskforces (e.g., workload, policy development, design teams); college conference/workshop coordination; or college student organization sponsor.

Faculty members also need to provide documentation of service activities for the period under review related to at least **three (3)** examples from the following areas:

3. **Service to the University.** Service to the university includes but is not limited to elected or appointed membership on university standing committees, councils, or workgroups (e.g., Campus Connect, Faculty Senate, Faculty Development Council, Special Committee or Member of the Executive Team in Women's Faculty Network); elected or appointed membership on ad hoc university committees (e.g., COVID Clinical Services Committee) IRB representative or reviewer; or Faculty Fellow.

4. **Service to the Profession/Discipline.** Service to the profession includes but is not limited to the following activities: counseling organization officer; counseling organization committee chair/member; professional organization conference committee chair/member; conference proposal reviewer; counseling accreditation team member or chair (e.g., CACREP); counseling publication reviewer/editorial board member; or federal/state grant reviewer.

5. **Service and outreach to the Community.** Service to the community includes but is not limited to work as local/state/national organization or agency volunteer, committee, or board member; workshop/training presenter for community agencies; consultation (e.g., supervising LPC Associates, providing mental health/psychosocial support); private mental health practice; local organization support or training (e.g., providing professional development for practitioners); or judging, mentoring, or advising at events (e.g., community/school events). Service to local educational entities is highly valued as well as advancing public advocacy and social justice through community forums and/or work with local, state, and national policy makers.

Does not Meet Expectations: Counseling faculty engage in one example of service to department or college. However, faculty members **do not** show evidence of the minimum amount of time and effort for all service activities.

Unsatisfactory: Counseling faculty members do not engage in any examples in each of the following areas: service to the department, service to the college, and service to the university. Faculty members also do not provide evidence of service to the profession or service to the community.

Scholarship

Faculty members applying for promotion to Associate Professor of Practice must have clear and consistent evidence of knowledge, skills, and abilities in the Scholarship domain. Faculty members will receive a performance rating of exceeds expectations, meets expectations, does not meet expectations, or unsatisfactory for Research/Scholarship when they apply for Professor of Practice. Below are the requirements to receive the various performance ratings.

Exceeds Expectations

Summary of Minimum Number of Scholarly Products for Exceeds Expectations	
Standard 10% research workload during probationary period	5
*Products reflect minimum amounts from Categories 1 and 2 below.	

CATEGORY I
To earn a performance rating of **exceeds expectations**, faculty members with a 10% research workload during the review period will produce a minimum of four (4) professionally- or peer-reviewed scholarly products from Category I. Three out of the 4 products must be an external grant or a peer-reviewed publication. The faculty member must be lead author on at least two (2) of the five (5) required items in category 1.

CATEGORY I
⇒ **Peer-Reviewed Journal Article**
- o 50% of the articles must be in a peer-reviewed journal with a 60% acceptance rate or lower.
- o 50% of the articles must be related to (1) counseling or (2) UTRGV's mission, vision, or core priorities ([UTRGV 2022-2023 strategic plan](#))

⇒ **EXTERNAL GRANT**
⇒ The number of products for external funding will be awarded in the year of **procurement**.
- o The Principal Investigator (PI) may count a funded external grant worth less than $200,000 as 1 product. The C0-PI and other grant personnel (e.g., evaluation team members) may also count the external grant as 1 product.

- o The Principal Investigator (PI) may count a funded external grant worth more than $200,000 as 2 products. The C0-PI and other grant personnel (e.g., evaluation team members) may count the external grant as 1 product.
- o The PI may count a funded external grant worth over $500,000 as 3 products. The C0-PI and other grant personnel (e.g., evaluation team members) may count the external grant as 2 products.
- ⇒ **Scholarship of Engagement**
  - o Must be a clear final product (e.g., creating or changing law; creating or changing public policy; creating a full-length documentary or film; creating substantive training materials, courses, or workshops; creating a digital platform; creating a policy brief; community reports; outreach materials; innovative tools and technologies).
- ⇒ **Academic Book Chapter**
- ⇒ **Conference proceeding**
- ⇒ **Scholarly Book**
  - o The lead author can count a scholarly book as 2 products.

CATEGORY II

Faculty members with a 20% research workload during the review period will produce a minimum of (1) professionally- or peer-reviewed products from Category II from the following list. Faculty members could substitute Category 1 products.

- ⇒ Scholarship of Engagement
  - o A professional presentation as the result of the scholarship of engagement will **count** as a product in category 2.
- ⇒ Internal UTRGV or College of Education and P-16 Integration small grant
- ⇒ Edited academic book
- ⇒ Non-scholarly Book
- ⇒ Trade magazine article (e.g., Counseling Today, Psychology Today)
- ⇒ International, national, state, regional, or local (e.g., Southern Association of Counselor Education and Supervision) peer-reviewed conference presentation with a 50% acceptance rate or below
- ⇒ Peer-reviewed conference presentations with a 51% acceptance rate or higher will count as ½ product.
- ⇒ Creative products (e.g., podcasts, social media content, websites supported by literature and contributing to the field)
- ⇒ Editor of a journal (faculty member may count being an editor of a journal as 1 product for each academic year they serve in that capacity).

Meets Expectations

Summary of Minimum Number of Scholarly Products for Meets Expectations	
Standard 10% research workload during review period	3
*Products reflect minimum amounts from Categories 1 and 2 below.	

CATEGORY I

To earn a performance rating of **meets expectations**, faculty members with a 10% research workload during the review period will produce a minimum of two (2) professionally- or peer-reviewed scholarly products from Category I. One product must be an external grant or a peer-reviewed publication.

⇒ **Peer-Reviewed Journal Article**
  o 50% of the articles must be in a peer-reviewed journal with a 60% acceptance rate or lower.
  o 50% of the articles must be related to (1) counseling or (2) UTRGV's mission, vision, or core priorities (UTRGV 2022-2023 strategic plan)

⇒ **EXTERNAL GRANT**
⇒ The number of products for external funding will be awarded in the year of **procurement**.
  o The Principal Investigator (PI) may count a funded external grant worth less than $200,000 as 1 product. The C0-PI and other grant personnel (e.g., evaluation team members) may also count the external grant as 1 product.
  o The Principal Investigator (PI) may count a funded external grant worth more than $200,000 as 2 products. The C0-PI and other grant personnel (e.g., evaluation team members) may count the external grant as 1 product.
  o The PI may count a funded external grant worth over $500,000 as 3 products. The C0-PI and other grant personnel (e.g., evaluation team members) may count the external grant as 2 products.

⇒ **Scholarship of Engagement**
  o Must be a clear final product (e.g., creating or changing law; creating or changing public policy; creating a full-length documentary or film; creating substantive training materials, courses, or workshops; creating a digital platform; creating a policy brief; community reports; outreach materials; innovative tools and technologies).

⇒ **Academic Book Chapter**
⇒ **Conference Proceeding**
⇒ **Scholarly Book**
  o The lead author can count a scholarly book as 2 products.

CATEGORY II

Faculty members with a 20% research workload during the review period will produce a minimum of (2) professionally- or peer-reviewed products from Category II from the following list. Faculty members could substitute Category 1 products.

⇒ Scholarship of Engagement
  o A professional presentation as the result of the scholarship of engagement will **count** as a product in category 2.
⇒ Internal UTRGV or College of Education and P-16 Integration small grant
⇒ Edited academic book
⇒ Non-scholarly Book

⇒ Trade magazine article (e.g., Counseling Today, Psychology Today)
⇒ International, national, or regional (e.g., Southern Association of Counselor Education and Supervision) peer-reviewed conference presentation
⇒ State and local (e.g., SPI Counselors Institute) peer-reviewed conference presentation
⇒ Creative products (e.g., podcasts, social media content, websites supported by literature and contributing to the field)
⇒ Editor of a journal (faculty member may count being an editor of a journal as 1 product for each academic year they serve in that capacity).

c)Associate Professor of Practice

The narrative and corresponding evidence play an important role in the annual review. In their narrative, the faculty member is expected to provide a comprehensive narrative explaining how their work in scholarship, teaching, and service is aligned with the departmental indicators below; areas for further development; and contributions that advance the University, College, and Departmental missions. The faculty members should also describe the quality, quantity, significance, and impact of their scholarly products, if applicable. Recommended artifacts and evidence may include, but are not limited to, copies of agendas, meeting minutes, certificates, publications, presentations, etc. Faculty members should see guiding reflection questions for the scholarship (page 3), teaching (page 5), and service (6) narratives.

i)Annual Review Criteria

Teaching

Exceeds Expectations. To attain exceed expectations, faculty members must meet 1-7 below in Category 1 as well as two indicators from Category 2. The most important element for each criterion is evidence regarding the impact on student learning. Also, the criteria below reflect a standard teaching load of 90% for non-tenure-track faculty members (6 graduate courses). Faculty members with a different teaching load percentage should have the requirements adjusted proportionally to their teaching workload percentage.

Category 1

1. *Teaching Values and Beliefs.* Faculty members have a teaching philosophy that guides teaching practices, student learning, and a positive learning environment. Faculty members reflect on their teaching values and beliefs as aligned to teaching innovations, research-based teaching and learning practices, student learning outcomes, assessments, student feedback, and student needs. Faculty members provide evidence regarding how teaching identity shifts in teaching values and beliefs as informed by student feedback, peer observations of teaching, course evaluations, and research-informed practices. Faculty members provide clear evidence of a growth mindset and values that all students can learn.

2. *Course Objectives, Outcomes, and Assessment Practices.* Faculty members provide evidence of key course objectives and outcomes as well as alignment with research-based teaching and assessment practices to help students meet those key objectives. Faculty members describe how they develop evaluation rubrics aligned with transparent teaching practices, provide feedback to meet evaluation criteria, and support students to develop knowledge and skills in course objectives. Faculty members demonstrate how assessment practices relate to student learning.

3. *Research-Based Teaching Practices.* Faculty members provide evidence of using research-based teaching strategies (e.g., experiential/service learning, undergraduate research, service learning, study abroad, studio performances, community engagement, problem-based learning, collaborative assignments, a new technology, culturally responsive practices, active learning/dynamic lecturing strategies, shift to learning as opposed to "grades" etc.) that positively influence student learning and actively engage learners. Faculty members provide evidence of how research-based teaching practices implemented are linked to specific student learning outcomes as represented in assessment practices and student engagement as well as a positive learning environment.

4. *Professional Development and/or Self-Improvement in Teaching.* Faculty members with a 90% teaching workload attend a minimum of six (6) hours of professional development or self-improvement in teaching related to teaching enhancement. Professional development or self-improvement in teaching could focus on content as well as process of teaching content. Faculty members provide evidence of clear and compelling commitment and rationale for participating in professional development or academic teaching conferences. Faculty members align participation to development of continuous improvement in teaching and/or innovation in preparation of course materials, specifically presenting evidence of application and impact on student learning.

5. *Peer Observation of Teaching.* All faculty members whose duties consist of teaching organized courses will include peer observations of teaching that adhere to UTRGV guidelines and CEP guidelines that are appropriate for the course delivery methodology (e.g., face-to-face/synchronous or asynchronous). Additionally, faculty members provide evidence of seeking specific feedback on teaching from peers, reflecting on feedback from peer observation of teaching, committing to implementing revisions, implementing revisions in subsequent semesters, and exploring impact of revised teaching practices on student learning and engagement.

6. *Basic Teaching Responsibilities*: The faculty members responsibilities may include but are not limited to the following: complete book orders, upload syllabi to Faculty Portfolio Tool, collect and reflect on key assessment data, participate in goodness-of-fit to practice discussions, and use required forms from TEA or CACREP for clinical courses. The faculty member should upload evidence to Faculty Portfolio Tool that they have met these responsibilities. If faculty did not meet these responsibilities, they should provide evidentiary documentation.

Category 2: Additionally, faculty must meet at least two of the following criteria (7-13) to earn a rating of exceeds expectations in teaching during the annual review period.

7. *Course Evaluations.* Faculty members have an average overall rating of 4.5 or higher for all courses taught for the review period. Faculty members contextualize course observation and feedback as aligned to other teaching effectiveness categories and provide evidence of incorporating additional student feedback questions in course evaluations and collecting regular feedback from students on their learning and students' teaching practices. Faculty members reflect on course evaluations through a growth mindset approach by specifying teaching and learning practices that have been revised and the overall impact on student learning and engagement.

8. *Mentoring.* Faculty members provide clear and compelling evidence of academic related interaction with at least one undergraduate or graduate student beyond the classroom (e.g., undergraduate research, graduate research assistant, directing thesis or dissertation committee) and identifies the impact of these endeavors on teaching and learning practices in the classroom and student learning and engagement. Faculty members advise and mentor students beyond the traditional role of informing students what courses to complete on their plan of study.

9. Leadership in Teaching and Learning. Faculty members with a 90% teaching workload lead or co-lead a minimum of three (3) hours of professional development or self-improvement in teaching and learning. Faculty members engage in activities to be a thought leader in teaching and learning, such as leading professional development to lead others to learn about teaching and learning strategies to improve teaching methods that positively influence student learning and actively engage learners. Other examples might include but are not limited to presenting at a counseling-related conference on strategies/aspects of teaching in a counselor education program or publishing or presenting at a counseling-related conference on strategies of teaching. Faculty members provide evidence regarding the impact of professional development activities on their teaching values and practices as well as continuous improvement of teaching practices.

10. Curriculum Development. Faculty members describe how they engaged in at least three (3) forms of curriculum development related to teaching and learning. Examples include but are not limited to blueprinting courses, collaborating with colleagues to improve teaching practices, revising evaluation rubrics, revising key assessments, aligning curriculum to national and state standards (e.g., CACREP, TEA), revising curriculum based upon new information (e.g., DSM), aligning curriculum with the scholarship of engagement activities, and curriculum training developed for student participants in grant activities.

11. Teaching Awards. Faculty members receive a local, national, or international award for teaching. Faculty members provide evidence of how the award has contributed to continuous commitment to teaching and learning, specifically impacting teaching practices and student learning and engagement.

12. Clinical Supervision: Faculty members describe how their supervision practices inform their teaching practices.

13. Guest Lecturer: Faculty members describe how they share their expertise not assigned to them as well as how they use what they learn to improve their teaching practices.

Meets Expectations: To meet expectations for annual review, non-tenure-track faculty members must meet all the following criteria in category 1 (1-6). The main difference between exceeds expectations and meets expectations on most criteria is the impact on student learning. Faculty members who meet expectations in teaching provide evidence of using research-based teaching practices but do not link teaching practices to student learning or student success. Also, the criteria below reflect a standard teaching workload of 90% for non-tenure track faculty members (6 graduate courses). Criteria for faculty members with a different teaching workload percentage (e.g., 30%) should be adjusted proportionately to their teaching workload percentage.

Category 1

1. *Teaching Philosophy.* Faculty members have a teaching philosophy that is used to guide teaching practices, student learning, and a positive learning environment. Faculty members reflect on their teaching values and beliefs as aligned to teaching innovations, research-based teaching and learning practices, student learning outcomes, assessments, student feedback, and student needs.

2. *Course Objectives, Outcomes, and Assessment Practices.* Faculty members provide evidence of key course objectives and outcomes as well as alignment with research-based teaching and assessment practices to help students meet those key objectives.

3. *Research-Based Teaching Practices.* Faculty members provide evidence of using research-based teaching strategies (e.g., experiential/service learning, undergraduate research, service learning, study abroad, studio performances, community engagement, problem-based learning, collaborative assignments, a new technology, culturally responsive practices, active learning/dynamic lecturing strategies, shift to learning as opposed to "grades" etc.).

4. *Professional Development or Self-Improvement in Teaching.* Faculty members with a 90% teaching workload attend a minimum of four (4) hours of professional development related to teaching enhancement. Professional development or self-improvement in teaching could focus on content as well as the process of teaching content. Faculty members provide evidence of clear and compelling commitment and rationale for participating in professional development or academic teaching conferences. Faculty members describe what they learn from professional development as well as how they revised teaching practices informed by their professional development.

5. *Peer Observation of Teaching.* All faculty members whose duties consist of teaching organized courses will include peer observations of teaching that adhere to [UTRGV guidelines](#) and [CEP guidelines](#) that are appropriate for the course delivery methodology (e.g., face-to-face/synchronous or asynchronous). Additionally, faculty members describe what they learned from peer observation of teaching.

6. *Basic Teaching Responsibilities*. The faculty member completes book orders, uploads syllabi to Faculty Portfolio Tool, collects key assessment data, participates in goodness-of-fit to practice discussions, and uses required forms from TEA or CACREP for clinical

courses. The faculty member uploads evidence to FPT or provides an explanation in their narrative indicating their fulfillment of these teaching responsibilities.

Category 2: Additionally, faculty must meet at least one of the following criteria (7-13) to earn a rating of meets expectations in teaching during the annual review period. The criteria below reflect a standard teaching workload of 60% for non-tenure track faculty members (4 graduate courses). Criteria for faculty members with a different teaching workload percentage (e.g., 30%) should be adjusted proportionately to their teaching workload percentage.

7. *Course Evaluations.* Faculty members have an average overall rating of 4.0 or higher for all courses taught for the review period. The faculty member reflects on and contextualizes course observation and feedback as aligned to other teaching effectiveness categories.

8. *Mentoring:* Faculty members provides clear and compelling evidence of academic related interaction with at least one undergraduate or graduate student beyond the classroom (e.g., undergraduate research, graduate research assistant, directing thesis or dissertation committee). Faculty members advise and mentor students beyond the traditional role of informing students what courses to complete on their plan of study.

9. **Leadership in Teaching and Learning.** Faculty members with a 90% teaching workload lead or co-lead a minimum of two (2) hours of professional development in teaching and learning. Faculty members engage in activities to be a thought leader in teaching and learning, such as leading professional development to lead others to learn about teaching and learning strategies to improve teaching methods that positively influence student learning and actively engage learners. Other examples might include but are not limited to presenting at a counseling-related conference on strategies/aspects of teaching in a counselor education program or publishing or presenting at a counseling-related conference on strategies of teaching.

10. *Curriculum Development.* Faculty members describe how they engage in at least two forms of curriculum development related to teaching and learning. Examples include but are not limited to blueprinting courses, collaborating with colleagues to improve teaching practices, revising evaluation rubrics, revising key assessments, aligning curriculum to national and state standards (e.g., CACREP, TEA), revising curriculum based upon new information (e.g., DSM), aligning curriculum with the scholarship of engagement activities, and curriculum training developed for student participants in grant activities.

11. *Teaching Awards.* Faculty members receive a local, national, or international award for teaching.

12. **Clinical Supervision:** Faculty members describe how their supervision practices inform their teaching practices.

13. **Guest Lecturer:** Faculty members describe how they share their expertise not assigned to them as well as how they use what they learn to improve their teaching practices.

Does Not Meet Expectations

Faculty members will earn a performance rating of does not meet expectations in teaching (1) if they meet less than the 6 required category 1 criteria and (2) if they do not meet any criteria in Category 2.

Unsatisfactory

Faculty members will earn a performance rating of unsatisfactory in teaching if they do not meet any criteria in Category 1 and if they do not meet any criteria in Category 2.
Service

Service

Exceeds Expectations (10% workload): To receive a performance rating of exceeds expectations, faculty members will provide an updated curriculum vitae, a brief narrative, and documentation of service activities for the period under review related to at least *two* examples from the following areas (1-2). Faculty members describe how they exceeded the appropriate amount of time and effort toward service activities. Faculty members also must describe the quality, impact, and significance of their services activities. Criteria for non-tenure-track faculty members with a different service workload percentage (e.g., 0%) should be adjusted proportionately to their service workload percentage.

1. **Service to the Department.** Service to the department includes but is not limited to elected or appointed departmental committees (e.g., faculty search, annual review); department student organization sponsor (e.g., CSA, CSJ); CPCE, TExES and/or LPC/NDS advisor; CACREP liaison; Assessment Coordinator; coordination of department events (e.g., hooding); coordination of department certificate (e.g., PCBH, Play Therapy, Dreamwork); coordination of remediation activities (e.g., Goodness of Fit); or coordination of department resources (e.g.; website, SharePoint site, Student Info Hub); and special assignments. The development, implementation, evaluation, and ongoing refinement of departmental programs is highly valued.
2. **Service to the College.** Service to the college includes but is not limited to elected or appointed college committees (e.g., search, accreditation, curriculum, college council, college tenure and promotion); college workgroups or taskforces (e.g., workload, policy development, design teams); college conference/workshop coordination; or college student organization sponsor.

Faculty members also show evidence of least *one* example from the following areas (3-5):

3. **Service to the University.** Service to the university includes but is not limited to elected or appointed membership on university standing committees, councils, or workgroups (e.g., Campus Connect, Faculty Senate, Faculty Development Council, Special Committee or Member of the Executive Team in Women's Faculty Network); elected or appointed membership on ad hoc university committees (e.g., COVID Clinical Services Committee); IRB representative or reviewer; or Faculty Fellow.

4. **Service to the Profession/Discipline.** Service to the profession includes but is not limited to the following activities: counseling organization officer; counseling organization committee chair/member; professional organization conference committee chair/member; conference proposal reviewer; counseling accreditation team member or chair (e.g., CACREP); counseling publication reviewer/editorial board member; or federal/state grant reviewer. Being actively engaged in local, state, national, OR international organizations to improving education is highly valued.

5. **Service and outreach to the Community.** Service to the community includes but is not limited to work as local/state/national organization or agency volunteer, committee, or board member; workshop/training presenter for community agencies; consultation (e.g., providing mental health/psychosocial support); private mental health practice; local organization support or training (e.g., providing professional development for practitioners); or judging, mentoring, or advising at events (e.g., community/school events). Service to local educational entities is highly valued as well as advancing public advocacy and social justice through community forums and/or work with local, state, and national policy makers.

Faculty members also show evidence of least *one (1)* example from the following areas:

6. Demonstrate at least one strand/theme in service-related activities.
7. Demonstrate professional service and advocacy in counseling.
8. Demonstrate on-going counseling practice.

Meet Expectations: Faculty members describe appropriate amount of time and effort toward service activities. The extent of time and effort for all service activities required will be considered. Counseling faculty will provide an updated curriculum vitae, a brief narrative, and documentation of service activities for the period under review related to at least *two* examples from the following areas. Faculty members also must describe the quality, impact, and significance of their services activities. Criteria for non-tenure-track faculty members with a different service workload percentage (e.g., 0%) should be adjusted proportionately to their service workload percentage.

1. **Service to the Department.** Service to the department includes but is not limited to elected or appointed departmental committees (e.g., faculty search, annual review); department student organization sponsor (e.g., CSA, CSJ); CPCE, TExES and/or LPC/NDS advisor; CACREP liaison; Assessment Coordinator; coordination of department events (e.g., hooding); coordination of department certificate (e.g., PCBH, Play Therapy, Dreamwork); coordination of remediation activities (e.g., Goodness of Fit); or coordination of department resources (e.g.; website, SharePoint site, Student Info Hub); and special assignments. The development, implementation, evaluation, and ongoing refinement of departmental programs is highly valued.

2. **Service to the College.** Service to the college includes but is not limited to elected or appointed college committees (e.g., search, accreditation, curriculum, college council, college tenure and promotion); college workgroups or taskforces (e.g., workload, policy

development, design teams); college conference/workshop coordination; or college student organization sponsor.

Faculty members also need to provide documentation of service activities for the period under review related to at least *one* example from the following areas (3-5):

3. **Service to the University.** Service to the university includes but is not limited to elected or appointed membership on university standing committees, councils, or workgroups (e.g., Campus Connect, Faculty Senate, Faculty Development Council, Special Committee or Member of the Executive Team in Women's Faculty Network); elected or appointed membership on ad hoc university committees (e.g., COVID Clinical Services Committee) IRB representative or reviewer; or Faculty Fellow.

4. **Service to the Profession/Discipline.** Service to the profession includes but is not limited to the following activities: counseling organization officer; counseling organization committee chair/member; professional organization conference committee chair/member; conference proposal reviewer; counseling accreditation team member or chair (e.g., CACREP); counseling publication reviewer/editorial board member; or federal/state grant reviewer.

5. **Service and outreach to the Community.** Service to the community includes but is not limited to work as local/state/national organization or agency volunteer, committee, or board member; workshop/training presenter for community agencies; consultation (e.g., supervising LPC Associates, providing mental health/psychosocial support); private mental health practice; local organization support or training (e.g., providing professional development for practitioners); or judging, mentoring, or advising at events (e.g., community/school events). Service to local educational entities is highly valued as well as advancing public advocacy and social justice through community forums and/or work with local, state, and national policy makers.

Does not Meet Expectations: Counseling faculty engage in one example of service to department or college. However, faculty members **do not** show evidence of the minimum amount of time and effort for all service activities.

Unsatisfactory: Counseling faculty members do not engage in any examples in each of the following areas: service to the department, service to the college, and service to the university. Faculty members also do not provide evidence of service to the profession or service to the community.

Scholarship

Associate Professors of Practice who are on a 10% research workload are expected to produce at an average rate of *at least* one peer-reviewed journal article or external funded grant per every two academic years. Below are tables describing annual review criteria for scholarship based on 10% research workloads. For research workloads that are different, the number of corresponding products from Categories 1 or 2 should be adjusted accordingly. For peer-

reviewed publications, faculty members can count their product when it is (1) accepted for publication, (2) in press, OR (3) published. Faculty members can only count each peer reviewed publication once in an annual review period. Faculty members cannot count a scholarly product when it is accepted in one annual review period and then when it is published during another annual review period. For external grants, the number of scholarly products associated with the external grant will be awarded in the year of procurement. Also, a faculty member cannot count a product in one decision point (promotion to Associate Professor of Practice) and then in another decision point (promotion to Professor of Practice).

The Department of Counseling understands that some scholarship/research projects take longer than other projects to complete and that some peer-reviewed journals have lengthy review processes. All faculty members are given one review cycle grace period to produce one scholarly product to earn a performance rating of meet expectations for annual review. In other words, if a faculty member does not produce a scholarly product in a single year, they can still be given a rating of meet expectations if they show **scholarship/research progress (as defined as having at least two articles or external grants under review OR two scholarship of engagement products in progress)**. However, a faculty member cannot earn a performance rating of meets expectations for two consecutive annual review periods if they do not produce a scholarly product.

Below are the different categories for research/scholarship products. Faculty members should also complete the table below to monitor their progress toward promotion to Professor.

CATEGORY I
 ⇒ Peer-Reviewed Journal Article
  o 50% of the articles must be in a peer-reviewed journal with a 60% acceptance rate or lower.
  o 50% of the articles must be related to (1) counseling or (2) UTRGV's mission, vision, or core priorities (UTRGV 2022-2023 strategic plan)

 ⇒ EXTERNAL GRANT
 ⇒ The number of products for external funding will be awarded in the year of **procurement**.
  o The Principal Investigator (PI) may count a funded external grant worth less than $200,000 as 1 product. The C0-PI and other grant personnel (e.g., evaluation team members) may also count the external grant as 1 product.
  o The Principal Investigator (PI) may count a funded external grant worth more than $200,000 as 2 products. The C0-PI and other grant personnel (e.g., evaluation team members) may count the external grant as 1 product.
  o The PI may count a funded external grant worth over $500,000 as 3 products. The C0-PI and other grant personnel (e.g., evaluation team members) may count the external grant as 2 products.
 ⇒ Scholarship of Engagement
  o Must be a clear final product (e.g., creating or changing law; creating or changing public policy; creating a full-length documentary or film; creating substantive training materials, courses, or workshops; creating a digital platform; creating a

policy brief; community reports; outreach materials; innovative tools and technologies).

⇒ **Academic Book Chapter**

⇒ **Conference proceeding**

⇒ **Scholarly Book**

      ○ The lead author can count a scholarly book as 2 products.

CATEGORY II

Faculty members with a 20% research workload during the probationary period will produce a minimum of (2) professionally- or peer-reviewed products from Category II from the following list. Faculty members could substitute Category 1 products (i.e., they would have a minimum of 8 products from Category 1 with a minimum of six (6) peer-reviewed journal articles).

⇒ Scholarship of Engagement

      ○ A professional presentation as the result of the scholarship of engagement will **count** as a product in category 2.

⇒ Internal UTRGV or College of Education and P-16 Integration small grant

⇒ Edited academic book

⇒ Non-scholarly Book

⇒ Trade magazine article (e.g., Counseling Today, Psychology Today)

⇒ International, national, state, regional, or local (e.g., Southern Association of Counselor Education and Supervision) peer-reviewed conference presentation with a 50% acceptance rate or below

⇒ Peer-reviewed conference presentations with a 51% acceptance rate or higher will count as ½ product.

⇒ Creative products (e.g., podcasts, social media content, websites supported by literature and contributing to the field)

⇒ Editor of a journal (faculty member may count being an editor of a journal as 1 product for each academic year they serve in that capacity).

Annual Review Criteria for Research: 10% Workload

Exceeds Expectations	Meets Expectations	Does not meet expectations	Unsatisfactory
• 3 scholarly products from category 1 or category 2	• 2 scholarly products from category 1 or category 2	• 1 product from category 1 or category 2	• No research activities reported

**_Faculty members are encouraged to adhere to promotion guidelines and criteria for the quality of peer-reviewed publications noted in Category 1._

ii)Promotion Criteria to Professor of Practice

The narrative and corresponding evidence play an important role in promotion. In their narrative, the faculty member is expected to provide a comprehensive narrative explaining how their work in scholarship (if applicable), teaching, and service is aligned with the departmental indicators below; areas for further development; and contributions that advance the University, College, and Departmental missions. The faculty members should also describe the quality, quantity, significance, and impact of their scholarly products, if applicable. Recommended artifacts and evidence may include, but are not limited to, copies of agendas, meeting minutes, certificates, publications, presentations, etc. Faculty members should see guiding reflection questions for the scholarship (page 3), teaching (page 5), and service (6) narratives.

Teaching

Exceeds Expectations. To attain exceed expectations, faculty members must meet 1-7 below in Category 1 as well as two indicators from Category 2. The most important element for each criterion is evidence regarding the impact on student learning. Also, the criteria below reflect a standard teaching load of 90% for non-tenure-track faculty members (6 graduate courses). Faculty members with a different teaching load percentage should have the requirements adjusted proportionally to their teaching workload percentage.

Category 1

1. *Teaching Values and Beliefs.* Faculty members have a teaching philosophy that guides teaching practices, student learning, and a positive learning environment. Faculty members reflect on their teaching values and beliefs as aligned to teaching innovations, research-based teaching and learning practices, student learning outcomes, assessments, student feedback, and student needs. Faculty members provide evidence regarding how teaching identity shifts in teaching values and beliefs as informed by student feedback, peer observations of teaching, course evaluations, and research-informed practices. Faculty members provide clear evidence of a growth mindset and values that all students can learn.
2. *Course Objectives, Outcomes, and Assessment Practices.* Faculty members provide evidence of key course objectives and outcomes as well as alignment with research-based teaching and assessment practices to help students meet those key objectives. Faculty members describe how they develop evaluation rubrics aligned with transparent teaching practices, provide feedback to meet evaluation criteria, and support students to develop knowledge and skills in course objectives. Faculty members demonstrate how assessment practices relate to student learning.
3. *Research-Based Teaching Practices.* Faculty members provide evidence of using research-based teaching strategies (e.g., experiential/service learning, undergraduate research, service learning, study abroad, studio performances, community engagement, problem-based learning, collaborative assignments, a new technology, culturally responsive practices, active learning/dynamic lecturing strategies, shift to learning as opposed to "grades" etc.) that positively influence student learning and actively engage learners. Faculty members

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provide evidence of how research-based teaching practices implemented are linked to specific student learning outcomes as represented in assessment practices and student engagement as well as a positive learning environment.

4. *Professional Development and/or Self-Improvement in Teaching.* Faculty members with a 90% teaching workload attend a minimum of eighteen (18) hours of professional development or self-improvement in teaching related to teaching enhancement. Professional development or self-improvement in teaching could focus on content as well as process of teaching content. Faculty members provide evidence of clear and compelling commitment and rationale for participating in professional development or academic teaching conferences. Faculty members align participation to development of continuous improvement in teaching and/or innovation in preparation of course materials, specifically presenting evidence of application and impact on student learning.

5. *Peer Observation of Teaching.* All faculty members whose duties consist of teaching organized courses will include peer observations of teaching that adhere to [UTRGV guidelines](#) and [CEP guidelines](#) that are appropriate for the course delivery methodology (e.g., face-to-face/synchronous or asynchronous). Additionally, faculty members provide evidence of seeking specific feedback on teaching from peers, reflecting on feedback from peer observation of teaching, committing to implementing revisions, implementing revisions in subsequent semesters, and exploring impact of revised teaching practices on student learning and engagement.

6. *Basic Teaching Responsibilities*: The faculty members responsibilities may include but are not limited to the following: complete book orders, upload syllabi to Faculty Portfolio Tool, collect and reflect on key assessment data, participate in goodness-of-fit to practice discussions, and use required forms from TEA or CACREP for clinical courses. The faculty member should upload evidence to Faculty Portfolio Tool that they have met these responsibilities. If faculty did not meet these responsibilities, they should provide evidentiary documentation.

Category 2: Additionally, faculty must meet at least two of the following criteria (7-13) to earn a rating of exceeds expectations in teaching during the review period.

7. *Course Evaluations.* Faculty members have an average overall rating of 4.5 or higher for all courses taught for the review period. Faculty members contextualize course observation and feedback as aligned to other teaching effectiveness categories and provide evidence of incorporating additional student feedback questions in course evaluations and collecting regular feedback from students on their learning and students' teaching practices. Faculty members reflect on course evaluations through a growth mindset approach by specifying teaching and learning practices that have been revised and the overall impact on student learning and engagement.

8. *Mentoring.* Faculty members provide clear and compelling evidence of academic related interaction with at least three (3) undergraduate or graduate student beyond the classroom (e.g., undergraduate research, graduate research assistant, directing thesis or dissertation

committee) and identifies the impact of these endeavors on teaching and learning practices in the classroom and student learning and engagement. Faculty members advise and mentor students beyond the traditional role of informing students what courses to complete on their plan of study.

9. **Leadership in Teaching and Learning.** Faculty members with a 90% teaching workload lead or co-lead a minimum of nine (9) hours of professional development or self-improvement in teaching and learning. Faculty members engage in activities to be a thought leader in teaching and learning, such as leading professional development to lead others to learn about teaching and learning strategies to improve teaching methods that positively influence student learning and actively engage learners. Other examples might include but are not limited to presenting at a counseling-related conference on strategies/aspects of teaching in a counselor education program or publishing or presenting at a counseling-related conference on strategies of teaching. Faculty members provide evidence regarding the impact of professional development activities on their teaching values and practices as well as continuous improvement of teaching practices.

10. **Curriculum Development.** Faculty members describe how they engaged in at least nine (9) forms of curriculum development related to teaching and learning. Examples include but are not limited to blueprinting courses, collaborating with colleagues to improve teaching practices, revising evaluation rubrics, revising key assessments, aligning curriculum to national and state standards (e.g., CACREP, TEA), revising curriculum based upon new information (e.g., DSM), aligning curriculum with the scholarship of engagement activities, and curriculum training developed for student participants in grant activities.

11. **Teaching Awards**. Faculty members receive a local, national, or international award for teaching. Faculty members provide evidence of how the award has contributed to continuous commitment to teaching and learning, specifically impacting teaching practices and student learning and engagement.

12. **Clinical Supervision:** Faculty members describe how their supervision practices inform their teaching practices.

13. **Guest Lecturer:** Faculty members describe how they share their expertise not assigned to them as well as how they use what they learn to improve their teaching practices.

Meets Expectations: To meet expectations for annual review, non-tenure-track faculty members must meet all the following criteria. The main difference between exceeds expectations and meets expectations on most criteria is the impact on student learning. Faculty members who meet expectations in teaching provide evidence of using research-based teaching practices but do not link teaching practices to student learning or student success. Also, the criteria below reflect a standard teaching workload of 90% for non-tenure track faculty members (6 graduate courses). Criteria for faculty members with a different teaching workload percentage should be adjusted proportionately to their teaching workload percentage.

Category 1

1. *Teaching Philosophy.* Faculty members have a teaching philosophy that is used to guide teaching practices, student learning, and a positive learning environment. Faculty members reflect on their teaching values and beliefs as aligned to teaching innovations,

research-based teaching and learning practices, student learning outcomes, assessments, student feedback, and student needs.

2. *Course Objectives, Outcomes, and Assessment Practices.* Faculty members provide evidence of key course objectives and outcomes as well as alignment with research-based teaching and assessment practices to help students meet those key objectives.

3. *Research-Based Teaching Practices.* Faculty members provide evidence of using research-based teaching strategies (e.g., experiential/service learning, undergraduate research, service learning, study abroad, studio performances, community engagement, problem-based learning, collaborative assignments, a new technology, culturally responsive practices, active learning/dynamic lecturing strategies, shift to learning as opposed to "grades" etc.).

4. *Professional Development or Self-Improvement in Teaching.* Faculty members with a 90% teaching workload attend a minimum of twelve (12) hours of professional development related to teaching enhancement. Professional development or self-improvement in teaching could focus on content as well as the process of teaching content. Faculty members provide evidence of clear and compelling commitment and rationale for participating in professional development or academic teaching conferences. Faculty members describe what they learn from professional development as well as how they revised teaching practices informed by their professional development.

5. *Peer Observation of Teaching.* All faculty members whose duties consist of teaching organized courses will include peer observations of teaching that adhere to [UTRGV guidelines](#) and [CEP guidelines](#) that are appropriate for the course delivery methodology (e.g., face-to-face/synchronous or asynchronous). Additionally, faculty members describe what they learned from peer observation of teaching.

6. *Basic Teaching Responsibilities*. The faculty member completes book orders, uploads syllabi to Faculty Portfolio Tool, collects key assessment data, participates in goodness-of-fit to practice discussions, and uses required forms from TEA or CACREP for clinical courses. The faculty member uploads evidence to FPT or provides an explanation in their narrative indicating their fulfillment of these teaching responsibilities.

Category 2: Additionally, faculty must meet at least one of the following criteria (7-13) to earn a rating of meets expectations in teaching during the review period. The criteria below reflect a standard teaching workload of 90% for tenure track faculty members (6 graduate courses). Criteria for faculty members with a different teaching workload percentage should be adjusted proportionately to their teaching workload percentage.

7. *Course Evaluations.* Faculty members have an average overall rating of 4.0 or higher for all courses taught for the review period. The faculty member reflects on and contextualizes course observation and feedback as aligned to other teaching effectiveness categories.

8. *Mentoring:* Faculty members provides clear and compelling evidence of academic related interaction with at least three (3) undergraduate or graduate students beyond the

classroom (e.g., undergraduate research, graduate research assistant, directing thesis or dissertation committee). Faculty members advise and mentor students beyond the traditional role of informing students what courses to complete on their plan of study.

9. **Leadership in Teaching and Learning.** Faculty members with a 90% teaching workload lead or co-lead a minimum of six (6) hours of professional development in teaching and learning. Faculty members engage in activities to be a thought leader in teaching and learning, such as leading professional development to lead others to learn about teaching and learning strategies to improve teaching methods that positively influence student learning and actively engage learners. Other examples might include but are not limited to presenting at a counseling-related conference on strategies/aspects of teaching in a counselor education program or publishing or presenting at a counseling-related conference on strategies of teaching.

10. *Curriculum Development.* Faculty members describe how they engage in at least six (6) forms of curriculum development related to teaching and learning. Examples include but are not limited to blueprinting courses, collaborating with colleagues to improve teaching practices, revising evaluation rubrics, revising key assessments, aligning curriculum to national and state standards (e.g., CACREP, TEA), revising curriculum based upon new information (e.g., DSM), aligning curriculum with the scholarship of engagement activities, and curriculum training developed for student participants in grant activities.

11. *Teaching Awards.* Faculty members receive a local, national, or international award for teaching.

12. **Clinical Supervision:** Faculty members describe how their supervision practices inform their teaching practices.

13. **Guest Lecturer:** Faculty members describe how they share their expertise not assigned to them as well as how they use what they learn to improve their teaching practices.

Does Not Meet Expectations

Faculty members will earn a performance rating of does not meet expectations in teaching (1) if they meet less than the 6 required category 1 criteria and (2) if they do not meet any criteria in Category 2.

Unsatisfactory

Faculty members will earn a performance rating of unsatisfactory in teaching if they do not meet any criteria in Category 1 and if they do not meet any criteria in Category 2.
Service

Service

Exceeds Expectations (10% workload): To receive a performance rating of exceeds expectations, faculty members will provide an updated curriculum vitae, a brief narrative, and documentation of service activities for the period under review related to at least *six (6)* examples from the

following areas (1-2). Faculty members describe how they exceeded the appropriate amount of time and effort toward service activities. Faculty members also must describe the quality, impact, and significance of their services activities. Criteria for non-tenure-track faculty members with a different service workload percentage (e.g., 0%) should be adjusted proportionately to their service workload percentage.

1. **Service to the Department.** Service to the department includes but is not limited to elected or appointed departmental committees (e.g., faculty search, annual review); department student organization sponsor (e.g., CSA, CSJ); CPCE, TExES and/or LPC/NDS advisor; CACREP liaison; Assessment Coordinator; coordination of department events (e.g., hooding); coordination of department certificate (e.g., PCBH, Play Therapy, Dreamwork); coordination of remediation activities (e.g., Goodness of Fit); or coordination of department resources (e.g.; website, SharePoint site, Student Info Hub); and special assignments. The development, implementation, evaluation, and ongoing refinement of departmental programs is highly valued.

2. **Service to the College.** Service to the college includes but is not limited to elected or appointed college committees (e.g., search, accreditation, curriculum, college council, college tenure and promotion); college workgroups or taskforces (e.g., workload, policy development, design teams); college conference/workshop coordination; or college student organization sponsor.

Faculty members also show evidence of least *four* examples from the following areas (3-5):

3. **Service to the University.** Service to the university includes but is not limited to elected or appointed membership on university standing committees, councils, or workgroups (e.g., Campus Connect, Faculty Senate, Faculty Development Council, Special Committee or Member of the Executive Team in Women's Faculty Network); elected or appointed membership on ad hoc university committees (e.g., COVID Clinical Services Committee); IRB representative or reviewer; or Faculty Fellow.

4. **Service to the Profession/Discipline.** Service to the profession includes but is not limited to the following activities: counseling organization officer; counseling organization committee chair/member; professional organization conference committee chair/member; conference proposal reviewer; counseling accreditation team member or chair (e.g., CACREP); counseling publication reviewer/editorial board member; or federal/state grant reviewer. Being actively engaged in local, state, national, OR international organizations to improving education is highly valued.

5. **Service and outreach to the Community.** Service to the community includes but is not limited to work as local/state/national organization or agency volunteer, committee, or board member; workshop/training presenter for community agencies; consultation (e.g., providing mental health/psychosocial support); private mental health practice; local organization support or training (e.g., providing professional development for practitioners); or judging, mentoring, or advising at events (e.g., community/school events). Service to local educational entities is highly valued as well as advancing public

advocacy and social justice through community forums and/or work with local, state, and national policy makers.

Faculty members also show evidence of least *four (4)* examples from the following areas (6-8):

6. Demonstrate at least one strand/theme in service-related activities.
7. Demonstrate professional service and advocacy in counseling.
8. Demonstrate on-going counseling practice.

Meet Expectations: Faculty members describe appropriate amount of time and effort toward service activities. The extent of time and effort for all service activities required will be considered. Counseling faculty will provide an updated curriculum vitae, a brief narrative, and documentation of service activities for the period under review related to at least *six (6)* examples from the following areas. Faculty members also must describe the quality, impact, and significance of their services activities. Criteria for non-tenure-track faculty members with a different service workload percentage (e.g., 0%) should be adjusted proportionately to their service workload percentage.

1. **Service to the Department.** Service to the department includes but is not limited to elected or appointed departmental committees (e.g., faculty search, annual review); department student organization sponsor (e.g., CSA, CSJ); CPCE, TExES and/or LPC/NDS advisor; CACREP liaison; Assessment Coordinator; coordination of department events (e.g., hooding); coordination of department certificate (e.g., PCBH, Play Therapy, Dreamwork); coordination of remediation activities (e.g., Goodness of Fit); or coordination of department resources (e.g.; website, SharePoint site, Student Info Hub); and special assignments. The development, implementation, evaluation, and ongoing refinement of departmental programs is highly valued.
2. **Service to the College.** Service to the college includes but is not limited to elected or appointed college committees (e.g., search, accreditation, curriculum, college council, college tenure and promotion); college workgroups or taskforces (e.g., workload, policy development, design teams); college conference/workshop coordination; or college student organization sponsor.

Faculty members also need to provide documentation of service activities for the period under review related to at least *three (3)* examples from the following areas (3-5):

3. **Service to the University.** Service to the university includes but is not limited to elected or appointed membership on university standing committees, councils, or workgroups (e.g., Campus Connect, Faculty Senate, Faculty Development Council, Special Committee or Member of the Executive Team in Women's Faculty Network); elected or appointed membership on ad hoc university committees (e.g., COVID Clinical Services Committee) IRB representative or reviewer; or Faculty Fellow.
4. **Service to the Profession/Discipline.** Service to the profession includes but is not limited to the following activities: counseling organization officer; counseling organization committee chair/member; professional organization conference committee chair/member; conference proposal reviewer; counseling accreditation team member or

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chair (e.g., CACREP); counseling publication reviewer/editorial board member; or federal/state grant reviewer.

5. **Service and outreach to the Community.** Service to the community includes but is not limited to work as local/state/national organization or agency volunteer, committee, or board member; workshop/training presenter for community agencies; consultation (e.g., supervising LPC Associates, providing mental health/psychosocial support); private mental health practice; local organization support or training (e.g., providing professional development for practitioners); or judging, mentoring, or advising at events (e.g., community/school events). Service to local educational entities is highly valued as well as advancing public advocacy and social justice through community forums and/or work with local, state, and national policy makers.

Does not Meet Expectations: Counseling faculty engage in one example of service to department or college. However, faculty members **do not** show evidence of the minimum amount of time and effort for all service activities.

Unsatisfactory: Counseling faculty members do not engage in any examples in each of the following areas: service to the department, service to the college, and service to the university. Faculty members also do not provide evidence of service to the profession or service to the community.

Scholarship

Faculty members applying for promotion to Professor of Practice must have clear and consistent evidence of knowledge, skills, and abilities in the Scholarship domain. Faculty members will receive a performance rating of exceeds expectations, meets expectations, does not meet expectations, or unsatisfactory for Research/Scholarship when they apply for Professor of Practice. Below are the requirements to receive the various performance ratings.

Exceeds Expectations

Summary of Minimum Number of Scholarly Products for Exceeds Expectations	
Standard 10% research workload during reviewperiod	5
*Products reflect minimum amounts from Categories 1 and 2 below.	

CATEGORY I
To earn a performance rating of **exceeds expectations**, faculty members with a 10% research workload during the review period will produce a minimum of four (4) professionally- or peer-reviewed scholarly products from Category I. Three out of the 4 products must be an external grant or a peer-reviewed publication. The faculty member must be lead author on at least two (2) of the five (5) required items in category 1.

CATEGORY I
- ⟹ **Peer-Reviewed Journal Article**
  - o 50% of the articles must be in a peer-reviewed journal with a 60% acceptance rate or lower.
  - o 50% of the articles must be related to (1) counseling or (2) UTRGV's mission, vision, or core priorities (UTRGV 2022-2023 strategic plan)

- ⟹ **EXTERNAL GRANT**
- ⟹ The number of products for external funding will be awarded in the year of **procurement**.
  - o The Principal Investigator (PI) may count a funded external grant worth less than $200,000 as 1 product. The C0-PI and other grant personnel (e.g., evaluation team members) may also count the external grant as 1 product.
  - o The Principal Investigator (PI) may count a funded external grant worth more than $200,000 as 2 products. The C0-PI and other grant personnel (e.g., evaluation team members) may count the external grant as 1 product.
  - o The PI may count a funded external grant worth over $500,000 as 3 products. The C0-PI and other grant personnel (e.g., evaluation team members) may count the external grant as 2 products.
- ⟹ **Scholarship of Engagement**
  - o Must be a clear final product (e.g., creating or changing law; creating or changing public policy; creating a full-length documentary or film; creating substantive training materials, courses, or workshops; creating a digital platform; creating a policy brief; community reports; outreach materials; innovative tools and technologies).
- ⟹ **Academic Book Chapter**
- ⟹ **Conference proceeding**
- ⟹ **Scholarly Book**
  - o The lead author can count a scholarly book as 2 products.

CATEGORY II

Faculty members with a 20% research workload during the review period will produce a minimum of (1) professionally- or peer-reviewed products from Category II from the following list. Faculty members could substitute Category 1 products.

- ⟹ Scholarship of Engagement
  - o A professional presentation as the result of the scholarship of engagement will **count** as a product in category 2.
- ⟹ Internal UTRGV or College of Education and P-16 Integration small grant
- ⟹ Edited academic book
- ⟹ Non-scholarly Book
- ⟹ Trade magazine article (e.g., Counseling Today, Psychology Today)
- ⟹ International, national, state, regional, or local (e.g., Southern Association of Counselor Education and Supervision) peer-reviewed conference presentation with a 50% acceptance rate or below

⇒ Peer-reviewed conference presentations with a 51% acceptance rate or higher will count as ½ product.
⇒ Creative products (e.g., podcasts, social media content, websites supported by literature and contributing to the field)
⇒ Editor of a journal (faculty member may count being an editor of a journal as 1 product for each academic year they serve in that capacity).

Meets Expectations

Summary of Minimum Number of Scholarly Products for Meets Expectations	
Standard 10% research workload during review period	3
*Products reflect minimum amounts from Categories 1 and 2 below.	

CATEGORY I

To earn a performance rating of **meets expectations**, faculty members with a 10% research workload during the review period will produce a minimum of two (2) professionally- or peer-reviewed scholarly products from Category I. One product must be an external grant or a peer-reviewed publication.

⇒ **Peer-Reviewed Journal Article**
  o 50% of the articles must be in a peer-reviewed journal with a 60% acceptance rate or lower.
  o 50% of the articles must be related to (1) counseling or (2) UTRGV's mission, vision, or core priorities (UTRGV 2022-2023 strategic plan)

⇒ **EXTERNAL GRANT**
⇒ The number of products for external funding will be awarded in the year of **procurement**.
  o The Principal Investigator (PI) may count a funded external grant worth less than $200,000 as 1 product. The C0-PI and other grant personnel (e.g., evaluation team members) may also count the external grant as 1 product.
  o The Principal Investigator (PI) may count a funded external grant worth more than $200,000 as 2 products. The C0-PI and other grant personnel (e.g., evaluation team members) may count the external grant as 1 product.
  o The PI may count a funded external grant worth over $500,000 as 3 products. The C0-PI and other grant personnel (e.g., evaluation team members) may count the external grant as 2 products.
⇒ **Scholarship of Engagement**
  o Must be a clear final product (e.g., creating or changing law; creating or changing public policy; creating a full-length documentary or film; creating substantive training materials, courses, or workshops; creating a digital platform; creating a policy brief; community reports; outreach materials; innovative tools and technologies).
⇒ **Academic Book Chapter**

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- $\Rightarrow$ **Conference Proceeding**
- $\Rightarrow$ **Scholarly Book**
  - o The lead author can count a scholarly book as 2 products.

CATEGORY II

Faculty members with a 20% research workload during the review period will produce a minimum of (2) professionally- or peer-reviewed products from Category II from the following list. Faculty members could substitute Category 1 products.

- $\Rightarrow$ Scholarship of Engagement
  - o A professional presentation as the result of the scholarship of engagement will **count** as a product in category 2.
- $\Rightarrow$ Internal UTRGV or College of Education and P-16 Integration small grant
- $\Rightarrow$ Edited academic book
- $\Rightarrow$ Non-scholarly Book
- $\Rightarrow$ Trade magazine article (e.g., Counseling Today, Psychology Today)
- $\Rightarrow$ International, national, state, regional, or local (e.g., Southern Association of Counselor Education and Supervision) peer-reviewed conference presentation with a 50% acceptance rate or below
- $\Rightarrow$ Peer-reviewed conference presentations with a 51% acceptance rate or higher will count as ½ product.
- $\Rightarrow$ Creative products (e.g., podcasts, social media content, websites supported by literature and contributing to the field)
- $\Rightarrow$ Editor of a journal (faculty member may count being an editor of a journal as 1 product for each academic year they serve in that capacity).

e)Professors of Practice

i)Annual Review Criteria for Professors of Practice

The narrative and corresponding evidence play an important role in the annual review. In their narrative, the faculty member is expected to provide a comprehensive narrative explaining how their work in scholarship (if applicable), teaching, and service is aligned with the departmental indicators below; areas for further development; and contributions that advance the University, College, and Departmental missions. The faculty members should also describe the quality, quantity, significance, and impact of their scholarly products. Recommended artifacts and evidence may include, but are not limited to, copies of agendas, meeting minutes, certificates, publications, presentations, etc. Faculty members should see guiding reflection questions for the scholarship (page 3), teaching (page 5), and service (6) narratives.

Teaching

Exceeds Expectations. To attain exceed expectations, faculty members must meet 1-7 below in Category 1 as well as two indicators from Category 2. The most important element for each

criterion is evidence regarding the impact on student learning. Also, the criteria below reflect a standard teaching load of 90% for non-tenure-track faculty members (6 graduate courses). Faculty members with a different teaching load percentage should have the requirements adjusted proportionally to their teaching workload percentage.

Category 1

1. *Teaching Values and Beliefs.* Faculty members have a teaching philosophy that guides teaching practices, student learning, and a positive learning environment. Faculty members reflect on their teaching values and beliefs as aligned to teaching innovations, research-based teaching and learning practices, student learning outcomes, assessments, student feedback, and student needs. Faculty members provide evidence regarding how teaching identity shifts in teaching values and beliefs as informed by student feedback, peer observations of teaching, course evaluations, and research-informed practices. Faculty members provide clear evidence of a growth mindset and values that all students can learn.

2. *Course Objectives, Outcomes, and Assessment Practices.* Faculty members provide evidence of key course objectives and outcomes as well as alignment with research-based teaching and assessment practices to help students meet those key objectives. Faculty members describe how they develop evaluation rubrics aligned with transparent teaching practices, provide feedback to meet evaluation criteria, and support students to develop knowledge and skills in course objectives. Faculty members demonstrate how assessment practices relate to student learning.

3. *Research-Based Teaching Practices.* Faculty members provide evidence of using research-based teaching strategies (e.g., experiential/service learning, undergraduate research, service learning, study abroad, studio performances, community engagement, problem-based learning, collaborative assignments, a new technology, culturally responsive practices, active learning/dynamic lecturing strategies, shift to learning as opposed to "grades" etc.) that positively influence student learning and actively engage learners. Faculty members provide evidence of how research-based teaching practices implemented are linked to specific student learning outcomes as represented in assessment practices and student engagement as well as a positive learning environment.

4. *Professional Development and/or Self-Improvement in Teaching.* Faculty members with a 90% teaching workload attend a minimum of six (6) hours of professional development or self-improvement in teaching related to teaching enhancement. Professional development or self-improvement in teaching could focus on content as well as process of teaching content. Faculty members provide evidence of clear and compelling commitment and rationale for participating in professional development or academic teaching conferences. Faculty members align participation to development of continuous improvement in teaching and/or innovation in preparation of course materials, specifically presenting evidence of application and impact on student learning.

5. *Peer Observation of Teaching.* All faculty members whose duties consist of teaching organized courses will include peer observations of teaching that adhere to UTRGV guidelines and CEP guidelines that are appropriate for the course delivery methodology (e.g., face-to-face/synchronous or asynchronous). Additionally, faculty members provide evidence of seeking specific feedback on teaching from peers, reflecting on feedback from peer observation of teaching, committing to implementing revisions, implementing revisions in subsequent semesters, and exploring impact of revised teaching practices on student learning and engagement.
6. *Basic Teaching Responsibilities*: The faculty members responsibilities may include but are not limited to the following: complete book orders, upload syllabi to Faculty Portfolio Tool, collect and reflect on key assessment data, participate in goodness-of-fit to practice discussions, and use required forms from TEA or CACREP for clinical courses. The faculty member should upload evidence to Faculty Portfolio Tool that they have met these responsibilities. If faculty did not meet these responsibilities, they should provide evidentiary documentation.

Category 2: Additionally, faculty must meet at least two of the following criteria (7-13) to earn a rating of exceeds expectations in teaching during the annual review period.
7. *Course Evaluations.* Faculty members have an average overall rating of 4.5 or higher for all courses taught for the review period. Faculty members contextualize course observation and feedback as aligned to other teaching effectiveness categories and provide evidence of incorporating additional student feedback questions in course evaluations and collecting regular feedback from students on their learning and students' teaching practices. Faculty members reflect on course evaluations through a growth mindset approach by specifying teaching and learning practices that have been revised and the overall impact on student learning and engagement.
8. *Mentoring.* Faculty members provide clear and compelling evidence of academic related interaction with at least one undergraduate or graduate student beyond the classroom (e.g., undergraduate research, graduate research assistant, directing thesis or dissertation committee) and identifies the impact of these endeavors on teaching and learning practices in the classroom and student learning and engagement. Faculty members advise and mentor students beyond the traditional role of informing students what courses to complete on their plan of study.
9. **Leadership in Teaching and Learning.** Faculty members with a 90% teaching workload lead or co-lead a minimum of three (3) hours of professional development or self-improvement in teaching and learning. Faculty members engage in activities to be a thought leader in teaching and learning, such as leading professional development to lead others to learn about teaching and learning strategies to improve teaching methods that positively influence student learning and actively engage learners. Other examples might include but are not limited to presenting at a counseling-related conference on strategies/aspects of teaching in a counselor education program or publishing or presenting at a counseling-related conference on strategies of teaching. Faculty members provide evidence regarding the

impact of professional development activities on their teaching values and practices as well as continuous improvement of teaching practices.

10. **Curriculum Development.** Faculty members describe how they engaged in at least three (3) forms of curriculum development related to teaching and learning. Examples include but are not limited to blueprinting courses, collaborating with colleagues to improve teaching practices, revising evaluation rubrics, revising key assessments, aligning curriculum to national and state standards (e.g., CACREP, TEA), revising curriculum based upon new information (e.g., DSM), aligning curriculum with the scholarship of engagement activities, and curriculum training developed for student participants in grant activities.

11. **Teaching Awards**. Faculty members receive a local, national, or international award for teaching. Faculty members provide evidence of how the award has contributed to continuous commitment to teaching and learning, specifically impacting teaching practices and student learning and engagement.

12. **Clinical Supervision:** Faculty members describe how their supervision practices inform their teaching practices.

13. **Guest Lecturer:** Faculty members describe how they share their expertise not assigned to them as well as how they use what they learn to improve their teaching practices.

Meets Expectations: To meet expectations for annual review, non-tenure-track faculty members must meet all the following criteria in category 1 (1-6). The main difference between exceeds expectations and meets expectations on most criteria is the impact on student learning. Faculty members who meet expectations in teaching provide evidence of using research-based teaching practices but do not link teaching practices to student learning or student success. Also, the criteria below reflect a standard teaching workload of 90% for non-tenure track faculty members (6 graduate courses). Criteria for faculty members with a different teaching workload percentage (e.g., 30%) should be adjusted proportionately to their teaching workload percentage.

Category 1

1. *Teaching Philosophy.* Faculty members have a teaching philosophy that is used to guide teaching practices, student learning, and a positive learning environment. Faculty members reflect on their teaching values and beliefs as aligned to teaching innovations, research-based teaching and learning practices, student learning outcomes, assessments, student feedback, and student needs.

2. *Course Objectives, Outcomes, and Assessment Practices.* Faculty members provide evidence of key course objectives and outcomes as well as alignment with research-based teaching and assessment practices to help students meet those key objectives.

3. *Research-Based Teaching Practices.* Faculty members provide evidence of using research-based teaching strategies (e.g., experiential/service learning, undergraduate research, service learning, study abroad, studio performances, community engagement, problem-based learning, collaborative assignments, a new technology, culturally responsive practices, active learning/dynamic lecturing strategies, shift to learning as opposed to "grades" etc.).

4. *Professional Development or Self-Improvement in Teaching.* Faculty members with a 90% teaching workload attend a minimum of four (4) hours of professional development related to teaching enhancement. Professional development or self-improvement in teaching could focus on content as well as the process of teaching content. Faculty members provide evidence of clear and compelling commitment and rationale for participating in professional development or academic teaching conferences. Faculty members describe what they learn from professional development as well as how they revised teaching practices informed by their professional development.

5. *Peer Observation of Teaching.* All faculty members whose duties consist of teaching organized courses will include peer observations of teaching that adhere to [UTRGV guidelines](#) and [CEP guidelines](#) that are appropriate for the course delivery methodology (e.g., face-to-face/synchronous or asynchronous). Additionally, faculty members describe what they learned from peer observation of teaching.

6. *Basic Teaching Responsibilities*. The faculty member completes book orders, uploads syllabi to Faculty Portfolio Tool, collects key assessment data, participates in goodness-of-fit to practice discussions, and uses required forms from TEA or CACREP for clinical courses. The faculty member uploads evidence to FPT or provides an explanation in their narrative indicating their fulfillment of these teaching responsibilities.

Category 2: Additionally, faculty must meet at least one of the following criteria (7-13) to earn a rating of meets expectations in teaching during the annual review period. The criteria below reflect a standard teaching workload of 60% for tenure track faculty members (4 graduate courses). Criteria for faculty members with a different teaching workload percentage (e.g., 30%) should be adjusted proportionately to their teaching workload percentage.

7. *Course Evaluations.* Faculty members have an average overall rating of 4.0 or higher for all courses taught for the review period. The faculty member reflects on and contextualizes course observation and feedback as aligned to other teaching effectiveness categories.

8. *Mentoring:* Faculty members provides clear and compelling evidence of academic related interaction with at least one undergraduate or graduate student beyond the classroom (e.g., undergraduate research, graduate research assistant, directing thesis or dissertation committee). Faculty members advise and mentor students beyond the traditional role of informing students what courses to complete on their plan of study.

9. **Leadership in Teaching and Learning.** Faculty members with a 90% teaching workload lead or co-lead a minimum of two (2) hours of professional development in teaching and learning. Faculty members engage in activities to be a thought leader in teaching and learning, such as leading professional development to lead others to learn about teaching and learning strategies to improve teaching methods that positively influence student learning and actively engage learners. Other examples might include but are not limited to presenting at a counseling-related conference on strategies/aspects of teaching in a counselor education program or publishing or presenting at a counseling-related conference on strategies of teaching.

10. *Curriculum Development.* Faculty members describe how they engage in at least two forms of curriculum development related to teaching and learning. Examples include but are not limited to blueprinting courses, collaborating with colleagues to improve teaching practices, revising evaluation rubrics, revising key assessments, aligning curriculum to national and state standards (e.g., CACREP, TEA), revising curriculum based upon new information (e.g., DSM), aligning curriculum with the scholarship of engagement activities, and curriculum training developed for student participants in grant activities.
11. *Teaching Awards.* Faculty members receive a local, national, or international award for teaching.
12. **Clinical Supervision:** Faculty members describe how their supervision practices inform their teaching practices.
13. **Guest Lecturer:** Faculty members describe how they share their expertise not assigned to them as well as how they use what they learn to improve their teaching practices.

Does Not Meet Expectations

Faculty members will earn a performance rating of does not meet expectations in teaching (1) if they meet less than the 6 required category 1 criteria and (2) if they do not meet any criteria in Category 2.

Unsatisfactory

Faculty members will earn a performance rating of unsatisfactory in teaching if they do not meet any criteria in Category 1 and if they do not meet any criteria in Category 2.
Service

Service

Exceeds Expectations: To receive a performance rating of exceeds expectations, faculty members will provide an updated curriculum vitae, a brief narrative, and documentation of service activities for the period under review related to at least *two* examples from the following areas (1-2). Faculty members describe how they exceeded the appropriate amount of time and effort toward service activities. Faculty members also must describe the quality, impact, and significance of their services activities. Criteria for non-tenure-track faculty members with a different service workload percentage (e.g., 0%) should be adjusted proportionately to their service workload percentage.
1. **Service to the Department.** Service to the department includes but is not limited to elected or appointed departmental committees (e.g., faculty search, annual review); department student organization sponsor (e.g., CSA, CSJ); CPCE, TExES and/or LPC/NDS advisor; CACREP liaison; Assessment Coordinator; coordination of department events (e.g., hooding); coordination of department certificate (e.g., PCBH, Play Therapy, Dreamwork); coordination of remediation activities (e.g., Goodness of Fit); or coordination of department resources (e.g.; website, SharePoint site, Student Info Hub);

and special assignments. The development, implementation, evaluation, and ongoing refinement of departmental programs is highly valued.

2. **Service to the College.** Service to the college includes but is not limited to elected or appointed college committees (e.g., search, accreditation, curriculum, college council, college tenure and promotion); college workgroups or taskforces (e.g., workload, policy development, design teams); college conference/workshop coordination; or college student organization sponsor.

Faculty members also show evidence of least *one* example from the following areas (3-5):

3. **Service to the University.** Service to the university includes but is not limited to elected or appointed membership on university standing committees, councils, or workgroups (e.g., Campus Connect, Faculty Senate, Faculty Development Council, Special Committee or Member of the Executive Team in Women's Faculty Network); elected or appointed membership on ad hoc university committees (e.g., COVID Clinical Services Committee); IRB representative or reviewer; or Faculty Fellow.

4. **Service to the Profession/Discipline.** Service to the profession includes but is not limited to the following activities: counseling organization officer; counseling organization committee chair/member; professional organization conference committee chair/member; conference proposal reviewer; counseling accreditation team member or chair (e.g., CACREP); counseling publication reviewer/editorial board member; or federal/state grant reviewer. Being actively engaged in local, state, national, OR international organizations to improving education is highly valued.

5. **Service and outreach to the Community.** Service to the community includes but is not limited to work as local/state/national organization or agency volunteer, committee, or board member; workshop/training presenter for community agencies; consultation (e.g., providing mental health/psychosocial support); private mental health practice; local organization support or training (e.g., providing professional development for practitioners); or judging, mentoring, or advising at events (e.g., community/school events). Service to local educational entities is highly valued as well as advancing public advocacy and social justice through community forums and/or work with local, state, and national policy makers.

Faculty members also show evidence of least **one (1)** example from the following areas (6-8):

6. Demonstrate at least one strand/theme in service-related activities.
7. Demonstrate professional service and advocacy in counseling.
8. Demonstrate on-going counseling practice.

Meet Expectations: Faculty members describe appropriate amount of time and effort toward service activities. The extent of time and effort for all service activities required will be considered. Counseling faculty will provide an updated curriculum vitae, a brief narrative, and documentation of service activities for the period under review related to at least *two* examples from the following areas (1-2). Faculty members also must describe the quality, impact, and

significance of their services activities. Criteria for non-tenure-track faculty members with a different service workload percentage (e.g., 0%) should be adjusted proportionately to their service workload percentage.

1. **Service to the Department.** Service to the department includes but is not limited to elected or appointed departmental committees (e.g., faculty search, annual review); department student organization sponsor (e.g., CSA, CSJ); CPCE, TExES and/or LPC/NDS advisor; CACREP liaison; Assessment Coordinator; coordination of department events (e.g., hooding); coordination of department certificate (e.g., PCBH, Play Therapy, Dreamwork); coordination of remediation activities (e.g., Goodness of Fit); or coordination of department resources (e.g.; website, SharePoint site, Student Info Hub); and special assignments. The development, implementation, evaluation, and ongoing refinement of departmental programs is highly valued.

2. **Service to the College.** Service to the college includes but is not limited to elected or appointed college committees (e.g., search, accreditation, curriculum, college council, college tenure and promotion); college workgroups or taskforces (e.g., workload, policy development, design teams); college conference/workshop coordination; or college student organization sponsor.

Faculty members also need to provide documentation of service activities for the period under review related to at least *one* example from the following areas (3-5):

3. **Service to the University.** Service to the university includes but is not limited to elected or appointed membership on university standing committees, councils, or workgroups (e.g., Campus Connect, Faculty Senate, Faculty Development Council, Special Committee or Member of the Executive Team in Women's Faculty Network); elected or appointed membership on ad hoc university committees (e.g., COVID Clinical Services Committee) IRB representative or reviewer; or Faculty Fellow.

4. **Service to the Profession/Discipline.** Service to the profession includes but is not limited to the following activities: counseling organization officer; counseling organization committee chair/member; professional organization conference committee chair/member; conference proposal reviewer; counseling accreditation team member or chair (e.g., CACREP); counseling publication reviewer/editorial board member; or federal/state grant reviewer.

5. **Service and outreach to the Community.** Service to the community includes but is not limited to work as local/state/national organization or agency volunteer, committee, or board member; workshop/training presenter for community agencies; consultation (e.g., supervising LPC Associates, providing mental health/psychosocial support); private mental health practice; local organization support or training (e.g., providing professional development for practitioners); or judging, mentoring, or advising at events (e.g., community/school events). Service to local educational entities is highly valued as well as advancing public advocacy and social justice through community forums and/or work with local, state, and national policy makers.

Does not Meet Expectations: Counseling faculty engage in one example of service to department or college. However, faculty members **do not** show evidence of the minimum amount of time and effort for all service activities.

Unsatisfactory: Counseling faculty members do not engage in any examples in each of the following areas: service to the department, service to the college, and service to the university. Faculty members also do not provide evidence of service to the profession or service to the community.

Scholarship

Professors of Practice who are on a 10% research workload are expected to produce at an average rate of *at least* one peer-reviewed journal article or external funded grant per every two academic years. Below are tables describing annual review criteria for scholarship based on 10% research workloads. For research workloads that are different, the number of corresponding products from Categories 1 or 2 should be adjusted accordingly. For peer-reviewed publications, faculty members can count their product when it is (1) accepted for publication, (2) in press, OR (3) published. Faculty members can only count each peer reviewed publication once in an annual review period. Faculty members cannot count a scholarly product when it is accepted in one annual review period and then when it is published during another annual review period. For external grants, the number of scholarly products associated with the external grant will be awarded in the year of procurement. Also, a faculty member cannot count a product in one decision point (promotion to Associate Professor of Practice) and then in another decision point (promotion to Professor of Practice).

The Department of Counseling understands that some scholarship/research projects take longer than other projects to complete and that some peer-reviewed journals have lengthy review processes. Professors of Practice are given two review cycle grace periods to produce one scholarly product to earn a performance rating of meet expectations for annual review. In other words, if a faculty member does not produce a scholarly product in two academic years, they can still be given a rating of meet expectations if they show **scholarship/research progress (as defined as having at least two articles or external grants under review OR two scholarship of engagement products in progress)** or they produce category 2 products. However, a Professor of Practice cannot earn a performance rating of meets expectations for three consecutive annual review periods if they do not produce a scholarly product.

CATEGORY I
  ⇒ Peer-Reviewed Journal Article
      o 50% of the articles must be in a peer-reviewed journal with a 60% acceptance rate or lower.
      o 50% of the articles must be related to (1) counseling or (2) UTRGV's mission, vision, or core priorities (UTRGV 2022-2023 strategic plan)

  ⇒ EXTERNAL GRANT

⇒ The number of products for external funding will be awarded in the year of **procurement**.
  o The Principal Investigator (PI) may count a funded external grant worth less than $200,000 as 1 product. The C0-PI and other grant personnel (e.g., evaluation team members) may also count the external grant as 1 product.
  o The Principal Investigator (PI) may count a funded external grant worth more than $200,000 as 2 products. The C0-PI and other grant personnel (e.g., evaluation team members) may count the external grant as 1 product.
  o The PI may count a funded external grant worth over $500,000 as 3 products. The C0-PI and other grant personnel (e.g., evaluation team members) may count the external grant as 2 products.
⇒ **Scholarship of Engagement**
  o Must be a clear final product (e.g., creating or changing law; creating or changing public policy; creating a full-length documentary or film; creating substantive training materials, courses, or workshops; creating a digital platform; creating a policy brief; community reports; outreach materials; innovative tools and technologies).
⇒ **Academic Book Chapter**
⇒ **Scholarly Book**
  o The lead author can count a scholarly book as 2 products.

CATEGORY II
Faculty members with a 20% research workload during the reviewperiod will produce a minimum of (2) professionally- or peer-reviewed products from Category II from the following list. Faculty members could substitute Category 1 products (i.e., they would have a minimum of 8 products from Category 1 with a minimum of six (6) peer-reviewed journal articles).

⇒ Scholarship of Engagement
  o A professional presentation as the result of the scholarship of engagement will **count** as a product in category 2.
⇒ Internal UTRGV or College of Education and P-16 Integration small grant
⇒ Edited academic book
⇒ Non-scholarly Book
⇒ Trade magazine article (e.g., Counseling Today, Psychology Today)
⇒ International, national, or regional (e.g., Southern Association of Counselor Education and Supervision) peer-reviewed conference presentation
⇒ State and local (e.g., SPI Counselors Institute) peer-reviewed conference presentation
⇒ Creative products (e.g., podcasts, social media content, websites supported by literature and contributing to the field)
⇒ Editor of a journal (faculty member may count being an editor of a journal as 1 product for each academic year they serve in that capacity).

Annual Review Criteria for Research: 10% Workload

Exceeds Expectations	Meets Expectations	Does not meet expectations	Unsatisfactory

• 3 scholarly products from category 1 or category 2	• 2 scholarly products from category 1 or category 2	• 1 product from category 1 or category 2	• No research activities reported

** *Faculty members are encouraged to adhere to promotion guidelines and criteria for the quality of peer-reviewed publications noted in Category 1.*

c)Lecturer I

i)Annual Review Criteria

The narrative and corresponding evidence play an important role in the annual review. In their narrative, the faculty member is expected to provide a comprehensive narrative explaining how their work in teaching and service is aligned with the departmental indicators below; areas for further development; and contributions that advance the University, College, and Departmental missions. The faculty members should also describe the quality, quantity, significance, and impact of their work. Faculty members should see guiding reflection questions for the teaching (page 5) and service (6) narratives.

Teaching

Exceeds Expectations. To attain exceed expectations, faculty members must meet 1-7 below in Category 1 as well as two indicators from Category 2. The most important element for each criterion is evidence regarding the impact on student learning. Also, the criteria below reflect a standard teaching load of 90% for non-tenure-track faculty members (6 graduate courses). Faculty members with a different teaching load percentage should have the requirements adjusted proportionally to their teaching workload percentage.

Category 1

1. *Teaching Values and Beliefs.* Faculty members have a teaching philosophy that guides teaching practices, student learning, and a positive learning environment. Faculty members reflect on their teaching values and beliefs as aligned to teaching innovations, research-based teaching and learning practices, student learning outcomes, assessments, student feedback, and student needs. Faculty members provide evidence regarding how teaching identity shifts in teaching values and beliefs as informed by student feedback, peer observations of teaching, course evaluations, and research-informed practices. Faculty members provide clear evidence of a growth mindset and values that all students can learn.

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2. *Course Objectives, Outcomes, and Assessment Practices.* Faculty members provide evidence of key course objectives and outcomes as well as alignment with research-based teaching and assessment practices to help students meet those key objectives. Faculty members describe how they develop evaluation rubrics aligned with transparent teaching practices, provide feedback to meet evaluation criteria, and support students to develop knowledge and skills in course objectives. Faculty members demonstrate how assessment practices relate to student learning.

3. *Research-Based Teaching Practices.* Faculty members provide evidence of using research-based teaching strategies (e.g., experiential/service learning, undergraduate research, service learning, study abroad, studio performances, community engagement, problem-based learning, collaborative assignments, a new technology, culturally responsive practices, active learning/dynamic lecturing strategies, shift to learning as opposed to "grades" etc.) that positively influence student learning and actively engage learners. Faculty members provide evidence of how research-based teaching practices implemented are linked to specific student learning outcomes as represented in assessment practices and student engagement as well as a positive learning environment.

4. *Professional Development and/or Self-Improvement in Teaching.* Faculty members with a 90% teaching workload attend a minimum of six (6) hours of professional development or self-improvement in teaching related to teaching enhancement. Professional development or self-improvement in teaching could focus on content as well as process of teaching content. Faculty members provide evidence of clear and compelling commitment and rationale for participating in professional development or academic teaching conferences. Faculty members align participation to development of continuous improvement in teaching and/or innovation in preparation of course materials, specifically presenting evidence of application and impact on student learning.

5. *Peer Observation of Teaching.* All faculty members whose duties consist of teaching organized courses will include peer observations of teaching that adhere to UTRGV guidelines and CEP guidelines that are appropriate for the course delivery methodology (e.g., face-to-face/synchronous or asynchronous). Additionally, faculty members provide evidence of seeking specific feedback on teaching from peers, reflecting on feedback from peer observation of teaching, committing to implementing revisions, implementing revisions in subsequent semesters, and exploring impact of revised teaching practices on student learning and engagement.

6. *Basic Teaching Responsibilities*: The faculty members responsibilities may include but are not limited to the following: complete book orders, upload syllabi to Faculty Portfolio Tool, collect and reflect on key assessment data, participate in goodness-of-fit to practice discussions, and use required forms from TEA or CACREP for clinical courses. The faculty member should upload evidence to Faculty Portfolio Tool that they have met these responsibilities. If faculty did not meet these responsibilities, they should provide evidentiary documentation.

Category 2: Additionally, faculty must meet at least two of the following criteria (7-12) to earn a rating of exceeds expectations in teaching during the annual review period.

7. *Course Evaluations.* Faculty members have an average overall rating of 4.5 or higher for all courses taught for the review period. Faculty members contextualize course observation and feedback as aligned to other teaching effectiveness categories and provide evidence of incorporating additional student feedback questions in course evaluations and collecting regular feedback from students on their learning and students' teaching practices. Faculty members reflect on course evaluations through a growth mindset approach by specifying teaching and learning practices that have been revised and the overall impact on student learning and engagement.

8. *Mentoring.* Faculty members provide clear and compelling evidence of academic related interaction with at least one undergraduate or graduate student beyond the classroom (e.g., undergraduate research, graduate research assistant, directing thesis or dissertation committee) and identifies the impact of these endeavors on teaching and learning practices in the classroom and student learning and engagement. Faculty members advise and mentor students beyond the traditional role of informing students what courses to complete on their plan of study.

9. **Leadership in Teaching and Learning.** Faculty members with a 90% teaching workload lead or co-lead a minimum of three (3) hours of professional development or self-improvement in teaching and learning. Faculty members engage in activities to be a thought leader in teaching and learning, such as leading professional development to lead others to learn about teaching and learning strategies to improve teaching methods that positively influence student learning and actively engage learners. Other examples might include but are not limited to presenting at a counseling-related conference on strategies/aspects of teaching in a counselor education program or publishing or presenting at a counseling-related conference on strategies of teaching. Faculty members provide evidence regarding the impact of professional development activities on their teaching values and practices as well as continuous improvement of teaching practices.

10. **Curriculum Development.** Faculty members describe how they engaged in at least three (3) forms of curriculum development related to teaching and learning. Examples include but are not limited to blueprinting courses, collaborating with colleagues to improve teaching practices, revising evaluation rubrics, revising key assessments, aligning curriculum to national and state standards (e.g., CACREP, TEA), revising curriculum based upon new information (e.g., DSM), aligning curriculum with the scholarship of engagement activities, and curriculum training developed for student participants in grant activities.

11. **Teaching Awards**. Faculty members receive a local, national, or international award for teaching. Faculty members provide evidence of how the award has contributed to continuous commitment to teaching and learning, specifically impacting teaching practices and student learning and engagement.

12. **Clinical Supervision:** Faculty members describe how their supervision practices inform their teaching practices.

13. **Guest Lecturer:** Faculty members describe how they share their expertise not assigned to them as well as how they use what they learn to improve their teaching practices.

Meets Expectations: To meet expectations for annual review, non-tenure-track faculty members must meet all the following criteria. The main difference between exceeds expectations and meets expectations on most criteria is the impact on student learning. Faculty members who meet expectations in teaching provide evidence of using research-based teaching practices but do not link teaching practices to student learning or student success. Also, the criteria below reflect a standard teaching workload of 90% for non-tenure track faculty members (6 graduate courses). Criteria for faculty members with a different teaching workload percentage (e.g., 30%) should be adjusted proportionately to their teaching workload percentage.

Category 1

1. *Teaching Philosophy.* Faculty members have a teaching philosophy that is used to guide teaching practices, student learning, and a positive learning environment. Faculty members reflect on their teaching values and beliefs as aligned to teaching innovations, research-based teaching and learning practices, student learning outcomes, assessments, student feedback, and student needs.
2. *Course Objectives, Outcomes, and Assessment Practices.* Faculty members provide evidence of key course objectives and outcomes as well as alignment with research-based teaching and assessment practices to help students meet those key objectives.
3. *Research-Based Teaching Practices.* Faculty members provide evidence of using research-based teaching strategies (e.g., experiential/service learning, undergraduate research, service learning, study abroad, studio performances, community engagement, problem-based learning, collaborative assignments, a new technology, culturally responsive practices, active learning/dynamic lecturing strategies, shift to learning as opposed to "grades" etc.).
4. *Professional Development or Self-Improvement in Teaching.* Faculty members with a 90% teaching workload attend a minimum of four (4) hours of professional development related to teaching enhancement. Professional development or self-improvement in teaching could focus on content as well as the process of teaching content. Faculty members provide evidence of clear and compelling commitment and rationale for participating in professional development or academic teaching conferences. Faculty members describe what they learn from professional development as well as how they revised teaching practices informed by their professional development.
5. *Peer Observation of Teaching.* All faculty members whose duties consist of teaching organized courses will include peer observations of teaching that adhere to [UTRGV guidelines](#) and [CEP guidelines](#) that are appropriate for the course delivery methodology (e.g., face-to-face/synchronous or asynchronous). Additionally, faculty members describe what they learned from peer observation of teaching.
6. *Basic Teaching Responsibilities*. The faculty member completes book orders, uploads syllabi to Faculty Portfolio Tool, collects key assessment data, participates in goodness-of-fit to practice discussions, and uses required forms from TEA or CACREP for clinical

courses. The faculty member uploads evidence to FPT or provides an explanation in their narrative indicating their fulfillment of these teaching responsibilities.

Category 2: Additionally, faculty must meet at least one of the following criteria (7-13) to earn a rating of meets expectations in teaching during the annual review period. The criteria below reflect a standard teaching workload of 60% for tenure track faculty members (4 graduate courses). Criteria for faculty members with a different teaching workload percentage (e.g., 30%) should be adjusted proportionately to their teaching workload percentage.

7. *Course Evaluations.* Faculty members have an average overall rating of 4.0 or higher for all courses taught for the review period. The faculty member reflects on and contextualizes course observation and feedback as aligned to other teaching effectiveness categories.

8. *Mentoring:* Faculty members provides clear and compelling evidence of academic related interaction with at least one undergraduate or graduate student beyond the classroom (e.g., undergraduate research, graduate research assistant, directing thesis or dissertation committee). Faculty members advise and mentor students beyond the traditional role of informing students what courses to complete on their plan of study.

9. **Leadership in Teaching and Learning.** Faculty members with a 90% teaching workload lead or co-lead a minimum of two (2) hours of professional development in teaching and learning. Faculty members engage in activities to be a thought leader in teaching and learning, such as leading professional development to lead others to learn about teaching and learning strategies to improve teaching methods that positively influence student learning and actively engage learners. Other examples might include but are not limited to presenting at a counseling-related conference on strategies/aspects of teaching in a counselor education program or publishing or presenting at a counseling-related conference on strategies of teaching.

10. *Curriculum Development.* Faculty members describe how they engage in at least two forms of curriculum development related to teaching and learning. Examples include but are not limited to blueprinting courses, collaborating with colleagues to improve teaching practices, revising evaluation rubrics, revising key assessments, aligning curriculum to national and state standards (e.g., CACREP, TEA), revising curriculum based upon new information (e.g., DSM), aligning curriculum with the scholarship of engagement activities, and curriculum training developed for student participants in grant activities.

11. *Teaching Awards.* Faculty members receive a local, national, or international award for teaching.

12. **Clinical Supervision:** Faculty members describe how their supervision practices inform their teaching practices.

13. **Guest Lecturer:** Faculty members describe how they share their expertise not assigned to them as well as how they use what they learn to improve their teaching practices.

Does Not Meet Expectations

Faculty members will earn a performance rating of does not meet expectations in teaching (1) if they meet less than the 6 required category 1 criteria and (2) if they do not meet any criteria in Category 2.

Unsatisfactory

Faculty members will earn a performance rating of unsatisfactory in teaching if they do not meet any criteria in Category 1 and if they do not meet any criteria in Category 2.
Service

Service

Exceeds Expectations (10% workload): To receive a performance rating of exceeds expectations, faculty members will provide an updated curriculum vitae, a brief narrative, and documentation of service activities for the period under review related to at least *two* examples from the following areas (1-2). Faculty members describe how they exceeded the appropriate amount of time and effort toward service activities. Faculty members also must describe the quality, impact, and significance of their services activities. Criteria for non-tenure-track faculty members with a different service workload percentage (e.g., 0%) should be adjusted proportionately to their service workload percentage.

1. **Service to the Department.** Service to the department includes but is not limited to elected or appointed departmental committees (e.g., faculty search, annual review); department student organization sponsor (e.g., CSA, CSJ); CPCE, TExES and/or LPC/NDS advisor; CACREP liaison; Assessment Coordinator; coordination of department events (e.g., hooding); coordination of department certificate (e.g., PCBH, Play Therapy, Dreamwork); coordination of remediation activities (e.g., Goodness of Fit); or coordination of department resources (e.g.; website, SharePoint site, Student Info Hub); and special assignments. The development, implementation, evaluation, and ongoing refinement of departmental programs is highly valued.
2. **Service to the College.** Service to the college includes but is not limited to elected or appointed college committees (e.g., search, accreditation, curriculum, college council, college tenure and promotion); college workgroups or taskforces (e.g., workload, policy development, design teams); college conference/workshop coordination; or college student organization sponsor.

Faculty members also show evidence of least *one* example from the following areas (3-5):

3. **Service to the University.** Service to the university includes but is not limited to elected or appointed membership on university standing committees, councils, or workgroups (e.g., Campus Connect, Faculty Senate, Faculty Development Council, Special Committee or Member of the Executive Team in Women's Faculty Network); elected or appointed membership on ad hoc university committees (e.g., COVID Clinical Services Committee); IRB representative or reviewer; or Faculty Fellow.

4. **Service to the Profession/Discipline.** Service to the profession includes but is not limited to the following activities: counseling organization officer; counseling organization committee chair/member; professional organization conference committee chair/member; conference proposal reviewer; counseling accreditation team member or chair (e.g., CACREP); counseling publication reviewer/editorial board member; or federal/state grant reviewer. Being actively engaged in local, state, national, OR international organizations to improving education is highly valued.

5. **Service and outreach to the Community.** Service to the community includes but is not limited to work as local/state/national organization or agency volunteer, committee, or board member; workshop/training presenter for community agencies; consultation (e.g., providing mental health/psychosocial support); private mental health practice; local organization support or training (e.g., providing professional development for practitioners); or judging, mentoring, or advising at events (e.g., community/school events). Service to local educational entities is highly valued as well as advancing public advocacy and social justice through community forums and/or work with local, state, and national policy makers.

Faculty members also show evidence of least *one* example from the following areas (6-8):

6. Demonstrate at least one strand/theme in service-related activities.
7. Demonstrate professional service and advocacy in counseling.
8. Demonstrate on-going counseling practice.

Meet Expectations: Faculty members describe appropriate amount of time and effort toward service activities. The extent of time and effort for all service activities required will be considered. Counseling faculty will provide an updated curriculum vitae, a brief narrative, and documentation of service activities for the period under review related to at least *two* examples from the following areas. Faculty members also must describe the quality, impact, and significance of their services activities. Criteria for non-tenure-track faculty members with a different service workload percentage (e.g., 0%) should be adjusted proportionately to their service workload percentage.

1. **Service to the Department.** Service to the department includes but is not limited to elected or appointed departmental committees (e.g., faculty search, annual review); department student organization sponsor (e.g., CSA, CSJ); CPCE, TExES and/or LPC/NDS advisor; CACREP liaison; Assessment Coordinator; coordination of department events (e.g., hooding); coordination of department certificate (e.g., PCBH, Play Therapy, Dreamwork); coordination of remediation activities (e.g., Goodness of Fit); or coordination of department resources (e.g.; website, SharePoint site, Student Info Hub); and special assignments. The development, implementation, evaluation, and ongoing refinement of departmental programs is highly valued.

2. **Service to the College.** Service to the college includes but is not limited to elected or appointed college committees (e.g., search, accreditation, curriculum, college council, college tenure and promotion); college workgroups or taskforces (e.g., workload, policy

development, design teams); college conference/workshop coordination; or college student organization sponsor.

Faculty members also need to provide documentation of service activities for the period under review related to at least *one* example from the following areas:

3. **Service to the University.** Service to the university includes but is not limited to elected or appointed membership on university standing committees, councils, or workgroups (e.g., Campus Connect, Faculty Senate, Faculty Development Council, Special Committee or Member of the Executive Team in Women's Faculty Network); elected or appointed membership on ad hoc university committees (e.g., COVID Clinical Services Committee) IRB representative or reviewer; or Faculty Fellow.

4. **Service to the Profession/Discipline.** Service to the profession includes but is not limited to the following activities: counseling organization officer; counseling organization committee chair/member; professional organization conference committee chair/member; conference proposal reviewer; counseling accreditation team member or chair (e.g., CACREP); counseling publication reviewer/editorial board member; or federal/state grant reviewer.

5. **Service and outreach to the Community.** Service to the community includes but is not limited to work as local/state/national organization or agency volunteer, committee, or board member; workshop/training presenter for community agencies; consultation (e.g., supervising LPC Associates, providing mental health/psychosocial support); private mental health practice; local organization support or training (e.g., providing professional development for practitioners); or judging, mentoring, or advising at events (e.g., community/school events). Service to local educational entities is highly valued as well as advancing public advocacy and social justice through community forums and/or work with local, state, and national policy makers.

Does not Meet Expectations (20% workload): Counseling faculty engage in one example of service to department or college. However, faculty members **do not** show evidence of the minimum amount of time and effort for all service activities.

Unsatisfactory (20% workload): Counseling faculty members do not engage in any examples in each of the following areas: service to the department, service to the college, and service to the university. Faculty members also do not provide evidence of service to the profession or service to the community.

ii)Promotion Criteria to Lecturer II

The narrative and corresponding evidence play an important role in promotion. In their narrative, the faculty member is expected to provide a comprehensive narrative explaining how their work in teaching and service is aligned with the departmental indicators below; areas for further development; and contributions that advance the University, College, and Departmental missions. The faculty members should also describe the quality, quantity, significance, and

impact of their work. Faculty members should see guiding reflection questions for the teaching (page 5) and service (6) narratives.

Teaching

Exceeds Expectations. To attain exceed expectations, faculty members must meet 1-7 below in Category 1 as well as two indicators from Category 2. The most important element for each criterion is evidence regarding the impact on student learning. Also, the criteria below reflect a standard teaching load of 90% for non-tenure-track faculty members (6 graduate courses). Faculty members with a different teaching load percentage should have the requirements adjusted proportionally to their teaching workload percentage.

Category 1

1. *Teaching Values and Beliefs.* Faculty members have a teaching philosophy that guides teaching practices, student learning, and a positive learning environment. Faculty members reflect on their teaching values and beliefs as aligned to teaching innovations, research-based teaching and learning practices, student learning outcomes, assessments, student feedback, and student needs. Faculty members provide evidence regarding how teaching identity shifts in teaching values and beliefs as informed by student feedback, peer observations of teaching, course evaluations, and research-informed practices. Faculty members provide clear evidence of a growth mindset and values that all students can learn.
2. *Course Objectives, Outcomes, and Assessment Practices.* Faculty members provide evidence of key course objectives and outcomes as well as alignment with research-based teaching and assessment practices to help students meet those key objectives. Faculty members describe how they develop evaluation rubrics aligned with transparent teaching practices, provide feedback to meet evaluation criteria, and support students to develop knowledge and skills in course objectives. Faculty members demonstrate how assessment practices relate to student learning.
3. *Research-Based Teaching Practices.* Faculty members provide evidence of using research-based teaching strategies (e.g., experiential/service learning, undergraduate research, service learning, study abroad, studio performances, community engagement, problem-based learning, collaborative assignments, a new technology, culturally responsive practices, active learning/dynamic lecturing strategies, shift to learning as opposed to "grades" etc.) that positively influence student learning and actively engage learners. Faculty members provide evidence of how research-based teaching practices implemented are linked to specific student learning outcomes as represented in assessment practices and student engagement as well as a positive learning environment.
4. *Professional Development and/or Self-Improvement in Teaching.* Faculty members with a 90% teaching workload attend a minimum of twelve (12) hours of professional development or self-improvement in teaching related to teaching enhancement. Professional development

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or self-improvement in teaching could focus on content as well as process of teaching content. Faculty members provide evidence of clear and compelling commitment and rationale for participating in professional development or academic teaching conferences. Faculty members align participation to development of continuous improvement in teaching and/or innovation in preparation of course materials, specifically presenting evidence of application and impact on student learning.

5. *Peer Observation of Teaching.* All faculty members whose duties consist of teaching organized courses will include peer observations of teaching that adhere to [UTRGV guidelines](#) and [CEP guidelines](#) that are appropriate for the course delivery methodology (e.g., face-to-face/synchronous or asynchronous). Additionally, faculty members provide evidence of seeking specific feedback on teaching from peers, reflecting on feedback from peer observation of teaching, committing to implementing revisions, implementing revisions in subsequent semesters, and exploring impact of revised teaching practices on student learning and engagement.

6. *Basic Teaching Responsibilities*: The faculty members responsibilities may include but are not limited to the following: complete book orders, upload syllabi to Faculty Portfolio Tool, collect and reflect on key assessment data, participate in goodness-of-fit to practice discussions, and use required forms from TEA or CACREP for clinical courses. The faculty member should upload evidence to Faculty Portfolio Tool that they have met these responsibilities. If faculty did not meet these responsibilities, they should provide evidentiary documentation.

Category 2: Additionally, faculty must meet at least two of the following criteria (7-13) to earn a rating of exceeds expectations in teaching during the annual review period.

7. *Course Evaluations.* Faculty members have an average overall rating of 4.5 or higher for all courses taught for the review period. Faculty members contextualize course observation and feedback as aligned to other teaching effectiveness categories and provide evidence of incorporating additional student feedback questions in course evaluations and collecting regular feedback from students on their learning and students' teaching practices. Faculty members reflect on course evaluations through a growth mindset approach by specifying teaching and learning practices that have been revised and the overall impact on student learning and engagement.

8. *Mentoring.* Faculty members provide clear and compelling evidence of academic related interaction with at least two undergraduate or graduate students beyond the classroom (e.g., undergraduate research, graduate research assistant, directing thesis or dissertation committee) and identifies the impact of these endeavors on teaching and learning practices in the classroom and student learning and engagement. Faculty members advise and mentor students beyond the traditional role of informing students what courses to complete on their plan of study.

9. Leadership in Teaching and Learning. Faculty members with a 90% teaching workload lead or co-lead a minimum of six (6) hours of professional development or self-improvement in

teaching and learning. Faculty members engage in activities to be a thought leader in teaching and learning, such as leading professional development to lead others to learn about teaching and learning strategies to improve teaching methods that positively influence student learning and actively engage learners. Other examples might include but are not limited to presenting at a counseling-related conference on strategies/aspects of teaching in a counselor education program or publishing or presenting at a counseling-related conference on strategies of teaching. Faculty members provide evidence regarding the impact of professional development activities on their teaching values and practices as well as continuous improvement of teaching practices.

10. **Curriculum Development.** Faculty members describe how they engaged in at least six (6) forms of curriculum development related to teaching and learning. Examples include but are not limited to blueprinting courses, collaborating with colleagues to improve teaching practices, revising evaluation rubrics, revising key assessments, aligning curriculum to national and state standards (e.g., CACREP, TEA), revising curriculum based upon new information (e.g., DSM), aligning curriculum with the scholarship of engagement activities, and curriculum training developed for student participants in grant activities.

11. **Teaching Awards**. Faculty members receive a local, national, or international award for teaching. Faculty members provide evidence of how the award has contributed to continuous commitment to teaching and learning, specifically impacting teaching practices and student learning and engagement.

12. **Clinical Supervision:** Faculty members describe how their supervision practices inform their teaching practices.

13. **Guest Lecturer:** Faculty members describe how they share their expertise not assigned to them as well as how they use what they learn to improve their teaching practices.

Meets Expectations: To meet expectations for annual review, non-tenure-track faculty members must meet all the following criteria. The main difference between exceeds expectations and meets expectations on most criteria is the impact on student learning. Faculty members who meet expectations in teaching provide evidence of using research-based teaching practices but do not link teaching practices to student learning or student success. Also, the criteria below reflect a standard teaching workload of 90% for non-tenure track faculty members (6 graduate courses). Criteria for faculty members with a different teaching workload percentage should be adjusted proportionately to their teaching workload percentage.

Category 1

1. *Teaching Philosophy.* Faculty members have a teaching philosophy that is used to guide teaching practices, student learning, and a positive learning environment. Faculty members reflect on their teaching values and beliefs as aligned to teaching innovations, research-based teaching and learning practices, student learning outcomes, assessments, student feedback, and student needs.

2. *Course Objectives, Outcomes, and Assessment Practices.* Faculty members provide evidence of key course objectives and outcomes as well as alignment with research-based teaching and assessment practices to help students meet those key objectives.

3. *Research-Based Teaching Practices.* Faculty members provide evidence of using research-based teaching strategies (e.g., experiential/service learning, undergraduate research, service learning, study abroad, studio performances, community engagement, problem-based learning, collaborative assignments, a new technology, culturally responsive practices, active learning/dynamic lecturing strategies, shift to learning as opposed to "grades" etc.).
4. *Professional Development or Self-Improvement in Teaching.* Faculty members with a 90% teaching workload attend a minimum of eight (8) hours of professional development related to teaching enhancement. Professional development or self-improvement in teaching could focus on content as well as the process of teaching content. Faculty members provide evidence of clear and compelling commitment and rationale for participating in professional development or academic teaching conferences. Faculty members describe what they learn from professional development as well as how they revised teaching practices informed by their professional development.
5. *Peer Observation of Teaching.* All faculty members whose duties consist of teaching organized courses will include peer observations of teaching that adhere to UTRGV guidelines and CEP guidelines that are appropriate for the course delivery methodology (e.g., face-to-face/synchronous or asynchronous). Additionally, faculty members describe what they learned from peer observation of teaching.
6. *Basic Teaching Responsibilities*. The faculty member completes book orders, uploads syllabi to Faculty Portfolio Tool, collects key assessment data, participates in goodness-of-fit to practice discussions, and uses required forms from TEA or CACREP for clinical courses. The faculty member uploads evidence to FPT or provides an explanation in their narrative indicating their fulfillment of these teaching responsibilities.

Category 2: Additionally, faculty must meet at least one of the following criteria (7-13) to earn a rating of meets expectations in teaching during the annual review period. The criteria below reflect a standard teaching workload of 90% for tenure track faculty members (6 graduate courses). Criteria for faculty members with a different teaching workload percentage should be adjusted proportionately to their teaching workload percentage.
7. *Course Evaluations.* Faculty members have an average overall rating of 4.0 or higher for all courses taught for the review period. The faculty member reflects on and contextualizes course observation and feedback as aligned to other teaching effectiveness categories.
8. *Mentoring:* Faculty members provides clear and compelling evidence of academic related interaction with at least two (2) undergraduate or graduate students beyond the classroom (e.g., undergraduate research, graduate research assistant, directing thesis or dissertation committee). Faculty members advise and mentor students beyond the traditional role of informing students what courses to complete on their plan of study.
9. **Leadership in Teaching and Learning.** Faculty members with a 90% teaching workload lead or co-lead a minimum of four (4) hours of professional development in teaching and

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learning. Faculty members engage in activities to be a thought leader in teaching and learning, such as leading professional development to lead others to learn about teaching and learning strategies to improve teaching methods that positively influence student learning and actively engage learners. Other examples might include but are not limited to presenting at a counseling-related conference on strategies/aspects of teaching in a counselor education program or publishing or presenting at a counseling-related conference on strategies of teaching.

10. *Curriculum Development.* Faculty members describe how they engage in at least four (4) forms of curriculum development related to teaching and learning. Examples include but are not limited to blueprinting courses, collaborating with colleagues to improve teaching practices, revising evaluation rubrics, revising key assessments, aligning curriculum to national and state standards (e.g., CACREP, TEA), revising curriculum based upon new information (e.g., DSM), aligning curriculum with the scholarship of engagement activities, and curriculum training developed for student participants in grant activities.

11. *Teaching Awards.* Faculty members receive a local, national, or international award for teaching.

12. **Clinical Supervision:** Faculty members describe how their supervision practices inform their teaching practices.

13. **Guest Lecturer:** Faculty members describe how they share their expertise not assigned to them as well as how they use what they learn to improve their teaching practices.

Does Not Meet Expectations

Faculty members will earn a performance rating of does not meet expectations in teaching (1) if they meet less than the 6 required category 1 criteria and (2) if they do not meet any criteria in Category 2.

Unsatisfactory

Faculty members will earn a performance rating of unsatisfactory in teaching if they do not meet any criteria in Category 1 and if they do not meet any criteria in Category 2.
Service

Service

Exceeds Expectations (10% workload): To receive a performance rating of exceeds expectations, faculty members will provide an updated curriculum vitae, a brief narrative, and documentation of service activities for the period under review related to at least *four* examples from the following areas (1-2). Faculty members describe how they exceeded the appropriate amount of time and effort toward service activities. Faculty members also must describe the quality, impact, and significance of their services activities. Criteria for non-tenure-track faculty members with a different service workload percentage (e.g., 0%) should be adjusted proportionately to their service workload percentage.

1. **Service to the Department.** Service to the department includes but is not limited to elected or appointed departmental committees (e.g., faculty search, annual review); department student organization sponsor (e.g., CSA, CSJ); CPCE, TExES and/or LPC/NDS advisor; CACREP liaison; Assessment Coordinator; coordination of department events (e.g., hooding); coordination of department certificate (e.g., PCBH, Play Therapy, Dreamwork); coordination of remediation activities (e.g., Goodness of Fit); or coordination of department resources (e.g.; website, SharePoint site, Student Info Hub); and special assignments. The development, implementation, evaluation, and ongoing refinement of departmental programs is highly valued.
2. **Service to the College.** Service to the college includes but is not limited to elected or appointed college committees (e.g., search, accreditation, curriculum, college council, college tenure and promotion); college workgroups or taskforces (e.g., workload, policy development, design teams); college conference/workshop coordination; or college student organization sponsor.

Faculty members also show evidence of least *two* examples from the following areas (3-5):

3. **Service to the University.** Service to the university includes but is not limited to elected or appointed membership on university standing committees, councils, or workgroups (e.g., Campus Connect, Faculty Senate, Faculty Development Council, Special Committee or Member of the Executive Team in Women's Faculty Network); elected or appointed membership on ad hoc university committees (e.g., COVID Clinical Services Committee); IRB representative or reviewer; or Faculty Fellow.
4. **Service to the Profession/Discipline.** Service to the profession includes but is not limited to the following activities: counseling organization officer; counseling organization committee chair/member; professional organization conference committee chair/member; conference proposal reviewer; counseling accreditation team member or chair (e.g., CACREP); counseling publication reviewer/editorial board member; or federal/state grant reviewer. Being actively engaged in local, state, national, OR international organizations to improving education is highly valued.
5. **Service and outreach to the Community.** Service to the community includes but is not limited to work as local/state/national organization or agency volunteer, committee, or board member; workshop/training presenter for community agencies; consultation (e.g., providing mental health/psychosocial support); private mental health practice; local organization support or training (e.g., providing professional development for practitioners); or judging, mentoring, or advising at events (e.g., community/school events). Service to local educational entities is highly valued as well as advancing public advocacy and social justice through community forums and/or work with local, state, and national policy makers.

Faculty members also show evidence of least *two* examples from the following areas (6-8):

6. Demonstrate at least one strand/theme in service-related activities.
7. Demonstrate professional service and advocacy in counseling.

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8. Demonstrate on-going counseling practice.

Meet Expectations: Faculty members describe appropriate amount of time and effort toward service activities. The extent of time and effort for all service activities required will be considered. Counseling faculty will provide an updated curriculum vitae, a brief narrative, and documentation of service activities for the period under review related to at least *four* examples from the following areas (1-2). Faculty members also must describe the quality, impact, and significance of their services activities. Criteria for non-tenure-track faculty members with a different service workload percentage (e.g., 0%) should be adjusted proportionately to their service workload percentage.

1. **Service to the Department.** Service to the department includes but is not limited to elected or appointed departmental committees (e.g., faculty search, annual review); department student organization sponsor (e.g., CSA, CSJ); CPCE, TExES and/or LPC/NDS advisor; CACREP liaison; Assessment Coordinator; coordination of department events (e.g., hooding); coordination of department certificate (e.g., PCBH, Play Therapy, Dreamwork); coordination of remediation activities (e.g., Goodness of Fit); or coordination of department resources (e.g.; website, SharePoint site, Student Info Hub); and special assignments. The development, implementation, evaluation, and ongoing refinement of departmental programs is highly valued.

2. **Service to the College.** Service to the college includes but is not limited to elected or appointed college committees (e.g., search, accreditation, curriculum, college council, college tenure and promotion); college workgroups or taskforces (e.g., workload, policy development, design teams); college conference/workshop coordination; or college student organization sponsor.

Faculty members also need to provide documentation of service activities for the period under review related to at least *two* examples from the following areas (3-5):

3. **Service to the University.** Service to the university includes but is not limited to elected or appointed membership on university standing committees, councils, or workgroups (e.g., Campus Connect, Faculty Senate, Faculty Development Council, Special Committee or Member of the Executive Team in Women's Faculty Network); elected or appointed membership on ad hoc university committees (e.g., COVID Clinical Services Committee) IRB representative or reviewer; or Faculty Fellow.

4. **Service to the Profession/Discipline.** Service to the profession includes but is not limited to the following activities: counseling organization officer; counseling organization committee chair/member; professional organization conference committee chair/member; conference proposal reviewer; counseling accreditation team member or chair (e.g., CACREP); counseling publication reviewer/editorial board member; or federal/state grant reviewer.

5. **Service and outreach to the Community.** Service to the community includes but is not limited to work as local/state/national organization or agency volunteer, committee, or board member; workshop/training presenter for community agencies; consultation (e.g., supervising LPC Associates, providing mental health/psychosocial support); private mental health practice; local organization support or training (e.g., providing professional

development for practitioners); or judging, mentoring, or advising at events (e.g., community/school events). Service to local educational entities is highly valued as well as advancing public advocacy and social justice through community forums and/or work with local, state, and national policy makers.

Does not Meet Expectations: Counseling faculty engage in one example of service to department or college. However, faculty members **do not** show evidence of the minimum amount of time and effort for all service activities.

Unsatisfactory: Counseling faculty members do not engage in any examples in each of the following areas: service to the department, service to the college, and service to the university. Faculty members also do not provide evidence of service to the profession or service to the community.

c)Lecturer II

The narrative and corresponding evidence play an important role in the annual review. In their narrative, the faculty member is expected to provide a comprehensive narrative explaining how their work in teaching and service is aligned with the departmental indicators below; areas for further development; and contributions that advance the University, College, and Departmental missions. The faculty members should also describe the quality, quantity, significance, and impact of their work. Faculty members should see guiding reflection questions for the teaching (page 5) and service (6) narratives.

i)Annual Review Criteria

Teaching

Exceeds Expectations. To attain exceed expectations, faculty members must meet 1-7 below in Category 1 as well as two indicators from Category 2. The most important element for each criterion is evidence regarding the impact on student learning. Also, the criteria below reflect a standard teaching load of 90% for non-tenure-track faculty members (6 graduate courses). Faculty members with a different teaching load percentage should have the requirements adjusted proportionally to their teaching workload percentage.

Category 1

1. *Teaching Values and Beliefs.* Faculty members have a teaching philosophy that guides teaching practices, student learning, and a positive learning environment. Faculty members reflect on their teaching values and beliefs as aligned to teaching innovations, research-based teaching and learning practices, student learning outcomes, assessments, student feedback, and student needs. Faculty members provide evidence regarding how teaching

identity shifts in teaching values and beliefs as informed by student feedback, peer observations of teaching, course evaluations, and research-informed practices. Faculty members provide clear evidence of a growth mindset and values that all students can learn.

2. *Course Objectives, Outcomes, and Assessment Practices.* Faculty members provide evidence of key course objectives and outcomes as well as alignment with research-based teaching and assessment practices to help students meet those key objectives. Faculty members describe how they develop evaluation rubrics aligned with transparent teaching practices, provide feedback to meet evaluation criteria, and support students to develop knowledge and skills in course objectives. Faculty members demonstrate how assessment practices relate to student learning.

3. *Research-Based Teaching Practices.* Faculty members provide evidence of using research-based teaching strategies (e.g., experiential/service learning, undergraduate research, service learning, study abroad, studio performances, community engagement, problem-based learning, collaborative assignments, a new technology, culturally responsive practices, active learning/dynamic lecturing strategies, shift to learning as opposed to "grades" etc.) that positively influence student learning and actively engage learners. Faculty members provide evidence of how research-based teaching practices implemented are linked to specific student learning outcomes as represented in assessment practices and student engagement as well as a positive learning environment.

4. *Professional Development and/or Self-Improvement in Teaching.* Faculty members with a 90% teaching workload attend a minimum of six (6) hours of professional development or self-improvement in teaching related to teaching enhancement. Professional development or self-improvement in teaching could focus on content as well as process of teaching content. Faculty members provide evidence of clear and compelling commitment and rationale for participating in professional development or academic teaching conferences. Faculty members align participation to development of continuous improvement in teaching and/or innovation in preparation of course materials, specifically presenting evidence of application and impact on student learning.

5. *Peer Observation of Teaching.* All faculty members whose duties consist of teaching organized courses will include peer observations of teaching that adhere to [UTRGV guidelines](#) and [CEP guidelines](#) that are appropriate for the course delivery methodology (e.g., face-to-face/synchronous or asynchronous). Additionally, faculty members provide evidence of seeking specific feedback on teaching from peers, reflecting on feedback from peer observation of teaching, committing to implementing revisions, implementing revisions in subsequent semesters, and exploring impact of revised teaching practices on student learning and engagement.

6. *Basic Teaching Responsibilities*: The faculty members responsibilities may include but are not limited to the following: complete book orders, upload syllabi to Faculty Portfolio Tool, collect and reflect on key assessment data, participate in goodness-of-fit to practice discussions, and use required forms from TEA or CACREP for clinical courses. The faculty member should upload evidence to Faculty Portfolio Tool that they have met these

responsibilities. If faculty did not meet these responsibilities, they should provide evidentiary documentation.

Category 2: Additionally, faculty must meet at least two of the following criteria (7-13) to earn a rating of exceeds expectations in teaching during the annual review period.

7. *Course Evaluations.* Faculty members have an average overall rating of 4.5 or higher for all courses taught for the review period. Faculty members contextualize course observation and feedback as aligned to other teaching effectiveness categories and provide evidence of incorporating additional student feedback questions in course evaluations and collecting regular feedback from students on their learning and students' teaching practices. Faculty members reflect on course evaluations through a growth mindset approach by specifying teaching and learning practices that have been revised and the overall impact on student learning and engagement.

8. *Mentoring.* Faculty members provide clear and compelling evidence of academic related interaction with at least one undergraduate or graduate student beyond the classroom (e.g., undergraduate research, graduate research assistant, directing thesis or dissertation committee) and identifies the impact of these endeavors on teaching and learning practices in the classroom and student learning and engagement. Faculty members advise and mentor students beyond the traditional role of informing students what courses to complete on their plan of study.

9. **Leadership in Teaching and Learning.** Faculty members with a 90% teaching workload lead or co-lead a minimum of three (3) hours of professional development or self-improvement in teaching and learning. Faculty members engage in activities to be a thought leader in teaching and learning, such as leading professional development to lead others to learn about teaching and learning strategies to improve teaching methods that positively influence student learning and actively engage learners. Other examples might include but are not limited to presenting at a counseling-related conference on strategies/aspects of teaching in a counselor education program or publishing or presenting at a counseling-related conference on strategies of teaching. Faculty members provide evidence regarding the impact of professional development activities on their teaching values and practices as well as continuous improvement of teaching practices.

10. **Curriculum Development.** Faculty members describe how they engaged in at least three (3) forms of curriculum development related to teaching and learning. Examples include but are not limited to blueprinting courses, collaborating with colleagues to improve teaching practices, revising evaluation rubrics, revising key assessments, aligning curriculum to national and state standards (e.g., CACREP, TEA), revising curriculum based upon new information (e.g., DSM), aligning curriculum with the scholarship of engagement activities, and curriculum training developed for student participants in grant activities.

11. **Teaching Awards**. Faculty members receive a local, national, or international award for teaching. Faculty members provide evidence of how the award has contributed to continuous commitment to teaching and learning, specifically impacting teaching practices and student learning and engagement.

12. **Clinical Supervision:** Faculty members describe how their supervision practices inform their teaching practices.
13. **Guest Lecturer:** Faculty members describe how they share their expertise not assigned to them as well as how they use what they learn to improve their teaching practices.

Meets Expectations: To meet expectations for annual review, non-tenure-track faculty members must meet all the following criteria. The main difference between exceeds expectations and meets expectations on most criteria is the impact on student learning. Faculty members who meet expectations in teaching provide evidence of using research-based teaching practices but do not link teaching practices to student learning or student success. Also, the criteria below reflect a standard teaching workload of 90% for non-tenure track faculty members (6 graduate courses). Criteria for faculty members with a different teaching workload percentage (e.g., 30%) should be adjusted proportionately to their teaching workload percentage.

Category 1

1. *Teaching Philosophy.* Faculty members have a teaching philosophy that is used to guide teaching practices, student learning, and a positive learning environment. Faculty members reflect on their teaching values and beliefs as aligned to teaching innovations, research-based teaching and learning practices, student learning outcomes, assessments, student feedback, and student needs.
2. *Course Objectives, Outcomes, and Assessment Practices.* Faculty members provide evidence of key course objectives and outcomes as well as alignment with research-based teaching and assessment practices to help students meet those key objectives.
3. *Research-Based Teaching Practices.* Faculty members provide evidence of using research-based teaching strategies (e.g., experiential/service learning, undergraduate research, service learning, study abroad, studio performances, community engagement, problem-based learning, collaborative assignments, a new technology, culturally responsive practices, active learning/dynamic lecturing strategies, shift to learning as opposed to "grades" etc.).
4. *Professional Development or Self-Improvement in Teaching.* Faculty members with a 90% teaching workload attend a minimum of four (4) hours of professional development related to teaching enhancement. Professional development or self-improvement in teaching could focus on content as well as the process of teaching content. Faculty members provide evidence of clear and compelling commitment and rationale for participating in professional development or academic teaching conferences. Faculty members describe what they learn from professional development as well as how they revised teaching practices informed by their professional development.
5. *Peer Observation of Teaching.* All faculty members whose duties consist of teaching organized courses will include peer observations of teaching that adhere to UTRGV guidelines and CEP guidelines that are appropriate for the course delivery methodology (e.g., face-to-face/synchronous or asynchronous). Additionally, faculty members describe what they learned from peer observation of teaching.

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6. *Basic Teaching Responsibilities*. The faculty member completes book orders, uploads syllabi to Faculty Portfolio Tool, collects key assessment data, participates in goodness-of-fit to practice discussions, and uses required forms from TEA or CACREP for clinical courses. The faculty member uploads evidence to FPT or provides an explanation in their narrative indicating their fulfillment of these teaching responsibilities.

Category 2: Additionally, faculty must meet at least one of the following criteria (7-13) to earn a rating of meets expectations in teaching during the annual review period. The criteria below reflect a standard teaching workload of 60% for tenure track faculty members (4 graduate courses). Criteria for faculty members with a different teaching workload percentage (e.g., 30%) should be adjusted proportionately to their teaching workload percentage.

7. *Course Evaluations.* Faculty members have an average overall rating of 4.0 or higher for all courses taught for the review period. The faculty member reflects on and contextualizes course observation and feedback as aligned to other teaching effectiveness categories.

8. *Mentoring:* Faculty members provides clear and compelling evidence of academic related interaction with at least one undergraduate or graduate student beyond the classroom (e.g., undergraduate research, graduate research assistant, directing thesis or dissertation committee). Faculty members advise and mentor students beyond the traditional role of informing students what courses to complete on their plan of study.

9. **Leadership in Teaching and Learning.** Faculty members with a 90% teaching workload lead or co-lead a minimum of two (2) hours of professional development in teaching and learning. Faculty members engage in activities to be a thought leader in teaching and learning, such as leading professional development to lead others to learn about teaching and learning strategies to improve teaching methods that positively influence student learning and actively engage learners. Other examples might include but are not limited to presenting at a counseling-related conference on strategies/aspects of teaching in a counselor education program or publishing or presenting at a counseling-related conference on strategies of teaching.

10. *Curriculum Development.* Faculty members describe how they engage in at least two forms of curriculum development related to teaching and learning. Examples include but are not limited to blueprinting courses, collaborating with colleagues to improve teaching practices, revising evaluation rubrics, revising key assessments, aligning curriculum to national and state standards (e.g., CACREP, TEA), revising curriculum based upon new information (e.g., DSM), aligning curriculum with the scholarship of engagement activities, and curriculum training developed for student participants in grant activities.

11. *Teaching Awards.* Faculty members receive a local, national, or international award for teaching.

12. **Clinical Supervision:** Faculty members describe how their supervision practices inform their teaching practices.

13. **Guest Lecturer:** Faculty members describe how they share their expertise not assigned to them as well as how they use what they learn to improve their teaching practices.

Does Not Meet Expectations

Faculty members will earn a performance rating of does not meet expectations in teaching (1) if they meet less than the 6 required category 1 criteria and (2) if they do not meet any criteria in Category 2.

Unsatisfactory

Faculty members will earn a performance rating of unsatisfactory in teaching if they do not meet any criteria in Category 1 and if they do not meet any criteria in Category 2.
Service

Service

Exceeds Expectations: To receive a performance rating of exceeds expectations, faculty members will provide an updated curriculum vitae, a brief narrative, and documentation of service activities for the period under review related to at least *two* examples from the following areas (1-2). Faculty members describe how they exceeded the appropriate amount of time and effort toward service activities. Faculty members also must describe the quality, impact, and significance of their services activities. Criteria for non-tenure-track faculty members with a different service workload percentage (e.g., 0%) should be adjusted proportionately to their service workload percentage.

1. **Service to the Department.** Service to the department includes but is not limited to elected or appointed departmental committees (e.g., faculty search, annual review); department student organization sponsor (e.g., CSA, CSJ); CPCE, TExES and/or LPC/NDS advisor; CACREP liaison; Assessment Coordinator; coordination of department events (e.g., hooding); coordination of department certificate (e.g., PCBH, Play Therapy, Dreamwork); coordination of remediation activities (e.g., Goodness of Fit); or coordination of department resources (e.g.; website, SharePoint site, Student Info Hub); and special assignments. The development, implementation, evaluation, and ongoing refinement of departmental programs is highly valued.
2. **Service to the College.** Service to the college includes but is not limited to elected or appointed college committees (e.g., search, accreditation, curriculum, college council, college tenure and promotion); college workgroups or taskforces (e.g., workload, policy development, design teams); college conference/workshop coordination; or college student organization sponsor.

Faculty members also show evidence of least *one* example from the following areas (3-5):

3. **Service to the University.** Service to the university includes but is not limited to elected or appointed membership on university standing committees, councils, or workgroups (e.g., Campus Connect, Faculty Senate, Faculty Development Council, Special Committee or Member of the Executive Team in Women's Faculty Network); elected or appointed

membership on ad hoc university committees (e.g., COVID Clinical Services Committee); IRB representative or reviewer; or Faculty Fellow.

4. **Service to the Profession/Discipline.** Service to the profession includes but is not limited to the following activities: counseling organization officer; counseling organization committee chair/member; professional organization conference committee chair/member; conference proposal reviewer; counseling accreditation team member or chair (e.g., CACREP); counseling publication reviewer/editorial board member; or federal/state grant reviewer. Being actively engaged in local, state, national, OR international organizations to improving education is highly valued.

5. **Service and outreach to the Community.** Service to the community includes but is not limited to work as local/state/national organization or agency volunteer, committee, or board member; workshop/training presenter for community agencies; consultation (e.g., providing mental health/psychosocial support); private mental health practice; local organization support or training (e.g., providing professional development for practitioners); or judging, mentoring, or advising at events (e.g., community/school events). Service to local educational entities is highly valued as well as advancing public advocacy and social justice through community forums and/or work with local, state, and national policy makers.

Faculty members also show evidence of least *one* example from the following areas (6-8):

6. Demonstrate at least one strand/theme in service-related activities.
7. Demonstrate professional service and advocacy in counseling.
8. Demonstrate on-going counseling practice.

Meet Expectations: Faculty members describe appropriate amount of time and effort toward service activities. The extent of time and effort for all service activities required will be considered. Counseling faculty will provide an updated curriculum vitae, a brief narrative, and documentation of service activities for the period under review related to at least *two* examples from the following areas. Faculty members also must describe the quality, impact, and significance of their services activities. Criteria for non-tenure-track faculty members with a different service workload percentage (e.g., 0%) should be adjusted proportionately to their service workload percentage.

1. **Service to the Department.** Service to the department includes but is not limited to elected or appointed departmental committees (e.g., faculty search, annual review); department student organization sponsor (e.g., CSA, CSJ); CPCE, TExES and/or LPC/NDS advisor; CACREP liaison; Assessment Coordinator; coordination of department events (e.g., hooding); coordination of department certificate (e.g., PCBH, Play Therapy, Dreamwork); coordination of remediation activities (e.g., Goodness of Fit); or coordination of department resources (e.g.; website, SharePoint site, Student Info Hub); and special assignments. The development, implementation, evaluation, and ongoing refinement of departmental programs is highly valued.

2. **Service to the College.** Service to the college includes but is not limited to elected or appointed college committees (e.g., search, accreditation, curriculum, college council,

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college tenure and promotion); college workgroups or taskforces (e.g., workload, policy development, design teams); college conference/workshop coordination; or college student organization sponsor.

Faculty members also need to provide documentation of service activities for the period under review related to at least *one* example from the following areas (3-5):

3. **Service to the University.** Service to the university includes but is not limited to elected or appointed membership on university standing committees, councils, or workgroups (e.g., Campus Connect, Faculty Senate, Faculty Development Council, Special Committee or Member of the Executive Team in Women's Faculty Network); elected or appointed membership on ad hoc university committees (e.g., COVID Clinical Services Committee) IRB representative or reviewer; or Faculty Fellow.

4. **Service to the Profession/Discipline.** Service to the profession includes but is not limited to the following activities: counseling organization officer; counseling organization committee chair/member; professional organization conference committee chair/member; conference proposal reviewer; counseling accreditation team member or chair (e.g., CACREP); counseling publication reviewer/editorial board member; or federal/state grant reviewer.

5. **Service and outreach to the Community.** Service to the community includes but is not limited to work as local/state/national organization or agency volunteer, committee, or board member; workshop/training presenter for community agencies; consultation (e.g., supervising LPC Associates, providing mental health/psychosocial support); private mental health practice; local organization support or training (e.g., providing professional development for practitioners); or judging, mentoring, or advising at events (e.g., community/school events). Service to local educational entities is highly valued as well as advancing public advocacy and social justice through community forums and/or work with local, state, and national policy makers.

Does not Meet Expectations: Counseling faculty engage in one example of service to department or college. However, faculty members **do not** show evidence of the minimum amount of time and effort for all service activities.

Unsatisfactory: Counseling faculty members do not engage in any examples in each of the following areas: service to the department, service to the college, and service to the university. Faculty members also do not provide evidence of service to the profession or service to the community.

ii)Promotion Criteria to Lecturer III

The narrative and corresponding evidence play an important role in promotion. In their narrative, the faculty member is expected to provide a comprehensive narrative explaining how their work in teaching, and service is aligned with the departmental indicators below; areas for further development; and contributions that advance the University, College, and Departmental missions. The faculty members should also describe the quality, quantity, significance, and

impact of their scholarly products. Faculty members should see guiding reflection questions for the teaching (page 5) and service (6) narratives.

Teaching

Exceeds Expectations. To attain exceed expectations, faculty members must meet 1-7 below in Category 1 as well as two indicators from Category 2. The most important element for each criterion is evidence regarding the impact on student learning. Also, the criteria below reflect a standard teaching load of 90% for non-tenure-track faculty members (6 graduate courses). Faculty members with a different teaching load percentage should have the requirements adjusted proportionally to their teaching workload percentage.

Category 1

1. *Teaching Values and Beliefs.* Faculty members have a teaching philosophy that guides teaching practices, student learning, and a positive learning environment. Faculty members reflect on their teaching values and beliefs as aligned to teaching innovations, research-based teaching and learning practices, student learning outcomes, assessments, student feedback, and student needs. Faculty members provide evidence regarding how teaching identity shifts in teaching values and beliefs as informed by student feedback, peer observations of teaching, course evaluations, and research-informed practices. Faculty members provide clear evidence of a growth mindset and values that all students can learn.
2. *Course Objectives, Outcomes, and Assessment Practices.* Faculty members provide evidence of key course objectives and outcomes as well as alignment with research-based teaching and assessment practices to help students meet those key objectives. Faculty members describe how they develop evaluation rubrics aligned with transparent teaching practices, provide feedback to meet evaluation criteria, and support students to develop knowledge and skills in course objectives. Faculty members demonstrate how assessment practices relate to student learning.
3. *Research-Based Teaching Practices.* Faculty members provide evidence of using research-based teaching strategies (e.g., experiential/service learning, undergraduate research, service learning, study abroad, studio performances, community engagement, problem-based learning, collaborative assignments, a new technology, culturally responsive practices, active learning/dynamic lecturing strategies, shift to learning as opposed to "grades" etc.) that positively influence student learning and actively engage learners. Faculty members provide evidence of how research-based teaching practices implemented are linked to specific student learning outcomes as represented in assessment practices and student engagement as well as a positive learning environment.
4. *Professional Development and/or Self-Improvement in Teaching.* Faculty members with a 90% teaching workload attend a minimum of twelve (12) hours of professional development or self-improvement in teaching related to teaching enhancement. Professional development

or self-improvement in teaching could focus on content as well as process of teaching content. Faculty members provide evidence of clear and compelling commitment and rationale for participating in professional development or academic teaching conferences. Faculty members align participation to development of continuous improvement in teaching and/or innovation in preparation of course materials, specifically presenting evidence of application and impact on student learning.

5. *Peer Observation of Teaching.* All faculty members whose duties consist of teaching organized courses will include peer observations of teaching that adhere to [UTRGV guidelines](#) and [CEP guidelines](#) that are appropriate for the course delivery methodology (e.g., face-to-face/synchronous or asynchronous). Additionally, faculty members provide evidence of seeking specific feedback on teaching from peers, reflecting on feedback from peer observation of teaching, committing to implementing revisions, implementing revisions in subsequent semesters, and exploring impact of revised teaching practices on student learning and engagement.

6. *Basic Teaching Responsibilities*: The faculty members responsibilities may include but are not limited to the following: complete book orders, upload syllabi to Faculty Portfolio Tool, collect and reflect on key assessment data, participate in goodness-of-fit to practice discussions, and use required forms from TEA or CACREP for clinical courses. The faculty member should upload evidence to Faculty Portfolio Tool that they have met these responsibilities. If faculty did not meet these responsibilities, they should provide evidentiary documentation.

Category 2: Additionally, faculty must meet at least two of the following criteria (7-13) to earn a rating of exceeds expectations in teaching during the annual review period.

7. *Course Evaluations.* Faculty members have an average overall rating of 4.5 or higher for all courses taught for the review period. Faculty members contextualize course observation and feedback as aligned to other teaching effectiveness categories and provide evidence of incorporating additional student feedback questions in course evaluations and collecting regular feedback from students on their learning and students' teaching practices. Faculty members reflect on course evaluations through a growth mindset approach by specifying teaching and learning practices that have been revised and the overall impact on student learning and engagement.

8. *Mentoring.* Faculty members provide clear and compelling evidence of academic related interaction with at least two (2) undergraduate or graduate students beyond the classroom (e.g., undergraduate research, graduate research assistant, directing thesis or dissertation committee) and identifies the impact of these endeavors on teaching and learning practices in the classroom and student learning and engagement. Faculty members advise and mentor students beyond the traditional role of informing students what courses to complete on their plan of study.

9. **Leadership in Teaching and Learning.** Faculty members with a 90% teaching workload lead or co-lead a minimum of six (6) hours of professional development or self-improvement in

teaching and learning. Faculty members engage in activities to be a thought leader in teaching and learning, such as leading professional development to lead others to learn about teaching and learning strategies to improve teaching methods that positively influence student learning and actively engage learners. Other examples might include but are not limited to presenting at a counseling-related conference on strategies/aspects of teaching in a counselor education program or publishing or presenting at a counseling-related conference on strategies of teaching. Faculty members provide evidence regarding the impact of professional development activities on their teaching values and practices as well as continuous improvement of teaching practices.

10. **Curriculum Development.** Faculty members describe how they engaged in at least six (6) forms of curriculum development related to teaching and learning. Examples include but are not limited to blueprinting courses, collaborating with colleagues to improve teaching practices, revising evaluation rubrics, revising key assessments, aligning curriculum to national and state standards (e.g., CACREP, TEA), revising curriculum based upon new information (e.g., DSM), aligning curriculum with the scholarship of engagement activities, and curriculum training developed for student participants in grant activities.

11. **Teaching Awards**. Faculty members receive a local, national, or international award for teaching. Faculty members provide evidence of how the award has contributed to continuous commitment to teaching and learning, specifically impacting teaching practices and student learning and engagement.

12. **Clinical Supervision:** Faculty members describe how their supervision practices inform their teaching practices.

13. **Guest Lecturer:** Faculty members describe how they share their expertise not assigned to them as well as how they use what they learn to improve their teaching practices.

Meets Expectations: To meet expectations for annual review, non-tenure-track faculty members must meet all the following criteria in category 1. The main difference between exceeds expectations and meets expectations on most criteria is the impact on student learning. Faculty members who meet expectations in teaching provide evidence of using research-based teaching practices but do not link teaching practices to student learning or student success. Also, the criteria below reflect a standard teaching workload of 90% for non-tenure track faculty members (6 graduate courses). Criteria for faculty members with a different teaching workload percentage should be adjusted proportionately to their teaching workload percentage.

Category 1
1. *Teaching Philosophy.* Faculty members have a teaching philosophy that is used to guide teaching practices, student learning, and a positive learning environment. Faculty members reflect on their teaching values and beliefs as aligned to teaching innovations, research-based teaching and learning practices, student learning outcomes, assessments, student feedback, and student needs.

2. *Course Objectives, Outcomes, and Assessment Practices.* Faculty members provide evidence of key course objectives and outcomes as well as alignment with research-based teaching and assessment practices to help students meet those key objectives.

3. *Research-Based Teaching Practices.* Faculty members provide evidence of using research-based teaching strategies (e.g., experiential/service learning, undergraduate research, service learning, study abroad, studio performances, community engagement, problem-based learning, collaborative assignments, a new technology, culturally responsive practices, active learning/dynamic lecturing strategies, shift to learning as opposed to "grades" etc.).

4. *Professional Development or Self-Improvement in Teaching.* Faculty members with a 90% teaching workload attend a minimum of eight (8) hours of professional development related to teaching enhancement. Professional development or self-improvement in teaching could focus on content as well as the process of teaching content. Faculty members provide evidence of clear and compelling commitment and rationale for participating in professional development or academic teaching conferences. Faculty members describe what they learn from professional development as well as how they revised teaching practices informed by their professional development.

5. *Peer Observation of Teaching.* All faculty members whose duties consist of teaching organized courses will include peer observations of teaching that adhere to UTRGV guidelines and CEP guidelines that are appropriate for the course delivery methodology (e.g., face-to-face/synchronous or asynchronous). Additionally, faculty members describe what they learned from peer observation of teaching.

6. *Basic Teaching Responsibilities*. The faculty member completes book orders, uploads syllabi to Faculty Portfolio Tool, collects key assessment data, participates in goodness-of-fit to practice discussions, and uses required forms from TEA or CACREP for clinical courses. The faculty member uploads evidence to FPT or provides an explanation in their narrative indicating their fulfillment of these teaching responsibilities.

Category 2: Additionally, faculty must meet at least one of the following criteria (7-13) to earn a rating of meets expectations in teaching during the annual review period. The criteria below reflect a standard teaching workload of 90% for tenure track faculty members (6 graduate courses). Criteria for faculty members with a different teaching workload percentage should be adjusted proportionately to their teaching workload percentage.

7. *Course Evaluations.* Faculty members have an average overall rating of 4.0 or higher for all courses taught for the review period. The faculty member reflects on and contextualizes course observation and feedback as aligned to other teaching effectiveness categories.

8. *Mentoring:* Faculty members provides clear and compelling evidence of academic related interaction with at least two (2) undergraduate or graduate students beyond the classroom (e.g., undergraduate research, graduate research assistant, directing thesis or dissertation committee). Faculty members advise and mentor students beyond the traditional role of informing students what courses to complete on their plan of study.

9. Leadership in Teaching and Learning. Faculty members with a 90% teaching workload lead or co-lead a minimum of four (4) hours of professional development in teaching and

learning. Faculty members engage in activities to be a thought leader in teaching and learning, such as leading professional development to lead others to learn about teaching and learning strategies to improve teaching methods that positively influence student learning and actively engage learners. Other examples might include but are not limited to presenting at a counseling-related conference on strategies/aspects of teaching in a counselor education program or publishing or presenting at a counseling-related conference on strategies of teaching.

10. *Curriculum Development.* Faculty members describe how they engage in at least four (4) forms of curriculum development related to teaching and learning. Examples include but are not limited to blueprinting courses, collaborating with colleagues to improve teaching practices, revising evaluation rubrics, revising key assessments, aligning curriculum to national and state standards (e.g., CACREP, TEA), revising curriculum based upon new information (e.g., DSM), aligning curriculum with the scholarship of engagement activities, and curriculum training developed for student participants in grant activities.

11. *Teaching Awards.* Faculty members receive a local, national, or international award for teaching.

12. **Clinical Supervision:** Faculty members describe how their supervision practices inform their teaching practices.

13. **Guest Lecturer:** Faculty members describe how they share their expertise not assigned to them as well as how they use what they learn to improve their teaching practices.

Does Not Meet Expectations

Faculty members will earn a performance rating of does not meet expectations in teaching (1) if they meet less than the 6 required category 1 criteria and (2) if they do not meet any criteria in Category 2.

Unsatisfactory

Faculty members will earn a performance rating of unsatisfactory in teaching if they do not meet any criteria in Category 1 and if they do not meet any criteria in Category 2.
Service

Service

Exceeds Expectations: To receive a performance rating of exceeds expectations, faculty members will provide an updated curriculum vitae, a brief narrative, and documentation of service activities for the period under review related to at least *four (4)* examples from the following areas (1-3). Faculty members describe how they exceeded the appropriate amount of time and effort toward service activities. Criteria for non-tenure-track faculty members with a different service workload percentage (e.g., 0%) should be adjusted proportionately to their service workload percentage.

1. **Service to the Department.** Service to the department includes but is not limited to elected or appointed departmental committees (e.g., faculty search, annual review);

department student organization sponsor (e.g., CSA, CSJ); CPCE, TExES and/or LPC/NDS advisor; CACREP liaison; Assessment Coordinator; coordination of department events (e.g., hooding); coordination of department certificate (e.g., PCBH, Play Therapy, Dreamwork); coordination of remediation activities (e.g., Goodness of Fit); or coordination of department resources (e.g.; website, SharePoint site, Student Info Hub); and special assignments. The development, implementation, evaluation, and ongoing refinement of departmental programs is highly valued.

2. **Service to the College.** Service to the college includes but is not limited to elected or appointed college committees (e.g., search, accreditation, curriculum, college council, college tenure and promotion); college workgroups or taskforces (e.g., workload, policy development, design teams); college conference/workshop coordination; or college student organization sponsor.

3. **Service to the University.** Service to the university includes but is not limited to elected or appointed membership on university standing committees, councils, or workgroups (e.g., Campus Connect, Faculty Senate, Faculty Development Council, Special Committee or Member of the Executive Team in Women's Faculty Network); elected or appointed membership on ad hoc university committees (e.g., COVID Clinical Services Committee); IRB representative or reviewer; or Faculty Fellow.

Faculty members also show evidence of least *two* examples from the following areas (4-5):

4. **Service to the Profession/Discipline.** Service to the profession includes but is not limited to the following activities: counseling organization officer; counseling organization committee chair/member; professional organization conference committee chair/member; conference proposal reviewer; counseling accreditation team member or chair (e.g., CACREP); counseling publication reviewer/editorial board member; or federal/state grant reviewer. Being actively engaged in local, state, national, OR international organizations to improving education is highly valued.

5. **Service and outreach to the Community.** Service to the community includes but is not limited to work as local/state/national organization or agency volunteer, committee, or board member; workshop/training presenter for community agencies; consultation (e.g., supervising LPC Associates, providing mental health/psychosocial support); private mental health practice; local organization support or training (e.g., providing professional development for practitioners); or judging, mentoring, or advising at events (e.g., community/school events). Service to local educational entities is highly valued as well as advancing public advocacy and social justice through community forums and/or work with local, state, and national policy makers.

Faculty members also show evidence of least *four* examples from the following areas (6-8):

6. Demonstrate at least one strand/theme in service-related activities.
7. Demonstrate professional service and advocacy in counseling;

8. Demonstrate on-going counseling practice or supervision (Compensated service and outreach to the community will count as exceeding expectations for a 20% service workload).

Meet Expectations: Faculty members describe appropriate amount of time and effort toward service activities. The extent of time and effort for all service activities required will be considered. Counseling faculty will provide an updated curriculum vitae, a brief narrative, and documentation of service activities for the period under review related to at least *one* example from the following areas (1-3). Criteria for non-tenure-track faculty members with a different service workload percentage (e.g., 0%) should be adjusted proportionately to their service workload percentage.

1. **Service to the Department.** Service to the department includes but is not limited to elected or appointed departmental committees (e.g., faculty search, annual review); department student organization sponsor (e.g., CSA, CSJ); CPCE, TExES and/or LPC/NDS advisor; CACREP liaison; Assessment Coordinator; coordination of department events (e.g., hooding); coordination of department certificate (e.g., PCBH, Play Therapy, Dreamwork); coordination of remediation activities (e.g., Goodness of Fit); or coordination of department resources (e.g.; website, SharePoint site, Student Info Hub); and special assignments. The development, implementation, evaluation, and ongoing refinement of departmental programs is highly valued.

2. **Service to the College.** Service to the college includes but is not limited to elected or appointed college committees (e.g., search, accreditation, curriculum, college council, college tenure and promotion); college workgroups or taskforces (e.g., workload, policy development, design teams); college conference/workshop coordination; or college student organization sponsor.

3. **Service to the University.** Service to the university includes but is not limited to elected or appointed membership on university standing committees, councils, or workgroups (e.g., Campus Connect, Faculty Senate, Faculty Development Council, Special Committee or Member of the Executive Team in Women's Faculty Network); elected or appointed membership on ad hoc university committees (e.g., COVID Clinical Services Committee) IRB representative or reviewer; or Faculty Fellow.

Faculty members also need to provide documentation of service activities for the period under review related to at least *three* examples from the following areas (4-5):

4. **Service to the Profession/Discipline.** Service to the profession includes but is not limited to the following activities: counseling organization officer; counseling organization committee chair/member; professional organization conference committee chair/member; conference proposal reviewer; counseling accreditation team member or chair (e.g., CACREP); counseling publication reviewer/editorial board member; or federal/state grant reviewer. Being actively engaged in local, state, national, OR international organizations to improving education is highly valued.

5. **Service and outreach to the Community.** Service to the community includes but is not limited to work as local/state/national organization or agency volunteer, committee, or board member; workshop/training presenter for community agencies; consultation (e.g.,

supervising LPC Associates, providing mental health/psychosocial support); private mental health practice; local organization support or training (e.g., providing professional development for practitioners); or judging, mentoring, or advising at events (e.g., community/school events). Note that compensated service and outreach to the community does not count under meeting expectations for a 20% service workload. Service to local educational entities is highly valued as well as advancing public advocacy and social justice through community forums and/or work with local, state, and national policy makers.

Does not Meet Expectations: Counseling faculty engage in at least *one* example from the following areas: service to the department, service to the college, and service to the university. Faculty members also provide service in at least one of the following areas: service to the profession or service to the community. However, faculty members **do not** show evidence of the minimum amount of time and effort for all service activities.

Unsatisfactory (20% workload): Counseling faculty members do not engage in any examples in each of the following areas: service to the department, service to the college, and service to the university. Faculty members also do not provide evidence of service to the profession or service to the community.

III)Lecturer III

The narrative and corresponding evidence play an important role in the annual review. In their narrative, the faculty member is expected to provide a comprehensive narrative explaining how their work teaching and service is aligned with the departmental indicators below; areas for further development; and contributions that advance the University, College, and Departmental missions. The faculty members should also describe the quality, quantity, significance, and impact of their work. Recommended artifacts and evidence may include, but are not limited to, copies of agendas, meeting minutes, certificates, publications, presentations, etc. Faculty members should see guiding reflection questions for the teaching (page 5) and service (6) narratives.

i)Annual Review Criteria

Teaching

Exceeds Expectations. To attain exceed expectations, faculty members must meet 1-7 below in Category 1 as well as two indicators from Category 2. The most important element for each criterion is evidence regarding the impact on student learning. Also, the criteria below reflect a standard teaching load of 90% for non-tenure-track faculty members (6 graduate courses). Faculty members with a different teaching load percentage should have the requirements adjusted proportionally to their teaching workload percentage.

Category 1

1. *Teaching Values and Beliefs.* Faculty members have a teaching philosophy that guides teaching practices, student learning, and a positive learning environment. Faculty members reflect on their teaching values and beliefs as aligned to teaching innovations, research-based teaching and learning practices, student learning outcomes, assessments, student feedback, and student needs. Faculty members provide evidence regarding how teaching identity shifts in teaching values and beliefs as informed by student feedback, peer observations of teaching, course evaluations, and research-informed practices. Faculty members provide clear evidence of a growth mindset and values that all students can learn.

2. *Course Objectives, Outcomes, and Assessment Practices.* Faculty members provide evidence of key course objectives and outcomes as well as alignment with research-based teaching and assessment practices to help students meet those key objectives. Faculty members describe how they develop evaluation rubrics aligned with transparent teaching practices, provide feedback to meet evaluation criteria, and support students to develop knowledge and skills in course objectives. Faculty members demonstrate how assessment practices relate to student learning.

3. *Research-Based Teaching Practices.* Faculty members provide evidence of using research-based teaching strategies (e.g., experiential/service learning, undergraduate research, service learning, study abroad, studio performances, community engagement, problem-based learning, collaborative assignments, a new technology, culturally responsive practices, active learning/dynamic lecturing strategies, shift to learning as opposed to "grades" etc.) that positively influence student learning and actively engage learners. Faculty members provide evidence of how research-based teaching practices implemented are linked to specific student learning outcomes as represented in assessment practices and student engagement as well as a positive learning environment.

4. *Professional Development and/or Self-Improvement in Teaching.* Faculty members with a 90% teaching workload attend a minimum of six (6) hours of professional development or self-improvement in teaching related to teaching enhancement. Professional development or self-improvement in teaching could focus on content as well as the process of teaching content. Faculty members provide evidence of clear and compelling commitment and rationale for participating in professional development or academic teaching conferences. Faculty members align participation to development of continuous improvement in teaching and/or innovation in preparation of course materials, specifically presenting evidence of application and impact on student learning.

5. *Peer Observation of Teaching.* All faculty members whose duties consist of teaching organized courses will include peer observations of teaching that adhere to UTRGV guidelines and CEP guidelines that are appropriate for the course delivery methodology (e.g., face-to-face/synchronous or asynchronous). Additionally, faculty members provide evidence of seeking specific feedback on teaching from peers, reflecting on feedback from peer observation of teaching, committing to implementing revisions, implementing revisions in

subsequent semesters, and exploring impact of revised teaching practices on student learning and engagement.

6. *Basic Teaching Responsibilities*: The faculty members responsibilities may include but are not limited to the following: complete book orders, upload syllabi to Faculty Portfolio Tool, collect and reflect on key assessment data, participate in goodness-of-fit to practice discussions, and use required forms from TEA or CACREP for clinical courses. The faculty member should upload evidence to Faculty Portfolio Tool that they have met these responsibilities. If faculty did not meet these responsibilities, they should provide evidentiary documentation.

Category 2: Additionally, faculty must meet at least two of the following criteria (7-13) to earn a rating of exceeds expectations in teaching during the annual review period.

7. *Course Evaluations.* Faculty members have an average overall rating of 4.5 or higher for all courses taught for the review period. Faculty members contextualize course observation and feedback as aligned to other teaching effectiveness categories and provide evidence of incorporating additional student feedback questions in course evaluations and collecting regular feedback from students on their learning and students' teaching practices. Faculty members reflect on course evaluations through a growth mindset approach by specifying teaching and learning practices that have been revised and the overall impact on student learning and engagement.

8. *Mentoring.* Faculty members provide clear and compelling evidence of academic related interaction with at least one undergraduate or graduate student beyond the classroom (e.g., undergraduate research, graduate research assistant, directing thesis or dissertation committee) and identifies the impact of these endeavors on teaching and learning practices in the classroom and student learning and engagement. Faculty members advise and mentor students beyond the traditional role of informing students what courses to complete on their plan of study.

9. **Leadership in Teaching and Learning.** Faculty members with a 90% teaching workload lead or co-lead a minimum of three (3) hours of professional development or self-improvement in teaching and learning. Faculty members engage in activities to be a thought leader in teaching and learning, such as leading professional development to lead others to learn about teaching and learning strategies to improve teaching methods that positively influence student learning and actively engage learners. Other examples might include but are not limited to presenting at a counseling-related conference on strategies/aspects of teaching in a counselor education program or publishing or presenting at a counseling-related conference on strategies of teaching. Faculty members provide evidence regarding the impact of professional development activities on their teaching values and practices as well as continuous improvement of teaching practices.

10. **Curriculum Development.** Faculty members describe how they engaged in at least three (3) forms of curriculum development related to teaching and learning. Examples include but are not limited to blueprinting courses, collaborating with colleagues to improve teaching practices, revising evaluation rubrics, revising key assessments, aligning curriculum to

national and state standards (e.g., CACREP, TEA), revising curriculum based upon new information (e.g., DSM), aligning curriculum with the scholarship of engagement activities, and curriculum training developed for student participants in grant activities.

11. **Teaching Awards**. Faculty members receive a local, national, or international award for teaching. Faculty members provide evidence of how the award has contributed to continuous commitment to teaching and learning, specifically impacting teaching practices and student learning and engagement.

12. **Clinical Supervision:** Faculty members describe how their supervision practices inform their teaching practices.

13. **Guest Lecturer:** Faculty members describe how they share their expertise not assigned to them as well as how they use what they learn to improve their teaching practices.

Meets Expectations: To meet expectations for annual review, non-tenure-track faculty members must meet all the following criteria. The main difference between exceeds expectations and meets expectations on most criteria is the impact on student learning. Faculty members who meet expectations in teaching provide evidence of using research-based teaching practices but do not link teaching practices to student learning or student success. Also, the criteria below reflect a standard teaching workload of 90% for non-tenure track faculty members (6 graduate courses). Criteria for faculty members with a different teaching workload percentage (e.g., 30%) should be adjusted proportionately to their teaching workload percentage.

Category 1

1. *Teaching Philosophy.* Faculty members have a teaching philosophy that is used to guide teaching practices, student learning, and a positive learning environment. Faculty members reflect on their teaching values and beliefs as aligned to teaching innovations, research-based teaching and learning practices, student learning outcomes, assessments, student feedback, and student needs.

2. *Course Objectives, Outcomes, and Assessment Practices.* Faculty members provide evidence of key course objectives and outcomes as well as alignment with research-based teaching and assessment practices to help students meet those key objectives.

3. *Research-Based Teaching Practices.* Faculty members provide evidence of using research-based teaching strategies (e.g., experiential/service learning, undergraduate research, service learning, study abroad, studio performances, community engagement, problem-based learning, collaborative assignments, a new technology, culturally responsive practices, active learning/dynamic lecturing strategies, shift to learning as opposed to "grades" etc.).

4. *Professional Development or Self-Improvement in Teaching.* Faculty members with a 90% teaching workload attend a minimum of four (4) hours of professional development related to teaching enhancement. Professional development or self-improvement in teaching could focus on content as well as the process of teaching content. Faculty members provide evidence of clear and compelling commitment and rationale for participating in professional development or academic teaching conferences. Faculty

members describe what they learn from professional development as well as how they revised teaching practices informed by their professional development.

5. *Peer Observation of Teaching.* All faculty members whose duties consist of teaching organized courses will include peer observations of teaching that adhere to UTRGV guidelines and CEP guidelines that are appropriate for the course delivery methodology (e.g., face-to-face/synchronous or asynchronous). Additionally, faculty members describe what they learned from peer observation of teaching.

6. *Basic Teaching Responsibilities*. The faculty member completes book orders, uploads syllabi to Faculty Portfolio Tool, collects key assessment data, participates in goodness-of-fit to practice discussions, and uses required forms from TEA or CACREP for clinical courses. The faculty member uploads evidence to FPT or provides an explanation in their narrative indicating their fulfillment of these teaching responsibilities.

Category 2: Additionally, faculty must meet at least one of the following criteria (7-13) to earn a rating of meets expectations in teaching during the annual review period. The criteria below reflect a standard teaching workload of 60% for tenure track faculty members (4 graduate courses). Criteria for faculty members with a different teaching workload percentage (e.g., 30%) should be adjusted proportionately to their teaching workload percentage.

7. *Course Evaluations.* Faculty members have an average overall rating of 4.0 or higher for all courses taught for the review period. The faculty member reflects on and contextualizes course observation and feedback as aligned to other teaching effectiveness categories.

8. *Mentoring:* Faculty members provides clear and compelling evidence of academic related interaction with at least one undergraduate or graduate student beyond the classroom (e.g., undergraduate research, graduate research assistant, directing thesis or dissertation committee). Faculty members advise and mentor students beyond the traditional role of informing students what courses to complete on their plan of study.

9. Leadership in Teaching and Learning. Faculty members with a 90% teaching workload lead or co-lead a minimum of two (2) hours of professional development in teaching and learning. Faculty members engage in activities to be a thought leader in teaching and learning, such as leading professional development to lead others to learn about teaching and learning strategies to improve teaching methods that positively influence student learning and actively engage learners. Other examples might include but are not limited to presenting at a counseling-related conference on strategies/aspects of teaching in a counselor education program or publishing or presenting at a counseling-related conference on strategies of teaching.

10. *Curriculum Development.* Faculty members describe how they engage in at least two forms of curriculum development related to teaching and learning. Examples include but are not limited to blueprinting courses, collaborating with colleagues to improve teaching practices, revising evaluation rubrics, revising key assessments, aligning curriculum to national and state standards (e.g., CACREP, TEA), revising curriculum based upon new

information (e.g., DSM), aligning curriculum with the scholarship of engagement activities, and curriculum training developed for student participants in grant activities.

11. *Teaching Awards.* Faculty members receive a local, national, or international award for teaching.
12. **Clinical Supervision:** Faculty members describe how their supervision practices inform their teaching practices.
13. **Guest Lecturer:** Faculty members describe how they share their expertise not assigned to them as well as how they use what they learn to improve their teaching practices.

Does Not Meet Expectations

Faculty members will earn a performance rating of does not meet expectations in teaching (1) if they meet less than the 6 required category 1 criteria and (2) if they do not meet any criteria in Category 2.

Unsatisfactory

Faculty members will earn a performance rating of unsatisfactory in teaching if they do not meet any criteria in Category 1 and if they do not meet any criteria in Category 2.
Service

Service

Exceeds Expectations: To receive a performance rating of exceeds expectations, faculty members will provide an updated curriculum vitae, a brief narrative, and documentation of service activities for the period under review related to at least *two* examples from the following areas (1-2). Faculty members describe how they exceeded the appropriate amount of time and effort toward service activities. Faculty members also must describe the quality, impact, and significance of their services activities. Criteria for non-tenure-track faculty members with a different service workload percentage (e.g., 0%) should be adjusted proportionately to their service workload percentage.

1. **Service to the Department.** Service to the department includes but is not limited to elected or appointed departmental committees (e.g., faculty search, annual review); department student organization sponsor (e.g., CSA, CSJ); CPCE, TExES and/or LPC/NDS advisor; CACREP liaison; Assessment Coordinator; coordination of department events (e.g., hooding); coordination of department certificate (e.g., PCBH, Play Therapy, Dreamwork); coordination of remediation activities (e.g., Goodness of Fit); or coordination of department resources (e.g.; website, SharePoint site, Student Info Hub); and special assignments. The development, implementation, evaluation, and ongoing refinement of departmental programs is highly valued.
2. **Service to the College.** Service to the college includes but is not limited to elected or appointed college committees (e.g., search, accreditation, curriculum, college council, college tenure and promotion); college workgroups or taskforces (e.g., workload, policy

development, design teams); college conference/workshop coordination; or college student organization sponsor.

Faculty members also show evidence of least *one* example from the following areas (3-5):

3. **Service to the University.** Service to the university includes but is not limited to elected or appointed membership on university standing committees, councils, or workgroups (e.g., Campus Connect, Faculty Senate, Faculty Development Council, Special Committee or Member of the Executive Team in Women's Faculty Network); elected or appointed membership on ad hoc university committees (e.g., COVID Clinical Services Committee); IRB representative or reviewer; or Faculty Fellow.
4. **Service to the Profession/Discipline.** Service to the profession includes but is not limited to the following activities: counseling organization officer; counseling organization committee chair/member; professional organization conference committee chair/member; conference proposal reviewer; counseling accreditation team member or chair (e.g., CACREP); counseling publication reviewer/editorial board member; or federal/state grant reviewer. Being actively engaged in local, state, national, OR international organizations to improving education is highly valued.
5. **Service and outreach to the Community.** Service to the community includes but is not limited to work as local/state/national organization or agency volunteer, committee, or board member; workshop/training presenter for community agencies; consultation (e.g., providing mental health/psychosocial support); private mental health practice; local organization support or training (e.g., providing professional development for practitioners); or judging, mentoring, or advising at events (e.g., community/school events). Service to local educational entities is highly valued as well as advancing public advocacy and social justice through community forums and/or work with local, state, and national policy makers.

Faculty members also show evidence of least *one* example from the following areas (6-8):

6. Demonstrate at least one strand/theme in service-related activities.
7. Demonstrate professional service and advocacy in counseling.
8. Demonstrate on-going counseling practice.

Meet Expectations: Faculty members describe appropriate amount of time and effort toward service activities. The extent of time and effort for all service activities required will be considered. Counseling faculty will provide an updated curriculum vitae, a brief narrative, and documentation of service activities for the period under review related to at least *two* examples from the following areas (1-2). Faculty members also must describe the quality, impact, and significance of their services activities. Criteria for non-tenure-track faculty members with a different service workload percentage (e.g., 0%) should be adjusted proportionately to their service workload percentage.

1. **Service to the Department.** Service to the department includes but is not limited to elected or appointed departmental committees (e.g., faculty search, annual review);

department student organization sponsor (e.g., CSA, CSJ); CPCE, TExES and/or LPC/NDS advisor; CACREP liaison; Assessment Coordinator; coordination of department events (e.g., hooding); coordination of department certificate (e.g., PCBH, Play Therapy, Dreamwork); coordination of remediation activities (e.g., Goodness of Fit); or coordination of department resources (e.g.; website, SharePoint site, Student Info Hub); and special assignments. The development, implementation, evaluation, and ongoing refinement of departmental programs is highly valued.

2. **Service to the College.** Service to the college includes but is not limited to elected or appointed college committees (e.g., search, accreditation, curriculum, college council, college tenure and promotion); college workgroups or taskforces (e.g., workload, policy development, design teams); college conference/workshop coordination; or college student organization sponsor.

Faculty members also need to provide documentation of service activities for the period under review related to at least *one* example from the following areas (3-5):

3. **Service to the University.** Service to the university includes but is not limited to elected or appointed membership on university standing committees, councils, or workgroups (e.g., Campus Connect, Faculty Senate, Faculty Development Council, Special Committee or Member of the Executive Team in Women's Faculty Network); elected or appointed membership on ad hoc university committees (e.g., COVID Clinical Services Committee) IRB representative or reviewer; or Faculty Fellow.

4. **Service to the Profession/Discipline.** Service to the profession includes but is not limited to the following activities: counseling organization officer; counseling organization committee chair/member; professional organization conference committee chair/member; conference proposal reviewer; counseling accreditation team member or chair (e.g., CACREP); counseling publication reviewer/editorial board member; or federal/state grant reviewer.

5. **Service and outreach to the Community.** Service to the community includes but is not limited to work as local/state/national organization or agency volunteer, committee, or board member; workshop/training presenter for community agencies; consultation (e.g., supervising LPC Associates, providing mental health/psychosocial support); private mental health practice; local organization support or training (e.g., providing professional development for practitioners); or judging, mentoring, or advising at events (e.g., community/school events). Service to local educational entities is highly valued as well as advancing public advocacy and social justice through community forums and/or work with local, state, and national policy makers.

Does not Meet Expectations: Counseling faculty engage in one example of service to department or college. However, faculty members **do not** show evidence of the minimum amount of time and effort for all service activities.

Unsatisfactory: Counseling faculty members do not engage in any examples in each of the following areas: service to the department, service to the college, and service to the university.

Faculty members also do not provide evidence of service to the profession or service to the community.

ii)Promotion Criteria to Senior Lecturer

The narrative and corresponding evidence play an important role in promotion. In their narrative, the faculty member is expected to provide a comprehensive narrative explaining how their work in teaching and and service is aligned with the departmental indicators below; areas for further development; and contributions that advance the University, College, and Departmental missions. The faculty members should also describe the quality, quantity, significance, and impact of their work. Faculty members should see guiding reflection questions for the teaching (page 5) and service (6) narratives.

Teaching

Exceeds Expectations. To attain exceed expectations, faculty members must meet 1-7 below in Category 1 as well as two indicators from Category 2. The most important element for each criterion is evidence regarding the impact on student learning. Also, the criteria below reflect a standard teaching load of 90% for non-tenure-track faculty members (6 graduate courses). Faculty members with a different teaching load percentage should have the requirements adjusted proportionally to their teaching workload percentage.

Category 1

1. *Teaching Values and Beliefs.* Faculty members have a teaching philosophy that guides teaching practices, student learning, and a positive learning environment. Faculty members reflect on their teaching values and beliefs as aligned to teaching innovations, research-based teaching and learning practices, student learning outcomes, assessments, student feedback, and student needs. Faculty members provide evidence regarding how teaching identity shifts in teaching values and beliefs as informed by student feedback, peer observations of teaching, course evaluations, and research-informed practices. Faculty members provide clear evidence of a growth mindset and values that all students can learn.

2. *Course Objectives, Outcomes, and Assessment Practices.* Faculty members provide evidence of key course objectives and outcomes as well as alignment with research-based teaching and assessment practices to help students meet those key objectives. Faculty members describe how they develop evaluation rubrics aligned with transparent teaching practices, provide feedback to meet evaluation criteria, and support students to develop knowledge and skills in course objectives. Faculty members demonstrate how assessment practices relate to student learning.

3. *Research-Based Teaching Practices.* Faculty members provide evidence of using research-based teaching strategies (e.g., experiential/service learning, undergraduate research, service learning, study abroad, studio performances, community engagement, problem-based learning, collaborative assignments, a new technology, culturally responsive practices, active learning/dynamic lecturing strategies, shift to learning as opposed to "grades" etc.)

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that positively influence student learning and actively engage learners. Faculty members provide evidence of how research-based teaching practices implemented are linked to specific student learning outcomes as represented in assessment practices and student engagement as well as a positive learning environment.

4. *Professional Development and/or Self-Improvement in Teaching.* Faculty members with a 90% teaching workload attend a minimum of twelve (12) hours of professional development or self-improvement in teaching related to teaching enhancement. Professional development or self-improvement in teaching could focus on content as well as process of teaching content. Faculty members provide evidence of clear and compelling commitment and rationale for participating in professional development or academic teaching conferences. Faculty members align participation to development of continuous improvement in teaching and/or innovation in preparation of course materials, specifically presenting evidence of application and impact on student learning.

5. *Peer Observation of Teaching.* All faculty members whose duties consist of teaching organized courses will include peer observations of teaching that adhere to [UTRGV guidelines](#) and [CEP guidelines](#) that are appropriate for the course delivery methodology (e.g., face-to-face/synchronous or asynchronous). Additionally, faculty members provide evidence of seeking specific feedback on teaching from peers, reflecting on feedback from peer observation of teaching, committing to implementing revisions, implementing revisions in subsequent semesters, and exploring impact of revised teaching practices on student learning and engagement.

6. *Basic Teaching Responsibilities*: The faculty members responsibilities may include but are not limited to the following: complete book orders, upload syllabi to Faculty Portfolio Tool, collect and reflect on key assessment data, participate in goodness-of-fit to practice discussions, and use required forms from TEA or CACREP for clinical courses. The faculty member should upload evidence to Faculty Portfolio Tool that they have met these responsibilities. If faculty did not meet these responsibilities, they should provide evidentiary documentation.

Category 2: Additionally, faculty must meet at least two of the following criteria (7-13) to earn a rating of exceeds expectations in teaching during the annual review period.

7. *Course Evaluations.* Faculty members have an average overall rating of 4.5 or higher for all courses taught for the review period. Faculty members contextualize course observation and feedback as aligned to other teaching effectiveness categories and provide evidence of incorporating additional student feedback questions in course evaluations and collecting regular feedback from students on their learning and students' teaching practices. Faculty members reflect on course evaluations through a growth mindset approach by specifying teaching and learning practices that have been revised and the overall impact on student learning and engagement.

8. *Mentoring.* Faculty members provide clear and compelling evidence of academic related interaction with at least two undergraduate or graduate studenst beyond the classroom

(e.g., undergraduate research, graduate research assistant, directing thesis or dissertation committee) and identifies the impact of these endeavors on teaching and learning practices in the classroom and student learning and engagement. Faculty members advise and mentor students beyond the traditional role of informing students what courses to complete on their plan of study.

9. **Leadership in Teaching and Learning.** Faculty members with a 90% teaching workload lead or co-lead a minimum of six (6) hours of professional development or self-improvement in teaching and learning. Faculty members engage in activities to be a thought leader in teaching and learning, such as leading professional development to lead others to learn about teaching and learning strategies to improve teaching methods that positively influence student learning and actively engage learners. Other examples might include but are not limited to presenting at a counseling-related conference on strategies/aspects of teaching in a counselor education program or publishing or presenting at a counseling-related conference on strategies of teaching. Faculty members provide evidence regarding the impact of professional development activities on their teaching values and practices as well as continuous improvement of teaching practices.

10. **Curriculum Development.** Faculty members describe how they engaged in at least six (6) forms of curriculum development related to teaching and learning. Examples include but are not limited to blueprinting courses, collaborating with colleagues to improve teaching practices, revising evaluation rubrics, revising key assessments, aligning curriculum to national and state standards (e.g., CACREP, TEA), revising curriculum based upon new information (e.g., DSM), aligning curriculum with the scholarship of engagement activities, and curriculum training developed for student participants in grant activities.

11. **Teaching Awards**. Faculty members receive a local, national, or international award for teaching. Faculty members provide evidence of how the award has contributed to continuous commitment to teaching and learning, specifically impacting teaching practices and student learning and engagement.

12. **Clinical Supervision:** Faculty members describe how their supervision practices inform their teaching practices.

13. **Guest Lecturer:** Faculty members describe how they share their expertise not assigned to them as well as how they use what they learn to improve their teaching practices.

Meets Expectations: To meet expectations for annual review, non-tenure-track faculty members must meet all the following criteria. The main difference between exceeds expectations and meets expectations on most criteria is the impact on student learning. Faculty members who meet expectations in teaching provide evidence of using research-based teaching practices but do not link teaching practices to student learning or student success. Also, the criteria below reflect a standard teaching workload of 90% for non-tenure track faculty members (6 graduate courses). Criteria for faculty members with a different teaching workload percentage should be adjusted proportionately to their teaching workload percentage.

Category 1

1. *Teaching Philosophy.* Faculty members have a teaching philosophy that is used to guide teaching practices, student learning, and a positive learning environment. Faculty

members reflect on their teaching values and beliefs as aligned to teaching innovations, research-based teaching and learning practices, student learning outcomes, assessments, student feedback, and student needs.

2. *Course Objectives, Outcomes, and Assessment Practices.* Faculty members provide evidence of key course objectives and outcomes as well as alignment with research-based teaching and assessment practices to help students meet those key objectives.

3. *Research-Based Teaching Practices.* Faculty members provide evidence of using research-based teaching strategies (e.g., experiential/service learning, undergraduate research, service learning, study abroad, studio performances, community engagement, problem-based learning, collaborative assignments, a new technology, culturally responsive practices, active learning/dynamic lecturing strategies, shift to learning as opposed to "grades" etc.).

4. *Professional Development or Self-Improvement in Teaching.* Faculty members with a 90% teaching workload attend a minimum of eight (8) hours of professional development related to teaching enhancement. Professional development or self-improvement in teaching could focus on content as well as the process of teaching content. Faculty members provide evidence of clear and compelling commitment and rationale for participating in professional development or academic teaching conferences. Faculty members describe what they learn from professional development as well as how they revised teaching practices informed by their professional development.

5. *Peer Observation of Teaching.* All faculty members whose duties consist of teaching organized courses will include peer observations of teaching that adhere to UTRGV guidelines and CEP guidelines that are appropriate for the course delivery methodology (e.g., face-to-face/synchronous or asynchronous). Additionally, faculty members describe what they learned from peer observation of teaching.

6. *Basic Teaching Responsibilities*. The faculty member completes book orders, uploads syllabi to Faculty Portfolio Tool, collects key assessment data, participates in goodness-of-fit to practice discussions, and uses required forms from TEA or CACREP for clinical courses. The faculty member uploads evidence to FPT or provides an explanation in their narrative indicating their fulfillment of these teaching responsibilities.

Category 2: Additionally, faculty must meet at least one of the following criteria (7-13) to earn a rating of meets expectations in teaching during the annual review period. The criteria below reflect a standard teaching workload of 90% for tenure track faculty members (6 graduate courses). Criteria for faculty members with a different teaching workload percentage should be adjusted proportionately to their teaching workload percentage.

7. *Course Evaluations.* Faculty members have an average overall rating of 4.0 or higher for all courses taught for the review period. The faculty member reflects on and contextualizes course observation and feedback as aligned to other teaching effectiveness categories.

8. *Mentoring:* Faculty members provides clear and compelling evidence of academic related interaction with at least two (2) undergraduate or graduate students beyond the classroom (e.g., undergraduate research, graduate research assistant, directing thesis or dissertation committee). Faculty members advise and mentor students beyond the traditional role of informing students what courses to complete on their plan of study.
9. **Leadership in Teaching and Learning.** Faculty members with a 90% teaching workload lead or co-lead a minimum of four (4) hours of professional development in teaching and learning. Faculty members engage in activities to be a thought leader in teaching and learning, such as leading professional development to lead others to learn about teaching and learning strategies to improve teaching methods that positively influence student learning and actively engage learners. Other examples might include but are not limited to presenting at a counseling-related conference on strategies/aspects of teaching in a counselor education program or publishing or presenting at a counseling-related conference on strategies of teaching.
10. *Curriculum Development.* Faculty members describe how they engage in at least four (4) forms of curriculum development related to teaching and learning. Examples include but are not limited to blueprinting courses, collaborating with colleagues to improve teaching practices, revising evaluation rubrics, revising key assessments, aligning curriculum to national and state standards (e.g., CACREP, TEA), revising curriculum based upon new information (e.g., DSM), aligning curriculum with the scholarship of engagement activities, and curriculum training developed for student participants in grant activities.
11. *Teaching Awards.* Faculty members receive a local, national, or international award for teaching.
12. **Clinical Supervision:** Faculty members describe how their supervision practices inform their teaching practices.
13. **Guest Lecturer:** Faculty members describe how they share their expertise not assigned to them as well as how they use what they learn to improve their teaching practices.

Does Not Meet Expectations

Faculty members will earn a performance rating of does not meet expectations in teaching (1) if they meet less than the 6 required category 1 criteria and (2) if they do not meet any criteria in Category 2.

Unsatisfactory

Faculty members will earn a performance rating of unsatisfactory in teaching if they do not meet any criteria in Category 1 and if they do not meet any criteria in Category 2.
Service

Service

Exceeds Expectations: To receive a performance rating of exceeds expectations, faculty members will provide an updated curriculum vitae, a brief narrative, and documentation of service activities for the period under review related to at least *four* examples from the following areas (1-2). Faculty members describe how they exceeded the appropriate amount of time and effort toward service activities. Faculty members also must describe the quality, impact, and significance of their services activities. Criteria for non-tenure-track faculty members with a different service workload percentage (e.g., 0%) should be adjusted proportionately to their service workload percentage.

1. **Service to the Department.** Service to the department includes but is not limited to elected or appointed departmental committees (e.g., faculty search, annual review); department student organization sponsor (e.g., CSA, CSJ); CPCE, TExES and/or LPC/NDS advisor; CACREP liaison; Assessment Coordinator; coordination of department events (e.g., hooding); coordination of department certificate (e.g., PCBH, Play Therapy, Dreamwork); coordination of remediation activities (e.g., Goodness of Fit); or coordination of department resources (e.g.; website, SharePoint site, Student Info Hub); and special assignments. The development, implementation, evaluation, and ongoing refinement of departmental programs is highly valued.

2. **Service to the College.** Service to the college includes but is not limited to elected or appointed college committees (e.g., search, accreditation, curriculum, college council, college tenure and promotion); college workgroups or taskforces (e.g., workload, policy development, design teams); college conference/workshop coordination; or college student organization sponsor.

Faculty members also show evidence of least *two* examples from the following areas (3-5):

3. **Service to the University.** Service to the university includes but is not limited to elected or appointed membership on university standing committees, councils, or workgroups (e.g., Campus Connect, Faculty Senate, Faculty Development Council, Special Committee or Member of the Executive Team in Women's Faculty Network); elected or appointed membership on ad hoc university committees (e.g., COVID Clinical Services Committee); IRB representative or reviewer; or Faculty Fellow.

4. **Service to the Profession/Discipline.** Service to the profession includes but is not limited to the following activities: counseling organization officer; counseling organization committee chair/member; professional organization conference committee chair/member; conference proposal reviewer; counseling accreditation team member or chair (e.g., CACREP); counseling publication reviewer/editorial board member; or federal/state grant reviewer. Being actively engaged in local, state, national, OR international organizations to improving education is highly valued.

5. **Service and outreach to the Community.** Service to the community includes but is not limited to work as local/state/national organization or agency volunteer, committee, or board member; workshop/training presenter for community agencies; consultation (e.g., providing mental health/psychosocial support); private mental health practice; local organization support or training (e.g., providing professional development for

practitioners); or judging, mentoring, or advising at events (e.g., community/school events). Service to local educational entities is highly valued as well as advancing public advocacy and social justice through community forums and/or work with local, state, and national policy makers.

Faculty members also show evidence of least *two* examples from the following areas (6-8):

6. Demonstrate at least one strand/theme in service-related activities.
7. Demonstrate professional service and advocacy in counseling.
8. Demonstrate on-going counseling practice.

Meet Expectations: Faculty members describe appropriate amount of time and effort toward service activities. The extent of time and effort for all service activities required will be considered. Counseling faculty will provide an updated curriculum vitae, a brief narrative, and documentation of service activities for the period under review related to at least *four* examples from the following areas (1-2). Faculty members also must describe the quality, impact, and significance of their services activities. Criteria for non-tenure-track faculty members with a different service workload percentage (e.g., 0%) should be adjusted proportionately to their service workload percentage.

1. **Service to the Department.** Service to the department includes but is not limited to elected or appointed departmental committees (e.g., faculty search, annual review); department student organization sponsor (e.g., CSA, CSJ); CPCE, TExES and/or LPC/NDS advisor; CACREP liaison; Assessment Coordinator; coordination of department events (e.g., hooding); coordination of department certificate (e.g., PCBH, Play Therapy, Dreamwork); coordination of remediation activities (e.g., Goodness of Fit); or coordination of department resources (e.g.; website, SharePoint site, Student Info Hub); and special assignments. The development, implementation, evaluation, and ongoing refinement of departmental programs is highly valued.

2. **Service to the College.** Service to the college includes but is not limited to elected or appointed college committees (e.g., search, accreditation, curriculum, college council, college tenure and promotion); college workgroups or taskforces (e.g., workload, policy development, design teams); college conference/workshop coordination; or college student organization sponsor.

Faculty members also need to provide documentation of service activities for the period under review related to at least *two* examples from the following areas (3-5):

3. **Service to the University.** Service to the university includes but is not limited to elected or appointed membership on university standing committees, councils, or workgroups (e.g., Campus Connect, Faculty Senate, Faculty Development Council, Special Committee or Member of the Executive Team in Women's Faculty Network); elected or appointed membership on ad hoc university committees (e.g., COVID Clinical Services Committee) IRB representative or reviewer; or Faculty Fellow.

4. **Service to the Profession/Discipline.** Service to the profession includes but is not limited to the following activities: counseling organization officer; counseling organization

committee chair/member; professional organization conference committee chair/member; conference proposal reviewer; counseling accreditation team member or chair (e.g., CACREP); counseling publication reviewer/editorial board member; or federal/state grant reviewer.

5. **Service and outreach to the Community.** Service to the community includes but is not limited to work as local/state/national organization or agency volunteer, committee, or board member; workshop/training presenter for community agencies; consultation (e.g., supervising LPC Associates, providing mental health/psychosocial support); private mental health practice; local organization support or training (e.g., providing professional development for practitioners); or judging, mentoring, or advising at events (e.g., community/school events). Service to local educational entities is highly valued as well as advancing public advocacy and social justice through community forums and/or work with local, state, and national policy makers.

Does not Meet Expectations: Counseling faculty engage in one example of service to department or college. However, faculty members **do not** show evidence of the minimum amount of time and effort for all service activities.

Unsatisfactory: Counseling faculty members do not engage in any examples in each of the following areas: service to the department, service to the college, and service to the university. Faculty members also do not provide evidence of service to the profession or service to the community.

III) Senior Lecturer

The narrative and corresponding evidence play an important role in the annual review. In their narrative, the faculty member is expected to provide a comprehensive narrative explaining how their work in teaching and service is aligned with the departmental indicators below; areas for further development; and contributions that advance the University, College, and Departmental missions. The faculty members should also describe the quality, quantity, significance, and impact of their work. Faculty members should see guiding reflection questions for the teaching (page 5) and service (6) narratives.

i) Annual Review Criteria

Teaching

Exceeds Expectations. To attain exceed expectations, faculty members must meet 1-6 below in Category 1 as well as two indicators from Category 2. The most important element for each criterion is evidence regarding the impact on student learning. Also, the criteria below reflect a standard teaching load of 90% for non-tenure-track faculty members (6 graduate courses).

Faculty members with a different teaching load percentage should have the requirements adjusted proportionally to their teaching workload percentage.

Category 1

1. *Teaching Values and Beliefs.* Faculty members have a teaching philosophy that guides teaching practices, student learning, and a positive learning environment. Faculty members reflect on their teaching values and beliefs as aligned to teaching innovations, research-based teaching and learning practices, student learning outcomes, assessments, student feedback, and student needs. Faculty members provide evidence regarding how teaching identity shifts in teaching values and beliefs as informed by student feedback, peer observations of teaching, course evaluations, and research-informed practices. Faculty members provide clear evidence of a growth mindset and values that all students can learn.
2. *Course Objectives, Outcomes, and Assessment Practices.* Faculty members provide evidence of key course objectives and outcomes as well as alignment with research-based teaching and assessment practices to help students meet those key objectives. Faculty members describe how they develop evaluation rubrics aligned with transparent teaching practices, provide feedback to meet evaluation criteria, and support students to develop knowledge and skills in course objectives. Faculty members demonstrate how assessment practices relate to student learning.
3. *Research-Based Teaching Practices.* Faculty members provide evidence of using research-based teaching strategies (e.g., experiential/service learning, undergraduate research, service learning, study abroad, studio performances, community engagement, problem-based learning, collaborative assignments, a new technology, culturally responsive practices, active learning/dynamic lecturing strategies, shift to learning as opposed to "grades" etc.) that positively influence student learning and actively engage learners. Faculty members provide evidence of how research-based teaching practices implemented are linked to specific student learning outcomes as represented in assessment practices and student engagement as well as a positive learning environment.
4. *Professional Development and/or Self-Improvement in Teaching.* Faculty members with a 90% teaching workload attend a minimum of six (6) hours of professional development or self-improvement in teaching related to teaching enhancement. Professional development or self-improvement in teaching could focus on content as well as process of teaching content. Faculty members provide evidence of clear and compelling commitment and rationale for participating in professional development or academic teaching conferences. Faculty members align participation to development of continuous improvement in teaching and/or innovation in preparation of course materials, specifically presenting evidence of application and impact on student learning.
5. *Peer Observation of Teaching.* All faculty members whose duties consist of teaching organized courses will include peer observations of teaching that adhere to UTRGV guidelines and CEP guidelines that are appropriate for the course delivery methodology (e.g.,

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face-to-face/synchronous or asynchronous). Additionally, faculty members provide evidence of seeking specific feedback on teaching from peers, reflecting on feedback from peer observation of teaching, committing to implementing revisions, implementing revisions in subsequent semesters, and exploring impact of revised teaching practices on student learning and engagement.

6. *Basic Teaching Responsibilities*: The faculty members responsibilities may include but are not limited to the following: complete book orders, upload syllabi to Faculty Portfolio Tool, collect and reflect on key assessment data, participate in goodness-of-fit to practice discussions, and use required forms from TEA or CACREP for clinical courses. The faculty member should upload evidence to Faculty Portfolio Tool that they have met these responsibilities. If faculty did not meet these responsibilities, they should provide evidentiary documentation.

Category 2: Additionally, faculty must meet at least two of the following criteria (7-13) to earn a rating of exceeds expectations in teaching during the annual review period.

7. *Course Evaluations.* Faculty members have an average overall rating of 4.5 or higher for all courses taught for the review period. Faculty members contextualize course observation and feedback as aligned to other teaching effectiveness categories and provide evidence of incorporating additional student feedback questions in course evaluations and collecting regular feedback from students on their learning and students' teaching practices. Faculty members reflect on course evaluations through a growth mindset approach by specifying teaching and learning practices that have been revised and the overall impact on student learning and engagement.

8. *Mentoring.* Faculty members provide clear and compelling evidence of academic related interaction with at least one undergraduate or graduate student beyond the classroom (e.g., undergraduate research, graduate research assistant, directing thesis or dissertation committee) and identifies the impact of these endeavors on teaching and learning practices in the classroom and student learning and engagement. Faculty members advise and mentor students beyond the traditional role of informing students what courses to complete on their plan of study.

9. **Leadership in Teaching and Learning.** Faculty members with a 90% teaching workload lead or co-lead a minimum of three (3) hours of professional development or self-improvement in teaching and learning. Faculty members engage in activities to be a thought leader in teaching and learning, such as leading professional development to lead others to learn about teaching and learning strategies to improve teaching methods that positively influence student learning and actively engage learners. Other examples might include but are not limited to presenting at a counseling-related conference on strategies/aspects of teaching in a counselor education program or publishing or presenting at a counseling-related conference on strategies of teaching. Faculty members provide evidence regarding the impact of professional development activities on their teaching values and practices as well as continuous improvement of teaching practices.

10. **Curriculum Development.** Faculty members describe how they engaged in at least three (3) forms of curriculum development related to teaching and learning. Examples include but are not limited to blueprinting courses, collaborating with colleagues to improve teaching practices, revising evaluation rubrics, revising key assessments, aligning curriculum to national and state standards (e.g., CACREP, TEA), revising curriculum based upon new information (e.g., DSM), aligning curriculum with the scholarship of engagement activities, and curriculum training developed for student participants in grant activities.
11. **Teaching Awards**. Faculty members receive a local, national, or international award for teaching. Faculty members provide evidence of how the award has contributed to continuous commitment to teaching and learning, specifically impacting teaching practices and student learning and engagement.
12. **Clinical Supervision:** Faculty members describe how their supervision practices inform their teaching practices.
13. **Guest Lecturer:** Faculty members describe how they share their expertise not assigned to them as well as how they use what they learn to improve their teaching practices.

Meets Expectations: To meet expectations for annual review, non-tenure-track faculty members must meet all the following criteria. The main difference between exceeds expectations and meets expectations on most criteria is the impact on student learning. Faculty members who meet expectations in teaching provide evidence of using research-based teaching practices but do not link teaching practices to student learning or student success. Also, the criteria below reflect a standard teaching workload of 90% for non-tenure track faculty members (6 graduate courses). Criteria for faculty members with a different teaching workload percentage (e.g., 30%) should be adjusted proportionately to their teaching workload percentage.

Category 1
1. *Teaching Philosophy.* Faculty members have a teaching philosophy that is used to guide teaching practices, student learning, and a positive learning environment. Faculty members reflect on their teaching values and beliefs as aligned to teaching innovations, research-based teaching and learning practices, student learning outcomes, assessments, student feedback, and student needs.
2. *Course Objectives, Outcomes, and Assessment Practices.* Faculty members provide evidence of key course objectives and outcomes as well as alignment with research-based teaching and assessment practices to help students meet those key objectives.
3. *Research-Based Teaching Practices.* Faculty members provide evidence of using research-based teaching strategies (e.g., experiential/service learning, undergraduate research, service learning, study abroad, studio performances, community engagement, problem-based learning, collaborative assignments, a new technology, culturally responsive practices, active learning/dynamic lecturing strategies, shift to learning as opposed to "grades" etc.).
4. *Professional Development or Self-Improvement in Teaching.* Faculty members with a 90% teaching workload attend a minimum of four (4) hours of professional development

related to teaching enhancement. Professional development or self-improvement in teaching could focus on content as well as the process of teaching content. Faculty members provide evidence of clear and compelling commitment and rationale for participating in professional development or academic teaching conferences. Faculty members describe what they learn from professional development as well as how they revised teaching practices informed by their professional development.

5. *Peer Observation of Teaching.* All faculty members whose duties consist of teaching organized courses will include peer observations of teaching that adhere to [UTRGV guidelines] and [CEP guidelines] that are appropriate for the course delivery methodology (e.g., face-to-face/synchronous or asynchronous). Additionally, faculty members describe what they learned from peer observation of teaching.

6. *Basic Teaching Responsibilities*. The faculty member completes book orders, uploads syllabi to Faculty Portfolio Tool, collects key assessment data, participates in goodness-of-fit to practice discussions, and uses required forms from TEA or CACREP for clinical courses. The faculty member uploads evidence to FPT or provides an explanation in their narrative indicating their fulfillment of these teaching responsibilities.

Category 2: Additionally, faculty must meet at least one of the following criteria (7-12) to earn a rating of meets expectations in teaching during the annual review period. The criteria below reflect a standard teaching workload of 60% for tenure track faculty members (4 graduate courses). Criteria for faculty members with a different teaching workload percentage (e.g., 30%) should be adjusted proportionately to their teaching workload percentage.

7. *Course Evaluations.* Faculty members have an average overall rating of 4.0 or higher for all courses taught for the review period. The faculty member reflects on and contextualizes course observation and feedback as aligned to other teaching effectiveness categories.

8. *Mentoring:* Faculty members provides clear and compelling evidence of academic related interaction with at least one undergraduate or graduate student beyond the classroom (e.g., undergraduate research, graduate research assistant, directing thesis or dissertation committee). Faculty members advise and mentor students beyond the traditional role of informing students what courses to complete on their plan of study.

9. Leadership in Teaching and Learning. Faculty members with a 90% teaching workload lead or co-lead a minimum of two (2) hours of professional development in teaching and learning. Faculty members engage in activities to be a thought leader in teaching and learning, such as leading professional development to lead others to learn about teaching and learning strategies to improve teaching methods that positively influence student learning and actively engage learners. Other examples might include but are not limited to presenting at a counseling-related conference on strategies/aspects of teaching in a counselor education program or publishing or presenting at a counseling-related conference on strategies of teaching.

10. *Curriculum Development.* Faculty members describe how they engage in at least two forms of curriculum development related to teaching and learning. Examples include but

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are not limited to blueprinting courses, collaborating with colleagues to improve teaching practices, revising evaluation rubrics, revising key assessments, aligning curriculum to national and state standards (e.g., CACREP, TEA), revising curriculum based upon new information (e.g., DSM), aligning curriculum with the scholarship of engagement activities, and curriculum training developed for student participants in grant activities.

11. *Teaching Awards.* Faculty members receive a local, national, or international award for teaching.
12. **Clinical Supervision:** Faculty members describe how their supervision practices inform their teaching practices.
13. **Guest Lecturer:** Faculty members describe how they share their expertise not assigned to them as well as how they use what they learn to improve their teaching practices.

Does Not Meet Expectations

Faculty members will earn a performance rating of does not meet expectations in teaching (1) if they meet less than the 6 required category 1 criteria and (2) if they do not meet any criteria in Category 2.

Unsatisfactory

Faculty members will earn a performance rating of unsatisfactory in teaching if they do not meet any criteria in Category 1 and if they do not meet any criteria in Category 2.
Service

Service

Exceeds Expectations: To receive a performance rating of exceeds expectations, faculty members will provide an updated curriculum vitae, a brief narrative, and documentation of service activities for the period under review related to at least *two* examples from the following areas (1-2). Faculty members describe how they exceeded the appropriate amount of time (e.g., if a faculty member has a 20% service workload, they are expected to demonstrate how they allocated 8 hours per week toward service activities) and effort toward service activities. Faculty members also must describe the quality, impact, and significance of their services activities. Criteria for non-tenure-track faculty members with a different service workload percentage (e.g., 0%) should be adjusted proportionately to their service workload percentage.

1. **Service to the Department.** Service to the department includes but is not limited to elected or appointed departmental committees (e.g., faculty search, annual review); department student organization sponsor (e.g., CSA, CSJ); CPCE, TExES and/or LPC/NDS advisor; CACREP liaison; Assessment Coordinator; coordination of department events (e.g., hooding); coordination of department certificate (e.g., PCBH, Play Therapy, Dreamwork); coordination of remediation activities (e.g., Goodness of Fit); or coordination of department resources (e.g.; website, SharePoint site, Student Info Hub); and special assignments. The development, implementation, evaluation, and ongoing refinement of departmental programs is highly valued.

2. **Service to the College.** Service to the college includes but is not limited to elected or appointed college committees (e.g., search, accreditation, curriculum, college council, college tenure and promotion); college workgroups or taskforces (e.g., workload, policy development, design teams); college conference/workshop coordination; or college student organization sponsor.

Faculty members also show evidence of least *one* example from the following areas (3-5):

3. **Service to the University.** Service to the university includes but is not limited to elected or appointed membership on university standing committees, councils, or workgroups (e.g., Campus Connect, Faculty Senate, Faculty Development Council, Special Committee or Member of the Executive Team in Women's Faculty Network); elected or appointed membership on ad hoc university committees (e.g., COVID Clinical Services Committee); IRB representative or reviewer; or Faculty Fellow.
4. **Service to the Profession/Discipline.** Service to the profession includes but is not limited to the following activities: counseling organization officer; counseling organization committee chair/member; professional organization conference committee chair/member; conference proposal reviewer; counseling accreditation team member or chair (e.g., CACREP); counseling publication reviewer/editorial board member; or federal/state grant reviewer. Being actively engaged in local, state, national, OR international organizations to improving education is highly valued.
5. **Service and outreach to the Community.** Service to the community includes but is not limited to work as local/state/national organization or agency volunteer, committee, or board member; workshop/training presenter for community agencies; consultation (e.g., providing mental health/psychosocial support); private mental health practice; local organization support or training (e.g., providing professional development for practitioners); or judging, mentoring, or advising at events (e.g., community/school events). Service to local educational entities is highly valued as well as advancing public advocacy and social justice through community forums and/or work with local, state, and national policy makers.

Faculty members also show evidence of least *one* example from the following areas (6-8):

6. Demonstrate at least one strand/theme in service-related activities.
7. Demonstrate professional service and advocacy in counseling.
8. Demonstrate on-going counseling practice.

Meet Expectations: Faculty members describe appropriate amount of time (e.g., if a faculty member has a 20% service workload, they are expected to demonstrate how they allocated 8 hours per week toward service activities)and effort toward service activities. The extent of time and effort for all service activities required will be considered. Counseling faculty will provide an updated curriculum vitae, a brief narrative, and documentation of service activities for the period under review related to at least *two* examples from the following areas (1-2). Faculty members also must describe the quality, impact, and significance of their services activities.

Criteria for non-tenure-track faculty members with a different service workload percentage (e.g., 0%) should be adjusted proportionately to their service workload percentage.

1. **Service to the Department.** Service to the department includes but is not limited to elected or appointed departmental committees (e.g., faculty search, annual review); department student organization sponsor (e.g., CSA, CSJ); CPCE, TExES and/or LPC/NDS advisor; CACREP liaison; Assessment Coordinator; coordination of department events (e.g., hooding); coordination of department certificate (e.g., PCBH, Play Therapy, Dreamwork); coordination of remediation activities (e.g., Goodness of Fit); or coordination of department resources (e.g.; website, SharePoint site, Student Info Hub); and special assignments. The development, implementation, evaluation, and ongoing refinement of departmental programs is highly valued.

2. **Service to the College.** Service to the college includes but is not limited to elected or appointed college committees (e.g., search, accreditation, curriculum, college council, college tenure and promotion); college workgroups or taskforces (e.g., workload, policy development, design teams); college conference/workshop coordination; or college student organization sponsor.

Faculty members also need to provide documentation of service activities for the period under review related to at least *one* example from the following areas (3-5):

3. **Service to the University.** Service to the university includes but is not limited to elected or appointed membership on university standing committees, councils, or workgroups (e.g., Campus Connect, Faculty Senate, Faculty Development Council, Special Committee or Member of the Executive Team in Women's Faculty Network); elected or appointed membership on ad hoc university committees (e.g., COVID Clinical Services Committee) IRB representative or reviewer; or Faculty Fellow.

4. **Service to the Profession/Discipline.** Service to the profession includes but is not limited to the following activities: counseling organization officer; counseling organization committee chair/member; professional organization conference committee chair/member; conference proposal reviewer; counseling accreditation team member or chair (e.g., CACREP); counseling publication reviewer/editorial board member; or federal/state grant reviewer.

5. **Service and outreach to the Community.** Service to the community includes but is not limited to work as local/state/national organization or agency volunteer, committee, or board member; workshop/training presenter for community agencies; consultation (e.g., supervising LPC Associates, providing mental health/psychosocial support); private mental health practice; local organization support or training (e.g., providing professional development for practitioners); or judging, mentoring, or advising at events (e.g., community/school events). Service to local educational entities is highly valued as well as advancing public advocacy and social justice through community forums and/or work with local, state, and national policy makers.

Does not Meet Expectations (20% workload): Counseling faculty engage in one example of service to department or college. However, faculty members **do not** show evidence of the minimum amount of time and effort for all service activities.

Unsatisfactory (20% workload): Counseling faculty members do not engage in any examples in each of the following areas: service to the department, service to the college, and service to the university. Faculty members also do not provide evidence of service to the profession or service to the community.

References and Resources