



**College of Education and P-16 Integration
Department/School of Counseling**

**Promotion Guidelines for Professional Track Faculty
(Lecturers, Clinical, and Professors of Practice)**

Principles

The University of Texas Rio Grande Valley (UTRGV) is committed to serving society through the excellence of its faculty, students, and staff. UTRGV is one of the largest and historically significant Hispanic Serving Institutions in the United States, which makes the work of UTRGV faculty a public good that is especially important to the Rio Grande Valley in addition to the state, nation, and each faculty member's respective discipline. To meet UTRGV's commitment to improving the quality of life of the Rio Grande Valley and beyond, faculty members are expected to perform at the highest levels in their respective disciplines and fields, continuously striving for distinction.

Professional track faculty at UTRGV should present a distinguished record as an educator and colleague. As educators, UTRGV professional track faculty must establish a teaching profile that demonstrates growth, impact, and student success. With the awarding of promotion to the next rank, UTRGV expects that professional track faculty will continue providing intellectual leadership in their teaching and model professionalism in all their work, including service to the university and community. The following guidelines and expectations are meant to cultivate professional track faculty at UTRGV who achieve these principles.

Promotion Review Committee

Faculty employed at the entry rank for lecturer, clinical or professor of practice titles shall have a Promotion Review Committee (PRC) formed one calendar year prior to the submission of their dossier for reappointment and/or promotion. Faculty employed at higher ranks (e.g., Lecturer 2, Associate Clinical Professor, etc.) do not have a PRC formed on their behalf for promotion. PRC is a department-level committee composed of faculty close to the faculty member's area of expertise. All members of PRC must be employed at a rank higher than the entry rank for that title. Once formed, PRC advises the professional track faculty about how to structure their dossiers and approach writing their narratives. Professional track faculty submit their final promotion dossier to PRC according to the Pathways document. PRC reviews and makes a recommendation regarding promotion to the next level of review according to the Pathways document.

Expectations for Promotion

It is the premise of UTRGV that promotion to a higher academic rank is a recognition of and reward to faculty with records of sustained professional accomplishment that contribute to the university mission. To be promoted, professional track faculty are expected to perform with excellence in all areas of responsibility and demonstrate a trajectory aligned with the expectations of professional track faculty at UTRGV. The dossiers of professional track faculty must provide clear documentation of their efforts toward continued growth and development, as well as success in the categories of teaching and service.

Expectations for Teaching

As educators, UTRGV professional track faculty must establish a teaching profile that demonstrates growth and impact on student success. To document growth, impact, and student success, a successful teaching profile will include evidence of ongoing development and improvement in teaching quality, which should result in both student success and a positive and professional reputation as an educator. UTRGV values and holds high expectations for the quality and impact of faculty members' teaching on student success. These values and expectations are reflected in the categories below. The following categories and expectations are intended to help faculty demonstrate progress towards promotion. Department/School minimum criteria are guided by the following expectations:

Pedagogy Statement: Professional track faculty should be able to articulate a philosophy of teaching that communicates their approach to teaching and describes their primary goals as a teacher, advisor and mentor. The body of evidence of the impact of teaching practices provided by the faculty member should align with this philosophy. This statement must include a comprehensive reflection on how they adapted

their teaching practices to best meet student needs and an analysis of which practices led to student success and which practices were in need of improvement or change.

Continued Development of Teaching Skills: Professional track faculty are expected to stay current with and utilize best practices in teaching and student engagement. Professional track faculty are encouraged to contribute to the advancement of pedagogy within their respective fields. Efforts to develop teaching skills and to keep current on content in the field demonstrate dedication to high-quality teaching. Such efforts might include attending professional development sessions on best practices in teaching, utilizing resources to gather customized student feedback on teaching, and attending seminars that provide updates to current knowledge and trends in their respective discipline. Professional track faculty may also create teaching and learning scholarship, develop peer-reviewed teaching resources, design and deliver professional development trainings on teaching, and/or create other materials that contribute to advancing pedagogy in higher education.

Use of Peer Feedback on Teaching: In accordance with UTRGV's [Guidelines for Faculty Peer Observations of Teaching](#), professional track faculty must obtain at least one peer observation each year. Peer observations of teaching should provide constructive feedback oriented to supporting faculty members' continuous growth in teaching. Professional track faculty must reflect on what they learned in this process and how they used their peers' feedback to improve their pedagogical practices.

Alignment of Curricular Practices to Student Needs: Professional track faculty should analyze and reflect on student outcomes regularly. This analysis and reflection should involve exploring student evaluations and feedback for patterns and using that analysis to make changes to course design, pedagogical strategy, assessment mechanisms, and other aspects of the course that best meets the learning needs of students.

Engagement with Student Learning Outside the Classroom: Professional track faculty must engage with students and participate in efforts related to their students' success outside the classroom. This engagement may take many different forms and could include, but is not limited, to supporting students' participation in service learning and/or community engagement activities, supervising clinical or field experiences, and/or mentoring students in career exploration and development.

Participation in Development of Curricula: To the extent that bylaws in the academic unit allows, professional track faculty are expected to participate in course and program development and/or redesign to ensure curricula are reflective of current knowledge in the discipline, aligned with relevant program learning outcomes, and best meet the needs of students. Professional track faculty must provide syllabi and their reflection on how their course aligns with the values and expectations established here.

Expectations for Research, Scholarship, and/or Creative Works *(if applicable based on faculty's title and workload)*

UTRGV scholars must attain a successful and high-quality record of research, scholarship, and/or creative work that projects a clear, coherent, and independent identity as a scholar. The work of Professional track faculty in this area should lead to the advancement of knowledge.⁷ By achieving these expectations the faculty member will have demonstrated intellectual leadership, but documenting this achievement requires more than enumerating a list of scholarly products. Professional track faculty must demonstrate their achievement in ways that allow for rigorous evaluation of the quality and impact of their work by professional peers both internal and external to the university. The following categories and expectations are intended to help faculty demonstrate progress in their scholarship. Department/School minimum criteria are guided by the following expectations:

Significance and Progress toward National Reputation: Professional track faculty should demonstrate achievement in research, scholarship, and/or creative work that establishes the faculty as a significant contributor to the field or profession, with potential for continued success and distinction. Faculty should explain their reasons for choosing the venues where they publish, perform, and/or display their work and should demonstrate how the significance of their work will yield (or has yielded already) a nationally recognized research program with a coherent and focused theme. Professional track faculty should articulate this theme and peers should be able to recognize the importance of the faculty member's role in developing knowledge in this area.

Consistent and Increasing Record of Accomplishment: There should be a steady increase in scholarly

productivity as professional track faculty learn to balance their time and duties. Scholarly productivity refers to writing peer-reviewed research materials (including but not limited to books, chapters, and journal articles), participating in supplementary scholarly activities (including but not limited to participation in community- engaged scholarship, conferences, edited volumes, substantial book reviews reaching a broad audience, encyclopedia entries, blogs, and public publications, etc.), creating intellectual contributions (including but not limited to patents, inventions, and other intellectual property), displaying and/or performing of creative work, and obtaining external grant funding. Faculty must explain gaps in productivity when those gaps exist.

Sustainability of Agenda and Trajectory: Professional track faculty must demonstrate that their research, scholarship, and/or creative work productivity is sustainable by documenting their ability to secure external grant funding for their research/creative-work trajectory and/or by showing the systematic accumulation of a body of work that builds from their earlier research.

Scholarly Independence: Professional track faculty must establish their independence as a scholar. This independence should be documented by a publication and authorship record that is separate from earlier mentors (such as dissertation committee members), by the author ordering conventions in their respective disciplines, and by thorough explanations of their contributions to co-authored publications, or other collaborative endeavors such as external grant activity. Research, scholarship, and/or creative works conducted as teams are valuable and do not undermine scholarly independence, but professional track faculty must demonstrate their contribution to that work and how that work has greater impact than if it was completed individually.

Quality and Impact: Professional track faculty must explain the quality and impact of their research, scholarship, and/or creative works to both experts and non-experts alike who will evaluate their achievements relative to expectations. Peer review is a crucial indicator of quality work. Beyond peer review, many proxies (or metrics) exist that professional track faculty may use as an indication of quality and impact. These proxies include but are not limited to journal impact factors, journal indices, journal acceptance rates, author citation indices (e.g., h-index), downloads/views, location or venue of the display or performance of creative work, and source of grant funding. UTRGV supports the responsible use of these proxies, which means that assessment of quality and impact shall not rely on any one proxy and that proxies shall not be used in place of qualitative, expert judgment. To help ensure responsible use, professional track faculty must not rely on these proxies as being substitutes for detailed explanations of the steps they took to produce high-quality work. Faculty must document and explain how the significance of their work leads to disciplinary and societal impact. The documentation of impact can include but is not limited to the application of knowledge in the community and/or the use of the work in decision-making, citations, awards, and/or the use of products by others in the community, academic or otherwise (e.g., datasets, products, inventions).

Expectations for Service and Shared Governance

UTRGV expects professional track faculty to model professionalism in all their work, including service activities. These activities are essential to the life of the university and an important component of lecturer profiles. Professional track faculty should conceive of their service as occurring in three areas: service on behalf of student success, university operations, and the profession and community. Professional track faculty are expected to assume increasing levels of (formal or informal) leadership responsibilities in service toward student success and in university operations. Documented and sustained leadership and impact in service is an essential component to lecturer promotion, and professional track faculty must document the deliverables and outcomes of their service effort in all three areas. The following categories and expectations are intended to help faculty demonstrate progress towards promotion. Department/School minimum criteria are guided by the following expectations:

Service and Student Success: Professional track faculty must contribute to student success efforts, including, but not limited to, serving as advisors of student organizations, internships, and/or international experiences, as well as participation in recruitment events for the university, college and/or department.

Service to University Operations: Professional track faculty must contribute to the life of their university, college, and department by serving on committees and taskforces in membership and leadership roles, which may include but is not limited to assessment coordination, awards committees, website/social-media

maintenance, library liaison, part-time search committees, event planning and coordination (e.g., invited speakers, colloquia), and many other areas of university, college, and department operations.

Service to the Profession and the Community: It is expected that most service activities of professional track faculty will take place in the categories of Service and Student Success, and Service to University Operations, but professional track faculty should seek opportunities to contribute to their profession and community. They may contribute by reviewing manuscripts and/or grant proposals, writing book reviews, and/or serving in the following: professional organizations (for example, committee work and/or conference planning), agencies, non-profit community organizations, and/or advisory boards that reflect their professional expertise.

Minimum Criteria for Promotion

According to the [Non-Tenure Track guidelines](#), professional track faculty earn promotion by achieving “records of sustained professional accomplishment that contribute to the university mission.” This document specifies how professional track faculty can document a record of sustained professional accomplishment in teaching and service. Faculty should structure their work and career to meet these high standards and should organize their dossiers for reappointment and/or promotion in ways that allow for rigorous, qualitative reviews. Conducting these reviews helps ensure that UTRGV makes promotion recommendations with more substantial analysis than using minimum criteria, or time served, as mere thresholds for guaranteeing promotion. The minimum criteria only offer guidance to professional track faculty and do so without setting a threshold for achievement that guarantees reappointment and/or promotion.

Any criteria referenced by the [Non-Tenure Track guidelines](#), or the Peer Observation of Teaching Guidelines should not be included in the Department/School/College guidelines as they are applicable as institutional requirements. The following criteria are discipline-specific and uphold the standard of sustained professional achievement. Professional track faculty, PRC, and all other reviewers should use the following minimum criteria as a guide without setting a specific (enumerated) threshold or checklist for achievement.



Minimum Criteria in Teaching

The following minimum criteria are aligned with values that help guide professional track faculty to understand their progress toward attaining the principles and standards in Teaching delineated above. The minimum criteria pertain to their use and development of pedagogical best practices, use of peer and student feedback on teaching, alignment of curricular and pedagogical practices to meet student needs and ensure student success, engagement with student learning outside the classroom, and their participation in the development and assessment of curricula.

Pedagogy Statement: Professional track faculty should articulate a philosophy of teaching that communicates their approach to teaching and describes their primary goals as a teacher, advisor, and mentor. This statement must include a continuous reflection on how they adapt to positively influence student learning. Professional track faculty should illustrate their pedagogy statement with concrete examples from their teaching practices.

Continued Development of Teaching Skills: Professional track faculty are expected to stay current with and utilize best practices in teaching and learning through attending professional development on best practices in teaching or reading books or peer-reviewed literature. By the time professional track faculty members apply for promotion, they should document their self-improvement efforts in teaching and provide evidence of commitment and rationale for participating in professional development and align participation to continuous improvement in teaching and/or innovation in preparation of course materials. Faculty members must explain the quality of the activity or other self-improvement methods to improve teaching, reflect on what they learned, how they used what they learned to improve their teaching practices, and describe impact of changes on student learning.

Use of Peer and Student Feedback on Teaching: Faculty must obtain at least one peer observation each year. Peer observations of teaching should provide constructive feedback oriented to supporting faculty members' continuous growth in teaching. Faculty must reflect on what they learned in this process and how they used their peers' feedback to improve their pedagogical practices. Additionally, faculty members need to reflect and use student feedback to improve their teaching practices. Faculty members must reflect on student feedback through a growth mindset approach by specifying teaching and learning practices that have been revised and the overall impact on student learning.

Participation in Development and Alignment of Curricula to Student Needs: Faculty are expected to participate in course and program development and/or redesign to ensure curricula are reflective of current knowledge in the discipline, aligned with relevant program learning outcomes, and in compliance with state and national accreditation standards. By the time faculty members apply for promotion, they need to describe how they engaged in curriculum development related to teaching and learning. Examples include but are not limited to revising evaluation rubrics, revising key assessments, aligning curriculum to national and state standards (e.g., CACREP, TEA), and aligning curriculum with the scholarship of engagement activities. Faculty must analyze, reflect, and describe how their efforts to improve curriculum impact student learning.

Engagement with Student Learning Outside the Classroom: This engagement may take many different forms and include but is not limited to supporting students' participation in service learning and/or community engagement activities, supervising clinical or field experiences, and/or mentoring students in career exploration and development. By the time faculty apply for promotion, they need to provide evidence of engagement with students outside the classroom and identify the impact of these endeavors on their teaching practices and student learning.



Minimum Criteria in Research, Scholarship, and/or Creative Works *(if applicable based on the professional track faculty member's title and workload)*

The following minimum criteria are values that help guide professional faculty to understanding their progress toward attaining the principles and standards in Research, Scholarship, and/or Creative Works delineated above. The minimum criteria pertain to the significance of their work and progress toward a national reputation, their consistent and increasing record of accomplishment, the sustainability and trajectory of their research/creative agenda, their scholarly independence, and the quality and impact of their work.

*****These criteria are only applicable for professional track faculty members who have research expectations in their workload.***

Faculty Members must have a clear research agenda that has potential to lead to a national reputation. Faculty members must have at least one research strand and explain how their peer-reviewed publications and external research grants are connected to their research agenda. Faculty should demonstrate achievement through their research agenda that establishes themselves as a significant contributor to the field or profession, with potential for continued success and national distinction.

Faculty members need to have a consistent record of accomplishment: Faculty members need to produce about one (1) quality peer-reviewed product (e.g., journal articles, external grants, book chapters, and books) every two years. Preference is given to peer-reviewed journal articles and external grants. Additionally, faculty need to have about one (1) supplemental research activity per year (e.g., presentations, internal grants, community engaged scholarship without a clear product, or additional peer-reviewed publications and external grants). By the time faculty apply for promotion, they must have about three (3) quality peer-reviewed products (about 1 every other year) and about five (5) supplemental research activities. Out of the 3 peer-reviewed products, 2 must be an article in a quality journal or an external grant. If a faculty member has less than 3 products, they must have clear evidence regarding the quality, significance, and scholarly independence.

Scholarly Independence: Faculty must establish their independence as a scholar. Research conducted as teams is valuable, but faculty must demonstrate their discrete contributions to that work and how the completed work has greater impact than if authored individually.

Quality, Impact, and Significance: The quality and impact of a faculty member's scholarship shall not rely on any one metric and should be balanced with qualitative evidence and professional judgment. To help ensure responsible use, faculty must not solely rely on quantifiable metrics as substitutes for narrative explanations of the steps taken to produce quality and significant work. Faculty must document and explain how the significance of their work leads to disciplinary, community, and societal impact.

Sustainability of Agenda and Trajectory: Faculty must demonstrate that their research productivity is sustainable by documenting their ability to secure external grant funding for their research and/or by showing the systematic accumulation of a body of work that builds from their earlier research. Faculty members need to illustrate how they plan to sustain their research agenda through peer-reviewed publications and external grant submissions beyond promotion.

Minimum Criteria in Service

The following minimum criteria are values that help guide professional track faculty understand their progress toward attaining the principles and standards in Service delineated above. The minimum criteria pertain to their service to student success, to university operations, and to their profession and community.

Professional track faculty should conceive of their service activities as occurring in three areas: (1) student success; (2) department, college, and university operations as well as shared governance; and (3) the profession and community. When describing service activities, faculty must document the efforts, outputs, and outcomes of their service effort, and when participating in shared governance, they must document their role in the development of policies and decision-making that affect UTRGV. Faculty also need to describe the quality, impact, and significance of their service activities.

Service to Department, College, and University Operations and Shared Governance: Faculty should contribute to the life of their department, college, and university by serving on committees in a membership role. The development, implementation, evaluation, and ongoing refinement of departmental programs and college processes is highly valued. Preference is given to participation at the department level. Faculty members applying for promotion must also have an example of service to the college. Faculty members need to explain their significant contributions to each committee as well as the quality, impact, and significance of the service activities. Professional track faculty are expected to assume increasing levels of (formal or informal) leadership responsibilities in service toward department, college, or university operations at each promotion level.

Service and Student Success: Faculty should contribute as members, advisors, or leaders in student organizations, international experiences, and recruitment events for the department, college, and/or university. By the time faculty members apply for promotion, they are expected to participate in impactful ways on a service activity related to student success as defined in UTRGV's core values. Faculty members need to explain their contributions to the activity as well as the quality, impact, and significance of the activity. Professional track faculty are expected to assume increasing levels of (formal or informal) leadership responsibilities in service toward student success at each promotion level.

Service to the Profession and the Community: Faculty should contribute to their profession and community. Service to the profession includes but is not limited to the following activities: officer of counseling-related associations; committee chair/member of counseling or education-related associations; or team member/chair of counseling accreditation teams (e.g., CACREP). Service to the community related to counseling or education includes but is not limited to non-compensated work as a committee or board member; workshop/training presenter for the university, schools, districts, and/or community agencies; or consultation. Also, faculty members should strive to maintain their core faculty status through (1) sustained memberships in professional organizations; (2) relevant counseling credentials; and (3) sustained professional engagement through professional development and renewal activities in counseling, professional service, and advocacy in counseling (CACREP, 2024). By the time faculty members apply for promotion, they should have an activity related to service to the profession and a community activity related to counseling or education. Faculty members need to explain their contributions to each service activity as well as describe the quality, impact, and significance of their contributions.