

Tenure and Promotion Guidelines for Tenure-Track Faculty

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.

Every UTRGV faculty member should present a distinguished record as a scholar, educator, and colleague. UTRGV faculty 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. As educators, UTRGV faculty must establish a teaching profile that demonstrates growth, impact, and student success. With the awarding of tenure and promotion to the next rank, UTRGV expects that faculty members will continue providing intellectual leadership in their research and teaching, and model professionalism in all their work, including service and shared governance activities. The following guidelines and expectations are meant to cultivate tenured faculty members at UTRGV who achieve these principles.

Probationary Reviews

Tenure-Track (TT) Faculty must undergo yearly Probationary Reviews. These reviews are evaluative, advisory, and qualitative assessments of their progress toward achieving tenure. This progress is measured using the principles outlined above and in UTRGV's Handbook of Operating Procedures (HOP). HOP ADM 06-503 articulates the principles and standards for earning tenure and the need for *comprehensive* yearly Probationary Reviews that evaluate and advise TT faculty of their progress towards achieving tenure.

- Comprehensive yearly assessments are *conceptually* distinct from *annual tenure-track* evaluations.
- Per HOP ADM 06-503, annual tenure-track evaluation ratings are to be used for merit purposes in cases where there is not another mechanism to evaluate for merit.
- The annual tenure-track evaluation performance rating **does not guarantee tenure and promotion**.

As the quoted sections of HOP ADM 06-503 make clear below, there are requirements for tenure that a series of discrete annual reviews cannot fully define or evaluate. The type of review and decision-making required for tenure necessitates a qualitative analysis that goes beyond the reliance on numerical thresholds commonly associated with annual review. To make this distinction clear, these comprehensive yearly assessments are called Probationary Reviews.

Regarding the principles and standards for tenure, HOP ADM 06-503 makes repeated reference to achieving high standards of excellence with quality, significant, and impactful work that TT faculty should sustain after earning tenure. For example:

- "UTRGV is committed to retaining tenure-track faculty whose work achieves a high standard of excellence and...a sustained commitment to professionalism" (HOP ADM 06-503, C.1).
- "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" (HOP ADM 06-503, Section D.1.d).
- "The purpose of promotion" is "to recognize and reward faculty with records of sustained meritorious professional accomplishments and who also demonstrate potential for continued contributions to UTRGV's mission and vision," with TT faculty needing to demonstrate "high

potential for continued excellence and effectiveness (HOP ADM 06-503, Appendix A, Section 2.a.v and 2.a.v.1).

- “The faculty member must have demonstrated effective teaching if teaching is an assigned duty” (HOP ADM 06-503, Appendix A, Section 2.a.v.3).
- In research, scholarship, and/or creative works, the “quality, significance, impact, and quantity of publications or creative works” are factors in determining tenure and promotion (HOP ADM 06-503, Appendix B, Section 2.b).
- In service, the “quality, significance, and impact “of the contributions to students, colleagues, the department, college, UTRGV, the community, and the profession,” are factors in determining tenure and promotion (HOP ADM 06-503, Appendix B, Section 3.b).

The standards and principles identified above require an evaluative, advisory, and qualitative assessment of TT faculty that is distinct from annual reviews. According to HOP ADM 06-503, these TT assessments must be cumulative, thorough, and focused on trajectory while also occurring on a yearly basis.¹ For example:

- “It is the policy of UTRGV to evaluate tenure-track faculty member’s performance in teaching, research, service, patient care, or administration (as applicable); to provide guidance for continued and meaningful faculty development that assists the faculty member with their progress towards tenure and promotion” (HOP ADM 06-503, C.2).
- The tension between the need to conduct both *annual* and *comprehensive* reviews of TT faculty is expressed in HOP ADM 06-503, Section D.5, which is titled “Annual Tenure-Track Evaluation Process.” This section states that in addition to an annual review of work done in the previous academic year, the evaluation “should *also* address the faculty member’s strengths and weaknesses over the period of time on tenure-track, whether or not the faculty member is making progress toward promotion and tenure, and recommendations for improvement” (HOP ADM 06-503, D.5.c, *emphasis added*).
- “All those involved in the review process are responsible for reading all materials, reviewing and evaluating the faculty member’s performance on each of the performance criteria, and participating in committee discussions and formulating of committee recommendations” (HOP ADM 06-503, Appendix E, Section 2.c). The instruction to read all materials in the process of evaluating the merits of recommending tenure means that an evaluation of TT faculty must include a qualitative assessment of the quality, significance, and impact of their work.

TT faculty must provide the necessary information for their Probationary Reviews. HOP ADM 06-503, Appendix D, outlines the structure of TT faculty dossiers and states that TT faculty must provide “summaries of professional accomplishments” for all areas of review (teaching, research and scholarship, service, patient care) (Section 2.a.ii). In what follows, this document outlines how TT faculty should organize their summaries/narratives of professional accomplishments in each area of review and identifies the information necessary to explain how they are achieving the principles and standards identified in HOP ADM 06-503.

Tenure Evaluation and Advisory Committee

TT faculty members shall have a Tenure Evaluation and Advisory Committee (TEAC). TEAC is a department-level committee composed of tenured faculty close to the TT faculty member’s area of research expertise. TEAC membership should stay as consistent as possible throughout the TT faculty member’s probationary period.² TEAC is responsible for writing the Probationary Reviews and the Annual Reviews of the TT faculty member. These Probationary Reviews evaluate and advise TT faculty each year as they work toward earning tenure and promotion. TEAC’s Probationary Review and those of other review levels as specified by the Pathways document have the responsibility of recommending reappointment or removal from the tenure track each year. As an entire committee, TEAC must meet with the TT faculty member at least once a year to discuss that faculty member’s progress toward tenure and provide guidance in areas that need improvement, but individual members of TEAC are encouraged to have ongoing communication with the TT faculty member.

Third-Year Review

TT faculty undergo a review at the beginning of their probationary period's third year. This review is cumulative, with TEAC, the department chair, college tenure and promotion committee, Dean, and Provost rendering judgment on the progress toward and prospect of earning tenure and promotion. It is imperative that each dossier is complete with all information and documentation aligning with the expectations stated below.³

Expectations for Tenure and Promotion

To be promoted to the rank of Associate Professor with tenure, faculty are expected to perform with excellence in all areas of responsibility during their probationary period and demonstrate a trajectory aligned with the expectations of tenured faculty members.⁴ The dossiers of TT faculty must provide clear documentation of their effort and success in the categories of teaching, research, and service.

Expectations for Teaching

As educators, UTRGV TT faculty must establish a teaching profile that demonstrates growth, impact, and student success.⁵ 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 TT faculty demonstrate progress towards tenure and promotion. Department/School minimum criteria are guided by the following expectations:

Pedagogy Statement: TT 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 teaching practices provided by the faculty member should align with this philosophy. This statement must include an annual reflection on how they are adapting their teaching practices to best meet student needs and an analysis of which practices lead to student success and which practices need to improve or change.

Continued Development of Teaching Skills: TT faculty are expected to stay current with and utilize best practices in teaching and student engagement. TT 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 student feedback on teaching, and attending seminars that provide updates to current knowledge and trends in their respective discipline. TT faculty may 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](#), TT faculty must obtain at least one peer observation each year during the probationary period. Peer observations of teaching should provide constructive feedback oriented to supporting faculty members' continuous growth in teaching. TT 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: TT faculty should analyze and reflect on student outcomes regularly. This analysis and reflection should involve exploring student evaluations and feedback for patterns and using those patterns to make changes to course design, pedagogical strategy, assessment mechanisms, and other aspects of the course that best meets the learning needs of students.⁶

Engagement with Student Learning Outside the Classroom: This engagement may take many different forms and includes but is not limited to involving students in research and creative activities, 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: While these activities might not occur every year, TT 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. TT 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

UTRGV TT faculty 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 TT faculty in this area should lead to the advancement of knowledge.⁷ By achieving these expectations the TT faculty member will have demonstrated intellectual leadership, but documenting this achievement requires more than enumerating a list of scholarly products. TT 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 TT faculty demonstrate progress towards tenure and promotion. Department/School minimum criteria are guided by the following expectations:

Significance and Progress toward National Reputation: TT 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. TT 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. TT 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 TT 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. TT faculty must explain gaps in productivity when those gaps exist.

Sustainability of Agenda and Trajectory: TT 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: TT 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 TT faculty must demonstrate their contribution to that work and how that work has greater impact than if it was completed individually.

Quality and Impact: TT 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 TT 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.⁸ 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.⁹ To help ensure responsible use, TT faculty must not rely on these proxies as being substitutes for detailed explanations of the steps they took to produce high-quality work. TT 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).¹⁰

Selection of External Reviewers for Research, Scholarship, and/or Creative Works: External review of TT faculty in research, scholarship, and/or creative work is extremely important because these external reviewers provide input into the significance, reputation, trajectory, quality, and impact of this work. Guidelines and selection procedures can be found in the [UTRGV Guidelines for the Selection of External Reviewers for Faculty Promotion and Tenure](#).

Expectations for Service and Shared Governance

UTRGV expects faculty members to model professionalism in all their work, including service and shared governance activities. These activities are essential to the life of the university and an important component of TT faculty profiles.¹¹ TT faculty should conceive of their service and shared governance activities as occurring in three areas: the university and its students, university operations and shared governance, and the profession and community. While TT faculty should make meaningful contributions in this area and should reflect on the type of service profile that they want to develop at UTRGV, this area is not a major emphasis of their duties and TT faculty are not expected to be active in all components listed below. TT faculty should work with TEAC and their department chairs to ensure a balance in service/shared-governance activities that corresponds with the high expectations in the teaching and research categories. TT faculty must document the 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. The following categories and expectations are intended to help TT faculty demonstrate progress towards tenure and promotion. Department/School minimum criteria are guided by the following expectations:

Service and Student Success: TT faculty should contribute as members, advisors, or leaders in student organizations, international experiences, and recruitment events for the university, college and/or department.

Service to University Operations and Shared Governance: TT faculty should contribute to the life of their university, college, and department by serving on committees and taskforces in a membership or leadership role, which may include curriculum, assessment, awards, hiring, Faculty Senate, and many other areas of university, college, and department operations.

Service to the Profession and the Community: TT faculty should 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 Tenure and Promotion

In compliance with HOP ADM 06-503, TT faculty must receive comprehensive assessments each year of their probationary period (Probationary Reviews) that evaluate and advise their progress toward achieving the principles and standards in HOP ADM 06-503, which are specified more clearly in this document.¹² This document instructs TT faculty to structure their work and career to meet these high standards and structure their dossiers to allow for rigorous, qualitative Probationary Reviews. Conducting these reviews helps ensure that UTRGV makes tenure recommendations with more substantial analysis than using quantitative minimum criteria as mere thresholds for guaranteeing tenure. The minimum criteria only offer guidance to TT faculty and does so without setting a threshold for achievement that guarantees tenure and promotion.

All evaluation categories can be found in HOP ADM 06-503 [Appendix B Evaluation Categories and Standards](#) and dossier requirements can be found in [Appendix D Dossier Requirements](#). All processes regarding the review, including committee composition and the protocols therein can be found in [Appendix E Review Committee Composition and Requirements Regarding the Review](#).

Any criteria referenced by HOP ADM 06-503 or the appendices, the UTRGV [External Reviewer 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 minimum criteria are discipline-specific and uphold the institutional standard of quality, significance, impact, and productivity. TT faculty, TEAC, and all other reviewers should use the following minimum criteria as a guide without setting a specific (enumerated) threshold or checklist for achievement.

Endnote

¹ HOP ADM 06-503, Section 3.b is titled “Tenure-Track Evaluations” and states that “all tenure-track faculty will be evaluated for their work performance in teaching, research, service, and patient care, as applicable, each academic year following the schedule set forth in Pathways.”

² The formation and membership of TEAC is consistent with Appendix E, section 1.c, of HOP ADM 06-503.

³ See HOP ADM 06-503, section D.6.

⁴ These guidelines and expectations have been drafted to establish clarity and consistency in the qualitative judgments that are required in tenure decision-making. On this point, please see the report *Good Practice in Tenure Evaluation* published in 2000 by The American Council on Education, the American Association of University Professors, and the United Educators Insurance Risk Retention Group. These guidelines and expectations avoid describing the tenure decision in quantitative terms because “efforts to quantify scholarly productivity or teaching quality are problematic” and “quality must be the major criterion.” For these quotes and a general introduction to the tenure decision, please see Samuel L. Becker, et al., “Making Good Tenure Decisions,” *Journal of the Association for Communication Administration* 30 (2001), 95-103.

⁵ Appendix B, section 1, of HOP ADM 06-503 lists the teaching activities expected of faculty.

⁶ Research on student evaluations of teaching is extensive and tends to confirm the bias and limited usefulness of student evaluations. For example, please see Troy Heffernan, “Sexism, Racism, Prejudice, and Bias: A Literature Review and Synthesis of Research Surrounding Student Evaluations of Courses and Teaching,” *Assessment and Evaluation in Higher Education* 47, no. 1 (2022), 144-154; and, Kerry Chávez and Kristina M.W. Mitchell, “Exploring Bias in Student Evaluations: Gender, Race, and Ethnicity,” *PS: Political Science and Politics* 53, no. 2 (2020), 270-274.

⁷ Appendix B, section 2, of HOP ADM 06-503 lists the research, scholarship, and creative work activities expected of faculty.

⁸ Research documenting the limitations of using any one of these proxies/metrics is extensive. Some proxies are not amenable to all disciplines, research, and/or publication types (e.g., journal articles versus books), and some proxies are subject to manipulation and inflation (as found with journal impact factors). For example, please see Kyle Siler and Vincent Larivière, “Who Games Metrics and Rankings? Institutional Niches and Journal Impact Factor Inflation,” *Research Policy* 51 (2022), 104608; Peter Andras, “Research: Metrics, Quality, and Management Implications,” *Research Evaluation* 20, no. 2 (2011), 90-106; Björn Hammarfelt and Alexander D. Rushforth, “Indicators as Judgment Devices: An Empirical Study of Citizen Bibliometrics in Research Evaluation,” *Research Evaluation* 26, no. 3 (2017), 169-180. Using proxies as the dominant method for evaluation may lead to perverse incentives that undermine the goals that tenure and promotion guidelines seek to achieve, such as creativity, intellectual breakthroughs, and excellence. For example, please see Usha C.V. Haley, “Triviality and the Search for Scholarly Impact,” *Organizational Studies* 44, no. 9 (2023), 1547-1550; Kevin Ryan, “Academic Freedom and the Eye of Power: The Politics and Poetics of Open Enclosures,” *Journal of Political Power* 9, no. 2 (2016), 249-268.

⁹ For documentation of how proxies have been inappropriately substituted for expert decision-making and the slow adoption of responsible use in the United States, please see Alexander Rushforth and Sarah De Rijcke, “Practicing Responsible Research Assessment: Qualitative Study of Faculty Hiring, Promotion, and Tenure Assessments in the United States,” *Research Evaluation* 00, preprint (2024), 1-11.

¹⁰ Documentation of impact, whether artistic, scientific, social, or political is not uniform across disciplines and takes careful consideration. TT faculty should consider how impact is conceived in their field. For an overview of these issues, please see Emanuela Reale, et al., “A Review of Literature on Evaluating the Scientific, Social and Political Impact of Social Sciences and Humanities Research,” *Research Evaluation* 27, no. 4 (2018), 298-308; Ziyad Marar, “On Measuring Social Science Impact,” *Organizational Studies* 43, no. 5 (2022), 821-824; Teresa Penfield, et al., “Assessment, Evaluations, and Definitions of Research Impact: A Review,” *Research Evaluation* 23 (2014), 21-32. The diversity of proxies/metrics supported here, and the demand for qualitative explanations of how TT faculty achieve quality and impact is in-line with the Declaration on Research Assessment (DORA), which calls for the expansion of research quality assessment beyond “journal-based metrics” like Journal Impact Factor. For a brief review of DORA and DORA-approved assessments in the field of biomedical research (with applications for research assessment in other disciplines), please see Anna R. Gagliardi, et al., “DORA-Compliant Measures of Research Quality...” *PLoS ONE* 18, no. 5 (2023): e0270616.

¹¹ Appendix B, section 3, of HOP ADM 06-503 lists the basic dimensions of service activities expected of faculty.

¹² See, for example, HOP ADM 06-503, Appendix A, Section 2.a, which states that department “guidelines must be in accordance with the general policy principles...”

Minimum Criteria in Teaching

The following minimum criteria are values that help guide TT faculty to understanding their progress toward attaining the principles and standards in Teaching delineated above. The minimum criteria pertain to their development of pedagogy, development of teaching skills, use of peer feedback on teaching, alignment of curricular practices to student needs, engagement with student learning outside the classroom, and their participation in the development of curricula.

Criteria: Faculty must demonstrate their commitment to developing their teaching skills

Pedagogy Statement: TT 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 their pedagogy statement to positively influence student learning. TT faculty should illustrate their pedagogy statement with concrete examples from their teaching practices.

Continued Development of Teaching Skills: TT 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 TT faculty apply for tenure and 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. TT faculty 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: TT faculty must obtain at least one peer observation each year during the probationary period. Peer observations of teaching should provide constructive feedback oriented to supporting continuous growth in teaching. TT faculty must reflect on what they learned in this process and how they used their peers' feedback to improve their pedagogical practices. Additionally, TT faculty need to reflect and use student feedback to improve their teaching practices. Faculty 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: TT 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 TT faculty apply for tenure and 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. TT 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 includes but is not limited to involving students in research activities, 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 TT faculty apply for tenure and 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

The following minimum criteria are values that help guide TT 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.

Criteria: Faculty must demonstrate consistent and increasing record of accomplishment.

Tenure Track Faculty must have a clear research agenda that has potential to lead to a national reputation. TT faculty must have at least one research strand and explain how their peer-reviewed publications and external research grants are connected to their research agenda. TT 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.

Tenure track faculty need to have a consistent and increasing record of accomplishment: TT faculty need to produce **multiple**, quality peer-reviewed products (e.g., journal articles, external grants, book chapters, and books) per year. Preference is given to peer-reviewed journal articles and external grants. Additionally, TT faculty need to have an average of one 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 TT faculty apply for tenure and promotion, they must have about 10-12 quality peer-reviewed products (about 2 per year) and 5-6 supplemental research activities. Out of the 10-12 peer-reviewed products, 7 must be an article in a quality journal or an external grant. If a TT faculty member has less than 10-12 products (e.g., 8), they must have clear evidence regarding the quality, significance, and scholarly independence.

Scholarly Independence: TT faculty must establish their independence as a scholar. Research conducted as teams are valuable, but TT faculty must demonstrate their discrete contributions to that work and how the completed work has greater impact than if authored individually. TT faculty must have been the lead or second author on about six (6) peer-reviewed publications or external grants.

Quality, Impact, and Significance: The quality and impact of a TT 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, TT faculty must not solely rely on quantifiable metrics as substitutes for narrative explanations of the steps taken to produce quality and significant work. TT faculty must document and explain how the significance of their work leads to disciplinary, community, and societal impact.

Sustainability of Agenda and Trajectory: TT 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. TT faculty need to illustrate how they plan to sustain their research agenda through peer-reviewed publications and external grant submissions beyond tenure and promotion.

Minimum Criteria in Service and Shared Governance

The following minimum criteria are values that help guide TT faculty to understanding their progress toward attaining the principles and standards in Service and Shared Governance delineated above. The minimum criteria pertain to their service to student success, to university operations and shared governance, and to their profession and community.

Criteria: Faculty must demonstrate their commitment to serving university operations and shared governance.

TT 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. While TT faculty should make meaningful contributions in service and should reflect on the type of service profile they want to develop at UTRGV, this area is not the main emphasis of their duties, and TT faculty are not expected to be active in all components listed below. TT faculty should work with the Tenure Evaluation and Advisory Committee (TEAC) and department chair to ensure a balance in service/shared-governance activities that correspond with the high expectations in the above categories. When describing service activities, TT 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. TT faculty also need to describe the quality, impact, and significance of their service activities.

Service to Department, College, and University Operations and Shared Governance: TT 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 applying for tenure and promotion must also have an example of service to the college.

Service and Student Success: TT faculty should contribute as members, advisors, or leaders in student organizations, international experience, and recruitment events for the department, college, and/or university. By the time TT faculty apply for tenure and promotion, they are expected to participate in a service activity related to student success as defined in UTRGV's core values.

Service to the Profession and the Community: TT 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 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, TT faculty 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 TT faculty apply for tenure and promotion, they should have an activity related to service to the profession and an activity related to service to the community.