

Mexican American Studies Program
(AR, PTR, WORKLOAD AND LECTURER REVIEW POLICIES)

ANNUAL REVIEW:

Teaching

Meet Expectations: 80% or greater AVERAGE in the agree/strongly agree categories on student evaluations and/or 4.0 weighted AVERAGE or better PLUS required number of Peer Teaching Observations which indicate reflection and improvement attempts for teaching as judged by those reviewing the dossier

Exceed Expectations: 90% or greater AVERAGE in the agree/strongly agree categories on student evaluations and/or greater than 4.5 weighted AVERAGE PLUS required number of Peer Teaching Observations which indicate reflection and improvement attempts for teaching as judged by those reviewing the dossier PLUS required AND additional evidence of commitment to teaching effectively (workshops, curriculum/course design, mentoring students in research, thesis, etc.).

Scholarship/Research:

Excellence in research and creative activity is defined by a variety of factors, including but not limited to the quality and significance of publications and creative works, as judged by peer review. For purposes of this standard, peer review includes review/adjudication by independent and external nationally and internationally recognized experts in the faculty member's field.

Research Track Faculty

Meet Expectations: Evidence of submitted blind peer-reviewed scholarly journal article, book review, encyclopedia entries, etc. or demonstrated progress towards publishing a peer-reviewed monograph/book by a reputable scholarly or university press and/or professional presentation at a national or international meeting through peer-reviewed abstract. A submitted work may be claimed only once, e.g. a paper that is claimed upon first submission to a venue cannot be claimed again if resubmitted after a decision of "revise and resubmit" or if it is submitted to a second venue. However, it can be claimed as a publication once published or accepted for publication.

Exceed Expectations: A PUBLISHED blind peer-reviewed scholarly journal article AND/OR peer-reviewed monograph/book published by a reputable scholarly or university press OR submitted and reviewed (receiving positive reviews) external grant.

Teaching Track Faculty

Meet expectations: Demonstrated progress towards publication of a blind peer-reviewed scholarly journal article, monograph or other scholarly written product, grant proposal or the

submission of a scholarly presentation proposal to an international, national or regional professional venue.

Exceed expectations: Publication of a scholarly product, or a submitted and reviewed external grant (receiving positive reviews) or a scholarly presentation at an international, national or regional venue

Service:

Meet Expectations: Service on a minimum of TWO DEPARTMENT committees AND additional service to the university (College or University committee, Assessment, Student Organization, etc) AND annual service to either the community or the profession

Exceed Expectations: Service on more than TWO DEPARTMENT committees AND additional service to the university (College or University committee, Assessment, Student Organization, etc) AND annual service to the community AND annual services to the profession OR multiple services to either the community or the profession

POST TENURE REVIEW:

Teaching

Meet Expectations: consistent 80% or greater AVERAGE in the agree/strongly agree categories on student evaluations and/or 4.0 weighted AVERAGE or better PLUS required number of Peer Teaching Observations which indicate reflection and improvement attempts for teaching as judged by those reviewing the dossier

Exceed Expectations: consistent 90% or greater AVERAGE in the agree/strongly agree categories on student evaluations and/or 4.5 weighted AVERAGE or better PLUS required number of Peer Teaching Observations which indicate reflection and improvement attempts for teaching as judged by those reviewing the dossier PLUS additional evidence of commitment to teaching effectively (workshops, curriculum/course design, mentoring students in research, thesis, etc)

Scholarship/Research:

Excellence in research and creative activity is defined by a variety of factors, including but not limited to the quality and significance of publications and creative works, as judged by peer review. For purposes of this standard, peer review includes review/adjudication by independent and external nationally and internationally recognized experts in the faculty member's field.

Meet Expectations: Evidence of submitted blind peer-reviewed scholarly journal article, scholarly book review, scholarly encyclopedia entries, and/or professional presentation at a

national or international meeting through peer-reviewed abstract annually of which a minimum of TWO must be PUBLISHED blind peer-reviewed scholarly journal articles or equivalent within the 6 year period under review.

Exceed Expectations: MORE THAN TWO Published work as stipulated in MAS T&P guidelines scholarly peer-reviewed journal articles, book chapters AND/OR peer-reviewed monograph/book published by a reputable scholarly or university press AND/OR submitted and reviewed external grant (receiving positive reviews).

Service:

Meet Expectations: consistent service on a minimum of TWO DEPARTMENT committees AND additional service to the university (College or University committee, Assessment, Student Organization, etc) AND annual service to either the community or the profession

Exceed Expectations: consistent service on more than TWO DEPARTMENT committees AND additional service to the university (College or University committee, Assessment, Student Organization, etc) AND annual service to the community AND annual service to the profession

Lecturer Promotion:

Lecturers are teaching faculty and, in order to be promoted, must EXCEED expectations in Teaching and one other area plus meet expectations in the third. For reappointment, lecturers must MEET expectations in teaching and service.

Teaching

Meet Expectations: 80% or greater AVERAGE in the agree/strongly agree categories on student evaluations and/or 4.0 weighted AVERAGE or better PLUS required number of Peer Teaching Observations which indicate reflection and improvement attempts for teaching as judged by those reviewing the dossier

Exceed Expectations: 90% or greater AVERAGE in the agree/strongly agree categories on student evaluations and/or greater than 4.5 weighted AVERAGE PLUS required number of Peer Teaching Observations which indicate reflection and improvement attempts for teaching as judged by those reviewing the dossier PLUS required AND additional evidence of commitment to teaching effectively (workshops, curriculum/course design, mentoring students in research, thesis, etc)

Scholarship/Research:

Meet Expectations: Evidence of attendance of conferences such as FESTIBA or within a department brown bag or other efforts toward research and scholarship, including research to improve teaching performance, OR professional presentation at a local, state, or regional professional meeting would meet expectations as the CLA recognizes lecturers are primarily teaching faculty

Exceed Expectations: Evidence of scholarship and research in either national, international meeting through peer-reviewed abstract or local meetings such as FESTIBA or within a department brown bag or other efforts toward research and scholarship, including research to improve teaching performance, OR professional presentation at a local, state, or regional professional meeting would meet expectations as the CLA recognizes lecturers are primarily teaching faculty OR publication such as blind peer-reviewed scholarly journal article AND/OR peer-reviewed monograph/book published by a reputable scholarly or university press OR submitted and reviewed external grant.

Service:

Meet Expectations: Service on ONE DEPARTMENT committees AND/OR additional service to the university (College or University committee, Assessment, Student Organization, etc) AND annual service to either the community (such as presentation locally at FESTIBA or HESTEC, etc) OR service to the profession/MAS field (ex: organizing/attending events, curriculum development) OR serving on local organization's committees, OR reviewing articles for a journal, assisting in editing for a professional newsletter, blog, etc)

Exceed Expectations: Service TWO or more PROGRAM committees OR additional service to the university (College or University committee, Assessment, Student Organization, etc) OR annual service to the community Or annual services to the profession OR multiple services to either the community or the profession

Workload Policy

The UTRGV Mexican American Studies program values the efforts of its faculty in the areas of teaching, scholarship and service. In order to better ensure a more equitable distribution of teaching and scholarship faculty workloads, the Mexican American Studies Program hereby adopts the following UTRGV College of Liberal Arts POLICY as described below:

1. This POLICY applies only to Tenured Faculty. All Tenure-Track faculty are expected to maintain an active research/scholarship program and produce published works on a regular basis in line with department/program standards leading to tenure. Lecturer faculty are hired to provide important capacity to meet teaching needs and this policy does not apply to them.
2. This College POLICY is based on the annual reviews of the THREE previous academic years and thus will be updated annually as part of the College level review (i.e., Spring) for the next academic year.
3. College Criteria are based on the Departmental/Program Criteria for Annual Review in the area of Research/Scholarship only. These Departmental/Program Criteria must have been approved by the UTRGV administration for annual review evaluation.

College criteria then are the following:

A faculty member on the 18 hour annual Research Workload whose Annual Review recommendations in the area of Research/Scholarship EXCEED or MEET EXPECTATIONS over two of three consecutive years, **and** does **not** have any recommendations of "UNSATISFACTORY" over said three year period **and** who has produced at least three (3) scholarly products, one (1) of which **must** be a peer reviewed publication in print or in press (not forthcoming), or its equivalent¹, during the three year review period may continue on the research workload. .

A faculty member whose Annual Review recommendation does not meet these criteria will be placed on a 24 hour annual Teaching Track load (teaching load of 12 credits per term) for a period of at least one academic year.

Any tenured faculty member on the Research Track may elect to be on a Teaching Track workload. These assignments will be for one (1) academic year, at a minimum.

¹ This would include demonstrated evidence of progress towards a major publication such as a book, a grant which received peer evaluation whether or not it was funded, etc. It is the responsibility of the faculty member to submit this evidence.

4. A faculty member on the Teaching Track may return to the Research Track workload by:
 - a. submitting a proposal detailing a research plan that will allow them to meet research track expectations in their annual reviews to their Chairperson and Dean. Upon approval by the Chair and Dean, the faculty member may return to the Research Track workload.
 - b. Showing that their scholarship MEETS or EXCEEDS expectations for their department/program Annual Review criteria for scholarship for the previous three years during the annual review process and that they have met the criteria in bullet 3 above.

Each department chair/program coordinator will assign faculty to teaching load based on these criteria unless the department/program has criteria more exacting than these as part of the department/program policies.