



***Vackar College of Business & Entrepreneurship***

**Tenured and Professional Track Annual Review Guidelines**

In accordance with the Board of Regents [Rule 30501](#) and [31102](#), the University of Texas Rio Grande Valley (UTRGV) requires faculty to undergo annual evaluations that follow the schedule in Pathways. These annual evaluations result in the following overall evaluation ratings: Exceeds Expectations, Meets Expectations, Does Not Meet Expectations, or Unsatisfactory.

Department/School annual review guidelines must:

1. Indicate clearly how (a) faculty workload percentages and agreements link with (b) the work/accomplishments completed during the academic year under review to produce (c) an overall evaluation rating.
2. Require faculty to provide a CV
3. Require faculty to provide a summary statement of professional accomplishments (including teaching, research, service, university-related patient care, and/or administration)
4. Require the disclosure of faculty teaching evaluations
5. Require faculty to provide the requisite peer observation of teaching (if necessary)
6. Allow (not require) faculty to provide a statement of professional goals
7. Allow (not require) faculty to provide a professional development plan
8. Allow (not require) faculty to provide any other additional materials they deem appropriate

UTRGV recommends that guidelines reward work that departments/schools value and work that is necessary to complete during the academic year. Departments/Schools may choose to write guidelines that are quantitative (e.g., point based), only require a summary narrative of professional accomplishments, and that require only minimum levels of documentation to help ensure that annual review can be conducted efficiently.

**Comprehensive Periodic Evaluations of Tenured Faculty**

In accordance with UT System's Board of Regents' Rule 31102, UTRGV requires tenured faculty to undergo Comprehensive Periodic Evaluation (CPE) no less often than every six years. For the period under review, departments/schools must require that tenured faculty provide the same information for CPE as they do for annual review in addition to furnishing the evaluations from the previous years that are under review. Department/school guidelines should seek as much detail and documentation as needed to apply the standards of judgment, but not so much as to impose additional burdens.

CPE shall result in the following overall evaluation ratings: Exceed Expectations, Meets Expectations, Does Not Meet Expectations, or Unsatisfactory. Department/School guidelines must indicate clearly how previous annual evaluation ratings from the years under review are combined to issue an overall rating for CPE. Department/School guidelines must identify if there are any cumulative benchmarks in the categories of evaluation that tenured faculty must meet to demonstrate the successful, high-quality record of sustained productivity and professionalism that is required of tenured faculty at UTRGV.



### **Minimum Criteria in Teaching**

The following minimum criteria helps guide 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.

At RCVCOBE, annual performance is evaluated using a point-based Annual Review Instrument. The instrument is currently generated by the Faculty Portfolio Tool (FPT) based on information provided and verified by the faculty member in the "Activities" tab, by the deadline set in UTRGV Pathways. For more information about the Annual Review Instrument, please visit [the Annual Faculty Performance Evaluation form](#) and your FPT account ("Reports" tab).

#### **Criteria 1: Faculty must demonstrate basic teaching requirements.**

**Guideline:** *Faculty must post the syllabus for each course taught on the approved online platform by the university's deadline, attend all scheduled class meetings except under extenuating circumstances, and hold at least one office hour per week, in-person or online for each three-credit course. The faculty must meet these basic requirements to (1) receive three points or higher teaching performance score and (2) meet or exceed overall performance evaluation.*

#### **Criteria 2: Faculty must demonstrate their commitment to continuously improving teaching effectiveness through students' and peers' feedback.**

**Guideline:** *Each year, the average of the faculty's student teaching evaluation from all the courses taught is reported from the university or college's approved online platform. Faculty must continuously use these students' and peers' feedback (obtained every year or three years, depending on the faculty's classification and title) to improve teaching effectiveness in course design and delivery. Faculty must demonstrate steps for continuous improvement in teaching.*

#### **Criteria 3: Faculty must demonstrate their commitment to teaching innovation and accomplishments.**

**Guideline:** *Faculty must demonstrate their commitment to teaching innovation through course design and delivery using best pedagogical practices. Innovations may include developing new courses, incorporating service learning, experiential learning, or integrating discipline-relevant software and technology. Additional indicators are outlined in the Annual Review Instrument. Faculty may enhance student engagement through activities such as collaborative international learning, self-created exams, writing-intensive assignments, student research, or course redesign based on learning outcomes. Many of these contributions—along with participation in professional development—are also reflected in the Annual Review Instrument. Faculty accomplishments may further include major teaching awards at the university or departmental level, external teaching grants, and presentations on pedagogy.*

#### **Criteria 4: Faculty must document their teaching effectiveness, innovation, and accomplishments.**

**Guideline:** *Faculty must use the Teaching Narrative section in the approved online platform to substantiate their teaching efforts provided in criteria 1 to 3. Pieces of evidence to showcase these efforts include but are not limited to students' evaluation comments with no edits, peer observations of teaching, syllabi, and samples of assignments or assessments. The department/school committee or chair/director can award up to five points for the teaching narratives.*



### **Minimum Criteria in Research, Scholarship, and/or Creative Works**

The following minimum criteria helps guide 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 existence of a national reputation, their consistent record of accomplishment with increasing significance and impact, the sustainability and trajectory of their research/creative agenda, their scholarly independence, and the quality and impact of their work.

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Research is evaluated using the sum of the assessments in five areas during the past three academic years based on dates of publication acceptance: Journal Publications, Academic Conferences, Scholarly Book Publications, Research Grant Funding, and Other Scholarly Activities and Outcomes.

#### **Criteria 1: Journal Publications**

**Guideline:** *Faculty must demonstrate research accomplishments by publishing their research in reputable journals in their field as per the approved target journal list of RVCBE. Journals are categorized as Elite, High Impact, Medium Impact, and peer-reviewed journals.*

#### **Criteria 2: Academic Conferences**

**Guideline:** *Faculty should publish and present their initial research in influential conferences in their field to disseminate their research among scholars, receive feedback, and promote the standing and stature of UTRGV and RVCBE as an eminent institution producing high quality research. The following activities are recognized: 1. best paper award in refereed international, national, or regional conference, 2. refereed international, national, or regional conference presentations or proceedings, 3. best paper award in other refereed conference, and 4. other presentations or proceedings.*

#### **Criteria 3: Scholarly Book Publications**

**Guideline:** *Faculty may publish their research as book publications. The following activities are recognized: 1. scholarly book publication, first edition, 2. scholarly book publication, subsequent edition, 3. scholarly textbook, first edition, 4. scholarly textbook, subsequent edition, 5. peer-reviewed scholarly book chapter in an edited book, and 6. book chapter in an edited book without peer review. For non-tenure track faculty, discipline-relevant rather than scholarly book publications are accepted.*

#### **Criteria 4. Research Grant Funding**

**Guideline:** *Faculty are encouraged to apply for and win grants to fund their scientific research with the purpose of identifying and developing new knowledge. The following activities are recognized: 1. external grant award, 2. internal grant award (e.g., University FRC), 3. application to a major (e.g., NSF) research grant agency, and 4. grant maintenance activities, e.g. annual report for multi-year grants.*

#### **Criteria 5: Other Scholarly Activities and Outcomes.**

**Guideline:** *Faculty may seek to receive recognition for their research accomplishments by participating in competitive research awards. They may publish research that is relevant to the local region and explore making instructional media contributions. The following activities are recognized: 1. university or higher research award, 2. college or department research award, and 3. reported research impacting the RGV and beyond.*

**Minimum Criteria in Service and Shared Governance**

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

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**Criteria 1: Faculty must demonstrate commitment to serving university operations and shared governance.**

**Guideline.** *Faculty members should contribute to the university community by actively serving in departmental, college, and university committees to further university operations and shared governance. Contribution can include, but is not limited to, serving as a committee chair/member, mentoring junior faculty, and engaging in peer review of teaching.*

**Criteria 2: Faculty must demonstrate commitment to serving students.**

**Guideline.** *Faculty members should actively contribute to students’ community and learning. Contribution can include, but is not limited to, serving as student organization advisor, mentoring students in competitions, field trips, and community activities, and supporting students’ continued education and career progression.*

**Criteria 3: Faculty are encouraged to actively contribute to the local community.**

**Guideline.** *Faculty are encouraged to seek opportunities to contribute to the RGV local community. Contribution can include, but is not limited to, organizing and engaging in workshops and conferences, presenting at K-12 schools and related events, participating in field-relevant media contributions, participating in field-relevant consultation, and engaging with local chapters of professional organizations in the faculty member's field.*

**Criteria 4: Faculty must demonstrate their commitment to serving academia.**

**Guideline.** *Faculty members should use their knowledge, experience, skills, and abilities to benefit the broader academic community. Contribution to academia can include, but is not limited to, serving as editor, editorial review board members, and/or reviewer for high-quality outlets and funding agencies, and serving as chair and/or track chair for recognized conferences.*