The University of Texas
Rio Grande Valley

Vackar College of Business & Entrepreneurship

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.

<u>Service to the Profession and the Community</u>: 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.

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<u>**Minimum Criteria in Teaching**</u>
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.

Criteria 1: Faculty must demonstrate their commitment to meeting basic teaching requirements.
Guideline: *NTT faculty must develop a teaching philosophy that demonstrates their vision of education in the academic community, 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.*

Criteria 2: Faculty must demonstrate their commitment to the development of pedagogy and teaching practices.
Guideline: *NTT faculty must demonstrate their effort in developing course design and delivery. In doing so, they must develop their instructional portfolio by employing best pedagogical practices, which may include, but are not limited to: inviting relevant guest speakers, incorporating experiential learning, engaging in faculty-led student research, utilizing flipped classroom methods, applying participant-centered learning approaches (e.g., case studies), using simulations, integrating open educational resources (OER), and adopting course technology.*

Criteria 3: Faculty must demonstrate their commitment to developing their teaching skills.
Guideline: *NTT faculty must regularly participate in professional teaching development activities that are meant to improve student success inside and outside of the classroom. These activities may include, but are not limited to, participating in professional conferences, serving on thesis committees, conducting pedagogical research in business, attending teaching effectiveness and methods training sessions, workshops, and programs provided by different centers at UTRGV or external providers.*

Criteria 4: Faculty must demonstrate their commitment to the continuous improvement of teaching effectiveness through students' and peers' feedback.
Guideline: *NTT faculty must use students' and peers' teaching feedback to continuously improve teaching effectiveness both in course design and course delivery. Faculty must demonstrate steps for continuous improvement in teaching.*

Criteria 5: Faculty should enhance the achievement of student learning outcomes through effective communication and engagement with students outside the classroom.
Guideline: *NTT faculty should foster a learning environment that promotes faculty-student communication and out-of-class engagement. Faculty can demonstrate this through documenting their effort in encouraging out-of-class communication, and mentoring/supporting students for competitions, research, awards, and professional achievements.*

Criteria 6: Faculty must provide evidence for curriculum alignment and engage in a continuous effort to improve their course curricula.
Guideline: *NTT faculty must establish student learning outcomes for their course curriculum and explain how their course activities, assignments, and assessments contribute to achieving these learning outcomes. Curriculum improvement includes, but is not limited to, adjusting course content to align with the changing needs of the business landscape, including ethical and sustainability considerations, and adopting and using new technological advancements.*

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<u>Minimum Criteria in Research, Scholarship, and/or Creative Works</u> *(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.

Criteria 1: Faculty must demonstrate sustained productivity.
Guideline: *NTT faculty with a research component in their workload are encouraged to have an active research agenda with papers in different stages of development (e.g., data collection stage, under initial submission, second/third-round review, etc.). The suggested outlets for publishing their research include, but are not limited to, peer reviewed academic in journals in RVCOBE's approved journal list, as well as professional journals, books, book chapters, and conference proceedings.*

Criteria 2: Faculty must demonstrate scholarly independence.

Guideline: *NTT faculty should provide evidence of scholarly independence by clearly explaining their specific roles and contributions in co-authored research projects.*

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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.

Criteria 1: Faculty must demonstrate their commitment to serving student success.

Guideline: *NTT faculty must demonstrate strong orientation towards student success. For example, NTT faculty can engage in initiatives that include, but not limited to, serving as advisors of student organizations, internships, service and experiential learning, and/or international experiences, as well as participation in recruitment and professional events at the community, university, college and/or department levels, and promoting students' professional and academic aspirations.*

Criteria 2: Faculty must demonstrate their commitment to serving the university community and operations.

Guideline: *NTT faculty must contribute to the university community by actively taking part in departmental, college, and university committees. Service plans and opportunities should be discussed with the faculty departmental chair. Service 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.*

Criteria 3: Faculty must demonstrate their commitment to serving the profession and the community.

Guideline: *NTT faculty are encouraged to apply their knowledge, skills, and abilities to benefit the broader academic, professional, and local communities. This contribution may include, but is not limited to, reviewing manuscripts and/or grant proposals, writing book reviews, and/or serving in professional organizations (for example, committee work and/or conference planning), agencies, non-profit community organizations, and/or advisory boards that reflect their professional expertise.*