

College of Sciences
The UTeach Rio Grande Valley Program
Three-Year Professor in Practice Annual Review Guidelines, Policies,
Criteria, and Procedures

1. PURPOSE, GUIDELINES AND POLICIES

The UTeach Rio Grande Valley Program in accordance with The University of Texas Rio Grande Valley (UTRGV) policies and UT System Regent's Rules supports a system of annual evaluation for all full-time Professors in Practice for the purpose of improvement of faculty performance, promotion and merit considerations. All UTeach RGV Program Professors in Practice are evaluated annually. Under special circumstances, such as approved leave, the annual review may be delayed with the approval of the EVPAA.

UTeach Professors in Practice must submit a Faculty Review Dossier (FRD) annually following the approved guidelines. The annual review will be conducted by the UTeach Rio Grande Valley Program Annual Review Committee for Professors in Practice.

All Professors in Practice will submit a Faculty Review Dossier (FRD) as per the guidelines provided by the Division of Academic Affairs. The material to be included and the organization of the FRD should conform to the Instructions for Preparation of Faculty Review Dossiers (i.e. the institutional format guide available here: <https://www.utrgv.edu/academicaffairs/files/documents/faculty-resources/utrgv-format-for-faculty-review-dossier.pdf>).

2. RESPONSIBILITIES OF THE ANNUAL REVIEW COMMITTEE FOR PROFESSORS IN PRACTICE

The elected UTeach RGV Program Annual Review Committee for Professors in Practice will evaluate all Professors in Practice in the program for whom annual evaluation is required, and will review program level appeals by Professors in Practice. For the purpose of reviewing committee members, the committee member will recuse himself from the process. Each committee member will evaluate all Professors in Practice. The committee will then discuss cases where there is substantial deviation in the individual evaluations, and at the end of the discussions each committee member will decide independently whether or not to revise his or her evaluation. The individual committee member evaluations are combined into a committee decision on the overall rating and overall score.

2.1 Committee structure and selection

The UTeach RGV Program will select its Annual Review Committee for Professors in Practice in accordance with the following conditions:

1. The UTeach RGV Program Co-Director/Project Manager from the College of Sciences and the UTeach RGV Program Co-Director from the College of Education and P-16 Integration are excluded from membership on the Annual Review Committee for Professors in Practice. The

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UTeach RGV Program Co-Director/Project Manager from the College of Sciences shall serve the role of the program (department) chair for the subsequent level of annual review.

2. The Annual Review Committee for Professors in Practice will be composed of at least three committee members. All UTeach RGV Program Professors in Practice with a minimum of 3 years' experience with the UTeach RGV Program are eligible for membership on the committee. Each year, three new members will be elected to serve a term of one academic year. At the end of the one-year term, the committee member will be eligible for re-appointment after one year. In the event of a vacancy, the committee will appoint another UTeach RGV Program Professor in Practice to fill the vacated position.

3. The UTeach RGV Program Co-Director/Project Manager from the College of Sciences shall call a meeting of all UTeach RGV Program Professors in Practice during the Spring semester to determine the Committee members for the following academic year.

4. After the membership of the Annual Review Committee for Professors in Practice has been constituted, the Committee members will elect a Professor in Practice of the Committee to chair the Committee for a one-year term.

3. EVALUATION CRITERIA

Professors in Practice have no research/scholarship expectations and therefore will not be evaluated on research/scholarship.

3.1 Teaching, Field Supervision and Professional Development Effectiveness (80%)

Metrics for *teaching, field supervision, and professional development* effectiveness may include student evaluations of teaching, peer review of teaching, teaching awards and honors, and activities that promote student learning.

The goals of the peer review of teaching are to improve teaching and student learning while serving as a tool for mentoring. The outcome of the faculty peer observation process shall be a reflective summary by the faculty member describing any steps taken or changes made towards the enhancement of teaching and improvement of student learning. The guidelines for peer review of teaching can be found at <https://www.utrgv.edu/academicaffairs/files/documents/faculty-resources/utrgv-guidelines-for-faculty-peer-observation%20of%20teaching.pdf>

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To meet expectations in teaching, field supervision, and professional development requires that all of the following are met by the faculty member annually:

- instructed assigned workload each semester unless the faculty member obtains leave/approval from the UTeach RGV Program Co-Director from the College of Sciences and the Dean;
- attended assigned courses on time, arranged for a replacement or notified the class if unable to meet on a scheduled class meeting, notified the Co-Director from the College of Sciences of a missed class meeting, or did not arbitrarily cancel classes without proper notification;
- regularly utilized allotted course period, i.e. did not regularly dismiss classes more than 10 minutes early;
- provided a clear, concise course syllabus no later than the end of the first week of classes;
- assigned grades based solely on performance of students;
- demonstrated comprehensive and current knowledge of course content;
- maintained a professional attitude and appearance in the classroom;
- maintained office hours, were available to assist students, as needed, and encouraged students to use this time to seek help and to resolve questions or concerns;
- received satisfactory student evaluations (i.e., close to 80% of the students agree and/or strongly agree with the assigned evaluation questions on average in all classes unless there are extenuating circumstances such as, but not limited to, a faculty member implementing a new pedagogical approach for the first time);
- received satisfactory peer review of teaching on the most recent evaluation and provided evidence of faculty member's reflection on the peer review recommendation(s) (i.e., in the annual review dossier narrative);
- attended all field experience observations, unless extenuating circumstances existed; if unable to attend, the faculty member secured another faculty member to attend instead, or notified the Co-Director from the College of Sciences within a reasonable time;
- provided timely feedback to students regarding their field experience;
- met and planned with students to prepare for their field experience, as needed;
- met with school district mentor teachers and administrators, as needed;
- recruited mentor teachers, developed and conducted mentor teacher trainings each semester, and assisted with related documentation;
- coordinated students' teaching teams and field placements;
- worked collaboratively with other UTeach RGV Program Professors in Practice to update, improve, and align courses;
- provided UTeach RGV Program Induction support for assigned UTeach graduates for the first two years of their teaching as in-service teachers;

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- attended at least one professional development activity annually related to pedagogy or STEM content; and
- regularly attended UTeach RGV Program meetings.

To *exceed expectations* in *teaching, field supervision, and professional development* requires that, in addition to the criteria described in the *meets expectation* section above, the faculty member achieves at least one (1) of the following annually:

- won a significant teaching/mentoring award;
- on student evaluations of teaching, the sum of the agree and the strongly agree categories was at least 90% averaged across all classes during the review year;
- participated in two or more professional development activities to enhance competencies; or
- grant or scholarship funding related to professional development.

3.2 Professional Service (20%)

Metrics for *professional service* effectiveness should include UTeach RGV Program Professor in Practice's contributions to student, staff, faculty, program, department, college, university, professional, and community success. Service activities may include, but are not limited to, numbers of committees, student recruitment events, judging events, community outreach and engagement events, and reviewer or editorship activities.

To *meet expectations* in *professional service* requires that *all* the following are met annually:

- positive contribution to at least one committee per year at any level within the university;
- serves on program committees, as needed;
- provides service to their profession such as, but not limited to, active membership in professional associations at any level, serving on committees within professional associations at any level, presentations for your profession at conferences, etc.; and
- provides service to the community such as volunteering in the local community.

To *exceed expectations* in *professional service*, the Professor in Practice should fulfill all the requirements for *meets expectations* outlined above and demonstrate at least one of the following:

- serve as an officer within a professional association or board at any level;
- serve on a professional committee or board outside the university;
- receive a service award at the college, university, local, state, regional, national, or international level;
- engage in the local community as a leader in a community organization;

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- present at a conference, workshop, training, etc. related to pedagogy or STEM content for participants other than UTeach RGV Program students; or
- the faculty member may make a case with the Co-Director from the College of Sciences for recognition and substitution of other forms of service.

Participation in research/scholarship is not required for Professors in Practice, but participation can be considered part of *professional service* and may include:

- peer-reviewed research publications or other acceptable forms of scholarly output such as book chapters and books, professional journal articles;
- invited and contributed presentations at professional meetings/conferences;
- grant funding related to research;
- conference presentations at any level; or
- the faculty member may make a case with the Co-Director from the College of Sciences for recognition and substitution of other forms of research or scholarship.

4. FACULTY WORKLOAD ADJUSTMENT AND ANNUAL EVALUATION

Deviations in percent appointment in *teaching, field supervision, and professional development* and *professional service* may occur annually and must be pre-approved by the Co-Director from the College of Sciences and the Dean of the College.

5. PATHWAYS FOR REVIEW DEADLINES

The pathways for review deadlines can be found at

https://www.utrgv.edu/academicaffairs/_files/documents/faculty-resources/utrgv-pathways-deadlines-2017-2018.pdf; the general pathways for each academic year can also be found online on the Faculty Resources page under Faculty reviews at:
<https://www.utrgv.edu/academicaffairs/faculty-resources/>

6. OVERALL RATING

An *overall exceeds expectations* rating on the annual review can be earned by receiving *exceeds expectations* rating in both competency areas (*teaching, field supervision and professional development* and *professional service*). An *overall meets expectations* rating is earned by receiving a *meets expectations* rating in both competency areas or an *exceeds expectations* rating in any one and a *meets expectations* rating in the other competency area. An *overall does-not-meet expectations* or *unsatisfactory* rating will be assigned when a Professor in Practice receives a *does not meet expectations* or an *unsatisfactory* rating in any one or more of the two competency areas, respectively.

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7. OUTCOMES OF THE ANNUAL REVIEW

Annual review is used for identifying any needs for improvement of Professors in practice performance and for consideration of merit. If a Professor in Practice receives a rating of *does not meet expectations* in either of the two competency areas at any level of review, the Professor in Practice will be assigned an *overall does not meet expectations* rating. Such Professors in Practice must meet with the Co-Director from the College of Sciences and the Dean to develop an action plan to address any weaknesses or concerns. The action plan may include teaching development workshops, counseling, mentoring in service activities, etc. The progress of the Professor in Practice towards meeting the goals of the plan will be monitored through the annual evaluation process. Failure to meet the goals and benchmarks laid out in the action plan may result in further actions.

If a Professor in Practice receives *does not meet expectations* rating in both of the competency areas, the annual performance review will be marked *unsatisfactory*. Such Professor in Practice will meet with the Dean, who in consultation with the Co-Director from the College of Sciences may recommend a change in the workload of the Professor in Practice or recommend additional actions to the EVPAA. Professors in Practice whose *overall* performance is *unsatisfactory* for two consecutive annual reviews will be subject to a comprehensive review and appropriate action.

An *unsatisfactory* rating means failing to meet expectations for the Professor's in Practice unit, rank, or contractual obligations in such a manner that reflects disregard of previous advice or other efforts to provide remediation or assistance, or involves *prima facie* professional misconduct, dereliction of duty, or incompetence. If the overall result of a comprehensive performance review is *unsatisfactory* due to the disregard of previous advice or other efforts to provide remediation or assistance, or involves *prima facie* professional misconduct, dereliction of duty, or incompetence, an additional review by the EVPAA or designee will be conducted to determine if good cause exists for termination under Regents' Rules 31008 and 31102.

8. APPEALS

Professors in Practice can appeal the program level outcomes, and if not satisfied, may request a review by the College Annual Review Committee which will make a recommendation to the Dean. The Dean's decision is final. All appeals are made by filing a written request for reconsideration within ten working days of receiving a written copy of the evaluation at that level.

This document may be subject to revision.