University Procedure 12.07.99.C0.01 outlines provisions for Professional Track Faculty positions. University College employs a number of non tenure-track, full-time, professional track faculty whose primary university role is teaching the First-Year Seminar courses (UNIV 1101 and UNIV 1102) within the First-Year Learning Communities Program and Honors Program courses. As members of the university faculty these individuals specialize in teaching, mentoring, advising, supporting, and retaining first-year or honors students. Each semester, University College faculty work collaboratively with faculty from other university departments to design and to implement an integrative, high-impact academic experience that fosters student success. While primary role of the faculty is teaching, they dedicate a considerable amount of their time outside the classroom cultivating supportive relationships with students and connecting them to appropriate university resources.

This document outlines the rules and procedures for promotion within the non-tenure, professional track ranks of Professional Assistant Professor, Professional Associate Professor, and Professional Senior Professor for these faculty.

Every new faculty member will be given a copy of these personnel rules and procedures, together with the relevant University Rules, Procedures, and Statements during their first regular semester of employment by the Dean or Associate Dean of University College, who will explain and discuss them.

1. ELIGIBILITY

1.1. Eligibility for Professional Assistant Professor

1. Academic Preparation
   Holds an earned doctorate or equivalent terminal degree; is in the final stages of a doctoral dissertation, or terminal degree project; or holds a Masters degree with a minimum of 18 graduate hours; or holds a Masters degree and possesses the appropriate knowledge base as demonstrated in prior professional/work experience with first-year or honors students.

2. Experience
   One year prior teaching experience in a university setting or related professional/work experience with first-year or honors students.

1.2. Eligibility for Promotion to Professional Associate Professor

1. Academic Preparation
   Holds an earned doctorate or equivalent terminal degree.

2. Experience

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1 In the event of a conflict with these rules and procedures, University Rules take precedence.
Has at least five years experience in full-time university teaching in the rank of Professional Assistant Professor, or equivalent/higher. Prior equivalent full-time service may be included as a portion of experience if agreed to in writing at the time of initial appointment.

1.3. Eligibility for Promotion to Professional Senior Professor

1. Academic Preparation
   Holds the earned doctorate or equivalent terminal degree.

2. Experience
   Has at least five years in full-time university teaching including five years in the rank of Professional Associate Professor or equivalent/higher.

2. Consideration for Promotion
Faculty members will request that they be considered for promotion during the academic year in which they believe the appropriate education, experience, teaching, scholarship/creative activity, and service standards will be met.

To be considered for promotion, the candidate must send a letter to the Dean of University College by May 1 of the academic year in which the faculty member desires consideration. The Dean of the College must certify that the appropriate education and experience standards have been met, and must respond to the faculty member in writing within two weeks. Should the Dean of the College fail to certify that appropriate education and experience standards have been met, the faculty member has the right to appeal the case to the Provost/Vice President for Academic Affairs, who shall respond to the faculty member in writing within two weeks. Inadvertent omissions from eligibility lists may be corrected without appeal. Promotion shall be consistent with provisions for equal employment opportunity. Candidates must submit their Promotion in Rank Portfolio and all supplemental files to the Dean’s Office by Sept 21. The Dean of the College will then be responsible for making these files available to reviewing faculty.

Candidates for promotion in rank will submit a Promotion in Rank Portfolio. Portfolios must consist of no more than one 4-inch binder or electronic equivalent. In assembling their evaluative portfolio, candidates should focus on demonstrating quality. It must include, in the following order:

Section I. A letter from the Associate Dean of the college, noting the nature of the appointment (percent teaching, scholarship and/or creative activity, service – including semi-administrative and administrative duties) and any changes in those duties over time.

Section II. An executive summary (2 pages maximum) that clearly illustrates how the candidate’s qualifications meet each of the requirements of teaching, scholarship and/or creative activity, and service. Candidates are reminded that quality, impact, and significance of accomplishments are of primary importance.

Section III. A current curriculum vitae.

Section IV. Copies of annual or other evaluations from the candidate’s immediate supervisor for the time period under review. This tab should be created by the faculty member and the documents will be inserted by the office of the Dean.
Section V. Evidence of excellence in teaching.
1. A statement of teaching philosophy and growth (2 pages maximum) discussing improvements, innovations, and changes initiated during the period under review.
2. An account of teaching assignments and teaching loads, by semester, during the period under review.
3. Student evaluations, peer review of teaching effectiveness, sample course syllabi, and other documentation regarding teaching, such as summaries of teaching innovations, handouts, new course development, samples of student work, and other activities relating to teaching effectiveness and teaching quality. Please note that the tab for student evaluations should be created by the faculty member and the student evaluations will be inserted by the office of the Dean.

Section VI. Evidence of excellence in scholarly and/or creative contributions.
1. A statement explaining contributions and success in these areas (2 pages maximum).
2. Documentation demonstrating excellence and contributions to scholarly and/or creative activities.
3. Any external letters of evaluation, if required by program or disciplinary criteria, should be solicited from reviews at peer or aspirational institutions who are clear leaders in their field as described by guidelines of the discipline.

Section VII. Evidence of excellence in service.
1. A statement explaining leadership and service contributions (2 pages maximum).
2. Documentation demonstrating excellence and leadership in service.

Section VIII. Other documentation the candidate wishes to provide.

The University College Dean’s office shall be responsible for reconciling differences between program practices and university policies concerning placement of course evaluations in the candidate’s evaluative portfolio.

The University College Dean’s office shall be responsible for formulating and distributing guidelines that assist faculty members in documenting their activities in their evaluative portfolios. Understanding that the promotion process provides for review by individuals outside of the candidate’s field of expertise, candidates should make every effort to provide context and explanations relating to their documentation and evidence of excellence suitable for non-specialists.

3. Promotion Review Process/ Timeline

1. University College shall have a Promotion Committee consisting of the following:

   1. The College Promotion Committee, which consists of three full/senior or associate professors who each serve staggered, non-consecutive two-year terms, advises the Dean on individual faculty promotion decisions and on faculty personnel decisions in general. The Dean shall appoint the faculty to the committee and the committee will elect the Chairperson each year. All faculty must be of higher rank than the promotion candidate(s). If there are not three faculty members in UC who fit these requirements, appropriate full/senior professors from outside colleges who work closely with UC may
serve on the Promotion Committee. University policy specifically prohibits Department Chairs or Associate Deans from serving on this committee. The Committee:

a. makes recommendations to the Dean regarding the granting of promotion as outlined in university rules (12.07.99.C0.01) and in the UC Policy on Promotion;
b. informs in writing the concerned faculty of its recommendation and the reasons for that recommendation;
c. suggests to the faculty changes in personnel policy and procedure that are deemed useful, and recommends any necessary changes in them;
d. reports to the faculty regarding the procedures and criteria used in making personnel recommendations.

2. By **September 15**, the Dean of the College (or designee) shall convene a meeting of the College Promotion Committee, at which time the University College promotion policies will be reviewed and a Chair of the College Promotion Committee will be elected.

3. The Chair of the Promotion Committee shall call subsequent meetings, allowing for at least five (5) working days of written notice. The University College Dean may not be present during any of these subsequent meetings.

4. Promotion Committee letters of recommendation are submitted to the Dean no later than **October 21** to recommend to grant or to deny promotion. Decisions must be based upon the written measures of the program (if applicable) and the university. In the letter, the committee shall document and explain the results of the review. All members of the committee shall sign this report.

5. Upon the receipt of this report, the University College Dean is encouraged to consult with the committee regarding its recommendation.

6. Before **November 26**, the University College Dean (or their designee) will meet with the candidates to review all recommendation letters. Dean recommendation letters placed in portfolios. The University College Dean will then respond in writing the final decision to either grant or deny promotion. Decisions must be based upon the written measures of the program (if applicable) and the university.

7. Within two business days of this meeting, the candidate may submit a response of no more than two pages to the recommendations of the Program Promotion Committee and the University College Dean. This response shall indicate concurrence or non-concurrence with the recommendations.

8. Portfolios are moved to the Provost’s Office by **December 1**. After verifying that portfolios are complete, they are sent to the University Promotion and Tenure Committee for review.

4. **Recommendation to the University and the A&M System Board of Regents**

Following University Rule 33.99.04.C0.02 (“Promotion of Tenured and Tenure-Track Faculty Members”), the candidates will then be reviewed by the University Promotion and Tenure Committee, the provost, and the president, who shall submit his or her recommendation to the Board of Regents.
No faculty member shall be promoted without the approval of the A&M System Board of Regents.

5. Standards for Promotion

Promotion shall be based upon demonstration of progressive effectiveness in teaching, scholarly/creative activities, and service as these activities relate to the candidate's overall effectiveness as a university professional track faculty member. Faculty members are to take the initiative in promoting their own growth in each of these areas. Faculty members progressing from one rank to the next are expected to demonstrate levels of achievement consistent with the increased expectations of their new rank. Faculty must also fulfill faculty responsibilities, as described in University Rule 12.01.99.C0.03 (“Responsibilities of Faculty Members”). The College Promotion and Committee, the University College Dean, and the Associate Vice President for Academic Affairs will place heaviest emphasis on achievements accomplished between the promotion sought and the last received.

Areas of primary emphasis or activity may be selected with due regard to program needs, with the written approval of the faculty member’s Dean, and in the light of requirements for promotion and professional development as cited herein. However, designation of a primary academic development or activity does not exempt the faculty member from any requirements in teaching or in scholarly/creative activity. Only in the area of service may basic requirements be lowered in recognition of sustained exceptional performance in teaching or scholarly/creative activity, and even then, such lowered requirements do not relieve the faculty member from all participation in service activities. If service requirements were lowered at any time during the period under consideration, it is the faculty member’s responsibility to call this approved reduction to the attention of those reviewing the candidacy.

Those reviewing applications for promotion shall apply the following standards and requirements for evidence in a manner consistent with those widely accepted for the development of faculty in the candidate’s area of specialization. For university definitions, see University Procedure 12.01.99.C0.04 (“Descriptions of Teaching, Scholarship and Creative Activity, and Service”).

5.1. Teaching

University College is committed to teaching and to mentoring first-year and honors students as our highest priority. Therefore, teaching effectiveness must count at least eighty percent of the total possible weight in consideration for promotion in all ranks.\(^2\) Teaching includes Knowledge in the Teaching Field, Quality in Teaching, and Advising in the CORE curriculum or discipline.

Teaching encompasses instructional activity as well as those professional development activities aimed at making one a better teacher or at enhancing one’s expertise in teaching first-year and honors students. For professional faculty in University College, one’s field includes maintaining expertise in a specific discipline, as well as high impact pedagogies. Examples of professional development include engaging in the peer review process (discussions with fellow faculty, mentoring, videotaping classes, mid-semester assessments, syllabi swaps, classroom visits, etc.), preparing teaching and/or course portfolios, attending conferences, institutes, and/or workshops directed toward teaching or

\(^2\) If teaching comprises less than eighty percent of a faculty member’s assigned workload, the weight will be adjusted proportionately.
toward maintaining one’s professional accreditation, and undertaking innovative pedagogical practices to stay current in one’s field. The goal of these activities is to improve teaching by gathering information and providing feedback on teaching and by increasing knowledge in one’s field. Recognizing that no single instrument can reliably measure teaching effectiveness, those reviewing the candidacy will conscientiously examine a teacher's content and pedagogy from various perspectives such as student evaluation, peer evaluation, and self-evaluation. Candidates are responsible for supplying sufficient materials for that examination. If the materials are not sufficient, the reviewing body may request that candidates provide further information or documentation. The following statements represent some, but not necessarily all, of the indices used to measure these three perspectives.

a. Self-evaluation
In a written statement of no more than two pages, candidates shall assess their teaching effectiveness, addressing any considerations they think relevant. Candidates are invited to comment on any evidence related to their teaching effectiveness, including student evaluations and peer comments. Additional material evidence to support the self-evaluation of teaching should accompany this statement. These items may include, but are not restricted to, syllabi, handouts, development of instructional websites, examples of student work, videotapes of classroom teaching, any record of student accomplishments outside the University in areas related to instruction, and any evidence of activities to improve knowledge in the discipline or skills as a teacher (conferences or peer assistance).

b. Student Evaluation
Student evaluation forms, comprised of a section for numerical ratings and a section for written comments, are to be administered to every class. The General Information section of the student ratings becomes part of the teacher's permanent file and is to be carefully interpreted by all those involved in the promotion process. In assessing student input, those reviewing the candidate will take into account circumstances that might influence student opinion, such as the difficulty of course materials and assignments, grade distribution, level of course, whether the course is part of the core curriculum or required by the University, class sizes, and whether questions on the evaluation accurately apply to the seminar course and the role of the seminar faculty within the learning community. The breadth of academic non-teaching responsibilities will also be taken into account when reviewing and assessing student evaluations.

c. Peer Review
Peer review allows a supplementary way of providing support for establishing a faculty member's teaching effectiveness, as well as the depth and currency of their knowledge. As such, candidates for promotion are required to secure written peer review(s) of their teaching, and must submit evidence of such review(s) as part of their evaluative portfolio. They may accomplish this through team-teaching, by soliciting classroom visits, and by providing course materials to colleagues for their review. Candidates are expected to take the initiative in making colleagues' input as educated as possible, and should consult with their supervisor and other faculty in selecting appropriate reviewers.

5.2. Scholarly/Creative Activity
In a written statement of no more than two pages, candidates shall describe their scholarship, addressing any considerations consistent with a non-tenure track, professional faculty rank. The Promotion Committee shall consider that scholarship and creative activity is a small fraction of this
teaching-centered position. Candidates are responsible for providing documented evidence that the products of any scholarly/creative activity have met the standards below, and must ensure that those reviewing the file can clearly discern a pattern of engagement in such activity during the period under consideration. Candidates should take particular care to demonstrate the quality of their scholarly/creative activities.

Scholarly/creative activity consists of academic work (productivity which can be documented in the form of research, writing, speaking, artistic production or performance, or in some other appropriate form) that results in expanding the body of knowledge and understanding of the candidate’s academic field. Candidates must demonstrate why any such scholarly/creative activity that falls outside their discipline should merit consideration. Scholarly/creative activity may be achieved singly or in collaboration with others. Such work must result in some clear, externally peer reviewed or peer selected product, and must have involved work that is non-routine, novel, creative, imaginative, ingenious, or original (though not necessarily all of these). It should occur in addition to one’s normal teaching assignment.

Scholarly/creative activity includes academic work (as defined above) in any of three separate, yet interconnected forms: Discovery and Creation, Integration and Teaching, and Application.

a. Discovery and Creation
The scholarship of discovery and creation involves the search for new knowledge in the discipline and for a richer understanding of the academic field. Products of the scholarship of discovery and creation must be externally peer reviewed or selected, and candidates are reminded that the quality of such activities must be demonstrated. A non-exhaustive list of activities includes the following:

1. publications;
2. manuscripts submitted for publication;
3. work in progress;
4. oral convention presentations (e.g. panelist, respondent -- a substantive presentation, not just moderator of panel);
5. art exhibitions;
6. music compositions, performances, and conducting;
7. theatrical performance, direction, design, scripts, and script adaptations;
8. public exhibition of films, tapes directed or produced or otherwise created.

b. Integration and Teaching
The scholarship of integration and teaching emphasizes fitting one’s own research or creative activities, or the similar work of others, into larger intellectual patterns for an external audience. It involves making connections across the disciplines, placing the discipline in a larger context, illuminating data or concepts in a revealing way, and evaluating new pedagogical approaches. Such materials must be externally reviewed or selected, and candidates are reminded that the quality of such activities must be demonstrated. In addition to the more traditional forums for scholarship, such as academic writing, a non-exhaustive list of productivity includes the following:

1. textbooks or parts of textbooks;
2. published writing that makes one’s field accessible to a wider audience, e.g. editorials or articles in popular press;
3. interdisciplinary achievements that advance pedagogy in a manner appropriate to the institutional mission;
4. other instructional materials that advance pedagogy in a manner appropriate to one’s
discipline and/or the institutional mission.

c. Application
The scholarship of application brings learning and knowledge to bear upon the solution of practical
problems. Such scholarship, which must be externally reviewed or selected, flows directly from
one’s professional expertise and would result in a publication, presentation, or other tangible product
amenable to peer review. Typically, such work should be for groups outside the institution or beyond
normal classroom responsibilities. Candidates are reminded that the quality of such activities must be
demonstrated. A non-exhaustive list of activities that relate directly to the intellectual work of the
faculty member includes the following:

1. consultation;
2. technical assistance;
3. policy analysis;
4. external program evaluation;
5. applied or clinical research and assessment and treatment of clinical cases;
6. grant writing;
7. clinics or workshops (presentations, master classes, etc.).

The quality of scholarly/creative activities must be demonstrable in the judgment of the reviewing
body. Types of documentation appropriate to substantiating quality in scholarly/creative activity
include, but are not limited to:

1. recorded recognition by colleagues and professional peers;
2. publishing in refereed and recognized professional journals and presses;
3. invited publications, performances or exhibitions;
4. reviews of performances, books, exhibitions, compositions, applied research;
5. successful grant applications which clearly relate to scholarly/creative activities (as described
above);
6. awards based on professional expertise.

If sufficient documentation is not available to assist the reviewing body in assessing the quality of
scholarly/creative activities, then outside experts in the candidate’s field may be consulted. These
outside experts will be selected only after previous consultation with the candidate and appropriate
professional track faculty with significant years of service to the program.

5.3. Service

In a written statement of no more than two pages, candidates shall describe their service, addressing
any considerations consistent with a non-tenure track, professional faculty rank. The Promotion
Committee shall consider that service is a small fraction of this teaching-centered position. Service
encompasses a variety of professionally related activities through which members of the faculty
employ their academic expertise for the benefit of the University, the community, and the profession.

A. University, College, and Department Service
In the area of service, the College places primary emphasis on service to the University and its
mission. A faculty member provides service to the University through active participation and
leadership in Department, College, and University activities. Examples of these activities include, but
are not limited to:

1. service as an elected Senator or appointment to a University council or committee;
2. service as an elected or appointed member of a College or Department committee;
3. internal program evaluation;
4. completion of a special project for the University, College, or Department;
5. lead author/editor of a major curriculum addition or revision;
6. service on a board, council or committee outside the University by appointment as the University's, College's, or Department’s representative;
7. completion of an institutional research project;
8. grant writing for institutional development;
9. student recruitment;
10. Advising
11. Other service to the University, College, or Department.

B. Professional Service
The College encourages professional service in support of the institution’s mission. These activities must relate to one’s academic field or else be clearly approved by the University. Examples of these activities include, but are not limited to:

1. officer or board member of a professional organization;
2. conference organizer;
3. editor of journal or newsletter;
4. moderator of panel at academic conference;
5. committee membership for a professional association;
6. peer review of professional papers, manuscripts, performances, exhibitions, and presentations.

C. Community Service
The College also encourages community service in support of the institution’s mission. These activities must relate to one’s academic field or else be clearly approved by the University. Examples of these activities include, but are not limited to:

1. serving as an officer or board member of a community organization;
2. giving volunteer assistance to a community organization or project through provision of advice, grant writing, or other application of one's professional expertise;
3. conducting workshops, giving talks or demonstrations locally (may be creative or even expand knowledge, but usually there is no academic peer review to substantiate it);
4. serving on a committee for a local professional association or community organization;
5. judging local competitions;
6. visiting local schools in some professional capacity.

The above definitions and measures will be used in interpreting expectations for each faculty rank as described in the sections on promotion from one rank to another.

6. Criteria for Promotion

6.1. Professional Assistant Professor to Professional Associate Professor
In presenting the list of eligible candidates for promotion to professional associate professor, the
University College Dean certifies compliance with the standards of Eligibility for Promotion to Professional Associate Professor (see 1.2). Reviewing bodies will assess the candidate in the three primary areas of Teaching, Scholarly/Creative Activities, and Service, using the definitions, explanations, and examples described in 5.1 (Teaching), 5.2 (Scholarly/Creative Activity), and 5.3 (Service).

1. Teaching [see also 5.1]

   A. Knowledge in the Teaching Field
   Has a broad knowledge of the field and an in-depth knowledge in one or more parts of the field.

   B. Quality in Teaching
   Must be shown to be a teacher of proven quality. The faculty member has, in the judgment of those reviewing the candidacy, the ability, experience, and expertise to teach undergraduate courses in the College. The candidate must: a) through self-evaluation demonstrate the development and application of effective instructional strategies and techniques; b) show high levels of student satisfaction with average course ratings consistently at or above the “good” (4.0) standard; and c) provide written peer input that addresses teaching quality and effectiveness.

   C. Academic Advisement
   Is familiar with the academic requirements for first-year or honors students, and effectively refers students to faculty, or staff who are experienced in academic advisement. Is familiar with and refers students to appropriate University resources so that they develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. Serves as a mentor for first-year or honors students desiring undergraduate degrees and career entry.

2. Scholarly/Creative Activities [see also 5.2]

   The candidate will have demonstrated a pattern of engagement and productivity in scholarly/creative activities in the form of professional development and continuing education consistent with a non-tenure track, professional faculty rank. A pattern assumes a consistent, on-going set of acts, behaviors, or other observable evidence of scholarly/creative productivity. A well-defined pattern of productivity must be clearly documented in the faculty member’s annual activity reports, vita, and evaluative portfolio. It is the candidate’s responsibility to demonstrate the quality of this record. The University considers scholarly/creative activity to be particularly necessary for those teaching at the graduate level.

3. Service [see also I.A.5.3]

   Has demonstrated a record of responsible and effective service to the Program and the University by serving on committees and/or engaging in special projects consistent with a non-tenure track, professional faculty rank. Should also have participated in professional and/or community service through activities related to the candidate’s discipline or by serving the University mission as expected for non-tenure track, professional faculty.
6.2. Professional Associate Professor to Professional Senior Professor

In presenting the list of eligible candidates for promotion to professional senior professor, the Dean certifies compliance with the standards of Eligibility for Promotion to Professional Senior Professor (see 1.3). Reviewing bodies will assess each candidate in the three primary areas of Teaching, Scholarly/Creative Activities, and Service, using the definitions, explanations, and examples described in 5.1 (Teaching), 5.2 (Scholarly/Creative Activity), and 5.3 (Service).

1. Teaching [see also see also 5.1]

   A. Knowledge in the Teaching Field
   Has a broad knowledge of the teaching field and has developed expertise in one or more parts of that field. Has continued demonstration of interest in improving pedagogical skills.

   B. Quality in Teaching
   Must have demonstrated, in the judgment of those reviewing candidate’s application, maturity and skill in teaching and a proven record of teaching excellence. Will also have assumed leadership in curricular development and issues related to teaching improvement in the discipline. The candidate must: a) through self-evaluation demonstrate the effectiveness of instructional strategies and techniques as well as any role in curricular development and teaching improvement in the discipline; b) show high levels of student satisfaction with average course ratings consistently at or above the “good” (4.0) standard; and c) provide written peer input that addresses teaching quality and effectiveness and the quality of their leadership in curricular development and disciplinary teaching improvements.

   C. Academic Advisement

   Is familiar with the academic requirements for first-year or honors students, and effectively refers students to faculty, or staff who are experienced in academic advisement. Is familiar with and refers students to appropriate University resources so that they develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. Serves as a mentor for first-year or honors students desiring undergraduate degrees and career entry.

2. Scholarly/Creative Activities [see also 5.2]

   The candidate will have a continued pattern of recognized achievements in scholarly/creative activities by professional peers. A pattern assumes a consistent, ongoing set of acts, behaviors, or other observable evidence of scholarly/creative productivity which is consistent with a non-tenure track, professional faculty rank. These achievements, and the continued pattern of productivity and engagement that have made them possible, must be clearly demonstrated and documented in the faculty member’s annual activity reports, vita, and supplemental files. It is the candidate’s responsibility to demonstrate the quality of this record. The University considers scholarly/creative activity to be particularly necessary for those teaching at the graduate level.

3. Service [see also 5.3]

   Candidates to professional senior professor must demonstrate their leadership in service to the Program, the profession, or, when appropriate to the field or the University’s mission, the community. Examples of such leadership include, but are not limited to:
a. leadership resulting in the successful implementation of curriculum development;
b. selection to serve on significant University, community, state or national committees, boards and commissions;
c. recorded recognition of colleagues and professional peers;
d. election to posts of leadership by colleagues or professional peers;
e. recorded recognition of significant professional achievement;
f. public recognition of professional leadership.