
**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT TENURE AND
PROMOTION GUIDELINES**

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THE UNIVERSITY OF TEXAS AT SAN ANTONIO

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Alejandra Elenes, REGSS Professor	Lucila Ek, BBL Professor	Bekisizwe Ndimande, ILT Associate Professor	Iffat Jabeen, ILT Assistant Professor of Practice
			Mario Salas, REGSS Assistant Professor

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COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT TENURE AND PROMOTION GUIDELINES

These guidelines provide college information for faculty applicants seeking promotion as prescribed by the University of Texas at San Antonio *Handbook of Operating Procedures (HOP)*, [Chapter 2.10](#) “Faculty Reappointment, Promotion, and Tenure,” and FTT (Fixed Term Track) for faculty review advisory committees (FRACs), Department Chairs, and the COEHD Dean.

The purpose of this document is to promote and support faculty whose excellence in teaching, research, creative work, community engagement, and service contributes to the mission of the COEHD and UTSA. The COEHD’s guidelines and articulated process are intended to be as straightforward and transparent as possible. Given the nature of work within COEHD, we did not outline a prescriptive formula for performance evaluation. Instead, the document serves as general criteria for the COEHD departments. This is a working document. Thus, these guidelines are reviewed every five years with updated recommendations to the Dean as needed. Revisions should be in place by August 31st of the incoming academic year. Faculty with at least three years of tenure-earning service shall be evaluated under the approved criteria before modification.

Throughout this document, faculty members have outlined the various school and community contexts in which faculty engage in research, teaching, and service, with consideration for the diverse clinical and professional settings in which faculty work. These guidelines affirm and acknowledge the significant diversity in faculty settings.

To the extent of any inconsistency between this document and the HOP, the procedures in the HOP shall prevail. In the event of discrepancies between this document and the University of Texas System policies, rules, and procedures, the University or System statements take precedence.

IMPACT OF COVID-19

As an R1-Hispanic Serving Institution (HSI), the authoring committee recommends the COVID-19 Policy adoption as cited by the University of Arizona and retrieved from:

<https://facultyaffairs.arizona.edu/covid-19-context>

“Given the growing evidence that COVID-19 has had a disproportionate impact on women, underrepresented ethnic/racial/sexual groups, family caregivers, and those with health risks, we recognize that more than ever it is critical to acknowledge and consider issues of equity, diversity, and inclusivity in the review of materials. Moreover, individuals should not be penalized for adjusted work schedules, modified duties, or changes to research and creative momentum due to the extraordinary obstacles to everyday life resulting from the pandemic. However, we also acknowledge that unexpected changes in scholarly work, teaching, and service may lead to new and unexpected innovations and breakthroughs that have significant societal impact and should be viewed in the light of the context of COVID-19, even if they do not follow a traditional pathway. As such, we call on all administrative leaders and review committees not only to recognize and mitigate these concerns but also to proactively seek opportunities for

resource reallocation and infrastructure investments to support the professional development and promotion process for all faculty.” You can find articles on the gendered impact of COVID-19 as related to research and publications in Appendix A.

It is also recommended that leadership and FRACs refer to the [Best Practices Tool on Documenting the Impact of COVID-19 on Faculty](#). FRACs should consider the [negative impact of COVID](#) on faculty on a case-by-case basis, accounting for differential impacts and mitigating inequalities. We strongly encourage FRACs to treat clock delays as remediation for unexpected hurdles to productivity. Clock delays should not be treated as extra time and should not increase promotion and tenure expectations. FRACs should ensure that a faculty member is not unfairly penalized for disruptions to research, teaching, and service caused by the COVID-19 pandemic.

Please review the updated guidance and modifications to the process of [Automatic tenure clock extensions](#) for more information.

Note: Regents' Rule 31007 permits extensions under some circumstances but does not mandate that the granting of these extensions be automatic or obligatory (see [HOP 2.10](#), IV.D.3.b.i. for detailed information). Additionally, UTSA recognizes the importance of supporting faculty in a qualified dependency-changing event and offers the opportunity for a modified workload. Please see [HOP 2.52](#) for more information.

I. Tenure Evaluation Procedures

A. Overview of the Process

Faculty within the COEHD undergo four levels of independent review before a final recommendation is achieved: Department Faculty Review Advisory Committee (DFRAC), Department Chair, College Faculty Review and Advisory Committee (CFRAC), and Dean before moving to the University FRAC, Provost, and President. The complete promotion and tenure review process timeline can be found on the Provost’s [website](#).

B. FRAC Roles and Responsibility

COEHD embraces the importance of the independent reviews as outlined in the HOP and emphasizes the responsibility of the FRACs to thoroughly review all submitted materials, deliberate the strengths and weaknesses of each case and maintain the confidentiality of the review discussions. According to Provost Guidelines, the analysis of the DFRACs should “indicate the factors that contributed to each committee’s recommendations and illuminate any factors that were prominently cited during the deliberations that would have been supportive of a contrary recommendation.”

FRACs should explicitly cite the HOP ([Chapter 2.10](#)), any college standards and criteria, and how the candidate’s record satisfies the requirements. Recommendations should be based on consistently applied criteria appropriate for the faculty member’s academic discipline and rank. Faculty members serving on the FRACs should focus on the presented information and guard against inaccuracies caused by either emphasis or omission of information. Additional [guidelines](#) for the FRACs can be found [here](#).

C. Preparation of the Promotion Packet

Instructions for promotion/tenure material preparation can be found [here](#). [Help and Support](#) pages provide information on areas that include SharePoint support and scanning services. For an overview of the electronic evaluation process, please review either the [Comprehensive Periodic Evaluation User](#) Guide (PDF) or the [Promotion and Tenure User Guide](#).

D. External Reviews

COEHD solicits external reviews as part of the promotion and tenure process. These reviews should outline the broader impact of a faculty member's research and scholarly creative productivity on their discipline. External reviews should corroborate the significance of results from the faculty members' scholarly efforts but are not conclusive elements in promotion and tenure review. See [Information on External Reviews](#) for detailed information.

E. Values Guiding Tenure and Promotion

Aligned with the principles of the University, we are guided by the COEHD [Mission](#) that we will be an international model for developing inclusive, transformative leaders guided by principles of community, integrity, equity, excellence, diversity, scholarship, and service. As such, faculty within the COEHD value:

- Commitment to social justice
- Integrity
- Equity
- Excellence
- Collaboration
- Respect
- Community

These values reflect our commitment to the global communities we serve, the scholarship we engage in, and the teaching effectiveness and student development that is vital to our mission as an R1-HSI.

II. Tenure and Promotion Review

A. Tenure Evaluation

1. Tenure is awarded upon demonstration of high achieving performance during the term of tenure earning service at UTSA. Tenure criteria addresses the areas of teaching; research, creative work, community-engaged scholarship, and applied forms of scholarship; service to the community, the profession, and the university including those responsibilities consistent with faculty rank. These may include creation and dissemination of new knowledge in a variety of formats; high impact research, teaching scholarship, innovation, student success initiatives, community engagement, and impact in the field/discipline.
2. Based on UTSA criteria, greater weight shall be given to teaching effectiveness and

- research/ scholarship/creative activities, including the creation and dissemination of knowledge and the development of intellectual property ([HOP 2.10](#); IX C.2.a ii).
3. Expectations are aligned with the over-arching university standards for excellence that comport with [UTSA's principles for tenure/promotion](#).
 4. In quality, quantity, and consistency, performance must demonstrate continued and sustained professional accomplishment.
 5. Performance shall be evaluated with respect to the rank held.
 6. Faculty member contributions should measurably improve the department and college by raising the standard for the next generation of tenure-track faculty.
 7. Aligned with UTSA guidelines, tenure-track faculty candidates with years in faculty rank gained at other institutions, shall include consideration of any scholarly productivity and impacts, teaching excellence, and service participation completed prior to joining UTSA ([HOP 2.10](#)).

B. Early Tenure Review

Faculty are considered for tenure during the sixth year of continuous service in a tenure-track position. As outlined in the [Provost Guidelines](#), tenure-track faculty may be considered for award of tenure and promotion before the beginning of the sixth year of the probationary period. Early tenure is reserved for faculty with demonstrated, exceptional achievements relative to years in rank in research, scholarship and creative activity, instruction, and service. FRACs should consider that a faculty member who is showing satisfactory progress toward tenure is not appropriate criteria for early tenure. (Note that opting out of the automatic COVID extension does not constitute an early review but forgoes the additional year extension).

Before initiating the process, faculty should consult with their respective Department Chair and the Dean. Without qualified support for an early application, applying for promotion and tenure on the expected schedule would be best. A [written request](#) must be submitted to the Dean for early tenure consideration. A final decision to “hold without prejudice” is a statement that the application is not yet ready for an affirmative decision.

C. Promotion

Promotion to Full Professor is based on standards for achievements in rank that constitute academic excellence of premier national R1, HSIs, and urban serving universities. Based on UTSA Guidelines, the COEHD recognizes promotion to full professor as those faculty who have (1) demonstrated a continued or accelerated rate of academic achievement relative to the prior period and (2) have made significant contributions to the mission of the university centered in outstanding research, scholarly activity/creative arts, and community-engaged scholarship; are accomplished teachers who advance student success in and out of the classroom; are recognized leaders of their respective discipline and contributing members of our communities. As such, candidates are expected to have a consistent record of academic success and be intellectual leaders of the professoriate in their respective national/international disciplines. Additionally, faculty seeking promotion should exhibit service beyond the Assistant Professor level, including leadership roles. Years of service are not a factor in promotion recommendations (HOP

2.10.C.1.d).

Candidates should consult with their respective Chair and the Dean before pursuing promotion to Full Professor to determine readiness and probability of success. Faculty must submit a written [request](#) for promotion consideration to the Dean.

Only full professors on the DFRAC and CFRAC may consider applicants for promotion. The CFRAC shall consider the recommendations from prior levels before forming final, independent judgments (HOP 2.10, VIII.D.2). If those committees have fewer than three tenured full professors, the Dean shall appoint additional full professors to establish a committee of three ([HOP 2.10](#), IX.E.4.a.v).

D. Comprehensive Periodic Evaluation Tenured Faculty Guidelines

Periodic evaluation of tenured faculty is required by [Texas Education Code Section 51.942](#), [Regents' Rule 31102](#), and [HOP 2.22](#). As outlined in the [Provost's Guidelines](#), each tenured faculty member, including those appointed to part-time administrative positions, will undergo a review in the sixth year following the previous comprehensive review. Please see the Provost's guidelines for an [overview of the process](#), [preparation of the review packet](#), and [review process](#).

E. Third-Year Review (TYR)

As indicated in the *HOP*, [Chapter 2.24, "Third-Year Review,"](#) each tenure-track faculty member will undergo a third-year review in the spring of the third full academic year of service. The TYR considers all relevant activities and achievements for consideration in a promotion and tenure review. Activities undertaken in an equivalent position at another institution should be considered. As indicated earlier, FRACs should consider the [negative impact of COVID](#) on faculty on a case-by-case basis and account for differential impacts and mitigating inequalities.

Please see the Provost's guidelines for an [overview of the process](#), [preparation of the review packet](#), and [review process](#).

III. Tenure and Promotion Criteria for Evaluation

The following descriptions define the expectations at each rank. Appointment to a rank requires sufficient evidence, as required by the COEHD and UTSA guidelines. The criteria for promotion include markedly exceeding expectations at the current rank, showing an increased skill in research/creative works, teaching, evidence of community-engaged scholarship, knowledge in the field or domain, recognition as an expert in the area, and potential for professional growth. It is expected that tenure-track faculty will contribute to departmental and college service. However, it is the responsibility of the tenured faculty to assume a more significant share of the service responsibilities on behalf of their untenured colleagues. This responsibility should increase with rank.

Promotion is awarded upon demonstrating excellence in research, teaching, and service during the term towards earning promotion at the university. For any promotion, successful performance at the level of the qualifications corresponding to the higher

faculty rank is required.

In certain situations, and with the written approval of the Dean, administrative roles (e.g., associate dean) may replace one or more areas (research/teaching). Faculty will be reviewed based on their assigned administrative assignments in these cases. The department chair's responsibility is to inform external evaluators of the faculty member's administrative assignments.

A. Research

The Purpose of Research Guidelines

Given the diversity of the COEHD and the many ways faculty can produce scholarship and/or creative activities, this document provides overall direction for the college. It is not a checklist of activities necessary for promotion and tenure. Instead, specific guidelines for promotion and tenure should be outlined and communicated by the department.

COVID Impact Statement for Research

During the pandemic, the Office of the Provost offered faculty a one-year tenure clock extension. All clock delays should not be treated as "extra time" in that they should not raise promotion-and-tenure expectations. Rather, a clock delay should be understood to remediate unexpected barriers to productivity. Accordingly, evaluators should focus on the quality and impact of the work while allowing for flexibility in the trajectory over time.

Research Values

The COEHD principles for tenure and promotion are defined by our belief that scholarly excellence is reflected in various formats that serve many different purposes and thereby includes interdisciplinary, applied, community engaged, and translational work. As an R1-HSI, we value

- A thriving ecological research presence characterized by a culture of interdisciplinary collaboration and grounded in the experiences of the global, transnational, and local communities we serve.
- Diversity in researcher and practitioner activities that allows for the development of academic communities as spaces to explore practices that offer multiple voices and cultural perspectives.
- Innovation that unearths new questions and broadens previously held perspectives and paradigms to break new ground.
- The ever-changing practice of literacy and the multiple ways a scholar can write.
- Collaborative work recognizing that intellectual property can be shared.
- A culture of engagement and collaboration involving the exchange of knowledge and resources in a context of reciprocity with our community partners that provides long-term societal benefits to San Antonio, the nation, and the world. To achieve our values, we engage in research including the scholarship of discovery (or basic

research); the scholarship of application (applied research and scholarship; scholarship of teaching); the scholarship of integration (or synthesis, such as scholarly articles); and creative works (such as performances and exhibits).

1. Areas of Research

As an interdisciplinary COEHD, faculty engage in scholarship from various theoretical, methodological, epistemological, and creative activities and perspectives. We believe the diversity of scholarship housed within COEHD is particularly relevant to the mission of UTSA as an R1-HSI and urban-serving university. We characterize research as the creation and dissemination of new knowledge. Research can encompass various works and activities and take diverse and/or multiple language forms. These forms include, but are not limited to, the following: humanities, social and behavioral studies, critical social sciences, qualitative and quantitative research, and creative activities (e.g., visual, spatial, linguistic, oratory, as well as written ones). The above forms are not mutually exclusive and can overlap at any point.

The evidence required to demonstrate research excellence encompasses a range of artifacts that may include but are not limited to peer-reviewed publications, exhibitions/performances, architectural designs, engineering technology, development of intellectual property, such as patents and licenses, external community funding, research practice-partnerships, and community-based participatory action research.

Regarding the *quantity* of artifacts, the COEHD does not have a minimum number of artifacts necessary for promotion and tenure. Instead, the body of scholarship should be evaluated as a whole, considering many variables, including (but not limited to) outlet of dissemination, evaluation of quality via metrics outlined by the specific field, authorship order, and impact of scholarship (i.e., community-impact, professional-impact, and academic-impact). The variables for consideration should be determined by the field as guided by the department.

Research/scholarship/creative activities are characterized by the creation and dissemination of new knowledge or of other creative works and activities, including, but not limited to, the following:

i. Publications and Creative Works

- Peer-reviewed research, scholarly, and creative writings
- Books and book chapters published in established publishers (i.e., university or trade presses)
- Book Reviews
- Exhibitions and performances
- Podcasts or other media formats as an outgrowth of research
- Policy Briefs/White Papers
- Patents/Licenses
- Written reports or artifacts from showcases/presentations for community-based

research

- Written reports or artifacts from showcases/presentations for research-practice partnerships

ii. Community Engaged Scholarship

Community-engaged scholarship brings together research, teaching, and service while directly practicing UTSA and the COEHD's core values. The following is evidence of progress in community-engaged scholarship:

- The time involved with building relationships within the community may include but is not limited to:
 - Scholarship pre-engagement, which is the period of establishing trust and open communication, involvement in the community, usually in some form of work
 - Scholarship post-engagement, which is the period of reporting back and being held accountable to community norms.
- Time in the field collecting data, working collaboratively with community members to develop action plans and disseminate research compared to traditional research projects.
- Collective efforts and outcomes that are not appropriate to credit an individual (i.e., the work of a collective or community operating as a consensus in which work and credit are shared).
- Workshops, interviews, op-eds, website development, events, etc.

It is the expectation that community-engaged scholarship will eventually result in curated or peer-reviewed artifacts. The faculty member is encouraged to explain how their dissemination efforts tie into their larger community-engaged scholarship project and contextualize their research value in the context of their field/discipline and department guidance. Community-engaged scholarship should not be perceived only as local communities. Most faculty in COEHD are "Citizens of the World." For example, some faculty work with Indigenous communities in different countries within the transnational globe. COEHD also values learning from other places/experiences. It must count equitably whether the community-based research is local or with communities elsewhere.

iii. Grants and Contracts

- Funded grants and contract activities
- Submission of internal/external grant proposals

Grants and contracts are not meant to be the primary mechanism for tenure and promotion. Instead, they complement and strengthen a faculty's portfolio. That is, it is

not expected that faculty will achieve tenure and promotion through grants and contracts alone.

iv. Professional Presentations

- Presentations and professional conferences and workshops
- Invited presentations or keynotes

Professional presentations are not meant to be the primary mechanism for tenure and promotion. Rather, they complement and strengthen a faculty's portfolio. Faculty will not be expected to achieve tenure and promotion through professional presentations alone.

2. Indicators of Scholarly Research

When considering *the impact* of research, scholarship, and creative works, the COEHD values community impact, professional-impact, and academic impact equally. Faculty must present evidence of peer/expert review (e.g., performance review, etc.) regardless of artifact.

The COEHD values a diversity of scholarship and creative works. While the publication of peer-reviewed journal articles or books might be the most common outlet for dissemination in academia, the COEHD equally values the scholarship and creative activities listed in the artifacts section. Regarding the *quality* of scholarship and creative works, the COEHD recognizes that our diversity of scholarship/creative works cannot be evaluated using the same framework for each discipline. There is no "one size fits all." Therefore, the quality must be evaluated via critical peer review according to the standards of that field. For scholarship and creative works in line with the arts and humanities, the faculty and department should outline their strategies for assessing quality.

Regarding evaluation metrics, multiple metrics might provide evidence of impact. These include (but are not limited to) citations, impact factor of journals, result of applied research for students and/or teachers, performance reviews, awards/honors, and/or the number of downloads. Faculty are encouraged to contextualize the metric used and describe how it explains their research's impact. The list below provides examples of what might be considered evidence of research impact.

i. Recognition in a Field

- Dissemination of music
- Dissemination of performance/recordings
- Article citations
- Presentation or publication of invited papers
- Mentoring postdoctoral or other research staff (assistant/associate/research scientist)
- Participation in multidisciplinary research projects

- Contributions that are accepted by a governing body

ii. Recognition in the Community

- Letters of recommendation from esteemed community leaders, knowledge keepers, boards, or councils.
- Testimony or feedback from impacted community members and/or any documentation of the potential size of the audience reached (statewide vs. neighborhood).

iii. Awards and Honors

- External and internal research awards
- Juried works in creative activities
- Keynote presentations
- Serving as a member of a review panel or judge
- Service as an editor or associate editor

iv. Quality of Outlet

- Journal Quartile Ranking
- Impact Factor of Journal
- Reputation of outlet as contextualized for the field/discipline
- Journals that are likely to have an impact on educators/practitioners/clinicians

v. Grants and Contracts (for disciplines where funding is available)

- Grant and contract reports
- Internal and external peer-reviewed funding

3. Statement on Research for Tenure and Promotion

There are multiple paths to tenure and promotion and the department should provide the ultimate guidance for faculty. Overall, faculty should be evaluated based on their accomplishments in teaching, research, and service with an emphasis on quality and impact of their work.

For assistant to associate professor, excellence in research is demonstrated by engagement in independent and collaborative scholarship with evidence of quality and sustained work.

For promotion from associate to full, special consideration will be given regarding upward trajectory for research progress. For example, research quality and contribution improve over time, and faculty reputation grows in the field over time. At the associate to full level, the faculty member should have evidence of a strong research identity with the promise of continued contributions in one's field of expertise.

Special note: If scholarship in a language other than English are to be reviewed, the candidate and the Department Chair should reach an agreement, in writing, and well in advance of the review process. The agreement should state whether translations are to be provided and whether outside reviewers are to be proficient in the language of the publication. If reviewers are proficient in the non-English language, their letters nonetheless should be written or translated into English.

B. Teaching

The Purpose of Teaching Guidelines

Given the numerous ways faculty are committed to high quality learning experiences for all students, this document provides guidance for the college. It is not a checklist of activities necessary for promotion and tenure. Rather, specific guidelines for promotion and tenure should be outlined and communicated by the department.

Teaching Values

Members of the COEHD value teaching and all related activities and are committed to providing high quality learning experiences for students. As an R1-HSI, serving many first-generation students, our teaching, research, and service often align to best serve the needs of our population. Additionally, our commitment to serving this community may entail collaborative teaching, research, and service activities with colleagues, various stakeholders, and community partners. This intersecting, informed, and collaborative work is recognized and valued.

Teaching is especially critical in COEHD where our programs are designed to prepare culturally efficacious practitioners, leaders, and community members with the skills, knowledge, and the disposition to be successful in their chosen fields. We seriously undertake our responsibility to prepare future educators, clinicians, mental health specialists, researchers and critically minded residents who will have enormous potential to impact others through their work. Finally, we embrace our community partners as critical in students' learning experiences. As such, we assert the following values:

- We value instruction that is aligned with the mission and goals of the university and college.
- We value graduate and undergraduate education equally.
- We value our community partnerships and our commitment to high quality relationships within and throughout our relevant professional community settings.
- We value the responsibility of socializing our students to become educators, researchers, clinicians, community leaders, and agents of change.
- We value inclusion, diversity, and social justice.
- We value teaching that addresses how inequities of race, ethnicity, class, gender, and sexuality are deeply embedded in all facets of education and human development.
- We value work that emphasizes alignment between teaching, research, and service.
- We value collaboration and the co-construction of knowledge and learning.

- We value student-centered high-quality teaching and learning experiences and reject the monetization of students.

1. Areas of Teaching

Teaching occurs in various settings and via diverse forms of instruction, such as didactic lecturing, small group seminars, problem-based learning, clinical practica, and online technologies. The term teaching, as used here includes, but is not restricted to, regularly scheduled undergraduate, graduate, post-graduate, and professional instruction, and the advising, direction and supervision of individual undergraduate, graduate, postdoctoral, and professional students. Teaching also includes the direction or supervision of students in directed readings, research, internships and practica, residencies, or fellowships. Faculty supervision or guidance of students in recognized academic pursuits that confer no University credit should also be considered as teaching. Teaching is evaluated by students and faculty through formal questionnaires (e.g., university approved evaluation instrument) as well as peer review/observation.

Evaluation of teaching in the COEHD is based on a holistic review of the candidate's teaching and includes their university teaching evaluation ratings, peer observations of teaching, a narrative description of the entirety of the candidate's teaching efforts, and examples of teaching tools, products, and activities (e.g., syllabi, assessments, activities). Because of the potential biases inherent to student evaluations, evaluation scores should only be a small component of the overall evaluation of a candidate's teaching portfolio.

There are many different activities associated with teaching that are subject to evaluation. Therefore, when it comes to teaching excellence, candidates should include in their narrative a description of their work associated with relevant activity they wish to highlight. For example, all candidates up for review will have taught some number of organized classes. Therefore, candidates should describe their efforts related to these types of teaching efforts, providing relevant information describing their work across relevant areas using the ideas listed under Category i and ii. For example, if the candidate has developed a new course, what work went into that process? If the candidate had to fully transform a course from face to face to online format, what time was devoted to that process? As it relates to syllabi, what efforts were taken to demonstrate how assessment and curriculum are aligned? Importantly, candidates do not have to comment on everything on this list, rather the list is a menu of options that candidates can select from and use to highlight their individual experiences, approaches, successes, areas of improvement, and philosophies. Teaching includes more than instruction for organized classes. Further, different departments have different teaching, advising, and student-involved research needs and goals. Therefore, teaching narratives and portfolios should be evaluated based on the teaching context and needs of that program area. Categories iii-x provide a menu of additional teaching-related work in which faculty may be engaged. It is the faculty member's responsibility to highlight what is relevant to their teaching efforts using this list as potential examples and to describe their work in terms of its

quality and impact on students. Faculty should also highlight efforts to improve their practice where and when relevant. We reiterate, candidates and reviewers should not see the list below as a check list of mandatory items to address, but a menu of different teaching-related efforts from which candidates may select to describe and highlight.

i. Course/Program Development and Innovation

- Development of new course(s), significant modification of course(s)
- Development of innovative instructional approaches or content
- Significant shifts in modality of course
- Efforts related to any catalog work associated with updating program curriculum, and structure.
- Bilingual class work (development of new course utilizing more than one language)
- Dual Credit—development process
- Efforts related to pedagogies that address inequities of race/ethnicity, class, gender, and sexuality.

ii. Course Delivery

- Course Syllabi—Demonstration of assessment/curriculum alignment
- Grading Methods—Nature of assignments, class projects, grading rubrics
- Course materials that reflect academically challenging/innovative content
- Course materials that include work by scholars of color, LGBTQIA scholars and other historically under-represented researchers
- Course materials that reflect diversity in teaching techniques
- Evidence of flexibility to attend to student diversity and ensure rigor in instruction
- Consideration of size of course taught—instructional efforts for large classes (e.g., >25 Graduate, >50 Undergraduate)
- Ongoing delivery of class utilizing a language other than English and more than one language
- Social justice efforts including directly addressing racism, sexism, classism, heterosexism.
- Independent Study courses
- Dual Credit—delivery

iii. Mentoring/Advising/Supervision with Undergraduate and/or Graduate Students

- Mentoring and advising activities that may not result in official teaching credit
- Mentoring of historically under-represented students
- Chairing dissertations, honors thesis, and/or masters theses

- Serving on dissertations, honors, masters theses committees and providing methodological and content guidance.
- Field based supervision, field-based work that goes beyond classes that receive teaching credit
- Work associated with teaching clinical Internship and Practicum courses that may not result in official teaching credit (e.g., individual supervision, crisis management, supervision of supervision)
- Clinical Supervision
- Guidance of research and/or teaching assistants

iv. Scholarship of Teaching and Learning

- Research project collaboration activities involving students (meetings, writing guidance/instruction) (once published, publication credit should go in research section)

v. Student Success Initiatives/Work

- Helping to ensure students are engaged as we transition through and out of COVID course formats (online/in-person)
- Working with student success center

vi. Community Engagement/Partnerships (alignment of our teaching with our service)

- Service-learning courses—relationships built in community where they have course embedded activities
- Development of partnerships with nonprofits and community sites for the purpose of creating learning spaces for students
- Any activity that requires interaction within/throughout community
- Developing, maintaining, and cultivating community partnerships (schools, clinics, agencies, etc.) for the purposes of the development of pedagogical activities
- Creating/establishing program affiliation agreements

vii. Clinical Case Work

- Problem solving complicated cases
- Engaging in clinical relationships with students to guide them through clinical experiences when needed
- Cases taken on for instructional purposes/demonstration purposes
- Critical lab/teaching experiences for students

viii. Peer Observation

- Evidence of peer observation and faculty response to observation

ix. Student Evaluations

- University online evaluation information
- Instructor created evaluation tools
- Student comments from any evaluation system

x. Professional Development: Students and Faculty

- Engagement in important non-credit instruction such as serving as a faculty advisor to a student professional organization
- Attending programs for developing new pedagogies, updated content knowledge, and learning of new tools
- Training

xi. Teaching Awards

- Includes nominations as well as awards
- COEHD, UTSA, University of Texas System, Board of Regents
- Awards from professional organizations

2. Indicators of Teaching

When considering the quality of teaching, COEHD values all forms of impact faculty may have on student learning, development, and success. Although teaching organized courses and the resultant student evaluation scores that are associated with those courses are widely available and common to all faculty, these scores should not be considered in isolation in the overall evaluation of teaching. Since many programs across COEHD are involved in preparing practitioners who work throughout the community, the COEHD highly values the extensive efforts required to ensure student success throughout their educational experience and as future graduates of UTSA. Therefore, regarding evaluation of teaching, we encourage faculty to describe and to contextualize their teaching within their program/subject areas and efforts made to support the development of lifelong learners. Evaluation of such work should include an eye for quality and impact as well as evidence of a self-reflective practitioner striving to improve over time.

The list below provides examples of what might be considered as evidence of teaching impact.

i. Work related to organized courses

- Efforts to create, manage, deliver organized courses (including whether new course)
- Efforts related to identifying and meeting students' ongoing needs in the course or beyond
- Efforts related to improving, innovating, and adapting new or familiar courses content

- Efforts related to faculty response to peer observations—efforts aimed at improvement, growth and development of skills, technology, and/or pedagogical approaches

ii. Work related to student development, advising, and mentoring

- Efforts related to directing graduate research or creative activity
- Efforts related to advising, mentoring, supervising student work or fieldwork experiences
- Community-building, creating community partnerships for the benefit of students' learning experiences
- Clinical case work—supervisory work beyond organized teaching work

iii. Awards and Honors

- Nomination and/or receipt of teaching awards (university, professional organizations)
- Invited guest lectures

3. Statement on Teaching for Tenure and Promotion

We recognize the multiple paths to tenure and promotion and the need for holistic consideration of a faculty member's teaching portfolio. As such, the department should provide the ultimate guidance for faculty. Faculty members should be evaluated for promotion and tenure with an emphasis on quality and impact of their work in teaching toward student success.

For assistant to associate professor, excellence in teaching is demonstrated by engagement in quality instruction as supported by peer evaluations, evidence of student mentoring and advising, course and curriculum development, and other evidence of student success provided by the faculty member. For promotion from assistant to associate, emphasis is given to efforts aimed at improvement over time. COEHD encourages assistant professors to engage in ongoing self-reflection work aimed at improving instructional practices and refining teaching philosophies. These efforts should evolve over time and demonstrate a deepening awareness of how one's practices respond to (and support) students' social, emotional, motivational, and academic needs.

For promotion from associate to full, faculty should demonstrate how they are continuing to engage in all the activities listed under *assistant to associate*. Additionally, when seeking the rank of full professor, there should be evidence of mentoring and collaborative research with students, instructional innovation, and instructional leadership. This might entail program development, faculty mentoring, and/or leading professional development or other similar activities.

C. Service

The Purpose of Service Guidelines

Given the diversity of the COEHD and the many ways faculty are committed to serving our communities, this section aims to provide overall guidance for the college. It is not a checklist of activities necessary for promotion and tenure. Rather, specific guidelines for promotion and tenure should be outlined and communicated by the department.

Service Values

As an R1-HSI, we value:

- Service to the San Antonio area communities
- Service that extends existing partnerships and develops new collaborations
- Service that extends and encompasses various levels of engagement: department, college, university, and community
- Professional service to local, state, national, and international organizations, government entities, and boards
- Service to the field/discipline
- Service that creates mutually beneficial relationships between communities and the COEHD
- Service that extends the UTSA 3 Destinations of the Strategic Plan
- Mentorship service
- Service that extends departmental initiatives
- Service that cultivates student success
- Service that cultivates professional development among faculty

1. Areas of Service

We recognize that although service obligations are only 20% of required faculty responsibilities, many faculty engage in service well beyond that threshold and this level of service may impact other areas of productivity. The activities that are associated with service are also highly varied, with service to the community, the institution, respective departments, and service to the discipline. Service commitments are unique to the individual's set of skills and expertise, and often overlap with other areas of the faculty's workload, such as teaching and/or research. Therefore, faculty members should include in their narrative a description of the service efforts they wish to highlight associated with *any* relevant activity listed below.

2. Indicators of Service

Service excellence is based on the short and long-term impacts of the service activities, addressing the needs of communities and purpose, and reflecting the values associated with UTSA's R1-HSI identity. The indicators of service excellence reflect the areas of service

values outlined above. Faculty members, in consultation with their department chairs, should seriously consider the level of time commitments dedicated to their engaged service activities.

i. Community Service

- Serving on a major governmental commission, task force, or board
- Service and leadership on community boards and organizations
- Service to existing community-based partnerships at the state, national, and international level
- Engagement in community outreach and advocacy efforts
- Support initiatives within the community that align with UTSA's mission
- Participation in community-engaged work and activism with community organizations
- Participation in program-relevant programming for community outreach

ii. College and University Service

- Engaged participation on college-level and university-level committees (standing and ad-hoc)
- Participation in elected or invited subcommittees, task forces, and focus groups
- Participation in invited university or college panels, town halls, or special assignments
- Participation in activities benefiting UTSA through community, school, agency, and nonprofits
- Participation in UTSA events, programs, commencement, convocation, and other ceremonies

iii. Departmental Service

- Formal leadership roles (Department Chair, Assistant Chair, GAR (Graduate Advisor of Record), Program Coordinator)
- Active participation on departmental committees (standing and ad-hoc)
- Participation in or leadership of a subcommittee or task force (standing and ad-hoc)
- Participation in department-sponsored events (within the University and in the community)
- Representative for respective department at college and university-sponsored events
- Planning and delivering professional development workshops and other learning opportunities for undergraduate and graduate students
- Coordination of programmatic, curricular, and course design and redesign efforts
- Participation in department and program area meetings

iv. Service to the Discipline or the Profession

- Membership and editorship on a journal editorial board
- Membership and leadership in international or national professional organizations
- Program/Curricular external reviewer
- Member of an external grant review panel
- Coordinating and facilitating workshops for members of the profession
- Demonstrated advocacy for policy and practice at state and national levels
- Recipient of a service award

3. Statement on Service for Tenure and Promotion

Overall, faculty members should be evaluated for tenure and promotion based on their accomplishments in teaching, research, and service with an emphasis on the quality and impact of their work.

For assistant to associate professor, excellence in service is demonstrated by leadership efforts (e.g., chairmanship) or membership on program, department, college, and university committees. It should be acknowledged that non-tenured faculty may engage in less service than their senior colleagues as they negotiate the tenure process.

At the associate to full level, the faculty member should have evidence of national and/or international service activities in professional organizations, a strong and visible presence in University and College activities and/or engaged service to local communities.

IV. FIXED TERM TRACK (FTT) FACULTY POSITION SERIES DESCRIPTIONS AND WORKLOAD GUIDELINES

The COEHD values the contributions of FTT faculty as stewards of the teaching mission of UTSA and the COEHD. Based on a commitment to professional growth and development, UTSA offers a promotion process for FTT faculty with the titles of Professors of Instruction, Professors of Research, Professors of Practice, Lecturers, and Clinical Professors.

COEHD Guidelines are aligned with UTSA's FTT promotion guidelines and guiding principles. [UTSA HOP policy 2.50, Fixed-Term Track Faculty Recruitment, Evaluation, and Promotion Processes](#), contains policies and procedures regarding the promotion and recruitment of faculty into Lecturer, Professors of Practice, Professors of Research, Professors of Instruction and Clinical Professor positions, as well as policies and procedures regarding workload duties and evaluations for those positions.

FTT Academic Titles are one to three academic year appointments, tenure cannot be granted, and appointments are contingent upon available funding, performance, and enrollment availability. Academic service with these titles may not be counted toward the

satisfaction of any maximum probationary period. According to the HOP, appointments to these titles shall be for a fixed term, for a period of no less than one academic year, not to exceed three academic years, and dependent upon the title and rank as stated below. All such appointments shall terminate at the expiration of the stated period of appointment without the notification of nonrenewal of appointment required by the Board of Regents' Rules and Regulations, Rule 31002, Section 1. Renewal of appointments may be offered by the administration if it determines that it is to the benefit of UTSA, COEHD, or Department to do so.

Lecturer Series: Anyone hired on a course by course basis and is not benefits eligible (>75% FTE) is a Lecturer. Lecturers must have a master's degree or higher in the discipline in which they teach. Once a Lecturer becomes benefits eligible, they can be promoted into the Senior Lecturer Position. Based on their years of experience (see HOP 2.50) they may seek promotion to a position series commensurate with their experience and interests.

Professor of Practice Series: *Faculty in this series may be part time or full time.* Faculty in the Practice series may hold a terminal degree or have equivalent years of experience in an educational setting related to the department in which they are hired. Practice Series Faculty can teach undergraduate and graduate level courses and may be assigned as advisors to MA level students and serve as members of thesis and dissertation committees. The Practice Series does not require service or research allocations.

Professor of Instruction Series: *Faculty in this series are employed full time and are primarily engaged in the teaching mission of the college.* Instruction Series faculty must have a terminal degree in their area of expertise and will have years of previous college/university teaching experience. Instruction Series faculty may teach and serve as lead faculty for courses at the undergraduate and graduate levels. In addition to being able to serve as members of thesis and dissertation committees, Instruction Series faculty may serve as committee chair for master's thesis projects, and as co-chair for doctoral dissertations. Instruction Series faculty are required to have an allocation of service; they will represent their program areas and departments and serve on committees at all levels. Additionally, they may be elected to chair programs and serve as advisors of record at the undergraduate and graduate levels. Instruction Series faculty are not required to be allocated research.

Professor of Research Series: *Faculty in this series are employed full time and are primarily engaged in the research mission of the college.* Research Series faculty must have a terminal degree and have a demonstrated record of high-quality research. Research Series faculty will have a percentage service allocation and may have a

percentage teaching allocation. Research Series Faculty may serve as lead faculty and teach courses at the undergraduate and/or graduate level. Research Series faculty will maintain an active research agenda and will be expected to seek extramural funding and to disseminate their work at professional conferences and other events.

Clinical Professor Series: *Faculty in this series may be employed full or part time and are qualified by virtue of their professional experience as health-related clinicians.*

Clinical Series Faculty may serve as lead faculty and teach courses at the undergraduate and graduate level. Clinical Series Faculty may have clinical supervision requirements connected to the student seeking licensure/certification in their area of study. Clinical Series faculty are required to have an allocation of service; they will represent their program areas and departments and serve on committees at all levels. Additionally, they may be elected to chair programs and serve as advisors of record at the undergraduate and graduate levels. Clinical Series faculty are not required to be allocated research.

V. FTT FACULTY SCOPE OF WORK AND PROMOTION GUIDELINES

The following describes promotion guidelines for each series. COEHD FTTs may teach across departments or hold joint appointments within the College and/or across the University. These faculty will be evaluated with an agreed upon process discussed with the department chairs. The FTT evaluation will follow the Workload Agreement to ensure equity in its distribution and evaluation. Descriptions of each FTT title can be found in UTSA HOP 2.02 (<https://www.utsa.edu/hop/chapter2/2.02.html>).

Professor of Practice Guidelines for Promotion

The Professor of Practice series carries an 80-100% teaching load and 0-20% service load (as determined by the department chair), thus criteria for promotion are based on these categories by case.

For promotion to associate professor of practice, excellence in teaching is demonstrated by engagement in quality instruction as supported by evaluations, innovative pedagogical approaches and teaching techniques to engage learners, continued professional learning, and other evidence of student success. COEHD encourages assistant professors of practice to engage in ongoing self-reflection work aimed at improving instructional practices and refining teaching philosophies. For promotion from assistant to associate professor of practice, there should be evidence of these efforts to demonstrate a deepening awareness of how one's practices respond to (and support) students' social, emotional, motivational, and academic needs.

For promotion from associate to full professor of practice, faculty should demonstrate how they are continuing to engage in all the activities listed under *assistant to associate*,

including continued professional development and reflection related to teaching.

When seeking the rank of full professor, there should be evidence of continued growth in teaching, instructional innovation, and instructional leadership. This might entail program development, recognition through a teaching award, and/or leading professional development or other similar activities. In addition, associate professors of practice seeking promotion to full should demonstrate a record of high-quality service which may include active participation and leadership in the department, COEHD, and other committees, mentoring of other FTT faculty, and participation in academic conferences.

Professor of Instruction Series Guidelines for Promotion

The Professor of Instruction series carries an 60-80% teaching load, 10-20% service load, and 0-20% Scholarship of Teaching and Learning (SoTL) and/or other scholarly activities (as determined by department chair), thus criteria for promotion are based on these categories by case. For promotion to associate professor of instruction, excellence in teaching is demonstrated by engagement in quality instruction as supported by consistent quantitative and qualitative evaluations, innovative pedagogical approaches and teaching techniques to engage learners, continued professional learning, and other evidence of student success provided by the faculty member. COEHD encourages assistant professors of instruction to engage in ongoing self-reflection work aimed at improving instructional practices and refining teaching philosophies. For promotion from assistant to associate professor of instruction, there should be evidence of these efforts to demonstrate a deepening awareness of how one's practices respond to (and support) students' social, emotional, motivational, and academic needs. In addition, assistant professors of instruction seeking promotion to associate should demonstrate a record of high-quality service which may include active participation and leadership in the department, COEHD, and other committees, engagement with community partners, student mentorship and advising, mentoring of other FTT faculty, and participation in academic conferences. If a percentage of time is dedicated to SoTL, appropriate research products are also expected for promotion.

For promotion from associate to full professor of instruction, faculty should demonstrate how they are continuing to engage in all the activities listed under *assistant to associate*, including continued professional development and reflection related to teaching.

Additionally, when seeking the rank of full professor, there should be evidence of continued growth in teaching, instructional innovation and course development, and instructional leadership. This might entail program development, recognition through a teaching award, and/or leading professional development or other similar activities. Student mentoring, course development, and evidence that the faculty member can serve as lead or co-lead faculty for at least one undergraduate and/or graduate course should be considered. Associate professors of instruction seeking promotion may also demonstrate teaching and service excellence by serving on masters and/or doctoral committees. In addition to continued engagement in service activities listed under *assistant to associate*,

faculty seeking promotion to full professor of instruction should take active leadership roles on committees, in programs, with community partners, and student activities (e.g. thesis/dissertation). Evidence of mentoring other FTT faculty should be considered.

Professor of Research Series Guidelines for Promotion

The Professor of Research series carries an 60-100% research load, 0-20% service load, and 0-40% teaching load, thus criteria for promotion are based on these categories by case. For promotion to associate professor of research, excellence in research should be demonstrated through relevant products such as (but not limited to) peer-reviewed publication of scholarly and creative works, extramural funding, research dissemination activities, and collaboration with students on research.

Excellence in teaching should be demonstrated by engagement in quality instruction as supported by evaluations, innovative pedagogical approaches, and teaching techniques to engage learners, continued professional learning, and other evidence of student success. COEHD encourages assistant professors of research to engage in ongoing self-reflection work aimed at improving instructional practices and refining teaching philosophies. For promotion from assistant to associate professor of research, there should be evidence of these efforts to demonstrate a deepening awareness of how one's practices respond to (and support) students' social, emotional, motivational, and academic needs. In addition, if relevant assistant professors of research seeking promotion to associate should demonstrate a record of high-quality service which may include active participation and leadership in the department, COEHD, and other committees, engagement with community partners, student mentorship and advising, and participation in academic conferences.

For promotion from associate to full professor of research, faculty should demonstrate that they are continuing to engage in all the research, teaching, and service activities listed under *assistant to associate*. In addition, associate professors of research seeking promotion should show significant leadership and impact through research activities such as obtaining and sustaining significant extramural funding (as PI or Co-PI), primary author peer-reviewed publications, and potential for generation of marketable intellectual property. Consistent and high-quality research opportunities for students at all levels and service to the profession should also be considered.

Those seeking the rank of full professor of research should provide evidence of continued growth in teaching, instructional innovation and course development, and instructional leadership. This might entail program development, recognition through a teaching award, and/or leading professional development or other similar activities. Associate professors of research seeking promotion may also demonstrate teaching and service excellence by serving on masters and/or doctoral committees. In addition to continued engagement in service activities listed under *assistant to associate*, faculty seeking promotion to full professor of research with a service commitment should take on active leadership roles on committees, in programs, with community partners, and student

mentoring (e.g. thesis/dissertation).

Clinical Professor Series Guidelines for Promotion

The Clinical Professor series carries an 80% teaching load and 20% service load, thus criteria for promotion are based on these categories. For promotion to associate clinical professor, excellence in teaching is demonstrated by engagement in quality instruction as supported by consistent quantitative and qualitative evaluations, innovative pedagogical approaches and teaching techniques to engage learners, continued professional learning, and other evidence of student success provided by the faculty member. COEHD encourages assistant professors of practice to engage in ongoing self-reflection work aimed at improving instructional practices and refining teaching philosophies. For promotion from assistant to associate professor of practice, there should be evidence of these efforts to demonstrate a deepening awareness of how one's practices respond to (and support) students' social, emotional, motivational, and academic needs. Assistant clinical professors should demonstrate that, if promoted, they can take on a lead or co-lead role for one or more courses. In addition, assistant clinical professors seeking promotion to associate should demonstrate a record of high-quality service which may include active participation and leadership in the department, COEHD, and other committees.

For promotion from associate to full clinical professor, faculty should demonstrate how they are continuing to engage in all the activities listed under *assistant to associate*, including continued professional development and reflection related to teaching. Additionally, when seeking the rank of full professor, there should be evidence of continued growth in teaching, instructional innovation, and instructional leadership. This might entail program development, recognition through a teaching award, and/or leading professional development or other similar activities. Student mentoring, course development, and evidence that the faculty member can serve as lead or co-lead faculty for at least one undergraduate and/or graduate course should be considered.

In addition, associate professors of practice seeking promotion to full should demonstrate a record of high-quality service which may include active participation and leadership in the department, COEHD, and other committees, engagement with community partners, student mentorship and advising, and participation in academic conferences.

Appendix A

Here you can find articles for more details on the gendered impact of COVID-19 as related to research and publications. These findings are important for review committees to consider:

1. <https://www.insidehighered.com/news/2020/04/21/early-journal-submission-data-suggest-covid-19-tanking-womens-research-productivity>
2. <https://www.nature.com/articles/d41586-020-01294-9>
3. <https://www.thelily.com/women-academics-seem-to-be-submitting-fewer-papers-during-coronavirus-never-seen-anything-like-it-says-one-editor/>
4. <https://www.natureindex.com/news-blog/decline-women-scientist-research-publishing-production-coronavirus-pandemic>
5. <https://voxeu.org/article/who-doing-new-research-time-covid-19-not-female-economists>
6. <https://www.theguardian.com/education/2020/may/12/womens-research-plummets-during-lockdown-but-articles-from-men-increase>
7. <https://blogs.scientificamerican.com/voices/scientist-mothers-face-extra-challenges-in-the-face-of-covid-19/>