

*Promotion Guidance for Academic Professional Track Faculty Task Force
Consensus Guidance Document*

I. Definitions of Academic Professional Track (APT) Faculty ([University Rule: 12.01.99.M1 Section 1.1](#))

APT faculty are those faculty not on the tenure-track who contribute to the mission of the university in more focused ways. Normally APT faculty have a primary responsibility for teaching or research, but may also be expected to contribute in more than a single area of teaching, research or service. Titles of these positions are:

[Adjective] Professor, [Adjective] Associate Professor, [Adjective] Assistant Professor, where the term [Adjective] means Clinical, Adjunct, Executive, Instructional, Research, Senior or Visiting. Faculty in these roles typically have 2 areas of responsibility.

Professor of the Practice, Associate Professor of the Practice, Assistant Professor of the Practice. Faculty in these roles typically have 2 areas of responsibility.

Senior Lecturer, Lecturer, Assistant Lecturer. Faculty in these roles have only teaching responsibility.

Contracts

[Adjective] Assistant professor titles can only be hired for 1 year at a time.

[Adjective] Associate professor titles can be hired for up to 3 years, departmental discretion as they are committed to the 3 year funding in that case.

[Adjective] Professor titles can be hired for up to 5 years, departmental discretion as they are committed to the 5 year funding in that case.

If the [Adjective] Associate professor or [Adjective] Professor title is the initial title on hire, contract length should be for only 1 year to allow for assessment of quality before a multi-year offer is considered.

II. Expectations for Promotion

From [University Rule 12.01.99.M1 Section 4.4.4](#)

Faculty members in non-tenure track positions may normally be considered for promotion after five years, however, time in rank is never a sufficient criterion for promotion. A faculty member may seek promotion at an earlier time. All requests for promotion from eligible candidates must be considered.

Senior Lecturers should have an appropriate terminal degree or significant experience in the field and demonstrate continuing excellence in teaching.

Non-tenure track [Adjective] Assistant Professor, Associate Professor and Professor should have significant responsibilities beyond solely teaching (or research for research faculty) and demonstrate continued excellence in their primary as well as secondary responsibilities.

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1.1. Evaluation Criteria for Academic Professional Track Faculty (Non-Tenure Track)

For appointment and promotion in the academic professional track (non-tenure track), faculty members should be evaluated in their assigned areas of faculty performance. Faculty with Instructional or Practice in their title will be evaluated with a primary emphasis on the quality and impact of their teaching. Faculty with Research in their title will be evaluated with a primary emphasis on the quality and impact of their research/scholarly/creative work activities. For promotion, in addition to meritorious accomplishments, a high potential for continued excellence is expected for Academic Professional Track Faculty.

1.1.1. For Promotion from Lecturer to Senior Lecturer

1. **Teaching:** Excellence in teaching and a high potential for continued excellence are expected of Lecturers seeking promotion to Senior Lecturer.

1.1.2. For Promotion from Instructional Assistant Professor (or Assistant Professor of the Practice) to Instructional Associate Professor (or Associate Professor of the Practice)

1. **Teaching:** Excellence in teaching and a high potential for continued excellence are expected of an Instructional Assistant Professor or Assistant Professor of the Practice seeking promotion to Instructional Associate Professor or Associate Professor of the Practice, respectively. Teaching excellence should be demonstrated based on appropriate indicators described in Appendix A.

2. **Service:** Effectiveness in service and a commitment to excellence in service (see indicators described in Appendix B) are an expectation of Instructional Assistant Professors or Assistant Professors of the Practice seeking promotion for whom service is the assigned secondary duty. Service efforts may involve curriculum development, program supervision, ensuring program accreditation and other service activities that are critical to the teaching mission of the department or program. Significant service contributions to the institution and profession are expected and these contributions can often have strong synergies with their efforts in teaching.

3. **Research:** Effectiveness in research and a commitment to excellence in research (see indicators described in Appendix C) are an expectation of the Instructional Assistant Professors or Assistant Professors of the Practice seeking promotion for whom research is the assigned secondary duty.

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1.1.3. For Promotion from Instructional Associate Professor (or Associate Professor of the Practice) to Instructional Professor (or Professor of the Practice)

1. **Teaching:** Excellence in teaching and a high potential for continued excellence are expected of an Instructional Associate Professors or Associate Professor of the Practice seeking promotion to Instructional Professor or Professor of the Practice, respectively. Teaching excellence should be demonstrated based on appropriate indicators described in Appendix A. Leadership and impact in teaching and scholarship of teaching should grow and broaden in scope throughout the faculty member's career.

2. **Service:** Effectiveness in service and a commitment to excellence in service (see indicators described in Appendix B) are an expectation of Instructional Associate Professors or Associate Professors of the Practice seeking promotion for whom service is the assigned secondary duty. Service efforts may involve curriculum development, program supervision, ensuring program accreditation and other service activities that are critical to the teaching mission of the department or program. Significant service contributions to the institution and profession are expected and these service contributions should have strong synergies with their efforts in teaching. Leadership and impact of service should grow throughout the faculty member's career.

3. **Research:** Effectiveness in research and a commitment to excellence in research (see indicators described in Appendix C) are an expectation of the Instructional Associate Professors or Associate Professors of the Practice seeking promotion for whom research is the assigned secondary duty. Leadership and impact in research should grow and broaden in scope throughout the faculty member's career.

III. Evaluation Criteria in Consideration of Merit Review, Promotion

Teaching, service, and/or research are important areas of activity to be evaluated in the merit review and promotion process and should be considered as appropriate to the appointment of an individual faculty member. Two areas of performance should be documented in the dossier of the non-tenure track faculty.

THE TEACHING EVALUATION

The specific indicators used can vary with the discipline, the teaching assignment, and the department. Candidates for promotion should discuss the specific indicators used for the teaching profile with the department head and the promotion and tenure committee chair.

Teaching excellence can be demonstrated with outstanding teaching performance as evidenced by peer reviews, student satisfaction, and student outcomes; innovations in pedagogical/course design; development and effective implementation of high-impact learning experiences; presentations on teaching and learning at academic institutions and professional conferences;

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recognition of excellence by internal and external teaching awards; continued professional development in teaching, and other appropriate indicators as described in Appendix A.

The evaluation of colleagues, students and academic clientele can include as appropriate the following documentation:

1. Evidence of effective student learning

Students' mastery of material in subsequent courses (numerous forms of student or colleague reactions may be appropriate to include pre-test/post-test comparisons and other performance measures of student mastery of subject material).

2. Creativity in programmatic development

Indication that a faculty member has been a catalyst for the initiation of new approaches in teaching his/her own courses or new programs (new texts, teaching material used by other educational groups, new teaching technology development, utilization of distance education, etc.).

3. Professional peer evaluation

A peer analysis of prepared materials can be utilized to evaluate the quality of preparation, clarity and appropriateness of educational goals and methods of testing. Professional peer evaluation may involve review of syllabus and teaching materials, site visits, departmental exit interviews, or performance in subsequent courses.

4. Accomplishments of students

The number and caliber of students guided through effective research and mentorship which resulted in refereed publications and recognition of the development of the faculty member's reputation as a scholar and teacher.

5. Self-evaluation of teaching

The instructor's self-evaluation can present a unique insight into the teaching philosophy and professional efforts in teaching activities.

6. Flexibility in teaching abilities

When appropriate, the teaching flexibility demonstrated by each instructor should be considered with attention to the ability of the instructor to properly gauge student understanding and distinguish between introductory and advanced presentations.

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7. Continuing education

Continuing education provides an important aspect of the academic activities of some faculty members involved in adult education, K-12 teacher education, professional leadership, specialized training, etc. Significant ongoing participation and development of continuing education programs may be an important component of a faculty member's activities.

8. Surveys of student opinions of teaching

The use of student comments and evaluations can provide an immediate response of student's perspectives; student reviews such as exit interviews at a later date would provide another important long-term indicator. Recommendations are needed from the COALS level regarding how candidates, Department Heads, and P&T committees interpret and report AEFCIS student opinions of teaching.

9. Formal teaching recognition

The receipt of awards for outstanding teaching or other formal recognition of teaching excellence by student clubs, the department, college, university or recognition of contributions to the educational programs of a professional society.

10. Student advising and mentoring

Involvement in student advising programs or honors fellows programs provide an important component of student development. Faculty participation in internship management, the Masters of Agriculture program, co-op programs and student placement are also important components of the teaching evaluation. Significant variable credit programs should be identified and their uniqueness defined such as directed studies courses and the 0 credit 285 Freshman course.

The quality and level of participation of a faculty member in these indicators should be examined at the department and college level. Prepared materials that could be specifically evaluated include course syllabi, goal statements, examinations, and the instructor's personal narrative. Qualitative judgments by a committee of peers could include an assessment of the care with which instructional materials such as texts and problem sets have been selected. This could include the appropriate use of instructional aids such as handouts, films, demonstrations and field trips, and the creative development of the course format (for example, the integration of lectures with laboratory sessions or the use of student panel discussions for controversial issues). The focus of the evaluation should not be limited to the materials themselves, but rather on the quality of thought and synthesis encouraged. In addition to the traditional indicators, the development of techniques or new modes of instruction, substantial revision of existing courses or the development of new courses should be considered.

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Authorship of textbooks may sometimes be considered a creative extension of prepared materials which reflect upon a candidate's contribution to academic programs in a larger context than their individual teaching. The committee should carefully evaluate the quality of the literary work and to reflect benchmarking against peer institutions. An award/grant for curriculum development, student development or academic programming may also be considered as an example in which an activity extends into a larger sphere than the teaching program of the candidate. The teaching report should clearly indicate the type of courses being presented and the nature of the evidence on which the appraisal of teaching competence has been measured. Surveys of student opinion on teaching can be quite valuable; however, evaluation of teaching should be based upon more than one criterion. Individual components of student opinion surveys should be interpreted individually rather than relying on a simple evaluation of the overall scores. For example, a particular instructor's teaching load for a period of time may consist of required courses which are unpopular or there may be extenuating circumstances in a given semester that might have influenced student opinion.

THE SERVICE EVALUATION

Faculty members in the College of Agriculture and Life Sciences at Texas A&M University are expected to be involved in activities of service to the people of the State of Texas as well as to their academic, research and extension activities. Extraordinary aspects of service should be clearly defined and displayed in the faculty achievement report/curriculum and supporting documentation.

It is difficult to define the scope of these activities without jeopardizing its many different aspects. The most important component of the service function relative to faculty evaluations is related to the significance and impact of the activity. While many service functions represent essential housekeeping responsibilities, others provide the innovative impetus for new programs and development. In the same manner as teaching and research functions, the quality service functions should have a long-range impact on programs or clientele groups that can be readily documented and explained. Examples of service components include the following:

1. Departmental service.

All faculty are involved in various departmental services; however, the requirements of that service vary significantly. Some faculty members serve as Associate Heads of the Department or provide other major programmatic leadership. Included in these activities are student recruiting, placement services, departmental student club advising, and similar activities which provide nonacademic components of student development. Departmental service also includes roles on faculty search committees.

2. College or university service.

Selected faculty members provide major service on college or university-wide committees or task forces, public relations activities, and the Faculty Senate. Distinguished effort in such activities provides important contributions to the Texas A&M University community.

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3. Community or state-wide resource or leadership activities.

Some faculty members provide an irreplaceable resource for community development and continuing education. While these activities may or may not be a direct component of their professional responsibilities, extraordinary service or quality of community enhancement should be considered in a faculty evaluation. Of particular importance is the role that faculty have in youth education and development through both formal and informal programming. Another issue involves adult and continuing education activities which may or may not be a part of the professional responsibilities of a given faculty member.

4. Contributions to government, industry or commerce.

Many faculty members are asked to contribute their professional or scientific expertise to informational needs or to the solution of practical issues in the public and private domain. As appropriate, a statement should be provided relative to the service activities and problem-solving aspects of the faculty member.

5. International involvement.

In seeking to achieve a global perspective among students and professors, faculty at Texas A&M University are encouraged to contribute to the worldwide economic and cultural development, and enhance global understanding through their efforts at the international level. This includes assuming responsibility for international research enhancement grants, participation in USAID projects, and forging new collaborative relationships with international institutions.

6. Contributions to professional disciplines.

Many faculty members serve as officers and leaders in the disciplinary activities of their professional societies. The significance of these appointed and elected positions should be clearly explained.

THE RESEARCH EVALUATION

The research evaluation for APT faculty should be made with regard to their appointment. For a majority of APT faculty with a research appointment, it is their secondary appointment, and many APT faculty have no assigned research responsibility.

The research evaluation should examine a variety of research output to include publications and other examples of creative work ("scholarly activity"). An analytical summary of the research record is often a useful tool which can be important in evaluation; however, this type of summary analysis cannot substitute for appropriate qualitative judgment. Quality as well

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as the number of publications must be considered relative to the importance and creativity of the work.

Traditionally, scholarship has been viewed as research grants and publishing peer-reviewed journal articles. However, many achievements may count as scholarship if they are consistent with the following definition of scholarship:

Those activities that systematically advance the teaching, research and/or practice of one's field through rigorous inquiry that 1) is significant to the profession or discipline, 2) leads to new knowledge or new insights or approaches to existing knowledge and 3) is disseminated for evaluation and review by other scholars, industry leaders, and practitioners.

APT criteria recognize the different forms of scholarship originally outlined by Ernest Boyer's (1990) Model of Scholarship:

1. *Scholarship of Discovery* - This refers to traditional empirical research. Examples of achievements are internally or externally funded primary empirical research, designing and testing of new methods of inquiry, developing theory, other research projects, peer-reviewed journal articles, abstracts and presentations, and authoring books or book chapters.

2. *Scholarship of Integration* - This refers to the integration of knowledge from different sources or disciplines. It may be bringing together findings from different disciplines to create new ways of seeing or doing things. Examples include conducting meta-analyses or systematic literature reviews, conducting interdisciplinary research, developing practice guidelines, analyzing policy, designing and delivering professional development workshops or giving presentations at conferences. Authoring books or book chapters can be a form of the scholarship of integration as well. Team activities may also be considered a form of integration scholarship.

3. *Scholarship of Application* - This refers to using existing knowledge in a way to solve real world problems. Examples include developing centers for study or service, consulting activities that directly relate to the intellectual work of the faculty member, developing and testing innovations, applying technical or research skills to practice, and publications that propose an approach bridging theory and practice. Participation in trials and quality improvement work may also be considered scholarship of application.

4. *Scholarship of Teaching* - This refers to the study of best practices and skills to design, evaluate, and disseminate knowledge about education. Examples include educational research resulting in publication or presentation at conferences, development of new or substantially revised courses or curricula, developing new pedagogies or applying existing pedagogies in new ways, development of innovative teaching strategies, and publication or dissemination of teaching materials.

Emphasis on the quality of work requires attention to the nature of the output and a consideration of the impact of the research. It should be determined whether the medium is appropriate for the subject material and provides impact to the field, industry or academia. Research outputs of APT faculty should reflect, in part, advancements and best practices in

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pedagogy with connection to the member's field. It is important to determine if the research shows promise of continued productivity in publications, support and impact. Copies of publications or select examples of publications should be on file in the department head's office for evaluation. In contrast to tenure evaluation, research outputs may be outside of academic journals and could include a contribution to industry and popular media. Impact can be evaluated in a variety of ways, to include, but not limited to, quality of conference presentations, number of output views, industry use, distribution across syndicated outlets, and continued expert contribution on a subject.

It must be recognized that some faculty members work in areas of research that are less amenable to publication. Furthermore, the publication of some types of observations may be more appropriate in publications or presentations other than peer-reviewed journals. In these cases, it may be more difficult to evaluate the quality of the research effort by external standards. However, it is important to provide some comparative standards and expectations for these faculty. Candidates should be writing this statement of the appropriateness of the output and to make a case about its impact. Furthermore, it is essential that the nature of these evaluations is clearly communicated to the faculty members.

In addition, there are numerous creative productions that develop from different goals than refereed publications (e.g., patented technology or germplasm release). These should be evaluated from the perspective of the impact of the material on the targeted program or clientele use. Some of the specific activities which could contribute to faculty research or other creative activities might include several but certainly not all of the following:

1. Original peer-reviewed scientific publications.

The most traditional sense of original basic and applied research is the presentation of that material in formally reviewed literature publications.

2. Invited review publications.

One of the more important components of developing national and international recognition for research capabilities is the publication of significant reviews in leading disciplinary journals or review publications.

3. Book chapters and book editing.

Ongoing research activity may be published in books or specialized monographs of scientific meetings. While these may have varying value and occasionally be of major importance in chronicling or providing direction to a research area, they should not be interchanged with the invited reviews mentioned above.

4. Popular press articles and research application bulletins.

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Publication opportunities exist which are targeted toward specific components of the lay audience in the popular press or applied service bulletins. This type of publication provides an important component of scientific education and application.

5. Textbooks, educational software and teaching materials.

There is an ever-increasing demand for educational materials for use in laboratories, lecture courses, workshops, and continuing education. Some of these materials find access to large interdisciplinary markets and some are used entirely within the local domain. The importance of these materials depends on the quality and extended impact of the materials on a wide community.

6. Products of research experiences.

As a result of research investigations, many products are developed which provide valuable end-products in themselves and traditionally represent a variety of integrated research and production-oriented activities. The utility of the research product should be examined in the performance criteria assessment. Included in this forum are the development of patented and non-patented products and/or techniques encompassing the formulation of germplasm/varieties, software, equipment, models, etc. (i.e., the development of the cotton module builder and the electro-stimulation of carcasses.)

7. Technology transfer.

Invention disclosures, patents, copyrights, trademarks, consulting and participation in extension educational programs are important indicators of research performance.

8. Development of extramural funding activities.

Successful research programs in many areas are able to attract extramural research support from competitive state, federal and industrial sources. The development of competitive funding should be evaluated for the provision of a consistent, directed research program of APT faculty with a research responsibility. In addition, it is becoming increasingly possible to develop extramural teaching/research funding relative to the national concerns regarding the future status of scientific education and research.

9. Participation in scientific meetings, invited seminars and related activities.

An indication of research activity can be demonstrated by participation in scientific meetings, particularly as invited speakers at major symposia. In addition, however, published abstracts and short published research reports associated with meetings can contribute to the evaluation of research quality.

10. Peer recognition, awards, and commendations. The recognition of research accomplishments and their impact on clientele groups provides a valuable indicator of the external impact and significance of the research program.

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11. Solicitation of scientific expertise.

Requests to serve on decision-making panels (i.e. program reviews, consultation with government or industry, select scientific panels, publication editorial work, and peer grant review) represent measures of the potential importance of scientific expertise and impact.

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Appendix A

Methods for Demonstrating Teaching Impact

This is a collection of ideas and suggestions for demonstrating teaching impact. The specific methods selected will depend on the individual faculty members' teaching assignments and types of courses they teach. Faculty members should consult with the department chair and/or the promotion and tenure committee chair about which measurements are an appropriate fit.

Student course evaluations

Anecdotal comments

Solicited and unsolicited feedback

Support letters from students

Emails received from students whom the faculty member has taught in the classroom or 'taught' through a mentoring/advising relationship

The number of courses/credits taught

Student contact hours

Courses taught that have intensive requirements (i.e., Writing-intensive courses)

Professional development

Peer/CTE evaluations

Student retention in a program or areas of study

Publishing on the scholarship of Teaching

List articles written or presentations given about teaching/learning in their respective fields

Popular press articles about innovation in the classroom

Awards

Graduate students mentored

External programs created (i.e. camps, industry workshops, etc.)

Projects the faculty member has created

Students whom faculty members have taught who have gone on to obtain jobs and/or attend professional or graduate school

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Comments from former students in their first five years after graduation about how certain course knowledge was invaluable in helping drive their early career advancement compared to peers from other departments and universities.

New course development

Support from former students to help fund equipment or an endowment for the new course.

Student comments about the course and the instructor

Review of the course syllabus

Demonstration of assignments

Student outcomes

Participation in teaching-related events with students

Pre- and post-tests

Student career placement

Standardized testing measures across sections and professors

Teaching modality effectiveness

Former student assessment

A presentation of how the APT faculty member developed and improved courses

Conferences

Short courses

Student performance in courses that follow prerequisites taught by the APT faculty member

Measuring their success annually from past to current classes

Assessment and evaluation of high impact experiences implemented in their classes

Adoption of successful APT faculty teaching innovations by another faculty

Interest and support of industry participants who would hire the faculty member's students

Student success through longitudinal evaluation

Student focus groups

Student exit surveys

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Maintaining a heavily annotated CV noting changes in response to student feedback.

Metrics on student performance

Metrics on course enrollment over time

Weighted Student Credit Hours

Self-evaluation

Number of non-majors taking APT faculty members' classes

Number of certifications earned by students

National recognition of teaching effectiveness

Learning matrix

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Appendix B

Methods for Demonstrating Service Impact

This is a collection of ideas and suggestions for demonstrating service impact. The specific methods selected will depend on the individual faculty members' service assignments and responsibilities. Faculty members should consult with the department chair and/or the promotion and tenure committee chair about which measurements are an appropriate fit.

Awards for service

Chair committees

Advising or involvement with student organizations.

Leadership or service roles with industry professional organizations

Diversity of service to University, COALS, department

Mentor graduate students and post docs students toward teaching portfolio

Faculty Senate

Course management, for a department (creating resources, syllabi) for a course taught by multiple faculty in department

Invited speaker for professional organization outside your own

LMS support for faculty

Liaison roles (assessment role)

Paper review

Peer review of teaching

Teaching focus grant

Consulting activities

Professional mentoring

Core curriculum delivery and additional reporting burden

Management/administration of core curriculum courses

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Leadership of major in a department with multiple majors

Outreach/Extension activities

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Appendix C

Methods for Demonstrating Research Impact

This is a collection of ideas and suggestions for demonstrating research impact. The specific methods selected will depend on the individual faculty members' research assignments, roles, and responsibilities. Faculty members should consult with the department chair and/or the promotion and tenure committee chair about which measurements are an appropriate fit.

Publication, services on student committees

Awards

Grants

Consulting activities reviewing and assisting research

“Teaching as research” which is collecting data in a curriculum designed in a way that provides info about teaching impact/learning impact

Book chapters, popular media contributions, Industry research projects, review of new teaching methods/innovative teaching strategies, product/service reviews conference presentations

Citations, journal impact factors

Activities that systematically advance teaching, research, and/or practice of one's field through rigorous inquiry that:

- 1) is significant to profession or disciplines,
- 2) lead to new knowledge or new insight or approaches of existing knowledge,
- 3) is disseminated for evaluation & review by other scholars

Student presentations at professional meetings

Internal collaboration for teaching or research especially for transition from associate to full

Contributor to a research grant but not PI