
Academic Professional Track Faculty Guidelines

Revised January 2017

I. Introduction

The College of Liberal Arts supports and affirms the eight recommendations of the AAUP June 1993 *Report on the Status of Non-Tenure-Track Faculty* (<http://www.aaup.org/report/status-non-tenure-track-faculty>). This document sets out to implement those within the institutional framework of the College of Liberal Arts at Texas A&M University.

II. Appointments

- A. Normally, departments are expected to undertake searches for appointing faculty to any of the titles covered in this document. In emergency situations an academic professional track faculty member may be hired without a search if the dean grants a search waiver. Waivers may be granted in certain other situations (e.g., partner placement hires), but should be rare exceptions.
- B. Faculty appointed to any title in the academic professional track must have credentials appropriate to the title and consistent with SACS COC rules for accreditation. For a complete list of faculty titles see Texas A&M University Guidelines to Faculty Titles (http://dof.tamu.edu/dof/media/PITO-DOF/Documents/Guidelines/faculty_titles/guidelines_faculty_titles.pdf). SACS COC guidelines require that faculty teaching general education or baccalaureate courses at the undergraduate level hold a doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline). Faculty teaching graduate and post-baccalaureate course work must hold an earned doctorate or terminal degree in the teaching discipline or a related discipline. (<http://www.sacscoc.org/pdf/081705/faculty%20credentials.pdf>). In the College of Liberal Arts, faculty in the lecturer should not be assigned to graduate courses. Faculty in instructional titles may not be assigned to teach graduate courses without the approval of the Dean.
- C. All letters of appointment must contain a clear description of the specific professional duties required both inside and outside the classroom.
- D. The specific professional duties required in a letter of appointment must be appropriate to the faculty title, as outlined in section III. Initial appointment to a rank above lecturer or assistant [adjective] professor will require a departmental report and vote that will be reviewed by the Dean's Advisory Committee for Academic Professional Track Faculty.

- The DAC will vote on a recommendation to the Dean, who must approve the appointment.
- E. The letter of appointment should specify the criteria by which performance is to be evaluated, making expectations explicit to the extent possible.
 - F. In cases where instructional demand is predictable and budgets permit, department heads and other supervisors should make appointments that extend beyond a single year. Such appointments must conform to the guidelines and requirements prescribed by the Office of the Dean of Faculties.
 - G. When an annual appointment is renewed the salary should be reviewed in the light of any merit raises that may be in effect for comparable faculty on longer-term appointments. Equity issues should also be considered.
 - H. Faculty members who are not being reappointed should be given timely notice of non-reappointment, in accordance with university policy when policy specifies a time period.

III. Duties and responsibilities for different faculty titles

- A. Faculty with the title of **Lecturer** or **Senior Lecturer** will normally hold a master's or terminal degree in the teaching field and primarily be engaged in instruction. They may be expected to engage in such service and administrative activities as is required to carry out their instructional duties (e.g. coordinating multiple sections of a large core curriculum course, or running placement exams for language instruction).

The standard teaching load per semester for a full-time Lecturer or Senior Lecturer is determined by the Department and should be greater than the standard load for tenured and tenure-track faculty, but should not exceed 12 semester credit hours per semester catalog (or up to 16 for faculty teaching 4-credit hour language courses). Only regular course offerings (major or general academic) will count for the purpose of calculating teaching loads for faculty on this track. Supervision of undergraduate reading and research courses (285, 291, 485, and 491) or internships (484) will normally be considered as additions to the regular assigned load, except in unusual circumstances approved by the Department Head. Faculty in lecturer titles should not be assigned to graduate courses. Course loads in excess of four 3-to-4 credit hour courses per semester require the approval of the Dean of Liberal Arts.

Lecturers and Senior Lecturers are not expected to engage in research or service, but either may be taken into account in annual performance evaluations or for promotion in the category of Enhancing Instructional Effectiveness (see section IV below).

- B. Faculty with the title of **Instructional Assistant Professor**, **Instructional Associate Professor**, or **Instructional Professor** normally hold a terminal degree in the teaching fields and will be engaged in both instruction and significant service. The category of service is understood broadly to include student advising and pedagogically-related activities outside the classroom.

The standard load each semester for a full-time faculty member on the instructional track is 9 semester credit hours as defined by the course catalog (or up to 12 for faculty

teaching 4-credit hour language courses). Additional weights for large classes cannot be added to bring the credit hours to 9. Normally, this is three courses. Only regular course offerings (major or general academic) will count for the purpose of calculating teaching loads for faculty on this track. Supervision of individual students in directed studies or research courses (e.g., 285, 291, 485, and 491) or internships (484) will normally be considered as additions to the normal load, except in unusual circumstances approved by the Department Head. This course load may be reduced in instances of a substantial service assignment (e.g., serving as director of undergraduate studies, serving as coordinator of large, multi-section courses). Both deviations from the standard course load and the assignment of instructional faculty to specific graduate courses will require the approval of the Dean of Liberal Arts. Once the Dean has authorized an instructional faculty member to teach a specific graduate course that authorization remains in effect for subsequent semesters.

Faculty in the Instructional titles are not expected to engage in research, but it may be taken into account in annual performance evaluations or for promotion in the category of Enhancing Instructional Effectiveness (see section IV below).

- C. Faculty with the title of **Clinical Assistant Professor, Clinical Associate Professor or Clinical Full professor** will hold doctoral degree in an applied professional discipline and be licensed or license-eligible in that discipline. This appointment often involves teaching graduate students who are working toward a degree that leads to state licensure in an applied professional discipline and teaching pre-doctoral practica with close supervision and monitoring of students, consistent with national and state professional standards. The position may also involve graduate student committee work, faculty committee work, curriculum development, undergraduate teaching, advising, or other administrative duties, and scholarship as appropriate to working with graduate and undergraduate students. As part of their assigned duties, faculty in clinical track appointments may also serve clients within the University-operated programs for the purposes of providing learning opportunities to students, maintaining a department-supported service, or to generate revenue for programmatic activities. Expectations for teaching, service, and scholarship should be outlined in the offer of appointment and in annual renewal letters.

The standard teaching load for a faculty member in the Clinical track is determined relative to the standard teaching load for the tenured and tenure-track faculty as well as departmental needs and objectives for the positions and the other obligations of the position. This may vary both within and across departments. Only regular course offerings (major or general academic) will normally count for the purpose of calculating teaching loads for faculty on this track. Supervision of undergraduate and graduate reading or research courses (285, 291, 485, 491, 685, and 691) or internships (484, 684) will be considered as additions to the normal load, except in unusual circumstances approved by the Department Head.

- D. Faculty with the title of **Research Assistant Professor, Research Associate Professor, or Research Professor** will be primarily engaged in research, typically funded with extramural funds. They may engage in some instructional activities. Service is not required in these titles, but is not prohibited. See <http://dof.tamu.edu/Hiring/RESEARCH-FACULTY> for university guidelines on faculty in these titles.

IV. Annual Evaluation

All faculty in academic professional titles should receive an annual evaluation in accordance with University Rule 12.01.99.M2. In accordance with University Rule 12.01.99.M2 this document should evaluate progress toward promotion.

- A. The annual evaluation should be guided by the professional duties specified in the letter of appointment or annual renewal letter, and any specific expectations or criteria for evaluation described there.
 - i. Lecturers, Senior Lecturers, and faculty in Instructional track titles should be evaluated on the quality of their teaching and work they have done to enhance instructional effectiveness. This evaluation should take into account everything that faculty members have done to improve their performance in the classroom and to enhance the learning experience for students. Examples might be:
 - disciplinary scholarship and research that informs teaching directly
 - scholarship and research on pedagogy
 - incorporating instructional technology into pedagogy
 - developing innovative course materials
 - developing new teaching skills and techniques
 - ii. Faculty in titles including the modifier “Instructional” should also be evaluated on their service contributions.
- B. Clinical faculty should be evaluated on the quality of their teaching as outlined above, including their work with graduate students.

Clinical faculty should also be evaluated on their service contributions and on research to the extent that participation and productivity in scholarship are in the individual faculty member’s job description as specified in the initial letter of appointment or any updates in annual renewal letters.

- C. Research faculty should be evaluated on performance in the categories of research, scholarly or creative endeavors and should be held to departmental standards for tenured and tenure track faculty in these categories. The record of extramural funding should also be considered in the review.

If a faculty member in a Research title taught during the review period or performed any service to the department, college, university, or profession that should also be evaluated in the annual review.

V. Professional development support for Academic Professional Track faculty

- A. Departments are expected to provide Academic Professional Track Faculty support for professional travel that is relevant to their appointment and is consistent with the departmental policy for tenured and tenure-track faculty members. This includes, but is

not limited to, support for travel to conferences or workshops that will enhance the individual's effectiveness in teaching or service.

- B. Department Heads may, with approval of the Dean, provide a temporary course load reduction to Academic Professional Faculty who have achieved promotion (i.e., Senior Lecturers and faculty who have earned the rank of Associate Professor or Professor) for professional development activities that enhance teaching or service capabilities for both the individual and the department. Such a reduction should not be provided more often than once every five years.

VI. Procedures and Criteria for promotion

This section specifies the College of Liberal Arts minimum procedures and criteria for promotion in the academic professional titles.

All promotions in the Academic Professional Track will follow the same process and timeline as for tenure-track and tenured faculty in the College of Liberal Arts (see the College document "Guidelines for Review, Tenure, and Promotion of Tenure-track and Tenured Faculty" (<https://libarts.tamu.edu/intranet/forms-guidelines/>) for details on required components of the dossier and time table), with these exceptions:

- no more than three support letters are required and these may come from outside the university or outside the department but within the university
- in the cases of lecturers and faculty in instructional titles no research report is required in the dossier
- College committee review will be done by a Dean's Advisory Committee specifically dedicated to promotions in the Academic Professional Track. This committee comprises a minimum of two academic professional track faculty at the rank of professor (to the extent possible) and a minimum of one tenured faculty member at the rank of professor. Committee members are chosen by the Dean and names are presented to department heads and the Liberal Arts Council for endorsement.

Departments may set additional promotion criteria that should be specified in departmental bylaws, but cannot impose research expectations on faculty in titles where research is not expected, nor can research be substituted for service in titles where service is required (i.e., in the Instructional ranks).

A. Lecturers:

Full-time Lecturers may be considered for promotion to Senior Lecturer. Criteria for such promotion are:

- Normally service of at least five years in the department
- Demonstrated meritorious teaching as indicated by a combination of some of the following:
 - Strong teaching performance, as evidenced by peer evaluation, student satisfaction, and student outcomes
 - Development of effective pedagogical methods and materials as evidenced by peer evaluation, student satisfaction, and student outcomes

- Evidence of very high quality in class preparation, interaction, and accomplishments
- Successful development of new courses or major revision of existing courses
- Effectively coordinating a multi-section course
- Significant self-development activities leading to enhanced teaching effectiveness
- Offering high impact experiences for students (e.g., study abroad, critical thinking seminars, directing senior honors theses, etc.)
- Receiving competitive funding for teaching
- Participation in University Honors or other programs for mentoring the professional development of students
- Selection for a college or departmental outstanding teacher award

B. Faculty in Instructional Titles

Criteria for promotion to Instructional Associate Professor

- Normally service of at least 5 years in department
- Demonstrated meritorious teaching as indicated by a combination of some of the following:
 - Strong teaching performance, as evidenced by peer evaluation, student satisfaction, and student outcomes
 - Development of effective pedagogical methods and materials as evidenced by peer evaluation, student satisfaction, and student outcomes
 - Evidence of very high quality in class preparation, interaction, and accomplishments
 - Successful development of new courses or major revision of existing courses
 - Effectively coordinating a multi-section course
 - Demonstrated success in service as departmental undergraduate advisor (may also be included as a service activity where appropriate)
 - Significant self-development activities leading to enhanced teaching effectiveness
 - Receiving competitive funding for teaching
 - Participation in University Honors or other programs for mentoring the professional development of students
 - Offering high impact experiences for students (e.g., study abroad, critical thinking seminars, directing senior honors theses, etc.)
 - Selection for a college or departmental outstanding teacher award
- Demonstrated meritorious service to the department as indicated by some combination of the following:
 - Serving actively on university, college, or department committees and task forces
 - Serving as an advisor to student organizations
 - Serving in administrative roles within the department
 - Serving as an active member of the Faculty Senate

- Significant self-development activities that lead to enhanced service effectiveness

Criteria for promotion from Instructional Associate to Instructional Full Professor

- Normally served 5 years in rank
- Demonstrated excellence in teaching as indicated by a combination of some of the following:
 - Outstanding teaching performance as evidenced by such measures as peer-evaluation, student satisfaction, and student outcomes
 - Evidence of courses taught at a rigorous and challenging level, with recognized excellence
 - Publication of widely adopted or acclaimed instructional materials
 - Developing a new course that fills an identified need in the curriculum
 - Receiving external grant support for teaching/learning projects
 - Receipt of awards for success in academic performance by the faculty member's students
 - Significantly contributing to the professional development of students (e.g. working with the University Honors program)
 - Outstanding performance as a departmental undergraduate advisor (may also be included as a service activity where appropriate)
 - Frequent offerings of high impact experiences for students (e.g., study abroad, critical thinking seminars, directing senior honors theses, etc.)
 - Selection for a University or professional society outstanding teacher award
- Demonstrated excellence in service to the department, university, or profession as indicated by a combination of some of the following
 - Chairing a university, college, or department committee or task force
 - Sustained service as an advisor to student organizations
 - Serving in key administrative roles within the department
 - Serving as an officer in the Faculty Senate
 - Sustained and significant self-development activities that lead to enhanced service effectiveness
 - Serving as program chair or other major program role or in a similar leadership position at a national or international meeting focusing on teaching

C. Clinical Faculty

The relative importance of teaching, service, and scholarship for promotion in the Clinical titles will be defined in the initial letter of appointment and subsequent annual renewal letters renewal letter.

Criteria for Promotion to Clinical Associate Professor

- Normally served 5 years in rank

- Candidates for promotion to Clinical Associate Professor must provide evidence of sustained instruction or training of graduate students working toward a degree that leads to state licensure in an applied professional discipline and further demonstrate meritorious teaching by a combination of some of the following:
 - Strong teaching performance, as evidenced by peer evaluation, student satisfaction, and student outcomes
 - Development of effective pedagogical methods and materials as evidenced by peer evaluation, student satisfaction, and student outcomes
 - Evidence of very high quality in class preparation, interaction, and accomplishments
 - Successful development of new courses or major revision of existing courses
 - Effectively coordinating a multi-section course
 - Management of training contracts to fund students and agreements with agencies/institutions for voluntary practica and field experiences of students
 - Demonstrated success in teaching/training aspects of graduate student work as defined in the initial letter of appointment and subsequent annual renewal letters
 - Significant self-development activities leading to enhanced teaching effectiveness
 - Receiving competitive funding for teaching
 - Participation in University Honors or other programs for mentoring the professional development of students
 - Offering high impact classes or experiences for students (e.g., study abroad, critical thinking seminars, directing senior honors theses, etc.)
 - Selection for a college or departmental outstanding teacher award
- Demonstrated meritorious service evidenced by a combination of some of the following:
 - Service to state, regional, or national professional organizations
 - Planning and delivering workshops or other learning opportunities
 - Member of an academic or curriculum review team or accreditation review panel
 - Serving actively on university, college, and department committees and task forces
 - Serving as an advisor to student organizations
 - Serving in an administrative role within the department
 - Serving as an active member of the Faculty Senate
 - Significant self-development activities that lead to enhanced service effectiveness
- Demonstrated meritorious scholarship (as specified in the initial letter of appointment and subsequent annual renewal letters) as evidenced by a combination of some of the following:
 - Applied or basic research and scholarly publications
 - Presentations at professional conferences or workshops
 - Reviewer for professional publications
 - Research- or scholarship-oriented grant

Criteria for promotion to Clinical Professor:

- Normally 5 years of service in rank
- Demonstrated excellence and impact in teaching as measured by a combination of some of the following indicators
 - Outstanding teaching performance as evidenced by such measures as peer-evaluation, student satisfaction, and student outcomes
 - Professional accomplishments of graduate students (e.g. publications, awards, or other honors)
 - Prestigious or significant placement of graduate students (either in internships or post-graduate employment)
 - Evidence of courses taught at a rigorous and challenging level, with recognized excellence
 - Publication of widely adopted or acclaimed instructional materials
 - Developing a new course that fills an identified need in the curriculum
 - Receiving external grant support for teaching/learning projects
 - Receipt of awards for success in academic performance by the faculty member's student mentees
 - Significantly contributing to the professional development of students (e.g. working with the University Honors program, professional development workshops for graduate students)
 - Outstanding performance as a departmental undergraduate mentor (may also be included as a service activity where appropriate)
 - Frequent offerings of high impact classes or experiences for students (e.g., study abroad, critical thinking seminars, directing senior honors theses, etc.)
 - Selection for a University or professional society outstanding teacher award
- Demonstrated excellence and impact in service as measured by a combination of some of the following:
 - Key leadership positions in state, regional or national organizations
 - Planning and delivering workshops or other learning opportunities
 - Chair of an academic or curriculum review team or accreditation review panel
 - Chairing university, college, or department committees or task forces
 - Serving as an advisor to student organizations
 - Serving in a key administrative role within the department
 - Serving as an officer of the Faculty Senate
 - Sustained and significant self-development activities that lead to enhanced service effectiveness
- Demonstrated excellence and impact in scholarship (as specified in the initial letter of appointment and subsequent annual renewal letters) as evidenced by a combination of some of the following:
 - Applied or basic research and scholarly publications
 - Presentations at professional conferences or workshops
 - Editor of a journal, book, or special issue of a journal or other professional publication
 - Research- or scholarship-oriented grant

D. Research Faculty

Promotion criteria must conform to the University guidelines on these titles:

<http://dof.tamu.edu/sites/default/files/hiring/Research%20Professor%20Positions%20Guidelines.pdf>

and be consistent with the research portion of college and departmental promotion guidelines for tenured and tenure-track faculty.

Approved by the Liberal Arts Council May 13, 2015

Approved by Dean of Faculties May 18, 2015

Revised for clarification and compliance with University Rule 12.01.99M2:

January 9, 2017

Appendix A: Promotions in the Lecturer Titles: Dossier Items and Process

A checklist of all dossier items for promotion in the lecturer title is below. For a complete description of the required contents or format of each item see the College of Liberal Arts policy document on promotion and tenure processes as well as the Dean of Faculties document on tenure and promotion processes for the relevant year.

Promotion files for senior or distinguished lecturer candidates are due at the same time as promotion files of faculty in tenure-track positions, general early to mid-October, and are submitted by the Department to the College.

Materials Submitted to Department by candidates for Senior Lecturer

- Candidate's Personal Statement on Teaching (Max 3 typed pages, 10-12 point, 1 inch margins)
- Candidate's CV (Be sure CV is in appropriate format)
- Teaching materials (syllabi, handouts, formal teaching portfolio, etc.)

Contents of Dossiers for promotion to Senior Lecturer. Items in bold to be submitted by Department to College

- **Candidate's Personal Statement on Teaching**
- **Candidate's CV**
 - **Include signed statement that CV is current and correct as of signature date**
 - **Include required TAMU grants chart**
- **Candidate's Verification of contents Letter**
 - **Dated statement signed by candidate verifying list of all materials submitted for review**
- **Departmental Report on Quality of Teaching**
 - **Include required chart with tabular summary of student ratings**
- **Departmental Committee Summary Report and Evaluation**
 - **Give vote and explain outcome; include required table on summary of votes**
 - **Committee members sign report or statement that the report is an accurate summary of**
 - **the meeting**
- **Head's Recommendation**
- College Committee Summary Report and Recommendation
- Recommendation of Dean
- **All annual reviews written by the Department Head**

Department or Candidate to submit separately to the College, no later than October 1 of promotion year consideration (see DOF document for exact format – no deviations from format are permitted)

- Required Faculty Biography Table
- Required Faculty Summary Data Table

Appendix B: Promotions in the Instructional Titles: Dossier Items and Process

A checklist of all dossier items for promotion in the instructional title is below. For a complete description of the required contents or format of each item see the College of Liberal Arts policy document on promotion and tenure processes as well as the Dean of Faculties document on tenure and promotion processes for the relevant year.

Promotion files for candidates for instructional associate or full professor are due at the same time as promotion files of faculty in tenure-track positions, general early to mid-October, and are submitted by the Department to the College.

Materials Submitted to Department by candidates for Instructional Associate or Full Professor

- Candidate's Personal Statement on Teaching and Service (Max 3 typed pages, 10-12 point, 1 inch margins)
- Candidate's CV (be sure CV is in appropriate format) and grants chart
- Teaching materials (syllabi, handouts, formal teaching portfolio, etc.)
- Service materials
- Other material documenting professional development

Contents of Dossiers for promotion to Instructional Associate or Full Professor. Items in bold to be submitted by Department to College

- **Candidate's Personal Statement**
- **Candidate's CV and Grants chart (see DOF website)**
 - **Include signed statement that CV is current and correct as of signature date**
- **Candidate's Verification of contents Letter**
 - **Dated statement signed by candidate verifying list of all materials submitted for review**
- **Departmental Evaluation of Quality of Teaching**
- **Include tabular summary of student ratings, include actual rating sheets with supplemental materials**
- **Departmental Evaluation of the Quality of Service**
- **Letters of evaluation: at least three and no more than six letters of evaluation from outside the department or outside the university that speak to teaching and service accomplishments and contributions. Include reviewer chart table for those outside the university (template available on DOF website).**
- **Departmental Committee Summary Report and Evaluation**
 - **Give vote and explain outcome, include required voting summary table (see DOF website for template)**
 - **Committee members sign report or statement that the report is an accurate summary of the meeting**
- **Head's Recommendation**
- College Committee Summary Report and Recommendation
- Recommendation of Dean
- **All annual review letters (for promotions to the associate level)**

Department or Candidate to submit separately to the College, no later than October 1 of promotion year consideration (see DOF document for exact format – no deviations from format are permitted)

- Required Faculty Biography Table
- Required Faculty Summary Data Table

Appendix C: Promotions in the Clinical and Research Titles: Dossier Items and Process

A checklist of all dossier items for promotion in the Clinical and Research title is below. For a complete description of the required contents or format of each item see the College of Liberal Arts policy document on promotion and tenure processes as well as the Dean of Faculties document on tenure and promotion processes for the relevant year.

Promotion files for candidates for clinical associate or full professor are due at the same time as promotion files of faculty in tenure-track positions, general early to mid-October, and are submitted by the Department to the College.

Materials Submitted to Department by candidates for Clinical or Research Associate or Full Professor

- Candidate's Personal Statement on Teaching, Service, Research, and professional development (if latter two are required in appointment letter) (Max 3 typed pages, 10-12 point, 1 inch margins)
- Candidate's CV (Be sure CV is in appropriate format) and grants chart
- Research materials
- Teaching materials (syllabi, handouts, formal teaching portfolio, etc.)
- Service materials (optional in research titles)
- Other material documenting professional development

Contents of Dossiers for promotion to Clinical or Research Associate or Full Professor. Items in bold to be submitted by Department to College

- **Candidate's Personal Statement**
- **Candidate's CV and Grants Chart (available on DOF website)**
 - Include signed statement that CV is current and correct as of signature date
- **Candidate's Verification of contents Letter**
- **Dated statement signed by candidate verifying list of all materials submitted for review**
- **Departmental Evaluation of Quality of Teaching**
 - Include required college tabular summary of student ratings
- **Departmental Evaluation of Quality of Research**
- **Departmental Evaluation of the Quality of Service (optional in research titles)**
- **Letters of evaluation: at least three and no more than six letters from outside the department at the university, national, or professional level that speak to research, teaching, or service accomplishments and contributions. Include external reviewer chart (available on DOF website)**
- **Departmental Committee Summary Report and Evaluation**
 - Summarize discussion and report vote (use required DOF voting chart)
 - Committee members sign report or statement that the report is an accurate summary of the meeting
- **Head's Recommendation**
- College Committee Summary Report and Recommendation
- Recommendation of Dean
- **All annual review letters (for promotions to the associate level)**

Department or Candidate to submit separately to the College, no later than October 1 of promotion year consideration (see DOF document for exact format – no deviations from format are permitted)

- Required Faculty Biography Table
- Required Faculty Summary Data Table