

COLLEGE OF NURSING, HEALTH, AND HUMAN SERVICES

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College of Nursing, Health, and Human Services Guidelines for Promotion of Full-time Non-Tenure Track Faculty

As candidates compile records of achievement in their respective fields of work, their accomplishments and level of expertise deserve recognition through promotion at key intervals. A well-prepared portfolio is necessary for evaluators to make informed promotion recommendations to the Provost. These guidelines will help faculty, Chairs, and Deans understand their roles and responsibilities in the promotion process. Promotion in rank is based upon the quality of contribution to the mission of the Division, College, and University and must meet the minimum requirements specified. While not a requirement for promotion for all NTT appointments, evidence of being active in research will be positively considered when applying for promotion to the next rank.

The initial appointment for a non-tenure track (NTT) position will be as a Lecturer, who would be eligible to go for promotion during the fifth (5) year after their initial appointment at TAMUT to a Senior Lecturer position, subject to successfully meeting the performance criteria discussed below. After five (5) years of service as a Senior Lecturer at TAMUT, the candidate will be eligible to apply for promotion to Principal Lecturer.

The Non-Tenure Track promotion process will follow the timeline established for tenure-track positions. In lieu of a college promotion committee, the Division Chair will serve as the first evaluator of the promotion portfolio. The Division Chair will make a recommendation in writing to the Dean. The Dean will then review and make a recommendation to the Provost. The Provost will be the final evaluator in this promotion process.

Expectations for Promotion

- A high level of performance in the areas of teaching and service (administrative, professional, and public) is the standard, minimum criteria for promotion decisions. In all cases, peer evaluation is the hallmark of assessing the candidate's record.
- NTT faculty members are expected to have considerable practical experience in their fields of expertise and are normally responsible for teaching and providing service to the Division, College, University, and profession. The position may not normally require research and scholarship, nor the expectation of prior research accomplishments. Professional productivity and service, however, may involve research and scholarship.
- The work assessed as the basis for promotion is that completed since either the initial appointment or last promotion.

Evaluating Teaching

Providing high-quality instruction is a key mission of any institution of higher education. Effective teaching involves many steps, including good subject content, effective delivery, student engagement, and ultimately excellent student learning outcomes. Many instructors develop new courses and programs, try innovative teaching techniques, use technological advances to improve pedagogy, conduct studies of student achievement, and publish their findings. Examples of items that demonstrate a high level of performance in teaching are as follows:

- Development of new courses and/or significant revision of existing courses
- Academic program development
- Teaching awards
- Peer reviews
- Student evaluations
- Documented student learning outcomes
- Publications about pedagogy and the scholarship of teaching
- Awards of external grants for teaching and laboratory equipment
- Instructional innovations
- Breadth and range of courses taught at all levels
- Mentoring and advising students
- Developing special class notes and other instructional material, e.g., study guides, laboratory manuals, laboratory equipment
- Teaching courses supportive of University objectives (e.g., learning communities, writing-enhanced courses, and experiential learning courses)

Evaluating Service

All faculty are expected to be engaged in service. This includes administrative service, professional service and external outreach service.

Administrative service: These activities represent the essential participation of faculty in the administration of the university. This is an internal university service, which helps the smooth running of the Division, College, and University. Each faculty member must carry a fair share of service. This will typically include participation in Division, College, and University-wide committees, student advising and recruiting, administrative responsibility for a Division program or special event, advising student organizations, participation in professional and educational accreditation reviews, etc. Adequate documentation of all these activities will be the basis for evaluating administrative service. Candidates' service dossiers should include a note regarding any service roles that carried released time and/or compensation. Although committee memberships are important, membership in and of itself is not sufficient evidence of service. Documented outcomes are essential.

Professional service: To remain current and establish national recognition, candidates should engage in some professional association activity related to their discipline. This may include working in a major professional organization, being a member of an editorial board, editing,

reviewing, or refereeing journal or academic press submissions, or organizing and participating in a conference/symposium, public talks on policy issues, etc.

External outreach service: This promotes the university's community engagement and public service goals and often increases opportunities for student real-life experiences. Examples of such activities include professional work or consulting for government and industry that does not interfere with academic responsibilities, participation in economic development efforts, presentations to schools, industries, and other community organizations, media interviews, participation in accreditation visits, developing or mentoring internships, and participating in service-learning projects.

There are other forms of service which need to be included, even if they do not fit neatly into the three categories mentioned above. Written approval from the Dean or Provost should be sought for other forms of service. Develop a form for this.

Evaluating Research (if applicable):

This section should include a summary of your research and/or scholarly work since your initial appointment or most recent promotion. You may wish to discuss its relevance to your discipline and/or profession.

Portfolio Guidelines

Curriculum Vitae – Length \leq 10 pages

The curriculum vitae is a factual summary of your career.

Executive Summary – Length \leq 2 pages

The executive summary highlights your accomplishments and expertise in the areas of teaching, scholarship/research (if any), professional/practicum (if appropriate), and service.

Teaching Portfolio - Length \leq 5 pages

This section should include objective and subjective evidence of your abilities and effectiveness as a teacher. Some suggested sub-headings for this section include:

- Teaching Philosophy
- Teaching Responsibilities - Include any courses you developed.
- Peer Teaching Evaluations
- Student Evaluations
- Collaborations with Students
- Future Teaching Goals

Scholarship/Research (optional)- Length \leq 5 pages

If you have experience as a scholar/researcher, this section should include evidence of your abilities and effectiveness in this area. You may wish to describe your area(s) of research and their impact and importance. Without duplicating any scholarship list on your CV, you may wish to discuss any work in progress, grants applied for and received, presentations at academic or professional meetings or in seminars or forums for students, peers, or the public, and future plans for scholarship/research.

Service - Length \leq 5 pages

This section highlights your contributions to your department, school, and the university (internal service) and at the community level (external service). Specify the organizations, groups, and events in which you have actively participated, citing particular accomplishments. You may also wish to submit letters from knowledgeable and qualified individuals attesting to your involvement in any service activities. Some suggested sub-headings for this section include:

- Internal Service – A list of your internal services at the department, school, and/or university levels; this list can be bulleted.
- External Service – A list of your external services that are relevant to the community, local, national, and/or international, professional levels; this list can be bulleted.
- Professional Development – A list of conferences, courses, symposiums, and continuing education courses that you participated in and/or attended; this list can be bulleted.

Professional (if applicable) – Length \leq 5 pages

This section should include a summary of your professional practice experience and expertise. You may wish to discuss its relevance to the courses you teach and to any extracurricular or co-curricular engagement that you have had with students.

Appendices – There is no limit to the length; however, this section should not be overly lengthy to respect the time of the committee. Organize supporting documents with a cover page, table of contents, and bookmarks. Suggested subheadings for appendices include:

- Course Syllabi. Rather than providing a syllabus for each class, you may want to provide two from the same course; one early in your teaching and one later to show growth or change.
- Examples of Assessments and Evaluations. Some examples include rubrics and assessment matrices, assignments, projects, review guides, and exams.
- Sample Assignments and Exams: Examples include use of ePortfolios, projects, papers, summaries, abstracts, presentations, and exams.
- Student Evaluations. Include all evaluations and a summary of ratings and comments.
- Teaching Evaluations by Peers. These evaluations are conducted by faculty colleagues at Pace and may be formal classroom evaluations or letters attesting to effective teaching (including any teaching in non-academic settings).
- Letters attesting to your effective teaching.
- Include professional colleague evaluations of teaching performance in non-academic settings, e.g., professional groups or public seminars, if you feel these may be helpful.
- Presentations, Exhibitions, Performances. Provide a list that includes the date of the presentation/exhibition/performance, the title of your work or role you played, the name of the conference or organization, and the location.
- Letters of Support from colleagues, students, or outside professionals.
- Optional - publications, citation of your work by other authors or speakers, any impact actors, and the acceptance rate of journals in which your work appears.

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