

School of Professional Education and Community Engagement (S-PECE)

Guidelines for Promotion of Full-Time Non-Tenure Track Faculty

I. Purpose

These guidelines establish criteria and procedures for promotion of full-time non-tenure track (NTT) faculty within the School of Professional Education and Community Engagement (S-PECE).

Promotion recognizes sustained excellence in teaching, meaningful service contributions, and leadership in support of program quality and academic rigor.

II. Ranks and Eligibility

Full-time non-tenure track faculty within S-PECE are eligible for promotion according to the following structure:

Rank	Minimum Years in Rank	Appointment Criteria
Lecturer	Initial Appointment	Master’s degree or appropriate credential; demonstrated effective teaching.
Senior Lecturer	5 years full-time NTT service at TAMUT	Sustained excellence in teaching and meaningful service contributions. Promotion includes a \$5,000 salary increase.
Principal Lecturer	5 years at Senior Lecturer rank	Sustained excellence in teaching; demonstrated leadership within the academic unit; continued meaningful service contributions. Promotion includes a \$6,500 salary increase.

Additional Notes:

- Promotion is not automatic and requires documented performance consistent with these guidelines.
- Years of service must be full-time NTT service at Texas A&M University–Texarkana.
- Expectations for service and institutional contribution are aligned with contractual appointment period (e.g., 9-month vs. 12-month contracts).

III. Review Process

The promotion review process follows this sequence:

1. Executive Director, S-PECE (initial review and recommendation)
2. Vice Provost (review and recommendation)

3. Provost (final decision)

Peer input may be incorporated through teaching observations, curriculum collaboration, or assessment participation.

IV. Areas of Evaluation

Promotion decisions are based on performance in:

1. Teaching Excellence
2. Service and Institutional Contribution
3. Professional or Scholarly Engagement (optional, positively considered)

V. Teaching Excellence

Teaching excellence is the primary criterion for promotion.

Evaluation includes evidence of:

A. Instructional Effectiveness

- Demonstrated student learning outcomes
- Consistently effective course delivery
- Clear expectations and organized course design
- Timely and substantive feedback to students
- Appropriate academic rigor in grading and assessment

B. Curriculum and Assessment Contribution

- Development or revision of courses
- Participation in program learning outcome assessment
- Contribution to master course shell maintenance
- Alignment of assignments and rubrics with course objectives
- Configuration and maintenance of course shells within the university Learning Management System (LMS)

C. Prior Learning Assessment (PLA)

Participation in Prior Learning Assessment review is considered part of expected academic service within S-PECE.

Evaluation may include:

- Timely completion of assigned portfolio reviews
- Consistent application of academic standards
- Maintenance of assessment integrity
- Administration and maintenance of the LMS-based PLA portal

D. Online and Adult Learner Instruction

- Effective engagement strategies for adult and online learners
- Clear communication in asynchronous environments
- Support of student persistence and completion

VI. Service and Institutional Contribution

Service expectations reflect the program-focused nature of S-PECE.

A. Internal Academic Service

- Participation in program assessment
- Curriculum planning and revision
- Advising and retention support
- Committee participation

B. Program Support Activities

- Contribution to recruitment or outreach efforts
- Participation in program improvement initiatives
- Collaboration on professional education activities

C. Institutional Service

- University committee work
- Cross-unit collaboration
- Strategic planning participation

Service expectations will be evaluated in alignment with contractual appointment period (e.g., 9-month vs. 12-month contracts).

VII. Professional or Scholarly Engagement (Optional)

Professional or scholarly engagement is not required but will be positively considered.

Examples include:

- Conference presentations
- Applied research
- Scholarship of Teaching and Learning
- Industry-relevant publications
- Grant participation

VIII. Rank-Specific Expectations

Promotion to Senior Lecturer

Requires documented:

- Sustained excellence in teaching
- Active participation in service responsibilities
- Reliable contribution to program operations
- Consistent fulfillment of assigned academic duties

Senior Lecturer reflects a faculty member who performs at a high level and contributes dependably to the stability and quality of the program.

Promotion to Principal Lecturer

Requires documented:

- Sustained excellence in teaching
- Consistent and meaningful service contributions
- Evidence of leadership within the academic unit

Leadership at the Principal Lecturer level may include:

- Leading curriculum revisions or major course updates
- Coordinating assessment efforts
- Mentoring newer faculty
- Taking initiative in program improvement efforts

- Contributing to operational efficiency or instructional consistency

Principal Lecturer reflects a faculty member whose impact extends beyond assigned teaching responsibilities and contributes to the advancement and effectiveness of the program.

IX. Promotion Portfolio

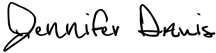
Candidates must submit:

- Curriculum Vitae
- Executive Summary of accomplishments
- Teaching summary with supporting evidence
- Service summary
- Optional professional engagement documentation

Documentation should reflect performance since initial appointment or last promotion.

Approval: April 2026

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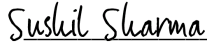


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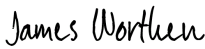


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