

## FTT Promotion Guidelines

The Alvarez College of Business (ACOB) values the contributions of FTT faculty as important stewards of the teaching mission of UTSA. College guidelines align with university principles for promotion, which recognizes the “pivotal role of FTT faculty in our interconnected, mutually supportive institutional goals of student success and excellence through innovation”. Furthermore, these guidelines are aligned with university expectations focused on excellence in teaching, scholarly contributions for research-active FTT faculty members, engagement, high quality service and a progressive record of accomplishment. UTSA [HOP 2.50](#) “*Fixed-term Track Faculty Recruitment, Evaluation, and Promotion*” provides specific details on the promotion process and [timeline](#).

FTT faculty may teach across departments or hold joint appointments within the college and/or across the university. Following university guidelines, for FTT faculty candidates with years in faculty rank (or equivalent, not including graduate or post-doctoral work) gained at other institutions, the review process including the department’s and college’s shall include consideration of any scholarly productivity and impacts, teaching excellence, and service participation completed prior to joining UTSA as faculty. However, promotion decisions cannot be made based solely on work at prior institutions.

Each faculty member is evaluated based on specific contract terms and on the college-approved workload agreement. That is, the contract of each faculty member will specify *a priori* expectations of engagement in any or all areas of excellence listed below.

The college supports the following promotion guidelines for the following areas of excellence.

### **Excellence in Teaching:**

Promotion expectations require excellence in teaching and instructional activities. This can be demonstrated through a record of high-quality teaching, evident through various outcomes. These activities and outcomes include, but are not limited to:

- Consistently strong quantitative and qualitative evaluations from students and peers
- Innovative pedagogical approaches and teaching techniques to engage learners
- Maintaining a level of academic rigor appropriate to the level of the courses
- Effective use of appropriate instructional technology
- Supervision of students through independent study, academic credit internships, honors contracts, and/or undergraduate research projects
- Use of innovative technologies in teaching
- Initiative and creativity in the design or modification of courses in the curriculum
- Leadership of and/or contributions to course development
- Creating opportunities for experiential learning
- Mentoring students
- Continued professional development
- New course/program development
- Peer evaluations
- Recognition of teaching excellence (e.g., teaching awards)
- Participation in teaching grant proposals and sponsored projects
- Other similar activities

**Engagement:**

Promotion expectations require excellence in continued engagement with the business community and current professional experience. Faculty members are expected to maintain their professional experience and remain connected with their field of knowledge. This can be demonstrated through a variety of activities and outcomes. These include, but are not limited to:

- Relevant and active service on boards of directors
- Consulting activities
- Participation in business professional associations
- Continued professional education experiences
- Maintenance of professional certifications
- Faculty internships
- Contributions through various media platforms
- Engagement activities with the business community
- Engagement activities and workshops with local/national/international organizations
- Other similar activities

**Scholarly Contributions (for research-active FTT faculty members):**

For FTT faculty members with research as an element of their workload, excellence in scholarly activities can be demonstrated through a variety of outcomes. These outcomes include, but are not limited to:

- Publications in peer-reviewed journals
- Publication of scholarly and creative works
- Publication of scholarly books or textbooks
- Publication of book chapters
- Publications of articles in major media outlets
- Participation in sponsored research projects
- Chairing (participating as a member of) theses committees
- Journal editorship activities
- Service on editorial boards, including journal reviewer
- Research presentations at academic and professional conferences
- Other similar activities

**High-Quality Service:**

Promotion expectations require excellence in service to the department, college, and university. This can be demonstrated through a variety of activities and outcomes. These include, but are not limited to:

- Attendance and active participation in departmental and college meetings and events
- Attendance and active participation in department/college/university specific initiatives (e.g., fundraising, etc.)
- Active participation and leadership in committee membership
- Student mentorship and advising (outside of class requirements)
- Mentorship of other FTT faculty
- Active participation with local/national/international organizations (e.g., lectures, workshops, consulting)
- Contributions to student recruitment activities

- Active participation with student organizations (e.g., registered student organization (RSO) advisor)
- Other similar activities