



HANDBOOK

Texas A&M University-Corpus Christi
College of Education and Human Development

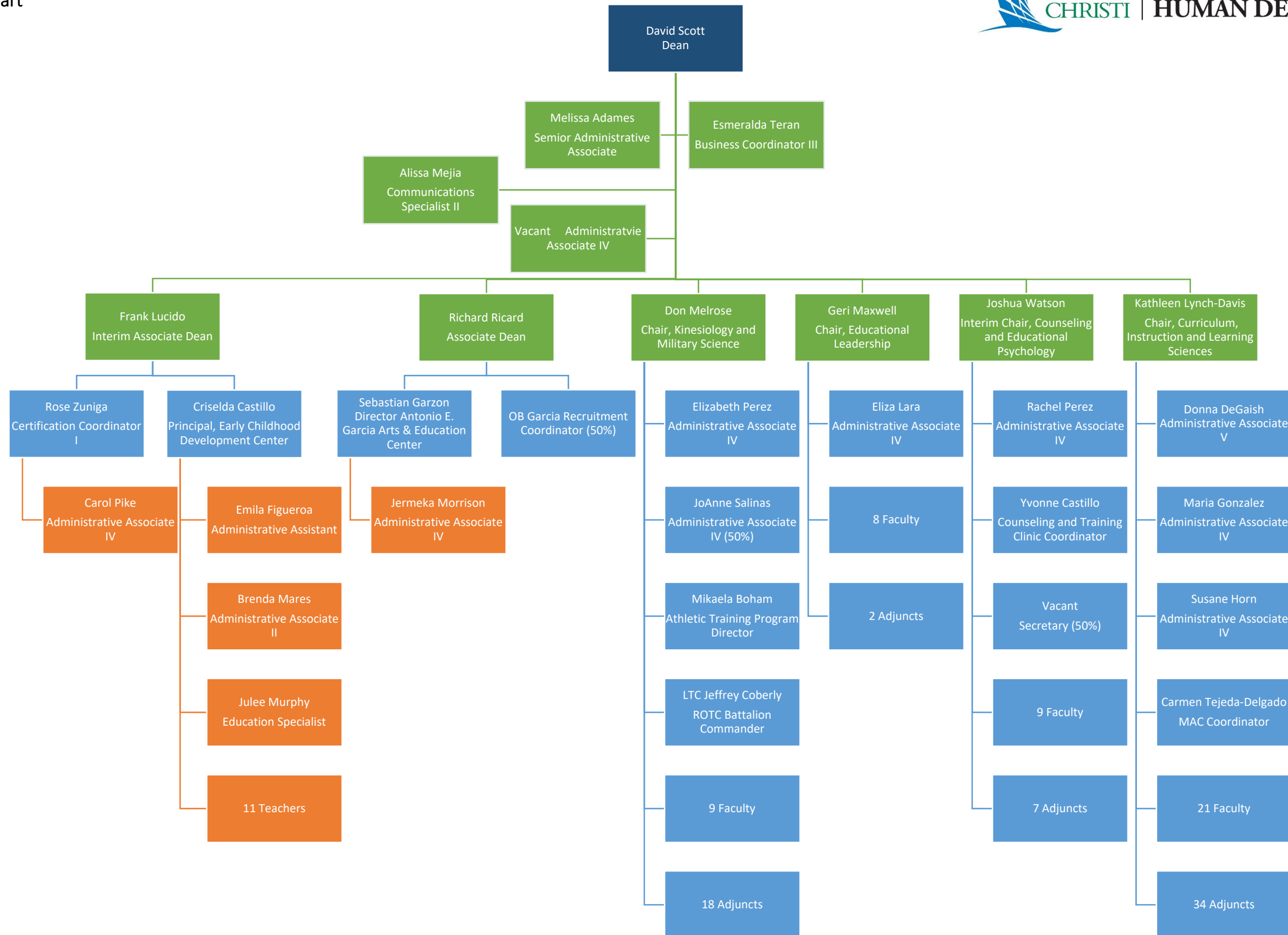
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College Organization
Organizational Chart



COLLEGE OF
EDUCATION &
HUMAN DEVELOPMENT



Organizational Positions

Position descriptions for COEHD roles are described at <http://education.tamucc.edu/about/handbook/positions.html>

Standing Committees

Brief descriptions of standing committees are below. For further details, visit <http://education.tamucc.edu/about/handbook/committees.html>

Alternative Certification for Educators Advisory Committee

The Alternative Certification for Educators Advisory Committee (ACE-AC) is responsible for recommending initiatives concerning program curriculum and policies related to curricular issues, including admission criteria, program evaluation and issues with certification. Members of the ACE-AC include representatives from the Costal Bend schools and community as well as university faculty and staff involved in administration of the program.

College Executive Council

The College Executive Council (CEC) functions in an advisory capacity to the Dean of the College of Education and Human Development and provides connectivity for the College across departments. The Council consists of the Dean, the Associate Dean, the Assistant Dean, the four department chairs, and a representative of ROTC, the principal of the ECDC and the Director of the Antonio E. Garcia Center. The Dean of the College of Education and Human Development serves as chair of the Council. In the Dean's absence, the Council is chaired by the Associate Dean or the Assistant Dean.

Curriculum Coordinating Committee

The COEHD Curriculum Coordinating Committee (CCC) review is an in-depth examination of submitted documents as to their accuracy, completeness, integrity, consistency, and cohesiveness and coordination at the college level. Approval and Action of CCC agenda items is determined by voting members. Actions approved by the majority of voting members are approved. Action on agenda items may also be tabled or sent back to department for revision. Recommending means either that the proposal is returned to be further developed and resubmitted, or that it is approved or disapproved.

Doctoral Degree Committee

The COEHD Doctoral Degree Committee (DDC) was developed by the Dean's Office to address completion and matriculation of doctoral students. The DDC works closely with the College of Graduate Studies (CGS) and the Provost. This is a faculty-driven committee consisting of three senior-level faculty members representing the college's doctoral degree granting programs who report directly to the COEHD Dean on any issues related to doctoral dissertation timelines, procedures, and review of doctoral student dissertation concerns. The Committee is convened by the COEHD Associate Dean, who acts as Liaison to the CGS.

Faculty Awards and Scholarship Committee

The Faculty Awards and Scholarship Committee is responsible for reviewing and recommending faculty for consideration for various awards, including consideration for Faculty Emeritus status and also implements and administers the process for awarding available college and university scholarships to COEHD students.

Promotion and Tenure Committee

The College of Education and Human Development Promotion and Tenure Committee evaluates candidates from the COEHD for promotion and tenure. It is a standing committee of four faculty members, one from each department and one appointed by the Dean. Each department in the college elects one member. Committee members serve two-year staggered terms and may succeed themselves on the Committee once. Eligible committee members must be tenured, full-time faculty at the rank of associate professor or higher with a teaching load equal to or greater than 50%. Department chairs, Associate Deans, Assistant Deans, or faculty members who are candidates for promotion and/or tenure are prohibited from serving on the Committee. If a department does not have a faculty member who is eligible to serve on the Committee, that position will remain vacant. A faculty member who is a candidate for promotion and/or tenure from a department not represented on the Committee has the option to have the vacant position filled based on an at-large election of an eligible faculty member from another department. At-large members will be appointed for one year only. Members of the Committee elect the chair of the Committee. The Associate Dean chairs the initial meeting each year. At the first meeting, committee members elect the permanent chair.

Research Enhancement Committee

The COEHD Research Enhancement Committee is comprised of faculty representatives from each department charged with reviewing proposal submissions for the COEHD Research Enhancement Fund each year. Faculty members submitting for research enhancement funding are not eligible for committee membership, which is appointed by the Associate Dean.

Teacher Education Advisory Committee Huddle

The purpose of the Teacher Education Advisory Committee Huddle (TEACH) is to facilitate the simultaneous renewal of the education of educators and the curricular and instructional renewal of public schools in a technology-rich, field-based environment. TEACH makes advisory recommendations to the TAMUCC College of Education and Human Development Teacher Education Program. TEACH includes representation from the Education Service Center Region 2, public and private school districts in the Coastal Bend, Texas A&M University-Corpus Christi, community colleges, and the private sector.

Affiliated Education/Research Centers

Antonio E. Garcia Arts & Education Center

The Antonio E. Garcia Arts and Education Center, located in the heart of Corpus Christi's West Side, connects Texas A&M University-Corpus Christi to the community through programming and resources.

The Garcia Center offers programs related to family support, arts, literacy and culture at low or no cost to community members. The Center also features space that can be rented by community members.

The mission of the Antonio E. Garcia Arts and Education Center is to provide evidence-based academic intervention in reading and math for at-risk students, impart school readiness strategies, deliver health education classes to alleviate chronic disease among underserved populations, offer counseling services to vulnerable groups, and cultivate the arts through community awareness projects and cultural events that enhance creative thinking, problem solving and stewardship for all community members.

More information is available at <http://garciacenter.tamucc.edu>.

Early Childhood Development Center

The Early Childhood Development Center (ECDC) is an elementary school serving students age three through the sixth grade that is operated jointly by the Corpus Christi Independent School District (CCISD) and Texas A&M University-Corpus Christi.

Located on the university campus, the ECDC is the only CCISD school that presents its entire curriculum via dual language instruction. Half of instructional time is in English and half is in Spanish. Students are admitted to the ECDC by application. Applicants are selected so that the student body represent the region's socioeconomic and language demographics.

The ECDC works in close partnership with the College of Education and Human Development. The university benefits by using the site for research, educator training, and programming. The ECDC benefits from the university's facilities, innovative programming, and proximity to a diverse variety of educators and ideas.

More information is available at <http://ecdc.tamucc.edu/>.

Policies and Procedures for Faculty

Maintenance and Management of Faculty Personnel Files

Faculty personnel files kept in the Office of the Dean contain the following materials:

Employment History File

- Application for employment
- Annual contracts and appointment letters
- Official transcripts showing all graduate work and the awarding of degrees
- A&M-CC employment contracts
- Copies of correspondence related to contracts
- File copies of vacation, travel, and leave forms
- File copies of outside employment approval forms
- Other relevant personnel forms
- Miscellaneous correspondence

Faculty Accomplishments File

- Annually updated curriculum vitae (submitted by faculty)
- Faculty evaluation and review materials, including:
 - Annual Development and Evaluation Plans (ADEP) Reports
 - Reports and recommendations from the Department and College Promotion and Tenure Review Committee, the Department Chair, and the Dean related to tenure and promotion decisions
 - Summary report of courses taught, class size, grade distribution, and student rating data
 - Open ended response data from the most recent year of student course ratings
 - Faculty submitted materials related to teaching effectiveness and faculty development activities
 - Faculty submitted materials related to scholarly and/or creative accomplishments
 - Faculty submitted materials related to professional, university, college, and community service

Faculty Hiring Processes

1. Requests for a new or replacement full-time faculty position normally originate with the department and are sent to the Dean. Faculty position requests must include at least a brief preliminary description of the faculty position and proposed rank; type of appointment (e.g. temporary or tenure-track); a curricular need justification; and credit hour and teaching load justification. Normally the full position description is developed

by the Department Chair in consultation with the discipline faculty, after a preliminary conversation with the Dean.

2. If the Dean concurs with the request, the Dean shall seek authorization from the Provost for the faculty position.
3. After a faculty position has been authorized in writing by the Provost, the Department Chair shall appoint a faculty search committee.
4. Faculty search committees normally consist of five members. One member of the search committee may be from outside the search discipline.
5. The search committee has the following responsibilities:
 - a. If the position description and announcement have not already been fully developed, including fields of expertise, required and/or preferred credentials and experience, rank, type of appointment, any special duties required in the position, required application materials, application deadline, and search committee address, the search committee should prepare them. The position description and announcement must be approved by the Dean and the Provost before the position is advertised.
 - b. Determine where and how the position shall be advertised. The University automatically posts jobs in the Chronicle of Higher Education. Funds for any additional advertising must come from the department, or, by request, from the College. Texas A&M University-Corpus Christi and the College of Education and Human Development value diversity among faculty, staff, and students, and we are therefore committed to promoting and enhancing diversity in our hires.
 - c. Develop in writing the characteristics and criteria to be used in evaluating applicants for the position. These characteristics and criteria must be consistent with the job description and must be in place before applications are reviewed.
 - d. Develop a timetable for the screening process.
 - e. Screen all applications and notify those who are no longer under consideration.
 - f. Interview by telephone or Skype (or in person at a professional meeting) the final small group of applicants who appear to be best qualified. As part of the oral interview process, the committee shall determine if the applicant's oral proficiency in the language in which courses will be taught is appropriate to the appointment.

- g. Validate credentials of candidates including verifying previous experience and securing official transcripts.
 - h. Recommend to the Dean which finalist applicant(s) should be invited for a campus interview. Normally the files of the top three candidates are forwarded to the Dean, along with that recommendation. If none of the “top three” is minority or female, the file of the top candidate in that category should be so identified and forwarded to the Dean, along with the “top three” files.
 - i. Organize and conduct the campus interview. The campus interview should include opportunity for the applicant to meet with members of the faculty, students, Provost, and Dean, and should also include an academic presentation by the applicant to a student and faculty audience.
 - j. Recommend to the Dean which applicant should be offered the position.
 - k. Document the search properly in accordance with AA/EEOC employment guidelines on forms provided by the Dean's office.
6. The Dean, after consultation with the search committee and the Provost, extends the formal verbal offer to the applicant, followed by a letter, and secures a verbal agreement.
7. The Provost then sends a formal contract to the successful applicant, who must sign and return it.

Note: Information on EEO/AA policies may be obtained from the university EEO/AA officer and is available also in the Dean’s Office. Normally the EEO/AA officer is invited to the first search committee meeting to discuss procedures.

Annual Appointment Letters and Contract Renewals

At the beginning of each academic year, all faculty receive an annual appointment letter detailing the salary and work expectations for the academic year (9-month/12-month). Separate appointment letters are provided for summer term appointments.

Non-tenured faculty

All contracts for non-tenured faculty by state law are for a period of one year (fall and spring semesters). Non-tenured faculty in the College of Education and Human Development are evaluated for contract renewal in each of the first three years by the Department Chair, in consultation with appropriate discipline faculty. The recommendation of the Department Chair is given to the Dean for final decision. The Dean will inform the faculty member in writing of the decision made. In conference with the Dean and the Department Chair, the faculty member will be informed of strengths and weakness in performance and of progress toward promotion and tenure (see [Pre-Tenure Review: Third-Year Review](#) in the COEHD Handbook).

The Department Chair shall complete the review of contracts and forward recommendations to the Dean according to the following schedule:

1. For faculty in their first year, the deadline is February 15. The Dean will notify the faculty member of the decision no later than March 1.
2. For faculty in their second year, the deadline is December 1. The Dean will notify the faculty member of the decision no later than December 15.
3. For faculty in their third year, or later years, the deadline is May 1. The Dean will notify the faculty member of the decision no later than August 31.

Faculty Promotion and Tenure Policy

1. Introduction

- 1.1 The College of Education and Human Development (COEHD) considers promotion and tenure a privilege and an honor. The granting of promotion and tenure is one of the most important decisions in the development of an outstanding faculty. As such, it is a reflective process that recognizes an individual as worthy to be advanced to a higher rank within the faculty based on performance. It is essential that faculty demonstrate dedication and achieve excellence in teaching, research/creative activity, professionalism, and professional contributions to preserve and strengthen the vitality of the university. Academic promotion and tenure are awarded to those faculty making continuing and increasing contributions in these areas. Promotion in rank is recognition of achievement since the last promotion of the faculty member. In addition, the advancement in rank is recognition of future potential and a sign of confidence that the individual is capable of even greater accomplishments and of assuming greater responsibilities. Tenure is to be awarded when there is sufficient evidence and documentation that an individual will continue to make significant long-term contributions in each of the evaluation areas and to the overall goals of the university.
- 1.2 A thoughtful evaluation at the College level adheres to University policy and considers the input of the appropriate Department Promotion Review Committee (DPRC) and Department Chair (DC), the College of Education and Human Development Promotion and Tenure Committee (PTC) and the Dean of the COEHD. Candidates for promotion and tenure are responsible for preparing application materials for timely review. If the candidate receives an endorsement by the COEHD Dean, the candidate will also be reviewed by the University Promotion and Tenure Committee. The College relies on University standards and procedures for initial certification of eligibility based on requisite academic preparation, teaching experience, scholarship and service in post-secondary educational units.

2. University Standards for Promotion and Tenure

- 2.1 The Provost/Vice President for Academic Affairs will provide faculty members with a written statement of terms of employment, including promotion and tenure procedures and criteria, when employment is initiated.
- 2.2 Credit for appropriate full-time service at other institutions may be granted at the time of hire if agreed to in writing and so stated in the appointment letter from the Provost at the time of initial appointment. The time period under review for faculty applying for full professor includes the period following the candidate's submission of materials for associate professor but before promotion to associate professor has been awarded.

- 2.3 Each faculty member shall be evaluated annually by the appropriate department chair to discuss progress, accomplishments, opportunities for improvement, and expectations with regard to excellence in teaching, scholarship and service. See [Faculty Annual Development and Evaluation Plan \(ADEP\)](#) in the COEHD Handbook and [University Rule 12.01.99.C0.01](#) (Academic Rank Descriptors for Tenured and Tenure-Track Faculty Members).
- 2.4 If a candidate's application for promotion to full professor has been denied, the candidate cannot reapply until after three years of full-time service have passed.
- 2.5 Notification of Years of Credit
 - 2.5.1 Years of credit toward promotion will be stated in the appointment letter. Years of credit may be stated in terms that provide faculty members "up to" the stated number of years, allowing the faculty member to choose whether to utilize those years of credit.
 - 2.5.2 In such cases, the appointment letter will note the earliest date that an application for promotion may be submitted.
- 2.6 To be eligible to receive promotion, a faculty member must be an employee of Texas A&M University-Corpus Christi, must have an earned terminal degree in his/her academic discipline or a related discipline, and should hold the academic rank of assistant professor or associate professor. Members of the faculty whose appointments are part-time or temporary, such as lecturers, instructors, visiting professors, or graduate student teaching assistants, are not entitled to promotion and consequently are not subject to the policies outlined in this procedure.
- 2.7 As described by [University Rule 12.01.99.C0.04](#) (Descriptions of Teaching, Scholarship, and Service), excellence in these categories of performance for promotion are:
 - 2.7.1 Excellence in Teaching. This category may include, among other things, classroom and laboratory instruction; development of new courses, laboratories, and teaching methods; academic service learning, distance education, publication of instructional materials; advising; and supervision of undergraduate students and/or graduate students.
 - 2.7.2 Excellence in Scholarship and/or Creative Activity. Creation and dissemination of new knowledge or other creative activities and/or the preservation of knowledge. For most disciplines, this category consists of research, grants, peer-reviewed publications, and/or creative work. This category may also include securing patents, copyrights, and commercialization as defined by college criteria.

2.7.3 Excellence in Service. This includes service to the University, students, student organizations, colleagues, the department, and the College, as well as service beyond the campus. Examples of the latter include service to professional societies, research organizations, governmental agencies, the local community, and the public at large, as it relates to their faculty discipline and area of expertise, as well as other activities that benefit and enhance the community and university/community relations. It is also recognized that some faculty may have duties assigned that include semi-administrative or administrative responsibilities. Examples of these responsibilities may include duties of a director, coordinator, department chair, assistant dean, or associate dean.

2.7.4 While department and college criteria may utilize some quantitative measures, excellence, as exemplified by the quality, impact, and significance of accomplishments, is of utmost importance.

3. Promotion and Tenure Review Process

This section discusses the standards, criteria and roles of the Dean, department chairs and candidates in the evaluation process of candidates for promotion and tenure in the College of Education and Human Development.

- 3.1 The College has established written criteria for each area of evaluation and provides examples of evidence to be used for judging the candidate's performance as delineated in [Section 11 of the COEHD Promotion and Tenure Policy](#) (Criteria for Promotion) and in [University Rule 12.01.99.C1](#) (Evaluation and Promotion of Full-Time Faculty Members). The criteria are provided in writing to all incoming faculty members at the time they are hired. All review procedures, including criteria for promotion and tenure review, are published in COEHD handbook and posted on the COEHD web site. The guidelines must be appropriate to the various disciplines within the College and consistent with University rules and the mission of the College.
- 3.2 Departments within the College may determine additional written criteria, consistent with the missions of the department, the College, and the University, to apply in the promotion process. Departmental Promotion and Tenure criteria must be available for faculty review and maintained.
- 3.3 Written College and department criteria for faculty promotion and tenure review procedures are ratified by a simple majority of the full-time tenure or tenure-track College faculty, either by a) balloting or b) through an alternative process that has been approved through balloting. In either case, the criteria and measures are approved, in writing, by the Dean and provost.

4. COEHD Revision of Promotion and Tenure Procedural Guidelines

- 4.1 Revisions to the College promotion and tenure criteria must be ratified by a simple majority of the full-time tenure or tenure-track college faculty either by (a) balloting or (b) through an alternative process that has been approved through balloting. In either case, the criteria and measures must be approved, in writing, by the Dean and Provost.
- 4.2 When revisions are made to College and or departmental criteria or procedures for faculty performance review (including the Faculty Promotion and Tenure Policy), the revisions must address how they apply to current faculty. Any special provisions for current faculty should take into account the degree of change in the criteria and the time until promotion review.
- 4.3 If a faculty member is appointed jointly to more than one department, a memorandum of understanding will clearly communicate the criteria for promotion and the nature of the Promotion Review Unit at the time of the joint appointment. See Section 5 of the COEHD Promotion and Tenure Policy (Departmental Promotional Review Process) for further description of Promotion Review Units.

5. The Promotion and Tenure Process in the COEHD

- 5.1 The evaluation of candidates for promotion and tenure will take place in the College of Education and Human Development (COEHD) in accordance with all applicable university guidelines. Before the end of the spring semester prior to the scheduled year of promotion and tenure review, the Dean shall notify candidates at the assistant professor rank and first-time promotion candidates at the associate professor rank of their eligibility and of the deadline for the submission of their dossiers to the Dean's Office.
- 5.2 Before the end of the spring semester prior to the review, the Dean will hold a meeting open to candidates to review timelines, processes, and portfolio expectations. See the COEHD annual faculty calendar.
- 5.3 During the initial phase of the review, the Dean of the College of Education and Human Development will certify whether the candidate has fulfilled faculty responsibilities, as described in [University Rule 12.01.99.C0.03](#) (Responsibilities of Full-Time Faculty Members) and must verify that the candidate has the academic preparation and experience required for the rank being considered. See [University Rule 12.02.99.C0.01](#) (Tenure). The Dean also must assess the candidate's qualifications in teaching, scholarship, and service. See [University Rule 12.01.99.C1](#) (Evaluation and Promotion of Full-Time Faculty Members) and [Section 6 of the COEHD Faculty Promotion and Tenure Policy](#) (Documentation for Promotion and Tenure Review). Each candidate shall provide a dossier to the Dean's Office for purposes of this initial certification.

- 5.4 Deadlines for submission to each department are determined by the Dean before the end of the spring semester of each academic year prior to the upcoming promotion and tenure reviews in accordance with university timelines. (See the COEHD annual faculty calendar.)
- 5.5 Consistently sustained performance of faculty responsibilities in teaching, research and service, as described in [University Rule 12.01.99.C0.03](#) (Responsibilities of Full-Time Faculty Members), will be evaluated at annually in the context of the COEHD ADEP process, and reports will be included in dossier for consideration in promotion and tenure decisions.
- 5.6 Evaluation of faculty performance for promotion and tenure should be conducted in a manner that is consistent with the faculty member's assigned workload during the period under evaluation. The evaluation period for a faculty member's performance will entail the time elapsed since candidate's submission of materials for the previous promotion, as described in [Section 2.2 of the COEHD Faculty Promotion and Tenure Policy](#).
- 5.7 At the beginning of the annual review period, each faculty member will identify individual developmental goals for the next year with the appropriate chair in the format specified on the COEHD Annual Development Evaluation Plan (ADEP). The ADEP form documents and details mutually agreed-upon goals and primary work assignments for the year. While all faculty will be evaluated based upon their performance in teaching, research and service, per [University Rule 12.01.99.C0.03](#) (Responsibilities of Full-Time Faculty Members), faculty members' specific duties may vary between and across academic semesters. The Department Chair, in consultation with the Dean, may provide alternative work assignments for faculty members, which may influence the relative evaluative weight assigned for faculty responsibilities in teaching, research, and service.

6. Documentation for Promotion & Tenure Review

- 6.1 Candidates for promotion and tenure will provide the Dean's Office with sufficient documentation to support their candidacy. It is the responsibility of the faculty member applying for promotion and tenure to submit a complete dossier with all appropriate documentation on or before the due date to the Dean's Office. The Dean will forward the dossier to the Provost's Office for subsequent review.
- 6.2 Except as detailed in this rule, additional documents may not be added to the candidate's dossier once the dossier has been submitted. All candidates for promotion and tenure must present documentation to support their candidacy as specified by the College. For the required layout of the dossier, refer to Section 6.1 of [University Rule 12.02.99.C0.01](#) (Tenure).

- 6.3 Understanding that the promotion review process provides for review by individuals outside of the candidate's field of expertise, candidates should make every effort to provide context and explanations relating to their documentation and evidence of excellence.
- 6.4 The Dean's Office is responsible for maintaining the faculty member's promotion file and providing access to that file to the faculty reviewers and to other administrative personnel with a role in the promotion review process.
- 6.5 Originals of all documentation submitted by the faculty member, as well as recommendations, shall be included in the faculty member's official permanent file in the Provost's Office.

7. Departmental Promotional Review Process

- 7.1 All candidates for promotion and tenure in the College of Education and Human Development are reviewed by the appropriate Department Promotion Review Committees (DPRCs).
- 7.2 More than one department may be grouped together in a Promotion Review Unit for promotion review. [See Section 8 of the COEHD Promotion and Tenure Policy](#) (College Review Process). For purposes of this policy, the Promotion Review Unit may be synonymous with a department or school, where appropriate. Each department (or Promotion Review Unit) shall have a DPRC.
- 7.3 The Department Promotion Review Committee (DPRC) shall consist of all tenured faculty members at or above the rank at which promotion is required in the department and shall have at least three (3) members. A simple majority rule shall prevail.
- 7.4 In the event that the number of eligible committee members in a department is fewer than three (3), the actual tenured faculty members in the department, plus additional tenured faculty members nominated by the department committee members and appointed by the Dean, shall act as an ad hoc DPRC for promotion recommendation.
- 7.5 The members of the DPRC shall make nominations to the Dean. The nominees must be at or above the rank at which promotion is requested. The Dean may make the appointment or seek alternative nominations.
- 7.6 After consultation with the appropriate department chair(s), the Dean, or his/her designee, shall convene a meeting of the DPRC. Each DPRC shall elect a chair at the meeting convened by the Dean. The Dean or designee and the department chair(s) shall review College and University promotion policies.

- 7.7 The Dean's Office shall maintain control of the dossiers throughout the process and shall designate a secure location where the dossiers are available for review by the committee members. The Dean, or his/her designee, and the Department Chair must not be present during subsequent meetings of the DPRC.
- 7.8 The Chair of the DPRC shall convene subsequent meetings sufficient to conduct the reviews of all promotion candidates.
- 7.9 With at least five working days of written notice, the Chair of the DPRC shall reconvene the committee for a final meeting to hold the promotion vote. By a simple majority vote, the committee shall recommend to grant or to deny promotion. The chair of the DPRC shall document the results of the review to the Department Chair in a written statement and recommendation, which shall be signed by all members of the DPRC.
- 7.10 After receiving the report and recommendation from the DPRC, the Chair shall develop a written recommendation to grant or deny promotion. The Department Chair may consult with the DPRC and the candidate regarding the recommendations.
- 7.11 The Department Chair will meet with the candidate and review the recommendations of the DPRC and the chair.
- 7.12 Each candidate will submit a response to the recommendations of the DPRC and the Department Chair. The response shall indicate concurrence with the recommendations or non-concurrence. Responses shall be no more than two pages in length. Responses must be submitted to the Department Chair within two business days of the meeting with the Department Chair.
- 7.13 The Department Chair's recommendation, the DPRC's recommendation, and the candidate's response shall be forwarded to the Dean and added to the candidate's dossier.

8. College Review Process

- 8.1 Each year, by the end of September, each department in the College shall elect one member of the department to serve a two-year term on the College Promotion Review Committee. This person (1) must be tenured, (2) shall not be the chair of the department, and (3) shall not be the Assistant Dean or Associate Dean. This elected faculty member cannot serve consecutive terms, unless there are fewer than three (3) tenured faculty members in the department.
- 8.2 After the election, the Dean may appoint up to one person per department for purposes of equity, diversity, and representation to serve a two-year term on the College Promotion Review Committee. This person (1) must be tenured, (2) shall not be the chair of the department, (3) shall not be the assistant or Associate Dean, or

school director. This elected faculty member cannot serve consecutive terms, unless there are fewer than three (3) tenured faculty members in the department.

8.2.1 If a department has no one qualified to serve on the College Promotion Review Committee, the department and Dean may use one of the following:

8.2.1.1 The Dean may modify the qualifications to allow a faculty member, other than the Department Chair, to be elected from the department. He or she cannot be considered for promotion during their term on the College Promotion Review Committee.

8.2.1.2 The department faculty may nominate a faculty member from outside the College. The Dean may appoint that faculty member or seek alternative nominations from the department.

8.2.1.3 A previously tenured emeritus faculty member may be asked to serve on this committee. The committee members, through the chair of the committee, shall make the nomination to the Dean. The Dean may appoint the emeritus faculty member or seek alternative nominations from the department.

8.2.1.4 As one of the Dean's appointments, if the department has no one qualified to serve on the College Promotion Review Committee, the Dean may appoint a faculty member from outside the department or a previously tenured emeritus faculty member.

8.3 After the Department Promotion Review Committees and the department chairs have made their recommendations, the Dean shall call a meeting of the College Promotion Review Committee. At this meeting, the College Promotion Review Committee shall elect a chair, and the Dean shall review college and university promotion policies. The Dean's Office shall make available to all committee members the dossiers submitted by the candidates, the recommendations of the DPRCs and department chairs, the candidates' responses, and other documents required by the College. The Dean, Assistant Dean, or Associate Dean shall not be present during subsequent meetings of the College Promotion Review Committee. All faculty members eligible for promotion shall be reviewed.

8.4 With at least five working days of written notice, the chair of the College Promotion Review Committee shall reconvene the review committee for a final meeting to hold the promotion vote. For each promotion candidate, the College Promotion Review Committee, by a simple majority vote, shall make a recommendation to grant or to deny promotion. A tie vote is insufficient to recommend promotion. The recommendations shall be based on the written measures of the college (and the department, if applicable) and on discussion among the committee members. The committee chair shall forward the recommendations to the Dean.

8.5 After receiving the recommendations from the Department Chair and from the department and college committees, the Dean shall write individual recommendations to grant or deny promotion to each candidate. The Dean may consult with the committees, the department chairs, and the candidates regarding the recommendations.

8.5.1 The Dean will meet with the faculty member to inform the candidate of his or her recommendation, to provide the results of the other levels of review, and to give the candidate the opportunity to read the Dean's letter.

8.5.2 Upon request by the promotion candidate, the Dean shall inform the candidate of the numerical results of the department division, and college votes.

8.5.3 The committee's letter and the Dean's recommendation shall be added to the dossier and forwarded to the Office of Academic Affairs.

9. Role of the Dean of the College of Education and Human Development

9.1 Before the end of the spring semester prior to the promotion review, the Dean will hold a meeting open to promotion candidates to review timelines, processes, and portfolio expectations. The Dean will ensure that candidates are apprised of current policies and regulations regarding the P&T process.

9.2 During promotion review, the College must assess whether the candidate has fulfilled faculty responsibilities as described in [University Rule 12.01.99.C0.03](#) (Responsibilities of Full-Time Faculty Members) and must verify that the candidate has the academic preparation and experience required for the rank being considered. The College must also assess the candidate's qualifications in teaching, scholarship, and service, as described in [University Rule 12.01.99.C0.04](#) (Descriptions of Teaching, Scholarship and Creative Activity, and Service). Each candidate shall provide a dossier to the Dean's Office. This information should also include a review of the initial offer letter, which specified any years of credit from a previous institution counted toward tenure. The file shall also contain a statement about the timing of eligibility of any promotion and tenure review.

9.3 Dean's Certification of Eligibility Statement

9.3.1 The COEHD has established written criteria for each area of evaluation and provides examples of evidence to be used for judging the candidate's performance as delineated in Section 9 of the COEHD Faculty Promotion and Tenure Policy (Criteria for Promotion) and in [University Rule 33.99.04.C0.02](#) (Promotion of Tenured and Tenure-Track Faculty Members). Application of the guidelines must be appropriate to the various disciplines within the College and consistent with the missions of the College and University. Promotion procedures and measures shall be provided in writing to all incoming faculty members at the time they are hired.

9.3.2 In accordance with [University Rule 12.02.99.C0.01](#) (Tenure) and Section 2.4 of the COEHD Faculty Promotion and Tenure Policy, applications for early tenure in the College will only be granted rarely. Early promotion for untenured faculty members will only be granted as part of the early tenure process. Criteria for granting early tenure will be based on the candidate having exceptional qualifications in all areas (teaching, scholarship and service) of the review.

9.3.3 In any case, participation in the tenure process can only occur once. Accordingly, individuals who are denied early tenure will not be eligible for subsequent tenure consideration and further may be subject to a one-year terminal contract.

10. Performance Indicators

10.1 Teaching: The College of Education and Human Development is committed to teaching and the instructional process as a high priority. Teaching effectiveness must be demonstrated for consideration for promotion and tenure at all ranks. Consistent with University policy, the evaluation of faculty performance for promotion and tenure should be conducted in a manner that is consistent with the faculty member's assigned duties during the period under evaluation. The evaluation period for a faculty member's performance will be that time since the previous promotion. Accordingly, the relative weighting of teaching, scholarship, and service may vary among candidates whose formal work assignments have been specified consistently as part of the annual review process (refer to the Annual Development Evaluation Plan – ADEP). The negotiated statement of assigned time should be the main basis for determining the relative weighting of faculty responsibilities in teaching, scholarship and service.

10.1.1 The following represent some, but not necessarily all, of the indices that can be used to demonstrate teaching effectiveness. Begin the section with a statement of teaching philosophy and growth (2 pages maximum) discussing improvements, innovations, and changes initiated over the pre-promotion period. The first three indices are required to demonstrate effective teaching. Indices 4 through 7 may be used as additional support.

1. A summary of student ratings as evidence of teaching effectiveness.
2. A selection of course syllabi to demonstrate that course content is current and relevant.
3. Evidence that student evaluations and grades are based on appropriate and rigorous rubrics.
4. Teaching activities that may include engaging in the peer review process (discussions with fellow faculty, mentoring, videotaping classes, mid-semester assessments, syllabi swaps, classroom visits, etc.), preparing teaching and/or course portfolios, attending conferences, institutes, and/or workshops directed toward teaching or toward maintaining one's

professional accreditation, and undertaking reading programs or creative activities to stay current in one's field.

5. Self-evaluation to assess teaching effectiveness and improvement, addressing any relevant considerations.
6. External peer review to provide a supplementary way for establishing a faculty member's teaching effectiveness, as well as the depth and currency of knowledge.
7. Student advising, field-based evaluations and assessments, and project, thesis, and/or dissertation work.

10.2 Scholarship and Creative Activity: Academic work (productivity that can be documented in the form of research, writing, speaking, artistic production or in some other appropriate form) that results in expanding the body of knowledge and understanding of the candidate's academic field. Candidates will be encouraged to detail specifically how their scholarship and creative activity connects with their statement of agreed work assignment and scope of duty. Candidates must demonstrate why any such scholarship and creative activity that falls outside their discipline should merit consideration. Scholarship and creative activity may be achieved singly, or in collaboration with others. Such work must result in some clear, externally peer-reviewed or peer-selected product and must have involved work that is non-routine, novel, creative, imaginative, ingenious, or original (though not necessarily all of these). It should occur in addition to one's normal assignment. Refer to the [Annual Development Evaluation Plan \(ADEP\) Criteria](#).

10.2.1 The following represent some, but not necessarily all, of the activities that can be used to demonstrate scholarship and creative activity. Begin the section with a statement explaining contributions and success in the area of scholarship and creative activity. The statement should include information about the impact the activity has according to its intended purpose. Scholarship and creative activity should be consistent with the [National Study of Postsecondary Faculty](#), such as:

- Articles or creative works published in refereed journals or juried media.
- Articles or creative works published in non-refereed journals or non-juried media.
- Reviews of books, articles, or creative works; chapters in edited volumes published.
- Textbooks, other books; monographs; and client reports published.
- Presentations made at conferences or workshops.
- Career exhibitions or performances.
- Career patents, software products, or other works research, proposal development, creative writing, or other creative works.
- Original products, such as scholarly websites and curriculum materials.

- Data-driven, analytic/reflective consultative activity to improve academic institutions.
- Granting.

10.3 Service: Service encompasses a variety of professionally related activities through which members of the faculty employ their academic expertise for the benefit of the University, the community, and the profession – refer to the Annual Development Evaluation Plan (ADEP). Begin the section with a statement explaining leadership and service contributions. Candidates should also take note of University definitions of service, as reflected in [University Rule 12.01.99.C0.04](#) (Descriptions of Teaching, Scholarship and Creative Activity, and Service).

10.3.1 The following represent some, but not necessarily all, of the activities that can be used to demonstrate service:

10.3.1.1. University, College, and Department Service:

- Elected senator or appointment to a university council or committee.
- Elected or appointed member of a college or department/discipline committee.
- Internal program evaluation.
- Completion of a special project for the university, college, or department/discipline.
- Lead author/editor of a major curriculum addition or revision.
- Service on a board, council or committee outside the University by appointment as the University's or College's representative.
- Completion of an institutional research project.
- Grant writing for institutional development.
- Student recruitment.
- Committee work involving hiring new faculty.
- Other service to the department/discipline.

10.3.1.2 Professional Service: The University and the College encourage professional service in support of the institution's mission. These activities must relate to one's academic field or else be clearly approved by the University. Examples of these activities include, but are not limited to:

- Officer or board member of a professional organization.
- Conference organizer.
- Editor of a journal or newsletter.
- Moderator of a panel at an academic conference.
- Committee membership in a professional association.
- Peer review of professional papers, manuscripts, performances, exhibitions, and presentations.

10.3.1.3 Community Service: The University and the College also encourage community service in support of the institution's mission. These activities must relate to one's academic field or else be clearly approved by the University. Examples of these activities include, but are not limited to:

- Serving as an officer or board member of a community organization.
- Giving volunteer assistance to a community organization or project through provision of advice, grant writing, or other application of one's professional expertise.
- Conducting workshops, giving talks or demonstrations locally (may be creative or even expand knowledge, but usually there is no academic peer review to substantiate it).
- Serving on a committee for a local professional association or community organization.
- Judging local competitions.
- Visiting local schools in some professional capacity.

11. Criteria for Promotion

11.1 Assistant Professor to Associate Professor:

In presenting the list of eligible candidates for promotion to associate professor, the Dean certifies compliance with the standards of academic preparation and experience. Reviewing bodies will assess the candidate in the three primary areas of teaching, scholarship and creative activity, and service, using the definitions, explanations, and examples described in sections 8.1 (Teaching), 8.2 (Scholarship and Creative Activity), and 8.3 (Service) of this document.

11.1.1 Teaching:

1. Knowledge in the Teaching Field: Has a broad knowledge of the field and an in-depth knowledge in one or more parts of the field.
2. Teaching Effectiveness: Must be shown to be a teacher of proven quality. The faculty member has, in the judgment of those reviewing the candidacy, the ability, experience, and expertise to teach undergraduate courses, and, if applicable to the discipline at this University, graduate courses. The candidate must: (a) through self-evaluation demonstrate the development and application of effective instructional strategies and techniques; (b) show high levels of student satisfaction with average course ratings consistently at or above the "good" (4.0) standard; and (c) provide written peer input that addresses teaching quality and effectiveness.

3. **Academic Advisement and Career Counseling:** Is thoroughly familiar with degree requirements in the discipline and is experienced in academic advisement and career counseling. Serves as a mentor for students desiring advanced degrees and career entry.

11.1.2 Scholarship and Creative Activity: The candidate will have demonstrated a pattern of engagement and productivity in scholarship and creative activity. A pattern assumes a consistent, ongoing set of acts, behaviors, or other observable evidence of scholarly/creative productivity. The College places greater value on quality than quantity; thus, the number of completed, peer-evaluated products will vary according to the nature of projects undertaken and the candidate's discipline. However, a well-defined pattern of productivity must be clearly documented in the faculty member's annual activity reports, vita, and evaluative portfolio. The University considers scholarship and creative activity to be particularly necessary for those teaching at the graduate level.

11.1.3 Service: Has demonstrated a record of responsible and effective service to the College and the University by serving on committees/and or engaging in special projects. Should also have participated in professional and/or community service through activities related to the candidate's discipline or by serving the University mission.

11.2 Associate Professor to Professor:

Candidates seeking promotion to full professor are reminded of [University Rule 33.99.04.C0.02](#) (Promotion of Tenured and Tenure-Track Faculty), which states that if a candidate's application for promotion to professor has been denied, the candidate cannot reapply until after one additional year of full-time service has passed beginning in the academic year that follows the issuance of the denial of promotion.

In presenting the list of eligible candidates for promotion to professor, the Dean certifies compliance with the standards of academic preparation and experience. Reviewing bodies will assess each candidate in the three primary areas of teaching, scholarship and creative activity, and service, using the definitions, explanations, and examples described in teaching, scholarship and creative activity, and service above.

11.2.1 Teaching: Meet all the criteria listed in 11.1.1, as well as:

- Mentoring junior faculty to help them improve their teaching or teaching related activities, such as student advising, field-based evaluations and assessments, and project, thesis, dissertation work.
- Demonstrating how courses have been updated to reflect current trends, relevance, and scholarship.

- Creating a wide variety of student evaluations and assessments to meet learning objectives based on relevant cognitive, affective, and psychomotor domains.
- Documenting how course activities provide students with engaged learning activities grounded in relevant philosophies, such as constructivist, behaviorist, and cognitivist frameworks that correspond to the activities.

11.2.2 Scholarship and Creative Activity

Meet all the criteria listed in 11.1.2 in addition to:

- Mentoring junior faculty to help them in scholarship and creative activity.
- Mentoring students in their scholarship and creative endeavors.
- Collaboration with other scholars.

11.2.3 Service

Meet all the criteria listed in 11.1.3 in addition to:

- Mentoring junior faculty to be engaged in a state, regional, national, or international organization related to one's field.
- Demonstrating a leadership role in a state, regional, national, or international organization related to one's field.

12. Criteria for Tenure

12.1 The criteria for tenure are equivalent to those listed for promotion to associate professor, except that to be considered for the award of tenure one must hold the terminal degree. Applicants granted tenure will also be promoted to associate professor as part of the overall review procedure. See [University Rule 33.99.04.C0.02](#) (Promotion of Tenured and Tenure-Track Faculty).

12.2 Candidates are given only one opportunity to pursue tenure. This means that if a candidate is unsuccessful, the candidate will be given a one-year terminal contract. Candidates may initiate the tenure process and withdraw their materials at the College level without prejudice. Candidates may pursue promotion more than once. See [University Rule 33.99.04.C0.02](#).

13. Application for Early Promotion & Tenure

13.1 Application for promotion to associate professor and the granting of tenure will be coupled, and one shall not be granted without the other.

13.2 Early promotion will only be granted rarely. Early promotion for untenured faculty members will only be granted as part of the tenure review process.

14. Candidate Withdrawal from Promotion Consideration

14.1 A candidate for promotion may withdraw from consideration without prejudice at any time prior to the forwarding of the Dean's recommendations to the provost for review by the University Promotion and Tenure Committee.

14.1.1 A withdrawal request must be made in writing, signed, and dated to the Dean. Once the letter is submitted to the Dean, it may not be rescinded.

15. Appeal Procedures for Faculty review procedures: Promotion, Tenure Post-Tenure Review Decisions

15.1 Appeal and grievance procedures specified in [University Rule 12.01.99.C0.06](#) (Faculty Dismissals, Administrative Leave, Non-Reappointments, and Terminal Appointments) are available to any faculty member who feels aggrieved by the outcome of the review process.

15.1.1 Promotion review appeals: A promotion candidate may appeal a decision denying promotion for reasons detailed in [System Policy 12.01](#) (Academic Freedom, Responsibility and Tenure). Those appealing should refer to [University Rule 12.01.99.C0.06](#) (Faculty Dismissals, Administrative Leave, Non-Reappointments, and Terminal Appointments).

15.1.2 Post-tenure review appeals: As stated in Section 51.942 of the Texas Education Code, a faculty member subject to termination on the basis of a post-tenure review "must be given the opportunity for referral of the matter to a nonbinding alternative dispute resolution process as described in Chapter 154, Civil Practice and Remedies Code." The Civil Practice and Remedies Code describes various processes, including mediation facilitated by an impartial third party.

Faculty Reviews and Evaluation

Annual Review of Faculty

Performance and development of all faculty in the College will be evaluated annually as part of the Annual Development and Evaluation Planning (ADEP) process. Annual evaluations will be consistent with the requirements of [University Rule 12.01.99.C1.03](#) (Responsibilities of Full-Time Tenured and Tenure-Track Faculty Members) and [University Rule 12.01.99.C1](#) (Evaluation and Promotion of Full-Time Faculty). Evaluations of non-tenured faculty will be conducted within the requirements of [University Rule 12.07.99.CO.01.3](#) (Full-Time Non-Tenure Track Faculty Positions: Appointment and Evaluation). If the faculty member undergoes promotion or tenure review in an academic year, a separate annual review is not necessary.

Annual evaluations are completed by the appropriate department chair. The evaluation will be provided to the faculty member in writing. A copy will be forwarded to the Dean for review and placement in the faculty member's College personnel file. The faculty member may review the evaluation and respond in writing to the Department Chair and Dean. Any faculty response will be placed in the faculty member's College personnel file.

Faculty Annual Development and Evaluation Plan (ADEP) Process

Annual evaluation of faculty is conducted through the Annual Development and Evaluation Planning process (ADEP). Faculty members should identify individual developmental goals for the upcoming year with the appropriate department chair. Mutually agreed-upon goals will be documented in the ADEP. Goals are to be selected in the light of requirements for promotion, tenure, and professional development. Written documentation and approval of the ADEP will be placed in the faculty member's personnel file. Developmental goals must be considered by department promotion and tenure review committees; department chairs; and the College Promotion and Tenure Committee, and mentioned in their written evaluations.

Purpose

The Annual Development and Evaluation Plan (ADEP) has two purposes:

1. To provide faculty in the College of Education and Human Development the opportunity to set professional goals for the upcoming academic year.
2. To provide a way to evaluate the extent to which goals have been accomplished at the end of the year. These goals should include all aspects of a faculty member's professional responsibility in the areas of teaching, scholarship, and service. This process assumes that each faculty member has the prerequisite academic preparation and experience for her/his particular faculty assignment.

The following forms are available in the COEHD handbook:

- [Beginning of Year ADEP form](#)
- [End of Year ADEP form/Digital Measures document](#)

The forms, documents, types of evidence, and other materials to be used in the evaluation process are those found in the faculty member's personnel file as described in later sections of this document. These materials will be consistent with five major areas: academic preparation, experience, teaching, service, and scholarship or creative activity.

Criteria for Evaluation

Faculty evaluations are based upon measures of faculty performance in teaching, scholarship/creative activity, and service. Evaluations shall focus on individual performance relative to assigned responsibilities and contributions consistent with that of a faculty member of comparable rank and workload assignments as determined in consultation with his/her Department Chair and approved by the Dean of the COEHD

Teaching Criteria for Evaluation

Faculty are expected to provide quality curricular experiences to students and to be available to them for advising and professional mentorship. Required exemplars for teaching include:

- A summary of student ratings as evidence of teaching effectiveness.
- A selection of course syllabi to demonstrate that course content is current and relevant.
- Evidence that student evaluations and grades are based on appropriate and rigorous rubrics.

Optional exemplars for teaching include:

- Teaching activities that may include engaging in the peer review process (discussions with fellow faculty, mentoring, videotaping classes, mid-semester assessments, syllabi swaps, classroom visits, etc.), preparing teaching and/or course portfolios, attending conferences, institutes, and/or workshops directed toward teaching or toward maintaining one's professional accreditation, and undertaking reading programs or creative activities to stay current in one's field.
- Self-evaluation to assess teaching effectiveness and improvement, addressing any relevant considerations.
- External peer review to provide a supplementary way for establishing a faculty member's teaching effectiveness, as well as the depth and currency of knowledge.
- Student advising, field-based evaluations and assessments, and project, thesis, dissertation work.

Scholarship/Creative Activity Criteria for Evaluation

Faculty are expected to be engaged in scholarship activities. Required exemplars for scholarship/creative activity include:

- Articles or creative works published in refereed journals or juried media,
- Articles or creative works published in non-refereed journals or non-juried media,
- Reviews of books, articles, or creative works; chapters in edited volumes published,
- Textbooks, other books; monographs; and client reports published, AND/OR
- Granting (both submitted and successfully funded).

Optional exemplars for scholarship/creative activity include:

- Presentations made at conferences or workshops
- Career exhibitions or performances
- Career patents, software products, or other works research, proposal development, creative writing, or other creative works
- Original products, such as scholarly websites and curriculum materials
- Data driven analytic/reflective consultative activity to improve academic institutions.

Service Criteria for Evaluation

Faculty are expected to participate in governance of the academic community at all levels (department, college, & university) through participation on assigned committees and participation in academic community events (e.g., graduation, college level professional events). Required exemplars for service include:

- Elected Senator or appointment to a University council committee
- Elected or appointed member of a College or Department/Discipline Committee
- Completion of a special project for the University, College, or Department/Discipline
- Service on a board, council or committee outside the University by appointment as the University's or College's representative
- Student recruitment
- Committee work involving hiring new faculty

Optional exemplars for professional service include:

- Officer or board member of a professional organization
- Editor of journal or newsletter
- Moderator of panel at academic conference
- Committee membership for a professional association
- Peer review of professional papers, manuscripts, performances, exhibitions, and presentations

Optional exemplars for community service include:

- Serving as an officer or board member of a community organization
- Giving volunteer assistance to a community organization or project through provision of advice, grant writing, or other application of one's professional expertise
- Conducting workshops, giving talks or demonstrations locally
- Serving on a committee for a local professional association or community organization
- Visiting local schools in some professional capacity

Criteria in Evaluating Faculty Performance Academic Preparation and Experience:

Instructors, clinical-track faculty, professional-track faculty, assistant professors, and associate professors will be evaluated with regard to the criteria for their present rank and their progress toward meeting the criteria for the next higher rank. Full professors will be evaluated with regard to continued performance consistent with the criteria for that rank.

Evaluation criteria must meet university requirements for the faculty position held, as described in [University Rule 12.01.99.C0.03](#) (Responsibilities of Full-Time Faculty Members). Criteria and evidence used in evaluations shall be consistent with written measures of the discipline or department (if applicable), as well as [University Rule 12.01.99.C0.04](#) (Descriptions of Teaching, Scholarship and Creative Activity, and Service).

In all evaluations of faculty, when teaching comprises at least half of the faculty member's assignment, evidence of teaching effectiveness must count at least half of the total possible weight in the evaluation.

Teaching:

Demonstrates a continuing interest in improving as a teacher and a developing knowledge of university level pedagogy. Shows evidence of instructional innovation, updating and revising current courses, and new course development. Shows quality in teaching through a teaching portfolio consisting of: (1) teaching assignments by semester, (2) teaching load, (3) student evaluations, and (4) summaries of course revisions and/or innovations implemented in courses. Since academic advisement and career counseling are considered part of the faculty's total teaching responsibility, the faculty member should be familiar with degree requirements and other matters related to academic advisement, career development and opportunities.

Scholarship and Creative Activity

Demonstrates competence and productivity in scholarship and creative activity (applied scholarship, instructional development and/or basic scholarship) which are related to the faculty's discipline and to the mission of the college. Demonstrates a record of participation, competence, and productivity in their field through a combination of the following: (1) publication in peer reviewed and non-peer reviewed professional, pedagogical, or scholarly journals, (2) conference papers or presentations including those in proceedings, (3) published case studies, (4) instructor manuals, (5) instructional videos, software and web pages supporting instruction, (6) books or chapters in books, (7) monographs, (8) funded grants and

funded research proposals, and (9) significant contributions to funded grants or research proposals. See [University Rule 12.01.99.CO.04](#) (Descriptions of Teaching, Scholarship and Creative Activity, and Service).

Service:

Serves in leadership positions on College and University committees. Participates in professional and community services such as consulting activities that serve the mission of the College, the University's purposes, or the faculty member's academic discipline. Program development activities, program area advertising and marketing activities, and College and University-level consulting activities are also recognized as part of the faculty's record of service.

Procedure

The following steps will be completed in the ADEP process:

1. At the beginning of the year the faculty member submits her/his goals on the annual development plan form. On the form, goals are written for each of the major areas of professional responsibility (teaching, scholarship, service). Goals should be written to reflect what a faculty member expects and hopes to accomplish over the course of the upcoming academic year. These goals should also be based on the feedback on the previous end-of-year ADEP provided by the Department Chair in May. The form will be available to the faculty member at the beginning of the new academic year and must be completed by the first week of October of the new academic year.
2. Faculty member meets with the Department Chair to review the ADEP. The Department Chair's role is to provide initial feedback on the faculty member's goals and offer recommendations if needed for refining goals or including additional goals that reflect departmental assignments and corresponding expectations. Consideration will be made of the faculty member's previous year's ADEP to facilitate any goal revision for the new academic year. Both the faculty member and Department Chair will sign off on the ADEP signifying there is mutual agreement of the faculty member's goals. By signing the ADEP, the Department Chair is committing to providing as much support as possible to help the faculty member attain her/his goals. The ADEP is kept in the faculty member's personnel file. This initial meeting with the Department Chair will take place during the month of October of the new academic year.
3. The end-of-the-year ADEP is submitted to the Department Chair by the first week in April of the same academic year. The original goals of the faculty member's ADEP are submitted at the end of the academic year along with annotation for each goal explaining the extent to which each goal was accomplished.
4. The Department Chair meets with faculty member to review end-of-year ADEP. The purpose of this meeting is to ensure the faculty member receives prompt feedback on

her/his ADEP. The Department Chair's feedback is made in writing on the ADEP form and can be used by the faculty member for the development of goals for the next academic year. The faculty member must receive a "satisfactory" or "unsatisfactory rating". Both the faculty member and the Department Chair will sign off on the written feedback provided by the Department Chair. It will be placed in the faculty member's personnel file. This meeting will take place no later than the last week of April.

Uses of ADEPs

The faculty member's end-of-the-year ADEP (submitted in April) will be used as one documentation source for: (a) annual merit pay considerations; (b) applications for tenure; (c) applications for promotion; and (d) post-tenure review (e) annual re-appointment for non-tenured faculty. Two contiguous years unsatisfactory rating in any will automatically trigger remediation review for faculty at any rank. All ADEPs will remain as confidential documentation within the faculty member's personnel file. ADEP evaluations are in accordance with scale described in [University Rule 33.99.99.CO.02](#) (Performance Reviews of Full-Time Faculty Members).

1. Unsatisfactory: Does Not Meet Expectations - Remediation Warranted

- Unsatisfactory impact is below standard expectations for a full-time faculty member of comparable rank and workload in the department and/or College.
- Unsatisfactory impact is indicated by the absence or limited evidence of clear examples of accomplishments in exemplars defined in the COEHD ADEP.
- A faculty member receiving an unsatisfactory rating must improve performance in any area of teaching, research, and/or service that is scored unsatisfactory in the annual review and will be given a written set of expectations for improvement in a defined improvement plan. Unit supervisors may develop, in consultation with faculty, multi-year improvement plans.

2. Meets Expectations

- Standard impact meets, but does not exceed, general expectations for faculty performance for full-time faculty members of comparable rank and workload in the department and/or College.
- Standard impact is indicated by one or more clearly defined documented instances of accomplishments in exemplars defined in the COEHD ADEP.

3. High: Exceeds Expectations

- High impact is above standard expectations for full-time faculty members of comparable rank and workload in the department and/or College, but does not rise to the level of excellent.
- High impact is indicated by documented instances of accomplishments in exemplars defined in the COEHD ADEP.

4. Excellent: Highly Exceeds Expectations

- Excellent impact is significantly above standard expectations for full-time faculty members of comparable rank and workload in the department and/or College.
- Exceptionally high impact is indicated by multiple documented instances of exceptional accomplishments in all exemplars defined in the COEHD ADEP, as well as in multiple other indicators of COEHD defined excellence, as listed in the Employee ADEP.

Overall Summary Rubric for Annual Evaluation

A composite score of faculty performance will be computed for Teaching, Scholarship, and Service. Then, based upon the weighting agreed upon by the faculty member and Department Chair for each of the three areas (i.e., Teaching Scholarship, and Service) the chair of the Department Tenure and Promotion Committee will multiply the average score by the assigned weight. For example, a candidate who negotiated a 40% teaching, 40% scholarship, and 20% Service would have each multiplied by the average faculty rating for that area arriving at a total average faculty rating.

Example #1

Candidate negotiated 40% teaching, 40% in scholarship and a 20% service. The average faculty ratings were:

- Teaching $3.2 \times .4 = 1.28$
- Scholarship $3 \times .4 = 1.20$
- Service $3.2 \times .2 = .64$
- Total composite average faculty rating = 3.12

Faculty members are generally expected to meet or exceed expectations (receive at least a 2 rating) in each area of responsibility for teaching, scholarship, and service. Faculty receiving a score of less than 2 in any area will be subject to additional review according to COEHD and University policy. The results of all annual reviews must be submitted as part of the promotion and tenure application portfolio.

Faculty Appeal Process for ADEP

A faculty member may make a formal appeal of the feedback received on the ADEP. The appeal process is as follows:

1. If upon review the faculty member is dissatisfied with the Department Chair's feedback, she/he may submit a formal written response addressing areas of disagreement. This formal written response must be submitted to the Department Chair within two weeks of the April meeting with the Department Chair.
2. The Department Chair is required to review the faculty member's formal written response and meet again with the faculty member to attempt reconciliation. This meeting must take place within two weeks from the time the Department Chair receives the faculty member's formal written response or within two weeks of the

beginning of the next academic year. The proceedings of this meeting must be formally documented and signed off by both the faculty member and the Department Chair. If the faculty member is unwilling to sign, it will be so noted.

3. If disagreements persist after the Department Chair and faculty member meet to discuss the faculty member's formal written response, the faculty member may submit a written request for a meeting to the Dean of the College of Education and Human Development to present an appeal. This meeting must take place within two weeks from the time the Dean receives the faculty member's written request. The Department Chair must be present at this meeting. Upon request for a meeting with the Dean, the faculty member must submit to the Dean any and all written documentation in support of her/his appeal, including the ADEP under appeal, Department Chair's written feedback, faculty member's written response, documentation of faculty member's reconciliation meeting with the Department Chair, and any other material the faculty member wishes to use in support of the appeal.

After the faculty member has met with the Dean and the Department Chair, the Dean will submit in writing to the faculty member her/his decision with justification concerning the faculty member's appeal. This written decision must be submitted to the faculty member within two weeks after the meeting with the Dean and Department Chair. This decision will be considered the final step in the College of Education and Human Development appeal process for the faculty member concerning her/his ADEP feedback. All written documentation on the appeal will be placed in the faculty member's personnel file.

Pre Tenure Review: Third-Year Review

Tenure-Eligibility Progress

During the spring semester of their third year of tenure eligibility at TAMUCC, all tenure-eligible faculty members will be reviewed by a three-member Department Promotion Review Committee (DPRC) consisting of all departmental faculty who hold tenure and a minimum of rank of associate professor. The committee will be appointed by the chair in consultation with the tenure-track faculty members.

All evaluations shall be consistent with [Faculty Handbook 2.1.3](#) (Descriptions of Teaching, Scholarship and Service) and [University Rule 12.01.99.C1](#) (Evaluation and Promotion of Full-Time Faculty Members).

Third-Year Review

The primary purpose of this pre-tenure review is to provide the faculty member with a preliminary assessment of his or her progress toward promotion and tenure. Therefore, the third-year review does not substitute for the regular evaluative annual review conducted by the candidate's department chair. A negative third-year review may provide sufficient information for the chair and Dean to take further action regarding the tenure-track faculty member's

continued employment. With continued employment, a copy of the results of the third-year review must be submitted as part of the promotion and tenure dossier.

The guidelines for the third-year review process are:

1. Before the end of the fall semester of each year, the Dean shall notify in writing each tenure-track faculty member who is subject to pre-tenure review during the following academic semester. The Dean will remain available during the subsequent process to discuss the candidate's professional development and progress toward tenure.
2. By January 15, the tenure-track faculty member who is subject to pre-tenure review shall submit to the DPRC a dossier documenting excellence in teaching, scholarship and/or creative activity, and service in the format described in Section 4 of the COEHD Faculty Promotion and Tenure Policy (Documentation for Promotion and Tenure Review), according to the Annual Development Evaluation Plan (ADEP). The tenure-track faculty member must also attach a written overview of no more than two pages, plus individual statements (each no more than two pages) on teaching, scholarship or creative activity, and service. The resulting dossier must be no larger than one 4-inch binder or electronic equivalent. The appropriate department chair shall be responsible for making this dossier available to reviewing faculty.
3. By spring break, the DPRC will complete its review of the dossier, meet with the tenure-track faculty member to discuss their review, and submit a report to the Department Chair.
4. Prior to this scheduled meeting between the candidate and the committee, the DPRC will provide the candidate written questions concerning matters on which the committee needs clarification, explanation, or supplemental materials. A supplemental file may include materials used in the development and delivery of all classes taught, the product of scholarship or creative activity, and any materials produced in the course of university or community service. The candidate may also attach a written statement to the committee, which explains these materials and their role in addressing the areas of teaching, scholarship and creative activity, and service.
5. The DPRC will meet with the candidate, and addressing the questions provided, the personnel file, and the dossier provided by the candidate, discuss the candidate's professional development in teaching, scholarship or creative activity, and service.
6. The DPRC shall draft a developmental report identifying strengths and opportunities for improvement in each area of evaluation. The DPRC will place a copy of its report in the tenure-track faculty member's personnel file. This report will indicate the candidate's progress toward promotion and tenure and offer recommendations concerning further professional development. The candidate may respond in writing to the DPRC's report. A copy of the report and any reply will become a part of the faculty member's personnel file.

7. Within two weeks after spring break, the Department Chair will discuss the review with the tenure-track faculty member. The chair will also discuss the progress of the tenure-track faculty member in light of Annual Development Evaluation Plan (ADEP). The candidate will receive a copy of the chair's written review.
8. Within one week after the Department Chair meets with the tenure-track faculty member, he or she will submit to the Dean the chair's review as well as the report from the DPRC. The candidate may respond in writing; if so, this response shall also be forwarded to the Dean.
9. Prior to the end of the spring semester, the Dean will review the reports by the DPRC and Department Chair and prepare a written evaluation. The Dean will meet with the tenure-track faculty member to discuss the evaluation. The Dean will send copies of this evaluation to the tenure-track faculty member and the provost. The candidate may respond in writing; if so, this response shall also be forwarded to the provost.
10. The provost (or designee) will review the evaluations and tenure-track faculty member's responses (if any) and prepare a written evaluation. The provost, or designee, shall meet with the tenure-track faculty member to discuss all of the reviews. The faculty member will receive a copy of the provost's (or designee's) written comments and recommendation.
11. Tenure-track faculty members should be aware of [University Rule 12.02.99.C0.01](#) (Tenure) Section 3.4, which reads: "If the review of the faculty member indicates that he or she is not progressing adequately towards the requirements for tenure, the Department Chair will convene a meeting with the faculty member to discuss how he or she should improve their academic record prior to application for tenure review."

Dean's Role

The Dean of the College of Education and Human Development initiates the third-year review by notifying each Department Chair of eligible faculty within the department, and copying the faculty member/s on the notification. Before the end of the spring semester prior to the review, the Dean will hold a meeting open to candidates to review timelines, processes, and portfolio expectations. The Dean will remain available during the third-year review process to discuss the candidate's progress toward tenure.

Chair's Role

The Department Chair will remain available during the third-year review process to discuss the candidate's progress toward tenure. The chair will advise the candidate and DPRC regarding program and department expectations.

Departmental Promotion Review Committee's Role

The DPRC will provide the candidate written questions concerning matters on which the Committee needs clarification or explanation, prior to the candidate's scheduled meeting with the Committee. The Committee will meet with the candidate, and addressing the questions provided, the dossier, and the supplemental file provided by the candidate, discuss the candidate's progress in teaching, scholarship and creative activity, and service. The meeting with the candidate should clarify the tenure process and offer recommendations concerning further progress. The DPRC is not expected to solicit letters of evaluation unless deemed necessary to adequately advise the candidate concerning professional development and progress toward tenure. The committee will issue a written report indicating the candidate's progress toward promotion and tenure, and offer recommendations concerning further development.

Candidate's Role

The candidate will be asked to prepare a dossier of work and accomplishments in teaching, scholarship and creative activity, and service, similar to that required for promotion and tenure purposes (see section 4.1 of this document for documentation guidelines). As in general documentation for promotion and tenure review, electronic submissions are appropriate and must conform to the standard hard copy content format specified in the policy.

Basis for Review

The DPRC shall base its recommendation on a combined in-depth evaluation of teaching, scholarship, and service according to promotion and tenure performance indicators listed previously in this document. Evaluation may include, but is not limited to, evidence provided by the faculty member, student evaluation, and peer review. The DPRC should be guided in its deliberations by the faculty member's effectiveness and total contribution to the department, College, and University.

Post-Tenure Review

The College follows [University Rule 12.06.99.C0.01](#) (Post-Tenure Review) on Post-Tenure Review.

All COEHD tenured faculty undergo periodic review, as is required by Texas Education Code Section 51.942 and [System Policy 12.06](#) (Post-Tenure Review of Faculty and Teaching Effectiveness). The purpose of these reviews is to support tenure and to promote faculty development. The COEHD is recognized for the outstanding quality of its faculty; therefore, it is expected that the vast majority of faculty will be found to meet or exceed expectations as a result of comprehensive review.

Purpose:

Post tenure review is designed as a supplemental review of the annual evaluation. The purpose of this evaluation is to:

- Assess whether the individual is making a contribution consistent with that expected of a tenured faculty member,
- Provide guidance for continuing and meaningful faculty development,
- Assist faculty to enhance professional skills and goals,
- Refocus academic and professional efforts, when appropriate,
- Provide assurance that faculty members are meeting their responsibilities to the University and the State of Texas.

Comprehensive periodic review of tenured faculty is intended to enhance and protect, not diminish, the important guarantees of tenure and academic freedom through a positive, thorough, fair, and transparent process.

Who Will Undergo Post-Tenure Review:

Every tenured faculty member with a workload of less than 50% administrative assignments will undergo a comprehensive annual review in any six-year evaluation cycle or following the second consecutive unsatisfactory comprehensive annual evaluation in any six-year evaluation cycle.

Nothing in these guidelines shall be interpreted or applied to infringe on the tenure system, academic freedom, due process, or other protected rights, nor to establish new term-tenure systems or to require faculty to reestablish their credentials for tenure.

Post-Tenure Review Scope

The College will submit its post-tenure review process to the Office of the Provost for review and approval. The process will include a description of the process for naming peer committees, college-specific criteria agreed upon by the faculty, a description of responsibilities of those involved in the process, and a schedule for review of the process. College-specific criteria, responsibilities and processes and responsibilities must augment, not replace or contradict, the processes outlined in this procedure.

The evaluation shall be conducted by a peer committee of tenured faculty at the college level. Unsatisfactory reviews are subject to further evaluation and recommendation by the Dean and provost.

For joint positions, the primary department will be the locus of the evaluation.

Every tenured member of the faculty will undergo a comprehensive review every six years, or following the second consecutive unsatisfactory comprehensive annual evaluation in any six-year evaluation cycle. The post tenure evaluation may not be waived for any active faculty member, but may be deferred in rare circumstances when the review period coincides with approved leave, or based on significant extenuating circumstances. A deferral request must be submitted by the faculty member to the provost's office through the Department Chair and Dean and be for a period of no more than one year from the scheduled review. Subsequent extensions as necessary will require separate application and approval. A successful

comprehensive review for promotion to professor may serve in place of this post-tenure review process.

The six-year period starts with the first full academic year appointment in a tenured position. The period restarts at the time of promotion to full professor.

Except for leaves occurring in the sixth year, periods in which a faculty member is on leave will still count toward the six-year requirement.

Faculty due for a six-year evaluation shall be provided notice no later than October 15 that the review will be conducted the following spring. All faculty in the sixth full year of service since their last review or promotion must be notified unless a deferral has been requested and approved by the Provost's Office.

The basis of the post-tenure review is the record of teaching, scholarship, and service. The following materials for the six years under review are to be assessed:

- Current curriculum vitae,
- Annual performance evaluations
- Annual Faculty Activity Reports as determined by each college.

Standards for Post Tenure Review

Evaluations shall focus on individual performance relative to assigned responsibilities and contributions consistent with that of a tenured faculty member of comparable rank and workload, using the following scale:

Review Categories

- *Exceeds expectations* – Faculty member exceeds expectations for assigned responsibilities and provides contributions that always meet or exceeded that expected of a tenured faculty member of comparable rank and workload.
- *Meets Expectations*– faculty member meets responsibilities and provides contributions comparable to that expected of a tenured faculty member of comparable rank and workload. Strengths are commended and weaknesses are identified for near-term improvement.
- *Unsatisfactory* – well below minimum expectations for assigned responsibilities and contributions consistent with that expected of a tenured faculty member of comparable rank and workload. Reflects disregard of previous advice or efforts to provide correction, assistance, and/or professional misconduct, dereliction of duty or incompetence.

Timeline for Post-Tenure Review

The following information provides a guide to the PTR process timeline. If the designated date falls on a weekend or holiday, then the date would reflect the next business day.

October 15: The tenured faculty member is notified that he or she will undergo a comprehensive periodic review during the following spring semester. The College Promotion Review Committee will also be notified.

January 20: The faculty member submits his or her current curriculum vitae and faculty activity report to the Dean or the Dean's designee. Department chairs submit copies of the faculty member's annual evaluations for the past six years or since the last review to the Dean or the Dean's designee. If a faculty member has written a response to any annual evaluation during the review period, the response letter(s) will be included.

February 1: The Dean or Dean's designee provides the peer-review committee with a copy of the submitted documents. The peer-review committee shall be formed at the college level and will consist of one full professor from each department. Each department elects one tenured full professor to the committee by vote of the tenured and tenure-track faculty. The Dean appoints one additional committee member. The elected members will serve two-year terms and the Dean's appointee will serve a one-year term. Department chairs, Associate Deans and the school director shall not serve on the committee.

March 1: The peer-review committee will submit a report for each faculty member undergoing post-tenure review through the Dean's Office to the Office of the Provost. The report shall state the rating for each category of responsibility, the comprehensive review rating, and the basis for that determination. A copy of the college post-tenure review process must be submitted with its post-tenure review reports. The report must be shared with the faculty under review and the faculty member's department chair.

April 1: If the peer-review evaluation is Unsatisfactory in any category, the peer-review committee report shall contain sufficient documentation to identify the area(s) and particulars of the unsatisfactory performance and the basis for the committee's decision.

If the evaluation is Unsatisfactory in any category, the Dean shall review the submitted documents and prepare a separate report and recommendation. The reports and recommendations of the Dean and peer committee shall be forwarded to the Provost for review by April 1.

April 15: The Provost will prepare a final decision by April 15.

May 15: For all faculty ultimately receiving an Unsatisfactory rating, the faculty member, peer-review committee and Department Chair shall establish a professional development plan (PDP) by May 15. This plan shall be subject to review and approval by the Dean. Should May 15 fall after the conclusion of the spring semester, the deadline will be extended until September 15.

The PDP will:

- Indicate the University resources available to provide appropriate support for the faculty member in achieving the goals of the plan, and

- Indicate who will monitor the implementation of the plan and support the faculty member through the process (for example, a faculty mentor or the Department Chair), and
- Include a follow-up schedule (with specific dates), benchmarks, and tangible goals for evaluating improved performance.

The original written evaluation and development plan shall be submitted to the Provost's Office with a copy maintained in the College.

Normally, the development plan period will be for two years. The Department Chair, with input from the peer-review committee, will assess evidence of improvement after one year. A one-year status report, and a final report will be submitted to the Dean and provost by May 15 of ensuing years.

The successful completion of the PDP is the positive outcome to which all faculty and administrators involved in the process must be committed. However, if the faculty member is deemed to have made insufficient progress by the end of the plan period, the Department Chair will take appropriate administrative action, up to including recommendation for dismissal proceedings, in conjunction with the Dean.

Disciplinary Action

If incompetence, neglect of duty, or other good cause is determined to be present, appropriate disciplinary action, up to and including review for termination, may be initiated in accordance with due process procedures of [University Rule 12.01.99.C0.06](#) (Faculty Dismissals, Administrative Leave, Non-Reappointments and Terminal Appointments) and [System Policy 12.01](#) (Academic Freedom, Responsibility and Tenure). The original written evaluation and development plan shall be submitted to the Provost's Office with a copy maintained in the College.

Periodic Review

Periodic reviews will be conducted by the University Promotion and Tenure Committee to provide feedback on college post-tenure review committees' adherence to their established standards and processes.

Performance-Based Merit Pay and Equity Adjustment Consideration

University policy requires that salary increases for tenure-line faculty and professional librarians be awarded as merit pay. Assessments of faculty performance and recommendations for merit pay will take place at the college level or below. The areas of assessment are teaching, service, and scholarship.

Merit raises are awarded for either sustained performance or extraordinary performance. Sustained performance is defined as consistently and clearly satisfying the requirements of one's faculty rank. Extraordinary performance is defined as sustained performance and noteworthy contribution in an area of teaching, service, or scholarship.

Each department or college, with faculty participation will develop written evaluation criteria and procedures for evaluating faculty members for merit salary increases. Criteria and evaluations within each academic unit will be flexible enough to meet the objectives of each unit while conforming to university-wide guidelines. Each college will stipulate the number of years of evaluation to be used in determining merit pay awards.

Funds available for merit salary increases will be allocated in consultation with the Faculty Senate and the administration. Merit awards are determined by the Dean of each college and the director of the university library in consultation with faculty and according to college policy. Increases received will become a part of the individual's salary and will continue during the person's employment with the university. Monies available to each college for salary increases will be allocated for merit after allocations have first been made for equity and promotion increases.

Recommendations for awarding merit pay will pass from the Dean of the College and the Director of the University Library to the Vice President for Academic Affairs, and then to the President. Recommendations from the college level will indicate the precise dollar amount of the increase that is recommended for each faculty member.

Each college may further refine the plans for merit pay but the resulting plan must be consistent with the general policies and procedures outlined here.

Merit Pay Raise Procedure

The funds allocated to the COEHD for faculty merit increases will be allocated equitably by the Dean to the departments, with a portion held by the Dean to give merit increases to the Assistant Dean, department chairs and any faculty supervised directly by the Dean or Assistant Dean, and to assist a department chair in recognition of extraordinary performance.

The Dean, in consultation with the department chairs, will determine a specific dollar amount of merit pay raise to each individual faculty member, with the total dollar amount equaling the department's allocation of funds. Faculty merit pay raises will be based on assessment of each

professor's performance in the areas of teaching, service, and scholarship, using the Annual Development Evaluation Plan (ADEP) form. All merit considerations are based upon evaluation of annual performance.

Promotion Pay Raises

Current university practice is that when a faculty member is promoted, the promotion carries with it an automatic salary increase. The promotion increase does not preclude the faculty member from also receiving a merit pay raise.

Current promotion pay raises (nine-month academic year salaries) are as follows:

- From Assistant Professor to Associate Professor: \$5,000
- From Associate Professor to Professor: \$7,000

Graduate Faculty Policy

To teach graduate courses in the College of Education and Human Development, faculty must be granted graduate faculty status. To acquire graduate faculty status, faculty members must have a terminal degree in their discipline or related field and be actively engaged in scholarship/creative activity. The department's designated body (department chair or review committee, as articulated in writing by each department) will examine the credentials of candidates for graduate faculty status and provide their endorsement to the College Dean, who reviews the list and forwards the approved list to the Graduate Council. A faculty member may apply for graduate faculty status by submitting a request to the Department Chair, which must include the Graduate Faculty Status Application Form (available online) and a current CV.

Graduate faculty status must be reassessed and renewed every five years. The Dean's Office will notify faculty whose graduate faculty status must be renewed. Qualified new faculty and faculty with new doctorates will be granted graduate faculty status for a period not to exceed three years.

Non-graduate faculty seeking graduate faculty status must make application to the Department Chair for consideration in the academic year prior to that in which they intend to begin teaching graduate courses.

Non-tenure track faculty may apply for Associate or Adjunct Graduate Faculty Status, or for special appointment. See [University Policy 12.99.99.C0.03](#) (Designation of Graduate Faculty). Faculty regularly involved in teaching graduate courses must engage in scholarly or creative activity in their normal teaching field. Engagement is defined as activity involving some manner of systematic investigation and some clear product suitable for and subject to academic peer review. Scholarly/creative activity consists of academic work (productivity which can be documented in the form of research, writing, speaking, artistic production or performance, or in some other appropriate form) which results in expanding the body of knowledge and understanding of the faculty member's academic field. Scholarship implies an activity that is non-routine, novel, creative, imaginative, ingenious, or original, but not necessarily all of these. Scholarship may consist of any of three interconnected elements: Discovery, Integration and Teaching, and Application. The scholarship of discovery involves the search for new knowledge in the discipline and for a richer understanding of the academic field. Creative achievements in the fine arts are considered enterprises of discovery. The scholarship of integration emphasizes fitting one's own research, or the research of others, into larger intellectual patterns. It involves making connections across the disciplines, placing the discipline in a larger context, illuminating data or concepts in a revealing way, and evaluating new pedagogical approaches. The scholarship of application brings learning and knowledge to bear upon the solution of practical problems. It flows directly from one's professional expertise and results in publication, presentation, or other tangible product.

A non-exhaustive list of endeavors typical of each of these three areas of scholarly or creative activity includes the following:

For the Scholarship of Discovery:

- Publications
- Manuscripts submitted for publication
- Work in progress
- Oral convention presentations (e.g. panelist, respondent—a substantive presentation, not just moderator of panel)
- Art exhibitions
- Music compositions and performances
- Theatrical performance, direction, design
- Public exhibition of films, tapes directed or produced or otherwise created
- Refereed poster presentation

For the Scholarship of Integration and Teaching:

- Textbooks
- Multimedia production
- Writing that makes one's field accessible to a wider audience, e.g. an editorial or articles in popular press
- Cross-curricular innovations
- Interdisciplinary instructional achievements

For the Scholarship of Application:

- Consultation
- Technical assistance
- Policy analysis
- Program evaluation
- Applied or clinical research and practice
- Grant writing

Faculty Emeritus Status Review

Faculty of the College of Education and Human Development

Retired faculty members may continue to use their academic rank title modified by the suffix “(Retired).” However, this policy outlines the conditions and procedures for recommendation for appointment to the rank of Professor Emeritus for retiring professors in the College of Education and Human Development who meet the following criteria:

Eligibility

Eligibility is normally confined to those who are retiring or who have retired within the past three years after having a record of long service to the Texas A&M University-Corpus Christi COEHD as full-time faculty and whose post-retirement appointment, if any, is less than half time. As a general rule, over 10 years of employment would be considered long service; however, exceptions can be made if individual contributions so warrant.

Criteria

Recommendations shall be made for COEHD faculty who have made significant academic contributions that go beyond the normal duties and responsibilities of faculty appointment. Significant academic contributions shall be in at least two of the three following areas: service, teaching, and scholarship. Individuals contributing significantly to the academic administration of Texas A&M University-Corpus Christi will also be eligible for recommendation.

Procedural Guidelines

The Dean of the College of Education and Human Development is responsible for preparing the recommendation to the president. In preparation for recommending Professor Emeritus status, the following guidelines will apply:

1. The College of Education and Human Development Faculty Awards Committee shall ensure that all potentially eligible faculty members are considered. University Policy will be used to determine eligibility. The Chair of the Faculty Awards Committee shall discuss with the Dean the names of individuals known to be close to retirement well in advance of retirement. All College of Education and Human Development full-time, tenured faculty retirees meeting University guidelines will be eligible for consideration.
2. The Dean of the College of Education and Human Development or the Department Chair of the relevant department will provide documentation in support of the nomination to the Chair of the Faculty Awards Committee. This documentation will include:
 - Recent curriculum vitae of the nominee.
 - A letter of nomination that is endorsed by the faculty members of the relevant department and that documents achievements relative to the criteria.
 - The Faculty Awards Committee may choose to seek further letters of recommendation from other recognized individuals.

The Faculty Awards Committee will review the documentation, and if favorable, the recommendation will be forwarded to the Faculty Affairs Committee of the Faculty Senate.

The Faculty Affairs Committee of the Faculty Senate shall make the final recommendation of candidates for nomination to the Provost for consideration by the University President. The Texas A&M University System Board of Regents, upon the recommendation of the President, makes appointment to the rank of Professor Emeritus.

Privileges of Rank

Any of the privileges associated with the rank of Professor Emeritus in the College of Education are noted in the [University Rule 31.08.01.C0.01](#) (Faculty Emeritus Status) pertaining to the rank.

Faculty Workload Policy

The TAMU System and University Rule [12.01.99.C0.03](#) (Responsibilities of Full-Time Faculty Members) recognize teaching, scholarship, and service as expected elements of workload for individual faculty. These elements are reflected in all evaluation policies governing considerations of continued contractual employment at the university, including granting of Promotion and Tenure (P&T) and consideration for merit pay increases. Accordingly, every tenured/tenure track faculty member is expected to be involved to some degree in all three areas of work: teaching, research, and service.

Typically, full-time tenured/tenure-track faculty are expected to accrue 24 workload credits (usually 12 each long term) over the academic year. Full-time clinical faculty (fixed-term) are expected to accrue 30 workload credits (usually 15 each long term) over the academic year. These workload credits are assigned for instruction and for a variety of instructionally-related, administrative, scholarly, and service activities. See [University Rule 12.03.99.C1](#) (Faculty Workload).

The COEHD workload policy is designed to enable academic programs to serve their constituencies (their students, their professional disciplines, the citizens of the state of Texas) within the regulatory guidelines of the TAMUS and TAMUCC workload policy. Each year as part of the COEHD ADEP process, each faculty member, in consultation with the Department Chair will discuss and document workload expectations for the semester and academic year.

Department chairs from each COEHD academic department will articulate an agreed-upon workload proposal for each individual faculty member based on the ADEP meeting.

A department chair may propose “workload reassignment credit” for individual faculty members with designated responsibilities deemed appropriate for the unit. Factors that may influence workloads between departments might include labor-intensive pedagogies, involvement in graduate programs, disciplinary norms, involvement in the provision of general education, and the requirements associated with the variety of scholarly and creative activities. Accordingly, individual faculty workloads may vary among faculty members and across the academic semester/year. Each faculty’s individual proposed workload assignment must be submitted and approved by the COEHD Dean (at or near the beginning of each academic semester) before faculty members receive approval of the proposed assignment.

COEHD Procedures for Faculty Workload Assignment

COEHD faculty workload is based on the expectation of a 12 SCH/academic semester for all tenured and tenure-track faculty, and a 15 SCH/academic semester for clinical/fixed term faculty members.

In general, it is expected that the portion of the workload assigned to instruction will vary, on average, from 3 to 12 credits per term, depending on a variety of factors such as involvement in

the supervision of graduate students, level of scholarly productivity, and assignment of administrative duties. Individual workloads are determined in the department and subject to the approval of the Dean's Office.

Departmental proposals for faculty workload must be aligned with promotion and tenure guidelines and linked to standards for consideration of merit pay raises. Furthermore, per University policy, "During the faculty member's annual evaluation, the annual evaluation document must specify the weight of the workload allocation for teaching, scholarship, and service so that the sum of these weights total 100% for the year for which the faculty is being evaluated" This alignment must be documented as part of the ADEP process. Currently, with the exception of specialized cases, the evaluative weightings for teaching, research, and service reflects our colleges' commitment to university vision 2020 initiative to provide instruction that is informed by best research informed practices and developments of pedagogical and learning sciences in support of attaining Emerging Research Status (ERI). Accordingly, our faculty are expected to be active researchers and scholars and willing departmental, college and university citizens for serving our intellectual and professional community. The current standard rubric for evaluative weighting of tenured/tenure-track faculty work activities is 40% for teaching, 40% for research, and 20% for service.

Workload Reassignment Credit for Academic Service and Administrative Project Assignments

Individual faculty in consultation with Department Chair may be considered for workload a redistribution or re-assignment of working responsibilities and duties that support the departmental unit, college and university. Workload reassignments must non-the less meet university standard for 12 SCH/academic semester albeit with a different evaluative weighting scheme. These considerations must be documented in the University workload report. Per [University Rule 12.03.99.C1](#), Examples of alternative workload reassignments may include engagement in academic service at the department, college, university, and professional levels, such as committee work or curriculum development, is expected of all faculty and is reflected in all measures of performance review (ADEP, merit, and promotion and tenure review processes).

TAMUCC Designated workload reassignment for Administrative Assignments

In accordance with TAMUS and TAMU-CC Policy, COEHD workload reassignment for designated administrative titles below the Dean (for example, Associate/Assistant Dean, Department Chair, academic program coordinator, undergraduate or graduate program coordinator, or coordinator or director of a center, program, or clinic) may receive up to 9 workload credits per semester for performing those duties.

- Assistant or Associate Deans: Minimum of 50% workload reassignment
- Department Chairs: Minimum of 50% workload reassignment

In addition to TAMU-CC designated administrative titles, the COEHD Dean, in consultation with the Department Chair, may approve workload reassigned credit (or stipend compensation) on a semester or yearlong basis for individual faculty involved in significant departmental/College

responsibility deemed to exceed expectations for general service required by TAMU-CC policy of the faculty role. Examples of designated service workload reassignment might include:

1. Serving as the designated/named departmental liaison and responsible person for facilitating and ensuring departmental compliance with university and outside-university regulations (Certification; TEA;)
2. Providing time-limited leadership on a departmental initiative (e.g., curriculum design; grant initiative, etc.)
3. Providing start up support for new faculty who negotiate a reduced teaching load during their first year appointment. The Dean will determine how start up reassignments are implemented through consultation with department chair

Workload reassignment for Credit -Generating Direct Instruction

TAMUCC policy recognizes the effort involved in programming and supervision of credit-generating direct instruction. In the COEHD, workload reassignment credit may be approved for significant student supervision of students during applied

Workload Credit for Chairing and Methodological Consultation on Doctoral Dissertations

Faculty teaching Dissertation in Progress (6397) may receive workload credit. Faculty supervising as doctoral dissertation chair for three (3) or more students in one semester may receive a three-hour workload reassignment credit. Faculty members are limited to receiving a maximum 3 SCH workload reassignment credit for dissertation advising each semester.

Faculty members are also limited in the number of students for which they can serve as dissertation chair (See the COEHD Doctoral Dissertation Committee handbook). A faculty member may petition the Department Chair and Dean for consideration of workload reassignment for supervision master's thesis students. In addition, faculty serving as dissertation methodologist for three or more students enrolled in Dissertation in Progress may also receive a three-hour workload reassignment credit. These faculty workload reassignments will be documented by the Department Chair in the official university workload report and maintained in the Dean's Office.

Workload Credit Reassignment for Scholarship

All tenured and tenure-track faculty can request a 3-hour workload reassignment credit for engaging in significant scholarship. Requests are made directly to the Department Chair and forwarded to the Dean's Office on or before the beginning of each academic semester.

Guidelines on Grant-Funded Work Reassigned Time:

All grant-funded workload reassignment requests must be approved in advance by both the respective departmental chairperson and the Dean. Potential applicants are strongly encouraged to consider the need for the reassigned time before applying. The intention to

request grant-funded reassignment must be indicated in [PIER form](#), which the proposer should discuss with Department Chair before submitting. Applicants are further encouraged to act so as to ensure quality completion of regularly assigned work assignments.

Academic Advising and Faculty Mentorship

Faculty Advising/Mentoring Responsibilities

Faculty mentors work in collaboration with TAMU-CC [COEHD academic advisors](#).

Faculty mentors are assigned to undergraduate students upon completion of 30 credit hours and to graduate students upon admission into their MS program. Faculty mentors support student queries regarding subject/content specific issues related to post-graduation professionalization and career pursuits.

Faculty Office Hours

Each semester, faculty are required to submit and post their schedule of university responsibilities using a form, which all departmental administrative associates have and will prepare, showing all class meetings, office hours, and other university commitments.

All teaching faculty, including teaching assistants, are required to schedule a minimum of one hour per week for each three semester credit hours of instruction over at least two different days of the week. Adjunct faculty should be available at least 30 minutes before or after their scheduled class and be reasonably available for additional scheduled appointments with students at other times and locations. In addition, adjunct faculty should indicate their availability on their syllabus and provide alternative means for student contact beyond their respective department office information. Tenured, tenure-track, and clinical faculty teaching online are required to schedule virtual and face-to-face office hours in accordance with the standard above. Department expectations may exceed college minimums. Office hours should be reported to the Department Chair.

Administrative associates will post the faculty schedules online. Faculty must also post copies on their office doors. Department chairs will provide the Dean's Office with a copy from all faculty members in their area. Semester schedules of university responsibilities are due by the first day of class each semester.

Large Class Support

Large classes are those with 50 or more students enrolled on the first class day. The COEHD rarely has large classes. A faculty member who teaches a large class may, if desired, request the Dean's Office to hire a grader. Eligibility for a grader is based on first class day enrollment. The number of students enrolled for academic credit on the first day of class will be an indicator of the class's size. Modest enrollment increases or decreases after the first day of class will not affect the grader's compensation. There is normally no additional workload credit for teaching courses with enrollments greater than 50 students.

Faculty Travel Procedures

Employees in the College of Education and Human Development must follow University travel rules. Travel requests should be initiated at the department level on Concur before traveling to your destination. If presenting at a conference, proof of acceptance to present should be attached to the request for travel. All college travel is processed according to the [Texas A&M University-Corpus Christi Travel Guidebook](#).

Each year departments engaged in a budgeting process that includes allocation of travel for the year. The departmental budgets are approved by the Dean in consultation with the Department Chair and college business coordinator. The current allocation is \$1,300 for each tenured or tenure-track faculty member. Additional funds can be requested from the College.

In general, each program department is allotted as part of this budgeting procedure a travel budget based on departmental per capita basis. The Department Chair maintains responsibility for allocating travel allotment within the department. Departmental travel procedures are processed by designated administrative assistants in consultation with traveling faculty. Each year the Dean of the COEHD may provide for a budgeted supplemental travel allotment for Faculty travel. All eligible faculty may apply for supplemental travel using the supplemental travel form in accordance with COEHD supplemental travel procedure.

Contracts, Grant Writing, Grant-Funded Work Re-Assigned Time Guidelines

These guidelines apply to all College of Education and Human Development (COEHD) faculty and staff who are involved in grants that are funded either internally or externally through the COEHD or the University. See [University Rule 15.01.01.C1](#) (Externally Funded Grants and Contracts).

Communicating the Intention to Submit a Grant Proposal or Contract:

Applicants must inform their respective department chair about their intent prior to initiating substantive work on a grant or contract. Faculty intending to submit for course reassignment must indicate this intention on the [PIER form](#). This policy ensures that grant submission efforts are coordinated across the College and University. Such coordination will insure that faculty are teamed with appropriate partners and will help avoid duplication of effort within the COEHD with other units of the University.

Research Enhancement Funds Guidelines and Procedures

These guidelines and procedures shall be in effect from the time they are accepted by the faculty of the College of Education and Human Development.

- A. Upon notification of award from Office of Research Commercialization and Outreach (RCO), the COEHD Dean's Office will send out an RFP detailing procedures for application (timelines; format; award amounts and distribution of funds) based on competition among COEHD faculty. Faculty will also be informed about scoring rubrics and evaluation process.
- B. All applications will be received by the Associate Dean, who will convene a Research Enhancement Review Committee (RERC). The committee will consist of the College's two representatives from the University Research Enhancement Committee, plus one elected faculty member from each of the College's departments. Departmental representatives will be ineligible to receive funding from this initiative.
 1. The Research Enhancement Review Committee (RERC) committee appointed by a designated Associate Dean from COEHD is responsible for receiving and evaluating grant proposals for research enhancement funds.
 2. This committee will review applications and make recommendation to the Dean until all funds are allocated.
 3. The following recommendations may be made by the RERC:
 - a) Funded as presented;
 - b) Partially funded; or
 - c) Not funded.
- C. Eligibility for Funding
 1. Tenured and tenure-track faculty members will be eligible to apply.
 2. No member of the RERC may submit a grant proposal for college research funds. A committee member who wishes to do so must resign his or her committee position.
 3. Only projects meeting the criteria set forth for "Scholarship" in [University Rule 12.01.99.CO.04](#) (Descriptions of Teaching, Scholarship and Creative Activity, and Service). Rule 12.01.99.CO.04 may be supported by Research Enhancement Program funds.
 4. Funds may not be used to support doctoral dissertation research.
 5. Awards from these funds may not duplicate funds awarded from other granting agencies.
 6. Proposals for the same, or substantially the same, research project may be submitted to both the University Research Enhancement Committee and RERC, but funding cannot be received from both sources.

7. In order to support the research efforts of as many faculty members as possible, an eligible faculty member may submit only one research proposal per year as principal investigator for consideration at the College level.

D. Selection Criteria

When evaluating Research Enhancement grant applications, the University Research Enhancement Committee considers both the scholarly merit and feasibility of the project. Included in such considerations are such issues as:

1. The project's adherence to the criteria for "scholarship" in [University Rule 12.01.99.CO.04](#) (Descriptions of Teaching, Scholarship and Creative Activity, and Service);
2. Overall clarity of the research proposal;
3. Soundness of the research methodology;
4. Indication that the project will contribute to the advancement of knowledge in the field;
5. Reasonableness of the work plan;
6. Appropriateness of the proposed budget in terms of the work plan and anticipated outcomes;
7. Potential that the project will result in a research product that will be presented to the external scholarly community in the field;
8. The record of previous project completion and budget management in the case of applications who have previously awarded university or college Research Enhancement grants;
9. Benefit to the College of Education and Human Development

E. Application Process

1. At the beginning of each spring semester, the designated Associate Dean will announce the deadline for college level applications.
2. Applicants should submit Two (2) copies of the application to the Associate Dean who will convene the RERC and distribute rubric and scoring sheets for independent review. The applicant's name and other identifying information should appear on only one of the copies, to allow for a blind review process.
3. The applicant will be notified in writing by the Associate Dean of its recommendation. Only those projects recommended for funding will be forwarded to the Dean for final approval.
4. Official notification of College-level awards will be made in writing by the Dean.
5. Copies of successful applications shall be kept by the Dean's Office for 3 years. These will be available for examination by potential applicants in the future.

F. Completion of the Project

1. A final written report should be submitted to Associate Dean stating to what extent the objectives of the original application have been met.
2. A final accounting of the budget should be submitted to the Dean's Office within 30 days after the completion date in the application.

Faculty Consulting, External Professional Employment, and Conflicts of Interest

Please see [University Rule 31.05.01.C1](#) (Faculty consulting, External Professional Employment, and Conflicts of Interest). This application must be signed and submitted to the Provost's Office.

COEHD Academic Rules and Procedures

Curriculum Change and Approval

Program, course, and catalog changes (including Distance Education and Certificate Programs) usually originate from tenure-line faculty in the various teaching areas. On occasion program and course changes are initiated by the College Dean, Department Chair, or the other colleges to meet changing needs. The College of Education and Human Development generally requests, through the Deans, changes in teacher certification programs. The process for development and revision of programs and courses must align with [University Rule 11.10.99.C0.01](#) (Development of New Academic Programs), [University Rule 11.10.99.C0.02](#) (Development of Certificate Programs), [University Rule 11.10.99.C0.03](#) (Development of Courses and Catalog Revisions), and [University Rule 11.10.99.C0.04](#), Distance Education Programs.

Progression for Curriculum Changes

1. The discipline faculty vote to approve the change and present in writing the proposed change to the Department Chair.
2. The Department Chair reviews and suggests any advisable changes to the discipline faculty and the Dean. The Department Chair is responsible for advising other disciplines affected by any of these changes.
3. The Dean transmits the proposed change to the Curriculum Committee, as the Curriculum committee is advisory to the Dean.
4. The Curriculum Committee acts on the proposed change(s) and returns its recommendation to the Dean.
5. The Dean places the recommended change on the agenda for faculty action in a faculty meeting. If the change is approved, the Dean submits the change to the Undergraduate and Graduate Councils for their review.
6. The Department Chair, Dean, and the Provost's Office are responsible for seeing that changes are appropriately published and included in catalog revisions. Changes are approved by the Undergraduate or Graduate Councils and the Faculty Senate during the catalog approval process. If at any step above, a negative action is taken, the process is either stopped or reverts once again to the discipline faculty for revision or termination.

Course Proposal Exception:

Course proposals receiving unanimous approval by the Curriculum Committee will be considered automatically approved by the Faculty and placed on the faculty meeting agenda as a point of information. Courses receiving less than unanimous approval by the Curriculum Committee but receiving a majority of support will be recommended to the faculty with the vote split published in the agenda

Faculty Support Services and Informational Resources

Administrative Assistants

The work of administrative assistants in the College of Education and Human Development is crucial to the functioning of our departments. In addition, administrative assistants, for many the initial contact with a department, oftentimes convey a first impression of that department to students, parents, and other offices, both on and off campus. We are proud of our dedicated and professional staff that helps us further the educational mission of the College.

Administrative assistants perform the following specific duties:

1. **Departmental Support:** Assisting, coordinating, and communicating with department chairs and area coordinators in all areas of governance, including the maintenance of the Central Filing System (course syllabi, student database), preparing correspondence, keeping calendars/ appointments, greeting visitors and students on the phone or in person, responding to inquiries and providing information when requested, helping to orient new faculty, setting up meetings, supervising student assistants, and ordering supplies.
2. **Faculty and Student Travel:** Prepare and process Travel Authorization Requests for faculty and students awarded travel funds. Arrange for release of liability, transportation, lodging, and travel advances if necessary for students traveling with faculty on out-of-town field trips. Prepare and process, when appropriate, expense reports for faculty. Route documents through the College protocol and University Travel Coordinator. Maintain faculty travel files.
3. **Account Maintenance:** Maintain and reconcile departmental accounts. Purchase departmental supplies using a University Procurement card. Keep inventory of supplies and purchase when needed. Prepare HEF purchases as instructed by the Department Chair and Business Manager.
4. **Office equipment:** Maintain office equipment.
5. **Textbook Adoptions:** Ensure that Faculty are aware of the due dates to submit textbook orders to University bookstore. Order desk copies for Faculty if necessary. Follow up with faculty to gather needed information. Maintain textbook adoption files.
6. **Course Scheduling:** Create and input course data in Banner, create spreadsheet with courses, run error reports and make corrections when necessary.
7. **Catalog copy:** Enter catalog changes and new course descriptions.

8. Assistance to Faculty: Assist faculty with class preparation and testing. Provide support concerning correspondence, reports, university committees, faculty-sponsored student clubs and activities, and academic papers. Prepare financial documents for department faculty, such as petty cash reimbursements and purchase orders.
9. Assistance to Adjunct Faculty/Students: Prepare and submit EPAs.
10. Faculty Searches: Assist search committee with search process. Submit job postings with various publications. Create, organize, and maintain files for faculty search candidates.
11. Special Events: Assist faculty and Department Chair in organizing any special events. Prepare contracts for guest lecturers, musicians, artists.
12. Other duties as assigned.

The College appreciates the quality, timeliness, and efficiency with which these tasks are completed. Administrative assistants support may NOT be utilized for the following tasks:

1. Preparing materials for civic activities engaged in as a private citizen (i.e. not as the University's officially appointed representative).
2. Typing (private) correspondence not directly related to one's role as a TAMU-CC faculty member.
3. Preparing materials for individual or group consulting where the faculty member is not acting as the College's and/or University's officially appointed representative.

Textbook Orders

Faculty are responsible for selecting and ordering textbooks for their courses. Textbook orders are submitted by each faculty member online at the website for the TAMUCC Bookstore. Administrative Assistants should be copied on the order for departmental record-keeping.

Desk Copies

Department Administrative Assistants will order desk copies as needed, if notified by the faculty member at the time the order is turned in. Faculty may not pick up desk copies at the Bookstore and charge them to the College. The Bookstore staff has been instructed that the College will not authorize purchase of desk copies by faculty. If an emergency or highly unusual situation arises regarding desk copies, the faculty member should consult the Administrative Assistant for assistance.

Staff Performance Reviews

All staff members complete an annual performance evaluation. This process is coordinated through Human Resources. See [University Rule 33.99.03.C0.01](#) (Performance Management for Staff and Administrators).

Public Dissemination & Publication Guidelines

The communications specialist is responsible for coordination of dissemination initiatives of the COEHD. The communications specialist creates academic publications, recruiting and admissions pieces, and other external publications that advance the COEHD. The communications specialist will assist COEHD members with concept, themes, editing, design, photography and photo selection, cost estimates, production, and production schedules. The communications specialist gives highest priority to projects central to student recruitment and to advancing public understanding of the COEHD's high academic quality.

Publications produced by the communications specialist include brochures, posters, other recruitment & specialty publications, and the College's website and social media.

Rules for COEHD publications:

- The communications specialist and the Dean of the College of Education and Human Development must review all materials intended for campus-wide or public distribution, whether new or revised.
- Requisitions for the printing of any College of Education and Human Development publication must have the approval of the communications specialist.
- All publications to be presented to parties outside Texas A&M University-Corpus Christi must be reviewed and approved by the communications specialist and the TAMUCC Department of Marketing and Communications.

The communications specialist works with the originator of the publication to ensure that the publication is produced economically, communicates effectively, and is consistent with COEHD and university design standards.

Publications should be produced on campus when economically feasible. All items published, besides meeting the above requirements, must also follow the guidelines set within University Rule 61.01.01.CO.01 (Compliance with Texas State Publications Depository Program) and [University Rule 61.99.99.C3.01](#) (Marketing and External Communications).

Office Furnishings and Supplies

Faculty are provided private offices, to the extent space permits. Standard equipment includes: desk, computer table, desk chair, two side chairs, two file cabinets, work light, and wastebasket. Offices without built-in book shelves are provided book cases. Each new faculty member is provided a box of office supplies including such things as: College stationary, stapler, paper clips, paper, pens, pencils, scissors, stapler remover, pads, letter opener, tape dispenser, grade book, etc. Additional supplies may be obtained from the department administrative assistants. Duplication, paper cutting, and stapling equipment is provided in the workrooms associated with College administrative offices. Administrative assistants are trained in the proper use of this equipment. Faculty are asked to take advantage of the secretarial service provided by the school and have duplication work done for them by their administrative assistants. Each office is equipped with a telephone with voice mail. Each faculty member is supplied with a PC or Apple computer. These are connected to the common network, which provides access to email, a variety of software packages, Internet, Library services, a printer, and other campus computing resources. Computer laboratories are provided in the library, CCH, CI, IH, and the O'Connor Building for student/faculty use. Workrooms and a common kitchen area have a refrigerator, coffee maker, and microwave oven for use by faculty and staff. Faculty and staff are responsible for cleaning up after themselves.

College Abandoned Property (Faculty)

Summary: This COEHD policy expands on [University Rule 21.99.04.C1](#) (Disposition of Abandoned and Unclaimed Personal Property) to outline the process of handling personal belongings left behind by a faculty member upon a separation from employment at the university.

Process:

1. Collection of the Abandoned Personal Property

1.1. The Department Chair will notify the Dean's Office and the University Center that the former faculty member left personal property behind.

1.2. The Department Chair will appoint at least two individuals (faculty or staff) from the department to box up the abandoned property, create a log of the property, and transfer the property to the University Center for storage until the property can be disposed of according to section 2 of this document.

1.2.1. The Department Chair may appoint individuals from another department, if necessary, to ensure that at least two people perform this task.

1.2.2. If College or department staff are available for this task, the Department Chair may request their assistance.

1.3. The Department Chair will attempt to contact the former faculty member or authorized designee within 10 business days to pick up the property.

1.4. The former faculty member or authorized designee will be given 10 business days from initial contact with the Department Chair to make arrangements to pick up the personal property from the University Center.

2. Disposition of the Abandoned Personal Property

2.1. If the attempt to contact the former faculty member is successful and arrangements have been made for retrieval of the property within the allotted timeframe:

- a. The former faculty member or authorized designee may pick up the property during the University Center's normal business hours; and
- b. The University Center must notify the Office of the Dean that the property has been picked up by the former employee or authorized designee.

- 2.1.1. At the department's discretion, it may ship the property to the former faculty member or authorized designee at either the department's or faculty member's/authorized designee's expense.
- 2.2. If the attempt to contact the former faculty member or authorized designee is unsuccessful after the allotted timeframe, the University Center will dispose of the property in accordance with [University Rule 21.99.04.C1](#) (Disposition of Abandoned and Unclaimed Personal Property).

Academic Continuity Plan

This section includes information regarding continuing delivery of teaching/learning functions of the college in the event that university facilities become unavailable for any reason. This plan is outlined in more detail as part of the [Islander Ready Plan](#) that is updated each academic year. Functions may be suspended temporarily but are time-dependent and should resume in some manner as soon as possible. In the event of a long-term campus closure, online and off-site delivery of instruction is possible. (See [University Rule 12.01.99.CO.03](#), Responsibilities of Full-Time Faculty Members; [University Rule 12.99.99.CO.02](#), Responsibilities of Part-Time Faculty Members; and [University Rule 34.07.01.CO.02](#), Academic Continuity Planning).

Department chairs will maintain access to faculty LMS (Blackboard) course shells for evaluation purposes, as well as in the event the faculty member is unable to access materials due to emergency conditions. Chair access to faculty LMS will be governed by university policy.

1. College Responsibilities

- 1.1 The College will maintain a list of delivery methods for undergraduate and graduate courses (the COEHD Emergency Course Plan) on Islander Ready.
- 1.2 The College will notify faculty of the COEHD Emergency Course Plan and keep that list updated as much as possible, the College of Education and Human Development will provide faculty with laptop computers if they will be teaching online in the case of an emergency. The college will ensure faculty have at least minimal course information on Blackboard and have the opportunity to be trained to teach online (or at an alternate location) in the case of an event.
- 1.3 Staff in the college departments will maintain lists of emergency contact cell phone numbers for staff, administrators, and faculty.
- 1.4 In the case of an event, as much as possible, the college will prepare offices/buildings for that event. If staff or faculty are not available at the time this work is being done, other staff members will do it on their behalf. Desktops and monitors should be properly shut down and disconnected from the main power lines; however, as many of the other connections as possible should be left in place (Ethernet, monitor cables, etc.). Desktops and monitors should be placed far away from windows (stored in protective area if available). Desktops on the ground should be placed on top of desks and properly covered with waterproofing material (such as a plastic bag).

2. Faculty Responsibilities

- 2.1 Full-time faculty will complete Blackboard training within one year of starting employment to prepare themselves to teach courses online to maintain academic continuity. All courses will be prepared to use Blackboard for communication and grading purposes in the case of an event.

- 2.2 Faculty will provide the college with emergency contact information and keep that updated.
- 2.3 Faculty will back up computers and safeguard research materials to server. All work related files should be backed up/copied to the I-drive. Faculty will maintain student performance records in a secure manner, either on the LMS (Blackboard) and/or on a laptop.
- 2.4 Because certain software is not available without it, faculty and staff may choose to get VPN access, which allows remote access to central resources while work is being done to open the university to the general public for normal operations. This Cisco AnyConnect VPN Client is available for download at: it.tamucc.edu, under the "Network and Phone Connectivity" link.
- 2.5 In the case of an event, faculty should prepare their offices. Desktops, monitors, and all technology should be properly shut down and disconnected from the main power lines. As many of the desktop/monitor connections as possible should be left in place (Ethernet, monitor cables, etc.) for ease of re-start. Desktops and monitors should be placed far away from windows (stored in protective area if available). Desktops on the ground should be placed on top of desks and properly covered with waterproofing material (such as a plastic bag). If possible, any irreplaceable research or personal materials should be removed from offices and stored in a safe location or removed from the area of the event.
- 2.6 In the case of an emergency, when campus is closed, faculty will be prepared to deliver their courses/continue teaching activities (deliver lectures/activities and course assignments) in the manner listed in the COEHD Emergency Course Plan on Islander Ready (through Blackboard, WebEX (videoconference), or alternate location).
 - 2.6.1 Courses will restart once the university has determined a restart schedule.
 - 2.6.2 Faculty will adhere to the revised academic calendar and will do their best to continue teaching activities.
 - 2.6.3 Teaching through alternate methods is time-dependent. During "long" semesters, a missing month could be made up – perhaps by extending into the subsequent intersession. However, longer absences or absences during the "short" semesters and minimesters would be "irrecoverable" and would require granting "incomplete" grades to enrolled students and rescheduling for the completion of the courses.
 - 2.6.4 Deviation from the original syllabus will be necessary for some coping strategies, requiring the development of an adaptive syllabus, which should be posted on Blackboard and emailed to students.

2.6.5 Closed captioning may not be available for emergency online offerings.

2.7 In the case that a faculty member cannot continue teaching activities per revised university calendar/schedule or at that location, they must notify their Department Chair or appropriate administrator as soon as possible. If it is impossible to find a replacement instructor, students might be given incompletes until a suitable replacement is appointed.

3. Staff Responsibilities

3.1 Staff will provide the college with emergency contact information and keep that updated.

3.2 Staff will back up computers and safeguard research materials to server. All work related files should be backed up/copied to the I-drive.

3.3 Because certain software is not available without it, staff may choose to get VPN access, which allows remote access to central resources while work is being done to open the university to the general public for normal operations. This Cisco AnyConnect VPN Client is available for download at: it.tamucc.edu, under the "Network and Phone Connectivity" link.

3.4 In the case of an event, staff should prepare their offices. Desktops, monitors, and all technology should be properly shut down and disconnected from the main power lines. As many of the desktop/monitor connections as possible should be left in place (Ethernet, monitor cables, etc.) for ease of re-start. Desktops and monitors should be placed far away from windows (stored in protective area if available). Desktops on the ground should be placed on top of desks and properly covered with waterproofing material (such as a plastic bag). If possible, any irreplaceable research or personal materials should be removed from offices and stored in a safe location or removed from the area of the event.