Promotion and Tenure Committee

The College of Education and Human Development Promotion and Tenure Committee evaluates candidates from the College of Education and Human Development for promotion and tenure. The Committee 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. In order to be eligible to be a member the individual must be a tenured, full-time faculty member at the rank of Associate Professor or higher whose teaching load is equal to or greater than 50%. Department chairs, associate dean, assistant dean 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 be 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 the permanent chair is elected by the members of the committee.

Promotion and Tenure Policy (Revised Spring Semester, 2015)

Promotion

1. COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT POLICY

The College of Education and Human Development (COEHD) considers Tenure and Promotion 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, which recognizes an individual as worthy to be advanced to a higher rank within the faculty based, on performance. It is essential that faculty demonstrates dedication and achieves 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 individual being considered. 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.
A thoughtful evaluation at the college level adheres to University policy and considers the input of Department Level Review Committees (DRC) and the 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 the 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 & 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 department chair to discuss progress, accomplishments, opportunities for improvement, and expectations with regard to excellence in teaching, scholarship and service (12.01.99.C1.01 Academic Rank Descriptors for Tenured and Tenure-Track Faculty Members). Annual reviews are reviewed and approved by the dean.

2.4 Application for Early Promotion & Tenure

2.4.1 Application for promotion to Associate Professor and the granting of tenure will be coupled and one shall not be granted without the other.

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

2.5 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.

2.6 Notification of Years of Credit

2.6.1 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.

2.6.2 In such cases, the appointment letter will note the earliest date that an application for promotion may be submitted.

2.7 To be eligible to receive promotion, a faculty member must be an employee of Texas A&M-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.

2.8 As described by University Statement 12.01.99.C1.04 Descriptions of Teaching, Scholarship, and Service, excellence in these categories of performance for promotion are:

2.8.1 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.

2.8.2 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, publication, and/or creative work. This category may also include securing patents, copyrights, and commercialization as defined by college criteria.

2.8.3 Excellence in Service. This includes service to the University, to 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 or associate dean.

2.8.4 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

3.1 This document specifies in written policy, the roles of the Dean, department chairs and candidates in the evaluation process of candidates for tenure and promotion in the College of Education and Human Development

3.2 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 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.

3.3 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.
3.4 During the initial phase of the review, the Dean of College of Education and Human Development will certify whether the candidate has fulfilled faculty responsibilities (as described in 12.01.99.C1.03 Responsibilities of Full-Time Tenured and Tenure-Track Faculty Members) and must verify that the candidate has the academic preparation and experience (12.01.99.C1.01) required for the rank being considered and must assess the candidate’s qualifications in teaching, scholarship, and service (12.01.99.C1.04). Each candidate shall provide a dossier to the dean’s office for purposes of this initial certification.

3.5 The college has established written criteria for each area of evaluation and provide examples of evidence to be used for judging the candidate's performance as delineated below and in 12.01.99.C1 Evaluation and Promotion of Full-Time Faculty Members. 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.

3.5.1 College criteria is 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.

3.5.2 When revisions are made to College promotion criteria, the revisions 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.

3.6 Departments within the College of Education and Human Development may determine additional written criteria, consistent with the missions of the department, college, and university, to apply in the promotion process.

3.6.1 Departmental measures 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.

3.6.2 When revisions are made to departmental promotion criteria, the revisions should 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.

3.7 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.

3.8 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. Final deadlines for submitting the dossier and for each step of the review to be completed shall be set by the provost and shared with all faculty and academic administrators before the end of the spring semester of each academic year prior to the upcoming promotion reviews.
3.8.1 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.

3.9 Consistently sustained performance of faculty responsibilities as evaluated at least annually (as described in 12.01.99.C1.03) is requisite for promotion and tenure.

3.10 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 be that time since the previous promotion as described in section 2.2 of this document.

3.10.1 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 assignment for the year. While all faculty will be evaluated based on their performance in three primary areas (teaching, research and service), the context of work and scope of activity will be an important consideration.

4. DOCUMENTATION FOR PROMOTION & TENURE REVIEW

4.1 Candidates for promotion (University Rule 12.01.99.C1.05 in the Faculty Handbook) and tenure (University Rule 12.01.99.C2 in the Faculty Handbook) will provide the dean’s office with sufficient documentation to support their candidacy. 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 must present documentation to support their promotion candidacy as specified by the college. At minimum the dossier must include, in the following order:

Section I. The department chair will provide a letter noting the nature of the appointment (percent teaching, scholarship and/or creative activity, service - including semi-administrative and administrative duties) and any changes in those duties over time.

Section II. An executive summary (2 pages maximum) that clearly illustrates how the candidate’s qualifications meet each of the requirements listed in sections 2.4 of the University policy.

Section III. Current curriculum vitae.

Section IV. Copies of annual and other evaluations from the department, chair, dean, and provost for the time period under review and any faculty responses.

Section V. Evidence of excellence in teaching.

1. A statement of teaching philosophy and growth (2 pages maximum) discussing improvements, innovations, and changes initiated over the pre-promotion period.

2. An account of teaching assignments and teaching loads, by semester, during the pre-promotion period.
3. Student evaluations, a peer review of teaching effectiveness as defined by department and/or college criteria, and other evidence of teaching effectiveness as determined by college policy.

Section VI. Evidence of excellence in scholarly and creative contributions.

1. A statement explaining contributions and success in the area of scholarly and creative activity (2 pages maximum).

2. Documentation demonstrating excellence and contributions to scholarly and/or creative activity.

3. Any blind letters of evaluation, if required by department or college criteria, should follow college guidelines and be solicited from reviewers at peer or aspirational institutions who are clear leaders in their field as described in college guidelines.

Section VII. Evidence of excellence in service.

1. A statement explaining leadership and service contributions (2 pages maximum)

2. Documentation demonstrating excellence in leadership and service.

Section VIII. Other documentation that the department or college may require or allow.

Section IX. Dossiers should consist of no more than one 4-inch binder or electronic equivalent but may be subject to further expectations as defined by college policy. University guidelines specify that candidates may submit materials electronically. In the case of electronic submission, the format must be same as the format for the hard copy as specified above (i.e., contain the same 9 sections). The submission must be a single document in PDF form and conform exactly to the standards for the hard copy dossier.

Candidates should focus on demonstrating quality.

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.

4.2 The office of the dean 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.

5. DEPARTMENT REVIEW PROCESS

All candidates for promotion and Tenure in the College of Education and Human Development are reviewed by a departmental committee (DRC)

5. More than one department may be grouped together in a Promotion Review Unit for promotion review (refer to Section 6). For purposes of this policy, Promotion Review Unit may be synonymous with a department or school where appropriate. Each department (or Promotion Review Unit) shall have a Department Promotion Review Committee.
5.2 The Department Promotion Review Committee 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.

5.2.1 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 Department Promotion Review Committee for promotion recommendation.

5.2.2 The department members of the committee 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.

5.3 After consultation with the appropriate department chair(s), the dean, or designee, shall convene a meeting of the Department Promotion Review Committee. Each Department Promotion Review Committee 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.

5.4 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 designee, and the department chair must not be present during subsequent meetings of the Department Promotion Review Committee.

5.5 The chair of the Department Promotion Review Committee shall convene subsequent meetings sufficient to conduct the reviews of all promotion candidates.

5.6 With at least five (5) working days of written notice, the chair of the Department Promotion Review Committee shall reconvene the committee for a final meeting to hold the promotion vote. By a simple majority of those voting, the committee shall recommend to grant or to deny promotion. The chair of the Department Promotion Review Committee 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 committee.

5.7 After receiving the report and recommendation from the Department Promotion Committee, the chair shall develop a written recommendation to grant or deny promotion. The department chair may consult with the committee and the candidate regarding the recommendations.

5.8 The department chair will meet with the candidate and review the Department Promotion Review Committee and the chair’s recommendations.

5.9 Each candidate will submit a response to the Department Promotion Review Committee and department chair’s recommendations. Such 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.
5.10 The department chair’s recommendation, the Department Promotion Review Committee’s recommendation, and the candidate’s response shall be forwarded to the dean and added to the dossier.

6. COLLEGE REVIEW PROCESS

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

6.2 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.

6.2.1 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:

6.2.1.1 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 Committee.

6.2.1.2 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.

6.2.1.3 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.

6.2.1.4 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.

6.3 After the Department Promotion Review Committee and the department chair 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 department promotion review committee, the department chair, the faculty response, and other documents required by the college (e.g., blind review letters). 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.
6.4 With at least five (5) 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 of those voting, 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.

6.5 After receiving the recommendations from the department chair and from the department and college committees, the dean shall write an individual recommendation for each candidate, to grant or to deny promotion. The dean may consult with the committees, the department chair, and the candidate regarding the recommendations.

6.5.1 The dean will meet with the faculty member to inform the candidate of the dean’s recommendation and the results of the other levels of review and to give the candidate the opportunity to read the dean’s letter.

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

6.5.3 The committee’s letter and the dean’s recommendation shall be added to the dossier and forwarded to the Office of Academic Affairs.

7. ROLE OF THE DEAN OF THE COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

7.1 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.

7.2 During promotion review, the college must assess whether the candidate has fulfilled faculty responsibilities (as described in 12.01.99.C1.03 Responsibilities of Full-Time Tenured and Tenure-Track Faculty Members) and must verify that the candidate has the academic preparation and experience (12.01.99.C1.01) required for the rank being considered and must assess the candidate’s qualifications in teaching, scholarship, and service (12.01.99.C1.04). 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 years of credit from previous institution counted toward tenure. The file shall also contain a statement about the timing of eligibility of any promotion and tenure review.

7.3 Dean’s Certification of Eligibility Statement

7.3.1 The COEHD has established written criteria for each area of evaluation and provide examples of evidence to be used for judging the candidate’s performance as delineated below and in 12.01.99.C1 Evaluation and Promotion of Full-Time Faculty Members. 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.

7.3.2 In accordance with University policy applications for early in the College of Education and
Human Development COEHD 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 have exceptional qualifications in all areas (teaching, scholarship and service) of the review.

7.3.3 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 one-year terminal contract.

8. PERFORMANCE INDICATORS

8.1 Teaching: The College of Education and Human Development is committed to teaching and the instructional process, which remain a high priority. Teaching effectiveness must be demonstrated for consideration for tenure and promotion to 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.

8.1.1 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, dissertation work.

8.2 Scholarly and Creative Activity: Scholarly/creative activity consists of academic work (productivity which 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/creative activity connects with their statement of agreed work assignment and scope of duty. Candidates must demonstrate why any such scholarly/creative activity that falls outside their discipline should merit consideration. Scholarly/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)).

8.2.1 The following represent some, but not necessarily all, of the activities that can be used to demonstrate scholarly and creative activity. Begin the section with a statement explaining contributions and success in the area of scholarly and creative activity. The statement should include information about the impact the activity has according to its intended purpose. Scholarly and creative activity should be consistent with the National Study of Postsecondary Faculty-- (http://nces.ed.gov/surveys/nsopf/pdf/2004_Faculty_Questionnaire.pdf) as:

1. Articles or creative works published in refereed journals or juried media.

2. Articles or creative works published in non-refereed journals or non-juried media.

3. Reviews of books, articles, or creative works; chapters in edited volumes published.

4. Textbooks, other books; monographs; and client reports published.

5. Presentations made at conferences or workshops.

6. Career exhibitions or performances.

7. Career patents, software products, or other works research, proposal development, creative writing, or other creative works.

8. Original products, such as scholarly websites and curriculum materials.

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

8. Granting.

8.3 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 Faculty Handbook Section 2.1.3.4.2 ("Service") [University Statement 12.01.99.C1.04]), which reads:

As a comprehensive urban university located on the South Texas Gulf coast, Texas A&M University-Corpus Christi also encourages community service in areas related to coastal and urban issues. It also recognizes the emerging role of the institution in business and industrial development, work force development, and community, educational, and social development. For the purposes of evaluation, however, activities must relate to one’s academic field or else be clearly approved by the university.

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

8.3.1.1. University, College, and Department Service:

1. Elected Senator or appointment to a University council or committee.

2. Elected or appointed member of a College or Department/Discipline Committee.

3. Internal program evaluation.

4. Completion of a special project for the University, College, or Department/Discipline.

5. Lead author/editor of a major curriculum addition or revision.

6. Service on a board, council or committee outside the University by appointment as the University's or College's representative.

7. Completion of an institutional research project;

8. Grant writing for institutional development.

9. Student recruitment.

10. Committee work involving hiring new faculty.

11. Other service to the Department/Discipline.

8.3.1.2 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:

1. Officer or board member of a professional organization.
2. Conference organizer.

3. Editor of journal or newsletter.

4. Moderator of panel at academic conference.

5. Committee membership for a professional association.

6. Peer review of professional papers, manuscripts, performances, exhibitions, and presentations.

8.3.1.3 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:

1. Serving as an officer or board member of a community organization.

2. Giving volunteer assistance to a community organization or project through provision of advice, grant writing, or other application of one's professional expertise.

3. 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).

4. Serving on a committee for a local professional association or community organization.

5. Judging local competitions.

6. Visiting local schools in some professional capacity.

9. CRITERIA FOR PROMOTION

9.1 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, Scholarly/Creative Activities, and Service, using the definitions, explanations, and examples described above in Teaching, Scholarly/Creative Activity, and Service.

9.1.1 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.

9.1.2 Scholarly/Creative Activities

The candidate will have demonstrated a pattern of engagement and productivity in scholarly/creative activities. A pattern assumes a consistent, on-going 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 scholarly/creative activity to be particularly necessary for those teaching at the graduate level.

9.1.3 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.

9.2 Associate Professor to Professor

Candidates seeking promotion to full professor are reminded of University Procedure 12.01.99.C1.01.2.5 (“Promotion; University Standards for Promotion”), which requires unsuccessful applicants for promotion to this rank to wait three years before applying once again.

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, Scholarly/Creative Activities, and Service, using the definitions, explanations, and examples described in Teaching, Scholarly/Creative Activity, and Service above.
9.2.1 Teaching

Meet all the criteria listed in 9.1.1 in addition to:

1. 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.

2. Demonstrating how courses have been updated to reflect current trends, relevance, and scholarship.

3. Creating a wide variety of student evaluations and assessments to meet learning objectives based on relevant cognitive, affective, and psychomotor domains.

4. 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.

9.2.2 Scholarly/Creative Activities

Meet all the criteria listed in 9.1.2 in addition to:

1. Mentoring junior faculty to help them in scholarly/creative activity.

2. Mentoring students in their scholarly/creative endeavors.

3. Collaboration with other scholars.

9.2.3 Service

Meet all the criteria listed in 9.1.3 in addition to:

1. Mentoring junior faculty to be engaged in a state, regional, national, or international organization related to one’s field.

2. Demonstrating a leadership role in a state, regional, national, or international organization related to one’s field.

10. CRITERIA FOR TENURE

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. As specified in the University policy, applicants granted tenure will also be promoted to associate professor as part of the overall review procedure (University Rule 12.01.99.C2 in the Faculty Handbook).

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. If candidates are denied a promotion, the candidate may resubmit after 3 academic years.

11. ANNUAL REVIEW OF FACULTY

Performance and development of all non-tenured and tenured faculty in the COEHD is evaluated annually per university policy. Annual evaluation is consistent with the requirements of University guidelines 2.5.1.0 (Faculty Handbook 2.1.2)—Faculty Responsibilities and 2.5.1.2 (Faculty Handbook 2.2.1) Faculty Evaluation, Rank Descriptors, and Promotion of Faculty. Evaluations of non-tenured faculty will be conducted within the requirements of College Rules and Procedures: Contract Renewal for Non-Tenured Faculty. If the faculty member undergoes promotion or tenure review in an academic year, a separate annual review is not necessary.

Annual evaluations will be completed by the appropriate Department Chair according to the college policy. The criteria to be used for annual evaluation are similar to those included in the general statements about promotion and tenure review. Unlike the Promotion and Tenure review, the interim reviews may serve as the basis for formative feedback to candidates during their probationary employment period.

At the beginning of the annual review period, the faculty member will identify individual developmental goals for the next year with the appropriate chair in the format specified on the Annual Development Evaluation Plan (ADEP). The ADEP will specify mutually agreed-upon goals and primary work assignment for the year.

In preparation for annual review, the candidate will prepare a summary of activity in teaching, research, service along with a general statement of work assignment and scope of duty that has been agreed upon by the Department Chair and Dean COEHD for the review period.

Criteria and evidence used in evaluations shall be consistent with those widely accepted for the development of faculty in the faculty member's discipline. All faculty members will be evaluated with regard to University guidelines 2.5.1.0 (Faculty Handbook 2.1.2) Faculty Responsibilities. Instructors, Assistant Professors, and Associate Professors will be evaluated in 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 in regard to continued performance consistent with the criteria for that rank.

The evaluation will be provided to the faculty member in writing. Feedback will be summarized as satisfactory or unsatisfactory in each of the three primary areas of responsibilities (Teaching, Scholarship and Service).

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 about it in writing to the Department Chair and Dean. Any faculty response will be placed in the faculty member's College personnel file.

The results of all annual reviews must be submitted as part of the promotion and Tenure application portfolio.

12. THIRD YEAR REVIEW
12.1 Tenure-Eligibility Progress

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

12.2 Third Year Review

The primary purpose of this review is to advise candidates concerning their progress toward tenure and promotion. 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 review process are:

12.2.1 Process

1. By the completion of the fall term of the third year, the tenure-track faculty member will submit to the DRC, a dossier in the format described above in section 4 of this document according to the Annual Development Evaluation Plan (ADEP). In addition to this, the tenure-track faculty member will submit a two to three-page summary of his or her strengths, challenges, and how the challenges will be addressed in the future.

2. By spring break of the spring term, the ADEP will complete its review of the dossier, meet with the tenure-track faculty member to discuss their review, and submit the review to the chair of the department.

3. Within two-weeks after spring break, the 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 Plans (ADEP).

4. Within one week after the chair meets with the tenure-track faculty member, he or she will submit a report to the dean regarding the tenure-track faculty member’s progress.

5. Prior to the end of the spring term, the dean will meet with the tenure-track faculty member to discuss the future role of the tenure-track faculty member with the University.

12.2.2 Dean’s Role: Each fall, the Dean of the College of Education and Human Development initiates the third year review by presenting to the chair a list of all faculty in their third year of service to the University. The dean will remain available during the third year review process to discuss the candidate’s progress toward tenure.
12.2.3 Chair’s Role: The 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 DRC regarding program and department expectations.

12.2.4 Departmental Review Committee’s Role: The DRC will provide to 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 or creative activity, and service. The Committee is not expected to solicit letters of evaluation unless deemed necessary to adequately advise the candidate concerning professional development and progress toward tenure. The meeting with the candidate should clarify the tenure process and offer recommendations concerning further progress. The committee will issue a written report addressed to the candidate and provide a copy to the chair. This report will indicate the candidate’s progress toward promotion and tenure, and offer recommendations concerning further development. The candidate may respond in writing to the Committee’s report.

12.2.5 Candidate’s Role: The candidate will be asked to prepare a dossier of work and accomplishments in teaching, scholarship/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.

After initial review, the committee may ask the candidate to provide supplemental materials which directly address their queries. This 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 or creative activity, and service. The candidate is not expected to generate letters of endorsement or recommendations from colleagues or other work associates for assessment of any of the three areas. The candidate will meet with the committee and, based on the dossier, the supplemental materials provided, and questions provided by the committee, discuss his or her development in each of the three areas.

12.3 Basis for Review

The DRC shall base its recommendation on a combined in-depth evaluation of teaching, scholarship, and service according to tenure and promotion 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 committee should be guided in its deliberations by the faculty member’s effectiveness and total contribution to the department, college, and University.

13. APPEALS

Existing university appeal and grievance procedures specified in the university Rule 2.5.1.5,* “Faculty Dismissals, Non-Reappointments and Terminal Appointments,” are available to any
faculty member who feels aggrieved by the outcome of the review process. Also, 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.

14. DOCUMENTS AND EXPECTATIONS

14.1 Expectations and documentation for teaching, scholarship and creative activity, and service used for the post-tenure review of faculty are contained in Rule 4, Documentation for Promotion & Tenure Review.

14.2 Originals of all documentation submitted by the faculty member and recommendations shall be included in the faculty member’s official permanent file which is held in the Provost’s office.

15. REVISIONS

15.1 College 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.

15.2 When revisions are made to College promotion criteria, the revisions should 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.

16. CANDIDATE WITHDRAWAL FROM PROMOTION CONSIDERATION

16.1 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.

16.1.1 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.

17. RECOMMENDATIONS AGAINST PROMOTION AND APPEALS

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17.1 A promotion candidate may appeal a decision denying promotion for reasons detailed in System Policy 12.01. Those appealing should refer to University Rule 12.01.99.C3, Faculty Dismissals, Administrative Leave, Non-Reappointments and Terminal Appointments.