Attendance and Participation in University and College Activities

Faculty members are expected to attend and participate in university, college and departmental meetings and official ceremonies such as graduation, honors, pinning and hooding. According to University Rule 12.01.99.C1.03, all full-time teaching faculty are expected to: “Engage in college and university activities in a collegial manner; that is, work cooperatively with colleagues and share in the responsibility of group endeavors that further the mission of the department, college, and the university.” Participation in department, college and university activities is given consideration in determining promotion, tenure and merit pay.
CEDER Submission Guidelines for Project Proposals
Texas A&M University-Corpus Christi

Project Request Summary Page

1. Project Description: submit a detailed description of the project including

   a. Statement of the problem, objectives, or purposes

   b. Theoretical framework or perspective, including 3 to 5 supporting references

   c. Methods, procedure, techniques, mode of inquiry, evidences, or data sources. Recommended parts are as follows:

      o Description of research methodology or approach (e.g., experimental, quasi-experimental, correlation, causal-comparative, or survey)
      o Research design (Spell out independent, dependent and classificatory variables and sometimes formulate an operational statement of the research hypotheses in null form so as to set the stage for an appropriate research design permitting statistical inferences.)
      o Pilot studies (as they apply to the research design, development of instruments, data collection techniques, and characteristics of the sample)
      o Selection of subjects (This is concerned with sample and population.)
      o Instrumentation (tests, measures, observations, scales, and questionnaires)
      o Field, classroom or laboratory procedures (e.g., instructions to subjects or distribution of materials)
      o Data collection and recording
      o Data processing and analysis (statistical analysis)
      o Methodological assumptions
      o Limitations (weaknesses)

   d. Expected time line

   e. Expected scholarly research products (presentations, articles, exhibitions, etc)

   Note: Upon completion of the project, you will be required to present results at a CEDER-sponsored event.
Budget Detail (Part B)

1. Release Time: Research funds may be disbursed from the college to appoint a replacement instructor during the term of the project. For spring or fall semesters the amount is $3000 per 3-hour course. For summer terms, the amount is 1/12 of the member’s 9-month contract salary per 3-hour course.

2. Research Assistants: Describe the number and principal duties of all research assistants expected to be involved in the project. Assistants are employed for no more than 19 hours per week and typically receive a rate of pay of $6.50 per hour.

3. Supplies: Describe the supplies needed to complete the project and any departmental, college, or university contributions.

4. Equipment, space, support services: Indicate and justify the necessity for

   a. Use of currently existing equipment
   b. Purchase of new equipment (include how the college will use the equipment once the project is completed)
   c. Use of laboratory, classroom, or other reserved space within the university
   d. Increased support services (technical, secretarial, print shop) currently dedicated for faculty use

5. Travel: Indicate the purpose and benefit of each trip required for which funding is requested. Include specific travel costs such as airfare, meals, and hotel accommodations.

6. Publication costs: If the project includes self-publishing through means of the A&M University-Corpus Christi print shop, include a statement of expected product distribution and marketability.

7. Other costs: Include a description of anticipated costs, not previously outlined, for which funding is requested.
CEDER Project Proposal Application
Texas A&M University-Corpus Christi

1. Date of Application: ________________________________

2. Principal Investigator: ________________________________

3. Co-Investigators: ________________________________

4. Project Title: ________________________________

5. Total amount requested $__________ (Budget attached)

6. Plans for additional funding: ________________________________

7. This project does ____ does not ____ involve human subjects.

   All projects involving human subjects require review by the university’s Institutional Review Board prior to receipt of a CEDER award.

8. Signatures:

   Principal Investigator ________________________________

   Co-Investigator ________________________________

   Department Chair ________________________________

   ECDC Principal (as appropriate) ________________________________
CEDER Project Proposal Budget Form

Texas A&M University-Corpus Christi

Budget Summary Page

Date of Application:_______________________

Project Title:______________________________________________________

Project Starting Date:_________

Project Ending Date:_________

Budget Detail (breakdown of estimated costs)

1. Release time from instruction  $___________
   Semester ______________  Number of semester hours________________

2. Research assistants (Itemize)  $___________

3. Supplies (Itemize)  $___________

4. Equipment (Itemize)  $___________

5. Travel (Itemize)  $___________

6. Publication Cost (Itemize)  $___________

7. Other (Itemize)  $___________

8. Total amount requested  $___________
Center for Professional Development of Teachers

BYLAWS

ARTICLE I: GENERAL

SECTION 1: NAME

The name of this organization shall be the Texas A&M University-Corpus Christi Center for Professional Development of Teachers, herein referred to as the Center.

SECTION 2: PURPOSE

The purpose of the Center shall be 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. Texas Education Code 21.047 Section 230.121 The Center will make advisory recommendations to the TAMU-CC College of Education. The Center will be guided by a multilevel infrastructure delineated below (see Section 4 of Article I).

SECTION 3: TERMINOLOGY

A glossary of terms, unique to the spirit and the context of the CPDT, shall be used that accurately describes and reflects the program components and elements.

SECTION 4: INFRASTRUCTURE

The Center shall include a broad cross-sectional representation of educational or education-related entities. The multilevel infrastructure will include but not be limited to:

A. An overarching CPDT Advisory Council that includes representation from the Education Service Center, public and private school districts in the Coastal Bend geographic area, Texas A & M University-Corpus Christi, Community Colleges, and the private sector to guide the overall efforts of the Center.

B. A Faculty Advisory Council that includes site professors and site facilitators to shape the program elements.

C. Campus (Partner School) Site Based Management Team that includes a cross-sectional representation of the school (e.g., Planning and Decision Making Teams) to assist with the planning and coordination of the program components and elements.

D. A Certification Council that includes individuals from the Coastal Bend regional schools representing the various certification fields offered at TAMU-CC, e.g., bilingual education, counseling, early childhood, education administration, reading, and special education.
ARTICLE II: MEMBERSHIP

SECTION 1: ELIGIBILITY

A. Center for the Professional Development of Teachers

Members of this collaborative shall include Texas A & M University-Corpus Christi as the institution of higher education, public and private school districts, Region 2 Education Service Center, Community Colleges, and representatives from the private sector. TEC 21.047 Section 230.121.

B. CPDT Advisory Council

The CPDT Advisory Council will be chaired by the Coordinator of Teacher Education and shall be composed of members who represent the various entities of the CPDT and who reflect the cultural diversity of the State of Texas. Membership shall include the COE Dean or his/her designee, the Coordinator of the Teacher Education program and representatives with decision-making authority from partner districts, Region 2 Education Service Center, Deans or her/his designee from the A&M-CC College of Arts and Humanity, Business and Science and Technology, Community Colleges, and persons from other entities or businesses.

Representation shall be as follows:

1. Partner Districts shall include those hosting TAMU-CC preservice teachers. Both Partner Districts and Partner Schools identified within each of the collaborating districts shall be committed to the simultaneous renewal mission of the CPDT focused on teacher preparation, professional development, inquiry, and renewal of curriculum and instruction. With the exception of the existing Partner District (Corpus Christi ISD) and Partner Schools (Coles and Moore Elementary and Miller High School), all future partners will undergo an application process. Representatives from the Partner Districts shall be appointed by the Superintendent to include:

   a. Central office administrator who can address issues of placement, certification, and instruction.
   b. Partner School principal.
   c. Partner School Teacher.

2. University representatives shall include the Dean, or her/his designee, from the College of Arts and Humanity, the College of Business, the College of Education and the College of Science and Technology.

3. The Executive Director of the Education Service Center shall appoint the Education Service Center representative.
4. Community College representatives shall be appointed by the President and shall represent the academic core area administration for the college.

5. Private sector members shall be nominated and elected by the above-identified membership and the chief executive officer of the agency/business shall appoint the CPDT Advisory Council representative. This representative shall be knowledgeable of instructional issues, have a key administrative role in the agency/business, and have a network that can support the efforts of the Center.

C. Faculty Advisory Council

Members shall include the TAMU-CC Coordinator of Teacher Education, faculty working as Site Professors, and Partner School Site Facilitators.

D. Campus (Partner School) Site Based Management Teams

Members will consist of members as determined by district guidelines.

E. Certification Council

Members shall include individuals representing Coastal Bend school districts who represent the various certification areas offered at TAMU-CC, e.g., bilingual education, counseling, early childhood education, educational administration, reading, and special education.

SECTION 2: TERM OF MEMBERSHIP

The nature of such collaboratives necessitates a continuity and consistency among its members. Because changes and attrition will result as a natural matter of course there is no need to specify terms of membership. CPDT members and their representatives on the various governance structures shall remain members in perpetuity unless there is some compelling reason for terminating the collaboration.

SECTION 3: OFFICERS AND VOTING

A. CPDT Advisory Council. Officers of the Council shall include the Coordinator of Teacher Education as the, chairperson, a vice-chairperson, secretary, and others as specifically designated by the Council. The chairperson shall preside over meetings, and in consultation with the, officers and members, shall set meeting times and agendas. The vice-chairperson shall perform the duties of the chairperson in absence of the chairperson. The recording secretary shall record the minutes of the meetings of the Advisory Council. Each member present shall have one (1) vote.

B. Faculty Advisory Council. There will be no officers for the Faculty Advisory Council. The TAMU-CC Coordinator of Teacher Education will poll the members present for a decision, as needed.
C. Site Based Management Team. The officer and voting structure will be at the discretion of the individual sites.

D. Certification Council. There will be no officers for the Certification Council. The Chair of the CPDT Advisory Board will chair the meetings and poll the members present for a decision, as needed.

SECTION 4: REGULAR CPDT MEETINGS

A. CPDT Advisory Council meetings shall be held a minimum of three times during each calendar year as scheduled by the Council. Special meetings may be called whenever the Council deems it necessary.

B. Faculty Advisory Council meetings will be held on a monthly basis on a regularly designated day of the month to be determined by the TAMU-CC Coordinator of Teacher Education.

C. Site Based Management Teams will meet at the discretion of the individual sites.

D. Certification Council will meet as necessary to provide input to programs in need of approval, revision or redesign.

SECTION 5: QUORUM

A. CPDT Advisory Council. A simple majority of all members represented on the Advisory Council will constitute a quorum at all meetings. All action and recommendations shall be by majority vote of the members present.

In absence of a quorum at a scheduled meeting of the Council, action may take place by polling the membership by mail or telephone.

In the event the Council desires the membership to vote on an issue outside the regular scheduled meeting, the Council may use a mail ballot, the results of which will be reported immediately to all Council members.

B. Faculty. A simple majority of all faculty represented on the Faculty Advisory Council will constitute a quorum at all meetings. All action shall be by majority vote of the members present.

C. Site Based Management Teams. The quorum specifications will be determined by the individual sites.

D. Certification Councils. A simple majority of all members present shall be the basis for recommendations to program areas.
SECTION 6: DUTIES AND RESPONSIBILITIES

A. The CPDT Advisory Council shall participate as a representative advisory body in the areas of:

1. Program review, evaluation, and development.
2. Selection of sites for field-based teacher education programs.
3. Development of policies and procedures for the collaborative.
4. Recommendations of priorities, procedures, and policies for pre-service and staff development programs.
5. Feedback to graduate program areas.

B. The Faculty Advisory Council members shall make recommendations to the CPDT Advisory Council concerning:

1. Program review, evaluation, and development.
2. The development of policies and procedures for the collaborative.
3. Priorities, procedures, and policies for pre-service and staff development programs.
4. Inter-partner district/school inquiry and renewal efforts.

C. Site Based Management Team members shall make recommendations to the Faculty Advisory Council concerning:

1. Issues specific to site program reviews, evaluations, and development.
2. The policies and procedures for the collaborative.
3. Priorities, procedures, and policies for pre-service and staff development programs.
4. Inquiry and renewal that will address site-specific needs.

D. Certification Council members shall make recommendation to the CPDT Advisory Council concerning specific issues presented by representatives from the various College of Education programs that have approved certification areas.
ARTICLE III: PROJECT-COORDINATOR OF TEACHER EDUCATION

SECTION 1: COORDINATOR OF TEACHER EDUCATION

The Coordinator of Teacher Education, herein referred to as the Coordinator, shall be selected by the Dean of the A&M-CC College of Education with input from constituents of the Advisory Council membership and shall be the chief administrator of the Center with the following duties and responsibilities:

A. Direct and supervise all activities of the Center including arranging for instructional space at the field-based sites for University instruction and, in collaboration with University department chairs, assigning faculty and scheduling courses.

B. Prepare and submit an operating budget to the Dean of the College of Education for approval.

C. Report to the Dean of the College of Education and, with the Dean's approval,

D. Serve as the official spokesperson for the Center.

E. Perform all other duties in accordance with Center policy.

F. Keep a file of minutes, correspondence, and other documents concerning the operation of the Center.

ARTICLE IV: REVISION OF BYLAWS

SECTION 1: CHANGES

These bylaws of the Center for Professional Development of Teachers may be amended or repealed, or new bylaws may be adopted, by an affirmative vote of the CPDT Advisory Council at any regularly scheduled, or called, meeting of the Council. They will be in effect immediately upon approval by the Advisory Council and the Dean of the College of Education.
Texas A&M University-Corpus Christi

College of Education
Dean

Center for Professional Development of Teachers Advisory Council
Chair: Coordinator of Teacher Education

Education Service Center Region II
- CCISD Rep (1) Cinders (3)
- Gregory Portland ISD Reps (3)
- Flour Bluff ISD Reps (3)

Public & Private * School District(s)
- CCISD Reps (3)
- Flour Bluff ISD Reps (3)

Community College
- College of Science & Technology Rep (1)
- College of Arts & Humanities Rep (1)
- College of Education Rep (1)
- College of Business Rep (1)

Texas A&M University-Corpus Christi

KEDT

Faculty Advisory Council
- Site Professors
- Site Facilitators

Certification Council
- Educator Certification Areas (School District Reps)

Campus (Partner School)
Site-based Management Teams
- Campus Designated Reps

* 1 district administrator, 1 principal, 1 teacher
• Rep = Representative
Consulting and Outside Professional Employment

For policy and procedure regarding consulting and outside professional employment see University Rule 31.05.01.Cl
Contracts, Grant Writing, Grant-Funded Work Overload and Re-Assigned Time Policies

These policies apply to all College of Education (COE) faculty and staff who are involved in grants that are funded either internally or externally through the COE or the University.

Policy on Communicating the Intention to Submit a Grant Proposal or Contract:

• Applicants must inform their respective departmental chairperson about their intent prior to initiating substantive work on a grant or contract. (The attached Form A, Notification of Intention to Develop a Grant/Contract Proposal, should be used for this purpose.)

• Department chairs are responsible for providing this information to the Dean in a timely manner.

This policy is required to insure 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 COE with other units of the University.

Policy on Grant-Funded Work Overload and Re-assigned Time:

• All grant-funded work overload or reassignment requests must be approved in advance by both the respective departmental chairperson and the dean. (The attached Form B, Request for Grant-Funded Work Overload/Reassignment, should be used for this purpose.)

Potential applicants are strongly encouraged to consider the need for the overload before applying. Applicants are further encouraged to act so as to insure quality completion of regularly assigned work assignments before contemplating a possible overload.

The procedure for requesting a grant-funded work overload/reassignment is as follows:

1) The applicant completes and submits a Request for Grant-Funded Work Overload/Reassignment form and completed grant proposal to the appropriate departmental chairperson and the Dean;

2) The chair reviews the request and discusses it with the applicant, as necessary;

3) The chair forwards the request and grant proposal whether approved or unapproved to the Dean;

4) The Dean, at his or her discretion, may elect to meet with the applicant and the chairperson to discuss the request;

5) The Dean approves or denies the request.
The Dean forwards the completed form indicating approval or denial to the chairperson and the applicant. The Dean also forwards approved requests to the COE business coordinator for coordination with payroll. Usually, if a faculty member has reassigned time during a given semester, that faculty member will not be eligible for any course overloads.
College of Education
Texas A&M University-Corpus Christi

Form A: Notification of Intention to Develop a Grant Proposal

NOTE: The applicant must submit this form to the appropriate departmental chairperson prior to initiating substantive work on the grant proposal. The chairperson must then forward the form to the Dean in a timely manner.

1. Date: ____________________________

2. Applicant’s name: _____________________________________________________

3. Department: ________________________________________________________________

4. Proposal Title ________________________________________________________________

5. Funding source: ____________________________________________________________

6. Amount of funding to be requested: $________________________________

7. Departmental chairperson’s review:

   Signature ___________________ Date ___________________

   Comments:____________________________________________________________________

   __________________________________________________________________________

8. Dean’s review:

   Signature ___________________ Date ___________________

   Comments:____________________________________________________________________

   __________________________________________________________________________
Form B: Request for Grant-Funded Work Overload/Reassignment

1. Date: ____________________________

2. Applicant’s name: ___________________________________________________

3. Department: __________________________________________________________

4. Proposal Title _________________________________________________________ (Attach a complete copy of the grant proposal.)

5. Funding source: _________________________________________________________

6. Amount of funding required for the overload: $___________________________

7. Type of overload/reassignment requested (check one):
   _____ one course (3 semester credit hours) teaching overload
   _____ reassigned time: (specify the number of semester credit hours and explain purpose):

   ____________________________

   ____________________________

   _____ other: describe: ____________________________________________________

8. Justification for the overload/reassignment: ________________________________
   ________________________________
   ________________________________
   ________________________________

9. Departmental chairperson’s review: _____ approve _____ deny

   Signature       date

10. Dean’s review: _____ approve _____ deny

    Signature       date
Curricular Changes and Additions and Program Charts

New programs, program changes, new courses or new degrees are initiated at the department level. They are then presented to the Curriculum Coordinating Committee by the appropriate department chair for approval. If changes or additions are in a program in which state certification is involved approval must also be obtained by the Center for Professional Development of Teachers. The Dean of the College of Education approves the changes or additions and forwards to the Dean of Graduate Education if graduate programs are involved or directly to the Provost office if only undergraduate programs are involved. Upon approval by the Provost office the changes or additions are forwarded to the Faculty Senate. After approval by the Faculty Senate the changes or additions are forwarded to the Presidents office, which forwards them to the Texas A&M University System Board of Regents if Regent’s approval is required or directly to the State Board for Educator Certification and/or the Texas Higher Education Coordinating Board of Regency approval is not required. Upon approval of the State Board for Educator Certification and/or the Texas Higher Education Coordinating Board the changes or additions are implemented. The decision making process terminates with appropriate decision-making body approval.

The COE has two charts related to curricula. One is the College of Education Program Organization Chart that shows the major programs currently existing within departments. The other is the Educational Program and Policy Decision Making Flowchart, which illustrate the movement of proposed changes to existing programs and additions of new programs step-by-step through the required decision-making bodies.
Flowchart
Educational Program and Policy Decision Making

Initiation of new program, program change, new course, or new degree.

DETECTION MAKING PROCESS TERMINATES WITH APPROPRIATE DECISION MAKING BODY.
Curriculum Coordinating Committee Policy

Purpose

The Curriculum Coordinating Committee (CCC) of the College of Education (COE) at TAMU-CC is responsible for reviewing, approving and recommending to the dean initiatives concerning college curriculum and programs and policies related to curricular issues.

The Overview Function

Review means an in-depth examination of submitted documents as to their accuracy, completeness, integrity, consistency, and cohesiveness and coordination at the college level.

Approving means arriving at a collegial consensus through thorough consideration of issues.

Recommending means that the proposal is either returned to be further developed and resubmitted or it is approved or disapproved.

Scope of Responsibility

Curriculum issues include the addition, revision, alteration or elimination of existing areas.

Program issues include the structures of the graduate, undergraduate and certification areas.

Administrative issues in departments and programs as well as catalog revisions and inclusions that impact above-mentioned areas will be considered by the CCC if referred to that body by the dean, department chairs, or other faculty members who have a concern.

Policy considerations include the following issues: student admissions, retention, certification, graduation, accreditation, accountability and partnership with other entities.

Therefore, the CCC is responsible in part for maintaining quality by insuring cohesiveness and integrity of the College in relation to curriculum issues broadly conceived.

Representation and Election of Members

Election of members shall be conducted in the following manner:

1. All departments within COE will nominate candidates for membership on the CCC.

2. Individual departments within the COE will elect one member with each member serving for two years. The Dean will appoint one at-large member for a total of seven voting members. Additionally, there will be appointed by the dean one representative from the ECDC for a total of eight members. All members except the member representing the ECDC must have 3 years experience in a tenure-track position at the university level. Department chairs and associate deans are ineligible to serve. A quorum will be considered to be more than 50% of voting members.

Revised:8/27/2004
3. The term for all voting members will be two years.

4. Non-voting members to the CCC will include the COE department chairs. Department chairs will be encouraged to attend all meetings to provide support, clarification and representation for their respective departments particularly when decisions affecting their departments are being considered.

5. The CCC will be co-chaired by the Associate Dean for Undergraduate Studies and the Associate Dean for Graduate Studies as non-voting members.

Procedures

1. Faculty members, individually or in groups, devise any changes to COE curriculum at the program level. These changes include new courses, substitute courses, deleted courses, special topics courses, new programs, altered programs, new degrees, and altered degrees.

2. Curricular changes proposed in (a) above are forwarded to the respective department chair.

   a. For courses/programs/degrees not undergoing a “substantive” change and for special topics courses, the department chair will approve by signing off and turning in to the Associate Dean for Undergraduate Studies for undergraduate changes and the Associate Dean for Graduate Studies for graduate changes an “Application to offer a Special Course for College Credit” form, along with the course/program/degree materials.

   b. For courses/programs/degrees undergoing a “substantive” change, the department chair will approve by signing off and turning in to the Associate Dean for Undergraduate Studies for undergraduate changes and the Associate Dean for Graduate Studies for graduate changes the appropriate graduate office and Coordinating Board forms along with the course/program/degree materials. “Substantive” changes are those defined by the Coordinating Board as needing Coordinating Board approval before those changes can be implemented.

3. The department chair submits all course/program/degree documents in final, complete form to the appropriate Associate Dean according to the time lines established in (4) below. The department chair is responsible for making twelve copies for distribution.

4. Changes in courses, programs or degrees (new, deleted, and/or modified) must be submitted at least one week before the CCC meeting at which those changes are to be considered.

5. The CCC chairs give the proposals to CCC members within 24 hours of receipt, excluding weekends and holidays.

6. The agenda of the CCC is published and distributed to all COE faculty by the associate deans at least one week prior to each CCC meeting. All CCC meetings are open forums.
7. Faculty members responsible for each curricular change to courses, programs, and/or
degrees present their proposal to the CCC at the scheduled meeting and make themselves
available to answer any questions/concerns raised by the CCC at that time. Department
chairs are encouraged to be present at those meetings to support their faculty members.

8. The CCC members by a majority vote may ask for a closed forum following the
presentation of a curricular change to discuss the proposal(s).

9. All CCC minutes will be published and distributed to all faculty members within 3 days
following each CCC meeting by the co-chairs

Rules

1. The CCC follows Robert’s Rules of Order.

2. The CCC will publish a calendar of scheduled meetings for each semester and distribute
it to all faculty at the beginning of each semester. This calendar should clearly delineate
deadlines for submitting proposals for consideration.

3. All new faculty will be given information on the CCC upon being hired by TAMU-CC.

4. Any anticipated courses require prior approval by CCC.
Annual Development and Evaluation Plan

Purpose

The purposes of an annual development and evaluation plan (ADEP) are to provide faculty in the College of Education the opportunity to set professional goals for the upcoming academic year and 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.

Criteria to be used in Evaluating Faculty Performance

Academic Preparation:
Meets university requirements for position held (University Rule 12.01.99.C1.01).

Experience:
Meets university requirements for position held (University Rule 12.01.99.C1.01).

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 a 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. When teaching comprises at least one-half of the faculty member’s assignment, evidence of teaching effectiveness must count at least one-half of the total possible weight in the faculty member’s evaluation. (University Rule 12.01.99.C1.04)

Scholarship:
Demonstrates competence and productivity in scholarly activities (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. (University Rule 12.01.99.C1.04)
**Service:**
Serves in leadership positions on College and University committees. Participates in professional and community services such as consulting activities which 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 September of the new academic year.

2. Faculty member meets with 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. 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 September 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 that 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. All ADEPs will remain as confidential documentation within the faculty member’s personnel file.

Appeals

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 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.

4. 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 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.
Publication Policy

The Information Office is the branch of College of Education (COE) that creates academic publications, recruiting and admissions pieces, and other external publications that advance Texas A&M University-Corpus Christi. This office will assist COE clients with concept, themes, editing, design, photography and photo selection, cost estimates, production, and production schedules. The Information Office gives highest priority to projects central to student recruitment and to advancing public understanding of the COE's high academic quality.

The Information Office (IO) produces about 100 publications a year. IO services are provided on a first-come, first-served basis. These services include:

- Project consultation (including cost and time estimates).
- Editing and initial design.
- Production assistance.
- Photography (including both new photography and the use of existing file photographs).

Publications produced by the Information Office include university undergraduate and graduate brochure series, numerous recruitment publications, specialty publications, and many COE brochures and posters.

Services we are not staffed to perform include:

- Typing your manuscripts.
- Extensive copywriting.
- Extensive design changes or an unlimited number of designs.
- Research.
- Department newsletters.
- Publications by students, for students, paid for by student funds.
- Publications for any entity not directly part of COE.

Rules for COE publications:

- The Information Office and one of the Associate Deans of the College of Education must review all publications, including grants and presentations, whether new or revised.
- Requisitions for the printing of any College of Education publication must have the approval of the COE Information Office.
- All publications to be presented to parties outside the Texas A&M COE with COE or University logos must be reviewed and approved by COE Information Officer and TAMU-CC Public Information Office.

IO works with the originator of the publication to ensure that the publication is produced economically and fulfills its intended use and is consistent with COE and university graphic standards. Minimally, this involves ensuring proper use of logos, including an affirmative action statement and COE identifier; following writing and printing specifications; and designating the
publication for printing either by Campus Copies (preferred and generally least expensive) or an off-campus printer. All publications should be produced on campus when economically feasible. Specifications and the assignment of the publication to Campus Copies or an off-campus vendor are recorded by the Information Office on a Work Order Form. The completed form indicates the publication has been reviewed and approved by the Information Office, Associate Dean of the COE, and the originator, as required. It also provides printing and/or bid specifications. Campus Copies will not print publications unless they have been reviewed and approved by the IO. All projects created by the IO must have a Work Order Form prior to job initiation.

All items published, besides meeting the above requirements, must also follow the guidelines set within University Regulations as seen at see University Rule 7.9.1 or at the website: http://publications.tamucc.edu.
Information Office
Work Order

TODAY'S DATE: _____________________________ DEPARTMENT: _____________________________
PROJECT TITLE: ___________________________ PHONE: _____________________________
REQUESTER: _______________________________ FAX: _____________________________
CONTACT: __________________________________ E-MAIL: _____________________________

What Is The Purpose Of This Project (check all that may apply)
☐ Undergrad Recruitment  ☐ Public Information  ☐ Marketing Services
☐ Grad Recruitment  ☐ Image Enhancement  ☐ Other (describe): _______________________
☐ Fundraising  ☐ Events-Oriented

Who Is The Primary Target Audience (check all that may apply)
☐ H.S. Students  ☐ Potential Donors  ☐ Business Community
☐ Potential Grad Students  ☐ General Population  ☐ Other (describe): _______________________
☐ Parents  ☐ Undergraduate
☐ Transfer Student

What type of publication are you requesting?
☐ Rackcard  ☐ Flyer  ☐ Poster
☐ Brochure (Bifold)  ☐ Brochure (Trifold)  ☐ Newsletter
☐ Magazine  ☐ Other (describe): _______________________

How will this project be distributed?
☐ Bulk Mailing  ☐ Handout/ Recruiting  ☐ Handout/ Professional Event
☐ Other (describe): _______________________

Message - Summarize your key message and the desired effects of the publication:
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Delivery Date Desired: ___________________________ Quantity Needed: ___________________________
Budget Available for Printing $ ________________ Account #: ___________________________
Received: ___________________________

APPROVED BY:

DEPARTMENT CHAIR DATE DEAN DATE

Print Design Timeline

Process color multipage document 25 working days One color multipage document 20 working days
Process color poster, cover, single-sheet folder 20 working days One color poster, cover, single-sheet folder 15 working days
Spot color multipage document 25 working days Major revisions to existing documents 15 working days
Spot color poster, cover, single-sheet folder 20 working days Minor revisions to existing documents 5 working days

All timelines are on site times. Printer times are dependent on amount and type of project.
Allow for 34 days at the printer. Photos can be taken with seven days advanced notice.
Merit Pay

The College of Education (COE) has a uniform award plan in which all departments award merit through the same process. The process is as follows:

1. Each department chair meets with his/her faculty to discuss that faculty member’s accomplishments (ADEP) for that year.
2. After the department chairs have met with their faculty, the dean calls a meeting to discuss merit pay.
3. At the merit meeting, the dean informs the department chairs of the amount of money available for faculty merit.
4. The department chairs make a collective decision on the number of categories that there will be for that year. For instance, will there be three categories (i.e., non-meritorious, meritorious, very meritorious) or four categories (i.e., non-meritorious, low meritorious, meritorious, very meritorious)?
5. The department chairs then recommend each of their faculty members for a merit category. Recommendations are based on what the faculty member has accomplished in the three areas of teaching, scholarship and service for that year.
6. The chairs collectively compare faculty members’ achievements. As a result of the comparisons, a faculty member’s ranking might be changed and he or she might be assigned to another merit level.
7. Based upon the money available for merit, a dollar amount is awarded faculty members within each category. For instance, non-meritorious faculty members receive $0; meritorious faculty members receive $500 each; and very meritorious faculty members receive $1000.00 each.
8. The department chairs’ recommendations are forwarded to the Dean who may modify the amount of merit money awarded to each faculty member.
Office Hours, Class Schedules

Each semester, faculty are required to submit and post their schedule of university responsibilities using a form, which all departmental administrative assistants have and will prepare, showing all class meetings, office hours, and other university commitments. At least six (6) office hours per week are required.

Faculty should provide a copy of their semester schedule of university responsibilities to the department chairperson and administrative assistant. Administrative assistant will post the faculty schedules on GroupWise, as well as the internet. Faculty should also post copies on their office doors. Department chairs will provide the Dean's office with a copy from all faculty in their area. Semester schedules of university responsibilities are due by the first day of class each semester. (See Office Hours form.)
# Office Hours Form

Name: ___________________________________________

Department: _______________________________________

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Professor Emeritus
Faculty of the College of Education

Retired faculty member may continue to use her/his 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 who meet the following criteria.

Eligibility
Eligibility is normally confined to those who are retiring or who have retired within the last 3 years after having a record of long service to the College of Education, Texas A&M University – Corpus Christi (TAMU-CC) as full-time faculty, and whose post-retirement appointment, if any, is less than half time. As a general rule, over ten years of employment would be considered long service; however, exceptions can be made if individual contributions so warrant.

Criteria
Recommendations shall be made for COE 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 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 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 full-time, tenured faculty retirees meeting University guidelines will be eligible for consideration.

2. The Dean of the College of Education 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.

3. 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.
4. The Faculty Affairs Committee of the Faculty Senate shall make the final recommendation of candidates for nomination to the Provost for consideration by the President. The Faculty Affairs committee reports of the candidacy and recommendation on an information only basis at the next senate meeting.

5. 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 TAMU-CC Rule 31.08.01.C1.01 pertaining to the rank.
Promotion and Tenure Policy

Promotion of Faculty

Section 12.01.99.C1.01 of the University Rules of Texas A&M University-Corpus Christi provides faculty rank descriptors. This section further indicates that appointment to an academic rank is based on past and anticipated success in performance, accomplishments, and leadership in the areas of experience, academic advisement/career counseling, service, and scholarship. As faculty members advance in rank, they are expected to achieve increasing success by progressively mastering and improving in these areas. The consistently sustained performance of faculty responsibilities is required for all promotions.

Candidates for promotion are evaluated by their department colleagues, department chair, College Promotion and Tenure Committee, and dean within the College of Education. If a recommendation goes forward from the college, they will also be evaluated by the University Promotion and Tenure Committee.

College Promotion and Tenure Committee

The College of Education Promotion and Tenure Committee is a standing committee comprised of one elected representative from each of the six departments in the College. Selection is done at the department level by vote of the tenure-track faculty in each department. Members of the Promotion and Tenure Committee serve two-year staggered terms and may succeed themselves beyond the initial two-year term. To be eligible for membership on the Committee, an individual must be tenured, full-time, at the rank of associate professor or higher, with a teaching load of 50% or higher. Individuals serving as department chairs, assistant or associate deans, or during the year in which they are candidates themselves 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, the position will remain vacant. A candidate for promotion and/or tenure from a department not represented on the Committee has the option to have the vacant position filled by an at-large election of eligible faculties in the College. That position will be for one year only. The Chair of the Committee is elected by the members of the Committee. The Committee follows Robert’s Rules of Order except that the chair has a vote.

Consideration for Promotion

Unless otherwise requested in writing, a faculty member shall be eligible for consideration for promotion during the academic year in which all education and experience standards for a given rank are met as specified in section 12.01.99.C1.01 of the University Rules. If not promoted, the faculty member remains eligible for subsequent consideration. In order to be reconsidered for promotion after the first year of eligibility, a faculty member must reinitiate the process.
Procedure

The eligible faculty member initiates the promotion process by sending a letter of request for consideration for promotion to the Dean. The Dean must receive the request before the end of the spring semester prior to the academic year in which the faculty member desires consideration. The Dean then assures the faculty member’s eligibility as to University standards for education and experience. Once approved for consideration, the faculty member’s name is added to the College list of candidates for promotion. This list is sent by the Dean to the College Promotion and Tenure committee with a copy going to the general faculty.

Any faculty member who has initiated the promotion process and believes that his/her name was incorrectly omitted from the Dean’s promotion eligibility list may request that her/his name be added to the list. The request must be in writing and must include justification and supporting documentation and be submitted to the College of Education Promotion and Tenure Committee. If the College of Education Promotion and Tenure Committee recommends against consideration for Promotion, the faculty member may appeal to the Dean.

Department Review - A candidate seeking promotion, tenure, or both in the College of Education will be reviewed by (1) all tenured and tenure track faculty in the candidate’s home department, (2) the chair of the department, (3) the College Promotion and Tenure Committee, and (4) the Dean. The reviews will occur in the order given. All evaluators, including the chair, will limit their vote to one time. That means the chair of the department will only vote as chair and not as a member of the department. The department’s faculty representative on the College Promotion and Tenure committee will only vote at that level and not as a member of the department. The candidate will not vote at any level and is excused from all discussions of his or her candidacy at every level. Once the candidate submits his or her materials for promotion, tenure, or both for review, the materials will be made accessible to the review committees, department chair, and Dean.

The candidate’s materials should speak to his or her success in teaching, scholarship, and service. Reviewers of the materials should measure the candidate’s accomplishments using the requirements of the College of Education’s Promotion and Tenure Policy as a standard.

The department chair is responsible for calling the initial meeting of all departmental tenure and tenure track faculty for the review of the candidate. At this meeting, faculty will select a review committee chair. Once the chair is selected, the department chair will leave the meeting and have no further contact with the departmental review committee, except as requested by its membership. After considering the candidate’s documents, each member of the departmental committee will vote to recommend or not recommend promotion, tenure or both. The results of that vote, including reasons for support or nonsupport, will be prepared and forwarded to the candidate, the department chair, the College of Education Promotion and Tenure Committee, and the Dean.

A candidate may choose to withdraw his or her papers at any point in the promotion and tenure process-including after the department review. If the candidate does withdraw the department recommendations will not be forwarded.

Revised 5/17/2006
The College of Education’s Promotion and Tenure Committee evaluates each candidate on the basis of the three components: (1) teaching, (2) scholarship, and (3) service.

The College of Education Promotion and Tenure Committee will use annual evaluation data in the decision making process. Also, the College of Education Promotion and Tenure Committee may request the candidate for promotion to meet with the Committee to discuss aspects of the candidate’s record which the Committee feels requires further explanation. The candidate, likewise, may request to meet with the Committee. All written material becomes part of the faculty member’s personnel record that is maintained in the Dean’s office. The candidate shall be apprised of the subject matter of the need for clarification at least one week before the scheduled meeting with the Committee. The discussion must relate to the criteria by which the candidate is evaluated in the areas of: (1) academic preparation, (2) experience, (3) teaching, (4) scholarship, and (5) service.

Recommendation to promote or to not promote a candidate, based upon a majority vote of the Committee, is made in writing by the College of Education Promotion and Tenure Committee and submitted to the Dean of the College of Education. This recommendation will be provided by the last class day of the Fall semester. The recommendation must specifically describe how the candidate does or does not satisfy the standards for promotion. In addition, the candidate’s department chair will provide to the Dean a separate written recommendation concerning promotion. The Dean is responsible to make recommendations concerning promotion to the Provost after considering the recommendation of the committee and reviewing the documentation submitted by the candidate. The Dean shall review the recommendations of the committee with the candidate prior to making a recommendation to the Provost. Following the Dean’s consultation with the candidate, the Dean makes a written recommendation to promote or not promote to Provost. The candidate is provided with copies of the written recommendations made by the Committee, the department chair, and the Dean.

**Documentation for Consideration for Third Year Review and Promotion, Tenure, or Both**

All candidates who are being considered for their third year review or promotion, tenure, or both must present the following documentation by September 1 of the academic year in which they wish to be considered:

1) A current Curriculum Vita using APA format. (See attached form)

2) A Summary of Documentation, not to exceed two pages for each of the three components: teaching, scholarship, and service. The summary should include a review of the evidence that the College of Education Promotion and Tenure Policy requirements in each of the three areas have been met. References to actual documentation in an accompanying packet should be indexed.

3) Documentation of Evidence. Documents selected by the candidate as evidence of accomplishment in each of the three components, teaching, scholarship, and service, should be organized in separate packets, one for each of the three. Any documents
included as evidence should be complete unless books, book chapters or other bulky materials that will not fit in a packet. Materials of this type should be represented by full citation on a single sheet of paper- one for each example- with a reference to location. The actual examples may be included separately in a box or expanding file. All documents included in the Documentation of Evidence should be presented in the order of relevance to requirements. In other words, the candidate should emphasize his or her most important accomplishments focusing on those that are most recent.

The following format should be followed:

Teaching:

- Courses Taught
- Course Syllabi
- Curriculum Development
- Development Activities
- Course Evaluations
- Awards/ Recognition
- Other

Scholarship:

- Peer Refereed Articles (divided into two areas: national/international and regional/state local)
- Additional Articles/Manuscripts (examples)
- Books (examples)
- Awards/Recognition
- Conference Presentation, Juried: International, National, Regional, State and Local
- Conference Presentations, Invited: International, National, Regional, State and Local
- Grants: Internal and External
- Other

Service:

- National/International
- State/Regional
- Community
- University
- College
- Departmental
- Awards/Recognition
- Other
Criteria for Promotion from Assistant Professor to Associate Professor

Experience:

Five years experience in full-time university teaching including three academic years at the rank of assistant professors or related academic experience is required. A minimum of three complete academic years at the rank of assistant professor at TAMU-CC is required for actual promotion. The year in which a candidate is being considered by the Promotion and Tenure Committee counts toward the years of experience. In very special cases where a candidate exhibits extraordinary performance, the candidate may request consideration for early promotion.

Academic Preparation:

The candidate must hold the earned doctorate from an accredited school in the appropriate teaching field.

Knowledge in the Teaching Field:

The candidate must have a broad knowledge of the field; an in-depth knowledge of one or more parts of the field; and the ability, experience, and expertise to teach both graduate and undergraduate courses.

Portfolio of Performance for Promotion from Assistant Professor to Associate Professor Level

Candidates for promotion to the associate Professor level must engage in a variety of teaching, service, and intellectual contribution activities. Candidates are evaluated on a total portfolio of these three endeavors. The College recognizes that not all teaching loads require equal effort because of differences in class size, number of preparations, and type of course preparations. Service efforts also vary depending on level of effort, type of committees, and visibility of effort. The College of Education Promotion and Tenure Committee consider these variances when evaluating individual candidates. The discussion below of teaching, service, and intellectual contributions describes the expectation for performance.

Quality in Teaching:

The candidate must be a teacher of proven effectiveness; must demonstrate a continuing interest in improving as a teacher and a developing knowledge of university level pedagogy; and must show evidence of instructional innovation and/or new course development. Quality in teaching is evaluated by a teaching portfolio consisting of: (1) Teaching assignments by semester, (2) Teaching load, (3) Student evaluation, and (4) summaries of innovations implements in courses. Academic Advisement and Career Counseling is considered a part of the faculty’s total teaching responsibility. The candidate is familiar with degree requirements and other matters related to academic advisement, career development and opportunities, and placement.
Service:

Service as a member and in leadership positions on College and University committees is required. Participation and leadership in professional and community service such as consulting activities will also be considered insofar as they serve the mission of the College, the University’s purposes, or the candidate’s academic discipline. Program development activities and College and University-level consulting activities are also recognized as part of a candidate’s record of service.

Scholarship:

Scholarship is accrued in the areas of applied scholarship, instructional development, and basic scholarship. Scholarship is accumulated 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 and software, (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.

Scholarship described in the following paragraphs is requirements to be satisfied to be eligible for promotion to Associate Professor. The intent is to encourage faculty to be productive in developing skills to produce intellectual contributions.

The candidate must demonstrate competence and productivity in scholarly activities (applied scholarship, instructional development, and/or basic scholarship) that are related to the candidate’s discipline and to the mission of the college. The candidate must demonstrate a record of participation, competence, and productivity in their field. The faculty member’s work must be peer reviewed or otherwise publicly evaluated.

The faculty member must have numerous intellectual contributions. To be eligible for promotion to the Associate Professor level, the candidate must have at least seven intellectual contributions with a minimum of three publications at least one of which is peer reviewed or a nationally recognized non-refereed publication. The candidate must show significant contribution to at least one of these publications through either sole or first authorship.

The Office of the Dean is responsible for maintaining the faculty member’s personnel file and providing access to that file to the College of Education Promotion and Tenure Committee and to the chair of the department. The faculty member has a right to see and comment on all items in the file that are provided to those involved in the promotion review process. The Dean is responsible for independently assessing the promotion candidate’s record of performance and for reviewing the promotion recommendations made by the College of Education Promotion and Tenure Committee.
Criteria for Promotion from Associate Professor to Professor

Experience:

Eight years experience in full-time university teaching including five academic years at the rank of associate professor is required. A minimum of three complete academic years at the rank of associate professor at TAMU-CC is requires for actual promotion. The year in which a candidate is being considered by the Promotion and Tenure Committee counts toward the years of experience. In very special case where a candidate exhibits extraordinary performance, the candidate may request consideration for early promotion.

Academic Preparation:

The candidate must hold the earned doctorate from an accredited school appropriate to the teaching area.

Knowledge in the Teaching Field:

Has a broad knowledge of the teaching field and has developed expertise in one or more aspects of the field.

Portfolio of Performance for Promotion from Associate Professor to Full Professor

Candidates for promotion to the professor level must engage in a variety of teaching, service, and intellectual contribution activities. Candidates are evaluated on a total portfolio of these three endeavors. The College recognizes that not all teaching loads require equal effort because of differences in class size, number of preparations, and type of course preparations. Services efforts also vary depending on level of effort, type of committees, and visibility of efforts. The College of Education Promotion and Tenure Committee consider these variances when evaluation individual candidates. The discussion below of teaching, service, and intellectual contributions describes the expectation for performance.

Quality in Teaching:

The candidate has demonstrated maturity and skill in teaching and curricular development; exhibits a proven record of teaching excellence and continued demonstration of interest in improving pedagogical skills; and shows an interest in instructional innovations. Quality in teaching is evaluated by a teaching portfolio consisting of: (1) Teaching assignments by semester, (2) teaching load, (3) Student evaluations, and (4) summaries of innovations implemented in courses. Academic Advisement and Career Counseling is considered a part of the faculty’s total teaching responsibility. The candidate is thoroughly familiar with degree requirements and other matters related to academic advisement, career development and opportunities, and placement.
Service:

The candidate has assumed a position of leadership in the College of Education and the University on committees and special projects. Participation and leadership in professional and community service is considered insofar as they serve the mission of the College, the University’s purposes, or the candidate’s academic discipline.

Scholarship:

The variety of intellectual contributions for promotion to Full Professor is analogous to the categories discussed in requirements for promotion to Associate Professor. Intellectual contributions are accrued in the areas of applied scholarship, instructional development, and basic scholarship. Intellectual contributions are accumulated through a combination of the following: (1) publication in peer review and non-peer reviewed professional, pedagogical, or scholarship journals, (2) conference papers or presentations including those in proceedings, (3) published case studies, (4) instructor manuals, (5) instructional videos and software, (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.

The intellectual contributions described in the following paragraphs are requirements to be satisfied to be eligible for promotion to Full Professor. The intent is to encourage faculty to be productive in developing skills to produce intellectual contributions.

The candidate has been recognized for achievements in scholarship or creative activities by professional peers for activities related to the candidate’s discipline and the mission of the College. Candidates must demonstrate a pattern of productivity in scholarly activity.

The faculty member must accumulate at least ten intellectual contributions since promotion to Associate Professor. Three of the contributions must be refereed or nationally recognized non-referred publications, which are published in recognized academic, professional, or pedagogical journals. The candidate must show significant contribution to at least two of these publications through either sole or first authorship.

Tenure

Definition of Tenure

Tenure is defined in 12.01.99.C2 of the University Rules Texas A&M University-Corpus Christi.

Consideration for Tenure

As defined by university policy, beginning with appointment to the rank of full-time Instructor or a higher rank, the tenure probationary period for a tenure track faculty member will not exceed seven years of full-time service at TAMUCC. Up to three years of service at
other institutions may be considered as part of the probationary period if agreed to in writing at the time of the faculty member’s initial tenure track appointment. A minimum of three complete academic years in a tenure track position at TAMUCC is required for the actual granting of tenure. The year in which a candidate is being considered by the Promotion and Tenure Committee counts as one of the required years of experience. Normally a faculty member is considered for tenure during the sixth year of service in a tenure track position at TAMUCC. A faculty member requesting consideration for tenure is notified, by the Dean, as to eligibility at least 30 days prior to the beginning of the evaluation process. The candidate for tenure provides written documentation describing his or her performance and accomplishments. In preparing this documentation, the candidate should consider the criteria for promotion relating to teaching, scholarship and service; they are also the standards used for tenure evaluation.

**Third Year Review**

During the third year of employment, every tenure track faculty member will be reviewed by his or her department. The candidate will compile a portfolio of accomplishments in teaching, scholarship, and service following the College of education guidelines for Documentation for Consideration for Promotion, Third Year Review and/or Tenure provided in the College of Education Handbook. Formative in nature, the review will be conducted by a third year review committee comprised of tenured faculty in the candidate’s department and at least one member of the College of Education’s Promotion and Tenure Committee. The third year review committee will examine a candidate’s portfolio and write a formal report evaluating his or her progress toward tenure. This report will be shared with the candidate with copies provided for the department chair and dean. It will be placed in the candidate’s file for consideration when the candidate submits his or her papers for tenure.

**College Tenure Committee**

Candidates for Tenure are evaluated by the College of Education Promotion and Tenure Committee. The composition of the committee is presented in the College of Education promotion policies.

**Procedure**

The faculty member who is eligible for tenure initiates the tenure process by sending a letter requesting consideration for tenure to the Dean. This letter must be received by the Dean by the end of the Spring semester prior to the academic year in which the faculty member is requesting tenure consideration. The Dean verifies that the faculty member satisfies the University standards for education and experience. The dean of the College will send a single list of eligible tenure candidates to the College Promotion and Tenure Committee with a copy going to the general faculty.

Any faculty member who has initiated the tenure process and believes that his/her name was incorrectly omitted from the Dean’s tenure eligibility list may request that his/her name be

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added to the list. The request must be in writing and must include justification and supporting documentation and be submitted to the College of Education Promotion and Tenure Committee. If the College of Education Promotion and Tenure Committee recommends against consideration of tenure, the faculty member may appeal to the Dean.

The College of Education Promotion and Tenure Committee evaluates the candidates on the basis of quality of teaching with attention given to course development, effective teaching, and instructional innovations; intellectual contributions in the areas of applied scholarship, instructional development, and/or basic scholarship; and university, professional, and community service. Candidates should organize documentation to support their substantiation of these areas.

The College of Education Promotion and Tenure Committee may request the candidate to meet with the committee to discuss specific concerns of the committee. The subject matter for the requested discussion must be given to the candidate at least one week prior to the requested meeting date.

The Office of the Dean is responsible for maintaining the faculty member’s personnel file and providing access to that file to the College of Education Promotion and Tenure Committee and to the Chair of the department. The faculty member has a right to see and comment on all items in the file that are provided to those involved in the tenure review process. The Dean is responsible for independently assessing the tenure candidate’s record of performance and for reviewing the tenure recommendations of the College of Education Promotion and Tenure Committee.

Recommendation to grant or to not grant tenure based upon a majority vote of the Committee, is made in writing by the College of Education Promotion and Tenure Committee and submitted to the Dean of the College of Education. The recommendation must specifically describe how the candidate does or does not satisfy the standards for tenure. In addition, the candidate’s Department Chair will provide to the Dean a separate written recommendation concerning tenure. Following the Dean’s consultation with the candidate, the Dean makes a written recommendation to grant or not grant tenure to the Provost. The candidate is provided with copies of the written recommendations made by the Committee, the Department Chair and the Dean.

**Criteria for Tenure**

Considerations for Tenure are based on the same criteria in the areas of teaching, scholarship, and service that are applicable to the candidate for promotion to the Associate Professor level.

**Documentation**

The format for documenting activities for tenure is identical to the required documentation methodology for promotion to the Associate Professor level.
Purchases

For information on University policy and procedure related to purchases see:
http://falcon.tamucc.edu/~purchase/default.html
Recruitment and Appointment of Faculty

For policy and procedure regarding recruitment and appointment of faculty see University Rules 12.99.99.C1.01
Syllabus Format

I. **Course Description** (from catalog)
   (Include course number, course title, and prerequisites)

II. **Rationale**
   (Describe the role of this course within the framework of programs to which it applies)

III. **State Adopted Proficiencies for teachers and/or Administrators/Counselors**
   (List the State Adopted Proficiencies for Teachers and/or Administrators, which are covered in this class)

IV. **TExES Competencies**
   (List the TExES competencies, which are covered in this course)

V. **Course Objective and Outcomes**
   *This course is designed to enable students to:*
   (State in behavioral terms and relate by number to each competency listed in IV above and to each proficiency listed in III above)

VI. **Course Topics**
   *The major topics to be considered are:*

VII. **Instructional Methods and Activities**
   (Methods and activities should be correlated with objectives)
   *Methods and activities for instruction include:*
   A. Traditional Experiences (lecture/discussion; demonstration; drill; guest speaker; video)
   B. Clinical Experiences (simulations; cooperative groups; student demonstrations or Presentations; guided discovery; role-play; lab exercise; value clarifications)
   C. Field Experiences (field teaching; field trips; community resource use; case studies; internship, student teaching; practicum)

VIII. **Evaluation and Grade Assignment**
   *The methods of evaluation and the criteria for grade assignment are:*
   (Be specific on type of assessments)
   A. Methods and Percentage of Final Course Grade Each Assessment Constitutes
      1. Traditional Assessment
      2. Performance Assessment
   B. Grading Scale

IX. **Course Schedule and Policies** (see attached) [develop each semester as outlined and Attach to syllabus]
   A. “Tentative Course Schedule” (includes professor’s name, office, phone, office hours, and class calendar which includes class meeting dates, topics by dates, reading by topic/dates, assignment due dates, and test dates)
B. Class Policies (includes policies related to attendance, late assignments, make-up Tests)

X Textbook(s)
The textbook(s) adopted for this course is/are:
Recommended but not required supplementary textbook(s) is/are:

XI. Bibliography
The knowledge bases that support course content and procedures include:
Travel Procedures

Employees in the College of Education must follow University Travel Key Rules (http://falcon.tamu.edu/~travel/Keyrules.html). Travel requests should be initiated at the department level. See the section of this handbook for your department for its travel rules, procedures and guidelines.