II.D. TENURE AND PROMOTION RULES AND PROCEDURES\(^1\)
(Approved by the College of Liberal Arts faculty December 5, 2003; effective September 1, 2004; October 2006.)

Every new faculty member will be given a copy of these personnel rules and procedures, together with the relevant University Rules, during their first regular semester of employment by the appropriate department chair, who will explain and discuss them. Tenure and/or promotion are granted only by the affirmative action of the Board of Regents upon recommendation of the President.

Tenure means the entitlement of a faculty member to continue in an appointed academic position unless dismissed for good cause [See University Rule 12.01.99.C2 (Tenure)]. System Policy 12.01 (Academic Freedom, Responsibility, and Tenure) identifies the conditions or circumstances that will constitute cause for dismissal of a faculty member.

A faculty member with tenure may request a half or three-quarter time appointment for a fixed period of time. If such request is approved, the faculty member’s tenure status will not be forfeited.

II.D.1. Eligibility

II.D.1.1. Eligibility for Promotion to Assistant Professor

1. Academic Preparation
   Holds the earned doctorate or equivalent terminal degree; is in the final stages of a doctoral dissertation, or terminal degree project; or holds the Masters degree with at least five years of teaching experience or work experience in an area closely related to teaching field.

   In most cases, the promotion to assistant professor will occur when the candidate has completed the terminal degree in the academic discipline.

2. Experience
   Has some part-time or full-time teaching experience or related professional/work experience.

II.D.1.2. Eligibility for Promotion to Associate Professor

1. Academic Preparation
   Holds the earned doctorate or the equivalent terminal degree; or holds an advanced degree in combination with appropriate certification and professional work experience.

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\(^1\) In the event of a conflict with these rules and procedures, University Rules take precedence.
2. Experience
Has at least five years experience in full-time university teaching, which includes three years in the rank of Assistant Professor. Related professional experience may in rare cases substitute.

II.D.1.3. Eligibility for Promotion to Professor

1. Academic Preparation
Holds the earned doctorate or equivalent terminal degree appropriate to the teaching area.

2. Experience
Has at least ten years in full-time university teaching including five years in the rank of Associate Professor. Related professional experience may in rare cases substitute.

II.D.1.4. Eligibility for Tenure

To be eligible to receive tenure, a faculty member must be an employee of Texas A&M University-Corpus Christi, must have the terminal degree in his/her academic discipline or a related discipline, and should hold the academic rank of assistant professor, associate professor or professor. Members of the faculty whose appointments are temporary, part-time or clearly short-term, e.g., lecturers, visiting professors of any rank or graduate students serving as teaching assistants, are not entitled to tenure and consequently will not be subject to the provisions of this document. Beginning with appointment to the rank of full-time assistant professor or a higher rank, the probationary period for a faculty member shall not exceed seven years of full-time service at Texas A&M University-Corpus Christi. Up to three years of appropriate full-time service at other institutions may be included as a portion of the probationary period if agreed to in writing at the time of initial appointment.

Normally, a faculty member comes under tenure consideration during the sixth year of service at Texas A&M University-Corpus Christi. A faculty member who believes their teaching, scholarship, and service record merits early tenure may apply during the fifth year of service at the University.

II.D.2. Consideration and Recommendation for Promotion and Tenure

Faculty members will request that they be considered for promotion and/or tenure during the academic year in which they believe the appropriate education, experience, teaching, scholarship/creative activity, and service standards will be met.

To be considered for promotion and/or tenure, the candidate must send a letter to the College Dean by July 15 of the academic year in which the faculty member desires consideration. The College Dean must certify that the appropriate education and experience standards have been met, and must respond to the faculty member in writing within two weeks. Should the Dean fail
to certify that appropriate education and experience standards have been met, the faculty member has the right to appeal the case to the Provost/Vice President for Academic Affairs, who shall respond to the faculty member in writing within two weeks. Inadvertent omissions from eligibility lists may be corrected without appeal. Promotion and tenure shall be consistent with provisions for equal employment opportunity. Candidates must submit their supplemental files to the Dean’s office by August 31.

Candidates for promotion and/or tenure will organize materials into a personnel file and an evaluative portfolio. Personnel files, including contracts, official transactions with the University, updated curricula vitae, annual faculty activity reports, course evaluations, etc., are maintained by the Dean’s office. Faculty members may add materials, have access to, and comment on the content in this file (as per College of Liberal Arts File Rule II.B). Each candidate for promotion and/or tenure should also create an evaluative portfolio, organizing material according to the areas of Teaching, Scholarly/Creative Activity, and Service. This portfolio must be submitted by the established deadline. It should include:

a. a current curriculum vita;
b. an overview statement that describes and assesses activity in the three main areas: teaching, scholarly/creative activity, and service;
c. a self-evaluation of teaching effectiveness;
d. sample course syllabi;
e. peer review of teaching effectiveness;
f. other documentation regarding teaching, such as summaries of teaching innovations, handouts, new course development, samples of student work, and other activities relating to teaching effectiveness and teaching quality;
g. evidence of scholarly/creative activity;
h. a listing of service contributions to the College, University, profession, and community;
i. consulting activities (if appropriate);
j. other pertinent documentation that the candidate wishes to provide.

Each department, in consultation with the relevant department-based personnel committee (FPAC), shall be responsible for formulating and distributing guidelines that assist faculty members in documenting their activities in their evaluative portfolios.

Recommendations on a faculty member’s candidacy for promotion and/or tenure will be made to the Dean by that individual’s department chair and the relevant FPAC, which shall consist of five members elected according to the College Election Rules and Procedures. A person may not serve on any FPAC during the term in which he/she is being considered for promotion and/or tenure. The Dean determines a calendar for review consistent with University policy, and certifies compliance with the standards of Academic Preparation and Experience.

The candidate for promotion and/or tenure shall appear before the FPAC to respond to specific questions, based upon Teaching, Scholarly/Creative Activity, and Service, drafted by the committee. These questions must be delivered to the candidate at least one week prior to the appearance and must be clearly related to the criteria for promotion and/or tenure stated in this
document. All discussion with the candidate will be confined to the material on the questions; however, related follow up questions may be asked. No other individuals will personally appear to evaluate any candidate. The FPAC or the candidate may request that colleagues submit information about the candidate in writing. However, requests by the FPAC for peer input concerning teaching effectiveness must be made to the candidate rather than to his or her peers. Any such documents will become part of the regular personnel record.

Department chair and FPAC recommendations shall be made in writing to the Dean within the deadlines established by the University. The FPACs, the department chairs, and the Dean shall make their respective promotion and/or tenure recommendations on the basis of the same documentation.

In accord with University deadlines, the Dean is responsible for making recommendations for promotion and/or tenure in writing to the Provost/Vice President for Academic Affairs. All decisions made by the Dean, for or against recommendation for promotion and/or tenure, will be made after considering the written recommendations submitted by the FPACs and department chairs. The Dean shall concurrently send copies of each of these documents to the candidate as soon as practically possible.

II.D.3. Review and Response

Upon review of the evaluation documents written by the department chair, FPAC, and/or Dean, the faculty member may respond in writing. This response will be placed in the faculty member’s College level personnel file.

II.D.4. Appeals [See University Rules 12.01.99.C1.03 (Promotion) and 12.01.99.C5 (Tenure)]

On request, the faculty member who is not recommended for promotion and/or tenure will be provided an opportunity to meet with the FPAC and the Dean. Following this meeting, the faculty member who still feels deserving of promotion and/or tenure should present his/her case in writing to the Provost/Vice President for Academic Affairs. The Provost will investigate the matter and make a final written response to the faculty member within 30 days after receiving the faculty member’s written appeal. The decision of the Provost/Vice President for Academic Affairs will be final.

II.D.5. Recommendation to the University and the A&M System Board of Regents

Positive recommendations by the Dean for a candidate’s promotion and/or tenure, along with copies of the candidate’s vita, the FPAC’s recommendation, and the chair’s recommendation, are

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2 At the time College policy was written, no official University rules regarding the workings of the University review committee were in place. In the event of future discrepancies, University rules shall take precedence.
reviewed by a five-member University committee, chaired by the Dean of Graduate Studies and including one elected full professor from each college. That University committee may also elect to review the candidate’s entire file. All recommendations by that committee (both positive and negative) are sent to the Provost/Vice President for Academic Affairs. The Provost and the President determine which candidates for promotion and/or tenure will be forwarded to the Texas A&M University system offices. The names of these candidates, along with their current vitae, are then reviewed by the Board of Regents. No faculty member shall be promoted and/or tenured without the approval of the A&M System Board of Regents.

II.D.6. Standards for Promotion and Tenure

Promotion and/or tenure shall be based upon demonstration of progressive effectiveness in teaching, scholarly/creative activities, and service as these activities relate to the candidate’s overall effectiveness as a university professor. Faculty members are to take the initiative in promoting their own growth in each of these areas. Faculty members progressing from one rank to the next are expected to demonstrate levels of achievement consistent with the increased expectations of their new rank. Faculty must also fulfill faculty responsibilities, as described in University Rule 12.01.99.C1.03. FPACs and department chairs will place heaviest emphasis on achievements accomplished between the promotion sought and the last received.

In accordance with University Rules 1.2.2 and 4.2.3, individual faculty members are not required to have identical commitments to teaching, scholarly/creative activities, and service. Areas of primary emphasis or activity may be selected with due regard to department needs, with the written approval of the faculty member’s department chair, and in the light of requirements for promotion/tenure and professional development as cited herein. However, designation of a primary academic development or activity does not except the faculty member from any requirements in teaching or in scholarly/creative activity. Only in the area of service may basic requirements be lowered in recognition of sustained exceptional performance in teaching or scholarly/creative activity, and even then, such lowered requirements do not relieve the faculty member from all participation in service activities. If service requirements were lowered at any time during the period under consideration, it is the faculty member’s responsibility to call this approved reduction to the attention of those reviewing the candidacy.

Those reviewing applications for promotion and/or tenure shall apply the following standards and requirements for evidence in a manner consistent with those widely accepted for the development of faculty in the candidate’s discipline.

II.D.6.1. Teaching

The College of Liberal Arts is committed to teaching and the instructional process, which remain its highest priority. Therefore, teaching effectiveness must count at least half of the total possible weight in consideration for promotion in all ranks. Teaching includes Knowledge in the Teaching Field, Quality in Teaching, and Academic Advisement and Career Counseling.

3 If teaching comprises less than half of a faculty member’s assigned workload, the weight will be adjusted proportionately.
Teaching encompasses instructional activity as well as those professional development activities aimed at making one a better teacher or at enhancing one’s expertise in a teaching subject area. Examples of professional development 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. The goal of these activities is to improve teaching by gathering information and providing feedback on teaching and by increasing knowledge in one’s field. Recognizing that no single instrument can reliably measure teaching effectiveness, those reviewing the candidacy will conscientiously examine a teacher's content and pedagogy from various perspectives such as student evaluation, peer evaluation, and self-evaluation. Candidates are responsible for supplying sufficient mate rials for that examination. If the materials are not sufficient, the FPAC may request that candidates provide further information or documentation. The following statements represent some, but not necessarily all, of the indices used to measure these three perspectives.

a. Self-evaluation
In a written statement, candidates should assess their teaching effectiveness, addressing any considerations they think relevant. Candidates are invited to comment on any evidence related to their teaching effectiveness, including student evaluations and peer comments. Additional material evidence to support the self-evaluation of teaching may accompany this form if the candidate judges it necessary. These items may include, but are not restricted to, syllabi, handouts, development of instructional websites, examples of student work, videotapes of classroom teaching, student scores on standardized achievement tests, any record of student accomplishments outside the University in areas related to instruction, and any evidence of activities to improve knowledge in the discipline or skills as a teacher (conferences, classes, peer assistance, or special reading programs).

b. Student Evaluation
Student evaluation forms, comprised of a section for numerical ratings and a section for written comments, are to be administered to every class. The General Information section of the student ratings becomes part of the teacher's permanent file and is to be carefully interpreted by all those involved in the promotion and/or tenure process. In assessing student input, those reviewing the candidate will take into account circumstances that might influence student opinion, such as the difficulty of course materials and assignments, grade distribution, level of course, whether the course is part of the core curriculum or required by the College, and class sizes. The breadth of academic non-teaching responsibilities will also be taken into account when reviewing and assessing student evaluations.

c. Peer Review
Peer review allows a supplementary way of providing support for establishing a faculty member’s teaching effectiveness, as well as the depth and currency of their knowledge. As such, candidates for promotion and/or tenure are required to secure written peer review(s) of their teaching, and must submit evidence of such review(s) as part of their evaluative portfolio. They may accomplish this through team-teaching, by soliciting classroom visits, and by providing course materials to colleagues for their review. Candidates are expected to take the initiative in
making colleagues’ input as educated as possible, and should consult with their department chair, members of FPAC, or fellow disciplinary faculty in selecting appropriate reviewers.

II.D.6.2. Scholarly/Creative Activity

Scholarly/creative activity consists of academic work (productivity which can be documented in the form of research, writing, speaking, artistic production or performance, or in some other appropriate form) that results in expanding the body of knowledge and understanding of the candidate’s academic field. The candidate must demonstrate why any such scholarly/creative activity that falls outside the candidate’s 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 teaching assignment.

Scholarly/creative activity includes academic work (as defined above) in any of three separate, yet interconnected forms: Discovery and Creation, Integration and Teaching, and Application.

a. Discovery and Creation

The scholarship of discovery and creation involves the search for new knowledge in the discipline and for a richer understanding of the academic field. Products of the scholarship of discovery and creation must be externally peer reviewed or selected, and candidates are reminded that the quality of such activities must be demonstrated. A non-exhaustive list of activities includes the following:

1. publications;
2. manuscripts submitted for publication;
3. work in progress;
4. oral convention presentations (e.g. panelist, respondent -- a substantive presentation, not just moderator of panel);
5. art exhibitions;
6. music compositions, performances, and conducting;
7. theatrical performance, direction, design, scripts, and script adaptations;
8. public exhibition of films, tapes directed or produced or otherwise created.

b. Integration and Teaching

The scholarship of integration and teaching emphasizes fitting one’s own research or creative activities, or the similar work of others, into larger intellectual patterns for an external audience. It involves making connections across the disciplines, placing the discipline in a larger context, illuminating data or concepts in a revealing way, and evaluating new pedagogical approaches. Such materials must be externally reviewed or selected, and candidates are reminded that the quality of such activities must be demonstrated. In addition to the more traditional forums for scholarship, such as academic writing, a non-exhaustive list of productivity includes the following:

1. textbooks or parts of textbooks;
2. published writing that makes one’s field accessible to a wider audience, e.g. editorials or articles in popular press;
3. interdisciplinary achievements that advance pedagogy in a manner appropriate to the institutional mission;
4. other instructional materials that advance pedagogy in a manner appropriate to one’s discipline and/or the institutional mission.

c. Application
The scholarship of application brings learning and knowledge to bear upon the solution of practical problems. Such scholarship, which must be externally reviewed or selected, flows directly from one’s professional expertise and would result in a publication, presentation, or other tangible product amenable to peer review. Typically, such work should be for groups outside the institution or beyond normal classroom responsibilities. Candidates are reminded that the quality of such activities must be demonstrated. A non-exhaustive list of activities that relate directly to the intellectual work of the faculty member includes the following:

1. consultation;
2. technical assistance;
3. policy analysis;
4. external program evaluation;
5. applied or clinical research and assessment and treatment of clinical cases;
6. grant writing;
7. clinics or workshops (presentations, master classes, etc.).

The quality of scholarly/creative activities must be demonstrable in the judgment of the FPAC and those reviewing the candidate’s file. Types of documentation appropriate to substantiating quality in scholarly/creative activity include, but are not limited to:

1. recorded recognition by colleagues and professional peers;
2. publishing in refereed and recognized professional journals and presses;
3. invited publications, performances or exhibitions;
4. reviews of performances, books, exhibitions, compositions, applied research;
5. successful grant applications which clearly relate to scholarly/creative activities (as described above);
6. awards based on professional expertise.

The candidate is responsible for providing documented evidence that the products of any scholarly/creative activity have met the above standards, and must ensure that those reviewing the file can clearly discern a pattern of engagement in such activity during the period under consideration. Each candidate must include in the evaluative portfolio a written yearly breakdown of scholarly/creative activity, as reported in the annual Faculty Activity Report. This written breakdown should point those reviewing the candidacy to the relevant supporting documents in the evaluative portfolio.
If sufficient documentation is not available to assist the FPAC in assessing the quality of scholarly/creative activities, then outside experts in the candidate’s field may be consulted. These outside experts will be selected only after previous consultation with the candidate and appropriate disciplinary faculty.

II.D.6.3. 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.

A. University and College Service
In the area of service, the College and University place primary emphasis on service to the University and its mission. A faculty member provides service to the University through active participation and leadership in Department/Discipline, College and University activities. Examples of these activities include, but are not limited to:

1. service as an elected Senator or appointment to a University council or committee;
2. service as an 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. other service to the Department/Discipline.

B. 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.
C. 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.

The above definitions and measures will be used in interpreting expectations for each faculty rank as described in the sections on promotion from one rank to another.

II.D.7. Criteria for Promotion

II.D.7.1. Instructor to Assistant Professor

In presenting the list of eligible candidates for promotion to assistant professor, the Dean certifies compliance with the standards of Academic Preparation and Experience (see II.D.1.1). FPACs and department chairs will organize their written recommendations into three primary areas of Teaching, Scholarly/Creative Activities, and Service, using the definitions, explanations, and examples described in II.D.6.1 (Teaching), II.D.6.2 (Scholarly/Creative Activity), and II.D.6.3 (Service).

1. Teaching [see also II.D.6.1]
   A. Knowledge in the Teaching Field
   Has knowledge of the field and substantial knowledge/experience in one or more parts of the field. Demonstrates expanded knowledge in the teaching specialty and is developing the expertise needed to teach undergraduate courses and, if applicable to the discipline at this University, graduate courses, by participating in appropriate professional development activities.

   B. Quality in Teaching
   Must be shown to be a satisfactory teacher. At this level at least part of the judgment of satisfactory teaching may be based on potential. The candidate must: a) demonstrate through self evaluation satisfactory progress in development of effective instructional strategies and techniques and substantial attempts made to become a more proficient teacher; b) show satisfactory levels of student evaluation with most courses showing average course ratings at the “good” (4.0) level or higher; and c) provide written peer input regarding teaching potential, development, quality and effectiveness.
C. Academic Advisement and Career Counseling
Understands University and College degree requirements and other matters related to academic advisement as well as requirements for graduate study and professional entry into the field. Actively participates in academic advisement and career counseling.

2. Scholarly/Creative Activities [see also II.D.6.2]
The candidate will engage in scholarly or creative activities beyond instructional assignments. It is the candidate’s responsibility to demonstrate the quality of this record. Such activities must be related to the candidate’s discipline.

3. Service [see also II.D.6.3]
It is expected that instructors may begin to participate in service to the College and University through committees, councils, and special projects. Participation in professional and community service will also be seen as positive insofar as they relate to the candidate’s academic discipline or serve the University’s mission. These, however, are not seen as a requirement at this level.

II.D.7.2. 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 (see II.D.1.2). FPACs and department chairs will organize their written recommendations into three primary areas of Teaching, Scholarly/Creative Activities, and Service, using the definitions, explanations, and examples described in II.D.6.1 (Teaching), II.D.6.2 (Scholarly/Creative Activity), and II.D.6.3 (Service).

1. Teaching [see also II.D.6.1]
   A. 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.

   B. Quality in Teaching
   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.

   C. 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.

2. Scholarly/Creative Activities [see also II.D.6.2]
   In accord with the University’s goals of fostering “an enhanced research mission” and “an intellectual and cultural climate that inspires South Texans,” 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. Such documentation must include several activities consistent with those described in II.D.6.2. It is the candidate’s responsibility to demonstrate the quality of this record. The University considers scholarly/creative activity to be particularly necessary for those teaching at the graduate level.

3. Service [see also II.D.6.3]
   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.

II.D.7.3. Associate Professor to Professor

In presenting the list of eligible candidates for promotion to professor, the Dean certifies compliance with the standards of Academic Preparation and Experience (see II.D.1.3). FPACs and department chairs will organize their written recommendations into three primary areas of Teaching, Scholarly/Creative Activities, and Service, using the definitions, explanations, and examples described in II.D.6.1 (Teaching), II.D.6.2 (Scholarly/Creative Activity), and II.D.6.3 (Service).

1. Teaching [see also II.D.6.1]
   A. Knowledge in the Teaching Field
      Has a broad knowledge of the teaching field and has developed expertise in one or more parts of that field. Has continued demonstration of interest in improving pedagogical skills.

   B. Quality in Teaching
      Must have demonstrated, in the judgment of those reviewing candidate’s application, maturity and skill in teaching and a proven record of teaching excellence. Will also have assumed leadership in curricular development and issues related to teaching improvement in the discipline. The candidate must: a) through self-evaluation demonstrate the
effectiveness of instructional strategies and techniques as well as any role in curricular
development and teaching improvement in the discipline; 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 and the quality of their leadership in curricular development and
disciplinary teaching improvements.

C. Academic Advisement and Career Counseling
Is thoroughly familiar with University and College degree requirements and other matters
related to academic advisement, career development and opportunities, and placement,
and is a recognized and accepted teacher and adviser to colleagues in this area.

2. Scholarly/Creative Activities [see also II.D.6.2]
In accord with the University’s goals of fostering “an enhanced research mission” and an
“intellectual and cultural climate that inspires South Texans,” the candidate will have a
continued pattern of recognized achievements in scholarly/creative activities by
professional peers. 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.
These achievements, and the continued pattern of productivity and engagement that have
made them possible, must be clearly demonstrated and documented in the faculty
member’s annual activity reports, vita, and supplemental files. Such documentation must
include several matters consistent with the activities listed in II.D.6.2. It is the
candidate’s responsibility to demonstrate the quality of this record. The University
considers scholarly/creative activity to be particularly necessary for those teaching at the
graduate level.

3. Service [see also II.D.6.3]
Candidates to full professor must demonstrate their leadership in service to the
University, the profession, or, when appropriate to the field or the University’s mission,
the community. Examples of such leadership include, but are not limited to:

a. recorded recognition of colleagues and professional peers;
b. election to posts of leadership by colleagues or professional peers;
c. selection to serve on significant community, state or national boards and
   commissions;
d. recorded recognition of significant professional achievement;
e. public recognition of professionally related community leadership;
f. leadership resulting in the successful implementation of curriculum development.
II.D.8. Criteria for Tenure

The criteria for tenure are equivalent to those listed for promotion to associate professor (II.D.7.2, above), except that to be considered for the award of tenure one must hold the terminal degree.

In presenting the list of eligible candidates for tenure, the Dean certifies compliance with the Eligibility for Tenure (see II.D.1.4). FPACs and department chairs will organize their written recommendations into three primary areas of Teaching, Scholarly/Creative Activities, and Service, using the definitions, explanations, and examples described in II.D.6.1 (Teaching), II.D.6.2 (Scholarly/Creative Activity), and II.D.6.3 (Service).

1. Teaching [see also II.D.6.1]
   A. 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.
   
   B. Quality in Teaching
      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.
   
   C. 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.

2. Scholarly/Creative Activities [see also II.D.6.2]
   In accord with the University’s goals of fostering “an enhanced research mission” and “an intellectual and cultural climate that inspires South Texans,” 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. Such documentation must include several activities consistent with those described in II.D.6.2. It is the candidate’s responsibility to demonstrate the quality of this record. The University considers scholarly/creative activity to be particularly necessary for those teaching at the graduate level.
3. Service [see also II.D.6.3]

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.