I.B. STANDING COMMITTEE STRUCTURE
(Revised July 1998, per Faculty Meeting, May 1, 1998; Revised October 31, 1998; September 24, 1999; December 3 1999; March 31, 2000; July 1, 2001; May 20, 2002, August 15, 2002; May 13, 2003; March 26, 2004; May 27, 2005, October 2006, October 2008)

The Standing Committees of the College of Liberal Arts include: the three Faculty Personnel Advisory Committees, the Curriculum Committee, the Faculty Teaching and Scholarly/Creative Activities Committee, and the Post-Tenure Review Committee.

The Chairpersons of the three Faculty Personnel Advisory Committees are elected by the faculty of each departmental unit and serve for a term of one year. The Chairs of the Curriculum and Faculty Teaching and Scholarly/Creative Activities Committee (FTSCA) will have served as Vice-Chairs of the given Committee during the preceding year. Curriculum Committee and FTSCA Vice-Chairs are elected by the committee at the beginning of the Academic Year. A faculty member may not serve as Chairperson of more than one standing committee. The Department Chairs are ineligible to serve on standing committees.

1) Three Faculty Personnel Advisory Committees—1) Visual and Performing Arts, 2) Humanities and English, and 3) Social Sciences and Psychology—have been created to advise the Dean on individual faculty tenure and promotion decisions and on faculty personnel decisions in general. They also provide guidance to tenure-track faculty in their third year of service. Each Faculty Personnel Advisory Committee shall have five full-time tenured faculty members, who are elected by the full-time faculty of their inter-departmental body. An alternate member with the same qualifications is elected each year. In circumstances where the alternate cannot serve, the Associate Dean may serve (by FPAC invitation) as an alternate member of a Faculty Personnel Advisory committee. The Committee:

a) makes recommendations to the Dean regarding the granting of tenure and promotion as outlined in the A&M-CC Faculty Handbook at <http://www.tamucc.edu> and in the College of Liberal Arts Policy on Contract Renewal, Promotion, and Tenure.
b) informs in writing the concerned faculty of its recommendation and the reasons for that recommendation.
c) suggests to the faculty changes in personnel policy and procedure that are deemed useful, and recommends any necessary changes in them,
d) reports to the faculty regarding the procedures and criteria used in making personnel recommendations,
e) completes third year reviews as required by the Promotion policy,
f) makes recommendations in accordance with the Graduate Faculty policy for Graduate and Provisional Graduate Faculty.

The elected Chairs of the Faculty Personnel Advisory Committees have the following special duties:
a) The elected Chairs of the Faculty Personnel Advisory Committees serve as the Liberal Arts Awards Committee. The Award Committee nominates candidates for university-wide awards and nominations, such as the Regents Professorship and the awards of the Faculty Senate. The faculty members nominated by this committee for the university’s Excellence in Teaching, Outstanding Service, and Excellence in Scholarship Awards will be designated the winners of the College’s annual awards for Excellence in Teaching, Outstanding Service, and Excellence in Creative and Scholarly Activity. A College award is also given for Outstanding Academic Advising, and the award winner’s name submitted to the University to be placed in nomination for the National Academic Advising Association Outstanding Advisor Award. The College winners will be given recognition plaques and faculty development money to honor their achievements.

b) The three elected Chairs of the Faculty Personnel Advisory Committees constitute the three elected faculty who serve on the five-member Liberal Arts Faculty Post-Tenure Review Committee.

c) One of the three FPAC Chairs serves as one of the two College Representatives to the University Faculty Development Committee. (See I.C.4.)

2) The Curriculum Committee is composed of a Chairperson, a Vice-Chair, who becomes Chair the following year, and committee members. The Liberal Arts Dean, Associate Dean, and Department Chairs determine the committee members. The Curriculum Committee:

a) reviews, approves, and recommends to the faculty plans and curricula for new undergraduate programs,

b) reviews and approves undergraduate courses and topic course proposals and syllabi, subject to referral to the College faculty meeting,

c) reviews, approves and recommends to the college faculty all proposed changes, additions and deletions in discipline curricula or major study requirements,

d) recommends to the faculty on the development of undergraduate degree programs and minor programs of study,

e) undertakes any other matters related to undergraduate and graduate studies, which may be properly assigned by the Dean or the faculty of the college.

The College’s two faculty representatives to the University Library Committee will have the following responsibilities: one representative will serve on the College Curriculum Committee and act as a liaison between the two committees. The other representative will coordinate the purchase by the College of materials for Bell Library. Both University Library Committee representatives will communicate the needs and opinions of the College to the University Library Committee.
3) The Faculty Teaching and Scholarly/Creative Activities Committee (FTSCA) consists of a Chairperson (who serves as one of the two College representatives to the University Research Enhancement Committee), a Vice-Chair (who moves into the role of chair the following year), and other members. FTSCA:

a) seeks out and publicizes opportunities for faculty research,
b) recommends to the faculty any changes in procedures and deadlines in the application for and allocation of college-level faculty research funds within the general University guidelines,
c) recommends to the Dean those who will receive college-level faculty research funds,
d) communicates these recommendations in writing to the concerned faculty,
e) reports to the faculty the procedures, criteria, and deadlines used in making its recommendations,

The committee is also charged to study methods of improving the assessment of teaching and learning, and to encourage the development of teaching and learning through a variety of activities, which include:

a) developing programs related to improving classroom instruction;
b) seeking out, supporting, and publicizing opportunities for faculty development;
c) recommending to the faculty any changes in procedures and deadlines in the application for and allocation of college-level faculty development funds;
d) recommending to the Dean those who will receive college-level faculty development funds;
e) communicating these recommendations in writing to the concerned faculty;
f) reporting to the faculty procedures, criteria, and deadlines used in making its recommendations;
g) holding discussions on teaching (e.g. Teaching Circle Luncheons) each academic year.

4) A Post-Tenure Review Committee established by each college shall review the specified faculty members. The committee shall consist of five individuals; the faculty elects three members (the FPAC chairs), and the Dean appoints two other individuals. The respective department chair is not eligible, and all members of the committee must be tenured. Committee members will serve three-year terms. The term for service on the standing committee extends two years beyond the term of FPAC Chair. If an elected member of the standing committee must resign the position on the standing committee after having completed his or her term as FPAC Chair, the FPAC chair of that area (DHUM/ENG; DVPA; DSOC/PSYC) during the year of the member's resignation will serve the remainder of the term. If an FPAC Chair serving on the Post-Tenure Review Committee realizes that his or her workload is too heavy to serve effectively on both committees, an election will be held among the disciplinary faculty concerned to fill the position for the
year. This rule will be revisited in 2010-2011. (See II. E. Faculty Reviews for procedures related to Post-Tenure Review.)

5) *Ad Hoc* Committees may be appointed from time to time by the Dean to study designated issues or to perform special tasks as indicated in charges to them.
The Associate Dean of the college will initiate the election process. Three department chairs will act as election judges, one from the Departments of Art, Music, and Communication/Theatre, one from the Departments of Humanities and English, and one from the Departments of Social Sciences and Psychology. The judges are responsible for implementing the election procedures listed below.

In order to comply with the faculty's desire for fair and proportional representation from the several areas of the College, the annual elections will be divided into four rounds. In Round one, the faculty nominate and elect the College Representative to the University Promotion and Tenure Committee. In Round Two, Chairs of the Faculty Personnel Advisory Committees (FPACs) will be elected. In Round Three the other members of each Faculty Personnel Advisory Committee will be elected. In Round Four, a seat on the Graduate Council will be filled by an election held within the area needing representation (Visual and Performing Arts; Humanities/English; or Psychology/Social Sciences). Only graduate faculty from the area needing representation are eligible to vote in Round Four.

Given the special importance and demands of service on the Faculty Personnel Advisory Committee, a faculty member who does not wish to stand for election to FPAC, either as chair or member, must inform the election judges of this decision in writing: the withdrawal memorandum becomes a part of the faculty member's personnel file. Similarly, any faculty member eligible for election to the University Promotion and Tenure Committee who does not wish to be considered for nomination and election to this office must inform the election judges in writing. This memorandum of withdrawal becomes a part of the faculty member's personnel file.

A person who plans to apply for tenure or promotion consideration should inform the election judges of this intention in writing in advance of Round One; the withdrawal memorandum becomes a part of the faculty member's personnel file.

The Faculty of the College will be informed of results as each Round of elections is completed.

I.C.1. Nomination and Election of College Representative to University Promotion and Tenure Committee

Round One--Election of College Representative to University Promotion and Tenure Committee

A. During the first week in March in any academic year in which the term of office for the College of Liberal Arts Representative to the University Promotion and Tenure Committee expires, the election judges will circulate a list of eligible faculty and solicit nominations form the faculty. All full-time tenured Full-Professors will be eligible for nomination and be included on the list, unless they have petitioned to have their name withheld from the list in
writing. All full-time tenure track faculty may submit nominations to the election judges.

B. When sufficient time (three working days) has been given for the nominations, a ballot listing the nominees will be prepared and distributed to all full-time tenure-track faculty. Sufficient time (three working days) is allotted for voting in ballot boxes located in the Department Offices.

C. Full-time tenure track faculty will vote for one candidate. If one nominee receives a majority of the votes cast for a position, that person is elected. If no majority is attained, a run-off election will be held between those nominees receiving the two highest vote totals. Ballots containing these two names will be prepared and distributed immediately following the first election. If a tie occurs among more than two, then all those involved will be included in the runoff. In the event of other complications, the election judges will meet with the candidates and work out a mutually agreeable solution. The results of any such agreements will be reported to the Faculty. Sufficient time (three working days) is allotted for voting in ballot boxes located in the Department offices, but the election should, in all cases, be concluded before the end of the second week of March.

D. If the position of College Representative to the University Promotion and Tenure Committee become vacant a special election, following the procedures outlined above, will be held to fill the vacancy for the remainder of the term.

E. The College Representative to the University Promotion and Tenure Committee also serves as one of the College Representatives to the University Faculty Development Leave Committee. The successful candidate may elect to be exempt from obligation for other elective offices and from major appointive service obligations during the term of service on the University Promotion and Tenure.

I.C.2 Election of FPAC Chairs and Committee Members

Round Two—Election of FPAC Chairs

A. Immediately following the election of Faculty Senators, conducted by the Faculty Senate, a memorandum is sent from each department to all full-time or permanent half-time faculty, soliciting nominations for the Chair of the Faculty Personnel Advisory Committee in serving that department. (Only tenured full-time faculty are eligible for service on FPAC.) The FPAC chair serves a one-year term.

B. When sufficient time (three working days) has been given for the nominations, a ballot listing the nominees from that department is prepared and distributed to the members of the department. Sufficient time (three working days) is allotted for voting in ballot boxes located in the Department Offices.
In the FPAC Chair elections, faculty vote in each department for one candidate. If one nominee receives a majority of the votes cast for a position, that person is elected. If no one receives a majority of the votes cast, a runoff between the top two vote-getters is held. Runoffs will be conducted as outlined above in Round One, C.

Replacement of FPAC Chairs: If the position of an FPAC Chair becomes vacant, then the remaining members of that FPAC will choose the new chair. This change will be reported to the faculty.

Round Three--Election of Members of FPAC

Only full-time tenured members of the faculty are eligible for election to FPAC. In each department, a ballot listing the names of all persons eligible for FPAC service, excluding the previously elected Chairs, will be distributed to all voting faculty in that department. (A full-time tenured faculty member who does not wish to be considered for election to FPAC must notify one of the election judges of this withdrawal in writing during Round One of the election.)

Members of the Department Personnel Committees shall serve staggered two year terms. Upon election of the first Department Personnel Committees, two members will be designated to serve a one-year term, and the remaining elected members will serve for two years. The election Committee shall randomly determine which two of the elected members are to serve a one-year term; all other elected members of the Department Personnel Committees will serve two-year terms.

Faculty will vote for two (2) nominees. The two nominees receiving the greatest number of votes for each Department will be elected. The nominee with the third highest number of votes for each Department will be the alternate and shall take office on FPAC should an elected member resign or leave the Committee for any reason. The alternate may serve in place of a member who declares a conflict of interest in a particular case. The Associate Dean may serve as an alternate in extraordinary circumstances.

College Representation to the University Faculty Development Leave Committee:

The University Faculty Development Leave Committee is composed of two tenured, elected representatives from each college. The Liberal Arts faculty member elected to serve on the University Tenure and Promotion Committee will automatically become the first representative to the Development Leave Committee, serving for the term length corresponding to his or her term on the University Tenure and Promotion Committee. The second representative will be elected from among the three FPAC Chairs by the three FPAC Chairs (themselves tenured, elected representatives from the College). This faculty representative to the Development Leave Committee must not be from the same disciplinary area (Visual and Performing Arts;
English/Humanities; and Psychology/Social Sciences) as the first representative. The second representative serves a one-year term on the University Faculty Development Leave Committee. This corresponds to the faculty member’s one-year term as FPAC Chair.

Round Four:

I.C.3 Election to the Graduate Council
(Adopted Feb. 23, 01; Revised July 1, 2001; May 7, 2003, October 2008)

The election of Liberal Arts members to the Graduate Council will be held in Round Four.

The College of Liberal Arts will elect one representative from each of the following disciplinary areas: 1) Art, Music, and Communication/Theatre, 2) Humanities and English, and 3) Social Sciences and Psychology.

One seat is reserved for each of the three areas described above. Only Graduate Faculty from that area are eligible to vote for their representative. Faculty members who wish to make a nomination for Graduate Council representative must obtain permission of the faculty member. Only Graduate Faculty may nominate, vote, and serve. The election of Graduate Council representative will normally be held in the Spring following the Faculty Senate election. A nominee's approval to be nominated should be obtained. The election judges inform each nominee. If a faculty member does not wish to be considered for these positions because of election to a position in round two, he or she should notify one of the election judges in writing within two days after being elected to the position.

When sufficient time (three working days) has been given to nominations, a ballot is prepared and sent to all faculty. Each faculty member is to vote for one person in each race. Run-offs will be conducted as outlined above in Round One, C.

If a representative resigns before the end of his or her term, the Coordinating Committee will appoint a substitute from the area needing representation. This faculty member will serve the remainder of the vacating representative’s term.

I.C.4 College Representation on the University Faculty Development Leave Committee

The University Faculty Development Leave Committee is composed of two tenured, elected representatives from each college. The Liberal Arts faculty member elected to serve on the University Tenure and Promotion Committee will automatically become the first representative to the Development Leave Committee, serving for the term length corresponding to his or her term on the University Tenure and Promotion Committee. The second representative will be elected from among the three FPAC Chairs by the three FPAC Chairs (themselves tenured, elected representatives from the College). This faculty representative to the Development Leave Committee must not be from the same disciplinary area (Visual and Performing Arts; English/Humanities; and Psychology/Social Sciences) as the first representative. The second representative serves a one-year term on the University Developmental Leave Committee. This
corresponds to the faculty member’s one-year term as FPAC Chair.
I.E.1. DEAN

ADMINISTRATIVE ROLE AND RESPONSIBILITY
(Revised September 1998, October 2008)

The Dean of the College of Liberal Arts is responsible to the Provost/Vice President for Academic Affairs and serves as the chief academic administrator of the college. The Dean is administratively responsible for planning, organizing, coordinating, directing, and evaluating the cooperative effort of the college.

RESPONSIBILITIES: The specific responsibilities of the Dean include the following:

1. Promotes an understanding, both internally and externally, of the college, its purposes, and objectives.

2. Serves as an ex-officio voting member of the Deans’ Council, and any other bodies as designated by University policy.

3. Administers all personnel matters related to the College, including recommendations for initial appointments, promotions, retention, tenure, salary increments and compensations for faculty; appointment, assignment, and compensation of part-time and adjunct faculty; and the appointment, assignment and compensation of non-academic personnel.

4. Approves teaching loads, teaching schedules, academic advisory responsibilities, special assignments that may impact on faculty's instructional responsibilities, and requests to participate in outside activities.

5. Directly supervises the executive secretary to the Dean and the college budget coordinator(s).

6. Promotes faculty development activities and encourages faculty concern for teaching and scholarship.

7. Presides and conducts faculty meetings.

8. Administers the academic advising of students within the college and the handling of student requests for exemptions to the academic standards and rules.

9. Supervises curricular and course planning, including the planning and promoting of improvements within the curricula of the college, the compilation of the descriptions of courses and programs, the preparation and approval of catalog statements on general and specific requirements, the maintenance of the standards of instruction, and the compilation of information for accreditation.

10. Approves the college’s schedule of classes each
semester.

11. Administers the annual budget approved for the college.

12. Administers the utilization of space and equipment assigned to the college.

13. Maintains an official record of syllabi for all courses in the college.

14. Administers policies and procedures established by the University and College relative to established academic and administrative committees.

15. Participates in those professional activities and ceremonial functions consistent with the office of the Dean.

16. Provides data required for institutional research purposes and promotes those research efforts related to academic matters.

17. Approves all publications related directly and solely to college policies and programs.

18. Appoints and supervises the Associate Dean and the chairs of the academic departments of the college, and appoints graduate program coordinators, faculty advisors to interdisciplinary minors, and the directors of the other units within the college.

19. Provides budgetary control and supervision of the Liberal Arts Service Center and through the Department Chairs the Social Science Research Center, the University Cinema, the University Theater, the Weil Gallery, and other such units as may be created in the College. Approves all letters of agreement/contracts of the above units.

20. Adjudicates the formal appeal of a Department Chair’s decision regarding a student’s grade grievance (see Student Handbook procedure, p. 34). The Dean may assign other appeals to adjudication by the Associate Dean.

21. Performs other responsibilities as directed by the Provost/Vice President for Academic Affairs.
ASSOCIATE DEAN

ADMINISTRATIVE ROLE AND RESPONSIBILITY

The Associate Dean is a member of the regular faculty of the College who is appointed by the Dean of the College to serve half-time throughout the calendar year (six academic work load credits in each of the three annual academic sessions – Fall, Spring, Summer) as a member of the Dean’s staff. The Dean supervises the Associate Dean’s administrative work; the Department Chair supervises the faculty member’s academic work. The Associate Dean is a half-time mid-administrative position as defined in the University policy pertaining to mid-administrative appointments and compensation.

DUTIES AND RESPONSIBILITIES

The Associate Dean:

1. Is responsible for the records and operations of the College of Liberal Arts Center for Advising. In this role the Associate Dean:
   - supervises the Academic Advisors;
   - works with the Academic Advisors (and the Department Chairs) to ensure effective student advisement and consistency across the college;
   - works with the Academic Advisors to ensure that student records are current and accurate;
   - oversees the production of the College of Liberal Arts Advising Handbook.

2. Oversees all graduate programs in the College:
   - works with the coordinators of discipline-based graduate programs to maintain consistency and fairness in standards, requirements, and procedures;
   - facilitates recruitment activities for graduate programs;
   - monitors graduate faculty status of College faculty members, and recommends to the Dean the appointment of faculty to graduate faculty status;
   - organizes and conducts graduate student orientation.

3. Is responsible for ensuring the College’s compliance with SACS self-assessment requirements and coordinates the compilation of information needed for accreditation.

4. Oversees the annual and five-year assessments of academic programs for the College.

5. Ensures that the College Faculty Handbook and the Department Procedures Manual/Secretary Handbook are updated as needed.
6. Supervises the production of the Liberal Arts sections of each University catalog and ensures the accuracy of that material.

7. Supervises the production of faculty course evaluations each semester, including
   - ensuring that the Academic Testing Office produces correct forms;
   - working with the Dean’s Executive Secretary to distribute and collect evaluation forms;
   - working with College committees to revise the evaluation instruments as needed.

8. Assists the Dean in monitoring the quality of instruction.

9. Coordinates the College’s relationship with teacher preparation endeavors, including TExES preparation in the various disciplines, the System Initiative for Teacher Education, and the Academy for Educator Development.

11. Serves on the College Coordinating Committee.

12. Meets regularly with the Dean and the Department Chairs.

13. Organizes and conducts the annual College orientation of new faculty and of adjunct faculty.

14. Notifies the Faculty Awards Committee (composed of the chairs of the FPACs) of deadlines and of criteria related to faculty awards and assists the committee in its effort to publicize the award announcements and meet deadlines for nomination.

15. Coordinates on-campus recruitment efforts.

16. Coordinates graduate scholarships and fellowships for the College.

17. Acts as the Dean’s representative as assigned and assumes additional responsibilities as assigned by the Dean.

18. Acts in the place of the Dean in the Dean’s absence.

Administrative Assistance for the Associate Dean
(Revised May 27, 2005; June 7, 2005)

Assistance for the Associate Dean in the performance of these administrative responsibilities will be provided by the Dean’s Senior Administrative Assistant and the Administrative Assistant in the Dean’s Office.
ROLE: The Chairperson of the Department of Art administers the disciplines assigned to the Department in matters of academic program planning, curricula, budgets, staffing, and program maintenance and evaluation. The Chair reports to the Dean of the College of Liberal Arts and serves as liaison between the Dean and the Department faculty, professional staff, and clerical staff. The Department Chair is a half-time mid-administrative position as defined in the University policy pertaining to mid-administrative appointments and compensation.

RESPONSIBILITIES: The specific responsibilities of the Department of Art Chairperson include the following:

1. Plans and chairs meetings of the Department faculty at the beginning of each regular term and at other times as needed.

2. Serves as an active member of the College Chairs Committee and the University Academic Council.

3. Develops class schedules for each semester, in consultation with the Department faculty.

4. Supervises curricular and course planning, including the planning and promoting of improvements within the curricula of the department.

5. Coordinates the Department’s catalog revision process and works with the Associate Dean to see that the catalog is submitted and course inventory forms completed and appropriately filed.

6. Approves all degree plans, special course requests, and grade changes for all students whose discipline major is within the Department.

7. Supervises the textbook selection process in the Department each semester, including distribution and collection of textbook order forms and notification of the University Bookstore of the selected texts and projected course enrollments.

8. Supervises of the registration process each semester in conjunction with the Dean, Associate Dean, and the other Department Chairs.

9. Assists Department faculty in the development of any special University-related activities, such as training grants, professional meetings, colloquia, special classes, research grants, and the like.
10. Conducts annual faculty reviews, with recommendations to the Dean pertaining to such personnel issues as salary, contract renewals, tenure, and promotion to all ranks, all as specified in University and College policies.

11. Serves as primary mediator of student complaints pertaining to Department classes and faculty, with referral to the Dean, the Chair of the University Grade Appeals Committee, or the Director of Equal Opportunity and Employment Office.

12. Employs and supervises appropriate adjunct faculty for the Department as needed, with the approval of the Dean and Provost.

13. Serves as chair of all Department faculty search committees, which entails:
   a. Supervising the development and circulation of job descriptions.
   b. Organizing and maintaining a file of all applications.
   c. Making written acknowledgements of all applications.
   d. Calling references and organizing conference calls among members of the search committee and specific candidates.
   e. Organizing on-campus interview visits with candidates recommended by the search committee.

14. Employs and supervises Department faculty administrative assistant and secretary, including making work assignments, conducting annual reviews, and approving time cards and leave time.

15. Recommends to the Dean concerning Department faculty requests that pertain to:
   a. travel
   b. sick leave and other absences from campus
   c. funds for special teaching materials
   d. remunerated off-campus activities.

16. Provides general supervision of rooms dedicated to the Art Department in the Center for the Arts. In cooperation with the School of the Arts and Communication Facilities Supervisor, assigns space to faculty and staff in the Department.

17. Provides general supervision for the university galleries. Also, oversees assignments for CA 109, 110, 112A, 108, 231 B, C, and D

18. Develops annual Department budget requests, in consultation with the Dean, and recommendations to the Dean pertaining to all Department requests for expenditures.

19. Performance of other tasks as assigned by the Dean.

1.E.2 DEPARTMENT CHAIR:
COMMUNICATION AND THEATER
ADMINISTRATIVE ROLE AND RESPONSIBILITIES
(Effective September 2001; June 7, 2005)

ROLE: The Chairperson of the Department of Communication and Theatre administers the disciplines assigned to the Department in matters of academic program planning, curricula, budgets, staffing, and program maintenance and evaluation. The Chair reports to the Dean of the College of Liberal Arts and serves as liaison between the Dean and the Department faculty, professional staff, and clerical staff. The Department Chair is a half-time mid-administrative position as defined in the University policy pertaining to mid-administrative appointments and compensation.

RESPONSIBILITIES: The specific responsibilities of the Department of Communication and Theatre Chairperson include the following:

1. Plans and chairs meetings of the Department faculty at the beginning of each regular term and at other times as needed.

2. Serves as an active member of the College Chairs Committee and the University Academic Council.

3. Develops class schedules for each semester, in consultation with the Department faculty.

4. Supervises curricular and course planning, including the planning and promoting of improvements within the curricula of the department.

5. Coordinates the Department’s catalog revision process and works with the Associate Dean to see that the catalog is submitted and the course inventory forms completed and appropriately filed.

6. Approves all degree plans, special course requests, and grade changes for all students whose discipline major is within the Department.

7. Supervises the textbook selection process in the Department each semester, including distribution and collection of textbook order forms and notification of the University Bookstore of the selected texts and projected course enrollments.

8. Supervises the registration process each semester in conjunction with the Dean, Associate Dean, and the other Department Chairs.

9. Assists Department faculty in the development of any special University-related activities, such as training grants, professional meetings, colloquia, special classes, research grants, and the like.
10. Conducts annual faculty reviews, with recommendations to the Dean pertaining to such personnel issues as salary, contract renewals, tenure, and promotion to all ranks, all as specified in University and College policies.

11. Serves as primary mediator of student complaints pertaining to Department classes and faculty, with referral to the Dean, the Chair of the University Grade Appeals Committee, of Director of Equal Opportunity and Employee Relations Office if necessary.

12. Employs and supervises appropriate adjunct faculty for the Department as needed, with the approval of the Dean and Provost.

13. Chairs all Department faculty search committees, which entails:
   a. Supervising the development and circulation of job descriptions.
   b. Organizing and maintaining a file of all applications.
   c. Making written acknowledgements of all applications.
   d. Calling references and organizing conference calls among members of the search committee and specific candidates.
   e. Organizing on-campus interview visits with candidates recommended by the search committee.

14. Recommends to the Dean concerning Department faculty requests that pertain to:
   a. travel
   b. sick leave and other absences from campus
   c. funds for special teaching materials
   d. remunerated off-campus activities.

15. Provides general supervision for the University Theatre in conjunction with the Director of the University Theatre.

16. Supervises Warren Theatre, John Wilson Studio Theatre and CA 214 in conjunction with the Director of the University Theatre. Oversees room CA 218 as well.

17. Supervises the Departmental Administrative Assistant. Supervision includes making work assignments, conducting annual reviews, and approving time cards and leave time.

18. Develops annual Department budget requests, in consultation with the Dean, and recommendations to the Dean pertaining to all Department requests for expenditures.

19. Performs other tasks as assigned by the Dean.

1.E.3

DEPARTMENT CHAIR: ENGLISH

ADMINISTRATIVE ROLE AND RESPONSIBILITIES

(Effective September 2001; June 7, 2005)
ROLE: The Chairperson of the Department of English, in consultation with the Chair Advisory Committee (consisting of the coordinators of the Graduate Program, the Undergraduate Program, and the First-Year Writing Program), administers the discipline in matters of academic program planning, curriculum, budget, staffing, and program maintenance and evaluation. The Department Chair reports to the Dean of the College of Liberal Arts and serves as liaison between the Dean and the faculty and staff. The Department Chair is a half-time mid-administrative position as defined in the University policy pertaining to mid-administrative appointments and compensation.

RESPONSIBILITIES:
1. Promotes an understanding of the department, its purposes and objectives, and representing the Department at University functions designed to publicize the major.
2. Plans and chairs regular meetings of the Department faculty.
3. Serves as an active member of the College Chairs Committee and the University Academic Council.
4. Reviews, approves, and finalizes decisions regarding course assignments and schedules.
5. Supervises curricular and course planning, including the planning and promoting of improvements of the curriculum.
6. Coordinates the Department’s catalog revision process and works with the Associate Dean to see that the catalog is submitted and course inventory forms completed and appropriately filed.
7. Approves all degree plans, special course requests, and grade changes for all students majoring in English.
8. Supervises the textbook selection process in the Department each semester, including distribution and collection of textbook order forms and notification of the University Bookstore of the selected texts and projected course enrollments.
9. Supervises the registration process each semester in conjunction with the Dean, Associate Dean, and the other Department chairs in the College.
10. Assists Department faculty in the development of any special University-related activities, such as training grants, professional meetings, colloquia, special classes, research grants, and the like.
11. Conducts annual faculty reviews, with recommendations to the Dean pertaining to such personnel issues as salary, contract renewals, tenure, and promotion to all ranks, all as specified in University and College policies.
12. Serves as primary mediator of student complaints pertaining to Department classes and faculty with referral to the Dean, the Chair of the University Grade Appeals Committee, or the Director of the Office of Equal Opportunity and Employee Relations if necessary.

13. Employs and supervises adjunct faculty for the Department as needed, with the approval of the Dean and Provost.

14. Serves as chair of all Department faculty search committees, which entails:
   a. Supervising the development and circulation of job descriptions;
   b. Organizing and maintaining a file for all applications;
   c. Making written acknowledgments of all applications;
   d. Calling references and organizing conference calls among members of the search committee and specific candidates;
   e. Organizing on-campus interview visits with candidates recommended by the search committee.

15. Employs and supervises Department faculty administrative assistant, who also assists the Department Chair as well as the general English faculty. Supervision includes making work assignments, conducting annual reviews, and approving time cards and leave time.

16. Makes recommendations to the Dean concerning Department faculty requests that pertain to:
   a. travel,
   b. sick leave and other absences from campus,
   c. funds for special teaching materials,
   d. remunerated off-campus activities.

17. Assigns spaces in the Faculty Center to Department faculty and staff.

18. Develops annual Department budget requests, in consultation with the Dean, and making recommendations to the Dean concerning all Department expenditure requests.

19. Performs other tasks as assigned by the Dean.
DEPARTMENT CHAIR: HUMANITIES

ADMINISTRATIVE ROLE AND RESPONSIBILITIES
(Effective June 1998; June 7, 2005)

ROLE: The Chairperson of the Department of Humanities administers the disciplines assigned to the Department in matters of Academic program planning, curricula, budgets, staffing and program maintenance and evaluation. The Department Chair reports to the Dean of the College of Liberal Arts and serves as liaison between the Dean and the faculty and staff. The Department Chair is a half-time mid-administrative position as defined in the University policy pertaining to mid-administrative appointments and compensation.

RESPONSIBILITIES: The specific responsibilities of the Department Chair - Humanities include the following:

1. Plans and chairs meeting of the Department faculty at the beginning of each regular term and at other times as needed.

2. Serves as an active member of the College Chairs Committee and the University Academic Council.

3. Develops class schedules for each semester, in consultation with the Department faculty.

4. Supervises curricular and course planning, including the planning and promoting of improvements within the curricula of the department.

5. Coordinates the Department’s catalog revision process and works with the Associate Dean to see that the catalog is submitted and course inventory forms completed and appropriately filed.

6. Approves all degree plans, special course requests, and grade changes for all students whose discipline major is within the Department.

7. Supervises the textbook selection process in the Department each semester, including distribution and collection of textbook order forms and notification of the University Bookstore of the selected texts and projected course enrollments.

8. Supervises the registration process each semester in conjunction with the Dean, Associate Dean, and the Department Chairs of Visual and Performing Arts and Social Sciences

9. Assists Department faculty in the development of any special University-related activities, such as training grants, professional meetings, colloquia, special classes, research grants, and the like.
10. Conducts annual faculty reviews, with recommendations to the Dean pertaining to such personnel issues as salary, contract renewals, tenure, and promotion to all ranks, all as specified in University and College policies.

11. Serves as primary mediator of student complaints pertaining to Department classes and faculty, with referral to the Dean, the Chair of the University Grade Appeals Committee, or the Director of the Equal Opportunity and Employee Relations Office if necessary.

12. Employs and supervises appropriate adjunct faculty for the Department as needed, with the approval of the Dean and Provost.

13. Serves as chair of all Department faculty search committees, which entails:
   a. Supervising the development and circulation of job descriptions.
   b. Organizing and maintaining a file of all applications.
   c. Making written acknowledgments of all applications.
   d. Calling references and organizing conference calls among members of the search committee and specific candidates.
   e. Organizing on-campus interview visits with candidates recommended by the search committee.

14. Employs and supervises Department Administrative Assistant, who serves as assistant to the Department Chair as well as the general faculty. Supervision includes making work assignments, conducting annual reviews, and approving time cards and leave time.

15. Recommends to the Dean concerning Department faculty requests that pertain to:
   a. travel
   b. sick leave and other absences from campus
   c. funds for special teaching materials
   d. remunerated off-campus activities.

16. Assigns and oversees spaces in the Faculty Center to Department faculty and staff.

17. Develops annual Department budget requests, in consultation with the Dean, and recommendations to the Dean pertaining to all Department requests for expenditures.

18. Performance of other tasks as assigned by the Dean.

I.E.5

DEPARTMENT CHAIR: MUSIC

ADMINISTRATIVE ROLE AND RESPONSIBILITIES
(Effective September 2001; June 7, 2005; July 11, 2005)

ROLE: The Chairperson of the Department of Music administers the Department in matters of academic program planning, curricula, budgets, staffing, and program maintenance and
evaluation. The Chair reports to the Dean of the College of Liberal Arts and serves as liaison between the Dean and the Department faculty, professional staff, and clerical staff. The Department Chair is a half-time mid-administrative position as defined in the University policy pertaining to mid-administrative appointments and compensation.

RESPONSIBILITIES: The specific responsibilities of the Department Chair - Music include the following:

1. Plans and chairs meetings of the Department faculty at the beginning of each regular term and at other times as needed.

2. Serves as an active member of the College Chairs Committee and the University Academic Council.

3. Develops class schedules for each semester, in consultation with the Department faculty.

4. Supervises curricular and course planning, including the planning and promoting of improvements within the curricula of the department.

5. Coordinates the Department’s catalog revision process and works with the Associate Dean to see that the catalog is submitted and course inventory forms completed and appropriately filed.

6. Approves all degree plans, special course requests, and grade changes for all students whose discipline major is within the Department.

7. Supervises the textbook selection process in the Department each semester, including distribution and collection of textbook order forms and notification of the University Bookstore of the selected texts and projected course enrollments.

8. Supervises the registration process each semester in conjunction with the Dean, Associate Dean, and other Department Chairs.

9. Assists Department faculty in the development of any special University-related activities, such as training grants, professional meetings, colloquia, special classes, research grants, and the like.

10. Conducts annual faculty reviews, with recommendations to the Dean pertaining to such personnel issues as salary, contract renewals, tenure, and promotion to all ranks, all as specified in University and College policies.

11. Serves as primary mediator of student complaints pertaining to Department classes and faculty, with referral to the Dean, the Chair of the University Grade Appeals Committee, or the Director of Equal Opportunities and Employee Relations Office if necessary.
12. Employs and supervises appropriate adjunct faculty for the Department as needed, with the approval of the Dean and Provost.

13. Serves as chair of all Department faculty search committees, which entails:
   a. Supervising the development and circulation of job descriptions.
   b. Organizing and maintaining a file of all applications.
   c. Making written acknowledgements of all applications.
   d. Calling references and organizing conference calls among members of the search committee and specific candidates.
   e. Organizing on-campus interview visits with candidates recommended by the search committee.

14. Employs and supervises Department faculty Administrative Assistant, who assists the Department Chair and the general Music faculty as well as overseeing the calendar for the university theatres and galleries. Supervision of the Administrative Assistant includes making work assignments, conducting annual reviews, and approving time cards and leave time.

15. Employs and supervises the School of the Arts and Communication Events Coordinator. Supervision includes making work assignments, conducting annual reviews, and approving time cards and leave time.

16. Supervises the School of the Arts and Communication Facilities Supervisor and the Assistant Facilities Supervisor. Supervision includes making work assignments, conducting annual reviews, and approving time cards and leave time.

17. Recommendations to the Dean concerning Department faculty requests that pertain to:
   a. travel
   b. sick leave and other absences from campus
   c. funds for special teaching materials
   d. remunerated off-campus activities.

18. The Music Department Chair will be responsible for assigning offices to Music faculty from among those offices assigned to the Music Department and for determining the use, each semester, of CA 107 and 107A, 111, 113A and B, 123, 124, 128 – 131.

19. Develops annual Department budget requests, in consultation with the Dean, and recommendations to the Dean pertaining to all Department requests for expenditures.

20. Performance of other tasks as assigned by the Dean.

I.E.5. 

DEPARTMENT CHAIR: PSYCHOLOGY

ADMINISTRATIVE ROLE AND RESPONSIBILITIES
(Effective September 2001; June 7, 2005)
ROLE: The Chairperson of the Department of Psychology administers the disciplines assigned to the Department in matters of Academic program planning, curricula, budgets, staffing and program maintenance and evaluation. The Department Chair reports to the Dean of the College of Liberal Arts and serves as liaison between the Dean and the faculty and staff. The Department Chair is a half-time mid-administrative position as defined in the University policy pertaining to mid-administrative appointments and compensation.

RESPONSIBILITIES: The specific responsibilities of the Department Chair - Psychology include the following:

1. Plans and chairs meeting of the Department faculty at the beginning of each regular term and at other times as needed.

2. Serves as an active member of the College Chairs Committee.

3. Develops class schedules for each semester, in consultation with the Department faculty.

4. Supervises curricular and course planning, including the planning and promoting of improvements within the curricula of the department.

5. Coordinates the Department’s Catalog revision process and works with the Associate Dean to see that course inventory forms are completed and appropriately filed.

6. Approves all degree plans, special course requests, and grade changes for all students whose discipline major is within the Department.

7. Supervises the textbook selection process in the Department each semester, including distribution and collection of textbook order forms and notification of the University Bookstore of the selected texts and projected course enrollments.

8. Supervises the registration process each semester in conjunction with the Dean and Associate Dean.

9. Assists Department faculty in the development of any special University-related activities, such as training grants, professional meetings, colloquia, special classes, research grants, and the like.

10. Conducts annual faculty reviews, with recommendations to the Dean pertaining to such personnel issues as salary, contract renewals, tenure, and promotion to all ranks, all as specified in University and College policies.

11. Serves as primary mediator of student complaints pertaining to Department classes and faculty, with referral to the Dean, the Chair of the University Grade Appeals Committee, or the Director of Equal Opportunity and Employee Relations Office if necessary.
12. Employs and supervises of appropriate adjunct faculty for the Department as needed, with the approval of the Dean and President.

13. Serves as chair of all Department faculty search committees, which entails:
   a. Supervising the development and circulation of job descriptions.
   b. Organizing and maintaining a file of all applications.
   c. Making written acknowledgements of all applications.
   d. Calling references and organizing conference calls among members of the search committee and specific candidates.
   e. Organizing on-campus interview visits with candidates recommended by the search committee.

14. Employs and supervises Department faculty Administrative Assistant, who assists the Department Chair as well as the general faculty. Supervision includes making work assignments, conducting annual reviews, and approving time cards and leave time.

15. Recommends to the Dean concerning Department faculty requests that pertain to:
   a. travel
   b. sick leave and other absences from campus
   c. funds for special teaching materials
   d. remunerated off-campus activities.

16. Assigns spaces in Bay Hall to Department faculty and staff.

17. Provides general supervision of the activities of the Social Science Research Center.

18. Develops annual Department budget requests, in consultation with the Dean, and recommendations to the Dean pertaining to all Department requests for expenditures.

19. Performs other tasks as assigned by the Dean.

I.E.6. DEPARTMENT CHAIR: SOCIAL SCIENCES

ADMINISTRATIVE ROLE AND RESPONSIBILITIES
(Revised July 23, 2001; June 7, 2005)

ROLE: The Chairperson of the Department of Social Sciences administers the disciplines assigned to the Department in matters of Academic program planning, curricula, budgets, staffing and program maintenance and evaluation. The Department Chair reports to the Dean of the College of Liberal Arts and serves as liaison between the Dean and the faculty and staff. The Department Chair is a half-time mid-administrative position as defined in the University policy pertaining to mid-administrative appointments and compensation.
RESPONSIBILITIES: The specific responsibilities of the Department Chair - Social Science include the following:

1. Plans and chairs meeting of the Department faculty at the beginning of each regular term and at other times as needed.

2. Serves as an active member of the College Chair Committee and the University Academic Council.

3. Develops class schedules for each semester, in consultation with the Department faculty.

4. Supervises curricular and course planning, including the planning and promoting of improvements within the curricula of the department.

5. Coordinates the Department’s catalog revision process and works with the Associate Dean to see that course inventory forms are completed and appropriately filed.

6. Approves all degree plans, special course requests, and grade changes for all students whose discipline major is within the Department.

7. Supervises the textbook selection process in the Department each semester, including distribution and collection of textbook order forms and notification of the University Bookstore of the selected texts and projected course enrollments.

8. Supervises the registration process each semester in conjunction with the Dean and Associate Dean.

9. Assists Department faculty in the development of any special University-related activities, such as training grants, professional meetings, colloquia, special classes, research grants, and the like.

10. Conducts annual faculty reviews, with recommendations to the Dean pertaining to such personnel issues as salary, contract renewals, tenure, and promotion to all ranks, all as specified in University and College policies.

11. Serves as primary mediator of student complaints pertaining to Department classes and faculty, with referral to the Dean, the Chair of the University Grade Appeals Committee, or the Director of Equal Opportunity and Employee Relations Office if necessary.

12. Employs and supervises appropriate adjunct faculty for the Department as needed, with the approval of the Dean and President.

13. Serves as chair of all Department faculty search committees, which entails:
   a. Supervising the development and circulation of job descriptions.
   b. Organizing and maintaining a file of all applications.
   c. Making written acknowledgements of all applications.
d. Calling references and organizing conference calls among members of the search committee and specific candidates.
e. Organizing on-campus interview visits with candidates recommended by the search committee.

14. Employs and supervises Department faculty Administrative Assistant, who assists the Department Chair as well as the general faculty. Supervision includes making work assignments, conducting annual reviews, and approving time cards and leave time.

15. Recommends to the Dean concerning Department faculty requests that pertain to:
   a. travel
   b. sick leave and other absences from campus
   c. funds for special teaching materials
   d. remunerated off-campus activities.

16. Assigns spaces in Bay Hall to Department faculty and staff.

17. Provides general supervision of the activities of the Social Science Research Center.

18. Develops annual Department budget requests, in consultation with the Dean, and recommendations to the Dean pertaining to all Department requests for expenditures.

19. Performs other tasks as assigned by the Dean.
II.A. **FACULTY RECRUITING**  

1. A request for a new or replacement full-time faculty position normally originates with discipline faculty and the Chair of the appropriate college department and are sent to the Dean. Faculty position requests must include at least a brief preliminary description of the faculty position and proposed rank; type of appointment (e.g. temporary or tenure-track); a curricular need justification; and credit hour and teaching load justification. Normally the full position description is developed at this stage of the process by the Department Chair in consultation with the discipline faculty, after a preliminary conversation with the Dean.

2. If the Dean concurs with the request, the Dean shall seek authorization from the Provost for the faculty position.

3. After a faculty position is authorized in writing by the Provost, the Department Chair shall appoint a faculty search committee.

4. Faculty search committees normally consist of five members. One member of the search committee may be from outside the search discipline, if desired.

5. The search committee has the following responsibilities:

   a. If the position description and announcement have not already been fully developed, including fields of expertise, required and/or preferred credentials and experience, rank, type of appointment, any special duties required in the position, required application materials, application deadline, and search committee address, the search committee should prepare them. The position description and announcement must be approved by the Dean before the position is advertised.

   b. Determine where and how the position shall be advertised. Normally the position announcement should be sent to major universities, the appropriate disciplinary placement service, and/or the *Chronicle of Higher Education*. A copy of the position advertisement should be sent to the University EEO/AA officer for further posting as that office may determine is necessary.

   c. Develop in writing the characteristics and criteria to be used in evaluating applicants for the position. These characteristics and criteria must be consistent with the job description and must be in place before applications are reviewed.

   d. Develop a time-table for the screening process.
e. Screen all applications and notify those who are no longer under consideration.

f. Interview by telephone (or in person at a professional meeting) the final small group of applicants who appear to be best qualified. As part of the oral interview process, the committee shall determine if the applicant's oral proficiency in the language in which courses will be taught is appropriate to the appointment.

g. Validate credentials of candidates including verifying previous experience and securing official transcripts.

h. Recommend to the Dean which finalist applicant(s) should be invited for a campus interview. Normally the files of the top three candidates are forwarded to the Dean along with that recommendation. If none of the “top three” is minority or female, the file of the top candidate in that category should be so identified and forwarded to the Dean, along with the “top three” files.

i. Organize and conduct the campus interview. The campus interview should include opportunity for the applicant to meet with members of the faculty, students, Provost, and Dean, and should also include an academic presentation by the applicant to a student and faculty audience.

j. Recommend to the Dean which applicant should be offered the position.

k. Document the search properly in accordance with AA/EEOC employment guidelines on forms provided by the Dean's office.

6. The Dean, after consultation with the search committee and the Provost, extends the formal verbal offer to the applicant, followed by a letter, and secures a verbal agreement.

7. The Provost then sends a formal contract to the successful applicant, who must sign and return it.

Note: Information on EEO/AA policies may be obtained from the university EEO/AA officer and is available also in the Dean’s Office. Normally the EEO/AA officer is invited to the first search committee meeting to discuss procedures.
II.B. FACULTY PERSONNEL FILES
(Revised: July 15, 1995)

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

1. Employment History File
   1. Application for employment
   2. Official transcripts showing all graduate work and the awarding of degrees
   3. A&M-CC employment contracts
   4. Copies of correspondence related to contracts
   5. File copies of vacation, travel, and leave forms
   6. File copies of outside employment approval forms
   7. Other relevant personnel forms
   8. Miscellaneous correspondence

2. Faculty Accomplishments File
   1. Annually updated curriculum vita (submitted by faculty)
   2. Faculty Activity Reports
   3. Department Chair Annual Review Reports
   4. Reports and recommendations from the Department Faculty Personnel Advisory Committee, the Department Chair, and the Dean related to tenure and promotion decisions
   5. Summary report of courses taught, class size, grade distribution, and student rating data
   6. Open ended response data from the most recent year of student course ratings
   7. Faculty submitted materials related to teaching effectiveness and faculty development activities
   8. Faculty submitted materials related to scholarly and/or creative accomplishments
   9. Faculty submitted materials related to professional, university, college, and community service
II.C. CONTRACT RENEWAL FOR NON-TENURED FACULTY  
(Revised: July 15, 1995)

All contracts for non-tenured faculty by State law are for a period of one year (Fall and Spring semesters). Non-tenured faculty in the College of Liberal Arts are evaluated for contract renewal in each of the first three years by the Department Chair in consultation with appropriate discipline faculty. The recommendation of the Department Chair is given to the Dean for final decision. The Dean will inform the faculty member in writing of the decision made. In conference with the Dean and the Department Chair, the faculty member will be informed of strengths and weaknesses in performance and of progress toward promotion and tenure.

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

1. For faculty in their first year, the deadline is February 15. The Dean will notify the faculty member of the decision no later than March 1.

2. For faculty in their second year, the deadline is December 1. The Dean will notify the faculty member of the decision no later than December 15.

3. For faculty in their third year, or later years, the deadline is May 1. The Dean will notify the faculty member of the decision no later than August 31.
II.D. TENURE AND PROMOTION RULES AND PROCEDURES
(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.

---

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 reviewed by a five-member University committee, chaired by the Dean of Graduate Studies and

---

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.
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. Teaching encompasses instructional activity as well as those professional development activities

3 If teaching comprises less than half of a faculty member’s assigned workload, the weight will be adjusted proportionately.
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 materials 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.
II.E. Faculty Review

II.E.1. Annual Review of Faculty

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

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

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

The criteria to be used for annual evaluation shall be those specified later in this document. Criteria and evidence used in evaluations shall be consistent with those widely accepted for the development of faculty in the faculty member's discipline. All faculty members will be evaluated with regard to A&M-CC guidelines 2.5.1.0 (Faculty Handbook 2.1.2) Faculty Responsibilities. Instructors, Assistant Professors, and Associate Professors will be evaluated in regard to the criteria for their present rank and their progress toward meeting the criteria for the next higher rank. Full Professors will be evaluated in regard to continued performance consistent with the criteria for that rank.

In all evaluations of faculty, 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 evaluation.

A faculty member may identify, with the Dean's approval, an area of primary academic development or activity for a specific academic year. This area is to be selected in the light of requirements for promotion, tenure, and professional development. Written documentation of this selection and approval will be placed in the faculty member's personnel file. Any such selection must be considered by Department Chairs and Department Faculty Advisory Committees and mentioned in their written evaluations.

A faculty member may identify individual developmental goals for the next year with the appropriate chair. Mutually agreed-upon goals will be documented in the annual review letter.
Faculty members are strongly encouraged to engage in developmental activities at least once every three years. Documentation of such activity may be incorporated into the faculty member’s annual activity report. The products of developmental activity may be incorporated into the evaluative portfolio.
II.E.2. THIRD YEAR REVIEW  
(Adopted: 4/10/92, Revised: 6/22/95)

During the spring semester of their third year of tenure eligibility at TAMU-CC, all tenure-eligible faculty members will be reviewed by the appropriate department-based faculty personnel advisory committee. The committee will provide the faculty member with a written statement of its findings, which will be based on College and University policies regarding promotion and tenure. A copy of this written statement will become a part of the faculty member's personnel file. This third year review will be designed to provide the faculty member with a preliminary assessment of his or her progress toward promotion and tenure.

Texas A&M University-Corpus Christi  
DFPACs

Guidelines for 3rd Year Review  
(Approved December 1, 1995)

The Department Faculty Personnel Advisor Committees (DFPACs) review the development of all tenure-track faculty in the third year of service. The primary purpose of this review is to advise candidates concerning their professional development. Therefore, the third year review does not substitute for the regular evaluative annual review conducted by the candidate’s Department Chair. The guidelines for the review process are:

1. Dean’s Role: Each fall, the Dean of the College of Liberal Arts initiates the third year review by presenting a list of all faculty in their third year of service to the DFPACs. The Dean will inform candidates in writing at the beginning of their third year that they will meet with the committee. The Dean will remain available during the 3rd year review process to discuss the candidate’s professional development and progress toward tenure.

2. Candidate’s Role: The candidate will be asked to add supplemental materials to his or her personnel file reflecting work and accomplishments in teaching, scholarship, and service. This supplemental file may include materials used in the development and delivery of all classes taught, the product of scholarship or creative activity, and any materials produced in the course of university or community service. The candidate may also attach a written statement to the committee which explains these materials and their role in addressing the areas of teaching, scholarship or creative activity, and service. The candidate is not expected to generate letters of endorsement or recommendations from colleagues or other work associates for assessment of any of the three areas. The candidate will meet with the committee and, based on the personnel file, the supplemental materials provided, and questions provided by the committee, discuss his or her development in each of the three areas.

3. DFPAC’s Role: DFPAC will provide to the candidate written questions concerning matters on which the committee needs clarification or explanation, prior to the candidate’s scheduled meeting with the committee. The Committee will meet with the candidate, and addressing the questions provided, the personnel file, and the supplemental file provided by the candidate, discuss the candidate’s professional development in teaching, scholarship or creative activity,
and service. The Committee is not expected to solicit letters of evaluation unless deemed necessary to adequately advise the candidate concerning professional development and progress toward tenure. The meeting with the candidate should clarify the tenure process and offer recommendations concerning further professional development. The committee will issue a written report addressed to the candidate and place a copy of this report in the candidate’s personnel file. This report will indicate the candidate’s progress toward promotion and tenure, and offer recommendations concerning further professional development. The candidate may respond in writing to the Committee’s report.


The College follows University Rule 12.006.99.C1 on Post-Tenure Review.

*Note: The rules marked with an asterisk will be renumbered. See list at end of document.

1. INTRODUCTION AND PURPOSE

1.1 Post-tenure review is designed to provide a periodic comprehensive evaluation of tenured faculty members. It is a supplement to the usual annual evaluation of faculty performance for merit evaluation. The underlying philosophy is to help tenured faculty members to continue to be productive members of the University community. Post-tenure review is not designed to preempt Rule #2.5.1.5,* “Faculty Dismissals, Non-Reappointments, and Terminal Appointments.”

1.2 Texas A&M University-Corpus Christi is committed to academic freedom and tenure as stated in University Statement #12.01.99.C1.02, “Academic Freedom” and Rule #2.5.1.4,* “Tenure.” Simultaneously, all faculty members have an obligation to fulfill their responsibilities as stated in “Responsibilities of Full-time Faculty Members” (#12.01.99.C1.03). Faculty members are also expected to support the University’s commitment to “the pursuit of excellence in instruction, research, and other forms of scholarly activity and public service,” as expressed in the University mission statement.

2. RELATIONSHIP TO ANNUAL REVIEW

Post-tenure review is designed to supplement annual evaluations which should provide regular feedback for the faculty member’s continuous development. However, post-tenure review is more comprehensive. In fact, the two processes reinforce each other. The annual evaluation provides the continuity, follow-up, and motivation needed to carry out the long-range continuous improvement and development goals of this rule.

3. WHO WILL BE REVIEWED
3.1 All tenured, full-time faculty members with teaching responsibilities specified in their contracts who do not hold administrative positions of Dean or above are subject to post-tenure review. Post-tenure review shall be required of all tenured faculty who receive two consecutive annual reviews with ratings of “unsatisfactory.” After the first “unsatisfactory” review, it is expected that a developmental meeting will occur between the faculty member, the department chair, and the Dean. It is incumbent on the faculty member to immediately begin addressing the issues involved.

3.2 Administrators who return to full-time teaching will be subject to performance evaluations after two years.

3.3 Under unusual circumstances, the Provost may grant a postponement of post-tenure review.

4. PROCEDURE FOR POST-TENURE REVIEW

4.1 The post-tenure review process shall be conducted at the college level. The Dean of each college shall advise the individual, in writing, of his or her selection for post-tenure review no later than September 1 following the second unsatisfactory annual review. The notification will identify the reason(s) for the individual’s selection. The faculty member must provide, by October 1, the documents needed to allow the post-tenure review to be conducted. The documents provided by the faculty member must include the following items as a minimum:

(1) A current resume.

(2) A summary statement on teaching effectiveness, philosophy, and how the candidate is contributing to the learning achievements of the students.

(3) A summary statement on scholarship and how the candidate is considered current in his/her field and any supporting documents to that effect.

(4) A description of how the candidate is contributing to the current mission and objectives of the college and University.

(5) A summary statement of the service component and other contributions the candidate is making.

The department chair must provide a description of the faculty member’s performance from the department chair’s perspective.

4.2 The review committee shall convene by October 15. (See I. B. 4 for a description of the Post-Tenure Review Committee’s composition.) The review committee shall determine if the faculty member’s performance warrants a rating of “acceptable” (or better) or “needs improvement.” By November 15, the
committee shall submit its recommendation to the Dean. By December 1, the Dean shall submit the committee’s recommendation and the Dean’s recommendation to the Provost/Vice President for Academic Affairs, who makes the final decision. The Provost shall issue a decision within ten working days after receiving the committee’s recommendation.

4.3 If the performance is rated at least “acceptable,” a letter noting the review shall be sent to the faculty member and included in his/her permanent file. If the individual’s performance is rated as “needs improvement,” the specific deficiencies shall be noted in a letter placed in the faculty member’s permanent file. Within ten working days after the Provost’s action, the department chair and college Dean shall meet jointly with the faculty member and discuss the deficiencies and develop a plan for improving performance to include specific goals and time deadlines.

4.4 Normally, the developmental plan period will be for one year. At the completion of the developmental plan period, the faculty member’s performance shall be reviewed according to the regular post-tenure review procedures. The Dean will notify the faculty member and the review committee that the review will take place and will set a date for the faculty member to provide the required documents (see 4.1) for the review. The committee will convene within 10 working days after that date. Within 21 days after convening, the committee will make its recommendation to the Dean. Within 7 working days, the Dean will submit the review committee’s recommendation and the Dean’s recommendation to the Provost. If the review committee judges the individual’s performance to be “unsatisfactory,” it may recommend either an additional developmental period or initiation of the dismissal procedures of Rule #2.5.1.5,* “Faculty Dismissals, Non-Reappointments, and Terminal Appointments.” The Provost will issue a decision within ten working days after receiving the recommendations of the committee and the Dean.

4.5 There will be a limit of two developmental periods amounting cumulatively to no longer than eighteen months. The second development period will follow the same process described in 4.5. If, at the end of the second developmental period, the performance is still rated “unsatisfactory,” the dismissal procedures will be initiated.

4.6 A faculty member whose tenure is revoked under the provisions of this post-tenure rule shall be given a one-year terminal contract. Those who are asked to improve are required to submit an annual report to show continuous improvement.

5. BASIS FOR JUDGMENT

The committee shall base its recommendation on a combined in-depth evaluation of teaching, scholarship, and service. (Refer to “Descriptions of Teaching, Scholarship, and Service [#2.5.1.5* or #12.01.99.C1.04], “Evaluation and Promotion of Full-time Faculty
Members [#12.01.99.C1], and “Academic Rank Descriptors” [#12.01.99.C1.01] for details regarding demonstration of achievement in areas of teaching, scholarship, and service. Evaluation may include but is not limited to evidence provided by the faculty member, student evaluation, and peer review. The committee should be guided in its deliberations by the faculty member’s effectiveness and total contribution to the department, college, and University.

6. APPEALS

Existing university appeal and grievance procedures specified in Rule #2.5.1.5,* “Faculty Dismissals, Non-Reappointments and Terminal Appointments,” are available to any faculty member who feels aggrieved by the outcome of the review process. Also, as stated in Section 51.942 of the Texas Education Code, a faculty member subject to termination on the basis of a post-tenure review “must be given the opportunity for referral of the matter to a nonbinding alternative dispute resolution process as described in Chapter 154, Civil Practice and Remedies Code.” The Civil Practice and Remedies Code describes various processes, including mediation facilitated by an impartial third party.

7. DOCUMENTS AND EXPECTATIONS

7.1 Expectations and documentation for teaching, scholarship, and service used for the post-tenure review of faculty are contained in Rule #2.5.1.1,* “Descriptions of Teaching, Service, and Scholarship.”

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

8. REVISIONS

This document will be reviewed periodically by the Faculty Senate and College Deans’ Council to address issues that may arise during its early implementation. The guidelines and procedures may be amended as needed to ensure that the goals of continuous productivity and development are supported by the post-tenure review process.

Contact for Interpretation: Provost and Vice President for Academic Affairs

Replaces Rule 2.5.1.7.

Note: Rule or document numbers will change as follows:

2.5.1.1, Descriptions of Teaching, Service, and Scholarship, to 12.01.99.C1.04, Descriptions of Teaching, Scholarship, and Service
2.5.1.5, Faculty Dismissals, Non-Reappointments, and Terminal Appointments, to 12.01.99.C3
2.5.1.4, Tenure, to 12.01.99.C2
II.F. **Graduate Faculty Policy**  
(Enacted by vote of the college faculty, Oct. 13, 2000, October 2006)

To teach graduate courses in the College of Liberal Arts faculty must be granted graduate faculty status. To acquire graduate faculty status a faculty member must have a terminal degree or the equivalent of that degree as determined by the appropriate FPAC or the written approval of the Dean of the College. It is the charge of the Department Faculty Personnel Advisory Committees to review the credentials of full-time faculty members regularly teaching graduate courses under the terms of their appointment, or of any faculty member seeking graduate faculty status, and submit a recommendation to the Dean for final approval. A faculty member may apply for graduate faculty status by submitting a request to the Dean. Each faculty member under such consideration is required to submit documentation sufficient to enable the committee to assess his or her performance on scholarly activity as defined above.

Graduate faculty status must be reassessed and renewed every five years. Qualified new faculty and faculty with new doctorates will be granted graduate faculty status for a period not to exceed three years. Non-graduate faculty seeking graduate faculty status must make application to the Dean for consideration by the committee in the academic year prior to that in which they intend to begin teaching graduate courses. In unusual or emergency circumstances the Dean may, with written justification, designate an individual who has not been reviewed by the committee to teach graduate courses for a single semester. Such designation may be renewed at the Dean’s discretion for a second semester. The designated individual’s credentials must be reviewed by the committee within a year of first appointment in order to continue teaching graduate courses.

Faculty regularly involved in teaching graduate courses must engage in scholarly or creative activity in their normal teaching field. Engagement is defined as activity involving some manner of systematic investigation and some clear product suitable for and subject to academic peer review. Scholarly/creative activity consists of academic work (productivity which can be documented in the form of research, writing, speaking, artistic production or performance, or in some other appropriate form) which results in expanding the body of knowledge and understanding of the faculty member’s academic field. Scholarship implies an activity that is non-routine, novel, creative, imaginative, ingenious, or original, but not necessarily all of these.

Scholarship may consist of any of three interconnected elements: Discovery, Integration and Teaching, and Application. The scholarship of discovery involves the search for new knowledge in the discipline and for a richer understanding of the academic field. Creative achievements in the fine arts are considered enterprises of discovery. The scholarship of integration emphasizes fitting one's own research, or the research of others, into larger intellectual patterns. It involves making connections across the disciplines, placing the discipline in a larger context, illuminating data or concepts in a revealing way, and evaluating new pedagogical approaches. The scholarship of application brings learning and knowledge to bear upon the solution of practical problems. It flows directly from one's professional expertise and results in publication, presentation, or other tangible product.

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

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 and performances
7. theatrical performance, direction, design
8. public exhibition of films, tapes directed or produced or otherwise created
9. refereed poster presentation

For the Scholarship of Integration and Teaching

1. textbooks
2. multimedia production
3. writing that makes one's field accessible to a wider audience, e.g. an editorial or articles in popular press
4. cross-curricular innovations
5. interdisciplinary instructional achievements

For the Scholarship of Application

1. consultation
2. technical assistance
3. policy analysis
4. program evaluation
5. applied or clinical research and practice
6. grant writing
II.G. CLASSROOM TEACHING

II.G.1. OFFICE HOURS
(Revised: August 2, 2000; August 4, 2005, October 2008)

ADMINISTRATIVE OFFICES

Administrative offices during the Fall and Spring semesters are open from 8:00 a.m. to 5:00 p.m. Monday, Wednesday, Thursday; 8:00 a.m. to 7:00 p.m. Tuesday (to accommodate night students); and 8:00 a.m. to 3:00 p.m. on Friday, with an hour for lunch.

FACULTY OFFICE HOURS

Faculty are expected to be on campus "comparable to a regular work week," in order to be available to students and for committee meetings and other duties. With night classes, the schedule will vary for each faculty member. Faculty submit a schedule of their hours to the Dean's Office through the faculty administrative assistants each semester so that meetings may be scheduled and students informed when faculty will be on campus and/or in their offices.

Faculty are expected to post a minimum of five scheduled office hours a week scheduled over three days when they will be in their offices and available to students.

SUMMER SEMESTER OFFICE HOURS

Regular faculty are expected to schedule and observe a minimum of four office hours each week, scheduled over at least three days, during a summer term. Adjuncts should plan to be available to meet with students before and/or after class.

II.G.2 Advisory Statement on the Syllabus
(April 26, 2001, October 2008)

The syllabus is an important part of every college class. A good syllabus explains to students the expectations and procedures for the class. A clearly written and complete syllabus can prevent many problems. Faculty should distribute and explain the syllabus to the class at the first class meetings.
In this increasingly contentious (and litigious) age, a syllabus is a quasi-official contract with students. This contract gives students certain assurances about the course and methods, and it provides faculty members with protection if they become involved in a dispute over a grade or procedure. The syllabus, if clear and fair, is the best defense. Be sure each student is given a syllabus. And, **be sure to abide by your stated procedures systematically, impartially, and consistently.**

Examples of effective syllabi are available in the Division Offices; feel free to use them as models.

**The Parts of a Syllabus**

Each syllabus should, as a matter of good practice, include the following items.

1. Basic information about the course including:
   a. your name
   b. course title and number
   c. your office phone number (listing your home number is optional)
   d. your office number and building
   e. office hours (a minimum of five, reasonably scheduled office hours a week is the College requirement; these should be posted on your office door and kept regularly.)

2. A general description or definition of the course. Please review the description in the catalog for initial information. If special labs, extra meetings, or field trips are a required part of the course, these should be noted early on.

3. A list of student learning objectives. Consult with your department chair: are there common objectives for all sections of this course? Objectives should be specific and measurable. Avoid vague statements such as "students will understand the western intellectual tradition" or "master organic chemistry;" instead, for example, state "know and be able to discuss in writing the major criticisms of Skinnerian Psychology."

4. A clear discussion of course requirements/graded work. List due dates, grading criteria, and weight assigned to each activity. Please note that the College expects that students in all courses are asked to submit written work. This can take the form of informal or formal writing, such as short essays, reading responses, journals, exams, papers, exams, etc.

5. Your policy on issues including (but not limited to):
a. late work
b. plagiarism (see University catalog Academic Honesty and Integrity statements)
c. missed examinations
d. attendance and tardiness
e. preferred method of scholarly citation
f. paper rewrites, if any

Each of these policies should be spelled out as clearly as possible. The more explicit you are about your policies, methods, and expectations, the less likely your students will be to appeal on the grounds of lack of information.

6. A listing of necessary supplies in courses where there are such. This may include information on approximate costs and where such supplies may be purchased if other than the local campus store.

7. The required and optional texts for the course and any supplementary materials on reserve in the library.

8. A provisional course outline, organized by class meeting or topic, indicating relevant reading assignments and significant dates.

9. It is College policy to include a statement about Academic Advising in every syllabus. The statement reads as follows: (The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College's Academic Advising Center is located in Driftwood 203E, and can be reached at 825-3466.)

10. It is College policy to include a statement about the Students with Disabilities Office in every syllabus. The statement reads as follows: Notice to Students with Disabilities: Texas A&M University-Corpus Christi complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Services for Students with Disabilities Office, located in Driftwood 101, at 825-5816. If you need disability accommodations in this class, please see me as soon as possible.

Plans change. So, if you modify the course plan or syllabus in any substantive way, be sure to inform the students of the modifications by distributing a printed syllabus addendum and announcing the change several times in class.
II.G.3 Study Week

A) Study Week: The last full week of classes during the long semester is designated as Study Week. Classes will continue as scheduled. **Examinations, presentations or papers that have due dates during Study Week must be announced to the students on the syllabus during the first week of classes.**

B) Final Examinations: Final examinations must be scheduled during the regularly scheduled examination time listed in the official class schedule. If papers or take-home examinations are assigned in lieu of a final examination, the due date must be at the regularly scheduled examination time listed in the official class schedule. If final presentations or final critiques in lieu of final examinations require multiple days to complete, then the final day for the critiques/presentations must occur on the regularly scheduled exam day.

The students strongly request that major exams not be scheduled during Study Week. Please keep this in mind when you are constructing your syllabi.
II.H. ACADEMIC ADVISING

II.H.1. ADVISING RESPONSIBILITIES

It is the policy of the College of Liberal Arts that students are responsible for knowing and complying with the degree requirements and academic regulations of the University and the College as set forth in the University Catalog.

Advice and assistance to students is provided by the College in the form of written degree plans and academic advising.

Pre-admission advising for undergraduate students is done by the college Academic Advisors, housed in the Liberal Arts Advising Center. Pre-admission advising for graduate students in Studio Art, English, History, Interdisciplinary Studies, Public Administration, and Psychology is done by the respective Program Coordinator and the Senior Academic Advisor.

Academic advising for students who have been admitted to degree programs in the College of Liberal Arts is done by the academic advisors and a college faculty member assigned to the student. Record keeping support is provided by the college Academic Advisors.

ADVISING PROCEDURES

1. Pre-enrollment inquiries about transfer regulations and degree requirements are handled by the Academic Advisors for undergraduates and by the Graduate Coordinators and Senior Academic Advisor for graduate students.

2. At the time an undergraduate student first registers on campus, the Academic Advisor assigns the student to a faculty mentor in the student's major field of study.

   The respective Program Coordinator assigns graduate students to graduate advisors or committees when admission to the English, History, Interdisciplinary Studies, Public Administration, Psychology, or Studio Art program is granted.

3. Since evaluation of transfer credit is not done in advance of the student's first enrollment on campus, advising during the initial registration is based on unofficial transcripts.
4. When an undergraduate student's official transcripts are evaluated and available from the Registrar's office, the appropriate Academic Advisor prepares a degree plan for the student. The student is notified by the Academic Advisor when the completed plan is ready for signature. The degree plan is signed by the student, faculty mentor, and appropriate department chair.

Graduate degree plans are developed by the student's faculty degree committee or advisor and are prepared by the Senior Academic Advisor. Graduate degree plans are signed by the student, the faculty degree committee members or appropriate graduate program coordinator, and the Associate Dean (all degree plans, except the MPA).

5. The Academic Advisor provides a graduation clearance review and consultation for students intending to graduate the following semester. Students are notified of the availability of this service at registration each semester, and are encouraged, but not required, to take advantage of it.

6. After the student applies for graduation, the Academic Advisor conducts a final review of degree requirements and transcripts and determines eligibility for graduation. The Dean officially certifies that all requirements have been met and recommends to the President that the appropriate degree be awarded.
II.H.2. FACULTY MENTOR EXPECTATIONS

Establish a pattern of regular contacts and rapport:

- Be available to students on a regular basis and be conscientious about posting and adhering to a schedule of office hours for advising conferences.

- Expand your availability during the high demand times of registration and drop/add filing.

- It is also recommended to occasionally encourage advisees to come in for discussions by invitation.

- Keep a record of your contacts with advisees, including the issues discussed, advice given, and any actions taken.

- Be prepared to help resolve academic and non-academic problems:

  - Be thoroughly familiar with the academic policies and procedures of your major, your college and the University. One goal of the mentor should be to ensure that the students fulfill major, college, and University graduation requirements.

  - Be familiar with and keep resource materials (the Catalog, Student Handbook, Schedule of Classes) which may answer questions about academic and non-academic policies and procedures.

  - Familiarize yourself with the resource persons to whom to refer students for information and advice when appropriate. The UCCP office, Dean’s office, Dean of Admissions and Records Office, degree counselors, graduate program coordinators, Career Services, Learning Center, Health and Counseling Center, etc.

- Provide guidance for students. Mentors should help students:

  a) obtain maximum benefit from their educational experience by helping them to understand and take advantage of the opportunities the University offers.

  b) in determining short and long-term goals based on aptitudes and interests, and help design a course of study appropriate for attaining these goals.

  c) understand the relationship between what they are doing in college and the world beyond campus. Be prepared to engage in discussions of future academic and career options for graduates in their department or major area.
II.I. FACULTY DEVELOPMENT

II.I.1. Guidelines and Procedures for Faculty Development Applications
(Revised by Faculty Nov. 1997 and April 27, 2001; July 15, 2005)

These Guidelines and Procedures shall be in effect from the time they are accepted by the faculty of the College of Liberal Arts until amended by the faculty.

A. Eligibility

1. All full-time faculty members will be eligible to apply.
2. Applications will be reviewed for funding twice each academic year.
3. The college encourages both individual and group faculty development projects. A faculty member may submit one individual and one group application as principal applicant.
4. College committees may submit applications for group projects with a member serving as the principal applicant and all other committee members serving as co-applicants.

B. Faculty Teaching and Scholarly/Creative Activities Committee (FTSCA)

1. The Faculty Teaching and Scholarly/Creative Activities Committee is responsible for selecting applications for faculty development funds and recommending these proposals to the Dean.
2. This committee will select applications for recommendation to the Dean until all funds are allocated.
3. If a member of the Committee for the FTSCA elects to submit an application for funding, he or she must withdraw from all considerations for allocation of development funds.

C. Funding Guidelines

1. From the total funds available for faculty development, $500 will be set aside by FTSCA for developmental activities of benefit to the entire Liberal Arts faculty. Examples of such activities include workshops, seminars, and retreats. These funds may not be used to purchase equipment or supplies. Any of this $500 that remains unallocated by the spring round of individual and group applications may be applied to the applications pending at that point.

2. Selection Criteria:

Highest priority will be given to those projects which aim primarily at improving the faculty member’s knowledge and skills used in the classroom. The knowledge
and skills are already established or known, but not to the faculty member seeking increased expertise in them.

Lower priority will be given to projects which are aimed at funding the implementation of knowledge, skills and techniques.

In practice, this means that greater priority will be given to projects which constitute some type of additional education beyond the terminal degree and less to funding the implementation of a technique, such as would be the case with the purchase of equipment.

Lower priority will also be given to completing or obtaining new degrees.

The following will be considered in the decision to fund a project:

a) Value of the project to the development of the individual faculty member(s) and to the applicant's discipline and department.

b) Appropriateness of the proposed activities given the objectives of the project.

c) Cost of the project relative to its value.

d) Feasibility of completing the project in the length of time stated and with the budget requested.

e) Clarity and completeness of the application.

3. All projects should be completed by their stated termination date unless the faculty member requests permission from the Dean that the project period be extended. Funds will normally be allocated on the basis of fiscal year.

4. FTSCA may choose to fund projects partially. The principal applicant will be notified in writing of the recommendations for funding by the chair of the Committee within three days of the selection. If the amount of funding is not acceptable, the principal applicant must respond to the chair in writing within three days stating any objections and intentions. If no response is received, it will be assumed that the proposed funding is acceptable to the applicant(s).

D. Deadlines

1. Six (6) copies of the application must be submitted to the chair of FTSCA. The applicant's name and other identifying information should appear on only one of the copies, to allow a blind review procedure.
2. The faculty member will be notified in writing by the committee of its recommendation. Only those projects recommended for funding by the committee will be forwarded to the Dean.

3. The Dean's Office will notify the faculty member in writing of the award.

E. **Completion of the Project**

A project shall be deemed completed when:

1. A final written report has been submitted to FTSCA stating to what extent the objectives of the original application have been met.

2. A final accounting of the budget requirements has been filed with the Committee and the Dean's Office.

3. Final reports of project completion are to be turned in to the chair of FTSCA within 30 calendar days after the stated completion date in the application.
II.I.2. College Research Enhancement Funds: Guidelines and Procedures
(Revised Dec. 5, 1997; July 15, 2005)

These Guidelines and Procedures shall be in effect from the time they are accepted by the faculty of the College of Liberal Arts until amended by the faculty.

A. The Faculty Teaching and Scholarly/Creative Activities Committee (FTSCA)

1. The Faculty Teaching and Scholarly/Creative Activities Committee (FTSCA) is responsible for receiving and evaluating grant proposals for research enhancement funds.

2. This committee will select applications for recommendation to the Dean until all funds are allocated.

3. The following recommendations may be made by FTSCA: a) funded as presented; b) partially funded; or c) no funding.

B. Eligibility for Funding

1. Tenured and tenure-track faculty members will be eligible to apply.
2. No member of the University Research Enhancement Committee may submit a grant proposal for college research funds. A committee member who wishes to do so must resign his or her committee position.
3. Only projects meeting the criteria set forth for "Scholarship" in the Texas A&M University-Corpus Christi Rule 2.5.1.1 may be supported by Research Enhancement Program funds.
4. Funds may not be used to support doctoral dissertation research.
5. Awards from these funds may not duplicate funds awarded from other granting agencies.
6. Proposals for the same, or substantially the same, research project may be submitted to both the University Research Enhancement Committee and FTSCA, but funding cannot be received from both sources.
7. In order to support the research efforts of as many faculty members as possible, an eligible faculty member may submit only one research proposal per year as principal investigator for consideration at the College level.

C. Selection Criteria

When evaluating Research Enhancement grant applications, the University Research Enhancement Committee considers both the scholarly merit and feasibility of the project. Included in such considerations are such issues as:
1. the project's adherence to the criteria for "scholarship" in Rule 2.5.1.1;
2. overall clarity of the research proposal;
3. soundness of the research methodology;
4. indication that the project will contribute to the advancement of knowledge in the field;
5. reasonableness of the work plan
6. appropriateness of the proposed budget in terms of the work plan and anticipated outcomes
7. potential that the project will result in a research product that will be presented to the external scholarly community in the field
8. the record of previous project completion and budget management in the case of applications who have previously awarded university or college Research Enhancement grants.
9. benefit to the College of Liberal Arts

D. Application Process

1. At the beginning of each spring semester, FTSCA will announce the deadline for college level applications.
2. Applicants should submit seven (7) copies of the application to the chair of FTSCA. The applicant's name and other identifying information should appear on only one of the copies, to allow a blind review process.
3. The applicant will be notified in writing by FTSCA of its recommendation. Only those projects recommended for funding will be forwarded to the Dean.
4. Official notification of college level awards will be made in writing by the Dean.
5. Copies of successful applications shall be kept by the Dean's Office for 3 years. These will be available for examination by potential applicants in the future.

E. Completion of the Project

6. A final written report should be submitted to FTSCA stating to what extent the objectives of the original application have been met.
7. A final accounting of the budget should be submitted to Dean's office within 30 days after the completion date in the application.
II.I.3.

*Individual Application: _____________

Group Application: _____________

Faculty Teaching and Scholarly/Creative Activities Committee

APPLICATION FOR PROJECT FUNDING

( Please type )

*Date: _________________

For the Period: ___________ To: ___________

1. Name of Principle Applicant: ________________________________

2. Name of Co-Applicant(s): ________________________________

3. Title or Subject of Proposal: ________________________________

4. Proposed Period of Project:

   From: ___________ To: ___________

5. What is the value of the project to the individual faculty member(s), college faculty or the teaching area(s).
6. Describe the proposed project. Include a description of planned activities and the outcomes expected from them.
7. References (if appropriate): ________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

8. Proposed work schedule: Be specific, including how much time you expect to spend daily working on the project. Give an approximate completion date.
9. **Budget:** Itemize specifically. Do not inflate your figures beyond what you actually expect the cost to be.

<table>
<thead>
<tr>
<th>Item</th>
<th>Requested</th>
<th>Recommended By Committee</th>
<th>Recommended By Dean/President</th>
</tr>
</thead>
</table>

**A. Wages for**

**Applicant(s):** ________________________________________________________

____________________________________________________________________

**Wages for**

**Student Asst:**_________________________________________________________

_______________________________________________________________

**Other:**________________________________________________________________

B. Equipment:____________________________________________________________

C. Expendable Supplies:___________________________________________________

D. Travel:_______________________________________________________________

E. Other Expenses:________________________________________________________

F. Total:_______________________________________________________________

10. **Signatures:**

    **Principal applicant:** _______________________________________________
II.I.4.a. Faculty Teaching and Scholarly/Creative Activities Committee: Procedures and Forms
(Revised April 27, 2001; July 15, 2005)

Submission Information

1. The Faculty Teaching and Scholarly/Creative Activities Committee is responsible for reviewing funding applications for projects which are directly related to the development or assessment of teaching and learning.
2. All full-time faculty members will be eligible to apply.
3. The college encourages both individual and group faculty development projects. A faculty member may submit one individual and one group application as principal applicant.
4. College committees may submit applications for group projects with a member serving as the principal applicant and all other committee members serving as co-applicants.
5. If a member of the committee elects to submit an application for funding, he or she must withdraw from all considerations for allocation of development funds.
6. Six copies of the application must be submitted to the chair of the committee. The applicant’s name and other identifying information should appear on only one of the copies, to allow a blind review procedure.
7. The committee will review applications periodically throughout the academic year. Funds will normally be allocated on the basis of fiscal year.
8. The committee will select applications for recommendation to the Dean until all available funds are allocated.

Selection Criteria
The committee will give priority to:

a. projects which are likely to help faculty develop skills and knowledge which will directly enhance one or more of the following: classroom teaching, student learning, teaching assessment, assessment of learning
b. projects which are likely to benefit institutional teaching effectiveness at A&M-Corpus Christi

c. applications which indicate ways in which what is learned from the project will be shared with other faculty members

d. administratively and temporally feasible projects

e. financially efficient projects

f. applications which are clear and provide all relevant information

Notification

1. The (principal) applicant will be notified in writing by the committee of its recommendation. Only those projects recommended for funding by the committee will be forwarded to the Dean.

2. The Dean’s office will notify the faculty member in writing of the award.

3. The committee may choose to fund projects partially. The principal applicant will be notified in writing of the recommendations for partial funding by the chair of the committee within three days of the selection. If the amount of funding is not acceptable, the principal applicant must respond to the chair in writing within three days, stating any objections and intentions. If no response is received, it will be assumed that the proposed funding is acceptable to the applicant(s).

Completion of the Project

1. All projects should be completed by their stated termination date unless the faculty member requests permission from the Dean that the project period be extended.

2. A project shall be considered completed when both of the following conditions have been met:
   a. a final written report has been submitted to the FTSCA, within thirty calendar days after the completion date stated in the application, stating to what extent the objectives of the original application have been met
   b. a final accounting of the budget requirements has been filed by the applicants with the committee and the Dean’s office.
II.I.4.b.

*Individual Application: _____________*

Group Application: _____________

**APPLICATION FOR FUNDING FROM THE FACULTY TEACHING & SCHOLARLY/CREATIVE ACTIVITIES COMMITTEE**

*Date:* ________________

1. Name of Principle Applicant: ________________________________________________

2. Name of Co-Applicant(s):

   ___________________________________________

   ___________________________________________

   ___________________________________________

   ___________________________________________

   ___________________________________________

3. Title or Subject of Proposal: ________________________________________________

   ___________________________________________

   ___________________________________________

   ___________________________________________

4. Proposed Period of Project:

   From: ___________ To: ________________

5. Explain how the project will contribute to one or more of the following:
   a) the development of teaching
   b) the development of student learning
   c) the assessment of teaching
   d) the assessment of student learning
6. Describe the proposed project. Include a description of planned activities and the outcomes expected from them.
7. References (if appropriate):

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

8. Proposed work schedule: Be specific, including how much time you expect to spend daily working on the project. Give an approximate completion date.
9. **Budget:** Itemize specifically. Do not inflate your figures beyond what you actually expect the cost to be.

<table>
<thead>
<tr>
<th>Item</th>
<th>Requested</th>
<th>Recommended By Committee</th>
<th>Recommended By Dean/President</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wages for Student Asst:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. **Equipment:**

C. **Expendable Supplies:**

D. **Travel:**

E. **Lodging**

F. **Food:**

G. **Other Expenses:**

H. **Total:**

10. **Signatures:**

   Principal applicant:  

   Co-applicants:  

   APPROVED:  

   DISAPPROVED:
<table>
<thead>
<tr>
<th>Committee Rep.</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean</td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Committee Rep.</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean</td>
<td>Date</td>
</tr>
</tbody>
</table>
II.J. **MERIT PAY**  
(Approved December 4, 1998; Revised April 27, 2001)

University policy 2.5.1.3 requires that salary increases for tenure-line faculty and professional librarians be awarded as merit pay. That policy further states:

Assessments of faculty performance and recommendations for merit pay will take place at the college level or below. The areas of assessment are Teaching, Service, and Scholarship (2.5.1.1).

Merit raises are awarded for either Sustained Performance or Extraordinary Performance. Sustained Performance is defined as consistently and clearly satisfying the requirements of one’s faculty rank (as described in 2.5.1.2). Extraordinary Performance is defined as sustained performance and noteworthy contribution in an area of Teaching, Service, or Scholarship.

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

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

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

Each college may further refine the plans for merit pay but the resulting plan must be consistent with the general policies and procedures outlined here.
The funds allocated to the College of Liberal Arts for faculty merit increases will be allocated equitably by the Dean to the departments, with a portion held by the Dean to give merit increases to the assistant dean, department chairs and any faculty supervised directly by the dean or assistant dean, and to assist a department chair in recognition of Extraordinary Performance.

The Dean, in consultation with the Department Chairs, will determine a specific dollar amount of merit pay raise to each individual faculty member, with the total dollar amount equaling the department’s allocation of funds. Faculty merit pay raises will be based on assessment of each professor’s performance in the areas of Teaching, Service, and Scholarship, following the guidelines set forth for the Annual Review of Faculty. The merit pay raises will be based on performance over the past two academic years unless the College Coordinating Committee determines that special circumstances require the use of a shorter or longer time period.

**Promotion Pay Raises**

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

Current (1998) promotion pay raises (nine-month academic year salaries) are as follows:

- From Instructor to Assistant Professor: $2,000
- From Assistant Professor to Associate Professor: $3,000
- From Associate Professor to Professor: $5,000
II.K. LARGE CLASS SUPPORT

Definitions:

Large classes are those with 50 to 99 students enrolled on the first class day.

Extra Large classes are those with 100 or more students enrolled on the first class day.

Large Classes:

A faculty member who teaches a large class may, if s/he desires, hire a grader. Eligibility for a grader is based on 1st class day enrollment. The number of students enrolled for academic credit on the first day of class will be an indicator of the class's size. Modest enrollment increases or decreases after the first day of class will not affect the grader's compensation.

Grader compensation is based on the following formula:

\[
\text{The number of students enrolled on the first class day} \times $10 = \text{maximum compensation for the semester.}
\]

Graders are paid an hourly wage, up to the maximum, for actual hours worked. Faculty should determine how to best utilize the hours available from the student for assistance over the course of the semester. Graders should not be expected to work beyond the number of hours available.

Hours available to assist with grading are determined as follows:

\[
\frac{\text{Maximum compensation}}{\text{hourly wage}} = \text{number of hours of assistance available to the faculty member.}
\]

Note 1: Depending on resources, a graduate assistant may be assigned to assist in a course instead of a grader.

Extra-Large Classes:

Triad Classes

A triad class, as identified by the Director of the University Core Curriculum Program (UCCP), normally will have approximately 200 students. Such a class should be taught in a way that relates the course to another extra-large triad class, freshman seminars, and freshman composition courses so as to help the student integrate information learned in all three triad classes.

A faculty member who teaches an extra-large triad class will receive double workload credit. An instructor who is scheduled to teach a triad course will receive credit that semester for two courses for the triad and would, in a four-course load, be assigned only two other courses during
that semester. Normally a faculty member should teach only one triad course in a semester. Grading and help with course management are normally done by Freshman Seminar leaders.

Other Extra-Large Classes

A faculty member who teaches an extra-large class (100 or more students on the 12th class day) should be provided a grader or graduate assistant. In addition, tenure-line faculty may also receive extra load credit as follows:

<table>
<thead>
<tr>
<th>Class Size</th>
<th>Extra Load Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 - 134</td>
<td>1 Hour of Load Credit</td>
</tr>
<tr>
<td>135 - 169</td>
<td>2 Hours of Load Credit</td>
</tr>
<tr>
<td>170 or more</td>
<td>3 Hours of Load Credit</td>
</tr>
</tbody>
</table>

In consultation with the department chair, and taking into account enrollment patterns, the extra load credit from fall semester may be “banked” for receipt in spring semester. Extra load credit from spring semester cannot be banked since the workload release must occur in the same fiscal year.

Alternatively, the faculty member could request overload pay at the rate of $833 or $1,000 per load credit ($2,500 or $3,000, for a three credit hour extra load), depending on whether the faculty member holds the terminal degree. A faculty member should not accumulate more than six hours of unexpended workload credit in the "bank".

If the faculty member has earned three hours of load release, prefers a course release during the semester in which s/he teaches the extra-large class, and an appropriate adjunct professor can be found, the department chair may elect to grant the course release immediately and hire an adjunct professor to teach the faculty member's fourth class.

Alternate Work Load Credit Calculation

An alternate way of calculating a faculty member's extra work load credit is to base it on the faculty member's entire teaching load for the semester. The faculty member who chooses this alternative calculation will not receive extra work load credit under the provisions spelled out above. A faculty member whose entire instructional load (including organized classes, supervised internships, and directed individual study) generates 525 or more student credit hours in one semester shall receive one hour of extra load credit. A faculty member who generates 600 or more student credit hours in one semester shall receive two hours of extra load credit. A faculty member who generates 650 or more student credit hours in one semester shall receive three hours of extra load credit. As with other extra work load credit, the faculty member has the option of receiving a stipend of $833 or $1,000 per work load credit (depending on credentials) instead of banking the work load credits for later load reduction.
The College of Liberal Arts encourages all faculty to be professionally active. To further that end, the College provides funds to support professional travel. Because funds are limited, it is necessary to establish guidelines to allocate the budget fairly. Travel policy is determined by the Dean, in consultation with the Chairs and Associate Dean.

Within limits of the budget, the College will pay approved expenses for up to two professional trips each year, up to a maximum of $1000.00 per year for each tenured or tenure-track faculty member and $600 for each visiting faculty member. [Trips must involve the presentation of a paper, and/or other professional presentation or participation as an officer.] The entire $1000.00/$600 may be spent on one trip. Trip costs in excess of the above limits are the faculty member’s responsibility.

The procedures for faculty travel are as follows:

1. Early in the fall semester, submit a “Liberal Arts Travel Draft & Request for Funds” form to your Department Chair. Submit one form for each trip you plan to make during the school year. This step is important to earmark funds for your travel later on. When this step is completed, you will know how much money the college will allocate for your travel.

2. To help you in estimating your expenses, per diem allowances for meals and lodging as well as mileage allowance can be found at http://www2.tamucc.edu/~travel/. For travel in Texas the current per diem rate for meals is $36 per day if there is an overnight stay. The hotel allowance is $85 a night. Check the website for rates outside Texas.

3. After funds are secured and before travel commences, an OTR must be completed and funds encumbered in FAMIS.

If your trip will be funded wholly or in part from a source other than our college faculty travel budget, such as a grant, be sure to attach to your Travel Draft and Request for Funds, a copy of your funding approval, including an account number. Also, indicate the amount covered by your outside funding source.
II. M FACULTY EMERITUS STATUS
(March 26, 2004)

Criteria for Nomination

In addition to the rules of eligibility established by the Texas A&M System Regulations (31.08.01 Granting of Emeritus Status), the College of Liberal Arts has established the following criteria for nomination to emeritus status:

1. All officially retired faculty with a record of long service are eligible for consideration for nomination to emeritus status. As a general rule, over ten years of employment would be considered long service; however, exceptions can be made if individual contributions so warrant;

2. Nominations will not be based solely upon longevity and/or loyalty, but only upon significant contributions to the University throughout the length of service;

3. Significant contributions are defined as contributions in teaching, scholarly/creative activity or service that go beyond the normal duties and responsibilities of an appointment;

4. Such contributions should include, but are not limited to actions that (a) bring credit to the University within the academic and/or broader community; (b) serve the University in times of need, change, or development; or (c) serve a particular department or constituency of the University not ordinarily associated with the duties of appointment;

5. Emeritus status is not ordinarily awarded for a single accomplishment, but for a career pattern of distinguished service.

Procedure for Appointment

1. The President shall make all nominations for emeritus status to the Board of Regents. Faculty candidates for this nomination, however, will be initiated from within the appropriate college.

2. When a faculty member officially retires from the University, the Department Head or Dean will submit his or her name and supporting materials to the College Faculty Awards Committee for their consideration.

3. After making a preliminary decision on the suitability of a candidate for nomination to emeritus status, the Awards Committee will request in the form of an action item the faculty’s endorsement of the nomination.

4. If the faculty recommends emeritus status, the Awards Committee will forward the
nominee’s name, letter(s) of support, and vita (and supporting materials) to the
Faculty Affairs Committee of the Faculty Senate.

5. The Faculty Affairs Committee of the Faculty Senate shall make the final
recommendation of candidacies 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.

Privileges

In addition to the privileges established by the System, the University also extends the following:

1. Access to all extra curricular facilities and activities (e.g., field house, artistic
functions) on the same basis and cost as to full-time faculty;

2. Maintenance of a Computer Services account number, with access from either campus
or home on the same basis as full-time faculty. Upon request, issuance of an
appropriate identification card for use at the library and other offices of the University,
on the same basis as full-time faculty;

3. May be invited to attend faculty meetings and extended the privileges of the floor, but
have no vote, all at the discretion of the dean of the college concerned.

Responsibilities

In addition to the responsibilities expected by the System, the University also expects the
following:

1. Emeritus members of the faculty may be asked to serve on established or ad hoc
departmental, college or university committees;

2. Emeritus members of the faculty may be expected to be academic resources available
to the college involved, particularly in the areas of their competence;

3. Emeritus members of the faculty may be expected to continue to assist the University
in areas of their competence when requested to do so, particularly in an advisory
fashion;

4. Whenever using the Emeritus title, in print or otherwise, the faculty member should
conduct himself or herself in the same manner and considerations expected of all full
time faculty.
CREATIVE ACTIVITIES AND SCHOLARSHIP ENRICHMENT ("CASE") PROGRAM

(January 28, 2005)

Purpose of the program

The “Creative Activities and Scholarship Enrichment” (CASE) program recognizes that university professors are committed to the goals of creating new knowledge and forms as well as to disseminating already-known information. These processes are interrelated, and they mutually inform and support one another. Tuition from instructional activity is obviously critical to maintaining a viable university. Also critical to the viability of a university is the presence of a faculty that is continuously engaged with current issues and ideas in their disciplines. A faculty that is productively engaged in research and creative activities will be more likely to

- Engage students, both undergraduate and graduate, in the processes, thereby improving students’ active learning.
- Collaborate with colleagues from all over the world
- Improve the external reputation of the university
- Obtain externally funded grants and contracts
- Obtain approval for new degree programs

As Texas A&M University-Corpus Christi moves to “research intensive” status, it is important to recognize that faculty in all programs, not just graduate programs, should be productively engaged in research and creative activities. In order to ensure this productive engagement, faculty will need support in the form of load reassignment.

Program Implementation

1. All tenure line faculty members are required by contract to carry a 12-credit-hour teaching load per semester. Faculty members accepted into the “CASE” Program will receive a 3-hour load reassignment each semester (fall and spring) for a two-year period.

2. Faculty will apply for this program by developing a brief (3-page maximum) prospectus that must include the following:

   - A statement on the objectives and importance of the project(s)
   - Placement of the project(s) within an existing body of work
   - Description of theory and methods to be used.
   - Planned products of the work

3. The proposed project(s) must be approved by the department chair and dean.
4. At the conclusion of the two-year period, faculty will prepare a brief (2-page maximum) report detailing the products from the project(s) and plans for further work.

Conditions and Requirements

1. Initial and subsequent acceptance into this program is based on a demonstrable pattern of continuous quality productivity in scholarly and creative activities. We will use the universally accepted standard of the work being scrutinized through objective and vigorous external peer review. While there are a variety of peer reviewed venues, the most desirable products are funded grants; journal articles; competitive shows, performances, and exhibitions; books; and book chapters. Presentations of articles at professional meetings are important but should be viewed as an initial step toward eventual publication.

2. Following university rules (section 12.03.99.01, 4.24) new tenure line faculty will automatically receive a 3-credit hour research/creative activity reassignment for fall and spring semesters of their first year.

3. Existing tenure line faculty who wish to participate in this program, but who lack a recent record of scholarly/creative accomplishments, may receive an initial one-year of support if their proposed project is accepted. These faculty members must include in their prospectus a personal statement about their plans for incorporating research and scholarly activities into their professional work.

4. In order to receive reassigned time for research and scholarly activity, the faculty member must also have a continuous record of meritorious teaching and service.

5. In order to receive reassigned time for research and scholarly activity, the faculty member cannot receive overload except for fractional amounts of less than three credits that result from individualized activity such as theses, dissertations, and other degree related projects. Exceptions to this rule must receive the dean’s approval, and will be made only under highly unusual circumstances.

6. It is necessary for some faculty to assume occasionally an administrative assignment such as department chair, program coordinator, graduate director, etc. A faculty member should not assume these positions at the expense of his/her scholarly and creative program. Accordingly, faculty members with administrative reassigned time are also eligible to apply for scholarly/creative reassigned time.

7. Application for reassigned time occurs in the fall semester preceding the two-year cycle. Department chairs must receive the application by October 15, and the dean must receive the application and the chair’s recommendation by November 1. Faculty will be notified by December 1. All approvals are contingent on submission of the final report, with satisfactory products, by the following May 15. Faculty
whose applications are rejected may apply again in the next cycle. *(Note that during the inaugural year of 2005, and in order to implement the program for fall, 2005, this timeline will be accelerated with applications to chairs by January 31, to dean by February 4, and notification by February 18.)*

8. Appeals on negative decisions may be made to the university provost.

**Phasing in of the program**

While implementation of this program is a necessary step in our movement to Research Intensive status, we must take strategic steps to minimize disruption to our course offerings. Students need and expect that courses will be available for them to meet their degree requirements in a timely manner. Department chairs need an adequate number of teaching faculty to meet curricular needs. These needs exist simultaneously with growth in our student body and curriculum. Accordingly, we must put in place a plan that will strategically allow us to achieve full implementation of this program in four years while allowing time for the system to adjust to the change. We will have to exercise fiscal responsibility by adhering strictly to minimum course enrollments and by avoiding the too frequent offering of certain courses. We will also need to examine which of our courses could be taught in a larger class format.

The implementation calls for the following action:

**Year 1 (Fall 2005 and Spring 2006):** Faculty in MA programs (Art, English, History, Psychology, and Public Administration) will be eligible to apply for a **three-credit** load reassignment per year for a two-year period. One-third of the faculty members in exclusively undergraduate programs are also eligible to apply for this first phase. Departments will develop a procedure for deciding which faculty will apply in Phase 1 and which, in Phase 2. This represents a 25% implementation of the program.

**Year 2 (Fall 2006 and Spring 2007):** Phase 2 faculty will begin their two-year cycle with a **three-credit** load reassignment per year for a two-year period. Phase 1 faculty will complete their second year with a **three-credit** load reassignment per year. This represents a 50% implementation of the program.

**Year 3 (Fall 2007 and Spring 2008):** Phase 1 faculty are eligible to apply for the full program, i.e. **six-credit** load reassignment per year for two years. Phase 2 faculty will complete their second year with a **three-credit** load reassignment. This represents a 75% implementation of the program.

**Year 4 (Fall, 2008 and Spring 2009):** The program will now be fully implemented with Phase 1 faculty completing their second year with a **six-credit** load reassignment per year, and Phase 2 faculty beginning their first year with a **six-credit** load reassignment.
Program, course, and catalog changes usually originate from tenure-line faculty in the various teaching areas. On occasion program and course changes are initiated by the Dean, Department Chair, or the other Colleges to meet changing needs. The College of Education generally requests, through the Deans, changes in teacher certification programs.

The progression for changes is as follows:

1. The discipline faculty approve and present in writing the proposed change to the Department Chair.

2. The Department Chair reviews and suggests any advisable changes to the discipline faculty and the Dean.

3. The Dean transmits the proposed change to the Curriculum Committee, as the Curriculum committee is advisory to the Dean.

4. The Curriculum Committee acts on the proposed change(s) and returns its recommendation to the Dean.

5. The Dean places the recommended change on the agenda for faculty action in a faculty meeting.

6. If the change is approved, the Dean then places the recommended change on the agenda for Deans’ Council action if needed, and informs the Speaker of the Faculty Senate as needed. Other colleges are advised of any recommendation affecting their curricula.

7. The Department Chair, Dean, and the Provost office are responsible for seeing that changes are appropriately published and included in catalog revisions. Changes are approved by the Faculty Senate during the catalog approval process.

If at any step above, a negative action is taken, the process is either stopped or reverts once again to the discipline faculty for revision or termination.

Course Proposal Exception:

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

Undergraduate Course Approved for Graduate Credit:
An undergraduate course approved by the Faculty to offer graduate credit will retain that status as long as the course remains current in the College and is taught by the faculty member whose proposal gained approval. Once the approved status has been attained, the course may be taught for graduate credit or not at that instructor's discretion with the approval of the Department Chair. Other faculty members wishing to teach the course for graduate credit must submit individual proposals.
Directed Individual Study (496) is a carefully planned special study on an academic topic not offered as part of the regular undergraduate curriculum. DIS is carried out as a tutorial under the direction of, and evaluated by, a regular member of the faculty of the College of Liberal Arts. Enrollment is restricted to advanced students who have demonstrated both academic ability and the capacity for independent work.

Registration is by application only, and must be approved by the instructor and Department Chair. Application forms are available in the Dean’s office. The deadline date for application is the last class day of the semester preceding intended enrollment.

Registration for Directed Individual Study is subject to the following prerequisites:

1. At least six semester hours of classroom course work in the field at A&M-CC.
2. A minimum GPA of 3.0 on all work in the field at A&M-CC.
3. At least one previous classroom course with supervising instructor.

A maximum of six semester hours of 496 credit may be counted towards the baccalaureate degree.
III.C. GRADUATE INDIVIDUAL STUDY
(Revised: July 15, 1995)

INDIVIDUAL STUDY
Note: Description is applicable to all disciplines offering 5396.

5396. 3 sem. hrs.
Individual study, reading or research with faculty evaluation. Enrollment restricted to degree-seeking graduate students with at least six semester hours background in the field. Offered on application. Applications due the last class day of the semester preceding enrollment. Offered in each area of study.

INTERDISCIPLINARY INDIVIDUAL STUDY

NOTE: Only students admitted to the Master of Arts in Interdisciplinary Study program may enroll in the following three interdisciplinary courses. In addition, the student must have completed at least 18 hours of graduate work and must obtain faculty advisory committee approval by submitting a formal written proposal for the work or study to be undertaken during the semester before registering for these courses.

IDSY 5396. 3 sem. hrs.
INDIVIDUAL STUDY.
Interdisciplinary research under the direction of and evaluated by the student's degree committee. (For individual study, reading, or research in a specific area of study, see discipline courses.) Offered on application.

IDSY 5397. 3 sem. hrs.
INTERDISCIPLINARY PROJECT.
A performance or an exhibit displaying competencies acquired as a result of studies related to the student's area of concentration, to be evaluated by the student's degree committee, and to be graded "credit" or "no credit." Offered on application. The application, accompanied by the project proposal, is due the last class day of the semester preceding enrollment.

IDSY 598. 3 sem. hrs.
INTERNSHIP.
An interdisciplinary oriented internship experience under the direction of and evaluated by the student's degree committee. This course is graded "credit" or "no credit." Offered on application.
III.D. **APPLIED EXPERIENCE CREDIT**  
(Revised: July 15, 1995)

Applied Experience is a practical work experience related to the student's major area of study and career goals. It is intended to provide an opportunity for a student to gain first-hand work experience in an unfamiliar field. Consequently, Applied Experience credit may not be granted for a student's regular work assignment or for previous work experience.

Registration is by application only. Application forms are available in the Dean's Office. The application must include a clearly written description of the duties and responsibilities involved in the Applied Experience project, and be signed by the student, the on-site supervisor and the faculty supervisor.

Completed applications must be received in the Department Chair's Office by the last class day of the semester preceding intended registration. This course is graded "credit" or "no credit."

No more than three semester hours of Applied Experience credit may be counted toward the baccalaureate degree.

Undergraduate Applied Experience courses will include no less than one hundred hours and no more than one hundred fifty hours of work experience per semester.
III.E. STUDENT GRADE APPEALS

The College of Liberal Arts follows the student Grade Appeals procedure described in the University Rules and Procedures Manual (University Website, Section 13.02.99.C2). (Revised May 20, 2005.)

1. GENERAL

1.1 A basic aspect of the teaching-learning process in a university is the evaluation of student performances in a course and the assignment of grades in the class. The professor in the classroom and in conference should encourage free discussion, inquiry, and expression. Student performance, however, should be evaluated solely on an academic basis, and not on opinions or conduct in matters unrelated to academic standards.

1.2 Faculty are responsible for outlining the objectives and setting standards for each course, and for making clear the means of evaluation for purposes of grading students. Students are responsible for class attendance, for learning the content of any course of study and for maintaining standards of academic performance established for each course in which they are enrolled. Students who violate academic integrity and regulations (see current University Catalog) by plagiarism, other academic dishonesty or disruptive behavior will be held accountable by faculty and may have their grades adjusted accordingly.

1.3 The University has the duty and corollary disciplinary power to maintain standards of scholarship and conduct for students who attend classes. Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. Therefore, the following grievance and appeal procedures are established.

1.4 A student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus—equitable evaluation procedures or appropriate grading—may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal.

2. STEPS IN THE GRADE APPEAL PROCESS

Most problems or complaints can be resolved through discussions between the student and the instructor. Therefore, the student is encouraged to first discuss the matter with the instructor. In those instances in which the problem cannot be resolved at this level, the student may follow the steps discussed below. The student has the right to withdraw an appeal or grievance at anytime during the process. If an appeal is not processed in a timely manner in accordance with the procedures, the student may proceed to the next level.

2.1 Presentation of Grievance to Instructor

2.11 A student will present the matter of grievance, in writing, to the instructor through the department chair or area coordinator. This must be done within fourteen calendar days after the beginning of the next term. (That is, if the student has a complaint about a fall semester grade, the student must submit the written grievance within fourteen days after the beginning of the spring semester. Written grievances about grades assigned in the spring semester must be submitted within fourteen days after the beginning of Summer Session I. Written complaints about grades assigned in either summer session must be submitted within fourteen days after the beginning of the fall semester.)

2.1.2 Within 7 days after receiving the written grievance, the faculty member will either sustain the original grade assigned or make a change. The faculty member will notify the student in writing or by email regarding this action. If the instructor does not act within this period, the student may appeal to the next level.

2.1.3 If the faculty member is no longer employed at the University, the Colleges will determine the appropriate procedure.

2.2 Appeal to Department Chair or Area Coordinator

2.2.1 If the student believes the matter is not satisfactorily resolved at the student-faculty level, the grievance may be submitted to the appropriate department chair or area coordinator in the college in which the course is taught. (If the course is a freshman seminar, the student may submit the grievance to the Coordinator of the Freshman Seminar Program.) The student will present the appeal in writing within one week after the instructor has acted, or, if there has been no action by the instructor, within one week after the time period for action has ended. If the student does not submit an appeal by these dates, the University is not required to process the grievance.

2.2.2 The department chair or area coordinator will review all facts and evidence in the case, consulting with the student and the instructor, and attempt a successful mediation within fourteen calendar days. The department chair or area coordinator will issue to the student and instructor a written statement of findings, indicating that this stage of the appeal process is completed. If the grievance is not further appealed, it will be considered resolved.

2.3 Written Appeal to the University Academic Standards Grievance Committee

If the student is still not satisfied, he/she may appeal to the University Academic Standards Grievance Committee, a committee composed of six faculty members and two students. This request must be made in writing and must include the basis for the appeal. A suggested format for the student’s appeal is shown as Attachment A. The
student may contact the Provost’s Office to obtain the name and campus address of the Chair of the University Academic Standards Grievance Committee. Along with the appeal, the student must deliver any graded course work that was returned to the student by the instructor or provide a copy of the work. The request must be submitted within fourteen calendar days following the issuance of the statement of findings in step 2.2.2. If the student does not submit a written appeal within 14 calendar days, the University is not required to process the grievance. The Chair of the University Academic Standards Grievance Committee will notify the appropriate dean and department chair as well as the faculty member of record that a grade appeal has been received.

2.4 Preliminary Review and Advising

The Chair will refer the student and faculty member to a previously designated ombudsman appointed by the Provost to review the case. The ombudsman is not part of the University Academic Standards Grievance Committee. Rather her/his role is to objectively analyze the case and advise the principals involved as to possible ways to mediate the issue before going through a formal hearing. If needed, the ombudsman will also help ensure that the parties are informed about the hearing process and the appropriate grounds for a grade appeal. This review process will conclude in 14 days from the time of referral. In the meantime the Chair will proceed with the steps below in preparation for a possible hearing. The student may withdraw the appeal at anytime in the process.

2.5 Submission of File by Department Chair or Area Coordinator

On notification by the Provost that a grade appeal has been received, the Department Chair or Area Coordinator will furnish the Provost the student appeal file. This file will include the written appeal of step 2.2.1 above, the course description and syllabus, course criteria for grading, student work submitted for evaluation, the grade distribution for the course, and the statement of findings. Any other available and appropriate correspondence and documentation pertaining to the appeal should also be furnished. See the University website, Rule 13.02.99.C2. for student grade appeal procedure at the University level.

2.6 Action by Chair of the University Academic Standards Grievance Committee

The Chair of the University Academic Standards Grievance Committee will review the student grade appeal file to insure that the procedures above have been followed and that the file is complete. If the file is complete, the Chair will refer it to the University Academic Standards Grievance Committee for action. (Faculty representatives on the committee will have been previously designated by the Committee on Committees, and student representatives will have been selected by the Student Government.) If there will be a significant delay, for whatever reason, the Chair will notify the student and faculty member concerned of the delay.
See the University Website, Rule 13.02.99.C2. for student grade appeal procedures at the University level.

To find the procedures of the University Academic Standards Grievance Committee, see the Texas A&M University website: http://www.tamucc.edu. Click “University Rules,” then go to 2.7.
III.F.1. SECOND LANGUAGE RULE
(Adopted: Dec. 11, 1992, Revised: July 15, 1995)

The College of Liberal Arts requires that all BA and BS degree programs in the College include six semester hours in a foreign language, excepting only the Bachelor of Fine Arts and the Bachelor of Music degrees.

III.F.2. SECOND LANGUAGE ADVISING PROCEDURE
(Revised April 26, 2001, October 2008)

The following information has been devised to help First Year students meet the College of Liberal Arts Foreign Language requirement.

The College of Liberal Arts requires all majors (except BM in Music and BFA in Art) to demonstrate a proficiency level in a Foreign language other than English that is equal to two semesters of university level foreign language at TAMU-CC. The following placement scale has been devised as a preliminary guide to advising students to achieve the required level of proficiency.³

1. Students with three years of High School language and a B average or better in their last year automatically satisfy the College of Liberal Arts language requirement, but do not receive College credit toward graduation. If, however, the student decides to voluntarily continue language instruction she/he should enroll at 2311 course level.

2. Students with three years of High School language and less than a B average in their last year should enroll in 1312 level courses.

3. Students with two years of High School language should enroll in 1311 level courses.

4. Students with two years or less of a High School language and less than a B average in their second year (if they have taken a second year) should enroll in 1311 level courses.

5. Students who are not exempted under provision 1 above, and who have not taken High School or any other instruction in a foreign language in the last two years, should enroll in 1311 level courses.

6. Students wishing to receive college credit for their past language experience, or who would like an alternative placement test to the one offered by the College of Liberal Arts, should take the CLEP examination in the language in which they have proficiency. For

³Students who have not decided on a major and cannot determine their placement by applying the scale described above should contact Dr. Javier Villarreal at (361)825-2698 to arrange a placement exam.
Placement exams in French, German, and Spanish will be given every semester to test language skills. Contact Dr. J. Villarreal at (361) 825-2698 for additional information about the administration of these exams.

Several levels of Spanish courses will be offered every semester. Students with backgrounds in French or German should enroll in French 1311 or 1312 or German 1311 or 1312 courses during the Spring semesters, take the CLEP exam, or successfully complete (C or better grade) two semesters of their language at another college or university.

Students with High School background in languages other than French, German, or Spanish, who do not satisfy the College of Liberal Arts language requirement under procedure 1 listed above will need to take the CLEP exam or take two semesters of their chosen language at another college or university.

We strongly urge students who are contemplating continued study in a foreign language for whatever reason to enroll in college level language courses as soon as possible since language skills often erode with lack of use and/or discontinued instruction.

1 Students who have not decided on a major and cannot determine their placement by applying the scale described above should contact Dr. Javier Villarreal at (361)825-2698 to arrange a placement exam.

2 There are advantages and disadvantages to this test. Students who successfully score at a level beyond the second semester of College-level language proficiency will not only satisfy the College’s Foreign language requirement but also will receive six semester hours of college credit toward graduation. On the other hand, the exam is expensive and there is a delay before students receive their test results. This delay makes it imperative that students who choose this option enroll for the exam at least eight weeks before Drop and Add Registration for the semester in which they are enrolling.
III.G. M.A.I.S. COMMITTEE CHAIR RESPONSIBILITIES
(Adopted: Nov. 8, 1991, Revised: July 15, 1995)

The Chairperson of an MAIS Degree Committee has the following responsibilities:

1. Serves as advisor to the student.

2. In consultation with the student and with the assistance of the full committee, describes the competencies needed to meet the student's goals and objectives, determines the proportion of courses to be taken in each area of study, and selects specific courses for each area.

3. Directs the student's thesis or final project and
   1. chairs the student's oral defense of this work.
   2. the procedures are as follows:
      a. Contact the student and other examiners to arrange the time and place for the oral examination (or project evaluation).
      b. Conduct the oral examination/project evaluation in accordance with the enclosed guidelines.
      c. Fill in the examination committee's assessment of student performance on the examination report form.
      d. Secure the signatures of the examiners on the examination report form at the conclusion of the examination/project evaluation.
      e. Distribute copies of the examination report form to the student and other examiners.
      f. Return the original (white) copy of the examination/project report form to the Dean's office at the conclusion of the examination.

3. Administers the written exit examination, assuring that questions address the listed competencies and are appropriate in scope and difficulty. Procedures are as follows:
   a. Design the examination after consulting with and soliciting questions from the appropriate faculty.
   b. Arrange for administration and proctoring of the examination.
   c. Assure that the written examination is read and evaluated by members of the examination committee.
III.H. M.A.I.S. EXAMINATION RULE
(Adopted: 2/11/88, Revised: 7/15/95)

I. Awarding the Master of Arts in Interdisciplinary Study degree.

The two basic criteria for awarding the Master of Arts in Interdisciplinary Study are:

A. Completion of the least 36 semester hours of graduate level work as specified in the student's degree plan with a 3.0 grade point average or higher, and

B. Satisfactory performance on both the written and oral parts of the M.A. examination.

II. The M.A. Examination

A. Purpose

The examination is designed to measure:

1. the extent to which the competencies stated in the degree plan have been achieved;

2. the student's ability to demonstrate knowledge and integration of course content from the three areas of study;

3. the student's ability to discuss and apply conceptual relationships among the three areas of study.

B. Format

1. The examination committee shall consist of three faculty members. Any members of the examination committee in addition to the degree committee will be appointed by the Dean.

2. The M.A. examination includes both a written and an oral component. The written part of the examination is to be a closed-book test, overseen by a member of the Examination Committee. The written part of the examination shall not exceed four (4) hours in length. The oral part of the examination shall not exceed one (1) hour.

3. Questions posed on both the written and oral components of the examination must reflect the general purpose of the examination as stated in Section II, above.
4. Each member of the degree committee will contribute one or more questions to the pool of questions from which the committee will compose the written examination.

C. Evaluation

1. If the student's performance on the examination is satisfactory, as judged by all members of the committee, the examination committee will recommend to the Dean that the student be awarded the degree upon successful completion of all remaining course work requirements.

2. If the student's performance on the examination as a whole is unsatisfactory, the committee will recommend to the Dean that a complete re-examination be conducted during the following semester. A complete re-examination may be given only once.

3. If the student's performance is in some areas of the examination is found to be unsatisfactory, the examination committee will report to the Dean:
   a. a description of the areas of unsatisfactory performance on the examination;
   b. a list of specific measures the student must take in order to demonstrate by satisfactory performance that deficiencies have been overcome:
   c. the date by which the stated measures must be completed.

When the student has demonstrated satisfactory performance, the committee will recommend to the Dean that the degree be awarded.

D. Scheduling

1. Early in each semester, candidates for graduation will be notified in writing by the Dean's office of the composition of their examination committee and of the date set for the written examination.

2. Oral examinations are scheduled by the chairperson of each student's examination committee within two weeks following the written examination.
All disciplines in the College of Liberal Arts, with the exception of the disciplines offering the BA in Art, BA in Music, Bachelor of Fine Arts, and the Bachelor of Music degrees, will adopt majors of 30-36 semester hours, excluding any course(s) offered as part of the University Core Program.

Option II education certification degree plans housed in the College of Liberal Arts will include a major consisting of 30-36 hours and second field consisting of 24 hours excluding course(s) offered as part of the University Core Program.

Disciplines in the College of Liberal Arts have the option of offering elective disciplinary and interdisciplinary minors. Such minors will consist of 18 semester hours exclusive of course(s) offered as part of the University Core Program.
III.J. GRADUATE STUDENT FILE ACCESS RULE

Files of graduate students will be restricted to the Dean and Assistant Dean of the College, the Department Chairpersons, the Chairperson of the Graduate Studies Committee, the Degree Counselor, the appropriate graduate Program Coordinator, and the Student's Advisory Committee. In case of appeal, student records will be shared with the Graduate Studies Committee. The Office of the Dean must approve all other Faculty uses of a student's file.
The work of administrative assistants in the College of Liberal Arts is crucial to the functioning of our departments. In addition, administrative assistants, for many the initial contact with a department, oftentimes convey a first impression of that department to students, parents, and other offices, both on and off campus. We are proud of our dedicated and professional staff that helps us further the educational mission of the College. Administrative assistants perform the following specific duties:

1. **Departmental Support:** Assisting, coordinating, and communicating with department chairs in all areas of governance, including the maintenance of the Central Filing System (class rosters, grade sheets, course syllabi, student database), preparing correspondence, keeping calendars/appointments, greeting visitors and students on the phone or in person, responding to inquiries and providing information when requested, helping to orient new faculty, setting up meetings, supervising student assistants, and ordering supplies.

2. **Faculty and Student Travel:** Prepare and process Official Travel Requests for faculty and students awarded travel funds. Arrange for excused absences, release of liability, transportation, lodging, and travel advances if necessary for students traveling with faculty on out-of-town field trips. Prepare and process, when appropriate, Travel Vouchers for faculty. Route documents through the College protocol and University Travel Coordinator. Encumber travel funds through Famis. Maintain faculty travel files.

3. **Account Maintenance:** Maintain and reconcile departmental accounts. Purchase departmental supplies through FAMIS and University Procurement card. Keep inventory of supplies and purchase when needed. Prepare HEF purchases.

4. **Office equipment:** Maintain office equipment.

5. **Textbook Adoptions:** Prepare and submit textbook orders to University bookstore. Order desk copies for Faculty. Follow up with faculty to gather needed information. Maintain textbook adoption files.

6. **Course Scheduling:** Create and input course data in Banner, create spreadsheet with courses, run error reports and make corrections when necessary.

7. **Catalog copy:** Enter catalog changes and new course descriptions.

8. **Assistance to Faculty:** Assist faculty with class preparation and testing. Provide support concerning correspondence, reports, university committees, faculty sponsored student clubs and activities and academic papers. Prepare petty cash reimbursements.

9. **Assistance to adjunct faculty/students:** Prepare appointment forms and or EPAs. Pick up and distribute departmental pay checks.
10. Faculty Searches: Submit job postings with various publications. Create, organize, and maintain files for faculty search candidates.

11. Special Events: Assist faculty and department chair in organizing any special events. Prepare contracts for guest lecturers, musicians, artists.

12. Other duties as assigned.

The College appreciates the quality, timeliness, and efficiency with which these tasks are completed.

Administrative assistants support may **NOT** be utilized for the following tasks:

1. Preparing materials for civic activities engaged in as a private citizen (i.e. not as the University's officially appointed representative).

2. Typing (private) correspondence not directly related to one's role as a TAMU-CC faculty member.

3. Preparing materials for individual or group consulting where the faculty member is not acting as the College's and/or University's officially appointed representative.
IV.B. PHOTOCOPYING AND COPYRIGHT

The purpose of the following guidelines is to state the minimum and not the maximum standard of educational fair use under Section 107 of H.R. 2223. The parties agree that the conditions determining the extent of permissible copying for educational purposes may change in the future; that certain types of copying permitted under these guidelines may not be permissible in the future, and conversely that in the future other types of copying not permitted under these guidelines may be permissible under revised guidelines.

Moreover, the following statement of guidelines is not intended to limit the types of copying permitted under the standard of fair use under judicial decision and which are stated in Section 107 of the Copyright Revision Bill. There may be instances in which copying which does not fall within the guidelines stated below, may nonetheless be permitted under the criteria of fair use.

Guidelines for Photocopying

I. SINGLE COPYING FOR TEACHERS:

A Single copy may be made of any of the following by or for a teacher at his or her individual request for his or her scholarly research or use in teaching or preparation to teach a class:

A. A chapter from a book.
B. An article from a periodical or newspaper.
C. A short story, short essay or short poem, whether or not from a collective work.
D. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper.

II. MULTIPLE COPIES FOR CLASSROOM USE:

Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion; provided that

A. The copying meets the test of brevity and spontaneity as defined below; and
B. Meets the cumulative effect test as defined below; and
C. Each copy includes a notice of copyright.
DEFINITIONS:

Brevity:

1. Poetry: (a) A complete poem if less than 250 words and if printed on not more that two pages or, (b) from a long poem, an excerpt of not more than 250 words.

2. Prose: (a) Either a graphic article, story or essay of less than 2,500 words, or (b) an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words.

(Each of the numerical limits stated in "1" and "2" above may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.)

3. Illustration: One chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue.

4. "Special" works: Certain works of poetry, prose, or in "poetic prose" which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience (all short of 2,500 words in their entirety). Paragraph "2" above notwithstanding such "special works' may be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than 10% of the words found in the text thereof, may be reproduced.

Spontaneity:

1. The copying is at the instance and inspiration of the individual teacher, and

2. The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

Cumulative Effect:

3. The copying of the material is for only one course in the school in which the copies are made.

4. Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term.

5. There shall not be more than nine instances of such multiple copying for one course during one class term.
(The limitations stated in "2" and "3" above shall not apply in current news periodicals and newspapers and current news sections of other periodicals.)

II. PROHIBITIONS AS TO I AND II ABOVE:

Notwithstanding any of the above, the following shall be prohibited:

a. Copying shall not be used to create or to replace or substitute for anthologies compilations or collective works. Such replacement or substitution may occur whether copies of various works or excerpts there from are accumulated or are reproduced and used separately.

b. There shall be no copying of or from works intended to be "consumable" in the course of study or of teaching. These include workbooks, exercises, standardized tests and textbooks and answer sheets and like consumable material.

c. Copying shall not:
   a. substitute for the purchase of books, published reports or periodicals.
   b. be directed by higher authority.
   c. be repeated with respect to the same item by the same teacher from term to term.

1. No charge shall be made to the student beyond the actual cost of the photocopying.

NOTE: The above is the text of an agreement entered into on March 19, 1976 by the Ad Hoc Committee on Copy Right Law Revision, the Author-Published Group Authors League of America, and the Association of American Publishers, Inc.
Guidelines for Computer Programs

The owner of a copy of a program may make another copy or adoption of that program in two instances:

1. When it is a necessary step to utilize that program in conjunction with a machine, i.e., to translate from one computer language to another or convert from one disk size to another.

2. When it is for archival purposes.

Guidelines for Videotapes

The purpose of establishing these guidelines is to provide standards for both owners and users of copyrighted television programs.

1. These guidelines are applicable to off-air recording by non-profit educational institutions.

2. A broadcast program may be recorded off-air simultaneously with broadcast transmission and retained by an educational institution for a period of forty-five (45) consecutive calendar days after the date of recording. At the end of this time, all off-air recordings must be erased or destroyed immediately.

3. Off-air recordings may be (a) used once by individual teachers in the course of relevant teaching activities; and (b) repeated only when instructional reinforcement is necessary. The use of the recording for instructional purposes must occur during the first ten (10) consecutive school days within the 45 calendar day retention period.

4. After the first ten consecutive school days, the off-air recording can only be used, up to the end of the 45 consecutive calendar days, for teacher evaluation purposes, i.e., to determine whether to include the broadcast program in the teaching curriculum and may not be used in the recording institution for student exhibition or any other non-evaluative purpose without authorization.

5. Off air records may:

a. be made only at the request of an individual teacher
b. be used only by an individual teacher
c. not be regularly recorded in anticipation of requests
d. not be recorded off-air more than once at the request of same teacher, regardless of the number of times the program may be broadcast.
6. A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers under these guidelines. Each such additional copy is subject to all provisions governing the original recording.

7. Off-air recordings need not be used in their entirety, but the recorded programs may not be altered from their original content.

8. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.

9. All copies of off air recordings must include the copyright notice on the broadcast program as recorded.

Definitions

1. Broadcast programs are television programs transmitted by television stations for reception by the general public without charge.

2. School days are school session days which means one does not count weekends, holidays, vacations, examination periods, or other scheduled interruptions.

Note: Source is the House Subcommittee on Courts, Civil Liberties and Administration of Justice, March 1979.
Faculty are responsible for selecting and ordering textbooks for their courses. Textbook order forms are distributed to faculty at the time the semester teaching schedule is finalized. Order forms are collected by the Department Secretaries who send them on to the University Bookstore.

Desk Copies

Department Secretaries will order desk copies as needed, if notified by the faculty member at the time the order is turned in. Faculty may not pick up desk copies at the Bookstore and charge them to the College. The Bookstore staff has been instructed that the College will not authorize purchase of desk copies by faculty.

If an emergency or highly unusual situation arises regarding desk copies, the faculty member should consult the Administrative Secretary for assistance. The Administrative Secretary will obtain a desk copy from the Bookstore on a temporary basis, at no charge to the college, until a text can be obtained from the publisher. At that time, the replacement text will be returned to the Bookstore.
IV.D. OFFICE FURNISHINGS AND SUPPLIES

Faculty are provided private offices to the extent space permits. Standard equipment includes: desk, computer table, desk armchair, two side chairs, two file cabinets, work light, and wastebasket. Offices without built-in book shelves are provided book cases. Newer offices have dry-marker and bulletin boards. These may be installed in older offices upon request to the Department Chair.

Adjunct faculty are provided office space on a "space available" basis.

Each new faculty member is provided a box of office supplies including such things as: College stationary, stapler, paper clips, paper, pens, pencils, scissors, stapler remover, pads, letter opener, tape dispenser, grade book, etc. Additional supplies may be obtained from the Department Secretaries in the Faculty Center, Center for Instruction, and Center for the Arts.

Duplication, paper cutting, and stapling equipment is provided in the workrooms associated with College administrative offices. Secretaries are trained in the proper use of this equipment. Faculty are asked to take advantage of the secretarial service provided by the college and have duplication work done for them by their secretaries.

Each office is equipped with a telephone. A voice mail system is operational. Typewriters are available in a common area near the secretaries’ work stations. Each faculty member is supplied with an IBM compatible or Macintosh computer with printer. These are connected to the common network which provides access to E-Mail, a variety of software packages, Internet, Library services, a laser-jet printer, and other campus computing resources. Computer laboratories are provided in the library, CCH, and CI for student/faculty use.

A SCAN-TRON machine for grading test forms is available in the common area near the secretaries in the Faculty Center. Forms are available from Department Secretaries. Also, the Testing Center has an alternative electronic grading system available. This system can provide additional diagnostic information for tests and test questions. Forms may be obtained from the Testing Center.

Workrooms have a refrigerator, coffee maker, and microwave oven for use by faculty and staff. Faculty and staff are responsible for cleaning up after themselves.
IV.E.  LIBRARY PURCHASE and RESERVE PROCEDURES  
(Effective November 1998) 

Ordering Materials 

Budget allocations for purchase of University Library materials are made to the College, and distributed to each discipline by the Library Committee each year. Faculty may order books for the Library by filling out a book order card. Library book order cards are available from Faculty Secretaries. 

The library recommends the following procedure for both print and media orders: 

1. Check PORTAL (the on-line library catalog) to determine if the material is already in the Bell Library collection. 

2. Type or print legibly. 

3. Fill in all boxes as completely as possible. The ISBN is especially important. 

4. Attach publisher’s addresses and other order information. This will assist the library staff in ordering from small presses or associations. 

5. A) Have your Department Chair approve Media purchases. 
B) Have your Department or Discipline Library Representative authorize your request. 

6. Insert appropriate program code in department code box on card. (In Liberal Arts, these codes are: arts, comm, crij, engl, fren, geog, hist, meahm [media humanities], mxas, musi, phil, pols, psyc, padm, socw, soci, span, tvfl, thea.) 

7. Submit orders to Bell Library, Technical Services Department 

8. Orders must be submitted by February 15. 

Approval Plan Book Orders 

The library receives books for some disciplines On Approval. These books are on display for faculty examination in the library Technical Services Area. Faculty order them by simply signing a form which is attached to each book.
Reserve Room

Materials such as books, personal copies of journals, pamphlets, documents, assignment examples, binders, and folders may be placed on reserve by the Reserve Room Circulation Clerk. These materials may come from the Library's collection or may belong to the faculty member. The faculty member may restrict the reserve material to use in the reserve room or require a student ID card in exchange for checking the material out for use in the reserve room. Otherwise, materials may be checked out for a period of two days. Specific information about Reserve Room policies and procedures is available at the Circulation Desk.
IV.F.  MEDIA SUPPORT SERVICES

The University Media Services provides purchase, rental, and equipment service for faculty classroom use.

Rental of media materials should be arranged through the Classroom Services Supervisor at least one month prior to the beginning of a semester or term to insure availability of the request.

Slide projectors, film projectors, video or audio tape players, laserdisc players, document projectors, and public address systems, and so forth are available for classroom use and can be scheduled by calling ext. 2602.

Media Services will video tape presentations in the classroom or in one of its taping rooms in CCH. An interactive television classroom connected through fiberoptics to the TTVN is available by reservation for televised classes. Satellite down link for receiving special programs and teleconferences is available with viewing sites possible in the Student Center, CCH, FC, CA, and CS buildings. Media services will edit video materials for classroom use.

Catalogs listing materials available for rental or preview for purchase consideration are located in the media materials area of the University Library or at Media Services in CCH, second floor.
IV.G. PUBLICATIONS OFFICE AND PUBLIC AFFAIRS OFFICE

Two University offices—the Publications Office and the Public Affairs Office—offer support for faculty who need graphic arts services and other support for preparing presentations or publicizing public events. The Publications Office focuses on creation of materials for faculty use, and the Public Affairs Office maintains contact with various news organizations. The following descriptions provide a little more detail.

The Publications Office assists faculty in designing publicity and promotional materials, including posters, and mail outs. Other services include creating web page links to the University website, providing photography and graphic art services for presentations, including digital multimedia, and preparation of camera-ready art for print media. For more details about these and other services, including names of staff members to contact for help, visit the Publications Office webpage at www.tamucc.edu/~pioweb/publications/services.htm.

The Public Affairs Office also assists in publicizing and promoting special events by maintaining contacts with local news organizations, doing press releases, scheduling news conferences, and assisting faculty in using the local print and electronic media effectively. For more details, including staff members, who can help you, visit the Public Affairs webpage at www.tamucc.edu/~pioweb/public_affairs/index.htm.