

Table of Contents

College Structure and Administration	1
I.A. College Structure	1
I.B. Administrative Positions	2
I.C. Governance	8
II.A. Faculty Responsibilities	10
II.B. Faculty Positions	13
II.C. Faculty Recruitment	18
II.D. Workload	22
II.E. Faculty Performance, Development and Evaluation	23
III.A. Department Chair Access to Courses in Learning Management Systems	47
III.B. Student Grade Appeal Process	49
III.C. Graduate Assistants Appointment Process	52
III.D. Academic Continuity Plan	54
III.E. Summer Teaching Process	61
IV.A. Abandoned Property Report Process	62
IV.B. Facilities & Administrative Costs Distribution Policy	63
IV.C. Faculty Personnel Files	65
IV.D. Faculty Travel Guidelines	66
Appendix A: College of Engineering and Computer Science Committees and Councils	67
Appendix B: Faculty Annual Evaluation Templates	70
Appendix C: Promotion and Tenure Documentation	72
Appendix D: Department and College Committee Response Forms	75
For a positive response (Department P&T Committee)	75
For a negative response (Department P&T Committee)	75
For a positive response (College P&T Committee)	76
For a negative response (College P&T Committee)	76
Appendix E.1: Supplementary Departmental P&T Criteria and Standards of the Department of Engineering	77
Appendix E.2: Supplementary Departmental P&T Criteria and Standards of the Department of Computer Science (Effective August 2024)	79
Appendix F: Student Internship Report Template	82
Appendix G: Grade Appeal Forms	83

College of Engineering and Computer Science

College Structure and Administration

I.A. College Structure

The College of Engineering and Computer Science consists of the Department of Engineering and the Department of Computer Science. Each department is headed by a chair.

I.B. Administrative Positions

I.B.1. Role and Responsibilities of the Dean

Role

The Dean of the College of and Computer Science serves as the chief academic, administrative, and fiscal officer of the college, and sole representative of the college to the upper administration, across campus and to the outside community.

The Dean of the college is a 12-month appointment, reporting to the Provost/VPAA

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 a voting member of the Deans' Council, and any other bodies as designated by university.
3. Administers all personnel matters related to the college, including recommendations for initial appointments, promotions, retention, tenure, termination, salary, and compensations for faculty; appointment, assignment, termination, and compensation of part-time and adjunct faculty; and the appointment, assignment, compensation, termination, and promotion of non-academic personnel.
4. Approves teaching loads, teaching schedules, hiring and assignments of TAs/RAs, special assignments that may impact on faculty's instructional responsibilities, and College personnel requests to participate in outside activities.
5. Promotes faculty development activities in teaching and scholarship.
6. Oversees a program for the orientation of new faculty.
7. Conducts an annual evaluation of those programs and personnel directly report to the Dean.
8. Presides and conducts college-level faculty meetings.
9. Supervises curricular and course planning, including the planning and promoting of improvements within the curricula of the college, development of new undergraduate and graduate programs, 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. Monitors and certifies that students complete all degree requirements as indicated in University Procedure 11.99.99.C0.05
11. Administers the annual budget of the college.
12. Administers the utilization of space and equipment assigned to the college.
13. Approves syllabi for all courses in the college and forwards them to the Provost.
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(s) and the chairs of the academic departments.
19. Provides budgetary control and administrative supervision of research and operations.
20. Performs other responsibilities as directed by the Provost/Vice President for Academic Affairs.

I.B.2. Roles and Responsibilities of the Associate Deans

Role

The associate deans are half-time administrative positions as defined in University Handbook of Rules and Procedures 33.99.99.C0.04. The college has two associate deans: the Associate Dean for Academic Affairs and Student Success and the Associate Dean for Research.

Each associate dean is on a 12-month appointment reporting directly to the Dean of the College of Engineering and Computer Science and exercises the administrative responsibilities delegated by the Dean. In the absence of the Dean, the duties and responsibilities of the Dean shall be exercised by the appropriate associate dean as designated by the Dean. An associate dean may also be designated as acting dean by the Dean in which case the acting dean serves as the final authority on all decisions in the Dean's absence.

College of Engineering and Computer Science

Responsibilities

Associate Dean for Academic Affairs and Student Success. The specific responsibilities of the Associate Dean for Academic Affairs and Student Success include the following:

1. Lead the college efforts in academic planning, instructional matters, and outreach programs;
2. Lead the development of the college's online programs at both the undergraduate and graduate levels;
3. Oversee program development and reviews, including coordinating the ABET accreditation process, conducting program reviews as necessary, coordinating teaching assessments including but not limited to developing and updating assessment instruments, procedures, and scheduling, coordinating the development of new degree or certificate programs;
4. Manage overall operation of the college student records office including coordination with the college academic advisors and other college office staff;
5. Organize and coordinate the college registration process and semester class schedule;
6. Provide reports and analyses as requested by the Dean and department chairs;
7. Coordinate student engagement activities;
8. Assists students with enrollment and suspension issues;
9. Collaborate with other university units on retention initiatives, advising, and student support;
10. Work with Academic Advisors to ensure adherence and consistency with college policies;
11. Work with the chairs to make scholarship decisions;
12. Serve on college committees.
13. Undertakes other duties as assigned by the Dean.

Associate Dean for Research. The specific responsibilities of the Associate Dean for Research include the following:

1. Assists the Dean in the development of research in the College.
2. Informs the Dean of issues, initiative, actions, and operations related to research.
3. Serves as the college liaison to the Division of Research and Innovation.
4. Assists the budget coordinator in reviewing and addressing grant- associated matters.

5. Reviews appointments of graduate assistants.
6. Organizes college seminar series.
7. Undertakes other duties as assigned by the Dean.

I.B.3. Roles and Responsibilities of Department Chairs

Role

Normally, the department chair will receive a 9- or 12-month, half-time administrative appointment. The nature of the appointment will be specified in the appointment letter and may change over time (University Handbook of Rules and Procedures 33.99.99.C0.03, Section 3.1). Chairs represent their respective departments in college and university matters and act as liaisons between departmental faculty and the college dean. Chairs report directly to the dean.

Responsibilities

The specific responsibilities of department chairs include the following:

1. Administers all personnel matters related to the department, including recommendations for initial appointments, promotions, retention, tenure, salary, and compensations for faculty; appointment, assignment, and compensation of part-time and adjunct faculty; and the appointment, assignment, compensation, and promotion of non-academic personnel.
2. Responsible for construction of the class schedule for each semester.
3. Oversees the assignment of teaching loads, teaching schedules, academic advisory responsibilities, and recommend special assignments that may impact on faculty's instructional responsibilities in the department.
4. Promotes faculty development activities in teaching and scholarship.
5. Conducts the annual evaluation of department personnel.
6. Schedules and conducts department-level faculty meetings.
7. Supervises curricular and course planning, including the planning and promoting of improvements within the curricula of the department, development of new undergraduate and graduate programs, 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.
8. Administers the annual budget approved for the department.

9. Reviews syllabi for all courses in the department and forwards them to the Dean for approval.
10. Administers policies and procedures established by the university and college relative to departmental activities.
11. Provides information required for institutional research purposes and promotes those research efforts related to academic matters.
12. Appoints and supervises program coordinators within the department.
13. Performs other responsibilities as directed by the Dean.

I.B.4. Roles and Responsibilities of Program Coordinators

Role

The Program Coordinator is a faculty member who has responsibility for educational leadership of a program in terms of curriculum, hiring needs, assessment, facilities, and general administration. The Program Coordinator is a 9-month appointment reporting to the Chair of the department in which the program is administratively housed and receives one course reassigned time per semester, including summer, for the performance of their duties, or as negotiated with the Department Chair, and Dean.

Responsibilities

The specific responsibilities of the program coordinator will vary from program to program within the College, depending upon the needs of the department chair. The following list of duties are examples rather than requirements:

1. Coordinates faculty discussions on program changes and new program development.
2. Assists the chair on scheduling of courses.
3. Recommends to the chair on program hiring needs for faculty, including adjunct faculty and graduate teaching assistants.
4. Assists the chair with program assessment and program specific reporting related to accreditation requirements.
5. Oversees program reviews and follow-up reports.
6. Assists chair with catalog copy and course inventory.
7. Coordinates with academic advisors on degree plans, program changes, etc.

College of Engineering and Computer Science

8. Recommends to the chair and oversees any renovation or improvements to facilities dedicated to the program.
9. Assists the chair with duties related to strategic planning and continuity of learning planning.
10. For programs with admissions standards, coordinates faculty review of candidates and makes recommendations on admission.
11. Oversees the process of awarding program graduate assistantships and other awards as appropriate.
12. Oversees credentialing of graduate teaching assistants as appropriate.
13. Performs related duties as assigned by the chair.

I.C. Governance

Dean

The Dean is the chief administrative and academic officer of the college and reports to the Provost/Vice President for Academic Affairs. The Dean is assisted by associate deans and chairs in the college to advance the college's mission in teaching, research, and service. In the spirit of shared governance, the Dean consults faculty and staff committees, and faculty and staff as appropriate, on matters related to the college operations that include planning, coordination, and evaluation of all college units.

College

The college faculty and staff participate in university-level committees. Descriptions and current committee memberships may be found at

http://academicaffairs.tamucc.edu/governance_orgs/committees_councils.html .

The college also maintains standing committees focused on issues that affect the operations of the college. Electronic records of all college committee meeting minutes are archived on the I:/drive. A listing of college committees is included in this document as Appendix A, and the current membership may be found online at <http://sci.tamucc.edu/assets/documents/committee-rosters.pdf> .

University and college faculty meetings are held at the beginning of each fall and spring semester. Special meetings may be called by written notice. In addition, each department schedules regular meetings. University and college faculty meetings are seldom called during summer sessions.

All faculty holding full-time employment are required to attend these meetings. For action to be taken at a regular meeting, items should be on the agenda. Faculty may request items be placed on the agenda. Information items and announcements may be made at any meeting. Faculty votes on non-routine items held during meetings will require a quorum. Attendance of more than 50% of the fulltime faculty will constitute a quorum. In the absence of a quorum, discussion and votes may occur on routine business items (committee membership, etc.) and the floor may be open to discussion and debate of non-routine matters, but no vote will occur on non-routine matters.

Motions may be made and voted on at college-wide meetings. On motions of general matter in nature that are brought up at the college meeting, faculty holding full-time employment in the college have voting rights on the motion. All motions shall comply with the University and TAMUS policies.

Department

Each academic department will follow the college examples and define the memberships of its committees and the voting right on departmental matters. Electronic records of all committee

meeting minutes should be archived (for example, on the I:/drive).

II.A. Faculty Responsibilities

The college is committed to excellence in teaching and learning, student success, scholarly pursuits, community engagement, and the integrity of the institution. As such, all faculty are expected to adhere to the guidelines listed in University Handbook of Rules and Procedures 12.01.99.C0.03, Responsibilities of Faculty Members. Generally, these items include:

1. Teach classes, develop curriculum, and mentor students as assigned and according to university, college, and departmental guidelines.
2. Engage in scholarly activity and communication in alignment with their appointments.
3. Engage in service activities and leadership according to their appointments.
4. Maintain high ethical standards in all activities by practicing intellectual honesty and avoiding exploitation, harassment, or discriminatory treatment of students, staff, or colleagues.
5. Work cooperatively and professionally with colleagues and share in the responsibility of group endeavors that further the mission of the department, college, and university.
6. Complete all required trainings and be in compliance with university rules, regulations and guidelines.

While these responsibilities provide the foundation of good teaching and professionalism, they do not alone qualify one for tenure or promotion.

New Faculty Orientation

New full-time faculty are expected to attend university and Department orientation programs. The university holds an orientation program for new faculty commencing at the beginning of each fall semester. This serves as an introduction to many programs, personnel, offices, policies, and procedures of the university; to rights, expectations, and responsibilities of faculty; and to pedagogy for teaching effectiveness. A similar program for part-time/adjunct faculty is also held at the beginning of each Fall and Spring Semester.

Outside Employment Policy

The college adheres to Texas A&M University System Policy 07.01 (“Ethics”) that requires all full-time budgeted employees who work for remuneration to receive the prior approval of their chief executive officer or the chief executive officer’s designee except as exempted by that policy.

The policy maintains that outside work be reasonable in amount, avoid unfair competition with private enterprise, be conducted at no expense to the A&M System, and not interfere with an employee’s work assignments.

Full-time faculty members considering outside employment opportunities must complete an [External Employment Application form](#).

Full-time faculty must receive explicit permission from the dean to teach simultaneously at any other institution.

Student Access

Faculty members are expected to be available for students during office hours and other times to reasonably accommodate students. Office hours should be established at the beginning of the term.

Full-time faculty members must schedule a minimum of five office hours weekly scheduled over multiple days for each term in which faculty are teaching. In addition, faculty members must have a statement in syllabi and attached to the posting on the office doors that additional times are available by appointment.

Part-time/adjunct faculty members teaching person-to-person and/or online courses shall make themselves available for students at some time other than class hours. It is recommended that part-time/adjunct faculty members teaching one 3 credit-hour class should hold 1 office hour a week, and weekly scheduled over the class day(s) of the week. Part-time/adjunct faculty members teaching more than 3 credit hours should hold office hours prorated based on the 1 office hour per 3 credit-hour course guideline. Part-time/adjunct faculty members must include contact information and office hours on the syllabus. Rooms for meetings between the faculty member and the students are provided by the College.

For laboratory classes, academic departments should establish guidelines of student access to laboratory instructors/assistants outside the scheduled laboratory hours.

Attendance at University Commencement

The college adheres to University Handbook of Rules and Procedures 12.01.99.C0.03. Responsibilities of Full-Time Faculty Members. Faculty members attend commencement ceremonies to demonstrate support for the graduates and their families.

At the beginning of the fall semester, the Office of the Dean will request a list of the faculty who will be attending graduation ceremonies at the end of the fall and spring semesters. All faculty are required to attend either the Fall or Spring Commencement. Faculty who teach in the second summer session will attend the Summer Commencement. The Office of the Dean distributes a memo several weeks before Commencement informing faculty of the time, location, parking, and other relevant information regarding the upcoming ceremony. Any absences must be excused by the respective chair and the dean in advance.

Faculty Absences

Faculty are expected to attend all regularly scheduled class meetings, whether online or face-to-face, unless otherwise indicated on the course syllabus. When classes must be missed for

College of Engineering and Computer Science

professional or personal reasons, faculty (from all ranks, e.g., tenure-line, professional track, visiting and adjunct faculty) should make appropriate arrangements to assure minimum disruption of course activities. Scheduling examinations and arranging for acceptable proctors is an example of an appropriate arrangement. Use of recorded lectures, online assignments, or guest lectures given by colleagues or outside experts may be appropriate. Students may also conduct research activities designated in the syllabus during the faculty's absence.

For planned absences, faculty must provide his/her department chair with a list of the classes to be missed, arrangements made for coverage of classes, and information on how the faculty may be reached during his/her absence. This document must be completed, approved, and signed by the department chair and forwarded to the Office of the Dean in advance of the absence. Arrangements for absences during travel should be filed at the same time as a Travel Request is filed.

In the event a faculty member is unable to make arrangements because of an unforeseen absence, the department chair should attempt to find an appropriate arrangement or cancel the class and provide notice on the faculty's behalf.

Substitute instructors are required for cases of extended leave (i.e., more than three consecutive lecture hours per course), and the substitutes' reassigned workload should be approved by the department chair and the dean. Consequently, appropriate compensations for substitute instructors if needed and available will be made.

Faculty missing classes for bereavement, illness or medical appointments that cannot be rescheduled should apply for sick leave following University Procedures 31.03.02.C0.01, Faculty Sick.

Posting Grades

University Procedure 13.99.99.C0.04, Midterm Grades, requires all faculty to submit midterm grades in a timely fashion. In addition, faculty members shall maintain current and accurate reporting of grades, including the final grade, in online learning management systems (e.g., Blackboard).

II.B. Faculty Positions

II.B.1. Academic Ranks for Tenured and Tenure-Track Faculty

Academic ranks for Tenured and Tenure-Track Faculty are described in University Procedure 12.01.99.C0.01, Academic Rank Descriptors for Tenured and Tenure-Track Faculty.

II.B.2. Full Time Non-Tenure Track Positions

Academic ranks for Full Time Non-Tenure Faculty are described in University Procedure 12.07.99.C0.01, Fixed-Term Faculty Members.

General

Non-tenure track faculty positions play a critical role in the teaching, research and service mission of the university. The standard workload for full-time non-tenure track faculty whose primary responsibilities are teaching shall equal 15 hours.

Non-Tenure Track Positions

Instructor

Instructor positions are full-time teaching appointments. Instructors must hold at minimum a master's degree in the teaching field or related discipline and be appropriately credentialed to the courses they teach prior to the first day of class. Instructors are hired on annual contracts and may be reappointed.

Visiting Faculty

Visiting faculty positions are annual, limited term appointments. Visiting appointments can be made at assistant, associate, or professor rank, depending on qualifications and experience. Visiting faculty may have duties that include teaching, research, and/or service as detailed in their appointment letter. Visiting faculty must hold a terminal degree in the teaching or related discipline and be appropriately credentialed to the courses they teach prior to the first day of class. Visiting faculty members can be reappointed for up to a total of three years. With the approval of the dean and provost, on rare occasions their appointments may be extended for an explicitly defined period.

Professional Track Faculty

Professional track faculty are full-time appointments and are an integral part of the academic unit. Professional track faculty actively participate in departmental and academic unit activities within the guidelines of the university rules and procedures and the system policies and regulations. The primary responsibilities are teaching, and contribution to research is not expected.

The professional track rank will be specified at the time of hiring. The ranks for professional track faculty members are as follows:

Assistant Professional Professor – Assistant professional professors are entry-level rank faculty

positions that require a terminal degree in the appropriate field that is closely aligned to the appointed position.

Associate Professional Professor – Associate professional professors are required to have a terminal degree and five years of experience at the assistant professional professor rank or equivalent experience.

Professional Professor – Professional professors are required to have a terminal degree and five years of experience at the associate professional professor rank or equivalent experience.

Research Track Faculty

Research faculty positions are typically full-time appointments whose primary responsibilities are designing, carrying out, and managing research, preparing publications, supervising student research, and actively participating in the continuing effort to improve the research in departments, academic units, and the university.

Research faculty members are generally not required to teach courses (unless indicated in the letter of appointment) but could be offered the opportunity to teach if there is a program need and funding is available.

Research faculty are expected to be an integral part of the academic unit and to actively participate in departmental and academic unit activities within the guidelines of the university rules and procedures and the system policies and regulations. The research rank will be specified at the time of hiring. The ranks for research faculty members are as follows:

Research Assistant Professor – Assistant research professors are entry-level faculty positions that require a terminal degree in a discipline germane to the research program and evidence of strong research abilities and potential for scholarship.

Research Associate Professor – Associate research professors require a terminal degree in a discipline germane to the research program and five (5) years of experience at the assistant research professor or comparable rank. This rank requires: an exemplary level of accomplishment as measured against the contribution of others in their field; professional conduct conducive to a collegial work environment and standards of professional integrity that will advance the interests of the university; and evidence indicating a commitment to maintaining the level of competence in research expected of a faculty member.

Research Professor – Research professors require a terminal degree in a discipline germane to the research program and five (5) years of experience at the associate research professor or comparable rank. A senior research professor must demonstrate continuing accomplishments with evidence of national and international recognition in research and evidence of valuable professional service.

Appointment of Non-Tenure Track Faculty

All non-tenure track faculty members will be provided with a letter of appointment that shall outline the initial terms and conditions of employment. The letter will explicitly list the

necessary teaching, training, research and/or service expectations of the position.

All appointment letters must indicate that the appointment is non-tenure track, and will expire upon the completion of the appointment, unless extended or dismissal of the faculty member as stated in University Handbook of Rules and Procedures.

Upon recommendation by the dean and approval by the provost, appointments for non-tenure track faculty may be made at less than full time.

Change in Academic Preparation

Academic preparation and experience are relevant to determining the rank and placement of faculty members as they are appointed to their positions in a department of the College. Further academic preparation and experience may help a faculty meet the expectations of their positions. Any expected changes in positions should be negotiated and documented in writing.

II.B.3. Graduate Faculty Status

Recommendations for designation of graduate faculty status shall follow University Procedure 12.99.99.C0.03.

Tenured/Tenure-Track (T/TT) Faculty

All new TT faculty affiliated with a graduate program are appointed to the graduate faculty until their third-year review for promotion and tenure, at which time reaffirmation of graduate faculty status may be requested. The COE dean will notify CGS of incoming TT faculty.

For renewal of graduate faculty status for a TT faculty member (“the candidate”), graduate faculty in the department, or program for which the candidate has held graduate faculty status will review the qualifications of the faculty member. Upon a positive vote by the graduate faculty, the department chair will review the qualifications of the faculty member. Following this review, the recommendation, along with a current CV for the candidate, will be forwarded to the COE Dean’s Office for review. When the candidate is seeking graduate faculty status for a program outside her or his own department, the candidate’s department chair must also concur in the recommendation.

For faculty in a new program (i.e., without existing graduate faculty), the chair of the primary department will develop a list of potential graduate faculty members, review their qualifications, and submit the list of recommended graduate faculty members to the College of Engineering and Computer Science dean (along with documentation of their qualifications) for review.

The College of Engineering and Computer Science dean will forward recommendations for graduate faculty status to the Graduate Council in accordance with University Procedures.

Professional Faculty

College of Engineering and Computer Science

The process for approval of professional or clinical faculty for graduate faculty status is the same as that described for renewal of TT faculty above. In the case of Professional Track or Clinical faculty, chairs must supply explicit justification for requesting graduate faculty status.

Persons Other Than Tenured/Tenure-Track and Professional Faculty

Appropriately qualified individuals who are not tenure-track or professional university faculty may be appointed to graduate faculty status to co-direct, train, and advise graduate students and/or teach graduate courses. Such graduate faculty appointments are made in one of three categories: associate members, adjunct members or special appointments. Eligibility and privileges of these appointments are described in University Procedure 12.99.99.C0.03.

Graduate faculty in programs within departments or members of interdisciplinary programs will review the qualifications of faculty seeking graduate faculty status who are not tenure-track. This review occurs when such a faculty member is newly appointed to the program or is renewing an existing appointment to the graduate faculty. Upon recommendation by the graduate faculty of the program, the appropriate department chair and the dean (in succession) will review the qualifications of the faculty member.

The appointment process for these faculty begins with the chair of the relevant graduate student's committee, who writes a memo describing the qualifications of the proposed member and their role on the student's committee. This memo, along with the CV of the proposed member, is forwarded through the relevant department chair or program director to the dean, who in turn will forward the recommendation to CGS.

Faculty who has already been designated as System Graduate Faculty in other institutions in the A&M System will be eligible to serve in a capacity similar to associate members. The department chair notifies the College of Engineering and Computer Science and the College of Graduate Studies of these appointments. Such notifications are a formality for record-keeping purposes and do not require formal approval.

II.B.4. Emeritus Faculty

In accordance with University Rule 31.08.01.C1, Faculty and Staff Emeritus, the College of Engineering and Computer Science recognizes faculty who perform exemplary service to the university over the course of their careers. The university offers 8 emeritus titles: Professor Emeritus, Director Emeritus, Executive Director Emeritus, Dean Emeritus, Assistant Vice President Emeritus, Associate Vice President Emeritus, Vice President Emeritus, and President Emeritus. Eligibility, privileges and responsibilities of faculty and staff emeriti are detailed in University Rule 31.08.01.C1.

Eligibility and the nomination process stated herein are for designations of Professor Emeritus of Engineering faculty. Designation of other Emeritus titles of Engineering faculty and staff are the purview of central administration.

Eligibility

College of Engineering and Computer Science

Every faculty member who, at the time of separation, holds a tenured appointment at Texas A&M University-Corpus Christi and has served the university at least ten (10) years is eligible for consideration for emeritus status.

On rare occasions, fixed term faculty may also be considered for Emeritus status provided they have a distinguished record of service to the University. A minimum of ten years of service is required for consideration.

A faculty member may request in writing that he/she not be considered for emeritus status. Significant contributions for faculty members are defined as contributions in teaching, research, or service that go beyond the normal duties and responsibilities of an appointment. 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.

Process

A faculty member eligible for Professor Emeritus status or a colleague from the same department initiates the process by making a request in writing to the chair of the member's department by **September 1st**. The department chair, with consent of the eligible member, shall convene and meet with the department's tenured and tenure-track faculty in considering the request by reviewing a CV and a one to two-page summary of teaching, research, and service prepared by the eligible member or colleague. The department faculty will provide a letter with their recommendation to the department chair. The department chair will write his/her own recommendation and send both letters to the dean by **October 1st**.

The dean will convene the college emeritus committee to review the department's and chair's recommendations. The college committee will submit its recommendation to the dean by **November 15th**.

The dean will review the recommendation from the college committee and will submit her/his decision and all necessary documentation to the Office of the Provost by **December 1st**.

II.C. Faculty Recruitment

II.C.1. Recruitment and Selection Process for Tenure-Track and Full Time Non-Tenure Track Positions

The college adheres to University Handbook of Rules and Procedures 12.99.99.C0.01 on recruitment and appointment of faculty; statements published at <https://www.tamucc.edu/president/compliance/edcs/equal-employment-opportunity/index.php> on equal opportunity and affirmative action; and Texas A&M University System Policy 33.03 on nepotism.

The following paragraphs outline the process for faculty recruitment and selection used by the College of Engineering and Computer Science at Texas A&M-Corpus Christi.

1. Identify need

The department chair is responsible for providing justification for a search following current University procedures. The information is filled out on the search justification form (https://www.tamucc.edu/faculty/faculty-affairs/assets/faculty-search-form_v7-oct-10-2022.pdf) and submitted to the Dean for approval and may include such elements as

- Historical and projected demand for the relevant program, as well as current staffing levels
- A description of the role of the proposed faculty member in the program and the role of the program in any College or University Strategic Plan, as well as the impact of any denial of the request
- The budgetary implications of the proposed faculty member
- A description of how the search will seek a diverse pool of applicants.

2. Acquire approval

The dean prioritizes college faculty needs for the provost after consulting with the department chairs. Following approval of a position by the dean and the provost, the department chair makes a recommendation to the dean for members to be assigned to the search committee.

3. Appoint a search committee

Faculty search committees will consist of a minimum of three members. One member of the search committee may be from outside the department or the college. The dean appoints the members and the search committee chair after consulting with the department chair and will provide the committee members with a description of their responsibilities as listed below as well as inform the search committee of any resources available, including the recruitment budget.

The search committee chair and search committee will attend an initial training /briefing update with the Faculty Recruitment Coordinator in Academic Affairs prior to commencing the search process to discuss faculty search guidelines and process, administrative procedures, equal opportunity guidelines, and initiatives.

College of Engineering and Computer Science

The search committee has the following responsibilities:

1. Review of University Procedure 12.99.99.C0.01, Recruitment and Appointment of Faculty, as well as this section of the Engineering Faculty Handbook.
2. Preparation of the position description and announcement including fields of expertise, required and/or preferred qualifications and experience, rank, type of appointment, any special duties required in the position, required application materials, and application deadline. The position description and announcement must first be approved by the chair and the dean. The dean's office will then submit it to Faculty Recruitment Coordinator in Academic Affairs for approval by the Director of Employee Development and Compliance Services and the Provost. Upon the Provost's approval, the position can be advertised.
3. Determination of where and how the position shall be advertised, with approval of the department chair and dean. Normally, the position announcement should be sent to the appropriate disciplinary placement service publications, and to disciplinary online posting resources. The approved vacancy announcement in the online system will be posted by The Faculty Recruitment and Records Coordinator in Academic Affairs on the TAMU-CC Career website, the Texas Workforce Commission job board, the Chronicle of Higher Education, Higher Ed Jobs, and other appropriate venues. The approved announcement should also be sent to the Office of the Engineering Dean to be posted on the college website.
4. Documentation of committee decisions, including minutes of all search committee meetings.
5. Development in writing of the criteria to be used in evaluating applicants for the position. These criteria must be consistent with the job description and the hiring matrix. The hiring matrix will be reviewed and approved by the chair, the dean, and the Faculty Recruitment Coordinator in Academic Affairs during the initial compliance check review.
6. Development of a timetable for the screening process.
7. Screening all applicants. The search committee members receive candidate's application documents via the online system.
8. Development in writing of the interview questions. The online (e.g., Zoom) interview questions must be reviewed and checked for compliance by the chair, and the dean, and the Faculty Recruitment Coordinator in Academic Affairs prior to scheduling the telephone and/or campus interviews.
9. Conducting online (e.g., Zoom) interviews of applicants who appear to be the best qualified and have been approved by the department chair, and the dean. As part of the preliminary interview process, the committee shall determine if the applicant's oral proficiency in English is appropriate to the appointment.

College of Engineering and Computer Science

10. Validation of the credentials of the candidates still considered for the position following the telephone interviews including verifying previous experience and initiating the process to secure official transcripts.
11. Recommendation to the chair regarding which applicant(s) should be invited to campus for interview. The committee and chair recommendations are submitted to the dean for approval. The application documents of the dean's approved finalist(s) are routed to the Faculty Recruitment and Records Coordinator, along with the committee and chair recommendations.
12. Organization of and conducting the campus interview. The campus interview should include opportunities for the applicant to meet members of the faculty, students, the chair, the director (as applicable), the dean, the program coordinator(s), the provost and human resources, or their designees, all depending upon availability. Tenure-track faculty should also meet with the vice-president for research and innovation or her/his designee. The campus interview for tenure-track applications should include a scholarly presentation by the applicant to a faculty and student audience, which should be advertised. The campus interview for professional teaching faculty should involve a demonstration of their teaching abilities.
13. Compilation of candidate evaluations and comments from members of the program faculty and students. Following discussion and consideration of faculty and student evaluations, the committee will submit a recommendation to the department chair and state the reasons for the recommendation.

The department chair shall conduct her/his evaluation and submit to the dean a recommendation that includes the search committee's hiring matrix, justification, and the chair's recommendation. The Dean will review the department's recommendation and submit a recommendation for hiring to the Faculty Recruitment and Records Coordinator for a final compliance check and further routing for approval of the finalist recommendation. To ensure transparency and inclusion, the hiring matrix will include both a summary rating as well as ratings of the named individual committee members.

4. Negotiate an Offer

Upon finalist approval, the chair, and the dean, will informally discuss terms of an offer with the candidate. For tenure-track positions, this offer will include start-up requirements. These start-up needs will be submitted as an itemized written request from the candidate through the chair to the dean. The dean, after consideration of the candidate's request, extends a written offer for start-up to the candidate. Once an agreement on startup has been reached, the dean makes a recommendation to hire to the provost.

5. Make an Offer

Once a verbal offer has been made and accepted, the College Dean's Office will send the information of the offer to the Faculty Recruitment and Records Coordinator. The Faculty Recruitment and Records Coordinator will send the Notice of Appointment to the prospective faculty member on behalf of the provost upon approval. The finalist must review, sign, and

return within seven days to officially accept the offer.

NOTE: Information on Equal Opportunity Affirmative Action can be obtained from the Employee Development and Compliance Services, <https://www.tamucc.edu/president/compliance/edcs/equal-employment-opportunity/index.php>.

II.C.2. Recruiting and Appointing Part-Time, Adjunct and/or Temporary Fulltime Faculty

Individuals within the community may contact the department and the college concerning a desire to teach at the university on a part-time semester-by-semester basis. Applications sent to the college or university are forwarded to the appropriate chairs. When a course needs to be offered and no full-time faculty is currently available to teach the course, an adjunct or part-time or temporary full-time individual may be sought. The starting point in that search is those individuals who have expressed a desire to teach at the university. In addition to those who have served the department before, the chair may also seek qualified individuals from other sources, which may include, but not be limited to, referrals from faculty, faculty from other nearby institutions, etc. Prior to a contract being issued, the chair will discuss the appointment with the dean. If approved by the dean, the appointment will be recommended to the provost.

All part-time, adjunct and temporary faculty must provide original transcripts of all college and university work and a current curriculum vitae (C.V.). Qualifications are verified through tele- phone or personal interviews and transcripts. A personnel file is maintained in both the Office of the Engineering Dean and the Office of the Provost. Faculty members must complete all required Human Resources forms. The college follows all applicable university rules and procedures and system policies and regulations with regard to recruiting and appointing part-time, adjunct, and/or temporary faculty positions.

II.D. Workload

Within the ranks of the tenure-line faculty there are three recognizable groups – those faculty primarily supporting undergraduate programs (generally with a 4/4 teaching assignment), graduate faculty primarily supporting Master of Science programs (generally with a 3/3 teaching assignment), and graduate faculty supporting Doctor of Philosophy programs (generally with a 2/1 teaching assignment). Faculty who chairs or serves on MS thesis or PhD dissertation committees will not be given additional reassigned workload time. The nominal effort allocation for faculty of each respective group is summarized in Table 1. Members of these groups differ in proportions of time allocated for research, service, and teaching, and also in the resources made available to them for research support. Teaching, research, and service are all essential to the growth and sustenance of the college, but relative contributions by faculty of these three groups differ among these criteria. The college recognizes that these differences must be reflected in the evaluation criteria. Individual faculty may negotiate different effort allocations annually with their department chairs. Differences from the nominal allocations associated with the initial appointment must be appropriately documented and approved by the dean.

Differences from the nominal allocations will be taken into account in all performance, promotion and tenure reviews. Non-tenure-line full-time faculty workload assignments will be negotiated with the department chair with the dean’s approval. Workload credit is not given for teaching large classes.

Table 1. Nominal Effort Allocation for T and TT faculty

	<i>Effort Allocation (%)</i>		
<i>Teaching Load*</i>	<i>Teaching</i>	<i>Research</i>	<i>Service</i>
<i>4/4</i>	<i>80</i>	<i>10</i>	<i>10</i>
<i>3/3</i>	<i>60</i>	<i>30</i>	<i>10</i>
<i>2/2</i>	<i>40</i>	<i>50</i>	<i>10</i>
<i>2/1 or 1/2</i>	<i>30</i>	<i>60</i>	<i>10</i>
<i>1/1</i>	<i>20</i>	<i>70</i>	<i>10</i>

*Based on 3-SCH teaching load per course

For fixed-term faculty, the nominal teaching load is 15 hours per semester. The effort allocation for instructor, professional faculty and visiting faculty should be 100% for teaching. If, through negotiation with their department chair and approved by the dean, their teaching load is changed from 15 hours per semester, the alternative work expected, and the resulting effort allocation should be put in writing and included in the faculty member’s personnel file.

II.E. Faculty Performance, Development and Evaluation

This section of the Handbook covers professional expectations of COE faculty. Because different faculty positions have different expectations, not all sections below apply to all faculty. Faculty and administrators should use this section as a guide to faculty performance, development, and evaluation.

An outline of this section is:

- II.E.1, Performance Criteria: Lists general college-level guidelines used for evaluation in the areas of Teaching, Research, and Service.
- II.E.2, Promotion and Tenure (P&T) for Tenured and Tenure-Track (T/TT) Faculty: Includes important definitions, specific college-level expectations for promotions to Associate and full Professor, and the college P&T process. Departments have more detailed expectations; see Appendix F for these.
- II.E.3, Promotion for Fixed-Term Faculty: Lists college-level expectations and process for promotion of Professional, and Research faculty. Departments may develop more detailed explanations.
- II.E.4, Annual Evaluation: Describes the college annual evaluation process, as well as minimal college-level criteria for annual evaluation. Again, departments may have more specific criteria.
- II.E.5, Pre-Tenure (Midterm) Review: Describes the process for the midterm review of tenure-track faculty.
- II.E.6, Post-Tenure Review: Describes the process and criteria for post-tenure review.

II.E.1. Performance Criteria for Faculty

The evaluation of faculty, used for promotion, tenure and merit pay is based upon several University Rules and Procedures (http://academicaffairs.tamucc.edu/rules_procedures/), including:

- 12.01.99.C0.03, Responsibilities of Faculty Members
- 12.01.99.C0.04, Descriptions of Teaching, Scholarship and Creative Activity, and Service
- 12.01.01.C1, Tenure
- 31.01.08.C1.01, Merit Pay for Faculty
- 33.99.04.C0.02, Promotion of Tenured and Tenure-Track Faculty Members
- 33.99.99.C0.02, Performance Reviews of Full-Time Faculty Members

Procedure 12.01.99.C0.04 includes three major performance criteria: teaching, scholarship and creative activity, and service. All evaluations of faculty performance will be based on documented evidence of faculty contributions and achievements in these three areas, commensurate with the effort allocation as stated in the individual offer letter and annual evaluations. While it is recognized that effort allocations may differ, contributions in teaching and research will normally be the major factors in determining the outcomes of tenure and

promotion reviews. Supporting evidence in teaching effectiveness, research achievements, and service accomplishments is essential for an affirmative recommendation for merit pay, promotion, tenure, and post-tenure review.

Each department in the college shall develop specific indicators that lend itself to supporting evidence of teaching effectiveness, research achievements, and service accomplishments. Examples of indicators of teaching effectiveness, research and service are given below. In addition to these indicators, faculty should familiarize themselves with the more detailed expectations at the relevant department level.

II.E.1.a. Teaching Effectiveness

The measurement of teaching effectiveness and student learning is a difficult process. The college uses as many avenues as possible to evaluate teaching effectiveness. Each department identifies the techniques most suited to their relevant disciplines and the goals/objectives of the programs. The program goals/objectives operationalize the college objectives, which in turn reflect the purpose and mission of the university.

The following is a description of some criteria which may be weighed in evaluating teaching effectiveness and student learning.

Peer evaluation of teaching

Peer evaluation of teaching of faculty is a required component of evaluating teaching. Each department shall have a policy to identify peer evaluators.

Prior to mid-term review, tenure-track faculty will receive peer evaluation once each academic year. Following the mid-term review, tenure-track faculty should receive at least one peer evaluation prior to the promotion and tenure review. Tenured faculty should have at least one peer evaluation before application for full professor, and before any post-tenure review.

Professional faculty, Instructors and Adjuncts should receive peer evaluation once per contract term. Departments may choose to have more frequent informal evaluations.

The peer evaluation will include a written report that contains constructive comments concerning perceived deficiencies if any, and suggested strategies for remediation and follow-up actions. A follow-up evaluation may be requested once remediation has occurred. The written reports should be included in the personnel file of the faculty member.

Any evaluation instrument will include assessments of degree of currency of course content, clarity of presentation, and student engagement. Each department in the college shall develop a specific process and instrument for peer evaluation.

Student course evaluations

A second required component of teaching evaluation is student course evaluations. Students participate in a course evaluation process each semester. The process is conducted online near the end of the semester. Quantitative student responses are tabulated and analyzed, and their

College of Engineering and Computer Science

written comments are recorded. The results are available electronically to the dean, the department chair, and the individual instructor for review. Individual faculty members should take responsibility for preservation of their student evaluations.

While student evaluations often contain valuable information about faculty teaching, they should not be the only or main element of teaching evaluation.

Evaluators should be aware of the documentation in the literature of biases towards certain groups of faculty members.

Other criteria

Consideration in evaluation of teaching will also be granted for documented efforts in the following broad areas. Departments may add additional examples as appropriate.

Preparation for effective teaching: examples include Complete DELA (former ODELT) “Best Practices in Online Instruction Course” within the last three years; teach at least one stacked undergraduate/graduate course; develop a new course or program; prepare four or more courses in the calendar year; participate in specific and significant professional development activities designed to improve teaching effectiveness and/or develop new course(s); generating curricular material for multi- section classes.

Performance of effective teaching: examples include Receive at least one satisfactory peer evaluation for a course as assigned by the department chair within the last two years; meeting department-defined expectations for student learning in key courses for the major.

Significant course modifications: examples include develop and deliver a High-Impact Practice (as described in a college or university document) new to the course; course revision based on assessment of student learning outcomes; significant modification of course format (e.g., converting a face-to-face course to either a hybrid, flipped, or fully online course); teach in a learning community.

Recognition of effective teaching: examples include develop and deliver a teaching-related conference presentation or workshop (if not counted as a research activity); be nominated by a committee for a college, university, or external agency award (e.g., TAMU System, CASE, Minnie Piper); receive within the assessment period a university or an external agency teaching award.

Teaching activities outside the classroom: examples include Supervise internships or DIS courses; Engage in additional activities outside of normal class periods and office hours to ensure students master the subject matter (e.g., tutorials, labs, review sessions, case consultation, problem solving session); Supervise Teaching Assistants; Participate in departmental activities focused on teaching—e.g., writing common final exam for a multi-section, multi-instructor course.

Evidence of commitments to student success: examples include Mentor students in scholarly activities in undergraduate research or graduate thesis/dissertation research; Mentor students in achieving national recognitions in scholarship (e.g., best paper awards) or innovation (e.g., student proclaimed patent rights); Advise students in, for example, capstone projects, cyber

security, or other teams that are recognized in local, regional, national, or international competitions.

Participation in and support of program review and accreditation efforts: examples include Participate in documentation and assessment for continuing improvements as required by ABET, NSA/DHS, SACS COC, and other accreditation bodies.

II.E.1.b. Research

The college tenure-line faculty is comprised of a spectrum, ranging from those engaged with master's degree programs to faculty supporting Ph.D. programs. Research is a component of the workload for all tenure-line faculty in the college, but the resources and time allocated to support faculty research vary with faculty program assignment and terms of appointment.

Two broad groups are recognizable: M.S. faculty (supporting undergraduate and M.S. programs with a 3/3 teaching assignment) and Ph.D. faculty (supporting undergraduate through Ph.D. programs with a 2/1 teaching assignment). In addition, the Research Track faculty will have up to 100% of their responsibilities in this area.

Quantitative measures can assist in evaluating faculty scholarship for the different tenure-line faculty categories, but the quality, impact, and significance of the accomplishments are the primary indicators of whether the faculty member has been able to establish a viable and competitive research program. Some key factors for consideration are visible products of work done by the faculty member and students, including peer-reviewed research publications and presentations in peer-reviewed professional off-campus venues; external funding directly supporting the research program; evidence of entrepreneurship; and the successful mentoring and financial support of undergraduate and, where applicable, graduate student research.

II.E.1.c. Service

Service can generally be defined as “work performed for another or a group.” A faculty member may contribute service at more than one level including: the department, the university, the city, the nation, and the international levels. We recognize three broad categories of Service:

- Activities that contribute to the management and growth of a department and/or program. Examples include, but are not limited to, participation in departmental committees, program coordination, recruiting efforts, related student organizations, and program development.
- Activities that contribute to the management and growth of the college and university. Examples include, but are not limited to, participation in college/university committees, sponsorship of college/university student organizations, and promotion of the university.
- Activities that use the specialized training and expertise to contribute to the profession and community. Examples include but are not limited to participation in professional organizations, reviewing for and editing journals, professionally related service in community or government-based organizations, and communication of Science to the general public.

Indicators of service performance of each recognizable faculty groups shall be defined by each department in the college.

As shown in the nominal effort allocation (Table 1), a faculty service contribution of approximately 10% is typically considered for promotion and tenure reviews, but this value may change to consider the average negotiated effort allocation approved by the dean.

Citizenship

It is also understood that tenure confers a class of departmental citizenship upon a faculty member. As a departmental citizen, a faculty member is expected to act in the best interests of the department and the university. Personal qualities such as commitment to the department and its mission, constructive honesty in dealings with fellow faculty, impartiality towards students are important to the integrity and growth of the department. Participation in and support of program review and accreditation efforts, including the documentation and assessment as required by ABET, NSA/DHS, SACS COC, and other accreditation bodies, will also be considered. Failure to exhibit such personal qualities will be considered as evidence of “non-collegiality” and may contribute to a recommendation against tenure and/or promotion.

II.E.2. Promotion and Tenure (P&T) for Tenured and Tenure-track Faculty

II.E.2a. Definitions and Required Time in Rank

Promotion of Faculty

University Procedure 12.01.99.C0.01 provides faculty rank descriptors. It is stated that appointment to an academic rank is based on past and anticipated success in performance, accomplishments, and leadership in teaching, research, and professional service. Faculty members progressing from one rank to the next are expected to achieve increasing success both by progressively mastering and by progressively improving in these areas. Consistently sustained development, performance of faculty responsibilities, and contribution to the university and the profession, as described in University Procedures 12.01.99.C0.01 (Academic Rank Descriptors), 12.01.01.C1 (Tenure), and 33.99.04.C0.02 (Promotion of Tenured and Tenure-Track Faculty Members), are requisite for all promotions. The merit of a faculty member’s professional achievements, rather than meeting the minimal required time in rank and residence, is the basic standard for all recommendations of promotion.

Unless otherwise requested in writing, a faculty member is eligible to be considered for promotion during the academic year in which all the education and experience standards for a given rank are met as specified in Faculty Handbook sections noted above.

Tenure of Faculty

Tenure is defined in University Handbook of Rules and Procedures 12.01.01.C1.

Beginning with appointment to the rank of full-time assistant professor or a higher rank, the tenure probationary period will not exceed six years unless an extension is granted in writing by the dean of the college and by the provost. Up to three years of credit at other institutions

may be considered as part of the probationary period if agreed to at the time of the faculty member's initial tenure track appointment.

Mandatory review of probationary faculty members for promotion and/or tenure decision will usually take place at the sixth year of tenure track appointment. If tenure decision is negative, the faculty member's contract will be terminated after one additional academic year of appointment. Faculty members who believe their teaching, scholarship and service record merits early promotion and tenure may apply. It must be noted that early promotion and tenure requires extraordinary qualifications, and that if early promotion and tenure application is denied the faculty member's contract will be terminated after one additional academic year of appointment.

Under extraordinary circumstances, a faculty member may submit a written request for "extension of the tenure probationary period" to the faculty member's department chair. The request shall follow University Handbook of Rules and Procedures 12.01.99.C0. Extension may be granted upon written concurrence by the faculty member, department chair, dean, and the provost.

Promotion to Professor

For promotion from associate professor to professor, ten years of full-time tenure track faculty experience at A&M-Corpus Christi is generally required before a faculty member can apply. Years of credit at another institution that are stated in writing at the time of the initial faculty appointment counts toward the ten-year requirement.

II.E.2.a. Tenure and Promotion to Associate Professor

The following guidelines constitute the minimum expectations for tenure and promotion to the rank of Associate Professor in the College of Engineering and Computer Science. Based on these, each department has created specific written standards for tenure and promotion to the rank of Associate Professor. These standards are included in Appendices to this document and are linked below.

Meeting the expectations below is not a guarantee of tenure and promotion; rather, they serve as the foundation for the departmental standards.

Teaching Expectations for Tenure and/or Promotion to Associate Professor

At the time of mandatory review of the probationary period:

1. Annual evaluations of teaching as determined by the department must at least "Standard."
2. Peer evaluations should be positive; negative comments should have been addressed with documented efforts to improve.
3. Student quantitative evaluations should be supportive of effective teaching.
4. There should be documented effort in several areas listed under "Other criteria" in II.E.1.a above, for example, commitment to student success, new course development,

participation in program review, and advising undergraduate and graduate students.

Research Expectations for Tenure and/or Promotion to Associate Professor

M.S. Faculty. M.S. faculty members have allocated workload that obligates them to participate in research and departmental graduate programs. While requirements will again differ by discipline and department, M.S. faculty candidates for tenure and promotion to Associate Professor are required to provide evidence of a productive, viable graduate research program. Evidence can include some combination of the following:

1. Research articles in which the candidate is a major contributor should be published in well-established publication venues, such as peer-reviewed journals, as appropriate to the field of study. Textbooks, lecture notes and lab manuals, while time consuming to prepare, are not normally the result of original research, and will be considered as contributing to teaching excellence instead of research.
2. Professional presentations of research results, such as talks or posters, at least one of which should be at the national or international level. The candidate should be the presenter in at least one if the works are multi-authored. Invited lectures for international/national or regional meetings of professional societies are also accepted as indicators in this category. The level of institutional support available during the candidate's period of review will be considered by the review committees and the chair.
3. Mentoring, as the student's advisor, of one M.S. student to completion. The candidate should successfully supervise one M.S. student to completion as the student's advisor or co-advisor, or serve as a member of M.S. thesis committee(s) directed by another faculty member. Direction of non-thesis M.S. student projects also serves as evidence of student mentoring and is considered an important teaching responsibility.
4. Evidence of external funding to support the candidate's research and graduate program. Equipment grants primarily used to develop and support the candidate's research and graduate program will be considered in this category. The candidate should provide evidence that resources acquired through such a grant are beneficial to the candidate's research program.
5. Evidence of entrepreneurship that has a quantifiable impact.

Ph.D. Faculty. Ph.D. faculty members have the lowest teaching loads and highest research expectations in the college. For a successful tenure application, Ph.D. faculty must present unequivocal evidence of a strong and independent research program at A&M-Corpus Christi competitive at the national level in their particular discipline. Evidence includes all of the following:

1. Evidence to secure external funding from national or regional sources commensurate to the needs of the research and graduate program.
2. Off-campus professional presentations of research results, as described in the MS section above.
3. The majority of peer-reviewed research publications will appear in high-impact venues of their respective specialty field(s), a growing body of which shall be based upon research conducted while the candidate was a member of the department.
4. For tenure and promotion to Associate Professor, successful recruitment and

supervision of at least one Ph.D. student is expected.

5. Evidence of entrepreneurship that has a quantifiable impact.

Service Expectations for Tenure and/or Promotion to Associate Professor

The primary foci of an Assistant Professor should be on becoming a good educator and establishing a research program. As a result, service expectations should be relatively low. On-campus service should focus on helping with departmental tasks and contributing to committee work. Off-campus service should focus on making connections with professional societies and/or relevant local community organizations.

II.E.2.b. Promotion to (Full) Professor

As with tenure, requirements for promotion to professor are discipline specific, and each department shall develop specific criteria that will be used in all evaluations. However, each department must follow general college guidelines:

Teaching Expectations for Promotion to Professor

Documented improvement in Teaching as described for promotion and tenure of Associate Professors above.

Research Expectations for Promotion to Professor

M.S. Faculty. For promotion to Professor, the candidate must achieve a research record considered significant by experts in the field. The candidate must also establish a record of a continued and consistent rate of publications, including primary authorships (e.g., lead or corresponding author) of peer-reviewed articles in high-impact venues. Also expected are continued presentations of research results at conferences of professional societies of the candidate's specialty fields, success in external funding that supports the candidate's research and graduate program, and continued supervision of M.S. students as the student's advisor and serving on M.S. thesis committees as a (non-chair) committee member. Evidence of entrepreneurship that has a quantifiable impact will also be considered.

Ph.D. Faculty. For promotion to Professor, the candidate must achieve a research record comparable to leading scholars considered experts in the field. The type of publications and presentations expected are as described in the paragraph on M.S. faculty. The candidate is also expected to have successful recruitment and supervision of at least one Ph.D. student since promotion to the rank of associate professor and within the most recent 5 years. Evidence of entrepreneurship that has a quantifiable impact will also be considered.

Service Expectations for Promotion to Professor

The successful candidate must demonstrate leadership in the department, college, university and the profession. Examples would include, but are not limited to, mentoring of junior faculty in teaching, research, and service; chairing of significant committees; a leadership role with a professional organization; hosting and organizing professional meetings; development of new academic programs; strong participation in outreach and recruitment activities.

II.E.2.c. The Promotion and Tenure Process

Procedures for Initiating Promotion and/or Tenure Review

Each spring semester, the Dean's Office will notify all faculty in their initial year of eligibility for promotion and/or tenure (henceforth "P&T"). This notification is simply informational.

Before the end of the spring semester prior to the P&T review, the dean shall hold a meeting to review timelines, processes, and portfolio expectations, and answer questions related to these topics.

Faculty must inform the Dean's Office of their intent to apply for P&T by **May 15th**.

The Office of the Dean verifies that each faculty member on the promotion/tenure list satisfies the university standards for education, experience, and length of employment. The dean will present a list of candidates to the college Promotion and Tenure Committee, the department chair, and the department Promotion and Tenure Committee by **June 10th**.

Faculty must submit supporting documentation in electronic format ("faculty portfolio") as specified in Documentation Guidelines, Appendix D, to the Office of the Dean by the close of business on **September 1st** in the relevant fall semester.

Department Promotion and Tenure Committee

The role of the department Promotion and Tenure Committee is to make recommendations to the department chair, and to the college Promotion and Tenure Committee, regarding tenure and promotion applications from that Department.

The department Promotion and Tenure Committee shall consist of all tenured and fixed-term faculty in the department, excluding the department chair. The membership of the subcommittee evaluating applications for tenure and/or promotion of tenure track faculty consists of all tenured faculty at or above the rank to which promotion is requested. For evaluating promotion of the professional or research track faculty, the subcommittee's membership includes all tenured faculty and respective professional or research track faculty at the rank or above to which promotion is requested.

Tenured faculty members will review and vote on all fixed-term promotion candidates. They will also review and vote on all tenured/tenure-track promotion candidates if they are at or above the rank at which promotion is being requested. Fixed-term faculty members will only review and vote on fixed-term promotion candidates if they are at or above the rank at which promotion is being requested. Only tenured faculty members will review and vote on tenure candidates. Members ineligible to vote on a candidate will not participate in the review or discussion of that candidate's case.

If a conflict of interest (such as spousal or partner relationships) arises as determined by

College of Engineering and Computer Science

department chair or the dean, the committee member must recuse him/herself from reviewing only that of the individual candidate's portfolio for which the conflict exists.

If the number of faculty in a rank in a department does not meet the university minimum of three committee members, the department chair will solicit from the department committee nominations of other faculty within the college at the appropriate rank. The dean may make the appointment(s) from this list of nominees or request new nominations from the committee.

The Committee chair will be selected from and elected by members of the Committee. The Committee chair should have served before on the Committee. The same person shall serve as subcommittee chair for all subcommittees in an academic year, and thus should ordinarily be a full Professor in rank. The dean (or designee) and the department chair shall review college and university tenure rules and procedures at the initial meeting of the Committee. The dean (or designee) and the department chair must not be present during subsequent committee or subcommittee meetings.

External Review

The department Promotion and Tenure Committee and the department chair are the primary evaluators of faculty teaching, scholarship and service contributions. Independent external review is a critical source of supplemental evaluation allowing an assessment of the prominence of a candidate's scholarship as viewed by his or her professional peers. The promotion and tenure portfolio of all faculty with research expectations must include external review letters.

Letters of support should not be requested from members of the Promotion and Tenure Committee as they will be directly engaged in discussion and evaluation of the candidate. Although letters may be included, for example, that support a candidate's service to the community or profession, engagement in outreach activities or serve as testimonials from students, the only letters to be included in the portfolio evaluating scholarship will be those solicited in the process described below.

External review letters will be included in the candidate's portfolio. External reviewers will be selected by the department Promotion and Tenure Committee, department chair, and dean, with half coming from a list nominated by the candidate and half from a list nominated by the department Promotion and Tenure Committee, the department chair, and the dean. The dean has to approve the final list of reviewers. The candidate may submit a list of external reviewers who should be excluded from the selection. All external review letters will be included in the portfolio. Four letters or more from external reviewers are expected and at least two should come from the non-candidate's list. The faculty candidate will submit a C.V., three publications, and five suggested external reviewers to Committee chair of his/her department Promotion and Tenure Committee by **June 15th**. External reviewers must be established scholars in the candidate's field of study or a closely related area. The reviewers must have appointment at the rank to which the candidate is applying or higher. The dean will approve the final list of external reviewers by **June 20th**.

External review letters will be requested by the department chair. To ensure that adequate time is allowed for external reviewers to review the candidate's materials and respond, the

College of Engineering and Computer Science

department chair will send out requests for review by **July 1st**. The department chair will notify the candidate when external reviews are requested. External review letters are due on **September 15th**.

External reviewers will be asked to specifically comment on the candidate's scholarly work and the significance of the contributions to the discipline. The chair of the department Promotion and Tenure Committee will prepare a summary of positive and negative comments and their recommendations on tenure and promotion. The summary and all external review letters received from accepted reviewers will be advanced with the portfolio. Letters are treated confidential and shall not be shared with the candidate. The candidate will be provided with a summary of the external review without identifying individuals. The summary will be drafted by the Committee chair and approved by the department chair.

Response of the Department Promotion and Tenure Committee

Committee members must vote positive or negative in promotion and tenure recommendations. Abstentions will be recorded as negative votes. Committee members who are unable to attend shall submit their vote to the Committee chair. A tie vote is insufficient to recommend tenure or promotion.

The department Promotion and Tenure Committee shall provide a written report to the college Promotion and Tenure Committee through the department chair expressing the Committee recommendation. The report shall contain the rationale used for reaching the recommendation. Committee members who feel strongly that the report does not adequately reflect the facts of the case may add an addendum to the report. The format for this report is included in Appendix E. The report shall be signed by each member of the Committee and shall be sent to the department chair by **September 30th**. All matters related to the deliberation of the promotion and tenure committee should remain confidential. Candidates are discouraged from approaching committee members regarding these deliberations. Candidates should only be informed of their status through the appropriate official communication procedures outlined in this document.

Role of the Department Chair

The role of the department chair is to review the department Promotion and Tenure Committee report, forward it to the college Promotion and Tenure Committee, and the dean.

The department chair shall also submit a separate evaluation report to the college Promotion and Tenure Committee and the dean.

The department chair should meet with the candidate to review both recommendation reports by **October 15th**.

Response of the Candidate

The candidate may submit a response to the recommendations of the department Promotion and Tenure Committee, and the department chair. Such response should indicate concurrence

College of Engineering and Computer Science

with the recommendations or non-concurrence. Responses to department chair's recommendation must be submitted to the chair within two business days of the meeting with the chair. The responses will be included in the candidate's portfolio. The department chair's recommendation, the department Promotion and Tenure Committee's recommendation, and the candidate's response shall be added to the portfolio and forwarded to the dean and the college Promotion and Tenure Committee.

Promotion and Tenure Committee of the College

The role of the college Promotion and Tenure Committee is to make recommendations to the dean concerning the promotion of faculty and granting of tenure.

Each department in the college elects one tenured (full) professor from that department to serve a two-year term on the college Promotion and Tenure Committee. This elected faculty member cannot serve consecutive terms unless there are fewer than three eligible faculty members in his or her department. College administrators at the level of department chair and above shall not serve on the Committee. The dean appoints one person to serve a two-year term on the college Promotion and Tenure Committee subject to the same requirements and conditions as elected members. If a conflict of interest arises, that member should not serve on the committee for the year in which the conflict exists, and another person should be elected/appointed to fill that empty position for the year. If a department does not have an eligible (full and tenured) professor to serve on the college Promotion and Tenure Committee, the dean shall appoint one full and tenured professor to serve on the committee. Committee members will assume their duties on **September 1st** of the year in which they are elected.

After receiving the recommendations from the department Promotion and Tenure Committee and the department chair, the dean (or designee) shall call a meeting of the college Promotion and Tenure Committee. At this meeting, the college Promotion and Tenure Committee shall elect a chair, and the dean shall review college and university tenure policies.

The dean or associate deans shall not be present during subsequent meetings of the Committee. While being an independent body, the college Promotion and Tenure Committee should follow each individual department's guidelines and consider each department's recommendations for discipline-specific criteria such as evidence of research productivity including the number and type of peer reviewed publications. When voting on candidates from their own department, members of the college Promotion and Tenure Committee shall vote consistent with the majority vote of the department committee.

Response of the College Promotion and Tenure Committee

The college Promotion and Tenure Committee shall provide a written report to the dean. The report shall contain the rationale used for reaching its recommendation. The vote should be reported, and no abstentions are allowed. A positive recommendation is based on a majority positive vote of the Committee members. A tie vote is insufficient to recommend tenure or promotion. Tenure and promotion from assistant professor to associate professor are not evaluated separately. Explanatory text of the Committee report should use the form in Appendix E, and not be written by the representative of the candidate's department. The report

College of Engineering and Computer Science

shall be signed by each member of the Committee and shall be sent to the dean by **November 1st**.

Documentation Available to the Committees and Department Chair

Each department Promotion and Tenure Committee and department chair shall have for review the documentation specified in Appendices D and F-G.

The college Promotion and Tenure Committee shall have for review the same documentation noted above. In addition, the department chair will provide the college Promotion and Tenure Committee with:

1. The recommendation report of the department Promotion and Tenure Committee.
2. The recommendation report of the department chair.
3. The response of the candidate.

Role of the Office of the Dean and Withdrawal from Candidacy

After receiving the written recommendations of the college Promotion and Tenure Committee, the department Promotion and Tenure Committee, the department chair, and the candidate response, the dean will meet with the candidate about the dean's recommendation and the results of the other levels of review. The candidate will be given an opportunity to read the dean's recommendation letter. The candidate may submit a written response to the dean's recommendation. Responses must be submitted to the dean within five (5) business days of the meeting with the dean. The dean shall submit all materials, including the documents stated in Section 3.6.2 of University Rules and Procedures 33.99.04.C0.02 and candidate's response if any, with a formal letter of recommendation to the Office of the Provost by the date specified by the provost, **typically around Nov. 30th**.

A candidate for promotion and/or tenure may withdraw from consideration prior to the dean submitting the letter of recommendation to the Office of the Provost. The withdrawal request must be made in writing to the dean, signed and dated. Once the withdrawal request is submitted to the dean it may not be rescinded. A candidate for tenure who requests withdrawal from consideration will be offered a terminal contract for one additional academic year following the term or semester in which the notice is received.

Information about the process beyond the college is available in University Procedures 12.01.01.C1 (Tenure) and 33.99.04.C0.02 (Promotion of Tenured and Tenure-Track Faculty Members).

II.E.3. Faculty Promotion Criteria and Process for Fixed-Term Faculty

Consideration for promotion in rank shall follow the standard departmental processes. The candidate's promotion portfolio shall include required documentation for only those areas of teaching, research and/or service that have been part of the faculty member's responsibility.

Promotion of Professional Track Faculty

Promotion of Assistant Professional Professor to Associate Professional Professor.

In order for a candidate to be recommended for promotion to the rank of associate professional professor, the candidate should have demonstrated the following:

1. Eligibility – At the time of application for promotion, the candidate must have a minimum of five years of teaching experience at the assistant professional professor rank.
2. Teaching – The candidate should have demonstrated a high level of competence in the classroom and the ability to successfully teach an adequate variety of courses as evidenced by:
 - Positive evaluation of teaching by peers assigned by the department, at least one each academic year, that includes teaching skills, course syllabi, course objectives, student engagement in class, copies of examinations, and other materials as appropriate.
 - Positive evaluation of teaching by students enrolled in courses.
 - Course improvement and development.
 - Contributions to teaching mission, including curriculum development.
3. Service – The candidate should have demonstrated effective participation in department, college, university, and professional service activities as appropriate to their workload assignment. Examples include:
 - Service on department, college, and/or university committees.
 - Non-committee department, college, and/or university service.
 - Community service including STEM outreach, Science communication, and professionally related service.
 - Service in professional organizations.

Promotion of Associate Professional Professor to Professional Professor.

A candidate for the rank of professional professor shall be considered after a period of not less than five years in the rank of associate professional professor and is required to have demonstrated a strong commitment to excellence in teaching and service (as appropriate to their workload) at TAMU-CC. His or her professional record should show an active role as a member of the senior faculty and provide evidence for an expectation of continuous dedication and future contributions to the teaching and service mission of the department, the college, and the university.

Departmental Citizenship

The departmental citizenship stated in Section E.1 also applies. It states that “a faculty member is expected to act in the best interests of the department and the university. Personal qualities such as commitment to the department and its mission, constructive honesty in dealings with fellow faculty, impartiality towards students are important to the integrity and growth of the department, and participation in and support of program review and accreditation efforts including documentation and assessment as required by ABET, NSA/DHS, SACS COC, and

other accreditation bodies.” Failure to exhibit such personal qualities will be considered as evidence of “non-collegiality” and may lead to a recommendation against promotion or non-renewal of the appointment.

Promotion of Research Track Faculty

Promotion of Research Assistant Professor to Research Associate Professor.

In order for a candidate to be recommended for promotion to the rank of research associate professor, the candidate should have not less than five years of experience at the rank of research assistant professor and demonstrated the following:

1. Research – The candidate should have demonstrated a high level of competence in his/her field and the ability to successfully conduct independent research as evidenced by being actively engaged in research activities. The research activities include peer-reviewed or externally validated contributions, including but not limited to publications in high quality journals, presentations at appropriate local, national and international conferences or work- shops, funding from external sources to sustain research agenda, external reputation of excellence in research.
2. Teaching – The candidate should have demonstrated a high level of competence serving on thesis and dissertation committees as appropriate to their appointment and workload.
3. Service – The candidate should have demonstrated effective participation in various department, college, university, and professional service activities as appropriate, examples of which include:
 - Service on department, college, and/or university committees.
 - Non-committee department, college, and/or university service.
 - Professionally related community service.
 - Service in professional organizations.

Promotion of Associate Research Professor to Research Professor.

A candidate for the rank of professional research may be considered after a period of not less than five years in the rank of associate professional professor and is required to have demonstrated a strong commitment to excellence in research, teaching and service (as appropriate to their workload) at TAMU-CC. His or her professional record should show an active role as a member of the senior faculty and provide evidence for an expectation of continuous dedication and future success in grants/contracts acquisition as PI or Co-PI, and scholarly activities including publications in refereed journals as lead or corresponding author and presentation of research results at professional society meeting of her/his specialty fields, and contributing to the research mission of the department, the college, and the university.

II.E.4. Faculty Annual Evaluation

II.E.4.a. College Faculty Annual Evaluation Process

Faculty shall be evaluated annually for performance. The result of the annual evaluation provides evidence for recommendations on merit salary increases, promotion, and tenure. All college and departmental policies and procedures shall be consistent with University Handbook of Rules and Procedures 33.99.99.C0.02. The dean of the college is responsible for

College of Engineering and Computer Science

assuring that all eligible faculty members are evaluated. However, the evaluation process is the responsibility of the chair of the department with which the faculty member is associated.

The three areas of evaluation include teaching, research activity, and service/department citizenship and other duties as defined in University Handbook of Rules and Procedures 12.01.99.C0.03 “Responsibilities of Faculty Members”. Faculty members will be evaluated based upon their assigned job duties and overall contributions to a productive department working environment. Should there exist any instances in which the faculty member was cautioned by the chair for non-collegial or other negative behavior, was the subject of a formal grievance, or other reprimands, those records must be included and addressed in the chair’s annual evaluation.

Evaluations are based on the data provided in Interfolio (or other university database approved subsequent to this revision). Scores will then be weighted based on the workload profiles and/or ranking systems developed by each department. Faculty evaluation letters will include a rating for each area, as well as an overall rating for the review period. Descriptions of the allowed ratings may be found in Procedure 33.99.99.C0.02. Each department in the college should develop criteria for these ratings. In addition, the evaluation letters will explicitly discuss the faculty member’s progress towards their next promotion and/or likelihood of a successful post-tenure review.

New full-time faculty will be asked to identify draft goals and objectives for the coming year (or portion of the academic year if assuming duties within the year). The chair and faculty member will mutually agree on goals and objectives. The final goals and objectives of new faculty members will be documented in the annual review document. Each continuing full-time faculty member will review the past year’s goals and objectives, generate a self-evaluation of accomplishments and, in consultation with the chair, identify goals and objectives for the coming year. Faculty should complete annual updates of Interfolio by **February 15th**. An electronic or hard copy of current C.V., as reported from Interfolio, along with goals and accomplishments should be submitted to department chair prior to the evaluation meeting. Faculty evaluation meetings with the chair will be completed no later than **April 1st**.

Results of the evaluation meeting will be recorded on annual evaluation forms (see templates in Appendix B).

The faculty member will be given a copy of his/her annual evaluation and will follow the instruction in Interfolio to submit his/her response. The evaluation and response, if any, will be discussed and signed by the faculty member and chair and forwarded to the Office of the Engineering Dean for placement in the faculty member’s personnel files in the Office of the Engineering Dean by **April 15th**.

When the faculty member requests, there shall be a meeting between the faculty member, the department chair, and the dean. Following such a meeting, the dean’s written review and comments will be placed in the personnel file and a copy will be given to the faculty member. Unsatisfactory annual performance reviews may lead to termination of appointment of untenured faculty. Two Unsatisfactory annual reviews since the last post-tenure review or subsequent promotion will lead to a post-tenure review of tenured faculty.

All non-tenure track faculty members will be evaluated annually using the standard faculty review processes. The review will include an examination of all of the requirements established in the original letter of appointment and all other requirements that may be added during annual reviews. Evaluations will be filed in the dean's office and will accompany any subsequent recommendations for re-hiring.

II.E.4.b. College and Departmental Guidelines for Annual Evaluation

General criteria for faculty evaluation in Teaching

Teaching is a professional activity that requires meeting deadlines, engaging with students in classes as assigned, and meeting other basic criteria. Departments are encouraged to elaborate on the following standards.

Minimal requirements

Set of minimal requirements in three main categories, which if applicable but not met, could lead to a rating of Unsatisfactory in an annual evaluation, or denial in promotion and/or tenure, regardless of performance in other requirements.

Preparation for effective teaching: Provide a complete syllabus for each course that includes appropriate course objectives and meets university requirements; meet college, university, and state deadlines for such items as syllabi, textbook orders; utilize learning management systems; attend and hold scheduled class sessions except for extenuating circumstances, providing adequate notification to department chairs and students if that's not possible; maintenance of appropriate office hours; administration of appropriate exams and other assignments.

Performance of effective teaching: maintain currency in course content and methods; provide timely and constructive feedback to students on exams and other assignments; provide timely estimates of midterm grades; provide feedback via Starfish or other student notification system.

Outcomes of effective teaching: student evaluations and student success not substantially and consistently below departmental means for similar courses; perform effective assessment activities as required by the department, college or university.

Other requirements

The categories listed below represent different aspects of effective teaching. Examples for each category are shown; departments are encouraged to elaborate on these categories.

Faculty should be evaluated in each category listed below on a 0-4 scale per each category. For an evaluation of Standard, faculty should receive cumulative score of 2 points, plus meet the student evaluation criterion. For an evaluation of High, faculty should receive cumulative score of 3 points, plus meet the student evaluation criterion. For an evaluation of Excellent, faculty should receive cumulative score of 4 points, plus meet the student evaluation criterion.

1. **Preparation for effective teaching:** examples include Complete DELA (formerly ODELTA) "Best Practices in Online Instruction" course within the last three years; teach at least one stacked undergraduate/graduate course; develop a new course or program; teach four or more preparations in the calendar year; participate in specific and significant professional development activities designed to improve teaching effectiveness; generating curricular material for multi-section classes.
2. **Performance of effective teaching:** examples include Receive at least one

satisfactory peer evaluation for a course as assigned by the department chair within the last two years; meeting department-defined expectations for student learning in key courses for the major.

3. **Significant course modifications:** examples include Develop and deliver a High-Impact Practice (as described in a college or university document) new to the course; course revision based on assessment of student learning outcomes; significant modification of course format (e.g., converting a face-to-face course to either a hybrid or fully online course); teach in a learning community, honors, or innovative course (as designated by the department chair and/or Dean).
4. **Recognition of effective teaching:** examples include developing and delivering a teaching-related conference presentation or workshop (if not counted as a research activity); be nominated by a committee for a college, university, or external agency award (e.g., A&M System, Case, Minnie Piper); receive within the last three years a university or an external agency award.
5. **Teaching activities outside the classroom:** examples include supervise internships or DIS courses; Engage in additional activities outside of normal class periods and office hours to ensure students master the subject matter (e.g., tutorials, labs, review sessions, case consultation, problem solving session); Supervise Teaching Assistants or Supplementary Instructors without Service Reassignment; Participate in departmental activities focused on teaching, e.g., writing common final exam for a multi-section, multi-instructor course

Student evaluation criteria:

- For a rating of Standard, an overall mean score of 3.7 is required.
- For a rating of High, an overall mean score of 4.0 is required.
- For a rating of Excellent, an overall mean score of 4.3 is required.

General criteria for faculty evaluation in Research

The expectations for scholarship for the ranks of Assistant Professor, Associate Professor, and Professor are detailed in section II.E.1.b of this handbook. These expectations are further elaborated at the department level in the respective departments' P&T criteria. Because expectations vary widely across the departments, it is not possible to state a uniform definition for the minimal requirements for annual evaluation of Research. Therefore:

- Faculty at the rank of Assistant Professor should receive an annual rating of "Meets Expectations" in Research if they are making adequate progress towards meeting the standards for Research for tenure and promotion, as appropriate for their workload and departmental expectations. A rating of "High" should indicate that they are on track for potential promotion to Associate Professor. A rating of "Excellent" should indicate they are clearly exceeding the standards for promotion to Associate Professor. Faculty at the rank of Associate Professor should receive an annual rating of "Meets Expectations" in Research if they continue to meet the standards for Research associated with promotion to Associate Professor, as appropriate for their workload and departmental expectations. A rating of "High" should indicate that they are on track for potential promotion to Professor. A rating of "Excellent" should indicate they are clearly exceeding the standards for promotion to Professor.
- Faculty at the rank of Professor should receive an annual rating of "Meets Expectations" in Research if they continue to meet the standards for Research associated

College of Engineering and Computer Science

with promotion to Professor. A rating of “High” should indicate they are exceeding the standards for promotion to Professor, while a rating of “Excellent” indicates they are greatly exceeding those standards.

General criteria for faculty evaluation in Service

Definitions of service for T/TT faculty may be found in section II.E.1.c above, while expectations of service for promotion and tenure may be found in sections II.E.2.b and II.E.2.c above.

In the standards noted below, three kinds of service are distinguished:

- Service to the department and program. Examples include but are not limited to participation in departmental committees, recruiting efforts, mentoring program-related student organizations, and program development.
- Service to the college and university. Examples include but are not limited to participation in college/university committees and college- or university-level student organizations.
- Service to the profession and community. Examples include but are not limited to service for professional organizations, reviewing for and editing journals, professionally related service in community or government-based organizations, and communication of Science to the general public.

Assistant Professors:

- Meets Expectations: service in their department/program.
- High: service in their department/program, as well as one of the other two categories above.
- Excellent: service in all three categories above.

Associate Professors and Professors:

- Meets Expectations: service in their department/program, as well as one of the other two categories above.
- High: service in two or more categories above, and documented leadership in at least one category
- Excellent: service in all three categories above, and documented leadership in at least one category.

Fixed-Term Faculty:

As noted in section II.D, fixed-term faculty do not ordinarily have effort allocations that include service. Those who do have an allocation for service should have the resulting expectations in writing from the department chair, and their annual evaluation should be based on their fulfillment of these expectations.

Department-level Criteria

Each department is encouraged to develop more specific guidelines than the ones listed above. Departmental rubrics will be provided by the department chairs.

II.E.4.c. Evaluation of Part-Time, Adjunct and/or Temporary Fulltime Faculty and

Teaching Assistants

Adjuncts or other faculty with semester-long appointments are evaluated after each semester in which they work. Supervision of individuals who have been hired as part-time/adjunct faculty is the responsibility of the corresponding chair or his/her designee. The primary component of the evaluation of these part-time/adjunct faculty members is teaching. The chair shall seek various inputs to identify the quality of teaching by these individuals. The inputs should include (but are not limited to) student and peer evaluations, class visits, and other factors that measure teaching performance. Due to the short-term and non-permanent nature of the employment relationship, any problems that arise should be addressed with the part-time/adjunct faculty member as quickly as possible. Evaluation forms for adjunct faculty and teaching assistants are currently located on the I:/ drive.

Teaching assistants, part-time and temporary faculty with annual contracts are evaluated using the Annual Evaluation procedures above. Unsatisfactory evaluations may lead to dismissal or non-renewal of contracts.

II.E.5. Faculty Pre-Tenure (Mid-Term) Review Process

University guidelines on Pre-Tenure Review may be found in Procedure 12.01.01.C1, Tenure, Section 4.

Each untenured tenure-line faculty member shall receive a comprehensive mid-term review by the relevant department's promotion and tenure committee, department chair, dean and provost. The mid-term review occurs in the fall semester. In most cases, untenured faculty will be eligible for the mid-term review in the fourth year of employment in the tenure-line position, in preparation for consideration for tenure in the sixth year of service. In special cases as negotiated and noted in the appointment letter from the provost, untenured tenure-line faculty may be eligible for consideration for tenure earlier than the sixth year of service and may request a mid-term review earlier than the fourth year of employment. For faculty given 3 years of credit, the mid-term review may occur in the fall semester prior to the earliest academic year in which they could apply.

Similar in scope and magnitude to the tenure review, the purpose of the mid-term review is designed to guide the candidate in the general tenure process and to offer suggestions to help the applicant strengthen his or her later application for tenure. Each reviewing party will identify the candidate's strengths and weaknesses and make recommendations in writing to assist the candidate in achieving the academic stature required for tenure in the department. Unsatisfactory annual performance reviews and/or a negative mid-term review will lead to non-renewal of appointment.

Before the end of the spring semester of each year, the dean will identify faculty members subject to mid-term review during the next academic year and notify the candidate and the relevant department's chair, and promotion and tenure committee. The Engineering Dean's Office verifies that each faculty member on the mid-term review list satisfies the college standards for education, experience, and length of service for this review.

Supporting documentation for mid-term review must include documentation of teaching

effectiveness, scholarly activities, and service. Expected documentation for the Pre-Tenure Review is the same as for the Tenure review, as indicated in Appendix D, except that no external review is expected. Any records of non-collegiality or other negative behavior and their resolutions should also be included. All materials must be submitted by **September 1st** of the year of the review.

Response of the department promotion and tenure committee, Department Chair, and Dean

Each department's promotion and tenure committee shall provide by **September 15th** a written report signed by each member of the committee to the dean expressing the recommendation of the committee, with copies to the candidate and the department chair. The department chair shall review the candidate's portfolio and the committee report and submit an independent report to the candidate and the dean by **October 1st**.

The department chair shall meet with the candidate to review the comments and recommendations of the committee and the chair. The meeting should take place by October 1.

The dean shall review the candidate's portfolio and the reports from the committee and department chair and prepare an independent evaluation. The dean will meet with the candidate to discuss the review. Subsequent to this meeting, the chair's and the dean's evaluation will be submitted to the provost with copies to the department chair, and the candidate by **November 1st**. One copy of each report shall be placed in the candidate's official file in the dean's office.

II.E.6. Faculty Post-Tenure Review Process

Post-Tenure review is governed by university procedure 12.06.99.C0.01, Post-Tenure Review. The following guidelines are to be used for post-tenure reviews of all tenured faculty in the College of Engineering and Computer Science. For faculty holding administrative appointments, reviews shall focus on individual performance within the context of a tenured faculty member, including scholarship, teaching, and service. The reviews must be consistent with workload assignments. The post-tenure review will not evaluate an individual's administrative responsibilities.

These guidelines do not infringe on the tenure system, academic freedom, due process or other protected rights. These guidelines do not establish new term-tenure systems or require faculty to reestablish their credentials for tenure.

The purpose of comprehensive review is to:

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

Responsibility and Scope

The review shall be conducted by a peer committee of tenured faculty at the college level. If there is a conflict of interest at the committee level, the dean will make suggestions to replace those members. Unsatisfactory reviews by the committee are subject to further evaluation and recommendation by the dean and provost. Every tenured member of the faculty will undergo a comprehensive review every six years or following the second Unsatisfactory comprehensive annual evaluation in any 6-year review cycle. The six-year period starts with the first full academic year appointment in a tenured position. The period restarts at the time of promotion to professor. Except for leaves occurring in the sixth year, periods when a faculty member is on leave will still count towards the six-year requirement. The post tenure review may not be waived for any active faculty member but may be deferred in rare circumstances when the review period coincides with approved leave or under significant extenuating circumstances. A deferral request must be submitted by the faculty member to the provost's office through the department chair and dean and be for a period of no more than one year from the scheduled review. Subsequent extensions as necessary will require separate application and approval. A faculty member who has submitted a letter of resignation will not be reviewed. A successful comprehensive review for promotion to professor may serve in place of this post tenure review process.

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

- Current curriculum vitae (provided by faculty)
- Annual performance evaluations (provided by department chair)
- Annual faculty activity reports, since most recent review, and determined by the college (reports are available in Interfolio and provided by faculty)

Faculty members will receive an evaluation for each category of responsibility (teaching, scholarship, service) as well as a comprehensive review. Reviews shall focus on individual performance relative to assigned responsibilities and contributions consistent with that of a tenured faculty member of comparable rank and workload.

Review Outcomes

- *Satisfactory*– faculty member meets or exceeds responsibilities and provides contributions comparable to that expected of a tenured faculty member of comparable rank and workload.
- *Unsatisfactory* – does not meet minimum expectations for assigned responsibilities and contributions are not consistent with those expected of a tenured faculty member of comparable rank and workload. Evaluations may reflect disregard of previous advice or development efforts and/or professional misconduct, dereliction of duty, or incompetence.

Review Process

October 15th: The tenured faculty member is notified that he or she will undergo a comprehensive periodic review during the following spring semester. The college committee will also be notified. All faculty in the sixth full year of service since their last review or promotion must be notified unless a deferral has been requested and approved by the Office of

the Provost.

January 20th: The faculty member submits his or her current curriculum vitae and faculty activity reports to the dean or the dean's designee. Department chairs submit copies of the faculty member's annual evaluations for the past six years or since the last review, and an evaluation summary not to exceed one page to the dean or the dean's designee. If a faculty member has written a response to any annual evaluation during the review period, the response letter(s) will be included.

February 1st: The dean or dean's designee meets with the peer-review committee to provide instructions for conducting the review and provides the peer-review committee with a copy of the submitted documents. The peer-review committee shall be formed at the college level. Each department elects on an annual basis one tenured (full) professor to the committee by vote of the tenured and tenure-track faculty. Departments are encouraged to rotate this responsibility if possible. Members serve one-year terms. The committee chair will be selected by the peer-review committee members. Department chairs and associate deans shall not serve on the committee.

March 1st: The peer-review committee will submit a report for each faculty member undergoing post-tenure review to the dean's office. The report shall state the rating for each category of responsibility, the comprehensive review rating, and the basis for that determination.

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

After reviewing the peer-review committee's evaluation report, the dean shall prepare an individual evaluation for each faculty member under review.

- The dean will meet with the faculty member to inform them of the dean's and peer-review committee's recommendations. The faculty member will be provided a copy of the peer-review committee's and dean's written evaluations.
- Upon request by the faculty, the dean shall inform them of the numerical results of the peer-review committee's vote.

The faculty member may submit a written response to the peer-review committee's and dean's recommendations. Responses must be submitted to the dean within five business days of the meeting with the dean and will be included in the reports and recommendations forwarded to the provost.

April 1st: The dean's and peer-review committee's reports and recommendations and faculty response if applicable will be submitted along with a copy of the college post-tenure review process to the Office of the Provost.

April 15th: The Provost will review the provided documentation and prepare a final decision.

April 30th: The Provost will notify in writing the dean, department chair, and the peer-review

College of Engineering and Computer Science

committee of the final post-tenure review rating for each faculty member undergoing post-tenure review. The Provost of the peer-review committee will forward this rating to the appropriate faculty member.

Professional Development Plan

For all faculty ultimately receiving an *Unsatisfactory* rating in any category or an overall rating of *Unsatisfactory* from the Provost, the faculty member, in collaboration with the peer-review committee and department chair or dean if the faculty member has administrative assignments of 50% or greater, shall establish a professional development plan addressing any *Unsatisfactory* area (individual category or overall rating) within 30 days of receiving the final decision. This plan shall be subject to review and approval by the dean.

Should the 30-day period end after the conclusion of the spring semester the deadline will be extended until September 15th.

The plan will:

- Indicate the University resources available to provide appropriate support for the faculty member in achieving the goals of the plan.
- Indicate who will monitor the implementation of the plan and support the faculty member through the process (for example, a faculty mentor, department chair).
- Include a follow-up schedule (with specific dates), benchmarks, and tangible goals for evaluating improved performance.

The original written review and professional development plan shall be submitted to the provost's office with one copy each for the faculty member, the department chair, and the college dean. Normally, the development plan period will be for two years.

The department chair/dean, with input from the current peer-review committee, will assess evidence of improvement after one year. A one-year status report, and a final report will be submitted to the dean and Office of the Provost by May 15th of ensuing years. The successful completion of the professional development plan is the positive outcome to which all faculty and administrators involved in the process must be committed. However, if the faculty member is deemed to have made insufficient progress by the end of the plan period, the department chair, in conjunction with the dean, will take appropriate administrative action, up to and including recommendation for dismissal.

Disciplinary Action

If incompetence, neglect of duty, or other good cause is determined to be present, appropriate disciplinary action, up to and including review for termination, may be initiated in accordance with due process described in university procedure 12.01.99.C0.05, Faculty Dismissals, Administrative Leave, Non-Reappointments and Terminal Appointments and system policy 12.01, Academic Freedom, Responsibility and Tenure.

III.A. Department Chair Access to Courses in Learning Management Systems

Summary

This policy outlines the responsibilities and process associated with a department chair gaining access to department faculty courses in the Learning Management System (LMS).

1. RESPONSIBILITIES

1.1. Department Chair

- 1.1.1. Each department chair has the ability to add themselves to the LMS for any course offered in their department to review course activity, ensure academic continuity, or evaluate faculty teaching.
- 1.1.2. If there is an academic need to have higher-level access to a course (e.g., to enter grades), the department chair must secure approval from their dean and request the additional access from Information Technology.
- 1.1.3. A department chair shall only add themselves to a course as appropriate and may not add other faculty/college staff members to a course on their behalf.

1.2. Office of the Dean

- 1.2.1. The Office of the Dean will provide the Office of the Provost with a list of the college's department chairs at the start of each long semester and any time there is a change of a department chair.

1.3. Office of the Provost

- 1.3.1. The Office of the Provost will provide the LMS Coordinator with a list of all colleges' department chairs at the start of each long semester and any time there is a change of a department chair. The LMS Coordinator will update the role of chairs in the LMS to allow for access to their department's courses in the LMS.

2. PROCESS

- 2.1. The process of accessing a course in the LMS will normally be initiated by the department chair for a specific reason (e.g., assess alignment with the college's academic continuity plan). The department chair shall:

- 2.1.1. notify the faculty member in writing at least one (1) business day prior to accessing the course;
- 2.1.2. discuss feedback with the faculty member as appropriate; and
- 2.1.3. share any academic continuity concerns with the dean.

- 2.2. In emergency situations, the department chair may access a course to assist with the continuity of the course without advanced notice to the faculty member. The department chair shall attempt to contact the faculty member regarding accessing

the course.

3. FACULTY RESPONSE

If a faculty member has a concern with the access request or any resulting comments or concerns, established college processes and university procedure *32.01.01.CO.01, Complaint and Appeal Process for Faculty Members* should be followed.

III.B. Student Grade Appeal Process

The College of Engineering and Computer Science follows the procedure described in University Procedure 13.02.99.C0.03, Student Grade Appeals. The process outlined below is intended for the student who questions a final grade for a course in the College of Engineering and Computer Science.

General Information

Instructor and Student Responsibility--The instructor of the class is the primary authority with respect to evaluating a student's proficiency and assigning a final grade in a course. In interactions between the instructor and students and among students, the instructor 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 established by AAUP (Joint Statement on Rights and Freedoms of Students, 1967). In the syllabus for each course, the instructor is responsible for outlining objectives and setting standards, for clearly stating how a student's performance and proficiency will be evaluated, and for explaining the relationship between the evaluation instrument(s) and the student's final letter grade in the course. 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.

Foundations of a Grade Appeal. Personal issues such as simple dissatisfaction with a grade, potential loss of a scholarship or assistantship, etc. are *not* grounds for a successful appeal. The following instructions are given to all individuals and committees who will evaluate a grade appeal. The student should note these and bear them in mind when deciding whether to appeal a grade, and when preparing a grade appeal.

- The basis of the grade appeal request must focus on specific departures from guidelines in the syllabus. Reviewers will consider whether the instructor adhered to evaluation procedures identified in the course syllabus.
- Reviewers will consider whether the instructor's treatment of the student was appropriate (i.e., not arbitrary, capricious or prejudiced) and adhered to equitable evaluation guidelines.
- The burden of proof shall rest with the student. The onus is on the student to demonstrate that the appeal has an appropriate foundation.
- The standard of proof shall be a preponderance of the evidence.

Composition of the College Grade Appeal Committee and Choice of Hearing Panel

For the College of Engineering and Computer Science, members of the hearing panel will be appointed by the Associate Dean for Academic Affairs and Student Success from the pool of CGAC members. The appointment of CGAC membership is left to the Departments in the College. Members will serve for one year.

- **Faculty members:** The chair of each department will develop a list of three (3) full-
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College of Engineering and Computer Science

time, resident faculty members (i.e., instructors, professional-track faculty and tenured/tenure-track faculty) who are teaching on-campus and available for service. (It is incumbent upon the chair to determine the availability of the faculty member for this service prior to submitting the list.) This will provide a pool of 6 faculty members for the College of Engineering and Computer Science.

- **Student members:** Students will be selected to serve on the CGAC based on the level of the student filing the appeal (i.e., undergraduate students will hear the appeal from an undergraduate student and graduate students will hear the appeal from a graduate student). To serve, a student must be currently enrolled, be majoring in an area within the College of Engineering and Computer Science and have no less than a 3.0 cumulative GPA. To hear an undergraduate appeal, a student member must be a junior or senior (by number of hours); to hear a graduate appeal, a student must be a graduate student who has completed at least one long (i.e., spring or fall) semester at Texas A&M University-Corpus Christi. The chair of each Department will provide two (2) students from his or her area. Graduate students will be selected from graduate students who are on campus during the semester in question. (It is incumbent upon the department chair to determine the qualifications and availability of the suggested student member for this service prior to submitting the name.) This will provide a pool of at least four (4) students. In addition, the Student Senators representing the College of Engineering and Computer Science will also be included in the pool of students whenever possible (the Associate Dean will check their qualifications and availability).
- **Selection of members for the CGAC hearing panel:** The Associate Dean for Academic Affairs and Student Success chooses three (3) faculty and two (2) students from the central pool (by drawing of names) to comprise the hearing panel, and informs the CGAC members, the student, and the instructor. Should members of the hearing panel be unable to serve or have a conflict of interest or be in any way involved in a particular case, they will be replaced by random draw from the central pool. When there are multiple grade appeal cases at the same time, separate hearing panels will be drawn for each case. When possible, the Associate Dean will not ask CGAC members to serve on more than one panel per academic year.
- **Recruiting additional members of the pool:** In the circumstance that an appeal needs to be heard, but a quorum of pool members is not available, the Associate Dean may ask the chairs for additional nominations of faculty or students, as needed, to complete the quorum.

The Appeal Process

A summary is provided here. All parties involved should consult the complete grade appeal process as detailed in Procedure 13.02.99.C0.03.

- Unless the faculty member is unavailable for any reason, the student should first meet with the instructor to try to resolve the issue informally.
- If the student believes the matter is not satisfactorily resolved at this stage, or if the faculty member is unavailable or no longer with the university, he or she may appeal the final grade in writing to the appropriate department chair. This should be done no later than twenty (20) business days after the start of the next long semester.
- Normally, within five (5) business days, the department chair will consult with the

College of Engineering and Computer Science

student and the faculty member to attempt a successful resolution of the appeal. If successful, the department chair will issue a written statement of the findings and agreed-upon actions; if unsuccessful, the department chair will refer the matter, normally within five (5) business days, to the Associate Dean.

- The Associate Dean will schedule a hearing before the CGAC, normally within twenty (20) days, at a time and place that does not conflict with the class students and faculty involved. The panel of CGAC members will be chosen as described above. A quorum will be four (4) members of the committee.
- The panel will present its findings and recommendations in writing, either upholding the original grade or recommending a specific grade change, to the Associate Dean, normally within five (5) business days after the conclusion of the hearing.
- The Associate Dean will make her or his decision on the grade within five (5) business days of receiving the recommendation. The Associate Dean's decision is final.

A note about scheduling the hearing

- NOTE: As a rule, hearings will not be held between the end of the Fall semester and the start of the Spring semester; between the end of the Spring semester and the start of the regular five-week Summer I semester; or between the end of the Summer II semester and the start of the Fall semester. However, if the student needs the results of the appeal to enable transfer to another institution for the semester following the grade under appeal, an attempt will be made to accommodate that timeline.

Forms associated with different stages of the appeal process may be found in **Appendix H**.

III.C. Graduate Assistants Appointment Process

The Engineering and Computer Science is committed to providing teaching assistantships to as many qualified graduate students as funding and need permits. Appointment of Teaching Assistants (TAs) is a multi-step process designed to maximize benefits to:

- University and College—by providing instructional assistance for our numerous laboratory sections, and by providing funding that will attract students to our graduate programs.
- Undergraduate students—by providing qualified laboratory instructors who will enable them to receive individual attention in small classes.
- Graduate students—by providing them with a chance to develop teaching skills (under supervision), and by providing funding that will allow them to support themselves.
- Instructors who supervise the TAs—by ensuring that the TAs selected for their courses have relevant backgrounds and skills in the discipline.

Review of TA Pool

Faculty and/or potential supervisors of TAs will have access to the TA summary of applicants in the I:drive[I:COEN\COEN TA\TA Assignment Spreadsheets to identify and request students for assistance with specific courses. Supervisors must keep in mind the following factors when considering TAs for their programs: academic strengths, teaching experience and past performance.

Teaching Assistantship Requirements

- Completed a bachelor's degree.
- Be accepted into a graduate program at Texas A&M– Corpus Christi.
- New TAs must complete TA orientation offered at A&M – Corpus Christi.
- Be enrolled in at least nine (9) graduate semester credit hours at A&M – Corpus Christi.
- Be in good academic standing at the time of hiring, and remain in good academic standing, e.g., graduate GPA of 3.00 or higher for graduate students.
- Must complete online training modules that are required by the University and System.
- Enroll in SMTE-5004 "Teaching Assistant Seminar" in their first semester as a TA.

If a TA fails to meet any of the above requirements, his/her assistantship will be terminated. If a TA does not attend all SMTE 5004 sessions, he/she will not be eligible for future TA appointments.

TA Assignment Process

1. TA assignments are determined collectively by department chairs or their delegates based on the needs of the departments. If an agreement cannot be reached, the matter should be brought to the dean for final deliberation.
 2. If a TA applicant does not meet the requirement of a last 60 hrs.
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undergraduate GPA of at least 3.0, or an overall undergraduate GPA of 3.0 or better, or a graduate GPA of 3.0 or better, the department chair of the department to which the TA is desired for assignment can request an appeal provided that the applicant has an overall GPA of at least 2.8 or the applicant has at least three years of experience (either through university coursework or professional experience) in the required expertise area. The appeal package must include a letter from the student applicant requesting the appeal and a letter from the requesting department chair, program coordinator, or potential faculty member who would serve as that TA's supervisor describing the special skills and/or experience that qualify the applicant for the TA position. In addition, the requesting department chair or program coordinator must explain how the department will help the applicant to succeed in the expected activities. The deadline to receive TA appeals is two weeks before the official start of the semester. After that, no appeals will be considered. Appointments for students granted a TA position after such appeal will be for one semester only.

3. A student accepting a TA position may not switch to a different Graduate Assistantship position (such as RA) any later than two weeks before the start of classes unless there is an agreement among all the parties involved. Exceptions to this rule must be approved by the Dean of the College.
4. All students accepting a TA position must undergo mandatory training. Failure to attend the training will disqualify the applicants for the TA position. In case of an emergency, written proof must be presented to the Associate Dean for Academic Affairs and Student Success. If a TA appointment letter has not been issued but the department has intent to hire an applicant, it is the department's responsibility to make sure the applicant is aware of the training dates and attends.
5. All international graduate students whose primary language is not English may be required to demonstrate spoken English proficiency before being appointed as graduate or teaching assistants.

In general, MS students will receive up to four regular (Fall and Spring) semesters of TA support, while PhD students will receive up to ten regular semesters of support. Summer TA positions do not count against these quotas. If a department wishes to hire a student as a TA beyond these limits, a letter requesting the extension should be addressed to the Associate Dean for Academic Affairs and Student Success, detailing the student's progress towards graduation and/or any specialized teaching needs the student might fulfill.

III.D. Academic Continuity Plan

Critical Function: Continuity of Learning

TABLE I. PLAN DETAILS	
DESCRIPTION	Continuing delivery of teaching/learning functions of the college. This function may be suspended temporarily but is time- dependent and should resume in some manner as soon as possible. In the event of long-term campus closure, online and off-site delivery of teaching is possible.
WHO PERFORMS THIS?	The two academic units within the College of Engineering and Computer Science: Department of Computer Science and Department of Engineering
RESPONSIBLE PERSONS?	College of Engineering and Computer Science: College Dean; Associate Dean for Research; Associate Dean for Academic Affairs and Student Affairs CSCI: Department Chair ENGR: Department Chair General: Senior Academic Advisors (for Undergraduates and Graduates); College IT Manager; Dean’s Office Manager; Business Manager); College Operations Supervisor
PEAK PERIODS	February, March, April, September, October, November
COMMENT	Although the teaching mission continues throughout the year, the middle period of the “long” semesters are the time when there is the most activity and when closure would be most detrimental.
DOCUMENTS	See TABLE II
UPSTREAM DEPENDENCIES	Academic Affairs (Recruitment and Enrollment Management, Academic Advising, Undergraduate Studies, Honors Program, University Libraries, International Education), Registrar’s Office, Students with Disabilities, Student Engagement and Success, Physical Plant, Environmental Health & Safety, Information Technology, University Police, Telecommunications, Central Receiving, Distance Education, National Spill Control School (RCO)
DOWNSTREAM DEPENDENCIES	Departments of CSCI, ENGR
POSSIBLE CONSEQUENCIES IF THIS FUNCTION IS NOT CONTINUED OR	<ul style="list-style-type: none"> - Disruption of teaching - Disruption of research – students assist with research. Students going elsewhere for classes would have an impact on research - Departure of faculty - Departure of staff

College of Engineering and Computer Science

RECOVERED QUICKLY ENOUGH	<ul style="list-style-type: none"> - Departure of students - Loss of revenue - Impact on other units <p>Impact on important business partners</p>
HOW TO COPE IF USUAL SPACE IS NOT AVAILABLE	Some teaching/learning activities may take place online. Functions requiring physical interactions (e.g., laboratories) would require arrangement with off-site facilities or revised scheduling.
HOW TO COPE IF 50% ABSENTEEISM OF STAFF AND FACULTY	There is some redundancy of function built into faculty and staff positions. Temporary staff and faculty can be hired. Online teaching is planned if faculty members are home-bound but not incapacitated. Classes with multiple sections may be combined.
WHAT TO DO IF CERTAIN SKILLS/KNOWLEDGE ARE HELD BY ONLY ONE STAFF MEMBER (UNIQUE SKILL)	For most “general” courses, there is adequate redundancy among existing faculty and the adjunct pool to accommodate absences. Some (a very few) specialized courses lack this redundancy of expertise in existing faculty and staff and would need to grant enrolled students “incompletes” until suitable replacements are appointed.
CAN THIS FUNCTION BE PERFORMED FULLY OR PARTLY FROM HOME?	The technology is available for most lecture-only courses that will be taught online if reliable IT, data networks and communication lines are available. Courses requiring physical interaction (e.g., labs, internships, practicums) would need to substitute equivalent activities or postpone completion until the emergency situation is resolved.
HOW TO COPE IF DATA NETWORK IS NOT AVAILABLE	Either physical instructional delivery or online instructional delivery is necessary for almost all courses. If both are unavailable, conference calls via telephone and supplemented by “paper” mail may be used in some cases. However, these alternatives are less effective modes of instructional delivery, and have limited scope and usefulness.
ANY SHOW STOPPERS	Network communication is an “irreplaceable” resource (or very close to it), as well as reliable access by instructors and students.
DO ANY OF THESE COPING STRATEGIES EXPOSE THE UNIVERSITY TO RISK	No
POLICY EXCEPTIONS THAT MAY BE NEEDED	Closed captioning may not be available for emergency online offerings. Deviation from the original syllabus will be necessary for some coping strategies, requiring the development of an adaptive syllabus.
ADDITIONAL VULNERABILITIES	Unknown
COMMENTS	This is time dependent. During “long” semesters, a missing month could be made up – perhaps by extending into the subsequent intersession. However, longer absences or absences during the “short” semesters and minimesters would be “irrecoverable” and would require

College of Engineering and Computer Science

	granting “incomplete” grades to enrolled students and rescheduling for the completion of the courses.
ACTION ITEMS	See TABLE III

TABLE II. DOCUMENTS LIST

COURSE GRADEBOOKS, DOCUMENTS AND SPREADSHEETS-BLACKBOARD	<p>Description: Each instructor's personal log of student performance and evaluation.</p> <p>Owner: Individual faculty members through BlackBoard</p> <p>Physical Location: Blackboard cloud server</p> <p>Medium: Electronic</p> <p>Principal contact Person(s): IT Department</p> <p>Backup Measures: Off-site server maintained through BlackBoard</p>
COURSE GRADEBOOKS, DOCUMENTS AND SPREADSHEETS-PERSONAL	<p>Description: Each instructor's personal log of student. Usually in the form of computer spreadsheets but may also be paper or a combination of both performance and evaluation.</p> <p>Owner: Individual faculty members</p> <p>Physical Location: Faculty members' file or computers</p> <p>Medium: More than one</p> <p>Principal contact Person(s): IT Department</p> <p>Backup Measures: Varies according to medium. Backup is part of the individual's personal emergency plan.</p>
INVENTORY: TEACHING EQUIPMENT	<p>Description: Inventory of routine and specialized equipment used in teaching laboratories.</p> <p>Owner: Academic Departments: CSCI, ENGR</p> <p>Physical Location: Computers of Teaching Laboratory Coordinators and IT personnel; University Secure i-drive</p> <p>Medium: Electronic</p> <p>Principal Contact Persons: CSCI: College IT Personnel ENGR: Laboratory Coordinators</p>
PERSONNEL FILES: FACULTY PORTFOLIOS DURING REVIEW	<p>Description: Repository of portfolios for faculty who are being reviewed for Pre-Tenure (3rd-Year) Review, Promotion and Tenure and Post-Tenure Review.</p> <p>Owner: Engineering and Computer Science</p> <p>Physical Location: CI-372, University Cloud Storage, Laserfiche</p> <p>Medium: Paper and Electronic</p> <p>Principal Contact Person(s): Dean's Office Manager</p>

College of Engineering and Computer Science

<p>PERSONNEL FILES: ACTIVITY PLANS/REPORTS DURING ANNUAL REVIEW</p>	<p>Description: Faculty and Staff activity plans, curriculum vitae and activity reports during annual review period. Owner: College of Engineering and Computer Science Physical Location: CI-372 Medium: Paper Principal Contact Person(s): Dean, Associate Deans, Office Manager, Senior Administrative Assistant Backup Measures: Department chairs and Dean’s summaries of annual reviews, Interfolio (faculty activity report), I:drive and WorkDay (staff annual review)</p>
<p>PROGRAM ACCREDITATION DOCUMENTS</p>	<p>Description: Documentation of accreditation for appropriate programs: Owner: College of Engineering and Computer Science Physical Location: ABET: ABET Coordinator’s computer and files; I-drive NAACLS: NACCLS Program Coordinator’s computer and files; I-drive; Other programs: Computer and files of the Associate Dean for Academic Affairs and Student Success; I- drive; All Programs: Academic & Administrative Compliance Officer (Provost’s Office) Medium: more than one Principal Contact Person(s): Associate Dean for Academic Affairs and Student Success, Program Coordinators, Academic & Administrative Compliance Officer (Provost’s Office) Backup Measures: Stored on computers, external hard drives and i-drive; Cloud storage</p>
<p>STUDENT FILES – ACTIVE ADVISING</p>	<p>Description: Files used by the Engineering and Computer Science Academic Advisors when dealing with current students. Owner: College of Engineering and Computer Science Physical Location: ST Advising Folder on i-Drive Medium: Electronic Principal Contact Person(s): Senior Academic Advisors Backup Measures: Degree Works, and Registrar for most items; Hard copies of some items are kept in advisors' offices (CI-350 Suite)</p>
<p>STUDENT FILES – GRADUATED AND INACTIVE</p>	<p>Description: Archival files for students not currently being advised. Owner: College of Engineering and Computer Science Physical Location: ST Advising Folder on i-Drive Medium: Electronic Principal Contact Person(s): Office Manager & Senior Administrative Assistant Backup Measures: Degree Works and Registrar are backups for most items; Hard copies of some items are kept in student folders in CI-373.</p>

College of Engineering and Computer Science

TEACHING ASSISTANTSHIP SPREADSHEET

Description: List of current and continuing TAs Owner: College of Engineering and Computer Science
Physical Location: shared folder in the I:drive
Medium: Electronic
Principal Contact Person(s): Senior Administrative Assistant

College of Engineering and Computer Science

TABLE III. ACTION ITEMS

<p>ALTERNATIVE DELIVERY OF ITEMS REQUIRING PHYSICAL CONTACT</p>	<p>Assigned to: Department Chair</p> <p>Description: Courses with components that include physical contact (labs., internships, practicums, etc.) will either need to be modified for online delivery (if possible) or make alternative arrangements for physical delivery. If physical contact is necessary, it will need to be performed off-site. Determine off-site locations for research and physical teaching re-locations in advance and inform the faculty about these. In some cases, "kits" are available for students to use at home. In other cases where supervision is necessary, alternative arrangements (MOUs) must be made with off-campus institutions (and, perhaps, personnel). Costs vary, ranging from gratis to reimbursement for facilities, equipment time, supplies, personnel time, etc. This will be necessary to effectively keep non-online functions running. It cannot be done by individual researchers/teachers alone. It must be coordinated at the campus level (so students will have coordinated access) and is likely to also involve non-TAMUS institutions.</p>
<p>LECTURE CAPTURE/ONLINE PREPARATION</p>	<p>Assigned to: Associate Dean for Academic Affairs and Student Success, College IT Manager, DELA, IT</p> <p>Description: "Teaching" has been identified as a Critical Function of the College of Engineering and Computer Science and is the primary focus of this business continuity plan update. A Lecture Capture program has been implemented during fall semester (peak hurricane season), and (optionally) in the spring semester using different platforms for recording lectures in classroom (using webcam microphone or voice recording capability in computers), WebEx meetings and posting to BlackBoard, or integrating Office365 into teaching. These platforms will provide an archive of captured lectures that can be accessed for online use.</p>
<p>ONLINE/CAPTURED LECTURE ACCESS AND DELIVERY</p>	<p>Assigned to: DELA (other unit outside of college)</p> <p>Description: Once lecture/course content is available for online delivery; faculty must be able to access it and deliver it to students. Likewise, students must be able to access and download the online materials. Distance Education and IT maintain the delivery systems and are available to train faculty in their use.</p>
<p>HANDLING OF LIVING TEACHING MATERIALS</p>	<p>Assigned to: Laboratory Coordinators</p> <p>Description: Living materials (cell cultures, tissue cultures, microbial cultures, plants, animals, etc.) used in teaching are not usually "special" or "unique" and can often be replaced. (If any are "irreplaceable," they will be treated like living research materials.) Two main concerns for living teaching materials are: 1) sustenance and humane treatment of any specimens that need to be maintained; and 2) environmental, safety and health considerations. In some cases, it is preferable to destroy specimens (and start with new ones after the emergency) rather than attempt to maintain them and risk their release</p>

College of Engineering and Computer Science

	<p>into the environment. The situation varies with specific specimens, and each appropriate unit's emergency plan addresses dealing with its own living specimens.</p>
HANDLING OF NON-LIVING TEACHING MATERIALS	<p>Assigned to: Program and Laboratory Coordinators</p> <p>Description: Most chemical and physical specimens can be stored for long periods. Some, however, require that special environmental conditions (e.g., temperature, vacuum/pressure) be maintained. Some equipment requires periodic maintenance--even when it is not actively in use. (If any non-living specimens or other items are "irreplaceable," they will be treated like non-living research materials.)</p>

III.E. Summer Teaching Process

Faculty members are generally not contractually promised summer teaching nor required to teach during the summer. Teaching summer courses is an additional opportunity, not a right. If a scheduled course does not meet, faculty are not automatically moved to another paid assignment. Faculty teaching or fulfilling other paid assignments in the summer sessions are expected to continue all aspects of the faculty role including regular office hours, student advising, department and other college and university obligations as well as attendance at summer commencement ceremonies.

Determination of summer teaching schedules and loads is based first on programmatic and student needs and second on budgetary constraints. In general, continuing fulltime faculty without research expectations are given priority in making summer teaching assignments for lower-level undergraduate courses appropriate to their expertise. Faculty expertise in an area will be the primary consideration for assignment of needed upper level and graduate courses.

The process for determining summer teaching schedules and faculty summer loads is described below:

1. Early in the spring semester, chairs determine which courses will be offered during the summer. This determination is based on both program and student needs and the size of expected enrollments for the courses. Chairs schedule courses based on their logical place in the program.
2. At this time chairs will query the faculty to find out who is interested in teaching during the summer. Faculty are asked how many courses they would like to teach and which sessions they would prefer to teach.
3. Chairs notify the dean of departmental course requirements for the summer and of any adjunct instructor requirements. The dean requests summer funding from the university administration to meet programmatic needs.
4. Chairs match faculty preferences with needed courses. Chairs principally assign faculty to courses on the basis of faculty expertise in an area. Where more than one faculty member is capable of teaching a given course, the chairs may make the summer assignment based on any of a number of appropriate factors, including but not necessarily limited to faculty research expectations, seniority, previous experience with the course, teaching evaluations, previous summer or other budgetary resource allocations, or simple rotation. Chairs may make such assignments based on different criteria, as they deem appropriate to each situation.

IV.A. Abandoned Property Report Process

Summary:

This college policy expands on university rule *21.99.04.C1, Disposition of Abandoned and Unclaimed Personal Property* to outline the process of handling personal belongings left behind by a faculty member upon a separation from employment at the university.

Process:

1. Collection of the abandoned personal property
 - 1.1. The department chair will notify the Office of the Dean and the University Center administration office that the former faculty member left personal property behind.
 - 1.2. The department chair will appoint at least two (2) individuals (faculty or staff) from the department to box up the abandoned property, create a log of the property, and transfer the property to the University Center for storage until the property can be disposed of according to section 2 of this document.
 - 1.2.1. The department chair may appoint individuals from another department, if necessary, to ensure that at least two (2) people perform this task.
 - 1.2.2. If college or department staff are available for this task, the department chair may request their assistance.
 - 1.3. The department chair will attempt to contact the former faculty member or authorized designee within ten (10) business days to pick up the property.
 - 1.4. The former faculty member or authorized designee will be given ten (10) business days from initial contact with the department chair to make arrangements to pick up the personal property from the University Center.
2. Disposition of the abandoned property
 - 2.1. If the attempt to contact the former faculty member is successful and arrangements have been made for retrieval of the property within the allotted timeframe:
 - (a) The former faculty member or authorized designee may pick up the property during the University Center's normal business hours; and
 - (b) The University Center must notify the Office of the Dean that the property has been picked up by the former employee or authorized designee.
 - 2.1.1. At the department's discretion, it may ship the property to the former faculty member or authorized designee at either the department's or faculty member's/authorized designee's expense.
 - 2.2. If the attempt to contact the former faculty member or authorized designee is unsuccessful after the allotted timeframe, the University Center will dispose of the property in accordance with university rule *21.99.04.C1, Disposition of Abandoned and Unclaimed Personal Property*.

IV.B. Facilities & Administrative Costs Distribution Policy

This college policy expands on university Procedure 15.01.05.C0.01, Facilities and Administrative Costs of Extramural Projects. The college policy is identical to the university policy, with the following additions:

PI or PIs salaried by an academic college:

50% University and 50% College. Funds directed to the college will be shared with the PI or PIs. The amount, currently at 5%, remains at the discretion of the dean, but the College does not anticipate a change in this policy in the near future. PIs may carry forward less than \$5,000 between fiscal years. PI IDC accounts in excess of \$5,000 will require justification to carry forward. These requests will be reviewed by the dean on a case-by-case basis.

PI or PIs salaried by a center/institute reporting to a college dean:

50% University and 50% College. Funds directed to the college should be shared with the center/institute. Funds shared with the center are at the discretion of the dean. This amount is 40% in the College.

PI or PIs salaried by the college but affiliated with a center:

50% University and 50% College. At the discretion of the dean funds may be shared with the center.

50% University, 40% Center/Institute, and 10% President/VPR&I. Funds directed to the center/institute can be shared with the PI or PIs at the discretion of the center/institute director.

PI or PIs salaried by a unit/division (e.g., CASA):

50% University and 50% Unit/Division.

PIs salaried by more than one college, OR a college and a center/institute and/or unit/division not within that college OR by a center/institute reporting to the President/VPR&I and/or unit/division not within a college:

50% University with the other 50% distributed as follows:

If needed, with the assistance of VPR&I, PIs agree on percent effort on the project. For example, PI- A (COE) = 40% effort, PI-B (HRI) = 40% effort, PI-C (Academic Affairs) = 20% effort. Following that agreement, the other 50% of IDC would then be distributed to college(s), center/institutes, and/or unit/divisions per PI effort. In the example given COE would receive 20% of the total IDC, HRI also 20% IDC and Academic Affairs would receive 10% of the total IDC. If the project is funded, the PIs' deans, directors, or unit/division heads must approve the agreed upon delegation of percent effort and IDC will be distributed accordingly.

Should the PIs' deans, directors, and/or unit/division heads not approve the agreed upon delegation of percent effort, the VPR&I will adjudicate the dispute and IDC will be distributed accordingly. Outlier cases (e.g., PI with dual appointment) will be handled by the VPR&I with the input of the relevant dean(s) and/or directors and/or unit/division heads.

IV.C. Faculty Personnel Files

Faculty personnel files are maintained in both the Office of the Provost (originals) and the Office of the Engineering Dean. At the time of employment at A&M-Corpus Christi, all faculty will provide original transcripts for all college and university work. If additional courses or degrees are completed after commencing work at the university, the faculty will provide an original transcript to the Office of the Engineering Dean for maintenance in the faculty personnel files. In addition, faculty are to maintain a complete and current academic record available online through the Interfolio. The academic record will be used by the university to derive a curriculum vitae (C.V.) by **August 1st** prior to each academic year to meet the requirements of House Bill 2504 which requires Texas public institutions of higher education to post a C.V. for each faculty member and course syllabi on a publicly accessible website. New faculty will be requested to provide a C.V. prior to the start of classes. **The academic record deposited in Interfolio will also be used by department chairs to develop a current C.V. as a reference during the annual evaluation.** It is the responsibility of each individual faculty to assure that the transcript records of their education are correct and on file in the Office of the Engineering Dean and that the academic record housed in Interfolio is current.

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

- Copies of official transcripts showing all graduate work and the awarding of degrees (Original transcripts are kept in the Office of the Provost)
- Annually updated C.V.
- A&M-Corpus Christi Notice of Appointment/employment contracts
- Copies of correspondence related to contracts
- File copies of outside employment approval forms
- Reports and recommendations from the chair and the dean related to mid-term review, and tenure and promotion decisions
- Faculty submitted materials related to teaching effectiveness and faculty development activities; scholarly and/or creative accomplishments; and professional, university, college, and community service
- Faculty annual evaluations
- Faculty annual goals and objectives
- Other relevant personnel forms
- Miscellaneous correspondence

IV.D. Faculty Travel Guidelines

The College of Engineering and Computer Science encourages all faculty to be professionally active. To further that end, the college provides funds to support professional travel. The amount of reimbursement varies depending on the availability of funds. While each Department establishes priorities supporting their goals and philosophy, there are some general guidelines for travel on university business that apply across the continuum.

1. All travel plans and requests must originate and carry the approval of the relevant chair or director for the department/institute/center. The approval of the dean (or designee) is also required. Requests specify the date(s) of travel, purpose, or reason for travel, how attendance at desired event will benefit the college and enhance the faculty member's professional development, etc. Requests for international travel must clear export control and be approved by the president and should be submitted to reach the Office of the Provost 30 days prior to the start date. To ensure this, all international travel requests should reach the Dean's office 60 days prior to travel. Within 60 days will need to provide justification of late request.
2. No travel will occur without the appropriate documentation and paperwork being completed and approved. Travel requests must be submitted according to the approved university processes.
3. Faculty traveling out of town for field trips related to teaching must also complete a form detailing the planned travel; this also documents the business purpose of their travel for insurance purposes.
4. Whenever possible, grant and contract funds should be expended to support professional travel.
5. Travel expenditures must conform to university, system, and state policies.
6. If travel expenditures exceed approved amounts on travel requests and/or GSA rates, faculty member is responsible for the excess amount.
7. Expense reports must be submitted according to the approved.

Appendix A: College of Engineering and Computer Science Committees and Councils

- **College of Engineering and Computer Science Academic Council**

Purpose or Function: This council is charged with assisting the dean in strategic and operational planning and in making administrative decisions.

Membership: The dean; the associate deans; the chairs of the Departments of Engineering and Computer Sciences; administrative coordinator, business administrator, ABET coordinator, outreach coordinator, IT manager.

Selection: By virtue of the administrative position.

Term of Service: Not applicable.

Duties Begin: New members assume this duty upon assuming the administrative position.

Chair: Dean of the college.

- **College of Engineering and Computer Science Steering Committee**

Purpose or Function: The committee advises the dean on issues at the dean's request. The committee also serves as an advisory group to the dean and brings to the dean's attention matters concerning college operation as brought up by the faculty of the college.

Membership: The committee will consist of five members. All full-time faculty members (e.g., tenure-line, professional track, research track, and instructors) are eligible to serve. Each department shall elect two members and one member shall be appointed by the dean.

Selection: Elected by the departments and appointed by the dean.

Term of Service: Three years, staggered terms.

Duties Begin: New members assume their duties on September 1 of the year in which they are elected or appointed.

Chair: Associate Dean for Academic Affairs and Student Success.

- **College of Engineering and Computer Science Awards Committee**

Purpose or Function: Works in concurrence with the Faculty Senate's procedure for nominating faculty for various university awards and recommends to the dean the college teaching, research, service, and student awards. The committee also selects awardees for the college level graduate and undergraduate scholarships and other related competitive awards.

Membership: The committee consists of two members from each department, and two dean's appointees. Associate Dean for Research is an ex officio member (non-voting).

All full-time faculty and staff are eligible to serve on the committee.

Selection: Two members are appointed by the chair of each department and two members appointed by the dean. The Associate Dean for Research is an ex officio member (non-voting).

Term of Service: Two years, staggered terms.

Duties Begin: New members assume their duties on September 1 of the year in which they are appointed.

Chair: Elected by the committee.

- **College of Engineering and Computer Science Curriculum Committee**

Purpose or Function: The committee will establish regular meeting times and will review and recommend to the dean on new degrees, minors, certificate programs, and distance education programs; changes to existing degrees, minors, certificate programs, and distance education programs; and new courses to be introduced to the catalog. The agenda will be posted ahead of time to the college and meetings are open to all college faculty and administrators.

College of Engineering and Computer Science

The committee will also advise the Associate Dean in determining the facts of grade appeal cases and attempt to reach a fair and appropriate resolution to the complaints. For the grade appeal, following the procedure described in Section III.B, a hearing panel will be formed. The panel will consist of three (3) faculty members from the curriculum committee, one of whom will serve as chair, and two (2) students appointed by the student's department chair. To allow for the replacement of committee members unable to serve or substitutions for any member of the committee who may have a conflict of interest or be in any way involved in a particular case, additional panel members will be appointed by the Associate Dean for Academic Affairs and Student Success after consultation with the student's department chair.

Membership: The committee consists of eleven members. Eight voting members are representatives from the departments. The graduate academic advisor and senior academic advisor are non-voting members. The Associate Dean is also a non-voting, ex officio member. All tenured, tenure-track, professional track and instructors are eligible to serve on the committee. The committee also consults with research track and adjunct faculty on specific curriculum matters as appropriate.

Selection: Four members are elected by each department. All elected members must have at least three years of experience at TAMU-CC. At least one member from each department must have graduate faculty status. The Associate Dean is an ex officio non-voting member. The graduate academic advisor and senior academic advisor will also serve in the capacity of non-voting members on the committee.

Terms of Service: For voting members—two years, staggered terms; for Associate Dean— not applicable.

Duties Begin: New members assume their duties on September 1 of the year in which they are elected. The Associate Dean assumes this duty upon becoming Associate Dean.

Chair: Associate Dean for Academic Affairs and Student Success

- **College of Engineering and Computer Science Promotion and Tenure Committee**

Purpose or Function: The committee evaluates (a) faculty applications for promotion and tenure, (b) faculty post-tenure reviews, and (c) faculty applications for emeritus status and makes recommendations to the dean.

Membership: The committee consists of five tenured (full) professors. Department chairs and associate deans shall not serve on the committee.

Selection: Each department elects two tenured (full) professors to the committee by vote of the tenured and tenure-track faculty; the dean appoints one additional committee member.

Terms of Service: For elected members—two years, staggered terms; for dean's appointee—one year.

Duties Begin: New members assume their duties on September 1 of the year in which they are elected or appointed.

Chair: Elected by the committee.

- **College of Engineering and Computer Science Research Committee**

Purpose or Function: This college-level committee is responsible for receiving and evaluating grant proposals and recommending college-level grant awards from research enhancement program funds allocated from the Office of Research and Innovation. The committee's policies and award procedures must be consistent with the eligibility and award selection criteria in the statute. A copy of the College of Engineering and Computer Science rule must be filed with the associate vice president for planning and institutional effectiveness.

The committee organizes the college seminar series.

Membership: The committee consists of six members. Two members of this committee also serve

College of Engineering and Computer Science

as Engineering representatives on the University Research Enhancement Committee, which also has two-year, staggered terms for the college representatives. All tenured, tenure-track, research track, and professional track faculty are eligible to serve on the committee. Committee members are not eligible to apply for research enhancement grants.

Selection: Two members, one of whom must be with an active graduate faculty status, are appointed by the chair of each department. One member is appointed by the dean. In addition, the Associate Dean for Research is a voting member and chair of the committee.

Term of Service: Two years, staggered terms.

Duties Begin: New members assume their duties on September 1 of the year in which they are appointed.

- **College of Engineering and Computer Science Library Committee**

Purpose or Function: Monitors the acquisition of library resources relevant to the needs of the college's faculty and students. The committee coordinates the division of library funds among the academic and research units within the college. The committee also works with the library acquisitions department and with faculty of individual programs to coordinate acquisitions requests for books and media from annual budget allocations, also on university library de-acquisition efforts.

Membership: The committee consists of four members. One member of this committee will be recommended to the Faculty Senate as the college representative to serve on the University Library Committee. All tenured, tenure-track, professional track, research track, clinical track and instructors are eligible to serve on the committee. The committee also consults with adjunct faculty as appropriate.

Selection: Two members are elected by each department.

Term of Service: Three years, staggered terms.

Duties Begin: New members assume their duties on September 1 of the year in which they are elected. **Chair:** Elected by the committee.

- **College of Engineering and Computer Science Ad Hoc Committees**

Ad hoc committees are appointed from time to time by the dean, the academic council, or the college committees to address specific issues or to perform specific tasks as given by the dean or given to respective council/committees.

- Nominations and appointments of the college representatives on university committees follow the policies and guidelines of respective committees published at <https://www.tamucc.edu/governance/committees-councils/university-committees/index.php>.

Appendix B: Faculty Annual Evaluation Templates

College of Engineering and Computer Science Annual Evaluation Templates: Form 1

Annual Evaluation		
College of Engineering and Computer Science		
Texas A&M University – Corpus Christi		
Name: _____	Date: _____	
Academic Rank: _____	Date of Employment: _____	
Department: _____	Evaluator: _____	
Period of Review: _____		
Effort Allocation	%	Evaluation*
Teaching	_____	_____
Research	_____	_____
Service	_____	_____
* 1 - Unsatisfactory, 2 - Standard, 3 - High, 4 - Excellent		_____
Overall		
Comments:		
Recommendations:		
Acknowledgement of Evaluation		
_____ (FACULTY NAME) (Signature does not signify agreement, only that you have read this evaluation)	_____ Evaluator	_____ Title _____

Signature Date

Signature Date

College of Engineering and Computer Science

College of Engineering and Computer Science Annual Evaluation Templates: Form 2

Effort Allocation for Next Year

Name: _____

Effort Allocation (%)	Faculty Proposed	Chair	Approved
Teaching	_____	_____	
Research	_____	_____	
Service	_____	_____	

Comments on effort allocation as appropriate:

Nominal effort allocation: (See also Table 1 on p. 23 of the S&E College Handbook)

<i>Teaching Load*</i>	<i>Effort Allocation (%)</i>		
	<i>Teaching</i>	<i>Research</i>	<i>Service</i>
4/4	80	10	10
3/3	60	30	10
2/2	40	50	10
2/1!or!1/2	30	60	10
1/1!	20!	70!	10!

*Based on 3-SCH teaching load per course

(FACULTY NAME)
 (Signature does not signify agreement, only that you have read this evaluation)

 Chair/Director

 Dean

Appendix C: Promotion and Tenure Documentation

Candidate should review the College of Engineering and Computer Science Faculty Handbook and use college and departmental criteria to decide which supporting materials to include. The required documents (University Rules and Procedures 12.01.01.c1) must be uploaded via the electronic faculty review system. No additional documents can be submitted, nor updates can be made to the candidate's dossier after the document submission deadline, **September 1st**.

Candidate should review her/his personnel file in the Office of the Dean to be sure it is accurate and current. Verify that all transcripts and copies of diplomas are included in the file. Certified copies are acceptable if original documents are not obtainable. Foreign credentials must be accompanied by certified translations from appropriate agencies. Members of the promotion and tenure committees will review this file along with the supporting materials submitted by the candidate.

Guidelines that restrict quantity of supporting materials will be provided by the Dean's Office at the beginning of the process. Sections below may be omitted if they are not part of the job responsibility of the candidate.

Section I. The dean and department chair will provide

1. Copy of candidate's letter of intent requesting P&T review (provided by dean's office).
2. Copy of original appointment letter (provided by dean's office);
3. Summary of the nature of the appointment (percent teaching, research and scholarship, service - including semi-administrative and administrative duties) and any changes in those duties over time (provided by department chair).

Section II. An executive summary (2 pages maximum) that clearly illustrates how the candidate's qualifications meet each of the requirements listed in College Faculty Handbook, and in section 3.5 of University Handbook of Rules and Procedures 33.99.04.C0.02 (provided by candidate).

Section III. Current curriculum vitae (provided by candidate).

Section IV. Copies of annual or other evaluations from the department, chair, dean, and provost along with student course evaluations for the time period under review and any faculty responses to evaluations (provided by dean's office).

Section V. Evidence of performance in regard to teaching (provided by candidate).

1. A statement of teaching philosophy and growth (2 pages maximum) discussing improvements, innovations, and changes initiated over the pre-promotion period.
2. An account of teaching assignments and teaching loads, by semester, during the pre-promotion period.
3. Additional evidence of teaching excellence may include a peer review of teaching

College of Engineering and Computer Science

effectiveness as defined by department and/or college criteria, and other evidence of teaching effectiveness as determined by the college.

Section VI. Evidence of performance in scholarly activity.

1. A statement explaining contributions and success in scholarly activity, 2 pages maximum (provided by candidate).
2. Documentation demonstrating performance in regard to scholarly activity (provided by candidate).
3. Copy of the letters sent to external reviewers via the electronic faculty review system (provided by department chair). Prior to sending to external reviewers, the letters should be verified by the candidate regarding the accuracy of the nature of the appointment, e.g., percent teaching, research and scholarship, and service (including semi-administrative and administrative duties); and any changes in the duties over time.
4. External review letters (provided by department chair)

Section VII. Evidence of performance in regard to service (provided by candidate).

1. A statement explaining leadership and service contributions (2 pages maximum).
2. Documentation demonstrating performance in regard to three service categories: university/college/department, professional and community service.

Section VIII. Other documentation.

1. For TT faculty, 4 or more external review letters on candidate's research accomplishments (provided by department chair).
2. Up to 3 letters from the community or students may be included. If included the letters should come from those who have worked closely with the candidate and are familiar with the candidate's capabilities in an academic environment (provided by candidate).
3. Other documentations in candidate's personnel file maintained in the dean's office (provided by dean's office).

Candidate should consult departmental guidelines for specific examples of materials to be submitted. Candidate may wish to include lists (e.g., a list of recent professional presentations) as well as actual items (e.g., syllabus for a new course).

Material should be organized into a concise packet which provides the evidence for promotion and/or tenure as stated in University Handbook of Rules and Procedures 33.99.04.C0.02 and 12.01.01.C01. The faculty member should carefully organize this material with the understanding that the committee is evaluating quality, not quantity.

The candidate is expected to include complete copies of their works. If complete copies cannot fit the page limit rule, candidate should include at least a portion of publications, project reports, or other supporting documents. However, the complete works should be available to the committee at short notice if requested.

College of Engineering and Computer Science

The details regarding the final format of the portfolio and its submission will be provided to all candidates by the Dean's Office at the beginning of the process.

Appendix D: Department and College Committee Response Forms

P&T Department Committee Outcome

For a positive response:

Following examination of all documentation provided for its evaluation, and considering the evidence stated in University Handbook of Rules and Procedures 33.99.04.C0.02 and 12.02.99.C0.01 regarding promotion and/or tenure, the (department name) Promotion and Tenure Committee of the College is pleased to inform you of its recommendation that (faculty member's name) be awarded (promotion and/or tenure).

The vote of the committee was: (record vote)

The rationale for this recommendation is stated below: (paragraph(s) stating rationale)

Chair, (department name) Promotion and Tenure Committee

Committee Member

Committee Member

Committee Member

Committee Member

For a negative response:

Following examination of all documentation provided for its evaluation, and considering the evidence stated in University Handbook of Rules and Procedures 33.99.04.C0.02 and 12.02.99.C0.01 regarding promotion and/or tenure, the (department name) Promotion and Tenure Committee of the College of Engineering and Computer Science regrets to inform you of its recommendation not to award (promotion and/or tenure) at the present time to (faculty member's name).

The vote of the committee was: (record vote)

The rationale for this recommendation is stated below: (paragraph(s) stating rationale)

Chair, (department name) Promotion and Tenure Committee

Committee Member

Committee Member

Committee Member

Committee Member

College of Engineering and Computer Science

P&T College Committee Outcome

For a positive response:

Following examination of all documentation provided for its evaluation, and considering the evidence stated in University Handbook of Rules and Procedures 33.99.04.C0.02 and University Rule 12.02.99.C0.01 regarding promotion and/or tenure, the Promotion and Tenure Committee of the College is pleased to inform you of its recommendation that (faculty member's name) be awarded (promotion and/or tenure).

The vote of the committee was: (record vote)

The rationale for this recommendation is stated below: (paragraph(s) stating rationale)

Chair, College of Engineering and Computer Science Promotion and Tenure Committee

Committee Member

Committee Member

Committee Member

Committee Member

For a negative response:

Following examination of all documentation provided for its evaluation, and considering the evidence stated in University Handbook of Rules and Procedures 33.99.04.C0.02 and 12.02.99.C0.01 regarding promotion and/or tenure, the Promotion and Tenure Committee of the College of Engineering and Computer Science regrets to inform you of its recommendation not to award (promotion and/or tenure) at the present time to (faculty member's name).

The vote of the committee was: (record vote)

The rationale for this recommendation is stated below: (paragraph(s) stating rationale)

Chair, College of Engineering and Computer Science Promotion and Tenure Committee

Committee Member

Committee Member

Committee Member

Committee Member

Appendix E.1: Supplementary Departmental P&T Criteria and Standards of the Department of Engineering

(Formerly, Supplemental College of Engineering & Computer Science P&T
Criteria and Standards)

Contributions to teaching and research will be the major factors in determining the outcomes of the tenure and promotion review. All evaluations will be based on documented evidence. The level of achievements is commensurate with the workload assignments as stated in the individual offer letter and annual evaluations. Listed below are guidelines for the departments. Each department defines specific P&T criteria and standards.

Guidelines for Tenure and Promotion to Associate Professor

- In the teaching category, the candidate must demonstrate (a) teaching effectiveness by collective judgment of students and peer evaluations, (b) knowledge and currentness in teaching field, (c) success of student advisement and mentoring, (d) contributions to ABET accreditation, and (e) contributions to teaching mission.

Consideration will also be granted for the development of new courses in the candidate's area of expertise, the restructuring of current course offerings, the securing of outside funding to equip student laboratories, and improvements of instructional efficiencies. Participation in seminars and workshops on teaching effectiveness and professional short courses will also be considered. Candidates of M.S. degree program faculty must establish a record of supervision to completion as student advisor of one or more M.S. theses and serving on one or more M.S. thesis committees excluding chairpersonship.

Candidates of Ph.D. degree program faculty must establish a record of supervision to completion as student advisor of one or more M.S. theses, serving on one or more M.S. thesis or Ph.D. dissertation committees excluding chairpersonship, and supervising as student advisor/dissertation committee chair of one or more Ph.D. students who have advanced to Ph.D. candidacy.

- In the research category, the nominal levels of achievements of candidates on 3/3 workload assignments (or 9-SCH per semester) are 3 full-length research articles, 2 conference papers, and evidence of external funding that supports the candidate's research program (and graduate program as appropriate). The level of achievements of candidates on reassigned workloads will be prorated accordingly. For example, the levels of achievements of candidates on 1/2 workload assignments (or 3-SCH and 6-SCH workload assignments per academic year) are 6 full-length research articles, 4 conference papers, and success with competitive external funding.

Guidelines for Promotion to Professor

Affirmative and supportive letters from external reviewers on the quality, significance and impact of the candidate's research are essential for positive recommendation.

- In the service category, candidates must demonstrate support of the College's or the University's mission as appropriate. For candidates on 1/2 or 2/2 (12-SCH workload assignment per academic year) workload assignments, professional service at the national or international level is also expected.
- In the teaching category, candidates must demonstrate continued excellence in teaching as stated in Criteria for Tenure and Promotion to Associate Professor. Candidates of M.S. degree program faculty are expected to supervise to completion as student advisor of two or more M.S. theses over the most recent five-year period at the rank of associate professor. Candidates of Ph.D. degree program faculty are expected over the most recent five-year period at the rank of associate professor to have supervised as student advisor (a) two or more M.S. theses to completion, (b) one or more Ph.D. students to completion, and (c) two additional Ph.D. students one of whom has attained the Ph.D. candidacy status.
- In the research category, candidates must establish a research record that is considered significant by external experts in the field and that is consistent with the workload assignments.
For faculty on 3/3 workload assignments, the candidate must demonstrate a consistent record of publications, for example, 5 full-length research articles and 2 conference papers over the most recent five-year period. The candidate must also demonstrate success in external funding that supports the candidate's research and graduate program as appropriate. For faculty on reassigned workloads, the level of publications will be prorated accordingly. For faculty on 1/2 or 2/2 workload assignments, the candidate must achieve a research record comparable to leading scholars as judged by external experts in the field. The candidate must also establish a record of success in sustained external funding as Principal Investigator that supports the candidate's research and graduate program as appropriate.
- In the service category, candidates must demonstrate effective leadership within the university and professional societies. This may include mentoring of junior faculty and service on university or professional society committees, as well as outreach to the local communities.

Appendix E.2: Supplementary Departmental P&T Criteria and Standards of the Department of Computer Science

Guidelines for Tenure and Promotion

- Contributions to teaching and research will be the major factors in determining the outcomes of the tenure and promotion review, while service contributions do play an important role.
- All evaluations will be based on documented evidence. The level of achievement is commensurate with the workload assignments as stated in the individual offer letter, annual evaluations, .2.
- All tenure-track or tenured faculty are considered, by default, PhD program faculty and hence play an active role in mentoring PhD students, and in participating in various program activities including governance. Such involvement is an important consideration for promotion and/or tenure.
- Hereinafter, the department's Promotion and Tenure Committee will be referred to as the Committee.
- To recommend a candidate for promotion or tenure, the Committee should determine that not only has the candidate achieved distinction in teaching, research, and service in the past, but that it is likely that the candidate will continue to achieve distinction in these areas in the future.
- The goal of the process below is to provide a comprehensive framework to evaluate a faculty application for promotion and/or tenure. As the department gathers metrics on faculty promotion and/or tenure, the department is committed to sharing some statistics with faculty in a way that protects confidentiality. When such data is shared, the statistics are only intended to be provided as guidance and not as a specific target that must be reached for promotion or tenure. Because as faculty, we understand that there are multiple paths to success.

1. Guidelines for Tenure and Promotion to Associate Professor

Teaching The Committee will evaluate the candidate's teaching based on effectiveness and mentorship of students at all levels especially at the doctoral. In recognition of the nature of the discipline as analytical, creative, or engineering type, a candidate's ability to expose students to these facets in the candidate's teaching are important. The teaching contributions of the candidate that form part of the dossier may include, but are not limited to, the following:

Research mentorship

- Research supervision: PhD as chair
- Research supervision: MS as chair
- Directed Independent Study
- Post-doc supervision

Teaching preparation, and evaluation

- Peer evaluation and student evaluation scores
- New course preparation/significant overhaul of existing courses, capstone and project courses

- Honors and awards

Professional Development in Teaching

- Attendance in course improvement efforts.
- Participate actively in a teaching community of practice.
- Organize/participate in a teaching workshop or conference
- Participate in research and publication related to teaching

Research. The Committee will evaluate the candidate's research based on the quality and quantity of research works that have been published. In addition, comments from external reviewers will play a significant role in evaluation of research quality. Judgments on research should reflect the standards of the candidate's field(s) of research. The metrics to describe the research productivity of the candidate that are included in the candidate's dossier are, but not limited to, the following:

- Publication of refereed books, book chapters, refereed papers in well-regarded journals, and refereed papers in selective edited books or conference proceedings. As noted above, the number, quality, and contributory value of these publications will all be considered in an assessment of the candidate's performance in scholarship. Papers presented at conferences, workshops and in journals published by professional organizations, such as IEEE and ACM, are meritorious indicators of a successful research record. Collaborative work with researchers in other disciplines is valued, where the work is evaluated according to the quality and significance of the candidate's research contributions consistent with the candidate's research profile.
- For Geospatial Sciences faculty, archival journal publications carry more emphasis than conference publications.
- Extramural/competitive research grants or awards, consulting activity, or patents, technology transfer activities.
- Scholarly citations, impact factor of publication venues.
- Number of MS/PhD students supervised/graduated as major advisor.
- Creation of significant system artifacts (involving software, hardware, or any combination thereof).
- Invited participation at public venues for disseminating research (e.g., as a keynote speaker, colloquium speaker, invited speaker, or panel member).
- Presentations at professional meetings, seminars, or colloquia.

Service. The Committee will evaluate the candidate's service based on activities synergistic with teaching, advising, and service. Examples of such activities to be included in the candidate's dossier are, but not limited to, the following:

- Major service such as program coordinator role.
- Course assessment and learning outcomes, ABET, Cybersecurity CDE activities, student advising, faculty mentorship.
- Department and/or college events organization, peer teaching evaluation visits
- Member or Chair of a committee within the Department, College (or other school), University, regional, national, or international academic or professional organization.
- Member of editorial board or reviewer for a peer-reviewed journal or conference, a governmental (state) or private organization.
- Member of board of directors of a community, state, national, or international organization with a professional interface.
- Organization of a regional, national, or international professional meeting.
- Consulting or professional experience in academia or industry.
- Advisor to student organizations.

2. Guidelines for Promotion to Professor

For promotion to Professor, the applicable evaluative criteria are the same as in the Guidelines for Tenure and Promotion to Associate Professor, with added emphasis on the following aspects.

- In the teaching category, candidates must demonstrate continued excellence in teaching, and continued successful mentorship of doctoral and master's level students.
- In the research category, candidate must have a research record that is considered significant by external experts in the field. Promotion to the rank of Professor is based on candidate's international reputation and the impact of the candidate's research on the field. The candidate must also have a record of success in sustained external funding as PI or Co-PI that supports the candidate's research as appropriate.
- In the service category, candidates shall demonstrate effective leadership within the university and professional societies or serving on professional societies at national or international level in a leadership capacity. Other examples include mentoring of junior faculty and service on university or
- professional society committees, as well as outreach to the regional communities.

3. Transition Plan

The P&T guidelines (aka the new guidelines) here are expected to be effective Fall 2024. Faculty joining the department in the Fall of 2024 or after will automatically follow the P&T guidelines here. Other faculty will have an option to follow either the P&T guidelines in existence at the time of their joining the department or the new guidelines.

Appendix F: Student Internship Report Template

Internship Title:

Student

Name:

Major:

Academic Year:

Email:

Cell phone number:

Employer

Name:

Address:

Telephone number:

Internship Student Supervisor

Name:

Telephone number:

Email:

Pay Rate (*if applicable*):

If the student will receive a stipend or other means of pay, please include here and include an explanation.

Additional Comments:

Appendix G: Grade Appeal Forms

Academic Affairs Student Grade Appeal Form

Student Name: _____ Banner ID: A# _____

Address: _____

City: _____ State: _____ Zip Code: _____

Email Address: _____

Phone Number: _____

Grade to be appealed:

Academic Year: _____ Instructor: _____

Course Dept: _____ Course#: _____ Semester: _____

Course Title: _____

Grade Received: _____ Grade Requested: _____

Required information to be completed by student:

I initially discussed this grade with my instructor on: _____

Materials to be submitted in support of this grade appeal include:

<input type="checkbox"/>	Course syllabus
<input type="checkbox"/>	Attendance policy (if not included in syllabus and relevant to course grade)
<input type="checkbox"/>	Grading policy (if not included in syllabus)
<input type="checkbox"/>	Graded course materials (optional)
<input type="checkbox"/>	Other (Please explain) _____

Student's statement of action requested and reason(s) for requested change of grade. (Attach your statement to this form. Statement **MUST** demonstrate the reason the grade is arbitrary, prejudiced, or inappropriate in view of the standards and procedures outlined in the class syllabus.)

Student's Signature: _____ Date: _____

Note: Upon completion, make a copy for your records, then submit this form to the Department Chair to initiate the appeal process.

College of Engineering and Computer Science

Academic Affairs Department Chair Grade Appeal Response Form

Student Name: _____ Banner ID: A# _____

Faculty member who assigned the grade: _____

Academic Year: _____ Semester: _____

Course Dept: _____ Course#: _____

Course Title: _____

Date chair received appeal: _____

Date chair met with student on appeal: _____

Date chair met with instructor on appeal: _____

Decision and Rationale of Department Chair:

Department Chair: _____ Date: _____

Note: Upon completion, make a copy for the college, then provide this form to the student to determine if continuation of the appeal process will occur.

College of Engineering and Computer Science

Academic Affairs Department Chair Grade Appeal Response Form

Student's Response to Chair's Decision:

I *accept* the Chair's decision

Student's Signature

Date

(If accepted, file this form along with the previous forms on file in the college.)

I *do not accept* the Chair's decision and request to continue the appeal process.

Student's Signature

Date

(If a student does not accept the Chair's decision these materials will be forwarded to the Associate Dean for Academic Affairs and Student Success to continue the appeal process.)

Faculty Member's Response to Chair's Decision:

I *accept* the Chair's decision

Faculty Member's Signature

Date

(If accepted, file this form along with the previous forms on file in the college.)

I *do not accept* the Chair's decision and request to continue the appeal process.

Faculty Member's Signature

Date

Academic Affairs
Student Grade Appeal Record

College Grade Appeal Committee's Report

Date on which the college committee met to hear the grade appeal: _____

College: _____

Names of committee members (type):

Faculty Member (Chair)

Faculty Member

Faculty Member

Student Member

Student Member

Recommendation of College Grade Appeal Committee

Date Recorded and Submitted

College of Engineering and Computer Science

Academic Affairs Associate Dean/Dean Grade Appeal Response Form

Student Name: _____ Banner ID: A# _____

Faculty member who assigned the grade: _____

Academic Year : _____ Semester: _____

Course Dept: _____ Course#: _____

Course Title: _____

Date Associate Dean/Dean received College Grade Appeal Committee's report: _____

Decision and Rationale of Associate Dean/Dean:

Associate Dean/Dean: _____ Date: _____

Note: This decision is final and must be provided to the student and faculty member.