

College of Science & Technology



Faculty Handbook

College of Science & Technology
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Table of Contents

Section 1: Structure and Organization

Purpose Statement.....1
Organizational Structure.....2
Texas A&M University-Corpus Christi Administrative Structure.....3
College of Science & Technology Administrative Structure.....4

Section 2: Faculty

Committees.....1
Faculty Meetings.....2
Attendance at University Commencement.....3
Role & Responsibilities of the Dean.....4
Role & Responsibilities of the Associate Dean.....6
Faculty Recruitment and Selection Process.....7
Faculty Personnel Files.....11
College Promotion & Tenure Process.....12
Mid-Term Review.....17
Procedures for Merit Evaluation.....18
Evaluation of Teaching & Instructional Effectiveness.....35
Faculty Responsibilities.....37
Outside Employment Policy.....38
Faculty Absences.....39
Office Hours.....40
Summer Teaching Process.....41
Teaching Graduate Courses.....42
Travel Guidelines.....43

Section 3: Academics

Academic Advising.....1
General Faculty Mentoring Guidelines.....2
Student Grade Appeals.....3
Grading Guidelines.....4
Undergraduate Directed Independent Study.....5
Course Schedule Development Process.....6
Textbook Selections.....7
Syllabus.....8
Grades.....9
Curriculum Review, Change, and Approval.....10
College Academic Forms.....12

Section 4: Support Staff

Secretarial Assistance Procedures.....1
Photocopying and Copyright.....2
Desk Copies.....7
Miscellaneous Information (Keys, Email, Webpages, etc).....8
Faculty Support Services.....10

Purpose Statement

The College of Science and Technology is committed to maintaining an academic environment in which students may develop as productive citizens who will contribute to society. In this regard, we recognize the need to prepare students with an understanding of the foundations and principles of their respective fields and professions. The administration of the College encourages and supports the faculty in meeting their responsibility to continue their professional development and to contribute to the University, the community, and their chosen fields.

In order to accomplish this purpose, the administration and faculty of the College share the following objectives:

1. To provide the opportunity for each student to assimilate and apply the body of knowledge required by a chosen discipline through a clearly defined sequence of courses.
2. To develop each student's ability to think critically and to communicate effectively through creative and challenging educational experiences.
3. To encourage each student to become a well-rounded, educated person through exposure to other disciplines within the University.
4. To contribute to the greater body of knowledge in specialized disciplines through research, scholarship, and professional endeavor.
5. To serve as a professional and educational resource to the local area and larger community by providing consultation and special services.

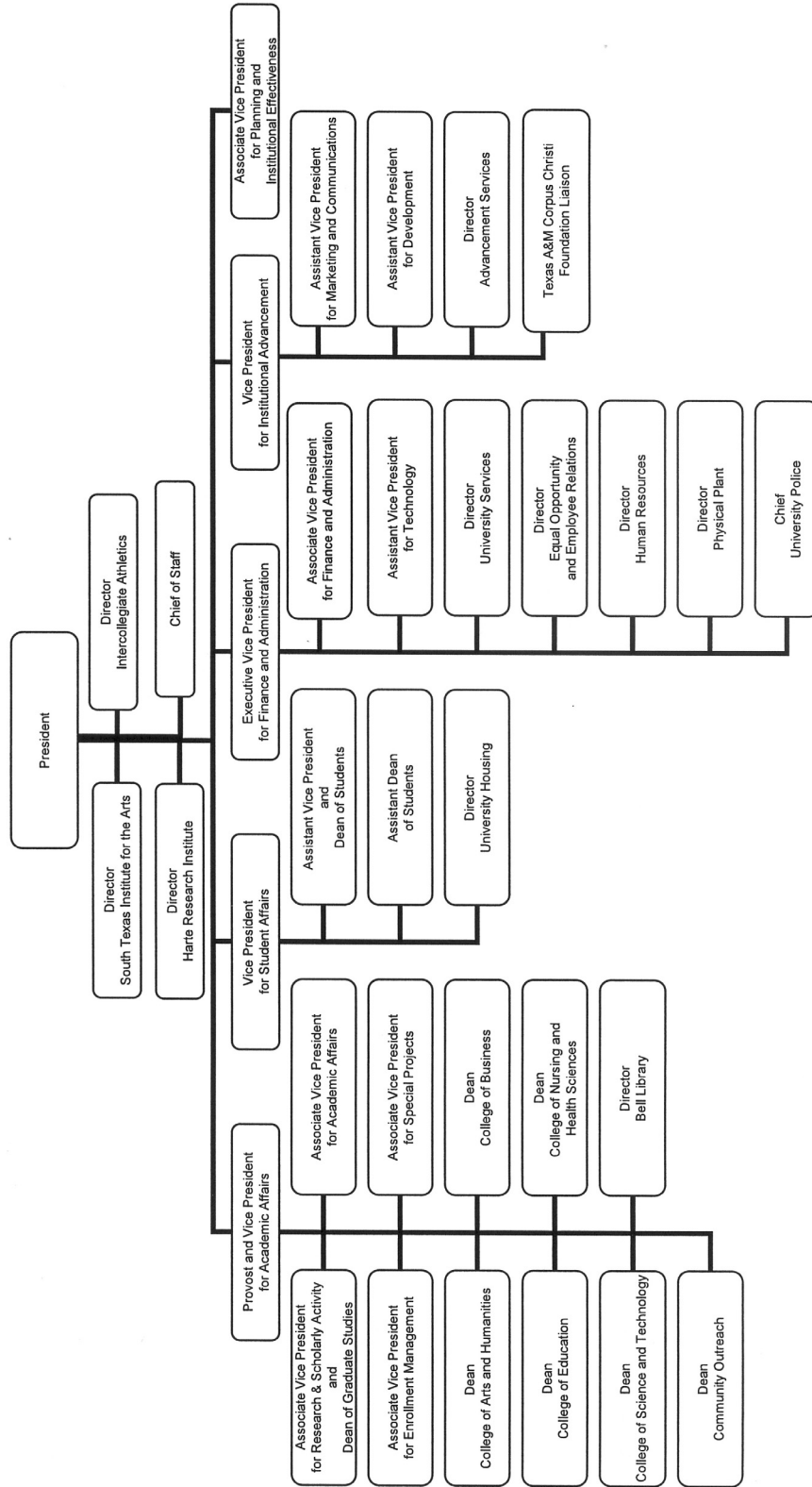
Organizational Structure

The College of Science and Technology is composed of four academic departments: Department of Computing Sciences (COSC), Department of Life Sciences (LSCI), Department of Mathematics and Statistics (MATH), and the Department of Physical and Environmental Sciences (PENS). In addition, the College is the academic home to several research units that include The National Spill Control School, the Center for Coastal Studies, the Conrad Blucher Institute for Surveying and Science, the Center for Water Supply Studies, the Center for Bioacoustics, and the Center for Information Assurance, Statistics, and Quality Control.

The College is headed by the Dean. Other administrative positions in the College are: the Associate Dean, the Department Chairs, the Directors of the research units, Academic Advisors, the Business Coordinator, the Research Grants Coordinator, the Director of the Office of Pre-professional Education and Special Programs, and others. These positions report to the Dean.

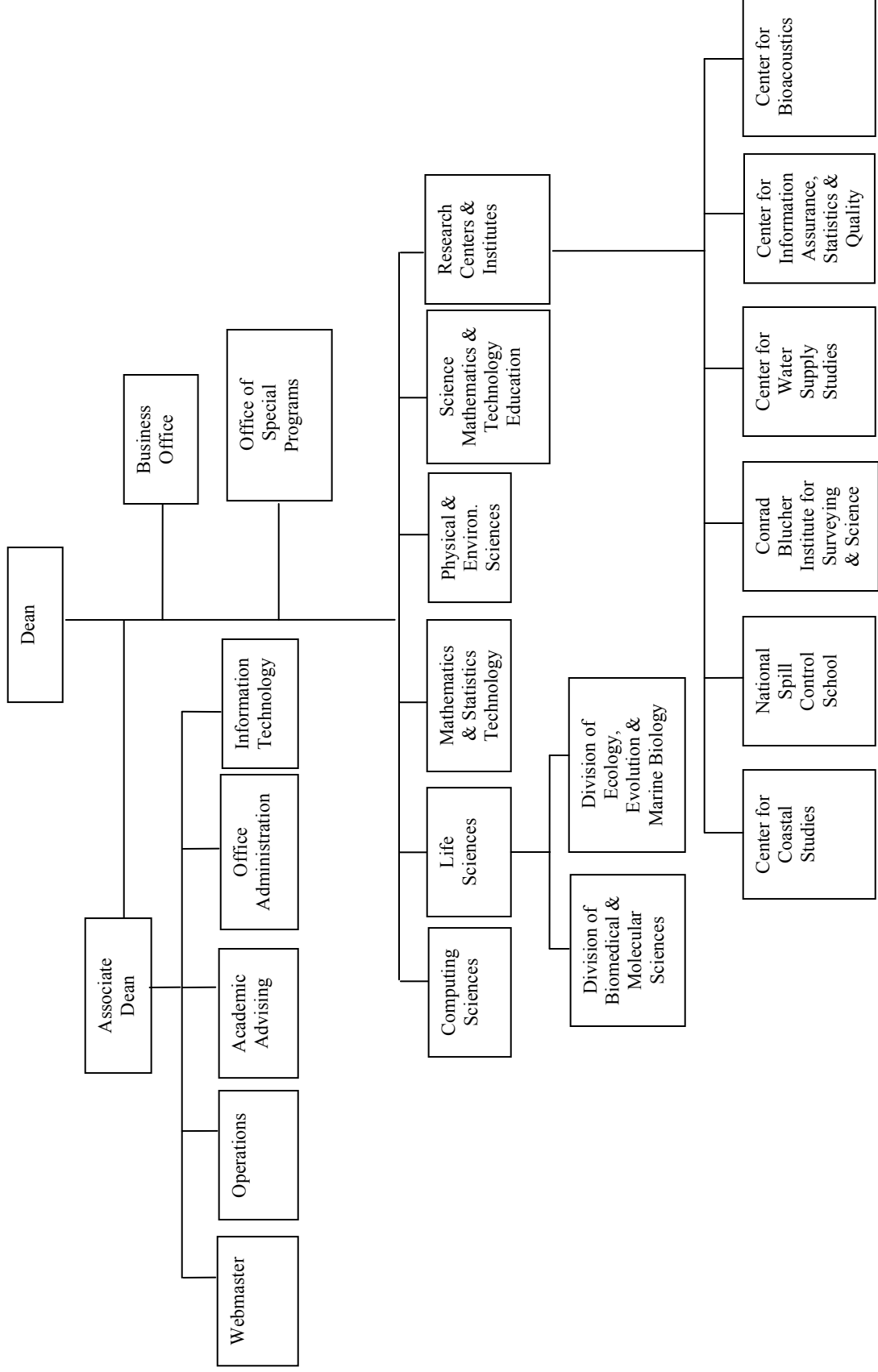
The College of Science and Technology operates under the administrative direction of the Provost and Vice President for Academic Affairs, who reports to the President of the University. Organizational charts of both Texas A&M University-Corpus Christi and the College of Science and Technology follow.

Texas A&M University-Corpus Christi Administrative Organization ~ September 2007



College of Science & Technology

College of Science & Technology



Committees

The College participates in University-level committees and also maintains standing committees focused on issues that affect the operations of the College as a whole. In addition, each department maintains standing committees that direct and guide their organization and operation of their missions and functions.

A listing of these committees and their current members is available on the College's website at <http://www.sci.tamucc.edu/>.

Faculty Meetings

University and College faculty meetings are held at the beginning of each Fall and Spring term. 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 regular faculty 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 50% or more of the 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 the latter.

Attendance at University Commencement

The College adheres to the University's policy outlined in the Faculty Handbook, Policy 2.3.11. Faculty members are encouraged to attend commencement ceremonies to demonstrate support for the graduates and their families.

At the beginning of the Fall Semester, the Dean's office 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 graduation and each Department will ensure adequate representation from their areas. All faculty who teach in the second summer session will attend the Summer Commencement. The Dean's office distributes a memo several weeks before Commencement informing faculty of the time, location, parking and other relevant forms of information regarding the upcoming ceremony. Any absences must be excused by the respective Chair and the Dean in advance.

Role and Responsibilities of the Dean

Role

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

Responsibilities

The specific responsibilities of the Dean include the following:

1. Promotes an understanding, both internally and externally, of the college, its purposes, and objectives.
2. Serves as a voting member of the Deans' Council, and any other bodies as designated by University policy.
3. Administers all personnel matters related to the College, including: recommendations for initial appointments, promotions, retention, tenure, salary increments and compensations for faculty; appointment, assignment, and compensation of part-time and adjunct faculty; and the appointment, assignment and compensation of non-academic personnel.
4. Approves teaching loads, teaching schedules, academic advisory responsibilities, special assignments that may impact on faculty's instructional responsibilities, and requests to participate in outside activities.
5. Directly supervises the Senior Administrative Assistant to the Dean, Operations Manager and the college budget coordinators.
6. Promotes faculty development activities and encourages faculty concern for teaching and scholarship.
7. Oversees a program for the orientation of new faculty.
8. Conducts an annual evaluation of those programs and personnel directly responsible to the College.
9. Presides and conducts faculty meetings.
10. 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.

11. Approves the college's schedule of classes each semester.
12. Administers the annual budget approved for the college.
13. Administers the utilization of space and equipment assigned to the college.
14. Maintains an official record of syllabi for all courses in the college.
15. Administers policies and procedures established by the University and College relative to established academic and administrative committees.
16. Participates in those professional activities and ceremonial functions consistent with the office of the Dean.
17. Provides data required for institutional research purposes and promotes those research efforts related to academic matters.
18. Approves all publications related directly and solely to college policies and programs.
19. Appoints and supervises the Associate Dean and the chairs of the academic departments of the college.
20. Provides budgetary control and administrative supervision of the Center for Coastal Studies, the Center for Statistical and Quality Improvement Services, the Center for Water Supply Studies, the Conrad Blucher Institute for Surveying and Science, the National Spill Control School, Center for Bioacoustics, Center for Information Assurance, Statistics, and Quality Control, and other such units as may be created in the College. Approves all letters of agreement/contracts of the above units.
21. Performs other responsibilities as directed by the Provost/Vice President for Academic Affairs.

Role and Responsibilities of the Associate Dean

Role

The Associate Dean of the College of Science and Technology is a 3/4-time administrative position as defined in the University Policy.

The Associate Dean reports directly to the Dean of the College of Science and Technology and exercises the administrative responsibilities delegated by the Dean. In the absence of the Dean, the duties and responsibilities of Dean shall be exercised by the Associate Dean.

Responsibilities

The specific responsibilities of the Associate Dean are:

1. To manage overall operation of the College student records office including supervision of the College Academic Advisors and the secretary/receptionist(s).
2. To coordinate academic advising of students enrolled in the College and the handling of student requests for exemptions to the academic standards and rules..
3. To organize and coordinate the College registration process and semester class schedules.
4. To maintain the College level computerized management information systems and to provide reports and analysis as requested by the Dean and department chairs.
5. To undertake special projects assigned by the Dean.

Faculty Recruitment and Selection Process

The College adheres to TAMU-CC policy 2.2.9 on equal employment opportunity and affirmative action programs and TAMU-CC policy 2.2.3 on nepotism.

The following paragraphs outline the College of Science and Technology at Texas A&M University-Corpus Christi process for Faculty Recruitment and Selection.

1. Identify need

The need for additional faculty is determined within the Departments by the Chairs in conjunction with the faculty. Determinants include:

- A. Course requirements: Additional courses required to meet student demand, to maintain reasonable class sizes, to satisfy other college needs.
- B. Accreditation needs: Courses or academic areas required to satisfy accreditation.
- C. Academic improvements: Coverage of areas to improve or broaden academic offerings and research strengths.

2. Acquire approval

The need for faculty should be identified early in the academic year in order to allow sufficient time for the search and recruiting process, but may occur at any time due to faculty turnover. Department Chairs will justify and prioritize faculty needs and anticipated openings by departments. The Dean prioritizes college faculty needs after consulting with the Department Chairs and will request permission to initiate the search for new faculty.

Department 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 Chair appoints the members with the Dean's approval and will then provide the committee members with a description of their responsibilities as listed below.

The search committee has the following responsibilities:

- A. The search committee will prepare the position description and announcement, including fields of expertise, required and/or preferred credentials and experience, rank, type of appointment, any special duties required in the position, required application materials, application deadline, and submission address. The position description and announce-

ment must be approved by the Chair, the Dean, EEOC Director, and Provost before the position is advertised. (*Note: the position announcement should state that all applications should be submitted to the Dean's Office*).

- B. Determine where and how the position shall be advertised. Normally, the position announcement should be sent to the Chronicle of Higher Education, the appropriate disciplinary placement service publications, and to the major universities. A copy of the position advertisement should be sent to the Human Resources Office for posting on or linking to its website and to the college webmaster to be posted on the college website.
- C. Consult with the EEO/AA Director about search process.
- D. Develop in writing the criteria to be used in evaluating applicants for the position. These criteria must be consistent with the job description and must be in place before applications are reviewed.
- E. Develop a time-table for the screening process.
- F. Screen all applicants.
- G. Interview by telephone a subset of applicants who appear to be best qualified. As part of the oral interview process, the committee shall determine if the applicant's oral proficiency in English is appropriate to the appointment.
- H. Validate credentials of candidates including verifying previous experience and securing official transcripts.
- I. Recommend to the Chair which applicant(s) should be invited to campus for interview. Recommendations are then submitted to the Dean for approval. The files, including letters of recommendation, of the top three candidates are forwarded to the Dean along with the committee's recommendation.
- J. Organize and conduct the campus interview. The campus interview should include opportunities for the applicant to meet members of the faculty, students, Chair, Dean, Dean of Graduate Studies and Research, and Provost, and should also include a scholarly presentation by the applicant to a faculty and student audience.
- K. Recommend to the Chair which applicant should be offered the position and state the reasons for the recommendation.
- L. Document the search properly in accordance with AA/EEOC employment guidelines on forms provided by the Dean's office.
- M. Request that the Dean's office notify those applicants who are no longer under consideration.

3. The Dean, after consultation with the Chair, extends the formal verbal offer to the applicant, followed by a written offer, and secures a verbal agreement.
4. The Provost then sends a formal contract to the successful applicant, who must sign and return it.

NOTE: Information on EEO/AA policies may be obtained from the University EEO/AA Officer and is available also in the Dean's Office.

Process for Recruiting and Supervising Part-Time and Adjunct Faculty

Recruitment and Appointment

Individuals within the community may contact the Department and the College concerning a desire to teach at the University on a part-time basis. Applications sent to the College or University are forwarded to the Chair. When a course needs to be offered and no full-time faculty is currently available to teach the course, an adjunct or part-time individual is sought. The starting point in that search is those individuals who have expressed a desire to teach at the University. 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. Contracts can only be issued through the Dean's Office.

Qualifications are verified through phone or personal interviews, CVs and transcripts. A personnel file is maintained in both the College office and the Provost's Office. All part-time and adjunct faculty **must** provide original transcripts of all college and university work and a current CV. Adjunct faculty members must complete all required Human Resource forms. ***There are no exceptions to this policy.***

Supervision

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 evaluations, class visits, student and peer comments, 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.

Student Access

All part-time/adjunct faculty members shall make themselves available for students at some time other than class hours. These 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 within the College.

New Faculty Orientation

New full-time faculty are expected to attend University and Department orientation programs. The university holds an orientation for new faculty once annually, at the beginning of each fall semester. This serves as an introduction to many programs, personnel, offices, policies and procedures of the university, and to rights, expectations and responsibilities of faculty.

Faculty Personnel Files

Faculty personnel files are maintained in both the Provost's Office (originals) and the Office of the Dean. At the time of employment at Texas A&M University-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 Dean's office for maintenance in the faculty personnel files. It is the responsibility of each individual faculty to assure that the transcript records of their education are correct and on-file in the Dean's office. In addition, faculty are to provide a complete and current copy of their curriculum vitae to the Office of the Dean at the beginning of each fall semester. The Dean's Office will forward a copy to the Provost's Office for inclusion in the official record. It is preferred that the curriculum vitae be emailed to the Dean's Office staff. This copy is to be received in the Dean's office no later than September 20th of each fall semester.

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

Copies of official transcripts showing all graduate work and the awarding of degrees.
(Original transcripts are kept in the Provost's Office)

Annually updated curriculum vitae (submitted by faculty).

TAMU-CC 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 tenure and promotion decisions.

Reports of courses taught, class size, grade distribution, and student evaluation.

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.

College Promotion and Tenure Process

Promotion of Faculty

Section 2.2.1 of the Texas A&M University-Corpus Christi Faculty Handbook provides faculty rank descriptors. This section further indicates that appointment to an academic rank is based on past and anticipated success in performance, accomplishments, and leadership in 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 TAMU-CC Faculty Handbook 2.2.1 and TAMU-CC Policy and Procedures Manual 2.5.1.0—is 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 of the education and experience standards for a given rank are met as specified in TAMU-CC Faculty Handbook 2.2.1 and TAMU-CC Policy and Procedures Manual 2.5.1.2.

Tenure of Faculty

Tenure is defined in Policy 2.5.1.4 of the TAMU-CC Policy and Procedures Manual and in Section 2.2.2 of the Texas A&M University-Corpus Christi Faculty Handbook.

As defined by University policy, beginning with appointment to the rank of full-time Assistant Professor or a higher rank, the tenure probationary period for a tenure track faculty member will not exceed seven years of full-time service at Texas A&M University-Corpus Christi. Up to three years of service 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. Normally a faculty member is considered for tenure during the sixth year in service in a tenure track position at the University, but faculty members who believe their teaching, scholarship and service record merits early tenure may apply during the fifth year of service at the university. Criteria considered for promotion relating to teaching, scholarship, and service are also the standards used in tenure evaluations.

Procedures for Initiating Promotion and/or Tenure

The faculty member who is eligible for promotion and/or tenure initiates the consideration process by notifying the Dean and her/his Chair. Requests are to be formal, typed letters addressed to the Dean (e-mail and faxed documents will not be accepted) and copied to the Chair. The Dean will present a list of candidates to the College of Science and Technology Promotion and Tenure Committee. A copy of this list is also sent to the Department Chair, who then presents it to the

Department Promotion and Tenure Committee. **May 1 is the absolute last day** to submit promotion/tenure requests to the Dean's office. The Dean's office verifies that each faculty member on the promotion/tenure list satisfies the University standards for education, experience, and length of service.

Supporting documentation as specified in Documentation Guidelines of the College of Science and Technology Promotion and Tenure Policy must be submitted to the Dean's office by the close of business on September 1st in the relevant Fall semester. Documentation must follow the guidelines as set forth in Appendix C, Documentation Guidelines.

Department Promotion and Tenure Committees

A Promotion and Tenure Committee is established by the Chair in each department in the College of Science and Technology consisting of all tenured faculty, excluding the Department Chair, at or above the rank to which promotion or tenure is being requested. The constitution of the committee membership will therefore vary with the rank being sought by the candidates.

The role of this Committee is to make recommendations to the Department Chair, and to the College Promotion and Tenure Committee. The vote should be reported, and no abstentions are allowed. Explanatory text should be provided using the form provided in Appendix A of this Handbook. If a true conflict of interest arises as determined by the Chair or the Dean, that member should not serve on the committee for the year in which the conflict exists.

If there are insufficient numbers of faculty in a rank in a department to meet the university minimum of five committee members, the Chair will solicit nominations by the department of other faculty within the college at the appropriate rank. At least half of the needed members will be elected by the department from this pool. The others will be appointed from the college by the Dean who will not be limited to faculty nominations. Any faculty member on post-tenure review status is excluded from serving.

The Chair will be selected from among the committee members and will be elected by the committee members. The Chair should have served before on the committee. The chair will establish the meeting schedule, coordinate the solicitation of external review letters and the review of candidate documents, and oversee the creation and submission of the committee report to the Department Chair and College Promotion and Tenure Committee.

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 portfolio of all faculty being considered for promotion and tenure must include external review letters.

A minimum of four, but no more than ten, external review letters will be included in the graduate 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 of reviewers nominated by the Department Promotion and Tenure Committee, the Department Chair, and the Dean. The candidate may submit a list of unacceptable reviewers.

Outside reviewers must be established scholars of appropriate rank in the candidate's field of study or a closely related area. Letters will be requested by the chair of the Department Promotion and Tenure Committee through the Dean's office. The chair of the Department Promotion and Tenure Committee will ensure that adequate time is allowed for letter writers to review the candidate's curriculum vitae and respond. The committee chair will notify the candidate when letters are requested and received.

Outside reviewers will be asked to specifically comment on the candidate's scholarly work and the significance of the contributions to the discipline. Materials submitted for review will include the candidate's curriculum vitae and samples of significant published works. The committee in consultation with the candidate will prepare a cover letter addressing the review criteria and the candidate's working environment. The chair of the Department Promotion and Tenure Committee will prepare a list of the external reviewers identifying their positions, home institutions, qualifications relevant to the review, a summary of positive and negative comments and their recommendations on tenure and promotion. The summary and all outside review letters received from accepted reviewers will be included in the portfolio. Letters are treated as confidential and may not be shared with the candidate. The candidate will be provided with a redacted summary of the external review without identifying individuals. All external review letters will be removed from the portfolio before it is returned to the candidate at the end of the process.

Response of the Department Promotion and Tenure Committee

The Department Promotion and Tenure Committee shall provide a written report to the College Promotion and Tenure Committee through the Department Chair expressing the recommendation of the committee. The report shall contain the rationale used for reaching its recommendation. The format for this report is found in Appendix A. The report shall be signed by each member of the committee and shall be sent to the Department Chair by November 1.

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, and provide a separate evaluation of the candidate to the College Promotion and Tenure Committee and the Dean.

College Promotion and Tenure Committee

A Promotion and Tenure Committee is established in the College of Science and Technology. The role of the committee is to make recommendations to the Dean of the College concerning the promotion of faculty and granting of tenure.

The College committee will consist of five full-time tenured faculty members. Four members of the College committee will be elected to two-year staggered terms. Each department will elect one full professor to the college committee by vote of the tenure-line faculty. One committee member will be appointed by the Dean for a one-year term. Department Chairs and the Associate Dean shall not serve on the committee. The Chairperson of the committee shall be chosen by the committee. Committee members will assume their duties September 1 of the year in which they are elected.

The role of the College Promotion and Tenure Committee is to provide a recommendation. The vote should be reported, and no abstentions are allowed. Explanatory text should be provided using the form provided in Appendix B of this Handbook. If a true 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 remainder of his/her two-year term.

Documentation Available to the Committees and Department Chair

The Department Promotion and Tenure Committee and Department Chair shall have available for consideration the following documentation supplied by the Office of the Dean:

1. Curriculum Vitae
2. Other documentation specified in Appendix C.
3. Evidence to support achievement of the criteria for promotion and/or tenure (refer to Appendices D-G).
4. Copies of all annual faculty goals and objective documents and annual evaluations.
5. Letters from external reviewers.
6. Other documentation pertinent to a faculty member's evaluation as determined by the Dean.

The College Promotion and Tenure Committee shall have available for consideration the same documentation supplied by the Office of the Dean and the faculty candidate. In addition the Department Chair will provide the committee:

1. The Response of the Department Promotion and Tenure Committee
2. The Response of the Department Chair.

Response of the College Promotion and Tenure Committee

The College Promotion and Tenure Committee shall provide a written report to the Dean expressing the recommendation of the committee. The report shall contain the rationale used for reaching its recommendation. The format for this report is found in Appendix A. The report shall be signed by each member of the committee and shall be sent to the Dean by the last class day of the fall semester.

Role of the Office of the Dean

After receiving the written recommendations of the College committee, the Department committee, and the Chair, the Dean shall meet with the committee to discuss the rationale for the committee's recommendations. If the Dean's decision is positive, the Dean shall forward his or her recommendations to the Provost. The deadline for recommendations to the Provost for promotion and tenure is February 1. The Dean shall inform the faculty member, in writing, of the recommendations from each level of the evaluation process, including his or her decision.

Mid-Term Review

Each untenured tenure-line faculty member shall receive a comprehensive Mid-Term Review by the relevant Department Promotion and Tenure Committee, Department Chair and Dean. In most cases, untenured faculty will be eligible for the Mid-Term Review in the third 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, 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 third year of employment. Mid-term review should be completed at least one year before an application for promotion and tenure.

Similar in scope and magnitude to the tenure review, the purpose of the Mid-Term Review is formative rather than summative; that is, it 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.

The Department Chair will identify faculty members eligible for Mid-Term Review (normally beginning their third year) and notify the candidate, the Dean and the Department Promotion and Tenure Committee by **September 1**. The 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 a complete curriculum vitae and documentation of teaching effectiveness. Additional documentation (e.g. copies of publications, course syllabi) may be included but must fit in a two-inch thick binder. All materials must be submitted to the Dean's office by the close of business on the **first Monday in March** of that spring semester.

Response of the Department Promotion and Tenure Committee, Department Chair and Dean

The Department Promotion and Tenure Committee shall provide by April 15 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 **May 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's evaluation will be submitted to the Department Chair. One copy of each report shall be placed in the candidate's official file in the Dean's office and one copy shall be given to the candidate. The candidate may then meet with the Department Promotion and Tenure Committee, Department Chair and/or Dean to discuss the recommendations.

Procedures for Merit Evaluation

Faculty shall be evaluated annually for performance and development. 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 policies and procedures. The Dean of the College is responsible for assuring that all eligible faculty are evaluated. However, the evaluation process is the function of the Chair of the Department with which the faculty member is associated.

Continuing full-time faculty will review the past year's goals and objectives and generate a self-evaluation, and identify goals and objectives for the coming year. The suggested format for documenting goals and objectives is found in Appendix H. Self-evaluations, goals and objectives will be submitted to the Chair by February 15. Faculty evaluation meetings with the Chair will begin no later than March 15. 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 documents will be placed in the faculty member's personnel files in the Dean's office within the first six weeks of the assumption of duties.

The Faculty member will be given a copy of his/her annual evaluation and will have 10 working days to reply to the evaluation in writing. The evaluation and reply, if any, will be discussed and signed by the faculty member and Chair and forwarded to the Dean's office for placement in the faculty member's personnel files in the Dean's office by April 15.

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.

Criteria Used in Evaluating Performance and Development

The annual performance and development evaluation of faculty, used for promotion tenure, and merit pay, is based upon Policy 2.2.4, Merit Pay; Policy 2.5.1.0, Faculty Responsibilities; Policy 2.5.1.1, Descriptions of Teaching, Service, and Scholarship; Policy 2.5.1.4, Tenure; and, the five major performance criteria listed in Policy 2.5.1.2, which are: Academic Preparation, Experience, Teaching, Service, and Scholarship. The College of Science and Technology subdivides Teaching into three sub-areas, which are (a) Knowledge in the Teaching Field, (b) Quality of Teaching, and (c) Academic Advisement and Career Counseling.

Academic preparation and experience are relevant to the rank and placement of the faculty member in a department of the College of Science and Technology. For non-tenure line faculty hired without a terminal degree, continued growth in academic preparation and experience promises enhanced academic performance and as such are informative criteria. Tenure-line faculty are hired with terminal degrees and appropriate experience for their positions. Although continuing

educational growth is encouraged, additional academic preparation and experience are addressed as components of teaching, research and service.

Within the ranks of the college tenure-line faculty there are three recognizable groups – those faculty primarily supporting undergraduate programs, graduate faculty primarily supporting Master of Science programs (M.S. faculty), and graduate faculty supporting Doctor of Philosophy programs (Ph.D. faculty). Members of these groups differ in proportions of time allowed 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 weighting of evaluation criteria. As general guidelines, the following minimal weights are expected: teaching 50% for faculty primarily supporting undergraduate programs; research 33% for M.S. faculty, and 60% for Ph.D. faculty.

Appendix A

**Format for the Written Response of the
Department Promotion and Tenure Committee to the
College Promotion and Tenure Committee via the Department Chair**

For a positive response:

Following examination of all documentation provided for its evaluation, and considering the evidence stated in Policy 2.5.1.2 regarding promotion and tenure, the (Department Name) Promotion and Tenure Committee of the College of Science and Technology 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:

The rationale for this recommendation is stated below:

Chairperson, (Department Name) Promotion & 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 Policy 2.5.1.2 regarding promotion and tenure, the (Department Name) Promotion and Tenure Committee of the College of Science and Technology 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:

The rationale for this recommendation is stated below:

Chairperson, (Department Name) Promotion & Tenure Committee

Committee Member

Committee Member

Committee Member

Committee Member

Appendix B
Format for the Written Response of the
College Promotion and Tenure Committee to the Dean

For a positive response:

Following examination of all documentation provided for its evaluation, and considering the evidence stated in Policy 2.5.1.2 regarding promotion and tenure, the Promotion and Tenure Committee of the College of Science and Technology 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:

The rationale for this recommendation is stated below:

Chairperson, College of Science and Technology Promotion & 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 Policy 2.5.1.2 regarding promotion and tenure, the Promotion and Tenure Committee of the College of Science and Technology 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:

The rationale for this recommendation is stated below:

Chairperson, College of Science and Technology Promotion & Tenure Committee

Committee Member

Committee Member

Committee Member

Committee Member

Appendix C

Documentation Guidelines

1. Obtain copy of “College of Science and Technology Procedures and Criteria for Evaluating Faculty Performance and Development” and the separate documentation for Department exemplars. Use College and Departmental criteria to decide which supporting materials to include.
2. Review your personnel file in the Dean’s office to be sure it is accurate and current. Verify that all transcripts and copies of your 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 Committee will review this file along with the supporting materials that you submit.
3. Restrict quantity of supporting materials to fit in a two-inch thick (**maximum**) notebook or binder.
4. Include a copy of your letter to the Dean, *copied to the Chair*, which indicates your wish to be considered for promotion to a specific academic rank and/or to receive tenure. This ensures that the committee is clear what you wish to be considered for.
5. Include a current curriculum vitae which specifies your education (degree(s), year(s) received, institution(s), field(s) of study) and related academic or professional experience (include positions, dates).
6. Include letters from peers, the community and students. You may include as many letters as you wish, but focus on obtaining letters from individuals with whom you have worked closely and who are most familiar with your capabilities in an academic environment.
7. Organize the rest of the supporting materials concisely into sections for:
 - A. Academic Preparation
 - B. Experience
 - C. Teaching
 1. Knowledge in the teaching field
 2. Quality of teaching
 3. Academic advising/career counseling

- D. Service
 - 1. College/University
 - 2. Community
 - 3. State/Nation
- E. Scholarship

Consult the guidelines for your Department for specific examples of materials you might submit. You may wish to include lists (i.e., a list of your recent professional presentations) as well as actual items (i.e., syllabus for a new course).

Material should be organized into a concise packet which provides the evidence for promotion and tenure as stated in Policy 2.5.1.2 and Policy 2.5.1.4. The faculty member should carefully organize this material with the understanding that the committee is evaluating quality, not quantity.

Do not include copies of your works if they cannot fit in the single notebook or binder; instead simply describe projects and list publications. However, any publications, project reports, or other supporting documents not included in the binder should be available to the committee at short notice if requested.

Appendix D

Department of Computing Sciences Tenure and Promotion Evaluation Criteria

Criteria for Tenure and Promotion to Associate Professor:

Tenure-track faculty seeking tenure and Assistant Professors seeking promotion to the Associate Professor rank are expected to:

- Demonstrate effectiveness and provide evidence of competence in teaching, student advising, and other related activities.
- Demonstrate achievement in scholarship including peer-reviewed publications and pursuit of funding opportunities.
- Demonstrate appropriate balance of institutional and professional service.
- Demonstrate support for the department's mission and goals.

The Engineering Technology program is considered an atypical unit and, thus, the ET faculty are expected to:

- Actively participate in achieving and sustaining ABET accreditation.
- Demonstrate scholarship by publishing in appropriate engineering peer-reviewed journals, proceedings, or other technical specialty journals.
- Demonstrate that they have pursued funding opportunities for instructional support and laboratory development including equipment.

Criteria for Promotion to Full Professor:

In addition to sustaining the aforementioned tenure criteria, Associate Professors seeking promotion to the Full Professor rank are expected to:

- Demonstrate effective leadership within the department, college, and/or institution. This may include mentoring junior faculty, outreaching to the research and local communities, and/or assuming greater academic responsibilities in furthering the mission and goals of the department.
- Pursue federal funding opportunities as principle investigator to support individual and departmental research and teaching agendas.
- Promote and support a collegiate environment within department and demonstrate support of collaboration with colleagues on departmental, college, and/or institutional levels.

Appendix E

**Department of Mathematics and Statistics
Promotion and Tenure Policy**

(Policy was not yet approved by department at the time of printing)

Appendix F

**Department of Life Sciences
Promotion and Tenure Policy**

The Department of Life Sciences has adopted guidelines and procedures related to Promotion and Tenure as presented in the College of Science and Technology Faculty Handbook.

Appendix G

Department of Physical and Environmental Sciences Criteria, Standards, and Priorities for Promotion and Tenure (Adopted May 30, 2008)

The departmental P&T committee will use this document along with the university standards and the college policy document to evaluate faculty for promotion and tenure. Each candidate will be evaluated as an individual with distinct abilities, interests and strengths. As stated in the college policy, there are three groups of faculty in PENS, those faculty primarily supporting undergraduate programs, graduate faculty primarily supporting Master of Science programs (M.S. faculty) and graduate faculty primarily supporting Doctor of Philosophy programs (Ph.D. faculty). Although teaching, research and service are all important for the growth of the department, the relative contributions by faculty of these three groups differ based on workload assignments.

Assistant Professor Pre-Tenure Review

The pre-tenure review will typically occur during the third year that a candidate is employed as a tenure-track faculty member. Prior to review, a candidate is advised to review all guidelines and regulations pertaining to the award of tenure at Texas A&M University - Corpus Christi. A candidate is strongly encouraged to seek mentoring from one or more senior faculty regarding the best path to tenure given his or her circumstances. The third year review formalizes this mentoring process and provides the occasion for encouragement or course correction. At the time of the review, the faculty member typically shall have demonstrated the following levels of performance.

TEACHING: The faculty member should be able to teach satisfactorily all assigned courses. In addition, where appropriate the candidate should have demonstrated maturation as a teacher as evidenced by:

- Identifying and correcting any deficiencies in teaching skills
- Course development
- Course improvement
- Mentoring undergraduate and/or graduate students outside the classroom

SCHOLARSHIP: The candidate should document, with copies of reports, manuscripts, proposals, and letters from editors, the following scholarly activities:

- Presentation of results at professional meetings
- Direction of undergraduate and graduate student research
- Submission of paper(s) to professional journals
- Acquisition of research funding from external or internal sources, or continued efforts to obtain such funding

SERVICE: The candidate should have demonstrated effective departmental service on departmental committees, advising students, etc., and should have demonstrated a willingness to participate in university service as evidenced by:

- Volunteering for departmental, college or university committees
- Volunteering for non-committee service

Promotion of Assistant Professor to Associate Professor and Tenure Review

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

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:

- Favorable evaluation by knowledgeable colleagues of teaching ability and performance based upon course syllabi, statements of course objectives, copies of examinations and other materials as appropriate, as well as personal knowledge
- Course improvement and development
- Favorable evaluation of teaching skills by student in courses
- Recommendations from former students in graduate or professional schools or who are gainfully employed

SCHOLARSHIP: The candidate should have demonstrated continued and increased scholarly productivity as evidenced by:

- Peer reviewed papers accepted for publication
- Presentations at professional meetings
- Presentations at meetings or seminars
- Externally funded research projects
- Direction of undergraduate and graduate student research
- Recognition and favorable evaluation by outside reviewers. Evaluations shall be conducted according to college policy, and assessed for reasonableness in the context of the faculty members' designation (Ph.D., M.S., Undergraduate), teaching and/or service responsibilities, and consistency with expectations for faculty in the same discipline from comparable program and institutions.

SERVICE: The candidate should have demonstrated effective participation in various departmental, college, university, and professional service activities, examples of which include:

- Service on departmental, college, and/or university committees
- Non-committee departmental, college, and/or university service
- Professionally-related community service
- Service in professional organizations

Promotion of Associate Professor to Full Professor Review

A candidate for the rank of professor shall have demonstrated over a period of years a strong commitment to excellence in teaching, service and scholarship at TAMUCC. His or her professional record should show an active role as a senior faculty member and provide evidence for an expectation of continuous dedication and future contributions to the objectives of the department and the university.

A much more diverse pattern for demonstration of worthiness for professor rank is anticipated than is accepted for demonstration of worthiness for tenure. Thus worthiness for promotion to rank of professor may be evident for some faculty soon after receiving tenure and for other faculty after longer periods of tenured service. Typical characteristics of faculty who might be judged to have a “strong commitment to excellence in education and scholarship at TAMUCC” are outlined below.

Note: As mentioned previously, the expectations for full professor will vary depending on the faculty members designation (Ph.D., M.S., Undergraduate).

- Ph.D. faculty should have outstanding contributions in scholarly activities, a strong or excellent contribution in teaching and a strong or excellent contribution in service,
- M.S. faculty should show excellent contributions in scholarship, excellent, outstanding or strong in teaching and excellent, outstanding, or strong in service.
- Faculty who are predominately working with undergraduate students should be strong in scholarship, outstanding or excellent in teaching and excellent or outstanding in service.

Explanation of Criteria

Evidence for outstanding teaching would include

- Recognition of outstanding teaching by the majority of students in most classes over a period of years
- A record of significant contributions to the improvement and updating of the department’s curriculum
- Development of new course(s) or substantial revisions and improvement of existing courses
- A principal role in obtaining external funding for grants for the improvement of teaching

Evidence for outstanding scholarship would include

- Recognition of the significance of the candidate’s contributions to his or her field of scholarship by external peers who are leading authorities in the candidate’s field
- A continuous record of publications in the area of research or education, and presentations at professional meetings
- A record of external support extending over a period of years with successful grant renewal or funding of new grants
- A record of direction of student research through the doctoral level
- Patents

Evidence of outstanding service would include:

- A record of making significant contributions to various college and university committees. Such contributions would usually include the chairing of several important committees.
- A record of making significant contributions to departmental committees, departmental administration, or departmental advising
- A record of making significant contributions to external professional organizations
- Aid to junior faculty in securing external research grants or in improving their teaching skills

Evidence for Excellent teaching would include:

- Successful presentation of a variety of courses for different groups of students (graduate and undergraduate students)
- Highly rated courses as judged by colleagues reviewing course syllabi, content, presentations, exams, major assignments, and other teaching materials.
- Highly rated teaching skills as evidenced by student evaluations

Evidence for Excellent scholarship would include

- A record of continuous active scholarship as shown by publications in the area of research or education
- Direction of student research
- Presentations at professional meetings
- Grant support

Evidence for Excellent service would include

- Productive service on college an/or university committees
- Productive service on departmental committees, in departmental administration, or departmental advising
- Productive service in professional organizations (officer, chair, or organization of professional events)
- Productive professional service to the community
- Productive aid to junior faculty in establishing research programs, improving teaching or administrative skills

Evidence for Strong teaching would include:

- Performance of all assigned teaching duties
- Favorable evaluations of teaching skills by majority of students
- Favorable evaluation of course content and delivery, as rated by faculty colleagues

Evidence for Strong scholarship would include

- Publications in the area of scientific research or science education
- Presentations of results at professional meetings
- Direction of research students

Evidence for Strong service would include

- Effective service on departmental committees, departmental administration, or departmental advising
- Non-committee departmental, college, or university service
- Service in professional organizations
- Aid to junior faculty in improving teaching skills or in their research

Appendix H

**GOALS AND OBJECTIVES FORMAT
FOR THE EVALUATION PERIOD _____**

Name: _____

TEACHING GOALS. This section should include any new courses or labs you will be developing, new methods or projects you will be incorporating into existing courses or labs, or planned actions to improve knowledge and remain current in area of specialization or new subject areas. It should also include any developmental activities planned to enhance advising and mentoring capabilities at the undergraduate or graduate level.

SERVICE GOALS. In this section outline plans for service to:

- A. the department, college and university, including Faculty Senate, student organization sponsor, outreach and recruitment activities;
- B. the local community, state and nation, including activities, popular presentations and publications, presentations and reports, membership or leadership in organizations and advisory boards;
- C. the Profession, including Leadership and participation in professional organizations.

III. SCHOLARSHIP GOALS. List and describe planned research and writing activities, including manuscripts and grant proposals to be submitted, as well as presentations planned for professional conferences and meetings.

Faculty Member

Date

Space for Chairperson to comment if he/she so desires:

Chairperson

Date

Evaluation of Teaching and Instructional 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 as a whole.

Evaluation of teaching is done in part through student course evaluations. Other techniques, used to ensure continuous improvement of instructional delivery and communication, include assessment tools that attempt to measure student learning. For example, major field tests, critical thinking tests, as well as employee and alumni surveys are used to assess for teaching and associated learning throughout the College.

Student Course Evaluation Process

Each Department evaluates their curricula. As part of the overall curricula evaluation, students participate in a course evaluation process each semester.

The Department of Computing Sciences, Department of Life Sciences, Department of Mathematics and Statistics, and the Department of Physical and Environmental Sciences have designed tools utilized for their student course evaluations. The process is conducted with the support of the Academic Testing Center on campus. Immediately after the 12th class day rolls are submitted, the Dean's office staff will compile a list of classes for which evaluations are to be done at the end of the semester. Directed independent studies will not be part of the process unless so designated/requested by the faculty or Chair. The Academic Testing Center will forward the requisite forms to the Dean's office during the last month of classes in the semester. The forms will be placed in packets and distributed to the Departments.

Student course evaluations are to be administered for each course in order to meet the deadline set by the Academic Testing Center. In addition to the memorandum of instruction, the evaluation packet contains a course evaluation questionnaire.

The faculty member should administer the evaluations **exactly** as directed in the instructions. A student selected by the instructor will administer the evaluations and bring the completed packet back to the Dean's office for processing. The packet is delivered to the appropriate secretary in the Dean's office or the originating faculty secretary as deemed appropriate. The student will sign the cover instructions in the designated place signifying delivery. The faculty member is not to be present in the classroom during the time period in which the students are completing the requisite forms. ***The faculty member does not receive the forms back from the students nor review them prior to their delivery to the Dean's office.***

The quantitative data on the answer forms are scanned into a computer; the results are tabulated and analyzed. The results are given to the Dean, the Department Chair, and the individual instructor for review.

The results are generally discussed with the faculty member during the annual performance review, and a copy is kept in the faculty's personnel file in the Dean's office. When needed or if warranted, the results may be discussed by the Department Chair with the individual faculty member immediately. From time to time, the Dean refers comments to the Chairs to discuss and clarify with appropriate faculty.

Faculty Responsibilities

The College is committed to excellence in teaching and learning, scholarly pursuits, a concern for students, and the integrity of the institution. As such, all faculty are expected to adhere to the guidelines listed in the **University Rules 12.01.99.C1.03**. These items include the following:

- Meet classes as scheduled in the syllabus and make alternative arrangements when necessary for absences;
- Facilitate learning so as to meet course objectives;
- Maintain competence in teaching fields;
- Be professional in conduct in the classroom and show respect for students;
- Be available to students for consultation during regular office hours;
- Serve as a mentor to students in accordance with College policy on advisement;
- Engage in service activities according to requirements for performance by rank as stated in University and College policies on tenure and promotion; and
- Engage in scholarly activity according to requirements for performance by rank as stated in University and College policies on tenure and promotion.

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

Outside Employment Policy

The College adheres to the Texas A&M System policy (See System Policy 07.01 “Ethics Policy, TAMUS Employees”) that requires all full-time budgeted employees who work for remuneration to receive the prior approval of their chief executive officer or his/her 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 System, and not interfere with an employee’s work assignments.

Full-time faculty members considering outside employment opportunities—must complete an External Employment and Consulting Application form (go to the Human Resources website: <http://falcon.tamucc.edu/~hrweb/forms/employment.html>). *Full-time faculty must receive explicit permission from the Dean to teach simultaneously at any other institution.*

Faculty Absences

When classes must be missed for professional or personal reasons, faculty should make appropriate arrangements to assure minimum disruption of course activities. Scheduling examinations and arranging for acceptable examination monitors is an example of an appropriate arrangement. In other circumstances guest lectures by colleagues or external experts may be appropriate. Research activity consistent with the course provides another option.

Faculty must submit an Official Travel Draft (OTR) form specifying date(s) of absence (travel), purpose or reason for absence, how attendance at desired event will benefit the college and enhance the faculty member's professional development, etc. It must be accompanied by a list of the classes to be missed, arrangements made for coverage of classes, and information on how the individual may be reached during his/her absence. The OTR form and Itinerary attachment are available online at: http://falcon.tamucc.edu/~travel/manual/otritin_HELP.xls.

The absence must be approved in advance of departure; the form must be signed by the department chair and by the dean of the college. Completed forms are kept on file in the faculty member's file.

In the event of an unforeseen absence, the department chair and/or the dean may intervene on the faculty person's behalf.

Office Hours

Faculty

Each faculty member should post office hours on his/her office door at the beginning of the term and diligently maintain those hours. Faculty must schedule a minimum of five office hours weekly scheduled over at least three days for each term in which you are teaching. In addition, you must have a statement in your syllabi and attached to the posting on your doors that additional times are available by appointment. Faculty are expected to be available for students during office hours and other times to reasonably accommodate students.

Administrative hours

Administrative offices are open from 8:00 a.m. to 5:00 p.m. Monday, Wednesday, and Thursday; 8:00 a.m. to 7:00 p.m. Tuesday (to accommodate night students); and 8:00 a.m. to 3:00 p.m. on Friday.

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 faculty are given priority in making summer teaching assignments. A second significant factor considered in making summer teaching assignments is the specific faculty expertise in an area.

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

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.

Early in the spring semester, Chairs query their 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.

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.

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 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.

Teaching Graduate Courses

Except in unusual circumstances, graduate level courses are taught by full-time faculty who hold terminal degrees in their field. In addition, these individuals are expected to be productive in their scholarly and service contributions. Graduate faculty are designated within the guidelines of University Procedure 12.99.99.C3.01. The department's graduate faculty or an interdisciplinary graduate degree program's faculty will examine the credentials of candidates for graduate faculty status and provide their endorsement to the College Dean. The Dean reviews the list and forwards an approved list to the Graduate Council. The Graduate Council reviews the candidate's credentials and forwards the recommended list to the Graduate Dean. The Graduate Dean grants or denies graduate faculty status.

The Graduate Dean may grant graduate faculty status to new faculty members for a period not to exceed three years. In such cases, the faculty member's credentials will be reviewed by the College Dean and the Graduate Dean. In addition, the Dean of the College can recommend to the Graduate Dean, in writing, Graduate Faculty based on recommendations from the Departmental Chairs.

Travel Guidelines

The College of Science and Technology 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 that apply across the continuum.

1. All travel plans and requests must originate and carry the approval of the relevant Chair for the Department/Institute/Center. The approval of the Dean (or Associate Dean) is also required. International travel requires the approval of the President.
2. No travel will occur without the appropriate documentation and paperwork completed and approved. Travel requests must be submitted on the University Official Travel Request, available on-line at <http://falcon.tamucc.edu/%7Etravel/onlineforms.htm>.
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 expenditures exceed approved amounts, the excess money is the faculty member's responsibility.
7. Detailed information on travel policies may be located online at: http://falcon.tamucc.edu/~travel/manual/table_of_contents.htm.

Academic Advising

Common Expectations: While students establish files and receive program guidance from the College's Academic Advisors and the various Program Coordinators, faculty mentors provide advice in career choice and major courses, general employment expectations, selection of electives, possible exceptions to specific degree requirements and general academic advising. While advisee loads vary, ALL faculty are expected to participate in advising. In consultation with the Chair, the Academic Advisor assigns advisees to faculty. All faculty in the College assist with students who are "undecided."

Each Department is responsible for working with the University Core Curriculum Program advising in-coming freshman students. The number of faculty needed for this work will vary according to the number of freshman students admitted each year.

General Faculty Mentoring Guidelines

Establish a pattern of regular contacts and rapport:

- Be available to students on a regular basis and be conscientious about posting and adhering to a schedule of office hours for advising conferences.
- Expand your availability during the high demand times of registration.
- Occasionally encourage advisees to come in for discussions by invitation.
- Keep a record of your contacts with advisees, including the issues discussed, advice given, and any actions taken- , and
- Remind students in class that they should visit their faculty mentor regularly.

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

- Be thoroughly familiar with the academic policies and procedures of your major, your college and the University. Consult Academic Advisors for questions and concerns.
- Be familiar with and keep resource materials (the Catalog, Student Handbook, Schedule of Classes) which may answer questions about academic and non-academic policies and procedures.
- Familiarize yourself with the resource persons to whom to refer students for information and advice when appropriate: the UCCP office, college dean's office, registrar's office, Academic Advisors, program coordinators, Career Services, Tutoring and Learning Center, Health Services and Counseling Center, etc. See university catalog for a full description of available student services.

Provide guidance for students:

- Faculty Mentors should help students to obtain maximum benefit from their educational experience by helping them to understand and take advantage of the opportunities the University offers.
- Faculty Mentors should help guide students in determining short and long-term goals based on aptitudes and interests, and help design a course of study appropriate for attaining these goals.
- Faculty Mentors should help students understand the relationship between what they are doing in college and the world beyond campus. Be prepared to engage in discussions of future academic and career options for graduates in their department or major area.

Student Grade Appeals

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

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

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

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

The specific steps in the grade appeal process are outlined in the University Rules (Section 13.02.99.C2), available online at: www.tamucc.edu/provost/university_rules/index.htm

Grading Guidelines

Student grading is necessarily the responsibility of individual faculty. (See University Faculty Handbook section 3.2.1.)

As an aspect of academic integrity and general fairness in grading across the College, faculty members are asked to comply with the following general concepts of grading systems.

- There should be an appropriate and specific evaluation process detailed in the syllabus for every course.
- To the extent possible, the grading system should provide multiple evaluation techniques.
- Except for special course design circumstances, the grading system should distinguish performance among individual students.

Undergraduate Directed Independent Study Courses

Directed independent study (DIS) is a carefully planned special study on an academic topic not offered as part of the regular undergraduate curriculum. DIS is carried out as a tutorial under the direction of, and evaluated by, a regular member of the faculty of the College of Science and Technology.

Generally, undergraduate students in the College are expected to enroll in regularly scheduled classes. In special circumstances, a DIS course may be taken by a student with approval of the Chair and the Dean.

The following guidelines should be followed:

- Enrollment in DIS courses is restricted to advanced students who have demonstrated both academic ability and the capacity for independent work.
- Enrollment is by application only, and must be approved by the instructor, the Chair and the Dean or the Associate Dean.
- Completed applications must be received by the last day to register or add a class of the semester of intended enrollment.
- A **minimum** GPA of 3.0 in the student's major.
- The maximum number of semester hours of DIS credit that may be counted towards a baccalaureate is dictated by the individual degree requirements.

To initiate the process, the student checks with one of the College's full-time faculty members to find his/her willingness to supervise the study and completes the form with the help of the faculty member. Then, the form is given to the Department Chair and the Dean or Associate Dean for approval. If approved, copies are made for the instructor, the student, and the student's file. The college staff will provide a copy or electronic image of the signed form to the supervising faculty member. If approval is not given, the Academic Advisor or the student's faculty mentor will help the student in selecting other options. The student will not be approved for the DIS course if the form is not fully completed.

The form for requesting Directed Independent Study is available on the College's website: <http://www.sci.tamucc.edu/stweb/faculty-staff/forms.html>. It is accessible from the faculty-staff page of the College website: <http://www.sci.tamucc.edu/stweb/faculty-staff/index.html>.

Course Schedule Development Process

Departmental Chairs are responsible for developing course schedules in accordance with the guidelines and dates provided by the Dean's Office.

Schedules are developed in accordance with degree plan sequences and to accommodate the course availability needs of both full-time students and part-time students. Accordingly, Department Chairs maintain year-to-year or multi-year schedules and enrollment histories to assure predictable frequency of course offerings and appropriate rotation between day and evening offerings.

Enrollment history is necessary to assure that the scheduling process considers minimum class sizes as an aspect of the efficient deployment of faculty. Faculty load and number of preparations must also be considered in developing the schedule.

Textbook Selections

The selection of textbooks is handled within each of the Departments. All faculty should ensure that they are aware of the appropriate procedure followed in their Department. The University Bookstore forwards Text Request forms for the following semester early in the current semester. Every effort should be made to meet the deadlines communicated by the Chairs to ensure timely delivery of the course materials.

The Syllabus

The single most important document in your class is the syllabus. The syllabus is considered a legally binding contract between you and your students. In many cases, you will find old copies of a syllabus which can be used as a guide to create your new one. Unique syllabi, like unique tests, should be generated every semester. If you are ever involved in a court case over a grade, the syllabus, if clear and fair, is the best defense. Each syllabus must include most of the following items:

- The semester and year. A separate syllabus must be kept for each semester a class is taught. You must turn in a copy of each class syllabus each semester to the Department Secretary with the class roster. These syllabi are filed for accreditation purposes in both the Provost's and the Dean's offices.
- A general description of the course. Something based on the catalog course description, but longer and more detailed is normal.
- Contact information for you including office location, office hours, e-mail address, and phone number.
- A list of student learning outcomes. These should not be vague statements like "to improve critical thinking skills," but rather should be specific; e.g. "to be able to evaluate a graph." In some disciplines, the course objectives are approved by curriculum committees and may not be changed without the committee's approval. Check with the Chair for the appropriate procedures.
- A clear explanation of each graded activity in class including lab exercise, test, and presentation, etc. dates, specific expectations, and the basis for calculating the final class grade.
- A policy on issues such as:
 - ◆ Late work
 - ◆ Academic honesty (a reference to the Code of Student Conduct)
 - ◆ Missed examinations
 - ◆ Attendance
 - ◆ Classroom tardiness
 - ◆ Lab safety
 - ◆ Field Trips
 - ◆ Paper rewrites, etc.
- The text(s) for the course and any supplementary materials.

- A chronological course outline indicating relevant reading assignments and testing dates.
- Any other specific expectations or rules you may have. Be honest. If you want people to raise their hands to be recognized before speaking, say so.

Grades

Final Grade Submission: Faculty must submit a final grade for each student online by the specific dates set by the Office of Admissions and Records. *There are no exceptions to this rule.* These grades are entered online. The possible grades include “A” through “F,” and “I” for Incomplete. The “I” grade can only be given when the faculty member and the student have filed an accompanying form with the Dean’s office which lists the reason for the “I”. Other possible grades include “CR,” “NC,” “P,” “NP,” “IM,” “IP,” “W,” “WP,” and “WF” (see university catalog for full listing and explanation of each). An instructor should assign a mark of “SA” (Stopped Attending) for students who fail to withdraw from a course but do not attend after the 12th class day; this automatically converts to a grade of “F” on the student’s permanent record while alerting the Office of Financial Assistance.

Withdrawals: Students may withdraw without faculty permission from a course at any time until the withdrawal deadline, which is indicated in the university schedule. They will automatically receive the grade of “W”.

Calculating and Maintaining Grades: The final grade must follow the guidelines you specify on the syllabus. Graded activities may include (but are not limited to), regular term exams (essays, and/or objective exams), term papers, book reviews, reaction papers, class participation, oral presentations, laboratory work and notebooks. It is advisable to keep a grade book in which a formal grade (numerical or letter) is recorded for each activity. To avoid conflict, and to satisfy accreditation requirements, your syllabus should clearly explain course objectives, expectations, and methods of evaluation (a.k.a. grading). The grade book, or your electronic grading file should be kept for at least five years after the course is taught. All graded papers not claimed by students should be kept for at least one year after the course is taught.

Curriculum Review, Change and Approval

Program, course, and catalog changes usually originate from faculty in the various programs of the Departments. On occasion, program and course changes are initiated by the Dean, Chair, or the other Colleges to meet changing needs. The College of Education generally requests, through the Dean, changes in teacher certification programs. Oversight for curricula issues resides with the Dean of the College to ensure that the curricula are consistent with the philosophy of the College and the purpose of the University.

Curricula origination and review responsibilities reside with the faculty. Each Department handles the process according to its individual practices and standards. SACS, the Texas Higher Education Coordinating Board, professional accrediting bodies and other regulatory agencies dictate elements of the process within the Departments as well. All curricular change proposals, regardless of nature, must be reviewed and approved by the respective Department faculty. Approved curricular changes are forwarded to the College Curriculum Committee, which sends its recommendations to the Associate Dean/Dean and then to the Provost, who transmits the proposals to the University Faculty Senate for action. Faculty developing the proposals may be asked to appear or to provide additional information to the Senate. Faculty Senate guidelines provide a detailed process for actions taken by the Senate. Minor curricula changes are addressed through the annual University Catalog revision process.

Generally, curricula changes that affect catalog copy should be completed early in the Fall semester. Changes to the catalog are due in the Associate Dean's office in early November. Notification of specific due dates is sent to the Departmental Chairs early in September.

College Academic Forms

Various forms concerning classes (Admission to a Closed Class, Request for Overload, etc.) are posted on the College's website:

<http://www.sci.tamucc.edu/stweb/faculty-staff/forms.html>

It is accessible from the faculty-staff page of the College website:

<http://www.sci.tamucc.edu/stweb/faculty-staff/index.html>

Secretarial Assistance Procedure

Administrative professionals in the College of Science and Technology are authorized to perform certain duties for faculty. Each Department will have established guidelines for work requests. Administrative professional duties include, but are not limited to:

- Typing, word processing, and duplicating classroom materials (i.e., syllabi, examinations, and handouts) for assigned faculty members.
- Typing, word processing, and handling other professional materials (i.e., professional correspondence, mail-outs, and other academic papers for assigned faculty in support of College and/or University activities).
- Maintaining confidentiality.
- Taking accurate messages for the faculty and placing them in their mailbox in a timely manner.
- Processing textbook requests, desk copy requests, and library book orders.
- Assisting students and visitors.
- Processing personnel, travel, and reimbursement requests.
- Reserving meeting rooms.
- Handling class enrollment and course evaluation forms.
- Ordering office supplies and maintaining office equipment.
- Supervising student workers by department chairs.

Secretarial support **MAY NOT** be utilized for the following tasks:

- Duplicating materials in violation of U.S. Copyright law. All faculty are responsible for knowing the applicable aspects of the law.
- Preparing materials for civic activities engaged in as a private citizen (i.e. not as the University's officially appointed representative).
- Typing (private) correspondence not directly related to one's role as a TAMU-CC faculty member.
- Preparing materials for individual or group consulting where the faculty member is not acting as the College's and/or University's officially appointed representative.

Photocopying and Copyright

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

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

For complete information see the website www.copyright.com. You can find additional information on topics such as course management systems, fair use, copyright workshops, and electronic-reserve copyright issues at:

<http://www.copyright.com/ccc/viewPage.do?pageCode=cr2-n/>.

Guidelines

1. **Single Copying for Teachers:** A Single copy may be made of any of the following by or for a teacher at his or her individual request for his or her scholarly research or use in teaching or preparation to teach a class:
 - A. A chapter from a book.
 - B. An article from a periodical or newspaper.
 - C. A short story, short essay or short poem, whether or not from a collective work.
 - D. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper.

2. **Multiple Copies for Classroom Use:** Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion; provided that
 - A. The copying meets the test of brevity and spontaneity as defined below; and
 - B. Meets the cumulative effect test as defined below; and
 - C. Each copy includes a notice of copyright.

Definitions

Brevity:

1. Poetry: (a) A complete poem if less than 250 words and if printed on not more than two pages or, (b) from a long poem, an excerpt of not more than 250 words.
2. Prose: (a) Either a graphic article, story or essay of less than 2,500 words, or (b) an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words.

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

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

Spontaneity:

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

Cumulative Effect:

1. The copying of the material is for only one course in the school in which the copies are made.
2. Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term.
3. There shall not be more than nine instances of such multiple copying for one course during one class term.

(The limitations stated in "2" and "3" above shall not apply in current news periodicals and newspapers and current news sections of other periodicals.)

Prohibitions as to Copying Guidelines Above:

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

1. Copying shall not be used to create or to replace or substitute for anthologies compilations or collective works. Such replacement or substitution may occur whether copies of various works or excerpts from them are accumulated or are reproduced and used separately.
2. There shall be no copying of or from works intended to be "consumable" in the course of study or of teaching. These include workbooks, exercises, standardized tests and textbooks and answer sheets and like consumable material.
3. Copying shall not:
 - A. Substitute for the purchase of books, published reports or periodicals.
 - B. Be directed by higher authority.
 - C. Be repeated with respect to the same item by the same teacher from term to term.
4. No charge shall be made to the student beyond the actual cost of the photocopying.

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

Guidelines for Computer Programs

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

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

Guidelines for Videotapes

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

1. These guidelines are applicable to off-air recording by non-profit educational institutions.
2. A broadcast program may be recorded off-air simultaneously with broadcast transmission and retained by an educational institution for a period of forty-five (45) consecutive calendar days after the date of recording. At the end of this time, all off-air recordings must be erased or destroyed immediately.
3. Off-air recordings may be (a) used once by individual teachers in the course of relevant teaching activities; and (b) repeated only when instructional reinforcement is necessary. The use of the recording for instructional purposes must occur during the first ten (10) consecutive school days within the 45 calendar day retention period.
4. After the first ten consecutive school days, the off-air recording can only be used, up to the end of the 45 consecutive calendar days, for teacher evaluation purposes, i.e., to determine whether to include the broadcast program in the teaching curriculum and may not be used in the recording institution for student exhibition or any other non-evaluative purpose without authorization.
5. Off air records may:
 - A. Be made only at the request of an individual teacher
 - B. Be used only by an individual teacher
 - C. Not be regularly recorded in anticipation of requests
 - D. Not be recorded off-air more than once at the request of same teacher, regardless of the number of times the program may be broadcast.
6. A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers under these guidelines. Each such additional copy is subject to all provisions governing the original recording.
7. Off-air recordings need not be used in their entirety, but the recorded programs may not be altered from their original content.
8. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.
9. All copies of off air recordings must include the copyright notice on the broadcast program as recorded.

Definitions

1. Broadcast programs are television programs transmitted by television stations for reception by the general public without charge.
2. School days are school session days which means one does not count weekends, holidays, vacations, examination periods, or other scheduled interruptions.

Note: Source is the House Subcommittee on Courts, Civil Liberties and Administration of Justice, March 1979.

Desk Copies

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

If an emergency or highly unusual situation arises regarding desk copies, the faculty member should consult the Departmental Chair for assistance. A desk copy from the Bookstore can be obtained for use on a temporary basis, and will be temporarily charged to the department , until a text can be obtained from the publisher. At that time, the replacement text will be returned to the Bookstore and the charge will be credited back to the department.

Miscellaneous

Keys: Department administrative professionals order all door keys. You will need a key to your office area, to the exterior building doors, and to the room where your mailbox and copying facilities are located. These keys can be picked up from the Physical Plant approximately 10 days after they are ordered. The keys must be returned to the Physical Plant at the end of employment.

E-Mail: Virtually all campus and classroom communications are now carried out on e-mail. In order to set up your computer account, please contact the Department administrative professional to complete the proper paperwork. This will establish an e-mail account for you. General computer security guidelines can be viewed at <http://www.tamucc.edu/~compserve/laws.html>

Webpages: The College webpage (<http://www.sci.tamucc.edu>) is maintained by the College Webmaster. Faculty information is posted on this page as well as links to Department pages and links to any class page you may create.

Listserves: The College, Departments, and programs maintain various listserves (see <http://www.sci.tamucc.edu/stweb/students/listserve.html>) to distribute timely information to faculty, staff, and students. Faculty should consult with their Department Chair and subscribe to those listserves best suited to their individual interests and needs.

Mail: Faculty have physical mailboxes in their relevant Department that are assigned by the Department secretary. Please check your mailbox for printed messages at least once a week.

SandDollars Cards: SandDollars cards are the university ID card. You may obtain one in the University Center. This card is necessary in order to check out library materials, electronically access certain labs, and use the swimming pool, gym, and other campus facilities. You may also create a SandDollars account to charge university purchases such as food and bookstore items, and make photocopies in the library for personal use.

Library: Adjunct faculty have complete access to the resources in the library. You must have a Sand Dollar card to check out books. Contact the Department secretary to get a copier code number to use in the library.

Telephones: All campus extensions can be dialed directly by entering their 4-digit extension. Except for pay phones, it is necessary to dial “9” to get an outside line. Students without e-mail may occasionally need to contact you by phone. Please publish an office, work, or home number, (or the extension in the adjunct office). If this is not feasible, the secretarial staff can take messages for you and leave them in your mailbox. The university homepage has a link, “Phonebook,” to the university directory (<https://phonebook.tamucc.edu/index.php>).

Use of State Property: Use of state property for personal purposes is governed by System policies (see System Policy 33.04) In addition, any time an item of state-owned capital equipment is removed from campus, you must obtain and complete an “Off Campus Use

Permit.” This paperwork is available from the Department administrative professional. A blanket permit can be generated for items whose usual location of use is off-campus (e.g. laptops, field sampling gear, etc).

Payday: The hiring documents provide forms to determine how pay is distributed: direct deposit or in person (pick up on campus). The checks are issued the first working day of each month.

Parking: A faculty/staff permit is required to park on campus. These are available from the university police. A listing of current parking fees and related forms can be found at the TAMU-CC Business Office or by visiting <http://falcon.tamucc.edu/%7Epolice/UPD/upd.htm/>.

Class Rosters: At the beginning of each semester, you will be given an initial roster, listing the students that have signed up for the course. Please check this initial information with your students during the first week of classes to correct any registration problems. Approximately three weeks into the semester, you will receive a *12th day class roster*. This is a state-mandated audit roster. You must verify the names of all students attending (or not attending), sign the official roster and return it to the Department administrative professional within 10 days of receipt. Check with your department administrative professional for alternative procedures to obtain your rosters electronically.

Faculty Support Services

The University has a number of services for use by faculty:

Media: There is a Media Services Department that will deliver slide projectors, computer projectors, VHS players and monitors, etc. to your classroom after prior reservations have been made. They also maintain a large listing of films and videos for classroom use. The Bell Library also has an extensive video collection. Arrangements can be made to have a film or video set up in any classroom. It is advisable to make these arrangements well in advance (before the beginning of the term if possible). Overhead projectors should be located in all classrooms and most laboratories. If you need special presentation equipment, please contact Media Services several days in advance and provide complete information regarding the needs. For PC setups, it is a good idea to arrive 15-20 minutes early to verify that everything is working. You may request a semester work order if you will use the same equipment at every class meeting.

Library: The Bell Library has professional reference librarians who offer library orientations and tours tailored to specific needs. These can be very helpful for orientating your students if you will be assigning a research paper. A week or two is generally sufficient notice. A library liaison is assigned to each discipline and can provide presentations tailored for your classes, or assist faculty and students in research, support the faculty in building the library collections, and other matters pertaining to library use.

Computers: The Computer Help Hotline (ext. 2692) Line provides support for microcomputers located on campus and can assist in general questions. Microcomputer labs can be scheduled for any regular class by contacting extension 2602.

Supplies: The College will supply necessary office supplies. If you need something special, contact your Department administrative professional with sufficient lead time to locate the item(s).