Section C. Faculty Procedures

III. Promotion, Tenure, Pre-Tenure Review, Post-Tenure Review

A. Pre-Tenure and/or Promotion Review

Pre-tenure review is an evaluation process to assess a faculty member’s progression to promotion and/or tenure and is completed as a component of a tenure-track member’s annual faculty performance evaluation. The CONHS adopted a pre-tenure review to provide timely feedback on a faculty member’s progression through the promotion and/or tenure process. Generally, this review will occur three years prior to eligibility for tenure review. This time period may be less than 3 years when credit for teaching is awarded as a condition of employment at TAMUCC as stated in the appointment letter. The primary outcomes of this review are recommendations for improvement or directed efforts provided to the faculty member by the CONHS P&T Committee, Department Chair, and CONHS Dean.

The CONHS Dean shall notify all CONHS tenure-track faculty members eligible for pre-tenure review no later than March 31st of the spring semester before the academic year in which the pre-tenure review should occur. Each faculty member will create a portfolio containing evidence of performance in teaching, scholarly achievement, and service that demonstrates his or her potential for tenure. The portfolio will be submitted to the Deans office no later than the first Monday after Labor Day in the pre-tenure review year. The portfolio will be available to members of the CONHS Promotion and Tenure Committee within 24 hours after receipt of the portfolio.

The CONHS P&T Committee shall review the faculty member’s portfolio to identify strengths and opportunities for development in the CONHS tenure-track role. Findings from the CONHS P&T Committee’s developmental review will be submitted to the Department Chair no later than the last business day in the 2nd week of November. The Department Chair will prepare a summary of the P&T Committee’s recommendations and meet with the faculty member to discuss the P&T Committee recommendations during the first week of the spring semester. The written recommendations will be given to the candidate and submitted to the CONHS Dean at this time.

The CONHS Dean shall review the feedback from the P&T Committee and Department Chair and prepare a written evaluation. A copy of the written evaluation will be given to the faculty under review during the Dean’s meeting with the faculty member. The CONHS Dean will meet with the faculty member no later than the last working day in February. The candidate will upload signed evaluation and recommendations to Digital Measures.

The CONHS Dean will forward the Dean’s and the Department Chair’s evaluations to the Office of Academic Affairs by March 15th.

As required by System Policy 12.02, [Institutional Procedures for Implementing Tenure, Section.] the faculty member’s contract will not be renewed following the pre-tenure review when the evaluations indicate that the tenure-track faculty members are not progressing adequately towards the requirements for tenure.
### Pre-Tenure and/or Promotion Review Timeline

<table>
<thead>
<tr>
<th>Date/Event Description</th>
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<tbody>
<tr>
<td>March 31st of academic year prior to pre-tenure review year</td>
<td>CONHS Dean notifies all faculty eligible for pre-tenure review in coming academic period</td>
</tr>
<tr>
<td>First Monday after Labor Day in pre-tenure review year</td>
<td>Faculty under review submits portfolio to Dean’s office</td>
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<tr>
<td>Within 24 hours of receiving a pre-tenure review faculty portfolio</td>
<td>Faculty portfolios available in the Dean’s office to CONHS P&amp;T Committee</td>
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<tr>
<td>As scheduled</td>
<td>CONHS P&amp;T Committee meets to discuss evidence of faculty achievements and progression through tenure responsibilities</td>
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<tr>
<td>Last business day of week 2 in November</td>
<td>CONHS Promotion and Tenure Committee prepares Developmental Review and submits to N Department Chair</td>
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<tr>
<td>First week in January</td>
<td>N Department Chair meets with faculty under pre-tenure review to discuss Department Chair recommendations and share CONHS P&amp;T Committee’s Developmental Review</td>
</tr>
<tr>
<td>Within 24 hours of meeting with faculty member</td>
<td>N Department Chair sends faculty portfolio, CONHS P&amp;T Committee Developmental Review, and Department Chair recommendations to CONHS Dean.</td>
</tr>
<tr>
<td>No Later than last working day in February</td>
<td>CONHS Dean meets with faculty member after completing reviews of all pre-tenure review documents and prepares written evaluation of faculty performance during pre-tenure review period. A copy of the written evaluation will be given to the faculty under review during the Dean’s meeting with the faculty member. The CONHS Dean will meet with the faculty member no later than the last working day in</td>
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February. The candidate will upload signed evaluation and recommendations to Digital Measures.

No later than March 15

CONHS Dean submits the Dean’s and Department Chair’s evaluation to the Office of Academic Affairs.

Overview

Tenure as defined in 12.01.99.C0.01 of the University Rules and in Section 1.1 of the Texas A&M University-Corpus Christi Faculty Handbook is “the entitlement of a faculty member to continue in an appointed academic position unless dismissed for good cause”. University standards for tenure are delineated in both the University Rules and TAMUCC Faculty Handbook. These standards are embedded in the College of Nursing and Health Sciences tenure standards outlined in this document. After the P&T process has been initiated by the candidate, the criteria for that candidate cannot be changed. Refer to 33.99.04.C0.02 Promotion of Tenure and Tenure Track Faculty Members

1.1. The Provost will provide faculty members with a written statement of terms of employment including tenure conditions when employment is initiated.

1.2. Beginning with appointment, the standard probationary period for an eligible faculty member will be five (5) years of full-time, tenure-track experience at Texas A&M University-Corpus Christi. In fall of the sixth year, the faculty member will apply for tenure and promotion review to the rank of Associate Professor. Review for (promotion and/or) tenure shall be no later than the beginning of sixth year of service unless an extension of the tenure probationary period has been approved according to university rule 12.01.99.C4, Granting Extension of Tenure Probationary Period.

Eligibility for Promotion and Tenure

Eligibility for Tenure Track Position

1. Academic Preparation: Holds the earned doctorate or the equivalent terminal degree; or holds an advanced degree in combination with appropriate certification and professional work experience.
2. Experience: Entry level educator. Years of credit at another academic institution that are stated in writing at the time of the initial faculty appointment may count toward this five-year timeframe.
3. Teaching: add link to Evaluation Criteria
4. Scholarship: add link to Evaluation Criteria
5. Service: add link to Evaluation Criteria

Eligibility for Promotion and Tenure to Associate Professor

1. Academic Preparation: Holds the earned doctorate or the equivalent terminal degree; or holds an advanced degree in combination with appropriate certification and professional work experience.
2. Experience: Has at least five years of full-time tenure track experience at the rank of Assistant Professor at TAMU-CC, Years of credit at another academic institution that are stated in writing
at the time of the initial faculty appointment may, in rare cases, count toward this five-year timeframe.
3. Teaching: add link to Evaluation Criteria
4. Scholarship: add link to Evaluation Criteria
5. Service: add link to Evaluation Criteria

Eligibility for Promotion to Professor

1. Academic Preparation: Holds the earned doctorate or equivalent terminal degree appropriate to the teaching area.
2. Experience: Has at least ten years in full-time tenure track university faculty experience at TAMU-CC including four years in the rank of Associate Professor. Years of credit at another academic institution that are stated in writing at the time of the initial faculty appointment may count towards this ten-year timeframe.
3. Teaching: add link to Evaluation Criteria
4. Scholarship: add link to Evaluation Criteria
5. Service: add link to Evaluation Criteria

Consideration for Promotion and Tenure

As stated in University Tenure document 12.02.99.C0.01, Sections 2.2-2.3

2.2 Beginning with appointment, the standard probationary period for an eligible faculty member will be five (5) years of full-time, tenure-track experience at Texas A&M University-Corpus Christi. In fall of the sixth year, the faculty member will apply for tenure and promotion review to the rank of Associate Professor. Review for tenure shall be no later than the beginning of sixth year of service unless an extension of the tenure probationary period has been approved according to university rule 12.01.99.C4, Granting Extension of Tenure Probationary Period.

2.3 A faculty member cannot apply for tenure without jointly applying for promotion to the rank of Associate Professor. Concomitantly, a tenure-track faculty member cannot be awarded tenure without being promoted to the rank of Associate Professor. However, a faculty member may be hired initially as an Associate Professor without tenure. In such a case, the faculty member may apply for tenure without applying for promotion to Professor.

2.4 Up to, but no more than, three (3) years of full-time service at another academic institution may be granted toward tenure if agreed to in writing at the time of initial appointment and so stated in the appointment letter from the Provost. These years may be used at the faculty member’s discretion.

CONHS Promotion and Tenure Review Process

The CONHS dean will notify the candidate and the Department Chair no later than March 31 of the academic year prior to the academic year in which their promotion and tenure review would be conducted. This notification would confirm that the probationary period time requirements have been met and the candidate holds the appropriate rank for consideration. Once notified, the candidate should prepare a formal letter (2 pages
maximum, 12 point font) to the dean within 10 working days that s/he plans to undergo the review. The letter is to be typed and addressed to the Dean and includes written documentation describing his or her performance relating to teaching, scholarship/creative activity, and service over the probationary period. Email and faxed documents will not be accepted. Within 10 working days of receiving the letter, the dean will assess and discuss with the candidate the fulfillment of responsibilities in the areas of teaching, scholarship/creative activity and service. In case of disagreement refer to Section 4.2 in 33.99.04.C0.02 Promotion of Tenured and Tenure-Track Faculty Members.

Supporting documentation as specified in Evaluation Criteria of the College of Nursing and Health Sciences Promotion and Tenure Policy must be submitted to the Dean’s office by the close of business of the first Monday after Labor Day in the promotion and tenure review year. The CONHS Promotion and Tenure Committee will use the portfolio of evidence to assess the extent to which the candidate has demonstrated behaviors consistent with the academic ranks of assistant, associate, or professor while employed at TAMUCC.

Candidates for promotion and/or tenure will organize materials into an evaluative portfolio by the established deadline, as outlined in section 6 of University Procedure 12.02.99.C0.01, Tenure. Portfolios must consist of no more than one 3-inch binder or electronic equivalent. In assembling their evaluative portfolio, candidates should focus on demonstrating quality. It must include, in the following order:

Section I. The provost appointment letter and a letter from the Department Chair, noting the nature of the appointment (percent teaching, scholarship and/or creative activity, service—including semi-administrative and administrative duties) and any changes in those duties over time.

Section II. An executive summary (2 pages maximum, 12 point font) that clearly illustrates how the candidate’s qualifications meet each of the requirements described in University Procedure 12.02.99.C0.01, Tenure and Promotion Faculty Handbook Section 2.1.3 (“Descriptions of Teaching, Scholarship, and Service”[University Procedure 12.01.99.C0.04, Descriptions of Teaching, Scholarship and Creative Activity, and Service]): teaching, scholarship and/or creative activity, and service. Candidates are reminded that quality, impact, and significance of accomplishments are of primary importance.

Section III. A current curriculum vitae.

Section IV. The candidate for promotion and/or tenure will include a tab for annual evaluations. The dean (or designee) will insert copies of annual or other evaluations from the Department Chair, Dean, and Provost for the time period under review, as well as any faculty responses.
Section V. Evidence of excellence in teaching.
1. A statement of teaching philosophy and growth (2 pages maximum, 12 point font) discussing improvements, innovations, and changes initiated during the period under review.
2. An account of teaching assignments and teaching loads, by semester, during the period under review.
3. Student evaluations, peer review of teaching effectiveness, sample course syllabi, and other documentation regarding teaching, such as summaries of teaching innovations, handouts, new course development, samples of student work, and other activities relating to teaching effectiveness and teaching quality.

Section VI. Evidence of excellence in scholarly and/or creative contributions.
1. A statement explaining contributions and success in these areas (2 pages maximum, 12 point font).
2. Documentation demonstrating excellence and contributions to scholarly and/or creative activities.
3. External letters of evaluation are permitted from individuals at peer or aspirational institutions who are clear leaders in their field.

Section VII. Evidence of excellence in service.
1. A statement explaining leadership and service contributions (2 pages maximum, 12 point font).
2. Documentation demonstrating excellence and leadership in service.

The CONHS adheres to Boyers Model of Scholarship. (insert link below).

**Early Promotion and Tenure**

Early tenure will be granted rarely. Faculty members who have demonstrated exceptional records (based on annual overall evaluation ratings of excellent in every year under consideration for tenure) in terms of teaching, scholarship/creative activity, and service may be eligible to apply early for tenure no earlier than the beginning of their fourth year of full-time service at Texas A&M University-Corpus Christi. Faculty members must consult with their department chair and dean before applying for early tenure.

Faculty new to the TAMUCC CONHS may be appointed to a position with tenure upon recommendation to the Provost by the CONHS Dean. The Dean must submit the recommendation in writing after review of criteria and consultation with the appropriate department chair and faculty. These requests for tenure upon initial appointment must be approved by the TAMUCC president and the TAMUS Board of Regents.

Granting Extension of Promotion and Tenure Probationary Period.

Pursuant to University Rule 12.01.99.C4, “the University may grant a faculty member an extension of the promotion and tenure probationary period beyond six years to permit a
possible “timeout” due to special conditions or in order to pursue special opportunities”. A faculty member must submit a request for extension in writing to the appropriate department chair who will then forward the request to the CONHS Dean. The request must include a detailed description of the circumstances supporting the request and relevant supporting documentation. If approved, the department chair will forward the request to the Dean for approval and on to the Provost for final approval. Any request for extension must be submitted sufficiently in advance of the deadline for submitting a request for tenure review.

Promotion and Tenure Committee Membership

The TAMUCC Tenure process stipulates that two units within each college will be assigned the responsibility to assess the qualifications for tenure of eligible faculty members within the college. The first committee will be a department level committee and the second review will be conducted by a college level committee made up of elected tenured representatives of each of the college departments. The rule allows for departments to be integrated into a single Promotion and Tenure Review unit when the units are explicitly described in the college policy. The current unit structure in the CONHS supports a single tenure review committee. Therefore, the College of Nursing and Health Sciences Promotion and Tenure Committee (P&T Committee) will constitute the Promotion and Tenure Review Unit for the College of Nursing and Health Sciences. For purposes of P&T policy review, all tenured faculty may be invited to provide input in the policy review process.

All tenured members of the CONHS faculty are eligible for election on the CONHS P&T Committee. This committee will consist of a minimum of three members of equal rank or above. A simple majority rule shall prevail. The committee shall not include the Department Chair or anyone with equal to or greater than 50% administrative duties. If there are less than 3 qualified tenured CONHS faculty of equal rank or above to constitute the CONHS P&T committee at any review period an additional tenured faculty member from another college of equal rank or above may be nominated by the P&T Committee to sit as a voting member on the CONHS Promotion and Tenure Committee. This additional member to the committee shall be confirmed by the CONHS Dean.

A previously tenured CONHS emeritus faculty member of equal rank or above may be nominated by committee members to serve on the CONHS Promotion and Tenure Committee. The Dean may then make the appointment to the committee.

CONHS Promotion and Tenure Review Process

Each tenure-track faculty member will be evaluated annually by the department chair to discuss accomplishments, areas for improvement, and expectations for continued performance that contribute to the faculty member’s progress toward tenure. These evaluations will provide the faculty member information to guide future efforts to meet promotion and/or tenure requirements.

The promotion and tenure review process will be initiated no later than the sixth year of the tenure probationary period.

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The CONHS Dean will initiate the promotion and/or tenure review process no later than March 31. The CONHS Dean shall notify the promotion and/or tenure candidate of his or her status for tenure and the deadline for submitting documentation for the promotion and/or tenure review. The candidate will acknowledge plans to participate in the review process in a formal written letter addressed to the CONHS Dean. This letter should be submitted no later than 10 days after the Dean’s notification. The dean will assess and discuss with the candidate the fulfillment of responsibilities in the areas of teaching, scholarship/creative activity and service.

The Dean will meet with all promotion and/or tenure candidates to review the promotion and/or tenure timeline, process, and documentation requirements.

Each promotion and/or tenure candidate shall prepare a portfolio that consists of evidence that he or she has fulfilled responsibilities of TAMUCC and CONHS tenure and tenure-track faculty. The responsibilities are outlined in the Evaluation Criteria included in this document. The portfolio shall be submitted to the Department Chair no later than close of business on the first Monday after Labor Day of the fall semester in the promotion and/or tenure review year. Additional documents cannot be added to a candidate’s portfolio once it is submitted to the Department Chair.

The Dean will convene a meeting of the CONHS Promotion and Tenure Committee (P&T Committee) to review the TAMUCC and CONHS promotion and/or tenure policies. The meeting shall occur no later than the last business day in the 2nd week in September. This Committee shall elect a chair at this first meeting. The Dean, associate deans, and department chairs will not be present in subsequent CONHS P&T Committee meetings. The Committee Chair shall convene additional meetings until all promotion and/or tenure candidates have been reviewed. P&T Committee recommendations for granting or denying tenure to candidates will be determined at this last meeting through a simple majority vote. A tie vote is insufficient to recommend tenure. Recommendations must be based on written measures and discussions among committee members. The P&T Committee Chair will provide the Department Chair the results of the review no later than October 15th. The results must be documented in a written statement signed by all members of the CONHS P&T Committee.

After reviewing the CONHS P&T Committee recommendations, the Department Chair will develop in writing a recommendation to grant or deny a candidate promotion and/or tenure. If the Department Chair is not tenured and of equal or above rank, the recommendation will go directly to the Dean. The Department Chair or Dean may consult with the P&T Committee and candidate before making recommendations. The recommendation shall be presented to the candidate in a meeting during which the Chair or Dean will review both the P&T Committee and Chair’s/Dean’s recommendations. The meeting shall occur no later than the first working day in November.

The promotion and/or tenure candidate may prepare and submit a response to the CONHS P&T Committee and Department Chair’s/Deans recommendations indicating his or her agreement or disagreement. This response should be no more than 2 pages in length using 12-point font and may be submitted to the Department Chair/Dean no later than 5 business
days after their meeting. The CONHS P&T Committee’s, Department Chair/Dean, and the candidate’s letters will be included in the candidate’s promotion and tenure portfolio. The portfolio will be submitted to the Dean for review no later than the first working day in November.

The CONHS Dean will meet with the candidate no later than November 15th to discuss the Dean’s promotion and/or tenure recommendation. During this meeting the Dean will provide the candidate an opportunity to read the Dean’s recommendation letter and share the results of the other levels of review completed in the CONHS. The Dean will share the numerical results of the CONHS P&T Committee votes upon the promotion and/or tenure candidate’s request. The Dean’s letter will be added to the candidate’s portfolio and copies of all letters will be provided to the candidate. They are then forwarded to the Office of Academic Affairs for further review by December 1.

The University review process is delineated in TAMUCC Rules 12.02.99.C0.01 and 33.99.04.C0.02. The portfolio must be submitted to the Office of Academic Affairs no later than December 1st.

Additional Promotion and/or Tenure Review Procedure Options

A candidate may implement University Rule 12.01.99.C3 Faculty Dismissals, Administrative Leave, Non-Reappointments, and Terminal Appointments in instances when promotion and/or tenure is denied. The CONHS Promotion and/or Tenure process does not include additional actions to execute when promotion and/or tenure is denied as a result of the CONHS reviews.

A candidate may withdraw from the promotion and/or tenure review process any time during the CONHS review. However, the review cannot be terminated once the portfolio and recommendations have been submitted to the Office of Academic Affairs for review by the University Promotion and Tenure Committee. The request to withdraw must be submitted in writing to the CONHS Dean. The withdrawal request cannot be rescinded once submitted. If not tenured, the CONHS will offer the faculty member a one-year terminal contract for employment following the semester in which the withdrawal request is submitted.

The terminal contract will not be renewed at the end of the one-year period.
<table>
<thead>
<tr>
<th>Event</th>
<th>Description</th>
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<tbody>
<tr>
<td>No later than March 31&lt;sup&gt;st&lt;/sup&gt; of academic year prior to promotion and tenure review</td>
<td>CONHS Dean notifies tenure candidates they are eligible for promotion and tenure review in the next academic period.</td>
</tr>
<tr>
<td>Within 10 working days of Dean’s confirmation</td>
<td>Candidate submits a written letter to the CONHS Dean indicating plans to participate in the review.</td>
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<tr>
<td>Within 10 working days of receiving candidate letter</td>
<td>CONHD Dean will assess and discuss with the candidate the fulfillment of responsibilities.</td>
</tr>
<tr>
<td>First Monday after Labor Day</td>
<td>Candidate submits portfolio to Deans office.</td>
</tr>
<tr>
<td>Last business day in 2&lt;sup&gt;nd&lt;/sup&gt; week of September</td>
<td>CONHS Dean convenes P&amp;T committee to review policies and timeline. P&amp;T Committee elects a Chair.</td>
</tr>
<tr>
<td>No later than October 15th</td>
<td>CONHS P&amp;T Committee makes recommendations for tenure and/or promotion and submits written summary of recommendations to Department Chair.</td>
</tr>
<tr>
<td>No later than first working day of November</td>
<td>The Department Chair prepares written recommendation to grant or deny promotion and/or tenure for each candidate.</td>
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<tr>
<td>No later than November 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>The Department Chair meets with the candidate and reviews the P&amp;T committee and Chair’s recommendation letters, and receives a copy of each. The promotion and/or tenure candidate may prepare and submit a response to the CONHS P&amp;T Committee and Department Chair’s/Deans recommendations indicating his or her agreement or disagreement. This response should be no more than 2 pages in length using 12 point font and may be submitted to the Department Chair/Dean no later than 5 business days after their meeting. Written recommendation and any response shall be submitted to CONHS Dean by this date.</td>
</tr>
<tr>
<td>No later than November 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>After reviewing Department Chair’s and P&amp;T Committee’s recommendations and candidate’s Portfolio, the CONHS Dean will meet with the candidate and discuss results. Candidate will receive a copy of the Deans letter.</td>
</tr>
<tr>
<td>No later than December 1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>CONHS Dean submits written recommendations to approve or deny promotion and/or tenure for each candidate to the TAMUCC Office of Academic Affairs Provost.</td>
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Evaluation Criteria

To be awarded [promotion and/or tenure, faculty must demonstrate achievement in the areas of teaching, scholarship and creative activity, and service. Evidence of dissemination of productivity with each standard is required as faculty progress toward promotion and/or tenure. As directed in University Statement 12.01.99.C1.04: Descriptions of Teaching, Scholarship and Creative Activity and Service, each college is responsible for delineating the standards for achievement as a condition of promotion and/or tenure. The standards set by the CONHS are consistent with the general descriptions in University Statement 12.01.99.C1.04 and as described by the American Association of Colleges (AACN) of Nursing. The AACN created a structure for organizing the work of nurses in academic roles in its Framework for Defining Scholarship (Last accessed on aacnnursing.org in 2019).

Definition of Scholarship in Nursing

Scholarship in nursing can be defined as those activities that systematically advance the teaching, research, and practice of nursing through rigorous inquiry that 1) is significant to the profession, 2) is creative, 3) can be documented, 4) can be replicated or elaborated and 5) can be peer-reviewed through various methods. Consistent with Texas A&M University-Corpus Christi’s understanding of scholarship, the CONHS uses Boyer’s Model of Scholarship (1990) as the framework for evaluating a faculty member’s potential performance as a tenured member of the TAMUCC and CONHS faculty.

The Scholarship of Discovery is inquiry that produces the disciplinary and professional knowledge that is at the very heart of academic pursuits (Boyer, 1990). Within nursing, the scholarship of discovery reflects the unique perspective of nursing that “takes an expanded view of health promotion, restoration, and rehabilitation, as well as a commitment to caring and comfort (AACN, 1998, p.1)”. The scholarship of discovery takes the form of primary empirical research, historical research, theory development and testing, methodological studies, and philosophical inquiry and analysis.

The Scholarship of Practice (Application) has emerged in nursing as a critical component in the maintenance of clinical competency of faculty in a university setting and the advancement of clinical knowledge in the discipline (Norbeck & Taylor, 1998; Rudy et al., 1995; and Wright, 1993). Practice scholarship include development of clinical knowledge, professional development, application of technical or research skills and service. Practice roles for faculty in health care delivery systems may include direct caregiver, educator, consultant, and administrator (Brown, et al., 1995; Norbeck & Taylor, 1998; Wright, 1993).

The Scholarship of Integration refers to writing and the products that use concepts and original works from nursing and other disciplines in creating new patterns, placing knowledge in a larger context, or illuminating the data in a more meaningful way. The scholarship of integration emphasizes the interconnection of idea and brings new insight to bear on original concepts and research.

The Scholarship of Teaching is inquiry that produces knowledge to support the transfer of the science and art of nursing from the expert to the novice, building bridges between the teacher’s understanding and the student’s learning (Boyer 1990). Within nursing, the
scholarship of teaching increases the effectiveness of the transfer of discipline-specific knowledge and adds to deeper understanding of both the discipline and pedagogy. The scholarship of teaching is conducted through application of knowledge of the discipline or specialty area in the teaching-learning process, the development of innovative teaching and evaluation methods, program development, learning outcome evaluation, and professional role modeling. The College of Nursing and Health Sciences of TAMUCC considers the Scholarship of Teaching an integral part of the teaching criteria.

**Standards of Achievement: Assistant Professor (approved 2018)**

This rank is the entry level for a tenure-track position. In addition to fulfilling faculty responsibilities, faculty holding this rank must meet the following qualifications.

1. **Academic Preparation.**
   - An assistant professor must hold an earned doctorate or equivalent terminal degree.

2. **Experience.**
   - Some university/college teaching experience or related professional/work experience is preferred.

3. **Teaching.**
   - Shows continuing progress in teaching proficiency by deepening knowledge in the teaching specialty and developing effective instructional strategies and techniques. Refers to associate professor criteria to develop aspirational goals related to teaching.
   - Requests review of teaching from peers.
   - Responds appropriately to student evaluations.
   - Is developing the expertise needed to teach their assigned courses by participating in professional development activities.
   - Understands university and college degree requirements and other matters related to academic advisement related to assigned programs.

4. **Scholarship/Creative Activity.**
   - Establishes an agenda in scholarly or creative activity beyond instructional assignments. Refers to associate professor criteria to develop aspirational goals related to scholarship.
   - The agenda results in published scholarly works or peer-reviewed product/creative activity at the regional or national level.
   - Areas of accomplishment are appropriate to the academic preparation
   - Engages in dissemination of scholarly work

5. **Service.**

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Participates in service to the college and university through committees, councils, and special projects.

Participate and/or lead in professional and community service insofar as the activities relate to the candidate's discipline or serve the university mission.

Refers to associate professor criteria to develop aspirational goals related to service.

**Standards of Achievement: Associate Professor**

1. **Academic Preparation.**
   - An associate professor must hold an earned doctorate or equivalent terminal degree.

2. **Experience.**
   - Significant university/college teaching experience or related professional/work experience is preferred.

**Teaching**

*Demonstrates and continues to develop knowledge necessary for teaching excellence*

- Recognized as expert in own specialty area
- Serves as a resource within area of expertise for faculty and local health systems
- Integrates one’s own scholarly and research activities into course content and clinical teaching
- Shows evidence of continued development of own area of expertise (CE, Credentialing)

*Provides expertise in the assessment, planning, implementation and evaluation of the curriculum*

- Provides expertise in the assessment of trends relevant to curriculum
- Participates in regional or national committees related to curriculum development/testing, certification, exams, etc.
- Collaborates with other faculty to design instruction
- Develops new courses or teaching strategies
- Uses instructional strategies that reflect depth and breadth of knowledge in diverse content areas
- Teaches graduate and/or undergraduate students with positive student and peer evaluations
- Demonstrates effective, novel and innovative use of technology
- Creates a learning environment that stimulates student interaction in the learning process.
- Provides feedback to students and peers in a timely manner
• Incorporates multiple evaluation strategies that promote achievement of course outcomes.
• Encourages student utilization of research findings in didactic and clinical instruction.
• Actively supports legislative and or policy formation activities essential to education
• Serves on dissertation committee(s) and/or DNP project committee(s)
• Participates in designing and conducting program-wide evaluations
• Assists other faculty in developing methods for curriculum and instructional evaluations
• Uses the findings of evaluation to make recommendations for course and curriculum change to ensure course outcomes promote the program goals.
• Engages in thoughtful annual self-evaluation
• Serves as peer evaluator of teaching innovations
• Provides student advising related to course and career issues
• Advocates legislative and/or policy formation activities essential to education
• Serves as a mentor to students

Provides knowledge to support the transfer of the science and art of nursing
• Disseminates findings of research related to teaching methodology or learning outcomes, case studies related to teaching-learning, learning theory development, and development of testing of educational models or theories in peer-reviewed publications or presentations.
• Engages in design and implementation, and evaluation of programs that support teaching and learning through sponsored program awards.
• Develops and implements outcomes assessment programs
• Serves a role model for professional and ethical standards
• Plans and implements activities that inform/educate the community

Research/Scholarly Activities
Demonstrates skills in the design, implementation, and dissemination of principles that promote effective nursing care through primary empirical research, historical research, theory development and testing, methodology studies, and philosophical inquiry and analysis.
• Expands program research
• Disseminates results of research activities in refereed publications or presentations
• Demonstrates success in obtaining funding for scholarship efforts
• Serves as mentor for colleagues and student’s research or scholarly activities
• Recognized as expert through positive peer evaluations of body of work
• Receives positive peer evaluations of professional accomplishments during pre-tenure period

Demonstrates sustained expertise in specialty area of practice as direct caregiver, educator, consultant, or administrator.

• Disseminates findings of research, case studies, technical applications or other practice issues in peer reviewed publications or presentations.
• Supports the expert practice of nursing through sponsored awards
• Expands depth and breadth of expertise as demonstrated through professional certifications, degrees, and other specialty credentials
• Participates in policy development related to improved practice environments
• Recognized by peers as expert in specialty area of practice Prepares accreditation or other comprehensive program reports
• Disseminates outcomes of interdisciplinary programs or service projects through appropriate technical reports or public presentations.

Demonstrates skills in the integration of concepts and principles from the discipline of nursing and other relevant disciplines that result in the development of new models for understanding the delivery of nursing care in the broad context of healthcare services.

• Supports scholarly activities aimed at integrating theoretical models to enhance the understanding of nursing through the support of interdisciplinary grant awards
• Participates in development of policy papers designed to influence organizations or governments
• Disseminates findings from interdisciplinary programs or service projects through appropriate methods such as technical reports and scientific presentations.
• Disseminates research, policy analysis, case studies, and integrative reviews of the literature and others in peer-reviewed publications.

Service

Contributes to the success of the CONHS and University, and nursing profession through activities that demonstrate commitment to respective values beyond the success of students in the classroom or the generation of knowledge.

College and Department

• Holds leadership positions in CONHS committees and taskforces
• Actively participates in the recruitment, selection and mentoring of qualified faculty.
• Represents faculty at student functions; faculty advisor for student organizations
• Advises students as assigned
• Completes semi-administrative or administrative responsibilities as assigned in a timely manner

University
• Participates in University committees or task forces as appointed.
• Fulfills leadership responsibilities when elected or appointed leader of groups or committees at the University level.

Community
• Provides leadership on Community-based health care organization boards or taskforces
• Serves as a leader in planning and implementing activities that improve standards of care
• Plans and implements activities that inform/educate the community
• Recognized as a consultant in area of specialty within the community
• Participates in Community-based health care organization boards

Profession
• Participates in professional organizations through committee or board appointments
• Serves as a consultant in area of specialty concentration at the state or regional level.
• Serves as a leader in professional organizations
• Participates in regional political/policy activities to improve patient outcomes within specialty area of practice
• Serves as a reviewer or editor of a scholarly journal
• Provides leadership to students and junior faculty that promotes professional involvement outside the instructional setting

Standards of Achievement: Professor

Faculty members under review for tenure with anticipated promotion to the rank of professor must demonstrate behaviors delineated as Evaluation Criteria for Associate Professor as well as the criteria listed below for Professor.

1. **Academic Preparation.**
   • A professor must hold an earned doctorate or equivalent terminal degree.

2. **Experience.**

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• Extensive university/college teaching experience or related professional/work experience is preferred.

Teaching

_Demonstrates and continues to develop knowledge necessary for excellent teaching_

• Recognized nationally/internationally as expert in own specialty area
• Serves as a consultant within area of expertise nationally/internationally
• Integrates one’s own scholarly and research activities into course content

_Provides expertise in the assessment, planning, implementation and evaluation of the curriculum_

• Leads faculty in the assessment of trends relevant to curriculum
• Undertakes leadership roles for national committees related to curriculum development/testing, certification, exams, etc.
• Develops new courses and/or programs such as applications for training grants and other extramural funding opportunities
• Provides leadership in the innovative use of technology
• Uses creative instructional strategies that reflect an excellent command of the content and future directions of nursing and health care.
• Provides a learning environment that motivates students to exceed course expectations.
• Utilizes evaluation strategies that maximize demonstration of individual student capabilities
• Encourages student utilization of research findings, as well as incorporate evidence-based activities that promote the profession in instructional activities.
• Works with graduate students to develop research/training or service grant proposals
• Provides leadership in legislative and or policy formation activities essential to education
• Serves as Chair of dissertation committee(s) or Chair of DNP projects
• Designs and conducts program-wide evaluations
• Provides leadership in modifying educational programs
• Develops methods for curriculum and instructional evaluation
• Serves as an expert resource to students related to career issues.
• Demonstrates a record of having developed and/or applied innovative approaches to education.
• Serves as a mentor to students and junior level faculty within the School, the University
and the nation

Engages in inquiry essential to the transfer of the science and art of nursing

- Disseminates findings of research related to teaching methodology or learning outcomes, case studies related to teaching-learning, learning theory development, and development of testing of educational models or theories in peer-reviewed publications or presentations.
- Designs, implements, and evaluates programs that support teaching and learning through integrated and funded projects
- Recognized at the state, regional, national, or international level as a master teacher
- Publishes textbooks or other learning aids
- Designs outcome studies or evaluation/assessment programs

Research/Scholarly Activities

Has a well-developed program of research that has advanced the understanding of nursing practice and the delivery of healthcare services. Disseminates research, theory or philosophical essays in peer reviewed publications, including abstract proceeding or presentations

- Disseminates findings of own research and/or other scholarly activities
- Demonstrates success in obtaining grants or extramural funding for scholarship efforts
- Receives awards and citations for work from within and outside the College and University
- Receives invitations to present papers at the national and international level
- Sustains an established program of research
- Fosters the research of other groups/individuals in the College
- Recognized by external evaluators for the importance and contribution of published research and its impact.
- Develops body of interdisciplinary research and publications

Demonstrates expertise in specialty area of practice as direct caregiver, educator, consultant or administrator

- Engages in and may lead the evaluation of efficacy of various treatment therapies/modalities
- Engages in and may lead the Evaluation of clinical or system outcomes
- Engages in and may lead the Evaluation of health care quality
- Develops and disseminates f peer-accepted clinical or practice guidelines
• Recognized at the state, regional, national or international level as a master practitioner
• Prepares consultation reports
• Disseminates findings of research, case studies, technical applications or other practice issues in peer reviewed publications or presentations.
• Receives grant awards in support of practice
• Maintains evidence of expertise through professional certifications, degrees, and other specialty credentials
• Prepares accreditation or other comprehensive program reports

Leads the integration of concepts and principles of nursing practice with principles that guide the work of other relevant disciplines to advance the practice of nursing and healthcare delivery.

• Establishes a body of work through first authorship of articles/chapter/books that integrate knowledge in the nursing field or that assess overall value of discoveries in relationship to areas of basic or applied research and/or current advanced practice (Systematic reviews, meta-analysis, evidenced-based nursing practice)
• Produces materials that generate copyrights, licenses, patents or products for sale
• Recognized by peers for contributions to integrative scholarship
• Disseminates results of scholarly inquiries through peer-review processes

Service
Contributes to the success of the CONHS, University, and nursing profession through activities that demonstrate a commitment to respective values beyond the success of students in the classroom or the generation of knowledge.

College and Department
• Completes semi-administrative or administrative responsibilities as assigned in a timely manner
• Assumes responsibility in academic decision making affecting the mission of the CONHS
• Actively participates in the recruitment, selection and mentoring of qualified faculty.
• Represents CONHS within the University, region, and nation

University
• Fulfills leadership responsibilities (Chair) when elected or appointed leader of groups or committees at the University level.

Community
• Provides leadership on Community-based health care organization boards or taskforces
• Serves as a leader in planning and implementing activities that improve standards of care
• Recognized as a consultant in area of specialty within the community Profession
• Participates in professional organizations through committee or board appointments at the national or international level
• Serves as a consultant in area of specialty concentration at the national or international level.
• Serves as a leader in professional organizations
• Participates in National political/policy activities to improve patient outcomes within specialty area of practice
• Serves as a reviewer or editor of a scholarly journal
• Consulting regarding curricular, professional or scientific activities
• Provides leadership to students and junior faculty that promotes professional involvement outside the instructional setting

C. Post Tenure Review

Faculty with ≥50% administrative appointments are excluded from the review stated herein. Such positions are reviewed following A&M-Corpus Christi Rules and Procedures (33.99.03.C0.02 Performance Reviews of Academic Administrators).

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

The purpose of comprehensive review is to:

a. Assess whether the individual is making a contribution consistent with that expected of a tenured faculty member.

b. Provide guidance for continuing and meaningful faculty development.

c. Assist faculty to enhance professional skills and goals.

d. Refocus academic and professional efforts, when appropriate.

e. Provide assurance that faculty members are meeting their responsibilities to the University and the State of Texas.

Responsibility and Scope

The review shall be conducted by a peer committee of tenured faculty of equal or higher rank. At least three tenured faculty shall be elected by tenured faculty. Faculty with ≥50%
administrative appointments are excluded from committee participation. If there is a conflict of interest at the committee level, the committee will make suggestions to replace those members to the dean. Unsatisfactory reviews are subject to further evaluation and recommendation by the dean and provost. Every tenured member of the faculty will undergo a comprehensive review every six years or following the second unsatisfactory comprehensive annual evaluation in any 6-year review cycle. The six-year period starts with the first full academic year appointment in a tenured position. The period restarts at the time of promotion to full professor. Except for leaves occurring in the sixth year, periods when a faculty member is on leave will still count towards the six-year requirement. The post tenure review may not be waived for any active faculty member, but may be deferred in rare circumstances when the review period coincides with approved leave or under significant extenuating circumstances. A deferral request must be submitted by the faculty member to the Office of Academic Affairs through the department chair and dean and be for a period of no more than one year from the scheduled review. Subsequent extensions as necessary will require separate application and approval. A faculty member who has submitted a letter of resignation will not be reviewed. A successful comprehensive review for promotion to professor may serve in place of this post tenure review process.

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

f. Current curriculum vitae (provided by faculty)

g. Annual performance evaluations (provided by department chair)

h. Annual faculty activity reports, since most recent review, and determined by the college (reports are available in Digital Measures and provided by faculty)

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

Review Outcomes

i. Exceeds expectations – faculty member exceeds expectations for assigned responsibilities and provides contributions that meets or exceeds that expected of a tenured faculty member of comparable rank and workload.

j. Meets Expectations– faculty member meets responsibilities and provides contributions comparable to that expected of a tenured faculty member of comparable rank and workload. Strengths are commended and weaknesses are identified for improvement.

k. Unsatisfactory – well below minimum expectations for assigned responsibilities and contributions consistent with that expected of a tenured faculty member of comparable rank and workload.

Review Process
By October 15th, the tenured faculty member is notified that he or she will undergo a comprehensive periodic review during the following spring semester. The college committee will also be notified.

By January 20th, the faculty member submits his or her current curriculum vitae, faculty activity report, and annual evaluations from the past six years (or since the last review) to the dean or the dean’s designee. If the faculty member submitted a written response to any annual evaluation during the review period, the response letter(s) should also be included.

By February 1st, the dean or dean’s designee provides the peer-review committee with a copy of the submitted documents. The peer-review committee shall be elected by tenured faculty at the college level and will consist of at least three tenured members, of equal rank or above... Faculty with ≥50% administrative appointments (i.e. department chairs, associate deans, and dean) shall not serve on the committee.

By February 15th, the peer-review committee will submit a report for each faculty member undergoing post-tenure review to the Department Chair, who then prepares a written evaluation. The Department Chair reviews the Chair and the committees report with the candidate. The candidate will receive copies of all recommendations.

By March 1st, the peer-review committee will submit a report for each faculty member undergoing post-tenure review to the dean’s office. If the peer-review evaluation is Unsatisfactory in any category, the peer-review committee report shall contain sufficient documentation to identify the area(s) and particulars of the unsatisfactory performance and the basis for the committee’s decision. The report shall state the rating for each category of responsibility, the comprehensive review rating, and the basis for that determination. The dean will discuss the report with the candidate and provide a copy to the candidate. The report must be shared with the faculty under review and the faculty member’s department chair. The candidate has the opportunity to provide a written response by March 15th.

The dean’s and peer committee’s reports and recommendations and the candidate’s response shall be forwarded to the Office of Academic Affairs for review by April 1st. A copy of the college post-tenure review process must be submitted with its post-tenure review reports to the Office of Academic Affairs.

. The Office of Academic Affairs will prepare a final decision by April 15th.

The Professional Development Plan (PDP)

For all faculty ultimately receiving an Unsatisfactory rating, the faculty member, peer-review committee and department chair shall establish a PDP within 30 days of receiving the final decision. This PDP shall be subject to review and approval by the dean. Should the 30-day period end after the conclusion of the spring semester the deadline will be extended to September 15. See 12.06.99.C0.01 Post-Tenure Review. The PDP will:

1. Indicate the University resources available to provide appropriate support for the faculty member in achieving the goals of the plan, and

m. Indicate who will monitor the implementation of the plan and support the faculty member through the process (for example, a faculty mentor or the department chair),
n. Include a follow-up schedule (with specific dates), benchmarks, and tangible goals for evaluating improved performance.

o. The original written evaluation and development plan shall be submitted to the Provost’s Office with a copy maintained in the College.

p. Normally, the development PDP period will be for two years. The department chair, with input from the peer-review committee, will assess evidence of improvement after one year. A one-year status report, and a final report will be submitted to the dean and provost by May 15th of ensuing years.

q. The successful completion of the PDP is the positive outcome to which all faculty and administrators involved in the process must be committed. However, if the faculty member is deemed to have made insufficient progress by the end of the PDP period, the department chair will take appropriate administrative action, up to including recommendation for dismissal proceedings, in conjunction with the Dean.

**Disciplinary Action**

Incompetence or neglect of duty discovered during the Post Tenure Review may lead to, appropriate disciplinary action, up to and including review for termination, in accordance with due process procedures of Texas A&M University – Corpus Christi Rule 12.01.99.C3 Faculty Dismissals, Administrative Leave, Non-Reappointments and Terminal Appointments and Texas A&M University System Policy 12.01 Academic Freedom, Responsibility and Tenure.

**D. Emeritus Process (Reviewed 2019)**

**Rule Statement**

Texas A&M University Corpus Christi recognizes that many faculty and staff perform exemplary service to the university over the course of their careers. The designation of “Emeritus” status is a way to honor these individuals and their contributions. University policy 31.08.01.C1

**Faculty Eligibility**

All faculty, who at time of separation, holds a tenured appointment in the Texas A&M University Corpus Christi College of Nursing and Health Sciences, with a record of long service, usually over ten years of full-time employment, are eligible for consideration for nomination to emeritus status. Full-time fixed-term faculty may also be considered.

**Faculty Criteria**

Recommendations shall be made based on significant contributions in teaching, scholarship or service that go above and beyond the normal duties and responsibilities of the appointed position. Contributions should include but are not limited to those that:
A. Bring credit to the University within the academic and/or broader community
B. Serve the University in times of need, change or development
C. Serve a particular department or constituency of the University.

Emeritus status is not ordinarily awarded for a single accomplishment but for a lifetime of achievement.

Procedure for Faculty Appointment

1. The College of Nursing and Health Sciences Awards Committee shall ensure all eligible faculty members are considered.

3. The Chair of the Awards Committee will present all eligible faculty nominated for emeritus status to the Faculty of the Whole for endorsement of the nomination.

4. If faculty recommends emeritus status, the Awards Committee will forward the nominee’s name, letter(s) of support and curriculum vitae to the Office of Academic Affairs for review.

5. The Faculty Affairs Committee of the Faculty Senate shall review all applications where the college and Provost are not in agreement on a candidate’s recommendation, or at the Provost’s request, and provide their recommendation to the Provost prior to the Provost’s final recommendation to the President.

6. The Office of Academic Affairs will make the final recommendation of candidates for nomination to the University President.

7. The Texas A&M University System Board of Regents, upon recommendation of the President, makes the appointment to the rank of Professor Emeritus.

Staff Eligibility

Staff must have had at least five years in the position receiving the “Emeritus” designation at the time of retirement.

Staff Criteria

Recommendations shall be made based on significant contributions that go above and beyond the normal duties and responsibilities of the appointed position. Contributions should include but are not limited to those that:

A. Bring credit to the University within the academic and/or broader community
B. Serve the University in times of need, change or development
C. Serve a particular department or constituency of the University.

Emeritus status is not ordinarily awarded for a single accomplishment but for a lifetime of achievement.

Procedure for Staff Appointment

Faculty Handbook
Revised Spring 2020
1. Recommendations may be submitted any time during the calendar year by the department or immediate supervisor.

2. The College of Nursing and Health Sciences Awards Committee shall ensure that all eligible staff members are considered.

3. The Chair of the awards committee will present all eligible staff nominated to the Faculty of the Whole for endorsement of the nomination.

4. If faculty recommends emeritus status, the Awards Committee will forward the nominee’s name and completed recommendation application to the Dean, College of Nursing and Health Sciences, who will forward to the Executive Vice President for Finance and Administration for review and further handling.

5. Recommendation applications are to include the following:

   A. A narrative statement of no more than 2 pages detailing the candidates’ career history at Texas A&M University Corpus Christi College of Nursing and Health Sciences including involvement with the university and college, professional accomplishments, committee memberships, leadership roles, personal accomplishments, and institutional knowledge gained while working at the university.

   B. A statement from the immediate supervisor for that position confirming that the person has retired or will be retiring in good standing and the date or expected date of retirement.

   C. A letter of recommendation from the appropriate immediate supervisor in the employee’s role before retirement.