

DEPARTMENT OF TEACHING, LEARNING AND CULTURE

FACULTY ROLE EXPECTATIONS AND MERIT GUIDELINES – TEACHING AND ADVISING

Approved November 10, 2016

Revised August 7, 2017

When buyouts for teaching occurs, percent effort will be negotiated in consultation with the department head. Even when a faculty member buys out of all courses the Teaching percentage cannot be below 10%, which is expected to include work with undergraduate and/or graduate students in non-course activities. The faculty member is expected to be engaged with mentoring, authoring, and working on grants with students. All faculty are expected to teach a minimum of one course (10%) per calendar year.

Expected

All faculty are expected to meet their class(es), teach their class(es) effectively, and give a final in each undergraduate class; graduate classes may have other capstone experiences or products. Teaching is determined by effort. Therefore, a 40% teaching load is equivalent to 4 courses per year. For every change of 10% equals 1 course. While ordinarily this requirement is satisfied by two courses per semester, it is possible to alter the loads across semesters with department head approval in unusual circumstances. PICA evaluations are considered as meeting expectations at or above a 3.5 for graduate courses and 3.0 or above for undergraduate courses. Each faculty member is expected to provide an updated syllabus for all courses to the department and online system (currently HOWDY) per university requirements to contain current references and as relevant state or national standards. Periodic evaluation of performance by students is expected. For undergraduate students' midterm grade estimates must be made. Each faculty member is expected to incorporate current scholarship and research into their teaching. Each faculty member is expected to successfully complete all university mandatory training requirements.

Meritorious Teaching

1. For teaching evaluations, a PICA score above 4.0 for an undergraduate course and 4.5 for a graduate course is meritorious, with 10 points awarded for each. This does not include any non-didactic courses, such as 485, 685, 691 or 692, or any other similar courses.
2. Journal articles, books, or book chapters authored with a student or students are meritorious, 10 points given for each student up to three works, with a maximum of 40 points awarded.
3. 10 Points per student will be awarded as mentor to a student receiving an award at the state, regional, national, or international level.
4. Development of a new course, including extending the course for on-line instruction, is meritorious with 5 points per course awarded.
5. Presentations accepted and presented with students are meritorious, with 4 points per student and up to four presentations considered, up to a maximum of 12 points.
6. (5 Points per) Mentoring individual undergraduate or graduate students or groups of students is meritorious with 5 points per student or group, up to 20 points awarded.

Advising Graduate Students

1. Ph.D. Dissertation or Ed.D. Record of Study Chair or Co-Chair beyond three expected is meritorious, with 6 points per student awarded.
2. MS Thesis Committee Chair or Co-Chair beyond one required as expected is meritorious, with 5 points per student awarded.
3. Membership on a Ph.D. Dissertation or Ed.D. Record of Study member beyond a requirement of 1 as expected is meritorious, with 3 points per student awarded.
4. M.Ed. Committee Chair or Co-Chair beyond a requirement of three as expected is meritorious with 1 point per student awarded.
5. MS/M.Ed.thesis committee membership beyond a requirement of 1 as expected is meritorious with 1 point per student awarded.
6. M.Ed. Committee membership beyond a requirement of 1 as expected is meritorious with 1/2 point per student awarded.

Other Meritorious Teaching Activities

- 1). TAMU AFS Teaching Awards are meritorious with 20 points awarded.
- 2). CEHD awards for teaching and or mentoring/
- 3). National teaching awards are meritorious with 20 points awarded per award.
- 4). Receiving teaching-based national grants is meritorious with 10 points awarded per award as PI or co-PI; these include doctoral training grants, teaching development grants, as examples.
- 5). Receiving TAMU teaching development grants is meritorious with 5 points awarded per grant.
- 6). Significant mentoring of graduate students in teaching their courses when not assigned as part of the workload is meritorious, with 10 points awarded.

DEPARTMENT OF TEACHING, LEARNING AND CULTURE
FACULTY ROLE EXPECTATIONS AND MERIT GUIDELINES – RESEARCH AND SCHOLARLY ACTIVITY

Approved January 2016

Reviewed by Dean of Faculties January 28, 2016 with Comments Addressed

Reviewed and Approved by Faculty November 10, 2016

Revised July 24, 2017

The Department of Teaching, Learning, and Culture recognizes its status as an integral member of a top-tier research institution where research is defined as the construction, discovery, or integration of knowledge and the communication of this knowledge to an audience of critical peers. Contributing to the professional research literature is acknowledged as an academic responsibility in the Department. Consistent with CEHD guidelines, faculty research accomplishment is demonstrated by the generation of products that: are recognized as being part of a sustained, focused program (in contrast to unrelated and sporadic activity), are conceptual rather than merely technical; are significant in their effects on thought and practice; and represent significant contributions by the individual (where he or she is part of a collaborative activity).

The standard faculty workload for tenured and tenure track faculty is categorized as 40% teaching, 40% research, and 20% service for the academic year. For faculty with other work distributions, the amount of effort associated with each category will be evaluated in relation to that effort. Faculty with lower percent effort in a category will have a proportionately lower expectation for productivity in that category. For a faculty member with a 20% research effort the expected level of productivity will be half that for expectations under the standard workload.

For activities such as grants and contracts that focus on research, a faculty member will negotiate prior to the start of the activity with the department head a reduction in teaching at the equivalent of 10% for a course, dependent on college policies and requirements. The general expectation is that all faculty should teach at least one course per year. Exceptions must be approved by the department head under extraordinary circumstances. Time and effort requirements for federal projects must be properly met according to grant specifications.

Expected annual performance in research and scholarly activities are not assigned points as these benchmarks are expected for satisfactory performance. Meritorious annual performance benchmarks are assigned points to help evaluate the impact and level of meritorious achievement beyond expected or satisfactory research and scholarly activity.

EXPECTED ANNUAL PERFORMANCE IN RESEARCH AND SCHOLARLY ACTIVITY

Professional communication

Each tenure-track and tenured faculty member at the 40% Teaching - 40% - Research - 20% Service standard workload will publish on average, over the latest three-year period, two (2) or more peer-reviewed articles per year in a national or an international journal. The mean will be computed over a three year rolling average.

Criteria for articles are:

- 1) Journals and proceedings are listed in Academic Analytics or other major index (e.g., Thompson Reuters, SCOPUS, etc., or other major index in the professor's field); journals not yet indexed but with national or international readerships will be considered on a case-by-case basis by the tenure and promotion review committee;
- 2) One publication must be national/international in scope and readership; if listed in one of the indices, regional and state journals will satisfy the requirement for the second article;

Grants and contracts

Each tenure-track and tenured faculty member is expected on an annual basis to actively submit and/or secure extramural funding in support of their research agenda and graduate students. Faculty with continuing grants are expected to maintain and complete all terms and conditions of the awards held.

- 1). For assistant professors serving as Principal Investigator or co-Principal Investigator they may substitute internal or college grants to meet this expectation.
- 2). Assistant professors who serve in a substantive role other than PI or co-PI on a/an university or external grant fulfills this expectation.
- 3). For tenured faculty the grant submission must be external to the university.

MERITORIOUS ANNUAL PERFORMANCE IN RESEARCH AND SCHOLARLY ACTIVITY

Scholarly communication: after meeting the two publication expectation, additional works are meritorious:

- 1) Articles in peer-reviewed national or international journals (as noted in expected performance) and peer-reviewed published *Conference proceedings with a separate peer-review and copyright agreement restricting publication in other outlets are awarded 10 points.
- 2) State or regional articles and publications are awarded 6 points.
- 3) Conference proceedings peer-reviewed and published are awarded 6 points.
- 4) National or International conference papers beyond 2 presented during the year are awarded 3 points each, a maximum of 12 points;
 - i. All Conference papers presented with graduate students are meritorious max of 5 presentations.
- 5) Regional and State Presentations are awarded 1 point.
- 6) Other scholarly products that are reasonably considered at the national level focus and quality, such as creative works, technical products, refereed or edited chapters in nationally disseminated books, editorials in nationally distributed newspapers or magazines are awarded 10 points each as equivalents of articles in peer-reviews journals discussed in 1) above.

Note: presentations and publications with students are considered meritorious under the Teaching category.

Grant and Contract Activity: TAMU is assessed as an American Association of Universities member by the level of external funding.

- 1) *Federal or other national/international competitive grants awarded or active as Principal Investigator or co-Principal Investigator are awarded 20 points per grant;

- 2) *State government or regional/state nonprofit foundation or corporation competitive grants or contracts awarded or active as PI or co-PI are given 10 points per grant;
- 3) Local, School or other awarded contracts as PI or co-PI are given 5 points per contract;
- 4) Submission of Federal or other national/international competitive grants beyond expected requirement as PI or co-PI will be given 5 points per submission.
- 5) State government or regional/state nonprofit foundation or corporation grants or contracts submitted beyond expected requirements as PI or co-PI will be given 2 points each.

*Assistant professors with a significant research role in #1 and #2 above (such as senior researcher, senior personnel, faculty contributor/collaborator) will be awarded 20 points per grant

Citations: TAMU is assessed as an American Association of Universities member by the citations of its faculty. As this assessment by TAMU is computed on a 5 year rolling average for departments, the same basis will be used here. Citation average of peer institution/departments/programs will be established from prior academic year data collected and averages computed will be done by the tenure and promotion committee in consultation with the department head.

- 1) For an average over that of peer institutions/departments/programs across the current and previous 4 years, 20 points will be awarded;
- 2) For faculty with fewer than 5 years total academic experience with an average of peer institutions/departments/programs or more citations per year, 20 points will be awarded.

While the revised A1 document is in force for the 2016 calendar year, no faculty member will be rated “Does not meet expectation” for failing to meet the new standard until the end of year 3, the 2018 calendar year. The current 2010 requirements remain in place for minimum expectations until then. Merit will be based on the new document scoring system and no merit will be given if 2010 minimum expectations are not met during that period.

DEPARTMENT OF TEACHING, LEARNING AND CULTURE
FACULTY ROLE EXPECTATIONS AND MERIT GUIDELINES – SERVICE

APPROVED November 10, 2016

The model of Engaged Scholarship is a central theme to the College of Education. As such we see ourselves as a learning community committed to critical scholarship that creates new knowledge, improves practice, and furthers inquiry.

Organizational citizenship by faculty is essential if the College of Education is to accomplish our TAMU College and Department missions.

Expected service

All tenure and tenure-track faculty are expected to participate regularly in ordinary department faculty meetings and any committees of the whole, at present the tenure and promotion committee and graduate faculty committee.

Full and Associate Professors. Full and Associate Professors are expected to serve effectively on a range of activities related to the department, college, and university. A minimum of 2 committees for a rolling 3-year average. Faculty who are appointed by administrative faculty at either department or college level to committees and who do not participate regularly will be considered not meeting expectations. Reports from chairs of such committees will be sought or received routinely.

All faculty are expected to engage in national/international/regional and state service activities relevant to the missions of TAMU, CEHD, and the Department of Teaching, Learning and Culture. While assistant professors are in their probationary period the extent of service should be less than tenured faculty and should not interfere with activities leading to a robust tenure and promotion portfolio.

Meritorious service

1. Service to the relevant professional organization as officer, committee chair or committee member of a prominent committee (as examples), service on national Federal panels; national and state legislative committees; reviewer for national grant proposal panels, national level conference paper reviewer; external reviewer for program or faculty promotion at another university are considered meritorious, with 10 points per activity, up to 40 points awarded.
2. Significant and continuing mentoring of new or junior faculty, developing a new department program, or advisor for a student organization, or chairing a college or university committee are considered meritorious, 8 points awarded for each activity, up to 32 points awarded.
3. Organizing or presenting at department or program area seminars beyond one or two activities is meritorious, with 5 points per activity, up to 30 points awarded.

4. Regional or state level service as an officer of an organization, chair or committee member of a prominent regional, state or governmental state committee; editor or co-editor of a journal, book, special issue or proceedings; presenter of a service-related talk or paper; grant or conference paper reviewer; newsletter editor; or mentor of a student receiving an award is meritorious with 4 points per activity, up to 20 points awarded.
5. Lecturing to non-professional groups; serving as a committee or board member for district or community agencies; serving on school-based committees; providing professional development in services for school personnel; or providing classroom presentations or model teaching lessons to school-age children, editing community newsletters; providing support for community grant writing projects; applying for seed grants related to community issues; making classroom presentations or model teaching lessons to school-age children is meritorious, 1 point per activity, up to 6 points awarded.