FACULTY AND STAFF HANDBOOK

Reviewed June 3, 2024

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Section I.   Organization and Administration

1. Policy Statement Regarding Handbook

This handbook requires continued evaluation, review, and updating by appropriate Texas A&M University - Corpus Christi (TAMU-CC) and College of Nursing and Health Sciences (CONHS) faculty, Policy and Procedure Committee, and administrators. All statements herein reflect policies related to faculty and staff in existence at the time this handbook was updated. The TAMU-CC and CONHS reserve the right to review and update policies. Changes will be communicated to CONHS faculty and staff via college meetings and/or written communication.

2. College Strategic Plan

Mission

The TAMU-CC College of Nursing and Health Sciences (CONHS) is committed to promoting a learner-centered, and caring environment that facilitates student success and engagement in a global context. Delivering nationally recognized, evidence-based educational programs that serve a dynamic student population, the college sets clinical standards of excellence in healthcare, and actively advances scholarly research and leadership. These activities are fostered in a collaborative, inter-professional, and multicultural learning community. (Revised and approved October 26, 2021, Affirmed Fall, 2022)

Vision

Enriching lives, advancing healthcare, one ISLANDER at a time. (Revised and approved Oct 2021; Nov 30, 2021, Affirmed Fall, 2022)

Philosophy

The faculty believes that **learning** is a life-long, interactive process in which both teachers and students are learners. The faculty endeavor to create a learning environment that is flexible and intellectually stimulating, encourages scholarship, and promotes self-directed learning. Student learning is built upon an existing knowledge base and is directed toward socialization into the practice of professional nursing and the health sciences.

Nursing and health sciences are professions as well as disciplines. Therefore, the faculty strives to maintain expertise in **practice**. Faculty members believe student learning is influenced by observing faculty role models. (Practice is defined as clinical specialty expertise, research, leadership, and other forms of scholarly endeavor.)

Service is of great value to the nursing and health sciences faculty. As such, they interact and contribute to the internal and external communities that surround them. Through service, the faculty develops sensitivity to the context in which the nursing and health sciences programs exist and evolve. This active participation reflects a commitment to the community and serves as a professional standard for the student.

Research and scholarly activities are important parts of the faculty role and the curriculums. Each member of the faculty is involved in research and/or scholarly activity. The research base for professional practice is an integral part of both undergraduate and graduate curriculums. At both levels of education, students utilize the research process to identify and study nursing and issues related to health care. Critical thinking is developed through a variety of assignments aimed at promoting scholarship.

Imperatives and objectives of the Strategic Plan

Imperative 1: Enhance Educational Excellence

Objective 1.1: Sustain innovative curriculum and pedagogical approaches that epitomize student-centered interprofessional learning.

Objective 1.2: Evaluate quality of programs through an enhanced comprehensive systematic process.

Objective 1.3: Support teaching and learning faculty professional development opportunities.

Imperative 2: Improve Student Experience

Objective 2.1: Recruit, retain and graduate high-quality students of diverse backgrounds.

Objective 2.2: Expand focused student success strategies.

Objective 2.3: Engage students and alumni in college activities.

Imperative 3: Foster Outreach and Engagement

Objective 3.1: Coordinate efforts of the college to be better positioned to serve our community.

Objective 3.2: Serve as regional resource for partners and stakeholders.

Objective 3.3: Implement a marketing and branding strategy for the college.

Imperative 4: Expand Scholarship and Innovation Capacity

Objective 4.1: Engage faculty and students in innovative research and scholarship to advance healthcare.

Objective 4.2: Strengthen community partnerships to improve health outcomes through evidence-based practice.

Objective 4.3: Develop areas of excellence in scholarship and innovation through faculty and staff professional development.

Imperative 5:   Promote an Ideal Work Environment and Resource Stewardship

        Objective 5.1: Prioritize and improve human resources efforts to facilitate hiring and retaining faculty and staff.

        Objective 5.2: Implement systems to improve efficiency and enhance resources.

        Objective 5.3: Build a culture of philanthropy.

3. Organizational Structure

CONHS organizational chart can be located by clicking [here](#).

4. College's Website and Social Media

The CONHS maintains a College website (https://www.tamucc.edu/nursing-and-health-sciences/) to provide information to faculty, staff, future and current students as well as community members about the programs offered by the College and the structures and processes used to deliver high quality education. Additionally, the website provides information about the focus of scholarship within the College.

The College website is part of the TAMU-CC website and it is maintained by the Office of the Dean to ensure accurate and relevant information essential to implementing admission, progression, and graduation procedures. Faculty and College administrators submit requests to the Office of the Dean for changes and updates.

All members of the CONHS (faculty, staff, and students) will engage in periodic reviews of the website as a component of CONHS continuous quality processes to monitor the extent to which the structure fits information management standards.

Social media extends existing communication efforts to raise the profile and manage the reputation of the College. "Social media" refers to any website, platform or application that allows users to create and share content or participate in digital social networking. The use of social media must follow all applicable federal and state laws as well as system and university regulations and policies. CONHS may not engage in course correspondence or post any information regarding student records on social media. Posting on social media platforms is monitored by the Dean's Office.

5. Information Technology Standards

The Division of Information Technology (DoIT) (https://www.tamucc.edu/information-technology/index.php) supports, empowers and advances TAMU-CC through transformative digital solutions that connect people and promote learning, research and productivity. Members of the University IT staff are committed to serving the faculty, staff, and students through computer and media support services. Faculty can access these services through the IT Access portal (https://tamucc.service-now.com/sp), Helpline (361-825-2692), or submitting a Help Desk Ticket at IT Service Desk ITHelp.Service@tamucc.edu.

The DoIT has developed guidelines and standards as part of the University's technology infrastructure. These guidelines provide a framework for faculty use of technology in the workplace. Faculty members are expected to adhere to the guidelines as best practice procedures designed to secure information and ensure the technology is used appropriately. Every member of the faculty should have knowledge of the IT procedures.

The DoIT is responsible for providing faculty members a computer with appropriate software. Faculty members can supplement their technology resources as needed to support scholarly activities through grant funding. Faculty members are responsible for managing the technology purchased for their grants and disposing of the technology upon completion of the research as specified in the funding agreement.

Section II. College Bylaws

Texas A&M University - Corpus Christi
College of Nursing and Health Sciences
Faculty of the Whole Bylaws

Article I. Title

Section I. Title

The name of the organization is the Texas A&M University - Corpus Christi College of Nursing and Health Sciences (CONHS) Faculty of the Whole (FOW).

Article II. Purpose, Membership, and Function

Section I. Purpose

The purpose of the CONHS FOW is to:

- Provide and promote a structure of communication.
- Engage in activities that support CONHS.

Section II. Membership

All full-time faculty have the right and responsibility of full participation and are voting members of the faculty of the whole. Faculty with a ≥ 50% administrative appointment are nonvoting members but may serve as ex-officio.

Section III. Function

- Serve as an advising and recommending body to the Dean.
- Communicate, disseminate, and ratify policies to facilitate operations of the college and its programs.
- Facilitate shared governance within CONHS.

Article III. Officers of the FOW

Section I. Officers

The officers of the FOW shall include a Chair, Chair elect, Parliamentarian and Faculty Secretary. The Chair will serve two years. The Chair elect will be elected in odd years and would succeed the Chair. The Faculty Secretary will be elected in odd years and serve two years. The Parliamentarian is appointed annually by the FOW Chair.

Section II. Chair's Duties

- Prepare agenda.
- Preside at FOW meetings in accordance with Robert's Rules.
- Collaborate with committee chairs to ensure that the work of the FOW is achieved.
- Facilitate faculty communication and dissemination of information.
- Represent FOW at the College's Leadership Council as needed.
- Other duties as applicable to the office.

Section III. Chair Elect

The Chair Elect shall act in the absence of the FOW Chair. This officer will serve as FOW Chair the following term.

Section IV. Faculty Secretary

Faculty secretary, working with the staff secretary, will ensure accuracy of minutes as taken.

Section V: Parliamentarian

Faculty parliamentarian, working with the FOW chair, will ensure proper meeting procedures are followed as outlined in the current Roberts Rules of Order.

Article IV. Meetings of the FOW

Section I. Regular Meetings

A minimum of four (4) regular meetings of the FOW shall be held during the academic year.

Section II. Special Meetings

Special meetings of the FOW may be called by the FOW chair or by the Dean or upon written request of ten or more faculty members. The purpose of the meeting and one or more items of business shall be specified in the call of the meeting. Ten (10) business days' notice is required for called meetings.

Section III. Quorum

Two-thirds of the eligible meeting members shall constitute a quorum for any regular or special meetings of the FOW.

Section IV. Agenda

The proposed agenda shall be prepared by the FOW chair and distributed prior to each scheduled meeting. Agenda items will be solicited by the chair prior to each meeting. A matter may be included in the agenda at the request of any committee or any member of the faculty. All agenda items, including attachments, must be submitted to the FOW Chair 2 business days prior to the scheduled meeting. Anything submitted after this deadline will be deferred to the following month's meeting agenda. Emergency items may be added as deemed by the FOW chair. The agenda will be distributed to each member of the FOW.

Section V. Minutes

A staff secretary shall be designated by the Dean to serve as secretary of the FOW. A member of the faculty may act as secretary in the absence of a staff secretary. Faculty of the Whole minutes will be recorded in the CONHS minutes format. The Faculty Secretary will review transcribed minutes prepared by support staff to confirm accuracy and completeness of information. The meeting minutes and all relevant documents will be available to faculty members no later than 2 weeks after the meeting was held.

Minutes will be stored in a designated repository after they are reviewed and approved by FOW members. The repository will be maintained by the FOW Secretary and stored electronically such that support staff and the FOW secretary can access copies as needed.

Article V. CONHS Standing Committees

CONHS Grade Appeals Ad Hoc Committee

Meetings are convened as necessary to complete the review of the complaint according to College and University policy. Minutes of meetings will be recorded and submitted to the Office of the Dean.

Function:

- Hear all grade appeals cases for undergraduate and graduate programs.
- Review all evidence presented.
- Determine facts of case.
- Ascertain a fair and appropriate resolution to the grade complaint.
- Committee Chair will present findings and recommendations to the Associate Dean of the CONHS within five business days after completion of its hearings and deliberations.
- Communicate decisions to the appropriate person and/or office, which may include:
  - Student
  - Faculty
  - Department Chair

Membership: Appointments are made by Associate Dean. The Ad Hoc Committee must be made up of three (3) faculty members, one of whom will serve as chair of the ad hoc committee, and two students. A quorum is defined as a minimum of 2 faculty and 1 student. Refer to 13.02.99.C0.03 Student Grade Appeals.

CONHS Curriculum Committee

Meetings will be convened as needed, with a minimum of two meetings, during the academic year to conduct the business of the college related to curriculum. Minutes of meetings will be recorded and submitted. Refer to University procedure 11.10.99.C0.01, 11.10.99.C0.02, 11.10.99.C0.03, 11.10.99.C0.04 & 11.10.99.C0.05.

Function:

- Review curriculum proposals and supporting documents for quality, integrity, academic rigor, and purpose.
- Consider if the changes support the mission of the university and college.
- Check for potential duplication between disciplines within the college.
- Reach out to the faculty originators and the department chairs should anything need clarification.

- Conform to Development of Academic Degree Programs as per university procedures.
- Route recommendations to the college Dean.

Process for Voting on New Programs/certifications/distance education programs/courses including revisions:

- In accordance with University procedures 11.10.99.C0.01, 11.10.99.C0.02, 11.10.99.C0.03 and 11.10.99.C0.04, before initiating a proposal for a new CONHS program or certificate, support for the development of the program will be secured from the Department Chair, College Dean and Office of the Provost. All appropriate forms and routing processes required by the University under these rules will be completed by the originator of the proposal.
- The Curriculum Committee will vote on proposals for new programs/certificates or courses (including revisions, specifically to course objectives or descriptions).
- A two/thirds vote in favor of the program/certificate or course is needed at the committee level to bring the proposal forward to the CONHS FOW.
- The Committee Chair will bring the proposal to the FOW.
- A simple majority vote in favor of the proposal is required by the FOW.

Membership: Each department shall nominate two faculty members to serve on the committee for a total of six faculty members. Two thirds eligible members shall constitute a quorum. Term of office will be staggered and last two years, individual committee members may serve on the committee for more than one term. The Chair of the committee will be elected within the committee. The Dean, Associate Dean and the Department Chairs will be available for consultation as needed. Faculty enrolled in any CONHS academic program may not serve on this committee.

CONHS Faculty Affairs Committee

Meetings are convened monthly during the academic year and as needed to meet the needs of the faculty of CONHS. Minutes of meetings will be recorded and submitted.

Function:

- Advise the Dean on the formulation and implementation of college policies related to faculty matters.
- Update Faculty Handbook as needed and recommend changes.
- Review Bylaws at least every two years.
- Review and reaffirm mission and vision statement annually.
- Collaborate with FOW chair for any special faculty meetings.
- Consult with the Dean regarding the college budget.
- Implement and oversee procedures for the election of faculty officers to CONHS standing committees.

- Be available as needed to recommend representatives to campus and university organizations and committees to the Dean/Department Chairs.

Membership: The committee shall consist of six faculty members. Each Department shall nominate two faculty members to serve on the committee. Nominations could consider skill set, interest and needs of the committee. Two thirds eligible members shall constitute a quorum. Term of office will be staggered and last two years, individual committee members may serve on the committee for more than one term. The Chair of the committee will be elected within the committee. It is recommended that the FA chair not serve as chair of another CONHS standing committee. The Dean, Associate Dean and the Department Chairs will be available for consultation as needed.

CONHS Policy and Procedures Subcommittee

Meetings are convened at least once each semester to conduct the business of the College. Minutes of meeting are recorded and filed electronically to designated repository. As a subcommittee, recommendations from this working group are submitted to the Faculty Affairs Committee for decision, dissemination, and implementation.

Function:

- Review College policies and procedures for alignment with the University.
- Develop needed policies and procedures for alignment with the University.
- Provide updates on college policies and procedures to the faculty.
- Develop policies and procedures to enhance the functions of the College.

Membership: The subcommittee shall be composed of three individuals from the CONHS Faculty Affairs Committee appointed by the FA Chair. Additional members may be invited by the policy & procedure chair as needed. Two thirds eligible members shall constitute a quorum. Term of office will be staggered and last two years. Individual committee members may serve on the subcommittee for more than one term. The Committee Chair is elected within the committee annually.

CONHS Faculty & Staff Awards Committee

Meetings are convened at least once each semester. Minutes of meetings will be recorded and submitted to Faculty of the Whole document repository.

Function:

- Identify and document current faculty and staff external awards opportunities.
- Identify and support nominating faculty and staff for available awards.
- Facilitate preparation for award recommendations.
- Develop faculty and staff award opportunities within CONHS.
- Select award winners for CONHS awards.

Membership: Each department shall nominate one faculty member to serve on the committee for a total of three faculty members. Two thirds eligible members shall constitute a quorum. Term of office will be staggered and last two years. Individual committee members may serve on the committee for more than one term. The Committee Chair is elected within the committee for a term of two years.

CONHS Library and Media Committee

Meetings are convened as often as necessary to conduct the business of the College/Committee. Minutes of meetings will be recorded and submitted to FOW document repository.

Function:

- Monitors acquisition of library resources (books, audio-visual, research databases, datasets, computing, and technology) relevant to the needs of the CONHS faculty and students.
- Coordinates the division of allocated library funds by the University Library and Media Committee.
- One member of this committee is appointed by the Dean to the University Library Committee.

Membership: Each Department shall nominate one faculty member to serve on the committee. Two thirds eligible members shall constitute a quorum. Term of office will be staggered and last two years. Individual committee members may serve on the committee for more than one term. The committee chair is elected within the committee for a term of two years.

CONHS Promotion and Tenure (P&T) Committee

Meetings are convened as often as needed to conduct the business of CONHS. The Dean will convene the first meeting in the fall semester to begin tenure and promotion reviews. The Committee will continue to meet through the academic year to complete the reviews of dossiers submitted by pre-tenure, tenure, and promotion candidates and make recommendations to the Dean. Minutes of meetings will be recorded and submitted to the Office of the Dean.

Function:

- Evaluate the candidate's credentials for the purpose of recommending or appointing, promoting, and awarding tenure to the Dean of CONHS via the Department Chair.
- Periodically review, revise, and recommend changes as needed to criteria for faculty appointment, retention, promotion, and tenure.
- Adhere to the University's procedures and timeline for promotion and tenure.

Membership: The committee shall consist of at least three tenured CONHS faculty elected annually by the CONHS faculty consistent with the University's rules and procedures and CONHS's policy. Elected faculty members must be tenured, shall not be the chair of the department, shall not be the Assistant or Associate Dean and cannot serve consecutive terms

unless there are fewer than (3) tenured faculty members in the department, and cannot have greater than a 50 percent administrative appointment. At the discretion of the Dean, additional appointments from outside of the CONHS faculty may be made. Two thirds eligible members shall constitute a quorum. Individual committee members may serve on the committee for more than one term. The committee chair is elected within the committee.

CONHS Post-Tenure Review Committee

Meetings are convened as often as needed to conduct the business of CONHS. The Dean will notify review candidates in October and convene the first meeting in the spring semester to begin post-tenure review process. The Committee will continue to meet through semester to complete the evaluation report for each faculty member undergoing post-tenure review and submit the report to the Dean and eventually to the Office of the Provost. Minutes of meetings will be recorded and submitted to the Office of the Dean.

Function:

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

Membership: The committee shall consist of three tenured CONHS faculty elected annually by the CONHS faculty consistent with the University's and CONHS's policy. Elected faculty members must be tenured, shall not be the chair of the department, shall not be the assistant or associate Dean and cannot serve consecutive terms unless there are fewer than (3) tenured faculty members in the department, and cannot have greater than a 50 percent administrative appointment. At the discretion of the Dean, additional appointments from outside of the CONHS faculty may be made. Two thirds eligible members shall constitute a quorum. Individual committee members may serve on the committee for more than one term. The committee chair is elected within the committee.

CONHS Research and Innovation Committee

Meetings are convened at least once per semester. Minutes of meetings will be recorded and submitted to FOW document repository.

Function:

- Lead and promote research and innovation activities in CONHS, including inviting guest speakers and disseminating research and other innovative opportunities.
- Provide requested consultation and peer review of proposals for faculty.

- Review proposals submitted for CONHS Research Enhancement funding.
- Committee members who submit proposals shall recuse themselves for that cycle.
- All proposals shall be reviewed by at least two (2) tenured/tenure track committee members.
- Establish and implement criteria for distribution of funds allocated for faculty and student scholarly activities.
- Mentor junior and new faculty with research and innovation.
- Advise the Dean on matters pertaining to inter- and intra-disciplinary research enrichment and suggest measures for ongoing facilitation of research productivity for faculty and students.

Membership: Each department will nominate at least one faculty member to serve on the committee. Two additional faculty members may be elected at-large for a maximum of 5 total members. The Chair will be elected from the tenure/tenure-track members within the committee annually. Two thirds eligible members shall constitute a quorum. Term of office will be staggered and last two years. Individual committee members may serve on the committee for more than one term. The Dean or a designee will be available for consultation as needed.

CONHS Strategic Plan Oversight Team (SPOT)

Meetings will be convened at a minimum of six times per year. Minutes of meetings will be recorded and submitted to the office of the Dean.

Function:

- Oversee the implementation of the strategic plan.
- Evaluates progress of the strategic plan.
- Provides monthly progress updates to the Dean.
- Makes annual recommendations for amending and updating the plan.

Membership: The team shall be composed of three to four members and the Dean, who serves as an ex-officio member. Two to three faculty members will be elected at large, and one staff will be appointed by the Dean. Terms are two years, and faculty terms are staggered. The Chair will be determined by the team.

CONHS Student Affairs Committee

Meetings are convened at least once each semester. Minutes of meetings will be recorded and submitted to Faculty of the Whole document repository.

Function:

- Serve in advisory capacity for the Student Success Office.
- Identify and document current available student scholarships, including the Deans discretionary funds.

- Rate student applications for student scholarships administered through the University and through the CONHS.
- Identify and document current student awards within CONHS and the University.
- Coordinate nominations/selections for student recognition and awards.
- Oversee Student handbooks.

Membership: Each department shall nominate one faculty member to serve on the committee for a total of three faculty members. Designated student representatives will be consulted as needed. Two thirds eligible members shall constitute a quorum. Term of office will be staggered and last two years. Individual committee members may serve on the committee for more than one term. The Committee Chair is elected within the committee for a term of two years. The Coordinator of Student Success shall serve as ex officio member (voice, no vote).

Department Committees

Department (Nursing Education & Nursing Practice) Admission & Progression Committee

Department Chairs will call meetings to be convened as needed during the academic year to conduct business related to program admission and progression. Minutes of meetings will be recorded and maintained with department minutes.

Function:

- Monitor, formulate, and recommend policies/procedures governing admission acceptance, progression, and graduation.
- Implement admission procedures defined by university and program policies/procedures.
- Review applications for admission to undergraduate and graduate academic programs.
- Review academic standing and progression of all students each term and enact decisions based on CONHS and University policies.
- Communicate committee decisions to the appropriate person and/or office which may include:
  - Student
  - Advisor
  - Student Success office
  - Course Manager
  - Program Coordinator
  - Department Chair
  - Chief Nursing Administrator
  - Dean
  - University Academic Affairs (Provost) as needed.

Membership: Each department committee shall consist of department academic program coordinators and a minimum of three faculty members. Additional members are invited by the committee chair in consultation with the Department Chair based on skill set, interest and needs of

the committee. Two thirds eligible members shall constitute a quorum. Term of office will be staggered and last two years. Individual committee members may be reelected. The committee chair is elected within the committee for a term of two years. The Student Success Coordinator and Academic Advisors may serve as ex-officio members (voice, no vote).

Department (Nursing Education, Nursing Practice, Health Sciences) Curriculum Committees

Each department within CONHS will have a department curriculum committee. Meetings will be convened by the department chairs during the academic year. And minutes of the meeting will be recorded and maintained with department minutes. Approved recommendations advance to the CONHS curriculum committee, the FOW and then the Dean as defined by university procedures. Approved proposals are routed to the Division of Academic Affairs from the office of the Dean.

Function:

Within department approval:

- Review and recommend learning materials, for example textbooks, digital learning materials, other related supplies and resources.
- Review and recommend evidence-based teaching pedagogies, practices and standards.
- Assist with curriculum review, evaluation and meeting of accreditation standards.

Advance to CONHS Curriculum Committee:

- Recommend new courses and program offerings.
- Present proposed curriculum changes to the CONHS Curriculum Committee.
- Conduct a systematic evaluation of academic programs.

Membership: Each department curriculum committee shall consist of all department faculty, who will elect two representatives annually to represent the department as members of the CONHS curriculum committee. Two thirds eligible members shall constitute a quorum. Term of office is annual. Students are invited as non-voting-participants as needed to give input.

Peer Review Ad Hoc Committee for Department of Nursing Education and Nursing Practice

Meetings are convened as necessary. Minutes of meetings/proceeding will be recorded and filed electronically to designated repository and/or BON. See Appendix A. Texas Board of Nursing Peer Review for details.

Function:

- Provides the evaluation of nursing services, the qualifications of a nurse, the quality of patient care rendered by a nurse, the merits of a complaint concerning a nurse or nursing care, and a determination or recommendation regarding a complaint as described by the Texas Board of Nursing (http://www.bon.texas.gov).

- Oversee the peer review process by the assessment and analysis, in a climate of collegial problem solving, to determine whether or not an event/conduct by a licensed students/faculty is reportable to the Texas Board of Nursing.
- Maintain compliance with the BON peer review rules and regulations.

Membership: The committee shall consist of at least three faculty members appointed by the Associate Dean for Nursing. Two thirds eligible members shall constitute a quorum. For continuity, member(s) may be appointed for more than one term. Additional member(s) may be added on an ad hoc based on individual situations. The Associate Dean for Nursing shall appoint a chair of this committee.

Annual Committee Reports

Annual reports are made by each of the standing committees and presented to the FOW at the end of the Spring semester each year using the Annual Committee Report Template (Appendix B). These reports are maintained for archival purposes.

Article VI. Appeal and Grievances

Any professional or administrative grievance not resolved informally by the concerned parties may be filed by the aggrieved party following the procedures outlined in the University Handbook of Rules and Procedures http://academicaffairs.tamucc.edu/rules_procedures/.

Article VII. Rules and Amendments

Section I: Rules

The most current edition of Robert's Standard Code of Parliamentary Procedures determines conduct and proceedings of the faculty standing committees, unless suspended by unanimous consent of the members present.

Section II. Amendments

These bylaws may be amended by a two-thirds vote of the voting members present, provided a copy of the proposed amendment has been given to all members two weeks prior to the meeting.

Adopted by the Faculty of the Whole April 28,2020

Revised and adopted by FOW August 23, 2022, August 29, 2023

Section III. Administrative and Faculty Positions

1. Dean of the College

The Dean is responsible for all matters related to academic leadership and administration, including curriculum, budgeting, fundraising, facilities, faculty, staff and students. The Dean works closely with the provost and vice president for academic affairs to provide strategic vision and operational leadership for all aspects of the program. This individual is responsible for ensuring that the College of Nursing and Health Sciences contributes to the goals of TAMU-CC's strategic plan.

Responsibilities of the Dean include, but are not limited to:

- Promote an understanding, both internally and externally, of the college, its purposes and objectives.
- Shape a strategic plan for the college that aligns with the goals of the university, including growing enrollments in existing programs, developing new degree programs, advancing research and scholarship, and ensuring a global perspective.
- Steer the college with faculty inclusion in an environment of shared governance, facilitating high-quality, relevant, and innovative curricula.
- Enable student learning and retention through quality recruiting, counseling, internships, advising and placement.
- Promote research, scholarship, and creative activity among the faculty.
- Provide consistent support of undergraduate and graduate research.
- Provide budgetary control and supervision.
- Foster new partnerships, maintaining existing relationships and articulating a vision that generates investment and support from the community, private donors, alumni, and foundations.

Supervision:

- The Dean reports to the Vice President for Academic Affairs and Provost. The Dean supervises Associate Deans and/or Assistant Deans, tenure-system and non-tenure system faculty, and administrative/professional staff.

Education and Qualifications:

- An earned doctorate in nursing, health sciences or related discipline from a regionally and professionally accredited institution.
- Academic credentials commensurate with the appointment at the rank of associate or full professor.
- The ability to attain an unencumbered license to practice in Texas, if the candidate is in a clinical field where a license is required to practice.
- A minimum of three years of administrative experience working with undergraduate and graduate nursing programs.

- A leadership and management style that embraces collaboration, teamwork and transparency and reflects vision, innovation, strategic thinking, and a global perspective.
- The financial acumen to effectively manage finite resources to achieve the goals of the college and the university.
- Excellent communication and interpersonal skills.
- Success in private sector fundraising or skillsets that would translate into this work and the willingness to learn how to be successful.

Experience:

- Experience in leading and operating in a shared governance environment.
- A working knowledge of national trends in nursing, health sciences and higher education.
- Experience with program and curriculum development and assessment, including online course delivery, engaged learning, simulation and use of instructional technology.
- Experience promoting the growth of research and scholarship amongst the faculty and the ability to work collaboratively with the research arm of the university.
- The ability to work with Deans and faculty in other departments and colleges and experience building interdisciplinary programs and partnerships within a university, and potentially with other institutions.

2. Associate Dean for Nursing

The Associate Dean for Nursing (ADN) is responsible for leading and supporting the Nursing Programs in the college. The ADN is responsible for supporting the academic operations (academic affairs) of the Nursing programs and providing leadership to facilitate the development of degree programs and courses. The ADN is responsible for ensuring the highest quality in teaching-learning excellence. The ADN also serves as the Chief Nurse Administrator, and in this role provides effective leadership to the Nursing programs in achieving the mission, vision, and expected learning program outcomes associated with the nursing programs in the college. The ADN advises and supports the Dean, performing additional duties as needed.

The broad duties of the position include:

- Ensures that academic programs within the Nursing departments comply with university academic policies.
- Collaborates with the College leadership team to assist in the development of academic policies and priorities at the college level.
- Monitors academic enrollment and performance metrics in the Nursing departments.
- Serves as ex-officio member of the College Curriculum Committee which includes both undergraduate and graduate levels.
- Oversees student academic requests and degree progress including transfer requests, grade change requests, and degree plan modification requests as they affect graduation requirements in the Nursing programs.

- Serves as the liaison and reporting authority of the Nursing programs to the Commission on Collegiate Nursing Education (CCNE).
- Works with the Nursing program leaders to ensure maintenance of accreditation status and adherence to accreditation standards of CCNE.
- Serves as the liaison to other Nursing organizations such as the American Association of Colleges of Nursing (AACN), Texas Organization of Baccalaureate and Graduate Nursing Education Programs (TOBGNE), and Texas Association of Deans and Directors of Professional Nursing Programs (TADDPNP).
- Works collaboratively with the Nursing Department chairs to develop annual budgets, personnel requests, capital and non-capital requests, and curriculum proposals that are submitted annually or on a regular basis to the Dean.
- Teach classes and pursue scholarly endeavors as appropriate.

Supervision:

- The Associate Dean for Nursing (ADN) reports to the College Dean. Administratively, the ADN will be facilitated by and accountable to the Dean and will be a member of the leadership council. The ADN supervises staff as delegated by the Dean.

Education and Qualifications:

- An earned doctorate in Nursing from an accredited institution, or a doctorate in a related discipline from an accredited institution with an earned master's degree in nursing from an accredited institution.
- A record of achievement in scholarship appropriate for appointment with tenure at the rank of Associate Professor or higher.
- Experience in academic and clinical programming.
- Unrestricted RN or APRN licensure in Texas by the date of hire.

Experience:

- The ADN shall have demonstrated abilities in leadership in or out of higher education in order to effectively perform the responsibilities of the role.

3. Associate Dean for Research and Innovations

The Associate Dean for Research and Innovations (ADRI) is responsible for supporting faculty and student research endeavors in the college, facilitating a culture of research and scholarship which promotes interdisciplinary and interprofessional connections, and links the college programs of research to the greater university research enterprise. The ADRI provides support and guidance to academic unit administrators, faculty, and students for developing strong interdisciplinary collaborations and synergistic, coordinated research foci in the college. The ADRI advises and supports the Dean, performing additional duties as needed.

The specific duties of the position include:

- Monitor and assess the research productivity and funding metrics of academic units in the college.
- Assist all units in the College to achieve research and external funding goals.
- Serve as the college liaison to the Office of Research and Innovations.
- Lead and work with the college Research Committee to develop, oversee and assess a strategic plan for research productivity and extramural funding across all academic units and college institutes/centers, ensuring alignment with the college strategic plan.
- Foster collaborative, interdisciplinary research associations between programs of the College and between the College and other units on campus.
- Provide guidance and support for faculty mentorship/development plans (especially junior faculty) focused on growing and sustaining programs of research.
- Monitor and develop the appropriate college infrastructure necessary to support funded programs of research across all academic units.
- Organize college-level student research activities including but not limited to the annual student research symposium.
- Organize faculty research symposiums.
- Oversee appointment of graduate faculty (research, associate and clinical).
- Teach classes and pursue scholarly endeavors as appropriate.

Supervision:

- The Associate Dean for Research and Innovations reports to the College Dean. Administratively, the ADRI will be facilitated by and accountable to the Dean and will be a member of the senior leadership team. The ADRI supervises staff as delegated by the Dean.

Education and Qualifications:

- An earned terminal degree from an accredited institution in a related discipline.
- A record of achievement in scholarship appropriate for appointment with tenure at the rank of Associate Professor or higher.
- Experience in academic and clinical programming.
- If applicable, unrestricted RN or APRN licensure in Texas by the date of hire.

Experience:

- The ADRI shall have experience and recognized program of extramurally funded and published research. Additionally, administrative leadership experience in academia is favored.

4. Department Chair

The Department Chair is directly accountable to the Dean of CONHS and is a member of the Dean's leadership team. The Department Chair is responsible for recruiting and mobilizing faculty to set the departmental strategic directions and activities that complement and contribute to the strategic directions of CONHS. For the cadre of faculty appointed into the Department, the Department Chair will create a generative environment for advancing scholarship productivity (teaching/learning, research/discovery, practice/service) and assure that faculty have balanced responsibilities suited to their rank and scholarship expertise, and goals and the tools or resources needed for innovative productivity. The Department Chair will collaborate with the CONHS leadership team and other College Department Chairs to assure that the CONHS curricula are expediently operational, advocate for and seek resources (time, money, space) within and outside the College to advance strategic directions, make outcomes visible, and collaborate with others on the College administrative team, and beyond, to manage and grow resources. This is a 50% administrative appointment.

The specific duties of the position include:

- Facilitate the execution and evolvement of innovative curricula across college degree programs, clinical and translational research discoveries, and practice/service opportunities, especially related to faculty expertise.
- Support synergistic interface between students, staff, alumni, and faculty.
- Facilitate the attainment of extramural research funding in the department.
- Seek and advocate for resource allocation to manage departmental resources.
- Initiate and collaborate in recruiting research and clinical intensive faculty.
- Conduct faculty and staff recruitment, screening, appointment, orientation, evaluation, promotion, and other aspects of career development for the Department.
- Act as a liaison to campus groups related to the business practices of the campus.
- Facilitate and communicate departmental decisions regarding faculty or staff performance, including appointments and promotions for faculty or staff, activities analyses, merit reviews, award nominations and peer, student, or class evaluations.
- Provide needed information and data used in the preparation of annual reports, accreditation reports and other related surveys.

Supervision:

- The Department Chair is accountable to the Dean of the college and is a member of the senior leadership team. The department chair of the Nursing Departments will report to the Associate Dean for Nursing. The Department Chair of Health Sciences is directly accountable to the Dean of the college. The Department Chair also supervises staff assigned to support department operations.

Anticipated Responsibilities:

Faculty Tracking

- Credentialing.
- Requesting Appointment for Graduate Faculty Status.
- Coordinating communication of key university/college processes (i.e., Disaster preparedness, email changes, skill building).
- Coordinating faculty representation and university/college/community events.

Professional Development and/or Promotion /Tenure

- Establishing individual development plan for each faculty member.
- Mentor faculty in teaching, scholarship, and services.
- Annual Faculty Evaluations.
- Assign and manage workload for assigned courses.
- Identify service opportunities for faculty/students/staff aligning with CONHS strategic initiatives.
- Collaborate with Associate Dean for Research (or other designee) to identify and support student/faculty scholarship that aligns with strategic initiatives.
- In collaboration with Departmental faculty, support community building, self-care, and professional development of assigned student cohorts.

Human Resource Management

- Point-person for Faculty Issues (i.e., FMLA, absences, sick).
- Adjunct Faculty Hiring.
- Onboarding of Adjunct Faculty.
- TrainTraq compliance of Department faculty and staff.

Education and Qualifications – Nursing Departments:

- An earned doctorate in Nursing from an accredited institution, or a doctorate in a related discipline from an accredited institution with an earned master's degree in nursing from an accredited institution.
- A record of achievement in scholarship.
- Experience in academic and clinical programming.
- Experience with accreditation and writing curricular and administrative reports.
- Unrestricted RN or APRN licensure in Texas by the date of hire.

Preferred Qualifications:

- Previous Chairperson or administrative experience.
- Appropriate for appointment with tenure at the rank of Associate Professor.

- Sustained record of research and extramural funding.
- Experience in interprofessional education.
- Experience and knowledge of online delivery methods, distance education and/or hybrid education.

Education and Qualifications – Health Sciences:

The minimum requirements are:

- An earned doctorate (PhD) in an area relevant to health professions education or practice.
- Eligibility for tenure or placement on tenure-track at the rank of Associate Professor or Professor at the time of hire.
- Experience in management of human resources, budget, and academic and clinical programming.
- Experience with accreditation and writing curricular and administrative reports.

Preferred Qualifications:

- Previous Chairperson or administrative experience.
- Sustained record of research and extramural funding.
- Experience developing new programs and working with healthcare partners.
- Experience in interprofessional education.
- Experience and knowledge of online delivery methods, distance education and/or hybrid education.

5. Academic Program Coordinator

The Program Coordinator is directly accountable to the Department Chair. The Program Coordinator is responsible for educational leadership of a program in terms of curriculum, assessment, facilities, and general administration. The CONHS Program Coordinators include:

- Health Care Administration (HCAD)
- Medical Laboratory Science (MLS)
- Baccalaureate Nursing (BSN)
- Graduate Nursing (MSN and DNP)
  - MSN Family Nurse Practitioner (FNP)
  - MSN Leadership in Nursing Systems and Nurse Educator
  - Doctorate in Nursing Practice (DNP)

Supervision:

- The Program Coordinator reports to the Department Chair.

Education and Qualifications:

- An earned graduate degree from a regionally accredited university or its equivalent is preferred. Current, unrestricted RN/APRN license in the State of Texas, or eligible for licensure in Texas is required for nursing program coordinators. Licensure and/or certification will be required if available.

Experience:

- The Program Coordinator shall have demonstrated ability in leadership in or out of higher education. This person shall be able to lead the faculty of the Program toward continuous improvement and the pursuit of excellence in undergraduate and/or graduate education.

6. Faculty Positions
   6.1 Full-time Tenure-Track Positions

Tenured and tenure-track faculty are at three (3) rank levels: assistant professor, associate professor, and professor. To earn each respective rank, faculty members must meet certain requirements and benchmarks.

- Assistant Professor: This rank is the entry level for a tenure-track position requiring an earned doctorate or equivalent terminal degree. Some university/college teaching experience or related professional experience is preferred.
- Associate Professor: This rank represents maturity, experience, and leadership in the academic profession requiring a terminal degree and at least five years of full-time university faculty experience including at least four years at the Assistant Professor rank.
- Professor: This is the summit of academic rank, representing a position of leadership in the University requiring an earned doctorate or equivalent terminal degree with at least ten (10) years of full-time university faculty experience including at least four (4) years in the rank of associate professor.

A tenured or tenure-track faculty member has the responsibility to contribute to the work of the University, College, Department, and Discipline through teaching, scholarship, and service in accordance with University and College rules, procedures, and processes. These include but are not limited to:

- CONHS Faculty Handbook
- University Procedure 12.01.99.C0.01 Academic Rank Descriptors for Tenured and Tenure-Track Faculty
- University Procedure 12.01.99.C0.03 Responsibilities of Faculty Members
- University Procedure 12.01.99.C0.04 Descriptions of Teaching, Scholarship, and Service
- University Procedure 12.01.01.C1 Tenure

- University Procedure 33.99.04.C0.02 Promotion of Tenured and Tenure-Track Faculty Members

Scope:

- CONHS tenured and tenure-track faculty are expected to model exemplar professional behavior through work with students, colleagues and community support and to provide mentoring, advising, recruiting, and project supervision. Faculty are also expected to participate in the CONHS activities that contribute to achieving TAMU-CC and CONHS strategic goals and objectives. Tenured and tenure-track faculty are expected to engage in research and scholarly activities.

Supervision:

- Tenured and tenure-track faculty members are supervised, mentored and evaluated by the respective Department Chairs. The Department Chair completes the annual performance evaluation and makes recommendations for satisfactory progression towards tenure.

Education:

- An earned doctoral degree in in the discipline from an accredited institution.
- Nursing faculty must hold a current, unrestricted RN or APRN license in the State of Texas or have the ability to become licensed in Texas.

6.2 Full-time Clinical Track Positions

Clinical faculty are at three (3) rank levels: assistant clinical professor, associate clinical professor, and senior clinical professor. Clinical faculty lines are non-tenure track. To earn each respective rank, faculty members must meet certain requirements and benchmarks in academic preparation, experience, teaching, scholarship, and service.

- Assistant Clinical Professor: This rank is a faculty position requiring a graduate degree. Some university/college teaching experience and/or related professional/work experience is preferred.
- Associate Clinical Professor: This rank requires a terminal degree in the appropriate field and completion of five (5) years in the rank of assistant clinical professor **with** the terminal degree.
- Senior Clinical Professor: This rank requires a terminal degree in the appropriate field and a minimum of five (5) years of experience at the associate clinical professor or comparable rank.

The primary responsibility of clinical faculty members is teaching courses in the discipline, but they make a contribution to the scholarship and service efforts of the College in accordance with University and College rules, procedures, and processes. These include but are not limited to:

- CONHS Faculty Handbook.
- University Procedure 12.07.99.C0.01 Full-Time Non-Tenure Track Faculty Positions.
- University Procedure 12.01.99.C0.03 Responsibilities of Faculty Members
- University Procedure 12.01.99.C0.04 Descriptions of Teaching, Scholarship and Creative Activity, and Service.
- University Procedure 33.99.04.C0.02 Promotion of Full-Time Faculty Members

Scope:

- CONHS non-tenure-track faculty are expected to model exemplar professional behavior through work with students, colleagues, and community support and to provide mentoring, advising, recruiting, and project supervision. Faculty are also expected to participate in the CONHS activities that contribute to achieving TAMU-CC and CONHS strategic goals and objectives.

Supervision:

- Clinical track faculty members are supervised, mentored, and evaluated by the respective Department Chairs. The Department Chair completes the annual performance evaluation and makes recommendations for progression.

Education:

- Educational preparation varies depending on rank. A minimum of a graduate degree in a related discipline is required to teach in undergraduate courses and graduate clinical courses.
- An earned terminal degree in a related discipline from an accredited institution is required for the Clinical Associate and Senior Clinical Professor ranks.
- Nursing faculty must hold a current, unrestricted RN or APRN license in the State of Texas or have the ability to become licensed in Texas.

6.3 Adjunct Faculty

An adjunct faculty member contributes to the work of the University, College and Department primarily through teaching. The adjunct member is contracted to work for a specific period of time (normally an academic semester) for a specific work assignment. They are expected to perform teaching responsibilities in accordance with University and College rules, procedures and processes. These include but are not limited to:

- CONHS Faculty Handbook.
- University Procedure 12.99.99.C0.03 Responsibilities of Faculty members.

- University Procedure 12.01.99.C0.04 Descriptions of Teaching, Scholarship and Creative Activity, and Service.

Scope:

- CONHS adjunct faculty responsibilities include all aspects of teaching consistent with their appointment and may include implementation and evaluation of nursing courses and student learning. Adjunct faculty are expected to model exemplar professional behavior through work with students and provide student support. Adjunct faculty are encouraged to participate in CONHS activities.

Supervision:

- Adjunct faculty members are supervised and evaluated by the Course Managers, Program Coordinators and Department Chairs depending on the courses to which they are assigned.

Education:

- Educational requirements vary depending on faculty assignment. A minimum of a graduate degree in a related discipline is required to teach in undergraduate courses and graduate clinical courses. A doctoral degree is required for faculty assigned to teach non-clinical courses at the graduate level.
- Nursing faculty must hold a current, unrestricted RN or APRN license in the State of Texas or have the ability to become licensed in Texas.
- Adjunct faculty must meet University standards for faculty appointment.

7. Academic Program Support

7.1 Nursing Course Manager

Course Managers work with the respective Department Chairs and Program Coordinators to implement specific course activities across multiple sections and ensure clinical experiences are successfully integrated with course activities.

The Course Manager shall:

- Coordinate review of objectives, teaching/learning strategies and course evaluation methods, and incorporate new information when modified through appropriate Department processes.
- Develop, implement, and lead evaluation of course examinations.
- Prepare end-of-course reports.
- Coordinate end-of-course reviews.
- Support clinical faculty members in their assessments of clinical experiences and clinical site evaluations.

- Coordinate contractual arrangements for clinical sites and clinical placement with the Department Chair, Clinical Coordinator, and designated administrative staff.
- Assure ordering of textbooks and desk copies for course faculty.
- Coordinate mid-term and end-of-term compilation and submission of grades.
- Assist with orientation of new faculty to course processes.
- Communicate with the Department Chairs, Associate Dean for Nursing and the Admission, Progression and Academic Standards (APAS) Committee when student progress becomes an issue.
- Mediate resolution of student issues related to the course.
- Attend scheduled meetings for departmental curriculum committees.
- Coordinate with Lab Manager for the use of the Simulation and Clinical Learning Center (SCLC) space for simulation, skills lab, competency validation and other lab-based experiences.

Supervision:

- Course Managers report to the Department Chairs of the respective CONHS departments.

Education:

- Earned Master of Science in Nursing degree. Current RN or APRN license in the State of Texas, or eligible for licensure in Texas is required.

Experience:

- The Course Manager should be an experienced educator and an expert in the content covered in the assigned course. The Manager should have experience teaching in clinical settings and be familiar with common agency requirements for service-academic agreements for student experiences.

7.2 Nursing Clinical Placement Coordination

Clinical Placement Coordination is responsible for clinical placement within appropriate facilities for undergraduate and graduate students.

Clinical Placement Coordination shall:

- Communicate and coordinate with healthcare facilities and faculty to arrange appropriate clinical experiences that meet student learning objectives.
- Communicate with students regarding clinical placement as needed.
- Initiate and develop relationships with healthcare facilities.
- Other duties as assigned.

Supervision:

- Clinical Placement Coordinators report to the respective Department Chairs or Program Coordinators.

Education:

- Earned Master of Science degree in nursing, healthcare or related field.
- Current, unrestricted RN or APRN license in the state of Texas.

Experience:

- The Clinical Placement Coordinator should be an experienced educator with experience teaching in clinical settings and be familiar with common agency requirements for service-academic agreements for student experiences.

7.3 Simulation Lab Student Assistant/Volunteer Student Assistant

The Simulation & Clinical Learning Center (SCLC) Lab Student Assistant/Volunteer Student Assistant is responsible for the implementation of lab services directed by the Lab Manager and the Simulation Lab Coordinators. The SCLC Lab Student Assistant is an important member of the SCLC staff and provides support for the implementation of simulation and skills lab processes as well as lab space and equipment maintenance. Workload is limited to 19 hours per week and/or per university policy. Simulation Lab Volunteer Student Assistants are University Honors Students completing an applied experience 8 hours/week over one semester.

The Simulation Lab Student Assistant/Volunteer Student Assistant shall:

- Assist in implementing SCLC processes and activities.
- Collaborate with SCLC management and staff for appropriate use of equipment and space.
- Is responsible for set up/break down of all skills labs and simulated environments under the direction of the Simulation Lab Coordinators.
- Assist SCLC management and staff with inventory, stocking, use, and maintenance of SCLC equipment, simulators, task trainers, and supplies.
- Is responsible for daily cleaning and maintenance of lab equipment and environment.
- Assist with N95 Fit testing under direction of SCLC management and staff once fully trained in the process.
- Other duties as assigned.

Work Environment and Physical Demands:

- Involves frequent bending, moving, lifting, and carrying of equipment and materials weighing up to 50 pounds; requires standing and walking over a large area for up to eight hours a day.

Supervision:

- The Simulation Lab Student Assistant/Volunteer reports to the SCLC Simulation Lab Manager.

Required Qualifications:

- Bachelor's degree seeking CONHS student.
- References from two CONHS faculty or staff members.
- In good academic standing.

7.4 Simulation & Clinical Learning Center Lab Coordinator

The Simulation Lab Coordinator assists with the implementation of all Simulation & Clinical Learning Center (SCLC) services required to support the CONHS curriculum. Coordinators participate in the acquisition, maintenance, and safe use of equipment, materials, and technology essential for experiential learning. The Simulation Lab Coordinator is an integral member of CONHS and provides support for the facilitation of skills labs and simulation-based learning experiences based on current simulation standards of best practice.

The Simulation & Clinical Learning Center Lab Coordinator shall:

- Develop own personal knowledge of simulation methodologies, technologies, and standards of best practices under guidance of SCLC Lab Manager and Supervisor.
- Implement SCLC processes to create an environment that supports CONHS faculty and SCLC staff in conducting skills labs and simulation-based experiences.
- Be responsible for the set up/break down of all skills labs and simulated environments to include audiovisual systems, information technology, and manikin operation/programming.
- Assist CONHS faculty with lab sessions, simulation activities, and skill remediation by educating, observing, evaluating, and debriefing participant performance.
- Participate in the filming and development of skills learning modules to support student success.
- Facilitate Open Lab sessions to support students in meeting learning objectives.
- Schedule the various skills and simulation labs in the SCLC using university scheduling software, as assigned by the Simulation Lab Supervisor.
- Assist with inventory, stocking, use, and ordering of SCLC supplies and equipment.
- Assist with the management and maintenance of SCLC inventory, equipment, and technology.
- Conduct American Heart Association BLS CPR courses and associated record-keeping under the supervision of the Training Site Coordinator and Simulation Lab Supervisor.
- Conduct N95 mask fitting and distribution for all students and faculty under direction of Simulation Lab Supervisor.

- Assist with tours of the simulation center to potential students/families, educators, donors, and the community.
- Assist with data collection representing SCLC operations.
- Other duties as assigned.

Work Environment and Physical Demands

- Involves frequent bending, moving, lifting, and carrying of equipment and materials weighing up to 50 pounds; requires standing and walking over a large area for up to eight hours a day.

Supervision:

- The Simulation Lab Coordinator reports to the SCLC Simulation Lab Supervisor.

Education and Certification:

- An earned Bachelor of Science in Nursing degree from a regionally accredited university is preferred.
- Current, unrestricted license as RN in the State of Texas is required.
- Certified Healthcare Simulation Educator (CHSE) or Certified Healthcare Simulation Operations Specialist (CHSOS) preferred, or commitment to work towards certification when eligible.
- American Heart Association BLS Instructor certification required.

    Experience and Attributes:

- Minimum two years' experience in clinical nursing practice in an acute care setting.
- Experience in healthcare simulation preferred, but not required.
- Ability to communicate effectively with a diverse group of students, faculty, staff, administration, and community members.
- Articulate and detail oriented.

7.5 Simulation & Clinical Learning Center Lab Manager

The Simulation & Clinical Learning Center Lab Manager is responsible for the implementation of all operational aspects of the Simulation & Clinical Learning Center (SCLC) required to support the CONHS curriculum. The Manager provides direct supervision of SCLC staff to assure accountability and stewardship of SCLC resources including acquisition, maintenance, and safe use of equipment, materials, and technology essential for experiential learning. The SCLC Manager is an integral member of CONHS and provides guidance for the facilitation of skills labs and simulation-based learning experiences based on current simulation standards of best practice.

The Simulation & Clinical Learning Center Lab Manager shall:

- Maintain current knowledge of simulation methodologies, technologies, and standards of best practices and shares this information with CONHS faculty and SCLC staff.
- Develop and implement SCLC processes to create an environment that supports CONHS faculty and SCLC staff in conducting skills labs and simulation-based experiences.
- Continually evaluate and refine SCLC processes to assure smooth daily operations.
- Participate in scenario design and development in collaboration with CONHS faculty.
- Participate in lab sessions, simulation activities, and skill remediation by educating, observing, evaluating, and debriefing participant performance.
- Oversee the filming and development of skills learning modules to support student success.
- Oversee the scheduling and facilitation of Open Lab sessions to support students in meeting learning objectives.
- Supervise, develop, and evaluate the Simulation Lab Supervisor.
- Partner with the University Honor's Program Coordinator to provide applied learning experiences for nursing and pre-nursing honor students.
- Oversee the scheduling of various skills and simulation labs in the SCLC to ensure equitable use among all courses.
- Oversee technology and purchasing of supplies, equipment, and capital purchases used in the simulation program in collaboration with the CONHS Business Manager and administration.
- Manage warranties and preventative maintenance of SCLC inventory, equipment, and technology.
- Serve as the American Heart Association Training Site Coordinator and oversee the CONHS BLS CPR training program and associated record keeping.
- Oversee N95 mask fitting and distribution for all students and faculty as needed.
- Provide tours of the simulation center to potential students/families, educators, donors, and the community.
- Collect data representing SCLC operations.
- Partner with administrative personnel in reporting of program activities, standards, accreditation requirements, external meetings, educational concerns, and student/staff successes.
- Assist in the advancement and use of best practice simulation design and research.
- Other duties as assigned.

Work Environment and Physical Demands:

- Involves frequent bending, moving, lifting, and carrying of equipment and materials weighing up to 50 pounds; requires standing and walking over a large area for up to eight hours a day.

Supervision:

- The Simulation Lab Manager reports to the Dean of CONHS.

Education and Certification:

- An earned master's degree in nursing from a regionally accredited university is required.
- Current, unrestricted license as RN or APRN in the State of Texas is required.
- Certified Healthcare Simulation Educator (CHSE) preferred or commitment to obtain certification within two years of employment.
- American Heart Association BLS Instructor certification required.

Experience and Attributes:

- Minimum two years' experience in healthcare simulation as an educator or simulation technician.
- Minimum two years' experience in clinical nursing practice in an acute care setting.
- Familiar with the use and basic maintenance of human patient simulators, task trainers, and medical equipment.
- Ability to communicate effectively with a diverse group of students, faculty, staff, administration, and community members.
- Ability to think critically, identify challenges, and take action to resolve issues in a fast-paced environment.

7.6 Simulation & Clinical Learning Center Lab Supervisor

The Simulation Lab Supervisor leads other lab staff in the implementation of all Simulation & Clinical Learning Center (SCLC) services required to support the CONHS curriculum. The Supervisor guides the acquisition, maintenance, and safe use of equipment, materials, and technology essential for experiential learning. The Simulation Lab Supervisor is an integral member of CONHS and leads the facilitation of skills labs and simulation-based learning experiences based on current simulation standards of best practice.

The Simulation & Clinical Learning Center Lab Supervisor shall:

- Maintain current knowledge of simulation methodologies, technologies, and standards of best practices.
- Supervise, develop, and evaluate Simulation Lab Coordinators, Student Assistants, and Volunteer Student Assistants.

- Lead Simulation Lab Coordinators and Student Lab Assistants in the implementation of SCLC processes to create an environment that supports CONHS faculty and SCLC staff in conducting skills labs and simulation-based experiences.
- Guide Simulation Lab Coordinators and Student Lab Assistants in the set up/break down of all skills labs and simulated environments to include audiovisual systems, information technology, and manikin operation/programming.
- Assist CONHS faculty with lab sessions, simulation activities, and skill remediation by educating, observing, evaluating, and debriefing participant performance.
- Lead SCLC Staff in the filming and development of skills learning modules to support student success.
- Schedule and facilitate Open Lab sessions to support students in meeting learning objectives.
- Schedule the various skills and simulation labs in the SCLC using university scheduling software, ensuring equitable use among all courses in collaboration with the Simulation Lab Manager.
- Direct and assist SCLC Staff with inventory, stocking, use, and ordering of SCLC supplies and equipment.
- Direct and assist SCLC Staff with the management and maintenance of SCLC inventory, equipment, and technology.
- Conduct American Heart Association BLS CPR courses and associated record keeping under the supervision of the AHA Training Site Coordinator.
- Supervise N95 mask fitting process and mask distribution for all students and faculty.
- Provide tours of the simulation center to potential students/families, educators, donors, and the community.
- Assist with data collection representing SCLC operations.
- Partner with the Simulation Lab Manager and other administrative personnel in reporting of program activities, standards, accreditation requirements, external meetings, educational concerns, and student/staff successes.
- Other duties as assigned.

Work Environment and Physical Demands:

- Involves frequent bending, moving, lifting, and carrying of equipment and materials weighing up to 50 pounds; requires standing and walking over a large area for up to eight hours a day.

Supervision:

- The Simulation Lab Coordinator reports to the SCLC Simulation Lab Manager.

Education and Certification:

- An earned Bachelor of Science in Nursing degree from a regionally accredited university is required.
- Current, unrestricted license as RN in the State of Texas is required.
- Certified Healthcare Simulation Educator (CHSE) or Certified Healthcare Simulation Operations Specialist (CHSOS) preferred or commitment to obtain certification within two years of employment.
- American Heart Association BLS Instructor certification required.

Experience and Attributes:

- Minimum one years' experience in healthcare simulation as an educator or simulation technician.
- Minimum two years' experience in clinical nursing practice in an acute care setting.
- Familiar with the use and maintenance of human patient simulators, task trainers, and medical equipment.
- Ability to communicate effectively with a diverse group of students, faculty, staff, administration, and community members.
- Articulate and detail oriented.

8. Support Staff Positions

8.1 Academic Administrative Assistant

This position is responsible for supporting the Department Chair within CONHS. Each Academic Administrative Assistant is assigned to support the operations within their department.

The Academic Administrative Assistant shall:

- Assist the CONHS assigned department chair in handling office affairs by facilitating the efficient use of time and other personnel resources.
- Prepare correspondence, letters, memoranda, and reports.
- Maintain records and files.
- Prepare routine reports.
- Prepare travel forms, reservations, and registrations.
- Handle Adjunct Faculty Functions in the department (A#, Book Ordering, Credentialing, Grad Status, Onboarding, Phone Lists, or any other duties assigned by department Chair)
- Answer phones/greet and direct guests for Faculty/Chairs.
- Organize catering - Faculty and Academic Program Needs within the department.
- Assist with clinical scheduling if applicable (e.g. – eLine, FNP)
- Work with the Department Chair in building the course schedule:.
  - Add Instructors once Chairs complete workload.
  - Complete course information in Banner (courses; daytime place; faculty; student number and assign students to banner shell for clinicals).

- ▪ Reschedule and select room for courses that did not match to a location in ASTRA. Add/Verify Enrollment Caps using previous schedules.
  - ▪ Course Scheduling Roll Over Banner Courses - Close Labs/ Remove Instructors.
- Support department meetings (minute taking and distribution).
- Assist with full-time faculty onboarding/orientation (Checklist, Business card, Book ordering, Grad faculty status, Onboarding/ Orientation, Travel, Faculty Credentialing (HR)/Compliance, and other duties assigned by the Department Chair.
- Submit maintenance work order request for departmental faculty.
- Order office supply according to CONHS guidelines.
- Support annual faculty evaluation preparation (in Digital platform (e.g. Interfolio).
- Collect course syllabi each semester when prompted.
- Provide administrative support for WEAVE academic reporting.
- Other duties as assigned.

Supervision:

- The Academic Administrative Assistant reports to the respective Department Chair.

Education:

- High school diploma with an associate or bachelor's degree preferred.

Experience:

- The Academic Administrative Assistant should have some experience in secretarial, computer and clerical work. Administrative support experience preferred.

8.2 Business Manager

The Business Manager coordinates unit business and financial affairs, develops budget, and ensures compliance with applicable policies and procedures. The Manager administers and evaluates unit financial procedures and provides professional support in the development and recommendation of strategic financial planning for a unit. The Manager will liaise with Human Resources on personnel issues.

The Business Manager shall:

- Coordinate and oversee purchasing, accounting, accounts payable/receivable, budget, payroll, travel, and other related activities.
- Serve as the primary contact for unit leadership on matters associated with finances, budgeting, and human resources.
- Handle and approve all Workday requirements for new hires and actively coordinate with human resources.
- Manage all financial accounts and accounting functions for CONHS.
- Compile data for completing Notice of Appointment Letters for new Faculty.

- Participate in complex budget and accounting projects.
- Provide appropriate training and guidance to unit staff.
- Prepare financial reports.
- Prepare, monitor, and analyze budgets.
- Approve and sign purchase orders, work orders and other required documents as delegated by supervisor.
- Reconcile periodic financial reports.
- Review, research, reconcile and report on status of accounts/budgets within FAMIS/Canopy for the College. Prepare budget and budget control. Prepare reports for fiscal requests. Transfer funds between accounting pool and support accounts.
- Act as an approver for financial requests processed in AggieBuy, Concur and FAMIS. Serves as a college approver for travel requests, expense reports, and payment card reallocations in Concur.
- Investigate and solve purchasing, accounting, accounts payable and payroll errors. Maintain confidentiality.
- Perform other duties as assigned.

Supervision:

- The Business Manager reports to the Dean.

Education:

- Earned bachelor's degree in Business, Finance or Accounting degree.

Experience:

- Five years of related experience in business, accounting or personnel operations including some supervisory experience.
- Ability to multitask and work cooperatively with others. Verbal and written communication skills.
- Intermediate skills in Microsoft Office Suite (Word, Excel, PowerPoint, and Outlook).
- Knowledge and ability to process or review payroll, purchasing, and travel documents.
- Ability to compile and accurately interpret data to prepare various reports for management use.

8.3 Data Entry Specialist

The Data Entry Specialist is responsible for collecting, entering, and retrieving data used to support the academic programs of CONHS.

The Data Entry Specialist shall:

- Compile and provide data from databases for nursing programs and CONHS Special Projects. These databases include information stored in TAMU-CC Banner and

specialized information systems such as Complio, Typhon Clinical Tracking, MyClinicalExchange (MCE), and Castle Branch Systems.

- ▪ Manage student data within CastleBranch, Complio, and MCE.
  - o Immunization.
  - o Background check: send list of admitted BSN students to the Texas Board of Nursing to initiate background check process.
  - o Urine drug screen results: retrieve results and route positive results to appropriate administrator for review.
  - o RN license verification via Nursys.
  - o CPR certificate documentation.
- ▪ Manage faculty data within CastleBranch, Complio, and MCE.
  - o RN license verification via Nursys.
  - o Immunization.
  - o CPR certificate documentation.
- ▪ Manage Clinical Student Tracking System (Typhon) for MSN FNP, Post-Master's FNP, and DNP programs.
  - o Enter clinical site and preceptor data.
  - o Train students and faculty on Typhon navigation.
- Answer student, faculty, and administrator technical questions regarding the specialized information systems, and elevate questions to appropriate help desk when necessary.
- Prepare and process FNP affidavits of graduation and licensing paperwork.
- Retrieve data to support SSO reporting requirements.
- Assist with the design and maintenance of databases to track information flow related to student admission, progression, and graduation.
- Design and maintain spreadsheets to support information management associated with special projects, track student compliance with admission requirements, and monitor clinical faculty/preceptor assignments.
- Assist Student Success Coordinator with development of procedures, forms, and database documentation including reports that support CONHS departments and special projects.
- Prioritize information, making sound and timely decisions.
- Work cooperatively with others in his/her assigned division and work to enhance teamwork across divisions/administrative units.
- Perform other duties as assigned.

Supervision:

- The Data Entry Specialist reports to the Student Success Coordinator.

Education:

- Bachelor's degree or equivalent combination of education and experience.

Experience:

- Knowledge of word processing, spreadsheet, and database applications.
- Ability to multitask and work cooperatively with others. Strong verbal and written communication skills.

8.4 Dean's Office Administrative Assistant

This position is responsible for supporting the Dean's Office within CONHS. The Dean's Office Administrative Assistant is assigned to support the general operations of the College.

The Dean's Office Administrative Assistant shall:

- Assist the personnel in the Dean's Office in handling office affairs by facilitating the efficient use of time and other personnel resources.
- Prepare correspondence, letters, memoranda, and reports.
- Maintain and archive records and files.
- Prepare routine reports and internal support materials.
- Prepare travel forms, reservations, and registrations for personnel in the Dean's Office.
- Answer phones/greet and direct guests for Dean's Office and the College.
- Place catering orders for Dean's Office needs.
- Assist with Onboarding and New Hire processes for faculty and staff.
- Assist in the logistical coordination of accreditation site visits.
- Oversee clinical contract management and compliance (Blue Ridge) Catalog Database.
- Maintain clinical contract tracking (Excel Spreadsheet) and renewal.
- Schedule Conference Rooms in the College.
- Assist in CONHS Event Planning (Certificates, Awards, Schedules, Invitations, Marketing).
- Maintain copier and order office supplies.
- Handle faculty evaluation and promotion and tenure documentation in the electronic faculty review system.
- Provide administrative support to Faculty Governance committees (FOW, Curriculum Committee, Faculty Affairs Committee, Leadership Council, and Sigma) as needed, including updates to faculty handbook.
- Update master college phone directory.
- Place and follow up on maintenance work order requests.
- Manage CONHS marketing efforts such as preparation of CONHS newsletter, social media accounts, and liaise with Office of Marketing and Communication.
- Implement approved website edits.
- Update and maintain CONHS Approved Listserv.
- Assist with ongoing CONHS IT inventory and annual CONHS inventory tracking.
- Other Duties as Assigned.

Supervision:

- The Dean's Office Administrative Assistant reports to the Executive Strategic Planning Specialist.

Education:

- High school diploma with an associate or bachelor's degree preferred.

Experience:

- The Dean's Office Administrative Assistant must have significant experience in clerical duties, computer technology, marketing and social media, organization, time management and scheduling.

8.5 Executive Strategic Planning Specialist

This position is responsible for assisting the Dean with the day-to-day activities of the College and in the implementation of the strategic tasks and initiatives in the college. Under the Dean's direction, this position will assist with building strong relationships with leaders across the college in order to influence positive outcomes and maintain momentum on strategic initiatives and projects.

The Executive Strategic Planning Specialist shall:

- Track and oversight of strategic projects.
- Assist with Office operations, oversee and coordinate college office administrative staff activities.
- Assist Dean's office with making decision processes more efficient and following up on implementation.
- Manage the Dean's calendar, prepare agendas, transcribe minutes, coordinate travel arrangements, and process travel documents.
- Handle various complex, sensitive, and highly confidential issues with faculty, staff, and students.
- Maintain public relations with administrators, faculty, staff, students, donors, and community members.
- Maintain and organize personnel and office files.
- Organize, update, and maintain records for the faculty promotion and tenure and other personnel review processes.
- Manage the process for hiring faculty and staff.
- Manage and maintain schedules and travel arrangements for Dean and prepares itineraries.
- Coordinate meetings, seminars, and other special events.
- Reconcile the Dean's procurement card report monthly. Process invoices, maintain summaries of accounts, and reconcile accounts.

- Perform special analyses and project summaries.
- Maintain a variety of fiscal, administrative, and academic records.
- Receive, verify, prepare, process, and review forms, reports, tables, and other documents.
- Develop and disseminate notice of appointment letters for new hires and reappointments for faculty and adjuncts for the college each semester upon Provost approval.
- Coordinate the maintenance of files, records, office supplies, or equipment.
- Make recommendations for process improvements, administrative changes, or new initiatives.
- Attend meetings and takes notes.
- Perform other duties as assigned.

Supervision:

- The Executive Strategic Planning Specialist reports to the Dean.

Education:

- Earned bachelor's degree in a relevant field. An associate degree combined with appropriate experience can substitute for bachelor's degree.

Experience:

- Six (6) years of related experience.
- Additional education may be considered as a substitution for the minimum experience requirements:
- Associate degree and four (4) years of related experience.
- Bachelor's degree and two (2) years of related experience.
- Intermediate skills in Microsoft Office Suite (Word, Excel, PowerPoint, and Outlook).
- Demonstrated ability to lead, coordinate, and implement executive management routines and scheduling.
- Ability to work in a fast-paced environment and manage multiple priorities.
- Administrative and analytical skills.
- Demonstrated ability to prepare and analyze reports.
- Financial management, presentation preparation, arranging meetings, heavy calendar management, and travel scheduling.
- Professional approach in all dealings.
- Ability to organize, implement, and maintain department files (hard copy and electronic documents).
- Excellent organizational, interpersonal, communication skills (verbal and written), and able to interact with all levels within the organization.

8.6 School Nurse

The school nurse shall:

- Practice within the defined limits of the Texas Nursing Practice Act and the American Nurses Association standards of nursing practice.
- Comply with the Texas Department of Health Regulations and District Policy.
- Perform screening procedures as required by Texas Department of Health, Texas Education Agency and District policy and make appropriate referrals as indicated.
- Serve as a Health Advocate for the child.
- Provide temporary and emergency care for sick and injured students or staff.
- Notify parents of accident or illness and secures medical care for students in emergency cases if parents or emergency contact cannot be reached.
- Provide emergency care according to policy and procedures.
- Serve as health liaison among school, physician, parents, and community.
- Assess student problems and makes appropriate referrals, working with students, teachers, parents, family physicians and other community health providers as needed.
- Make home visits concerning health-related problems as necessary.
- Coordinate a system of administration and management of medications given at school.
- Administer medications according to policy and procedures.
- Review and evaluate immunization records and records in database.
- Maintain complete and accurate health records on each student and inputs data into the database.
- Maintain accurate and complete clinic records and inputs data into the database.
- Serve as a mentor and supervisor for undergraduate students in the Health and Wellness Center and the School Nurse Clinic.
- Report potential health/safety hazards in school to the Director of Nursing for CCISD.
- Promote wellness and provide information to facilitate healthy lifestyles among school students.
- Provide health counseling and teaching on an individual basis.
- Maintain current communications with CONHS regarding health problems and related matters.
- Perform vital signs and health histories on the clients in the Health and Wellness Center.
- Maintain certification in CPR, Vision and Hearing Screening.
- Participate in staff meetings and professional growth activities.
- Complete mandated Continuing Nursing Education (CNE) requirements to maintain R.N. license.
- Remain informed of the latest trends in health and education by attending meetings that contribute to professional growth.
- Perform other duties as assigned.

Supervision:

- The School Nurse reports to the SCLC Manager or designee and the Director of Nursing for the Corpus Christi Independent School District.

Education:

- An earned Associate or Bachelor of Nursing Degree is required; a Master of Science in Nursing is preferred.

Experience:

- The School Nurse must hold an unrestricted license as RN/APRN in the State of Texas.
- Additional required certifications include CPR (updated yearly), audiometric and vision screening.

8.7 Senior Research and Outreach Development Officer

The Senior Research and Outreach Development Officer, under direction, provides professional development for faculty in grant application preparation, developing new grant programs, coordinating & analyzing effectiveness of training activities, managing grant programs, and maintaining the University's centers and institutes database.

The Senior Research and Outreach Development Officer shall:

- Work independently and in collaboration with the Office of Research, Commercialization and Outreach
- Keep CONHS faculty informed and disseminate information regarding competitive proposal writing, federal, state, and private funding opportunities/research funding initiatives, and College/University grant and proposal policies.
- Collaborate with the Office of Research, Commercialization and Outreach on applications for internal research/training funding opportunities for CONHS faculty and students.
- Collaborate with TAMU System Office of Sponsored Research Services in research/training application development and submission.
- Connect individual faculty and multidisciplinary teams to federal, state, and private funding opportunities and research resources.
- Support developing and writing competitive research/training proposals to federal, state, and private funding sponsors.
- Facilitate CONHS community partnerships to enhance access to non-traditional clinical education through people/places and increase awareness of the impact CONHS has on the health of the community through such partnerships.
- Establish partnerships for CONHS to impact social determinants of health through sub awardee/subcontractor grant opportunities with community non-profit agencies.

- Raise awareness of CONHS in the community through collaborative relationship building.

Qualifications:

- Bachelor's degree in closely related field.
- Four (4) years of experience developing or writing proposals to or for federal, state or private agencies.
- Intermediate skills in Microsoft Office Suite (Word, Excel, PowerPoint, and Outlook).
- Ability to multitask and work cooperatively with others.
- Oral and written communication skills.
- Organizational skills. Ability to independently make decisions.

Preferred Qualifications:

- Master's Degree.
- Experience in a University setting.

8.8 Student Success Administrative Assistant
This position is responsible for supporting the Student Success Office within CONHS.

The Student Success Administrative Assistant shall:

- Prepare new student files and maintain student Laserfiche files.
- Answer and route telephone calls.
- Prepare documents for Student Success Office.
- Maintain list of Student Success Office supply needs.
- Prepare correspondence.
- Maintain Student Success Office calendar.
- Work within MyClinicalExchange to assign students to clinical site slots.
- Assist with the coordination of/Provides support during Student Success Office events.
- Maintain coordination checklists and timelines for Student Success Office events.
- Support CONHS events.
- Support University commencement.
- Maintain record of program admission deposit/spot payments.
- Route former students' form completion requests to appropriate party and ensure timely response to former students.
- Submit Student Success Office maintenance work order requests.
- Assist with preparation and distribution of admission letters/information to newly admitted students.

- Monitor BSN graduates' NCLEX status via Board of Nursing website.
- Process BSN NursingCAS applications, ensuring applicants will meet minimum program qualifications before starting BSN program.
- Perform other duties as assigned.

Supervision:
- The Student Success Administrative Assistant reports to the Student Success Coordinator.

Education:
- Earned a high school diploma/GED. Additional specialized/technical training or some college coursework in Business, Computers or related area is preferred.

Experience:
- The Student Success Administrative Assistant should have a minimum of three years related experience for this position.

8.9 Student Success Coordinator

The Student Success Coordinator will administer or oversee all functions of the student experience at CONHS, including academic/career advising, recruitment, orientation, admission, progression, academic support services, academic/career planning, graduation, nursing/health science student organization student centered events and college scholarships.

The Student Success Coordinator shall:

- Advise students and faculty concerning academic policies, degree requirements, and procedures through oral and written communications. Interact with faculty in interpreting and applying academic policy. Use discretion and independent judgment in grading exceptions to selected policies, and when appropriate recommend modifications to academic policies and procedures to the College's leadership.
- Instruct and counsel students, faculty, and staff on registration and enrollment policies, academic difficulties, and accommodations for disabilities. Maintain contact with students on leave.
- Facilitate discussion, initiatives and College activities that enhance student life, development and build community. Coordinate and initiate programs that enhance student academic and professional development, increase retention, and respond to student needs.
- Monitor and advise the activities of student organizations, including supervising and administration of their budgets, fundraising activities, and planning for special programs. Ensure compliance with university regulations and ensure continuity from year to year. Coordinate student assignments on committees.

- Develop and implement strategies and plans in case of student emergencies. Ensure plans are consistent and compliant with other University initiatives.
- Oversee the ongoing evolution, implementation and maintenance of integrated computerized student record systems and technological resource in all functional areas.
- Plan and execute student orientation, white coat ceremony, recognition ceremony and other College events.
- Plan, coordinate and implement career-related services to students, alumni and employers in collaboration with other campus units.
- Provide needed information and data used in the preparation of annual reports, accreditation reports and other related surveys.
- Handle Student Case Management and Student Complaints/Issues.
- Update Student Handbook.
- Supervise Student Assistants.
- Support Academic Advisors - Review processes/ expectations/ positive signage.
- Coordinate and Oversee Events such as: Waves of Welcome, White Coat Ceremony, Island Days, Meet & Greet and Student Recruitment Events.
- Other duties as assigned.

Supervision:

- The Student Success Coordinator reports to the Dean.

Education:

- An earned masters or terminal degree from a regionally accredited university is required.

Experience:

- The Student Success Coordinator should have exemplary interpersonal skills for working within the College, across the University, and with the public.
- Excellent and relevant computer skills: database design and management, statistical reports, word processing, spread sheets and web applications.
- Ability to identify uses of new technologies to enhance process efficiencies.
- Knowledge of University policies and procedures relevant to student services; knowledge of computer software including Banner, Argos and Excel.
- Demonstrated leadership and management experience and ability, including coaching skills and managing performance.

Section IV. Academic Program Procedures

1. Faculty Academic Workload

Academic workload is the numerical representation of time and effort faculty members are expected to allocate across work responsibilities for an academic period. Workload is derived from each faculty member's work assignment for a specific time period- normally an academic semester, which is consistent with University Rule 12.03.99C1 Faculty Workload and University Rule 12.03.99.C1.01 Assignment of Faculty Workload Credit. University Rule 12.03.99.C1 Faculty Workload delineates the work activities across which time and effort should be allocated by each faculty member; University Rule 12.03.00.C1.01 Assignment of Faculty Workload Credit delineates the credit hours that can be allocated to the specific work activities.

2. Regular Faculty Workload

Department Chairs are responsible for faculty work assignments (Clinical faculty is 15 credit hours of workload; Tenure/Tenure-Track faculty is 12 credit hours of workload). The procedure requires the Department Chairs to:

- Assess the work requirements for a semester.
- Assess the available faculty resources.
- Assess the educational preparation and experience required for teaching specific courses and complete the credentialing process for each faculty member.
- Assign faculty to specific courses, administrative responsibilities, and scholarship activities for a total of 100% effort.

Faculty members are responsible for providing Department Chairs appropriate information about their professional experience and education as well as ongoing scholarly projects.

Faculty shall discuss work assignment preferences with Department Chairs before each academic term.

Department Chairs will notify faculty of their work assignments in a timely manner so faculty can prepare courses and acquire the resources needed to support their scholarship activities. Faculty members will notify Department Chairs of plans that will affect their availability to meet work commitments in a timely manner.

The Associate Dean of CONHS will reconcile work assignments with the Texas Higher Education Coordinating Board Semester Workload Report.

3. Assignment of Faculty Workload Credit

This procedure provides specific guidelines for the assignment of workload credit for direct instruction, administrative assignments, and non-administrative academic assignments. Generally, workload credits will be assigned to direct teaching activities as described in University Rule 12.03.99.C1.01 Assignment of Faculty Workload Credit. This includes lecture, laboratories, clinicals, DNP projects, internships, and team teaching.

Faculty members assigned to administrative positions such as associate/assistant Dean, department chair, undergraduate or graduate program coordinator, and clinical coordinator may receive up to 9 workload credits per full semester for performing those duties. The amount of workload credit assigned depends upon the complexity of the department or program, the assigned duties of the position, and the number of faculty members or students supervised.

Currently, the allowed workload credit given in CONHS is depicted in the below table:

Position/Task	Maximum Workload credit per semester
Associate Dean	9
Department Chair	6
Program Coordinator – BSN	9
Graduate Coordinator – (MSN & DNP)	6
Program Coordinator – FNP	3
Program Coordinator – MLS	3
Program Coordinator – HCAD	3
Clinical Coordination – BSN	9
Clinical Coordination – FNP	3
SCLC Manager	9

Various activities directly related to instruction may receive additional academic workload credit such as teaching large lecture classes or coordinating large sections. Course managers may receive 3 workload credit for coordination of instruction, graders, and multiple laboratories or discussion sections. Faculty involved in developing new degree programs or conducting major curriculum revisions of new or existing courses may receive additional workload credits depending on the complexity and amount of work involved. Ongoing revisions of course materials are not considered. Faculty new to the university may receive workload credit as stipulated in their notice of appointment.

4. Workload in online courses

In keeping with national standards, CONHS has established parameters for course structure, class size, faculty support, student support, and course evaluation. Enrollment in online didactic courses is capped at a maximum of 30 students per section on the 12th class day. Teaching support, additional course credit or the creation of additional sections will be considered for courses that have over 30 students with approval of the Department Chair and Dean of the College.

A faculty member who teaches an online course with more than 30 students per section will receive an additional 1 workload credit for that semester.

5. Workload for large face-to-face classes

A faculty member who teaches a large face-to-face course (greater than 80 students on the 12th class day) will receive an additional 1 workload credit for that semester. Faculty teaching classes greater than 130 on the 12th day will receive 2 workload credits. If faculty are co-teaching a large class, no additional workload credit will be given unless the ratio of faculty to students is greater than 1:80.

6. Workload for low enrollment

The College will make every effort to ensure that class offerings meet the academic progression needs of students and will ensure effective stewardship of academic and economic resources of the university. As a general rule, low enrolled classes should be avoided. Program coordinators and department chairs should plan class schedules for efficient use of resources. When it becomes necessary to offer a small class, it must be justified and approved by the Dean.

Low enrollment is defined as:

- an undergraduate class with fewer than 10 registrants; or
- a graduate class with fewer than five registrants.

Organized classes subject to these standards include all classes whose primary type of instruction is lecture, laboratory, or seminar. Classes categorized as independent study, thesis, practicum, clinical, internship, student teaching, and dissertation courses are exempt from small class standards.

7. Faculty Teaching Overload Pay

For tenured and tenure-track faculty, 12 workload credits per semester is defined as a full-time workload. For non-tenure track faculty, 15 workload credits per semester is defined as a full-time workload. Because fractional workload assignments may not total exactly 12 or 15 workload credits, totals greater than 11.5 are rounded to 12 and greater than 14.5 are rounded to 15; both are considered to be full-time. A faculty member is considered to be in an overload situation in a fall or spring semester when total academic workload credits is 13 or higher for tenure/tenure-track faculty and 16 or higher for fixed-term faculty. Overload is paid at the adjunct rate, and only if the overload results from teaching assignments. Faculty members may receive an equivalent stipend at the appropriate proportion of the university overload once a year in the Spring semester.

In addition, the option to take overload pay may be unavailable to some faculty due to some external granting agencies prohibiting working over 100% for the year in which the faculty member is being evaluated.

8. Workload Reassignment Procedure

As the university becomes a more research-intensive institution, workload time for tenured and tenure-track faculty to engage in scholarly activities with an emphasis on activities supporting knowledge generation will be supported. Reassignment for scholarly activities provides opportunities for faculty to support scholarly activities including grant writing, research, and publications at TAMU-CC. CONHS Department Chairs will work with faculty to support these endeavors while also supporting the teaching responsibility of CONHS.

Faculty effort on externally funded projects must be discussed between the faculty member and the Department Chair/Supervisor as early as possible in the process of seeking funding. Any faculty effort on funded projects must be approved in writing by the Chair/Supervisor and Dean prior to proposal submission (12.03.99.C1.01, Assignment of Faculty Workload Credit, section 1.3) and Appendix C. Research Enhancement Grants.

Faculty effort on externally funded projects may result in salary and fringe being paid by an external agency. This is handled differently in the long semesters and the summer.

- During the long semesters, external funding can pay for the time that faculty would otherwise spend teaching or performing other aspects of their workload that are paid normally through state or designated tuition funding. This "saves" state or designated tuition funds; hence, the term "salary savings."
  Salary savings may be used in two ways:
  - Use of salary savings to decrease workload during long semesters:
    If there is sufficient external funding, the faculty member and Department Chair/Supervisor, with final approval from the Dean, may reduce the faculty member's workload. In this case, the college will use those salary savings to cover the reassigned courses/workload, so funds are not available for summer compensation.

  - Use of salary savings to provide summer compensation:
    If approved by the Dean, instead of reducing the long semester workload, faculty members can receive the "banked" salary savings as summer pay. (See limits below under "Budgeting/Funding").
- Faculty effort during summer months is not paid by state or designated tuition funds, so there are no "salary savings" generated by external funding. Faculty can be paid directly by external funding for work done in the summer. Summer funding must include "fringe." (See limits below under "Budgeting/Funding").

Approval Criteria:

- The department chair and college Dean must ensure that course and program offerings are not negatively impacted by the faculty member's reassignment from teaching/other.

- Effort allocation cannot be above the percent effort for scholarship/creative activity according to the faculty member's position.

Workload Issues:

- Hours/workload may not be "banked" for a subsequent fiscal year.
- The primary factor determining effort should be based on the scope of work required to complete the project. Faculty effort on externally funded projects should be consistent with the project scope of work, the role of the faculty member on the proposal, and the related expertise and time needed to complete the activities which are approved by the funding agency.
- The project narrative and budget should indicate faculty effort during the academic year's semesters and summer semesters.

Budgeting/Funding:

- Internally and externally funded projects may or may not cover "fringe," and these expenses must be accounted for.
- The amount of salary savings requested can only be equal to or less than the faculty's monthly Institutional Base Pay (IBP) pay rate. Faculty percent effort cannot exceed 100%, so faculty members on 12-month contracts cannot receive these funds.
- For faculty with a nine-month contract, total compensation earned during the summer typically should not exceed one-third of the current nine-month salary. Exceptions could include overload teaching assignments at an adjunct compensation rate or supplemental income not associated with the faculty member's primary responsibility in the department. Exceptions must be approved by the department chair and Dean of the college and cannot exceed 25% of the full summer salary.

Summer faculty example: A faculty member with a 9-month AY base salary of $60,000 that earns $20,000 (rounded) in summer salary (equal to 3/9th) may earn additional service payments during the 3-month summer of up to $5,000, for a maximum salary of $25,000.

$60,000/9 mo. $\times$ 3 = $20,000 (rounded) maximum summer salary (3/9th).

$20,000 $\times$ 0.25 = $5,000 maximum additional services payments

$20,000 + $5,000 = $25,000 maximum summer compensation

Relevant Procedures:

- 12.03.99.C1, Faculty Workload
- 12.03.99.C1.01, Assignment of Faculty Workload Credit
- 15.01.01.C0.02, Administration of Sponsored Agreements

9. Grade Appeals

Faculty should refer to the University procedure Student Grade Appeals 13.02.99.C0.03.

10. Course Management System

CONHS uses a wide array of digital technology to deliver its programs through distance education format. The primary distance education structure is the web-based Canvas Learning Management System which is managed at the university-level through the Digital Learning and Academic Innovations (DLAI). Every course taught in a semester has a corresponding course shell in Canvas. Some of the College courses are taught online only; others use a hybrid format. All faculty members are expected to continue to deliver their courses through the web-based course structures in the event of campus closure.

Each College web course has a prescribed structure. Faculty members are expected to use this structure when teaching online. The structure was designed through consultation with distance education experts and Canvas consultants to ensure students can navigate the course features easily and rapidly. The College may convene a task force to evaluate the current structure for delivery effectiveness and efficient use of the course management system as needed. This task force makes recommendations for improvement in design to the College faculty. The prescribed template will be revised based on the task force recommendations and in consultation with DLAI.

A Department Chair may gain access to department faculty courses in the Learning Management System (LMS) as described in Appendix D. Department Chair Access to Courses in the Learning Management System.

11. Academic Continuity Plan

In the event that university facilities become unavailable for any reason, CONHS must maintain the delivery of teaching/learning functions. These functions may be suspended temporarily but are time-dependent and should resume in some manner as soon as possible. In the event of a long-term campus closure, online and off-site delivery of instruction is possible. See University Procedures *12.01.99.C0.03, Responsibilities of Full-Time Faculty Members; 12.99.99.C0.02, Responsibilities of Part-Time Faculty Members; 34.07.01.C0.02, Academic Continuity Planning*, and Appendix E. Academic Continuity Plan.

12. Faculty Practice Plan

The purpose of this procedure is to delineate the options available to faculty who engage in professional practice as a component of their role responsibilities. The intention of the Faculty Practice Plan (Appendix F) is to support faculty efforts directed at maintaining clinical expertise required for advanced certification.

Section V. Faculty Procedures

1. Administrative Offices

Administrative offices in the college are open from 8:00 a.m. to 5:00 p.m., Monday through Friday, with an hour for lunch.

2. Faculty Attendance

The College adheres to University Procedure 12.01.99.C0.03 Responsibilities of Faculty Members which requires faculty members to participate in university commencement ceremonies. Pursuant to University Procedure 12.99.99.C0.02 Faculty Attendance at University Commencement, every academic year faculty members are expected to attend either the December or the May commencement ceremony. Faculty members teaching in the summer semester are expected to attend the August ceremony as well.

3. Faculty Office Hours

Faculty members are expected to establish structures within their courses that promote timely interactions with students. These structures should fit the course delivery format (traditional face-to-face, online, hybrid). Faculty availability to students should be delineated in the course syllabus.

Faculty are expected to be on campus or in clinical assignments "comparable to a regular work week," in order to be available to students and for committee meetings and other duties. Faculty submit a schedule of their office and teaching hours to their department's administrative assistant each semester so that meetings may be scheduled, and students informed when faculty will be on campus and/or in their offices. Faculty are expected to post a minimum of five scheduled office hours a week (or as determined by department chair), not to conflict with department meeting times, scheduled over two to three days when they will be in their offices and available to students. Adjunct faculty are expected to be available for students as needed.

3.1 Summer Semester Office Hours

Full-time faculty with summer teaching appointments are expected to schedule and observe a minimum of two office hours each week for each course (or as determined by department chair), during a summer term. Adjunct faculty are expected to be available for students as needed.

4. Faculty Absences

Unless on approved leave, faculty members are expected to work except:

- An official University holiday(s).
- An end-of-semester break, including summer break when not contracted to teach summer term.
- Winter or spring break.
- Death in the family (after appropriate Department Chair notification).
- Jury duty (after appropriate Department Chair notification).

Regular duty hours begin with the pre-semester week or summer registration days and end with the day that grades are due or graduation, whichever comes last.

5. Sickness

When a faculty member is unable to make appropriate arrangements for covering classes or other assigned activities due to illness, they must apply for sick leave in accordance with University Procedure 31.03.02.C0.01 Sick Leave. Faculty should also consult University Procedure 31.03.02.C0.01 Sick Leave to determine the amount of sick leave for which they need to apply.

Additionally, faculty members must submit to the Department Chair an explanation for any absences greater than three consecutive days. More information on leave is available on the University's HR website.

6. Vacation Leave

Faculty members on nine-month contracts do not earn leave. Faculty and staff on twelve-month contracts who do earn leave must submit a request for personal leave through the Single Sign On portal. Leave must be approved by the appropriate supervisor before it is used.

7. Work-Related Travel

All out-of-town travel will be discussed with the Department Chair and approved by the Dean. Faculty members must complete the official Request to Travel form for paid and unpaid travel through Concur on the Single Sign On portal. This process provides documentation that a faculty member will not be available due to travel. Faculty should use this process to request College or University funds to support travel. Academic administrative assistants are available to assist with completion of this documentation.

8. Faculty Employment Requirements

8.1 Process for hiring full time Faculty

The College adheres to the Texas A&M University System Policy 08.01 Civil Rights Protections and Compliance. The College Dean is responsible for requesting full-time positions for college faculty. When a position is available, the Hiring Manager, with the approval of the Dean will appoint a Search Committee and designate the Search Committee Chair. The Hiring Manage and the Search Committee Chair is responsible for ensuring the implementation of the TAMU-CC Faculty Hiring Online Process. Appendix G. CONHS Hiring Guidelines.

8.2 Faculty Credentialing Procedure

Faculty credentialing is a process that ensures that all instructors are qualified to teach course(s). SACSCOC sets the guidelines for faculty qualifications and TAMUC-CC is committed to ensuring that all teaching faculty have the highest standards of academic preparation and experience to teach in a higher education academic setting. All faculty must meet the qualifications established by TAMUC-CC and its accrediting bodies.

SACSCOC Comprehensive Standard 3.7.1 states:

Faculty teaching general education courses at the undergraduate level: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).

Faculty teaching associate degree courses designed for transfer to a baccalaureate degree.

Faculty teaching associate degree courses not designed for transfer to the baccalaureate degree.

Faculty teaching baccalaureate courses: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours in the teaching discipline).

Faculty teaching graduate and post-baccalaureate course work: earned doctorate/terminal degree in the teaching discipline or a related discipline.

Graduate teaching assistants: master's in the teaching discipline or 18 graduate semester hours in the teaching discipline, direct supervision by a faculty member experienced in the teaching discipline, regular in-service training, and planned and periodic evaluations.

All full-time and part-time faculty including tenured, tenure-track, non-tenure-track, adjunct positions, and graduate teaching assistants who teach credit course(s) as Instructor of Record and/or have direct instructional activity for credit courses that are or could be part of a degree program and/or for assisting final grades must have credentialing documents on file.

New faculty must be credentialed to each course they will teach.

Current faculty who will be teaching a course for the first time at TAMU-CC must be credentialed to the new course(s) prior to course assignment. Current faculty teaching outside of a previously credentialed discipline(s) must be credentialed to the new course(s) prior to course assignment.

Each credentialing document provides evidence that the faculty member in question is qualified to teach a particular course(s). The degree demonstrates expertise that aligns with the learning objectives of the course(s) to be taught.

What needs to be submitted

A Credentialing Packets includes a Certification of Credentials form, a Biographical Data Sheet, Official Transcripts of all degrees and/or coursework earned in relation to course(s) to be taught and a current Curriculum Vitae. All forms must be completed in

their entirety by the Department Chair or Associate Dean (as appropriate) and approved by the Dean of the College. Complete packets must be submitted for review and approval by the Associate Provost before classes can be assigned.

The following forms must be submitted as a packet of individual documents identified by the faculty members last name, first name and title of the document. Incomplete packets will result in delays for approval and assignment of courses. Each of the forms includes specific information that must be entered into Banner for courses to be assigned.

Certification of Credentials – details the degree and or coursework earned demonstrating expertise that aligns with the learning objectives of courses to be taught. Be sure to answer all questions as they apply to the faculty member. The "This is an Update" box should be checked if the faculty member will be teaching course(s) that they have not previously been credentialed to teach. A Biographical Data Sheet and Official Transcripts will be required if different from what is already on file. Courses Assigned must include the course name and number for all courses to be assigned and should be continued on an attached sheet if additional space is needed. The Justification Statement is required when a faculty member is not credentialed by their advanced degree and provides evidence that the prospective faculty member is qualified to teach the course(s).

Biographical Data Sheet – identifies specific information that should coincide with the information on the Certification of Credentials. Be sure to include the Budgeted FTE for current term, which can be easily missed.

Transcripts must be included as verification of credentials for the forms in the Credentialing Packet. Please do NOT use the college code when ordering transcripts as this will cause the transcript to go to the Registrar as if the faculty member has applied to admission as a student.

Official Transcripts - are only considered Official is be sent directly from the faculty members' institution either electronically or by mail to the College Department, Academic Affairs or preferably to the Faculty Affairs Coordinator. Transcripts provided by the faculty are NOT considered official. Official Transcripts Must be sent for all degrees and/or coursework earned as referenced on the Certification of Credentialing and/or Biographical Data Form. Whenever possible, please send me a receipt of the ordered transcript as well as any download notice and instructions. These items aid in verifying the transcript is official.

Official Transcripts must not be stamped, marked, or otherwise altered in any way and should be submitted with the original envelope or email transmittal, order receipt or access emails. The mailing envelope should be initialed and dated by the department and attached to the transcript.

Unofficial Transcripts - can be utilized and submitted temporarily provided a note is including indicating a reason why and how soon an official transcript can be expected. Email notifications and/or receipts for ordered transcripts should be provided as well. This is considered and IOU Official Transcript Exception. The official transcripts are required prior to midterm of the semester referenced on the Biographical Data Sheet, to avoid issues assigning courses for the following semester(s).

Foreign Transcripts – there can be issues obtaining Official Transcripts from a foreign institution; these issues will be handled on a case-by-cases basis. The faculty member must contact the Faculty Affairs Coordinator with any questions. All Foreign Transcripts not awarded from an institution in the United States, will require a detailed evaluation report by a university approved transcript evaluator as indicated below. The evaluation agency must send the evaluation report directly to the Faculty Affairs Coordinator, or the College/Department.

Curriculum Vitae – are required for all new faculty. The same CV can be utilized to meet the House bill 2504 requirements.

Memorandum Checklist – serves as a cover sheet for the Credentialing Packet. Identifies the College, person submitting the packet, the faculty members name and rank. It also identifies what items are included in the packet. The Notes section should be utilized for information not otherwise in the packet or to highlight vitally important information.

Faculty must have credentials approved by the Chair, Dean, and Associate Provost in a timely manner prior to classes being assigned and before the first day of classes.

Faculty teaching in the nursing programs must provide evidence of national professional certification as appropriate. They must maintain current, unencumbered registered nurses license with authority to practice in Texas. They also must provide evidence of current immunizations as required by clinical agencies and maintain Current CPR for Health Professionals certification as appropriate.

8.3 Faculty Designation of Graduate Faculty Status

Graduate faculty designation is required for faculty members who teach graduate courses or serve on graduate scholarship committees. Criteria for graduate status are delineated in University Rule 12.99.99.C0.03 Designation of Graduate Faculty in the University Handbook of Rules and Procedures. To acquire graduate faculty status, a tenured/tenure track faculty member must have a terminal degree. Department Graduate Faculty will review all nominations for graduate faculty status. Findings from the review are submitted to the Department Chairs and CONHS Dean. Only those faculty members identified as faculty of record for a course are required to hold graduate faculty status.

Faculty (non-tenured track) assigned to teach the clinical component of graduate courses in CONHS apply for a teaching appointment to graduate faculty. A curriculum vita (CV),

rationale for appointment and the application form for Graduate Faculty Status are signed by the Department Chair and the Dean.

In accordance with the University Rule, the CONHS Dean reviews the list of candidates and forwards an approved list to the TAMU-CC Graduate Council for its review. The Graduate Council reviews the CONHS request and evidence supporting the request for each applicant's appointment as graduate faculty. The Graduate Council submits its recommendations to the Dean of the College of Graduate Studies who grants or denies graduate faculty status.

Procedure:

- In consultation with the Dean, the Department Chair generates a list of faculty who need graduate faculty status before the start of each semester. The list is reviewed by department graduate faculty.
- Faculty members are notified they must complete the *College of Graduate Studies Graduate Faculty Status Application Form 2* (http://gradschool.tamucc.edu/contact_us/forms.html). Department Chairs guide each faculty member in completing the form to ensure the appropriate status and term of appointment is indicated on the application.
- Each applicant submits the signed *Graduate Faculty Status Application* and a current curriculum vita to the Department Chair.
- The Department Chair briefly explains in writing why each applicant is qualified for a specific graduate faculty status. In this memo the Department Chair should specify the graduate faculty status category appropriate for an individual faculty member and the term of the designation.
- Each applicant's packet (application, CV, and justification memo) is provided to the Dean for review.
- Dean signs the *Graduate Faculty Status Application Form* and nominations are forwarded to the Graduate Council for review and to the College of Graduate studies.
- Graduate Faculty designation is given for a three-year time period.

9. Faculty Betterment/Doctoral Tuition Plan

The Texas A&M University System Doctoral Tuition Program will cover 100% of tuition costs for a doctoral program at any A&M System university. The program is limited to regular employees who are admitted to a doctoral program, are in good standing, and making progress toward degree completion. There is no minimum number of hours per semester required. Funding eligibility is limited to 6 years. https://www.tamucc.edu/human-resources/benefits/tuition/doctoral.php

Faculty and staff employed in CONHS who are seeking doctoral degrees are not eligible to enroll in their college of employment.

10. Faculty Merit Pay

Merit pay is awarded in accordance with University Procedure 31.01.08.C1.01 Merit Pay for Faculty, and is based on quality teaching, scholarly/creative activity, service, and other duties as defined in University Procedure 12.01.99.C0.03. Eligibility for merit payment connected to the annual faculty evaluation requires faculty members to receive an overall rating of Meets Expectations or higher.

11. New Faculty Mentorship Program Guidelines

The New Faculty Mentorship Program at CONHS aims to facilitate the professional growth and development of new faculty members.

The primary objectives are to:
- Enhance teaching, research, and service knowledge and skills.
- Promote a sense of belonging and community within the department.
- Support career advancement and success.
- Foster collaboration and knowledge sharing.

Roles and Responsibilities:
Mentors:
- Provide guidance and support to new faculty members' career and professional development, ensuring they feel welcomed, informed, and prepared for their current and future roles within the institution.
- Assist faculty members in navigating the academic environment and understanding institutional expectations.
- Offer advice and support on teaching, research projects, grant applications, curriculum development, and other academic aspects, drawing from their own experience and expertise.
- Cultivate a positive mentorship environment.

Mentees:
- Actively seek guidance, feedback, and mentorship opportunities.
- Set clear and achievable goals for the mentorship relationship.
- Assume responsibility for their own professional development and growth.

Mentor Selection:
- Within the first month of hiring, the respective Department Chairs will assign mentors to new faculty members.
- Mentors and mentees will be matched based on shared research interests, academic aspirations, seniority, expertise, and departmental alignment.

Mentoring Guidelines:
- The mentorship relationship is expected to span a maximum of one academic year.

- Mentors and mentees are encouraged to meet regularly in person, virtually, or through other appropriate channels.
- Open and candid communication is encouraged. If conflicts or challenges arise within the mentorship relationship, both parties should aim for resolution through transparent communication or seek assistance from the CONHS administration.

12. Separation of Employment

At separation of employment, faculty and staff are referred to Human Resources regarding final pay, benefits continuation, retirement, and other topics. Efforts should be made to meet with Human Resources a week or more before physical separation from the University.

13. College Abandoned Property

This College policy (Appendix H. College Abandoned Property) expands on University Rule 21.99.04.C1 Disposition of Abandoned and Unclaimed Personal Property to outline the process of handling personal belongings left behind by a faculty member upon a separation from employment at the university.

Section VI. Faculty Performance

1. Faculty Annual Performance Review (APR)

CONHS at TAMU-CC views the oversight of faculty performance as a continual process encompassing performance planning, goal setting, faculty development, consistent feedback, and performance interviews. CONHS acknowledges performance management as a crucial function aligned with significant objectives. Each year, all full-time faculty members within CONHS will undergo the faculty APR using CONHS form (Appendix I).

Uses of Faculty APR Evaluation Results:

The results of the faculty APR evaluation will serve as a key documentation source for various purposes, including: (a) to qualify for a merit payment. (b) applications for tenure, (c) applications for promotion. (d) post-tenure review; and (e) annual re-appointment for non-tenured faculty.

Responsibilities of Faculty Members:

The criteria used in evaluating APR includes academic preparation, experience, teaching, scholarship, service, and fulfillment of responsibilities associated with academic rank, and department Chair appraisal to determine the extent to which a faculty member meets role expectations as outlined in academic rank responsibilities. Faculty APR evaluation must rely on data from the electronic faculty review system, such as (Interfolio). The allocation of weight to these areas will be determined by the corresponding percentage distribution. Weights for faculty may be modified by the Dean and/or Department Chair to reflect different performance expectations associated with faculty development leave, administrative duties, and other forms of leave/reassignment.

Total percentage should equal 100% and should be defined and agreed upon at the annual evaluation for the upcoming year as determined by the needs of the faculty's growth & development. This percentage should be documented in the annual performance evaluation under the goals for the upcoming year. A typical workload is depicted in the below table:

Evaluation Area	Tenured or Tenure-Track Faculty	Clinical Faculty
Teaching	60-70%	80-90%
Scholarship	30-40%	0-10%
Service	5-10%	5-10%

Faculty APR will adhere to the TAMU-CC stipulated requirements, including:

General Expectations:

- Engage in college and university activities in a collegial manner; that is, work cooperatively and professionally with colleagues and share in the responsibility of group endeavors that further the mission of the college and university.
- Maintain high ethical standards in all professional activities by practicing intellectual honesty and avoiding exploitation, harassment, or discriminatory treatment of students or colleagues.
- Avoid creating the impression that they are speaking on behalf of the college or university when speaking or acting as a private person.
- Take initiative in promoting their own professional development as teachers, scholars, and public servants.
- Complete all training required by the university and the Texas A&M University System by the due date.

Teaching (all tracks)

Since teaching is central to the university's mission, all faculty, as appropriate to the nature of their appointment, are expected to meet certain minimum expectations as outlined in University Guidelines 12.01.99.C0.03 Responsibilities of Faculty Members. Additional examples of teaching include, but are not limited to the following:

- Use of professional development and self-assessment to enhance teaching and improve student learning.
- Faculty peer evaluation of teaching
- Student course evaluation
- Evidence of ongoing course improvements or changes based on student evaluations.
- Maintains appropriate, up-to-date professional credentials in relevant content expertise.

Service

Faculty must contribute to the success of CONHS, University and profession through activities that demonstrate commitment to respective values beyond the success of students in the classroom or the generation of knowledge. Begins to assume a position of leadership in the department and university by serving on committees or special projects. May also participate and lead in professional and community service insofar as the activities relate to their discipline or serve the university mission.

Scholarship and Creative Activity

Faculty should engage in scholarly activity according to requirements for performance by rank as designated in University and College tenure rank descriptors. Scholarly/creative activity for tenure or tenure track faculty consists of academic work (productivity which can be documented in the form of research, writing, speaking, or in some other appropriate form) that results in expanding the body of knowledge and understanding of the candidate's academic field. Candidates must demonstrate why any such scholarly/creative activity that falls outside their discipline should merit consideration. Scholarly/creative activity may be achieved singly or in collaboration with others. Such work must result in some clear, externally peer reviewed or peer selected product, and must have involved work that is non-routine, novel, creative, imaginative, ingenious, or original (though not necessarily all of these). It should occur in addition to one's normal teaching assignment.

While clinical track faculty have requirements in teaching and service, they are not required to document evidence of productivity in scholarly and/or creative activity. Scholarship and creative activities are encouraged, but not required.

- University Rule 12.01.99.C1.03 Responsibilities of Full-Time Tenured and Tenure-Track Faculty Members
- University Rule 12.01.99.C1 Evaluation and Promotion of Full-Time Faculty
- University Rule 12.07.99.C0.01 Full-Time Non-Tenure Track Faculty Positions: Appointment and Evaluation
- University Rule 33.99.99.C0.02 Performance Reviews of Full Time Faculty Members
- University Rule 12.01.99.C0.04 Description of Teaching, Librarianship, Scholarship and creative Activity, and Service

Performance Review Process

Faculty will be reminded to update their digital portfolio at the end of the calendar year. The faculty APR will be completed before **January 31st**. Through APR, faculty are required to establish their Faculty Anticipated Activity Plan (FAP) that lists goals in teaching, scholarship, and service for the upcoming academic year. This process involves a formative consultation with their academic Department Chair, allowing for a comprehensive discussion and planning. Faculty should also enter their goals for the following year into the digital portfolio.

Department chairs will review submitted APRs and discuss initial ratings with Dean by **March 31st** . Department chairs meet with faculty member and give a written evaluation before **April 20th**. This evaluation explains faculty members' teaching, research, and service performance during the last academic year. Faculty members can write a response to the evaluation within five working days of the APR meeting. Should a faculty member have reservations about their

evaluation, they should discuss their concerns with their department chair. The department chair will strive to make a decision promptly, typically within 10 working days from the date the concerns were raised. In the event that a satisfactory resolution is not reached, the faculty member has the option to bring the matter to the Dean. The Dean will endeavor to arrive at a decision expeditiously, typically within 10 working days from the date the concern was initially raised. The Dean's decision will be final. The department chair's APR report and the faculty member's response are sent to the Dean for final approval by **April 20th** . All documents are kept in the faculty member's CONHS personnel file. All annual evaluations are then submitted to the Office of the Provost for inclusion in the faculty member's official file by **May 1st**.

Faculty Determination Ranking

Ranking levels used in APR evaluation will be as Excellent, High, Meet Expectations, and Unsatisfactory. FAPR evaluation results should encompass ratings for each specific area and an overall rating for the annual review period. Considering the weighted scores assigned in each evaluation area, if a faculty member receives an Unsatisfactory rating in one or more evaluation areas, leading to a cumulative Unsatisfactory weighting equal to or exceeding 50% of their overall rating, the faculty member will receive an overall Unsatisfactory rating. Further, if a faculty member consistently receives an Unsatisfactory rating in the same evaluation area for two consecutive years, they will receive an Unsatisfactory rating overall. It will automatically initiate a remediation review for faculty at any rank. All APRs will be treated as confidential documentation within the faculty member's personnel file. The College Dean will actively strive to ensure fairness and consistency across departments.

Criteria for Assessing Scholarship/Creative Activity, Teaching and Service

Criteria	Excellent:	High:	Meets Expectations:	Unsatisfactory: *
Overall	Exceptional performance exceeding expectations for full-time faculty members of comparable rank and workload in the department and/or college.	Exceeds performance expectations for full-time faculty members of comparable rank and workload in the department and/or college but does not rise to the level of Excellent.	Meets expectations for performance for full-time faculty members of comparable rank and workload in the department and/or college.	Performance is below expectations for a full-time faculty member of comparable rank and workload in the department and/or college.
Scholarship and/or Creative Activity	Faculty must meet the minimum expectations and significantly exceed the	Faculty member meets the minimum expectations with significant	Faculty member meets the minimum expectations as evidenced by	Faculty member does not meet the minimum expectations.

	standard for scholarship and/or creative activity defined for their position. At least one substantive, high-quality achievement for that year will be required to earn the rank of "excellent".	progress made toward a goal. At least one noteworthy achievement, or significant progress toward that achievement, for that year will be required to earn the rank of "high".	contributions to the scholarship of nursing and health sciences.	
Teaching	Faculty must meet the minimum expectations and significantly exceed the standard for teaching as reflected in extensive use of professional development and self-assessment to enhance teaching and improve student learning and strong student course evaluations. Other accomplishments may be used to determine a rating of Excellent.	Faculty member meets the minimum expectations for teaching as reflected in the use of professional development and self-assessment to enhance teaching or improve student learning and strong student course evaluations. Other accomplishments may be used to determine a rating of High.	Faculty member meets the minimum expectations for teaching as evidenced by commitment to continuous improvement through professional development, peer review, and self-assessment, and student course evaluations.	Faculty member does not meet the minimum expectations for teaching as evidenced by commitment to continuous improvement through professional development, peer review, and self-assessment, and student course evaluations.
Service	Faculty must serve department/discipline, university, college, community, or profession in a leadership capacity or may take on multiple	Faculty member demonstrates a pattern of service within a given year. This might include participating in different department/discipl	Faculty member regularly attends department/discipline meetings and recognition and commencement ceremonies, participates in assessment and	Faculty member does not regularly attend department/discipline meetings and recognition and commencement ceremonies, participate in

service responsibilities that demonstrate initiative in their patterns of service. Recognition for service, including nomination and/or receipt of an internal or external award or honor in the year under consideration may also qualify a faculty member for excellence in service at the annual review.	ine, college or university service activities beyond the standard requirement, serving on a work-intensive standing committee, performing significant ad hoc committee work, or coordinating a program without compensation.	advising, and performs disciplinary-level service as assigned by the department chair and college or university service as requested by the Dean or provost.	assessment and advising, or perform disciplinary-level service as assigned by the department chair or college or university service as requested by the Dean or provost.

** The faculty member must improve performance in any area of teaching, Scholarship/*creative activity*, and/or service that is scored unsatisfactory in the annual review and will be given a written set of expectations for improvement in a defined improvement plan. Unit supervisors maydevelop, in consultation with faculty, multi-year improvement plans.*

1.1 Adjunct Faculty Annual Performance Review Procedure and Process

Course Managers (or clinical/program coordinators if there is no course manager) will complete evaluations of adjunct faculty performance each semester using the appropriate adjunct evaluation form (clinical or didactic). Completed evaluations will be forwarded to the appropriate program coordinator/Department Chair. Programs reserve the authority to complete annual evaluations of long term, regular adjunct faculty.

2. Faculty Peer Evaluation

The purpose of the Faculty Peer Performance Evaluation is for faculty enrichment and enhancement skills. Additionally, the peer evaluation provides evidence of a faculty member's competence as an educator. The evaluation is part of the annual performance evaluation packet and promotion or tenure dossier.

Each faculty member selects at least one peer to complete the peer evaluation. Peer evaluators shall be approved by the department chair of the faculty requesting the peer evaluation. Peer evaluators shall be at a minimum the same academic rank or higher than the faculty member. Potential conflicts of interest shall be avoided. The evaluation is a mutually accepted confidential process between the faculty member and the peer evaluator(s). Peer Evaluation should include areas indicated on the Peer Performance Evaluation Tool (Appendix J). After completion of the peer evaluation, a copy of the peer evaluation form is made available to the

faculty member, who will submit it with their annual performance evaluation and promotion and tenure dossier. A post-evaluation conference between the faculty member being evaluated and the peer evaluator is optional.

3. Promotion and Tenure

The granting of tenure is a selective process, which recognizes an individual as worthy to be a continuing member of the faculty based on performance during a probationary period. Tenure is to be awarded when there is sufficient evidence and documentation that an individual will continue to make significant long-term contributions in each of the areas of evaluation and to the overall goals of the university.

Promotion in rank is recognition of past achievement of the individual being considered. In addition, the advancement in rank is recognition of future potential and a sign of confidence that the individual is capable of even greater accomplishments and of assuming greater responsibilities.

Ranks for promotion of tenured and tenure-track faculty positions are defined in university procedure 12.01.99.C0.01, Academic Rank Descriptors for Tenured and Tenure-Track Faculty and in CONHS Faculty handbook. Ranks for promotion of fixed-term faculty positions are defined in university and in CONHS Faculty handbook.

After the promotion and tenure 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.

3.1 Initial Appointment and Timeline

The Provost and Vice President for Academic Affairs (Provost) will provide faculty members with a written statement of terms of employment including tenure conditions when employment is initiated. The standard probationary period for an eligible faculty member will be five (5) years of full-time, tenure-track experience. 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.

When promotion and tenure are decided jointly and concurrently, a denial of either promotion or tenure results in termination of the process. If a candidate's application for tenure and promotion to the rank of Associate Professor has been denied, the candidate will be given a one-year terminal contract with the current workload and salary to begin in the academic year immediately following the year in which the application for tenure and promotion was denied.

A faculty member cannot apply for tenure without jointly applying for promotion 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.

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.

The average of the faculty member's annual overall performance evaluation ratings must be "Meets Expectations" or higher during the time period under consideration to be eligible to apply for tenure.

The tenured faculty and Dean may determine that it is in the university's best interest to recommend the appointment of a faculty member with tenure upon hire. Generally, candidates will only be considered for tenure upon hire if they have been awarded tenure at another accredited institution; therefore, a full portfolio is not required for this review. Such a circumstance must be accompanied by a written recommendation to the Provost from the Dean including letters from an expedited tenure review process. The P&T committee and the department chair in the department having expertise most closely related to the expertise of the candidate will evaluate the candidate's credentials to determine if they meet the criteria for tenure. A positive recommendation from the department is then subject to recommendation from the Dean and Provost before being submitted to the President. All requests for tenure upon hire must be approved by the President prior to any offer to a candidate, and any offer of a tenured position is contingent upon the System Board of Regents' approval to award tenure upon hire to the candidate.

3.2 Pre-Tenure Review

Pre-tenure review gives tenure-track faculty members a constructive peer evaluation prior to the tenure review. Tenure-track faculty members shall be informed of recommended alterations or improvements in performance to enhance their chances for a positive tenure recommendation. Generally, this review will occur three years prior to eligibility for tenure review. This time period may be less than 3 years when credit towards tenure is awarded as a condition of employment at TAMU-CC 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 Dean.

The pre-tenure review process will commence in the faculty member's fourth year of full-time academic employment at TAMU-CC and be conducted in lieu of the annual performance review for that year.

The CONHS Dean shall notify each CONHS tenure-track faculty member who is subject to pre-tenure review no later than **March 31st** of the spring semester before the academic year in which the pre-tenure review should occur.

By **September 1st** of the pre-tenure review year, each faculty member will submit a portfolio containing evidence of performance in teaching, scholarly achievement, and service.

3.3 Promotion and Tenure Review

The CONHS Dean will notify the candidate and the Department Chair no later than **March 31st** of the academic year prior to the academic year in which 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 of intent to apply for promotion and/or tenure (2 pages maximum, 12-point font) to the Dean within **by April 15**. The letter is addressed to the Dean and includes written documentation describing performance relating to teaching, scholarship/creative activity, and service over the probationary period.

By May 1, the Dean will assess and discuss with the candidate the fulfillment of responsibilities in the areas of teaching, scholarship/creative activity, and service as outlined in University Procedure 33.99.04.C0.02 Promotion of Tenured and Tenure-Track Faculty Members. The Dean will notify the candidate of the review timeline, process, dossier expectations, and deadlines.

By June 15, the candidate uploads documents for external review consideration to the electronic faculty review system.

Tenure (and Promotion) portfolio must be submitted by **September 1st** in the tenure (and promotion) review year.

The Department Chair shall review the faculty member's portfolio to identify strengths and opportunities for development in the CONHS tenure-track role. The Department Chair will submit a written evaluation and meet with the candidate no later than **September 30th** to discuss the recommendations.

If the Department Chair is not tenured and of equal or above rank, the recommendation will go directly to the Associate Dean. The Associate Dean will consult with the Department Chair on the candidate's portfolio.

During the **first week of October**, The CONHS P&T Committee shall review the faculty member's portfolio and the Department Chair written evaluation. 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 results must be documented in a written statement signed by all members of the CONHS P&T Committee.

A written recommendation will be submitted to the CONHS Dean via the electronic faculty review system **no later than October 30th**.

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 **November 30.**

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 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 Dean will then send the case to the University P&T Committee **by December 5**.

University P&T Committee submits its recommendation and sends the case to the Provost by **February 1**. The Provost submits their recommendation and meets with the President to review all candidates no later than **February 14**. Provost notifies candidate of their recommendation the recommendation from the University Promotion and Tenure Committee and recommendation of the President via the electronic faculty review system by **February 19**.

The President submits a list of approved promotion and tenure candidates to the Texas A&M University System Board of Regents. Board of Regents takes action on the submitted list of promotion and tenure candidates. By **May 10**, Candidates are notified of the official decision to award promotion and/or tenure. Promotion and/or tenure becomes effective **September 1**.

All tenure proceedings and discussions will be strictly confidential to the extent permitted by law, System policies and regulations, and TAMU-CC rules and procedures.

3.4 Promotion and Tenure Review Documentation

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 12.01.01.C1, Tenure. In assembling an evaluative portfolio, candidates should focus on demonstrating quality. Additional documents may not be added to the candidate's portfolio once the review process has begun. At a minimum the portfolio must include, in the following order:

Section I.   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 12.01.01.C1 and CONHS Faculty Handbook Section

Section III.   A curent curriculum vitae.

Section IV.   The Dean 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.

A statement of teaching philosophy and growth (2 pages maximum, 12-point font) discussing improvements, innovations, and changes initiated during the period under review.

An account of teaching assignments and teaching loads, by semester, during the period under review.

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.

A statement explaining contributions and success in these areas (2 pages maximum, 12-point font).

Documentation demonstrating excellence and contributions to scholarly and/or creative activities.

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.

A statement explaining leadership and service contributions (2 pages maximum, 12-point font).

Documentation demonstrating excellence and leadership in service.

Section VIII.   External review letters.

3.5 Promotion and Tenure Committee Membership

The TAMU-CC 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 CONHS supports a single tenure review committee. Therefore, the CONHS P&T committee will constitute the promotion and tenure review unit for CONHS. For purposes of P&T policy review, all tenured faculty may be invited to provide input in the policy review process.

Each year, by the **end of September**, each department in the college shall elect one member of the department to serve a two-year term on the College P&T Committee. This committee will consist of a minimum of three members of equal rank or above. Tenured faculty members will review and vote on all fixed-term promotion candidates. They will also review and vote on all tenured/tenure-track promotion candidates if they are at or above the rank at which promotion is being requested. Fixed-term faculty members will only review and vote on fixed-term promotion candidates if they are at or above the rank at which promotion is being requested. Only tenured faculty members will review and vote on tenure candidates. Members ineligible to vote on a candidate will not participate in the review or discussion of that candidate's case. A simple majority rule shall prevail.

The committee shall not include the Associate/Assistant Dean, Department Chair, or anyone with equal to or greater than 50% administrative duties. Department Chair cannot serve on the University P&T committee.

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 P&T Committee. This additional member to the committee shall be confirmed by the CONHS Dean.

3.6 CONHS External Review

The purpose of using external reviews as a part of the promotion and/or tenure process is to advise university constituencies as to the broader impact and value of a faculty member's research/scholarly/creative productivity to their respective discipline. External review letters of evaluation must be obtained for all reviews for promotion of tenured/tenure-track faculty and for the final probationary review for the award of tenure.

Role of the Dean's Office

The Dean's office is responsible for managing the external review process and will send out initial invitations to reviewers, share the faculty applicant's materials, and ensure that

review letters are returned on time. Candidate cases are created in the electronic faculty review system (e.g. Interfolio) by **June 1**.

Role of the Department Chair

The department chair will work with the faculty applicant, and when necessary, the P&T Committee and Dean, to ensure an appropriate pool of potential reviewers has been identified and select the individuals from whom reviews will be solicited.

Qualifications of Reviewers

External reviewers should be distinguished individuals in the candidate's field who are in a position to provide an assessment of the candidate's current and projected contributions to the candidate's field of scholarship and to comment on their significance for the discipline.

Reviewers must be at or above the candidate's current rank (or equivalent), in the case of review of tenure only, or (b) at or above the rank (or equivalent) to which the candidate aspires to be promoted (including a review for tenure and promotion). Reviewers providing review letters for tenure must be tenured at their current institution. External reviewers will normally be selected from comparable institutions; however, individuals whose expertise make them specifically suitable to serve as reviewers may also be selected via consultation with the P&T committee.

Review letters should not be solicited from reviewers who would be considered to hold any conflict of interest, or who would be in any professional or personal relationship with the candidate that could reduce objectivity.

Number of Required Letters

Every effort will be made to secure three (3) external review letters for all faculty members being considered for promotion and/or tenure. The candidate's application for promotion and/or tenure will still continue the review process if all external review letters are not received by the specified due date.

Selection of Reviewers

The candidate will:

- Upload the documents for external reviewer consideration to the electronic faculty review system, by **June 15**.
- Provide 3-5 names of individuals who may be appropriate to serve as external reviewers.
- Provide a brief summary of academic credentials, affiliations and contact information of each proposed reviewer.
- The candidate shall not contact the potential reviewer.

The chair will:

- Provide 3-5 names of individuals who may be appropriate to serve as external reviewers.
- Provide a brief summary of academic credentials, affiliations and contact of each proposed reviewer.
- The department chair will rank the potential reviewers from both lists and submit to the Dean for final review.

Solicitation of External Review Letters

The Dean's office will contact selected reviewers early in the process to determine if they would be willing to provide the review. When a timely review appears unlikely, an alternate reviewer from the approved list should then be identified. A standard form letter must be used for all candidate members within a college.

Steps in the external review process:

- Invitation to review will be sent from the Dean's office to potential reviewers that includes:
  - The name of the individual to be reviewed.
  - A deadline for the review. Usually one month from invitation date.
  - A request to disclose any potential conflicts of interest or association with the candidate under review.
  - A request for the reviewer to respond with their availability.
  - A request for the reviewer to include their CV if they are available for the review.
- Once the reviewer has:
  - Accepted the deadline.
  - Declared no conflict of interest or association with the candidate under review.
  - Acknowledged their availability.
- Candidate materials can be forwarded to include:
  - Candidate's current curriculum vitae.
  - Candidate's reflection letter on scholarship.
  - The candidate should furnish "a representative sample" of work for external reviewers.
  - College promotion and tenure guidelines.
- General information to provide to reviewers in the request for evaluation:
  - All letters should be addressed to the Dean of the College.
  - Include the email where the letters should be sent.
  - Request for letters to be submitted digitally on institutional letterhead with the reviewer's signature that includes rank as well as tenure status.
  - Request for reviewer to state precisely what the letter of evaluation covers (e.g., promotion, tenure, or both).

- Request for reviewer to provide a frank appraisal of (1) the quality of the candidate's scholarly products; (2) scholarly contributions to their respective area of specialty; and (3) potential for further growth and achievement.
- The external review letters will be part of the promotion/tenure packet and available for all subsequent levels of evaluation (department, college, and university).

- Upon receipt of the external review evaluation, the Dean's Office will respond to the reviewer with a letter of acknowledgement.
- All external review letters must be added to the case by **August 30**.

3.7 Early Promotion and Tenure

Early tenure will be granted rarely. Candidates for early tenure may only apply one year early, as defined in the hire letter, and are required to demonstrate extraordinary accomplishments as evidenced by, for example, major national or international awards or equivalent recognition. Requests to be considered for early tenure must be in writing and routed through the department chair and be approved by the Dean of CONHS and Provost. This written approval is an acknowledgement that the candidate has met the criteria to apply for early tenure and is not an evaluation of the tenure case. Requests must be submitted and approved before the end of the spring semester to align with the traditional university promotion and tenure timeline. If permission to apply for early tenure is granted, faculty seeking early tenure will be evaluated using the same criteria as candidates who apply for tenure after completion of the standard tenure probationary period.

3.8 Granting Extension of Promotion and Tenure Probationary Period

Pursuant to University Rule 1 2 . 0 1 . 9 9 . C 1 , "*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 by **April 1** of the semester prior to the fall semester in which the faculty is eligible for and plans to apply for tenure to allow adequate evaluation of the request.

3.9 Additional Promotion and/or Tenure Review Procedure Options

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 P&T 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,

CONHS will offer the faculty member a one-year terminal contract for employment following the semester in which the withdrawal request is submitted.

If the decision is not to award tenure, the faculty member will be given a one-year terminal contract with the current workload and salary to begin in the academic year immediately following the year in which the application for tenure and promotion was denied. The terminal contract will not be renewed at the end of the one-year period.

A tenure candidate may appeal a decision denying tenure for reasons detailed in system policy 12.01, Academic Freedom, Responsibilities and Tenure. Those appealing should refer to system regulation 32.01.01, Complaint and Appeal Procedures for Faculty Members and university rule 12.01.99.C0.05, Faculty Dismissals, Administrative Leave, Non-Reappointments and Terminal Appointments.

4. Eligibility and Evaluation Criteria for Tenured and Tenure Track Faculty

The focus of the tenure and promotion review process is on the quality, relevance, and impact of the candidate's performance in teaching, scholarship, and service. A candidate's performance will be judged within the context of the candidate's discipline and the CONHS's mission.

Evidence of dissemination of productivity with each standard is required as faculty progress toward promotion and/or tenure. As directed in University Rule 12.01.99.C0.04: 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 CONHS are consistent with the university guidelines.

The following define minimum standards including educational preparation and experience for each academic rank. Faculty must demonstrate minimum criteria to be eligible for promotion and/or tenure in rank. Promotion must be sequential in rank.

Standards of Achievement: Assistant Professor

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.

Academic Preparation:

- An earned doctorate or an equivalent terminal degree.

Experience:

- Entry level educator. Some university/college teaching experience or related professional/work experience is preferred.

Teaching:

- Shows continuing progress in teaching proficiency and expertise by deepening knowledge in the teaching specialty and developing effective evidence-based instructional strategies and techniques.
- Responds appropriately to student evaluations.
- Understands university and college degree requirements and other matters related to academic advisement related to assigned programs.

Scholarship:

- Establishes a clearly defined agenda of scholarly discovery that takes the form of primary empirical research, historical research, theory development and testing, methodological studies, and philosophical inquiry and analysis.
- Publishes manuscripts in quality peer reviewed journals. The quality and stature of peer reviewed journals are a significant indicator of distinction.
- Presents at professional conferences to contribute to the research community and to support the established research agenda.

Service:

- Participates in service to CONHS and TAMU-CC through committees, councils, and special projects.
- Participates in professional and community service insofar as the activities relate to the candidate's discipline, research agenda, and serves CONHS mission.

Standards of Achievement: Associate Professor

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

Academic Preparation:

- An earned doctorate or the equivalent terminal degree.

Experience:

- At least five years of full-time university faculty experience including at least four years at the Assistant Professor rank.

Teaching:

- Demonstrates teaching excellence and expertise in own specialty area.
- Teaches graduate and/or undergraduate students in an environment that stimulates student interaction in the learning process with positive student and peer evaluations.

- Implements evidence-based instructional strategies that reflect depth and breadth of knowledge in content areas.
- Shows evidence of continued development of own area of expertise (CE, Credentialing).
- *Provides student advising related to course and career issues.*
- Mentors graduate students by chairing and serving on thesis and/or DNP project committee(s).
- Provides programmatic expertise in the assessment, planning, implementation, and evaluation of the curriculum.
- Participates in the development of new courses or novel teaching strategies.
- Assists new faculty in developing methods for curriculum and instructional evaluations.
- Engages in thoughtful annual self-evaluation.
- Serves as peer evaluator of teaching.
- Advocates legislative and/or policy formation activities essential to education.
- Integrates one's own scholarly and research activities into didactic and clinical instruction and encourages student utilization of such activities.
- 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.
- Serves as a role model for professional and ethical standards.
- Serves as a teaching resource within area of expertise for faculty and local community.
- Plans and implements activities that inform/educate the community.

Research/Scholarly Activities:

- Expected to be a mature productive scholar with an established national reputation based upon a clearly defined research agenda of scholarly discovery that takes the form of primary empirical research, historical research, theory development and testing, methodological studies, and philosophical inquiry and analysis.
- Leads publications of manuscripts (first authorship) in quality peer reviewed journals. The quality and stature of peer reviewed journals are a significant indicator of distinction.
- Presents original work at professional conferences to contribute to the research community and to support established research agenda.
- Demonstrates success in obtaining funding for research efforts.
- Receives positive internal and external peer evaluations of professional accomplishments during pre-tenure period.
- Demonstrates sustained expertise in specialty area of practice as direct caregiver, educator, consultant, or administrator.
- Recognized by peers as expert in specialty area of practice.

- Disseminates outcomes of interdisciplinary programs or service projects through appropriate technical reports or public presentations.

Service:

College and Department:

- Holds leadership positions in CONHS committees and task forces.
- Actively participates in the recruitment, selection and mentoring of qualified faculty.
- Represents faculty at student functions and recruitment events.
- Advises students as assigned.

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 task forces.
- Plans and implements activities that inform/educate the community.
- Recognized as a consultant in area of specialty within the community.

Profession:

- Serves on committees of professional organizations in one's own field or discipline.
- Provides editorial service for peer reviewed journals (e.g., reviewer, or editing special issues).
- Mentors students and junior faculty 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.

Academic Preparation:

- An earned doctorate or equivalent terminal degree appropriate to the teaching area.

Experience:

- At least ten years in full-time tenure track university faculty experience at TAMU-CC including four years in the rank of Associate Professor.

Teaching:

- Demonstrates a sustained commitment to excellence in teaching.
- Recognized nationally/internationally as expert in own specialty concentration area of practice.
- Exhibits evidence of the quality of teaching as evaluated by peer reviews, and student evaluations.
- Leads efforts in development of new courses, and revisions of existing curriculum.
- Leads development or creative utilization of new materials and new instructional technology.
- Receives local, regional, national, or international teaching, advising, or mentoring awards.
- Conducts training workshops in the college or university.
- Undertakes leadership roles for national committees related to curriculum development/testing, certification, exams, etc.
- Encourages student utilization of research findings, as well as incorporate evidence-based activities that promote the profession in instructional activities.
- Chairs several successful theses, dissertations and/or DNP project committees.
- Leads, designs and conducts program-wide evaluations as assigned.
- Develops methods for curriculum and instructional evaluation.
- Serves as an expert resource to students and junior level faculty within and outside CONHS and TAMU-CC, state, and nation.
- Disseminates findings of research related to teaching methodology or learning outcomes, case students related to teaching-learning, learning theory development, and development of testing of educational models or theories in peer-reviewed publications or presentations.
- Recognized at the state, regional, national, or international level as a master teacher.

Research/Scholarly Activities:

- Has a well-developed and sustained program of focused empirical research that has significantly contributed to the body of knowledge.
- Disseminates research, theory, or philosophical essays in peer reviewed publications, including abstract proceeding or podium presentations.
- Disseminates findings of own research and/or other scholarly activities in high-impact scholarly journals.
- Demonstrates success in obtaining extramural grants or 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.

- Fosters the research of other groups/individuals within and outside of CONHS and TAMU-CC.
- Recognized by external evaluators for the importance and contribution of published research and its impact.
- Recognized at the state, regional, national, or international level.
- Establishes a body of work through first authorship of articles/chapter/books.
- Produces materials that generate copyrights, licenses, patents, or products for sale.

Service:

College and Department:

- Assumes responsibility in academic decision making affecting the CONHS mission.
- Actively participates in the recruitment, selection and mentoring of qualified faculty.
- Represents the College within the University, region, and nation.

University:

- Fulfills leadership responsibilities (Chair; Graduate Faculty Representative) when elected or appointed as 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.
- Assumes leadership role in the governance of professional organizations in the candidate's field or discipline.
- Provides editorial service for peer reviewed journals (e.g., editor, editorial board, reviewer, or editing special issues).

5. Eligibility and Evaluation Criteria for Clinical Track Faculty

The following define minimum criteria including educational preparation and experience for each academic rank. Faculty must demonstrate minimum criteria to be eligible for promotion in rank. Promotion must be sequential in rank.

Eligibility Academic Preparation & Experience Criteria:

Clinical Fixed Term Ranks (non-tenure track faculty lines):

- Assistant Clinical Professor
  - An earned graduate level degree.
  - Some university/college teaching experience and/or related professional/work experience is preferred.
- Associate Clinical Professor
  - An earned doctorate or the equivalent terminal degree.
  - To be eligible for promotion, candidates must have at least five years in the rank of assistant clinical professor with the terminal degree.
- Senior Clinical Professor
  - An earned doctorate or equivalent terminal degree.
  - Terminal degree appropriate for the instructional discipline from an accredited institution in the instructional discipline or related area.
  - To be eligible for promotion, candidates must have at least five years of experience at the associate clinical professor.

Standards of Achievement: Assistant Clinical Professor

Teaching:

- Shows continuing progress in teaching proficiency and expertise by deepening knowledge in the teaching specialty and developing effective evidence-based instructional strategies and techniques.
- Seeks and engages in professional development and self-assessment opportunities to enhance teaching and improve student learning.
- Responds appropriately to student evaluations.
- Understands university and college degree requirements and other matters related to academic advisement related to assigned programs.

Service:

- Participates in service to CONHS and TAMU-CC through committees, councils, and special projects.
- Participates in professional and community service insofar as the activities relate to the candidate's discipline, research agenda, and serves CONHS mission.

Standards of Achievement: Associate Clinical Professor

Teaching:

- Demonstrate a high level of competence in the classroom and the ability to successfully apply clinical expertise in teaching.

- Use of professional development and self-assessment to enhance teaching and improve student learning.
- Favorable evaluation of teaching by peers
- Favorable evaluation of teaching by students enrolled in courses.
- Evidence of ongoing course improvements or changes based on student evaluations.
- Ongoing professional content expertise area and teaching professional development.
- Annual teaching evaluations conducted by the department chair must at least achieve a rating of "Meets Expectations" consistently.
- Student quantitative evaluations should approximate or exceed the median of college student evaluations for equivalent courses.
- Maintains appropriate, up-to-date professional credentials.

Service:

- Demonstrates commitment to respective values beyond the success of students in the classroom or the generation of knowledge.
- Assumes a position of leadership in the department and university by serving on committees or special projects.
- Participates and leads professional and community service insofar as the activities relate to their discipline or serve the university mission.

College and Department
- Holds leadership positions in CONHS committees and task forces as requested, appointed, or elected.
- Actively participates in the recruitment, selection and mentoring of qualified faculty.
- Represents faculty at student functions, faculty advisor for student organizations.
- Advises and mentors students.
- Active participation in outreach and recruitment activities

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

Community
- Serves on Community-based organizations or taskforces
- Actively participates in community outreach events.

Standards of Achievement: Senior Clinical Professor

Teaching

- Demonstrates a superior level of competence in the classroom and the ability to successfully apply clinical expertise in teaching.
- Develops, implements, and evaluates innovative teaching methods or curricular designs.
- Continues to meet criteria set forth in the Associate Clinical Professor rank.

Service:

- Contributes to the success of CONHS and the University through activities that demonstrate a commitment to respective values beyond the success of students in the classroom or the generation of knowledge.
- Assumes a position of (constructive and effective) leadership and service to the university on committees, councils, and special projects.
- Continues to meet criteria set forth in the Associate Clinical Professor rank.

College and Department
- Mentors junior faculty in teaching and service.
- Assumes responsibility in academic decision making affecting the CONHS mission.
- Represents CONHS within the University, and external events.
- Contributes to the development of new academic programs and administrative initiatives.

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

Community
- Provides leadership on community-based organization boards or taskforces.
- Plans and implements community outreach events.

Professional
- Participates in professional organizations through committee or board appointments at the national or international level.
- Serves as a leader in professional organizations.
- Provides leadership by promoting professional involvement outside the instructional setting.

Scholarship:

- Demonstrate a record of peer reviewed scholarly activity publications including journal articles, book chapters, presentations, or other modes of scholarship.

6. Post Tenure Review

The following guidelines are to be used for all post-tenure reviews of all tenured faculty at TAMU-CC. Faculty members with administrative assignments, such as department chairs, and assistant/associate Deans shall be evaluated on the basis of the faculty portion of their appointments only.

Post-Tenure Review is conducted in accordance with University Procedure 12.06.99.C1 Post-Tenure Review. These guidelines do not establish new term-tenure systems or require faculty to reestablish their credentials for tenure.

The purpose of comprehensive review is to:

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

Responsibility and Scope

The review shall be conducted by a peer committee of tenured faculty of equal or higher rank. The P&T committee will serve as the Post-tenure Review Committee. If there is a conflict of interest at the committee level, the candidate or the committee may request to replace those members to the Dean. Under certain circumstances (e.g., lack of eligible faculty members in the college), faculty members from outside the college may serve on the committee with the Provost approval.

Every tenured member of the faculty will undergo a comprehensive post-tenure review every six (6) years or following the second Unsatisfactory rating in the annual performance review in any category within six (6) years of the first Unsatisfactory rating in that category.

Unsatisfactory reviews are subject to further evaluation and recommendation by the Dean and Provost and Vice President for Academic Affairs (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:

- Current curriculum vitae (provided by faculty)
- Annual performance evaluations for the five (5) calendar years preceding the notice of post-tenure review Annual faculty activity reports, since most recent review, and determined by the college (reports are available in approved faculty information system 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

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

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

Review Process

By October 15th, the tenured faculty member is notified that they will undergo a comprehensive periodic post tenure review during the following spring semester. The college post-tenure review committee will also be formed and notified.

By January 20th, the faculty member submits their current curriculum vitae and faculty activity report. Department chairs (or Dean if the faculty member has administrative assignments of 50% of greater) submit copies of the faculty members annual evaluations from the past six (6) years (or since the last review) and an evaluation summary not to

exceed one (1) page to the Dean. 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 meets with the peer review committee to provide instructions for conducting the review and provides the peer-review committee with a copy of the submitted documents.

By March 1st, the peer-review committee will submit a report for each faculty member undergoing post-tenure review to the Dean.

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.

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

The Dean will meet with the faculty member to inform and discuss the Dean's and peer reviewed committee's recommendations/report with the candidate and provide a copy of each written evaluation to the candidate. The report must be shared with the faculty under review and the faculty member's department chair. The faculty member may submit a written response to the peer-review committee's and Dean's recommendations. Responses must be submitted to the Dean within five (5) business days of the meeting with the Dean and will be included in the reports and recommendations forwarded to the Provost.

The Dean's recommendations and faculty response if applicable will be submitted to the Office of the Provost by **April 1st.** The Provost will review the provided documentation and prepare a final decision regarding each faculty member's post-tenure review rating by **April 15th.**

By **April 30th**, the Provost will notify via the electronic faculty review system, the Dean, the department chair, and the peer review committee of the final post-tenure review rating for each faculty member undergoing post-tenure review in the college. The Provost will forward the final post-tenure review rating to the appropriate faculty member.

Professional Development Plan (PDP)

For all faculty ultimately receiving an *Unsatisfactory* rating in any category (teaching, scholarship and creative activity, or service) from the Provost, the faculty member, peer-review committee and department chair (or the Dean if the faculty member has administrative assignments of 50% or greater) 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.**

The PDP will:

- Indicate the University resources available to provide appropriate support for the faculty member in achieving the goals of the plan, and
- 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 and
- Include a follow-up schedule (with specific dates), benchmarks, and tangible goals for evaluating improved performance.

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

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.

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 TAMU-CC 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.

7. Emeritus Process Rule Statement

TAMU-CC 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 College, 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. Emeritus status is not ordinarily awarded for a single accomplishment but for a lifetime of achievement.

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:

- Bring credit to the University within the academic and/or broader community.
- Serve the University in times of need, change or development.
- Serve a particular department or constituency of the University.
- Procedure for Faculty Appointment.
- Recommendations may be submitted any time during the calendar year by the department or immediate supervisor.

The CONHS Faculty and Staff Awards Committee shall ensure all eligible faculty members are considered.

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

If faculty recommends emeritus status, the Faculty and Staff Awards Committee will forward the nominee's name, letter(s) of support and curriculum vitae to the Dean of the College.

If approved by the Dean, the recommendation will be forwarded to the Office of Academic Affairs for further review.

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.

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

The Texas A&M University System Board of Regents, upon recommendation of the President, awards the emeritus appointment.

Staff Eligibility

Staff must have had at least five years in the position receiving the "Emeritus" designation. At the time of retirement. Emeritus status is not ordinarily awarded for a single accomplishment but for a lifetime of achievement.

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:

- Bring credit to the University within the academic and/or broader community.
- Serve the University in times of need, change or development.
- Serve a particular department or constituency of the University.
- Procedure for Staff Appointment.
- Recommendations may be submitted any time during the calendar year by the department or immediate supervisor.

The CONHS Faculty and Staff Awards Committee shall ensure that all eligible staff members are considered.

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

If faculty recommends emeritus status, the Faculty and Staff Awards Committee will forward the nominee's name and completed recommendation application to the Dean of the College, who will forward to the Vice President for Finance and Administration for review and further handling.

Applications should include the following:

- A narrative statement of no more than 2 pages detailing the candidates' career history at CONHS including involvement with the university and college, professional accomplishments, committee memberships, leadership roles, personal accomplishments, and institutional knowledge gained while working at the university.
- 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.
- A letter of recommendation from the appropriate immediate supervisor in the employee's role before retirement.

Section VII. Appendices

Appendix A. Texas Board of Nursing Peer Review

The policy for Peer Review pertains to faculty and to CONHS students who are licensed as registered nurses. Peer Review of registered nurses is governed by the Nurse Practice Act [Texas Occupations Code (TOC) Chapter §303 et. Seq.] and Board Rules and Regulations [Texas Administrative Code (TAC)]. Chapter §303 in the TOC is known as the "Nurse Peer Review Law" or NPR Law.

The acts require reporting of reportable conduct, either through a nursing peer review committee or directly to the Board of Nurse Examiners (BNE) by individual registered or licensed vocational nurses, employers (i.e., hospitals), professional associations and certification bodies, insurance companies, and judicial systems. If a registered nurse reports a nurse to a nursing peer review committee for conduct that the nurse has a duty to report to the Board, the report to the committee will satisfy the nurse's duty to report to the Board, provided that the following conditions are met;

- The peer review committee shall report the nurse to the Board, if it finds the nurse engaged in reportable conduct. If the peer review and safe harbor committees finds that the conduct constitutes a minor incident as defined by 22 TAC §217.16 (relating to reporting of minor incidents), it shall report in accordance with the requirements of that rule:
- The nurse shall be notified of the peer review committee's findings and findings shall be kept confidential subject to the confidentiality requirements of the peer review proceedings and Texas Occupations Code §303.006; and
- The reporting nurse accepts in good faith the findings of the peer review committee. (22TAC §217.19)

Definitions

Peer Review

According to the Nurse Practice Act, peer review is defined as:

- The evaluation of nursing services, the qualifications of nurses, the quality of patient care rendered by nurses, the merits of complaints concerning nurses and nursing care, and determinations or recommendations regarding complaints including:
  - The evaluation of the accuracy of a nursing assessment and observation and the appropriateness and quality of the care rendered by a nurse;
  - a report made to a nursing peer review committee concerning an activity under the committee's review authority;
  - a report made by nursing peer review committee to another committee or to the Board as permitted or required by law; and

- implementation of a duty of a nursing peer review committee by a member, an agent, or an employee of the committee. [Texas Occupations Code §303.001 (5)(D)]

This definition is broad in an attempt to cover most activities relating to review and evaluation of nursing care. The intent is that Peer Review will be a collegial, non-adversarial review of a nurse or an event. It is not intended to be a form of punishment.

Reportable Conduct. [TOC §301.401(a); 22 TAC §217.11(K)]

Reportable conduct is defined as an incident or pattern of behavior when an RN/LVN:

- Unnecessarily exposes, or is likely to expose, a patient/person to a risk of harm;
- Unprofessional conduct by the nurse;
- Failure to care adequately for a patient;
- Failure to conform to minimum standards of acceptable professional nursing practice;
- Impairment or likely impairment of the nurse's practice by chemical dependency or mental illness. The option exists to report through Texas Peer Assistance Program for the Impaired Nurses (TPAPIN).

Minor Incident. A "minor incident" is defined by the TOC (Nursing Practice Act) §301.419(a) and Rule §217.16(b)] as "conduct that does not indicate that the continuing practice of nursing by an affected nurses poses a risk of harm to the client or other person." Rule §217.16(d) establishes when a minor incident is or is not board reportable. Conditions which may be considered in determining that mandatory reporting is not required are:

- the significance of the nurse's conduct in the particular practice setting; and
- the presence of contributing or mitigating circumstances, including system issues, in relation to the nurse's conduct.

Protection to RNs refusing to engage in reportable conduct. (TOC§301.352) disciplining or discriminating against an RN who refuses to engage in what she/he believes is reportable conduct is prohibited. It is designed to provide protection to the RN who refuses to engage in conduct that the RN believes would be reportable to the Texas Board of Nursing. RNs can be placed in situations in which they feel that they are being forced to choose between refusing to carry out an employer's order or to engage in conduct that the RN believes violates the Nurse Practice Act. The RN, at the time of refusing to engage in the conduct, must state the reasons for the refusal that the RN believes it violates the Nurse Practice Act. The RN must be familiar with what is reportable conduct and assert that as the reason for refusing to engage in the conduct.

Peer Review Committee Composition/Duties

NPR law, Section §303.003(c) requires that a Nursing Peer Review Committee who conducts a review which involves the practice of professional nursing (including an RN with advanced practice authorization) must:

- Have registered nurses as 3/4 of its members.
- Have only registered nurses as voting members; and
- Where feasible have at least one nurse with a working familiarity of the area of nursing practice of the nurse being reviewed. If APRN practices are reviewed, preferably have an APRN licensed in the same role and population focus on peer review or advising the peer review.

In addition, Rule §217.19(d)(3)(B) and Rule §217.20(h)(2)(B)-(C) exclude from membership or attendance at the Peer Review Committee hearing any person(s) with administrative authority for personnel decisions directly relating to the nurse. A person with administrative authority over the nurse may only appear as a fact witness.

Peer Review Committee (PRC) Chair is appointed by the Dean for CONHS for a term of two years, beginning on an odd year, to coincide with the state legislative year. The PRC Chair will review the ABCs of Nursing Peer Review by the Texas Nurses Association (2017). The PRC Chair is responsible for maintaining all records pertaining to a peer review proceeding, including, but not limited to policies in effect at the time of the PRC proceeding, identities of the specific nurses who were members of the PRC and designation of their licensure and areas of practice. Other documents include copies of the notice letter sent to the nurse being reviewed and proof that the nurse received it or that the letter was returned, and documentation related to the PRC determination.

Documents are to be permanently archived.

Additionally, at least two members will be appointed to serve. Member roles include investigator, intervener, and an assistant to the chair. Additional members may be appointed to serve for one review if deemed necessary to the process. Confidentiality of the proceeding and protection from civil liability for PRC members is covered in Chapter 303 Nursing Peer Review, in the Nursing Practice Act.

Procedure

- The NPR Committee is chaired by of the appointed Faculty and consists of a least three members, including the chair.
- Any person may initiate the Peer Review process to investigate complaints concerning the practice of any nurse contracted by CONHS TAMU-CC by contacting the Dean of the college and submitting the proper form.
- Upon receipt of the complaint, the Dean will notify the Chair of the Committee and appoint other committee members if needed (beyond the two members already appointed).
- The Committee will meet within five working days and appoint a member of the committee to be the RN investigator.

- If the practice of the Nurse under peer review involves an affiliating agency, the Committee Chair will coordinate the respective agency's Peer Review Committee.
- Permission to review the medical records will be obtained when necessary.

Due Process Procedure:

The nurse being reviewed must be notified of the peer review process as well the nurse's due process rights under § 217.19(d) within 5 business days. The notification to the nurse being reviewed needs to include:

- A statement that the nurse's practice is being evaluated by the Nurse Peer Review Committee.
- The PRC will meet on a specified date not less than 21, but not more than 45 calendar days from the date of notice unless otherwise agreed upon by the nurse and the NPR committee.
- A copy of the peer review plan, policies and procedures.

The nurse being notified must be notified by certified mail for proof of receipt of the notification. In addition to the information listed above, the notification must include:

- A description of the event(s) to be evaluated in enough detail to inform the nurse of the incident, circumstances, and conduct, and should include date(s), time(s), location(s), and individual(s) involved. Any patient or client information shall be identified by initials or number to protect confidentiality, but the nurse shall be provided the name of the patient.
- The name, address, and telephone number of the contact person to receive the nurse's response (typically the peer review chairperson).
- The nurse is provided the opportunity to review, in person or by attorney, at least 15 calendar days prior to appearing before the committee, documents concerning the event under review. (This review will occur in the presence of the PRC Chair or his/her designee. No records will be removed or copied by the nurse being reviewed or his/her attorney.)
- The nurse is provided the opportunity to appear before the committee, make a verbal statement, ask questions, and respond to questions of the committee and provide a written statement regarding the event under review.

The nurse shall have the opportunity to:

- Call witnesses, question witnesses, and be present when testimony or evidence is being presented.
- Be provided copies of the witness list and written testimony or evidence at least 48 hours in advance of the proceeding.
- Make an opening statement to the committee.
- Ask questions of the committee and respond to questions of the committee; and
- Make a closing statement to the committee after all evidence is presented.

- The committee must complete the evaluation within 14 calendar days from the date of the peer review hearing.
- Within 10 calendar days of completion of the peer review hearing, the peer review committee must notify the nurse in writing of the determination.
- The nurse shall be given an opportunity, within 10 calendar days, to provide a written rebuttal to the committee's findings which shall become a permanent part of the peer review records.
- Informal Conference Procedure:
- The PRC Chair may meet with the nurse being reviewed before the scheduled meeting with the full PRC committee for an informal conference or small work group. The purpose of this meeting is to identify facts and not issues in dispute, to provide a verbal summary of the investigation and to reach an agreed upon resolution.
- If a resolution is agreed upon, the PRC Chair shall record the agreement and forward a copy to the nurse being reviewed.
- The nurse being reviewed shall have 10 calendar days to sign and return the agreed-upon resolution.
- If the signed resolution is not returned within 10 calendar days, the nurse is presumed to have rejected the agreed-upon resolution and the PRC will meet as scheduled.

Meeting Agenda

An opening statement will be made by The Committee Chair on the purpose, process and confidentiality of the meeting. (All PRC members will verbally indicate their willingness to abide by the confidentiality expectations and this will be recorded in the minutes.)

- Opening statement about the incident investigation by the person reporting the incident.
- Opening statement about the incident investigation by the Nurse.
  - Presentation of evidence.
  - Witnesses.
  - Summaries of written statement.
- Response by the Nurse.
  - May ask questions.
  - May respond to questions.
  - May present own witnesses.
- Closing statement by the Nurse.
- Statement by the Committee Chair on decision date.
- Participation by the Nurse:
  - May attend the meeting.
  - May ask questions of The Committee and respond to questions.
  - May present own witnesses.

- May not question witnesses directly but may submit questions for witnesses in writing to the Committee Chair who will ask the questions.

Attorney Involvement.

- If the nurse plans on bringing an attorney representative, he/she must notify the peer review
- representative at least seven (7) calendar days before the hearing. [22 TAC §217.19 (a)(5)]. If an attorney representing the facility or PRC is present at the peer review hearing in any capacity, including serving as a member of the peer review committee, the nurse is entitled to parity of participation of counsel and the nurse is to be notified at least 7 calendar days before the hearing. [22 TAC §217.19 (a)(5)].
- ("Parity of participation of counsel" means that the nurse's attorney is able to participate to the same extent and level as the facility's attorney, e.g. if the facility's attorney can question witnesses, the nurse's attorney must have the same right.)
- Confidentiality of information presented to and/or considered by the peer review committee shall be maintained and not disclosed, except as provided by Texas Occupations Code Rule §303.006 and §303.007. Disclosure/discussion by a nurse with the nurse's attorney is proper because the nurse's attorney is bound to the same confidentiality requirements as the nurse.
- The Nurse's Attorney has the right to review documents relating to the incident in the presence of The PRC Chair.
- The Attorney may or may not be present at the PRC Meeting.
- If present at the meeting, the attorney participation will be limited to consulting with their client.
- The nurse's attorney may not ask questions directly to the PRC or to the witnesses.

The Committee's Decision

- The Committee shall make its decision within 10 calendar days or less after the review.
- The decision shall include the reportable incident and correct action.

Notice to Nurse of Decision

- The nurse will receive notice within 10 calendar days of decision.
- The notice shall be sent by certified mail or will be delivered personally to the nurse who was reviewed with receipt acknowledged in writing.
- Filing of Rebuttal Statement [22 TAC §217.19 (a)(4)(H)].
- The nurse has the right to submit in writing a rebuttal statement to the PRC's decisions.
- The nurse shall submit the rebuttal statement no more than 10 calendar days after receipt of Notice of Decision.

Reporting

- Review by peer review committee is advisory only and does not limit what administrative/personnel action is taken against the RN. Administration is not prohibited from taking action prior to peer review. It should be emphasized that the focus of peer review is to evaluate professional practice and not administrative/personnel issues.
- The PRC chairperson submits all paperwork and committee findings to the Dean of CONHS. The Dean submits to the board of Nurse Examiners (BNE) the results of the peer review process and final recommendations **if** reportable practice occurred. The report to the BNE shall include what corrective action was taken against the RN and whether formal disciplinary action by the Board is recommended.

PEER REVIEW REPORTABLE INCIDENT REPORT

Person Being Reported: _____

Date of Incident: _____

Status: _____   Incident Site: _____

Time of Incident: _____

Description of Incident (attach with full identifying information on each sheet):

Person Reporting: ____

License Number: _____   Position: ____

Agency/Institution: __

Witness/es (attach with name, address, phone number and position)

Summary of further investigation (if necessary):

I swear that the information provided in regard to this incident is true to the best of my knowledge.

Signature _____   Date: _____

For Committee Use:

Received:_____   Case #: _____

PEER REVIEW REPORTABLE INCIDENT MEETING AGENDA

Opening statement to be made by the Committee Chair on purpose, process and confidentiality of the meeting.

Description of the event by the person reporting the incident.

Description of the event by the person being reported.

Presentation of evidence.
Witness/es

Summaries of written statements

Response by person being reported.

May ask questions.

May respond to questions.

May present own witness/es

Closing statement.

Closing statement by the Committee Chair, which includes identification of Committee decision date.

PEER REVIEW REPORTABLE INCIDENT COMMITTEE REPORT

Date of receipt of Incident Report: ____
Date of Committee Meeting: _____
Name: _____
Position: _____ Credentials: __ Agency: ____

Person Being Reported: _____

Summary of Testimony:

Summary of Proceedings:

Documents Reviewed:

Findings:

Recommendations:

For Committee Use

Date detailed summary of findings prepared: _____

Date person being reported notified of decision: ____

Date person being reported rebuttal form due: _____

Date report submitted to Dean, CONHS: ____

Date report submitted to BON by Dean:

Appendix B. Annual Committee Report Template

Annual Committee Report Template

Committee Name:

_____

Period this report covers:

_____

Committee Chair:

_____

Committee Members:

_____

_____

Number of Meetings:

_____

Summary of accomplishments:

1.

2.

3.

4.

List of activities in progress including upcoming events/discussions:

1.

2.

3.

4.

Recommendations:

Appendix C. Research Enhancement Grants
 GRANTS: FACILITIES AND ADMINISTRATIVE

(INDIRECT) COSTS OF EXTRAMURAL PROJECTS

General

In addition to the information provided by University Procedure 15.01.05.C0.01, *Facilities and Administrative Costs of Extramural Projects*, CONHS has established the following guidelines to determine fair and transparent methods of determining grant application eligibility as well as distribution of recovered F&A costs.

Limited Submissions Guidelines

Limited submission programs typically allow only one or a small number of proposals to be submitted to a sponsoring agency. The guidelines require the College to internally screen applications and determine which research project(s) will go forward to the agency, targeting multiple needs across the College. If multiple submissions are proposed within the College to such a program, the Dean or his/her designee will review the proposals and determine which one(s) may advance. Such reviews, when determined to be necessary, will be performed in a timely manner in order to meet final submission deadlines.

Facilities and Administrative (F&A) Costs

According to University Procedure 15.01.05.C0.01.1.1, F&A costs (or "indirect costs or IDC") are the general operating costs incurred by the University in support of sponsored research, public service, and instruction. These costs must be budgeted so that the University can recover the true cost incurred by such projects. All applications for extramural funding must charge the federally negotiated allowable F&A rate regardless of funding source unless a sponsor precludes or limits such cost. Additional details are available in the aforementioned University Procedure.

Distribution of recovered F&A costs:

For proposals originating with PI(s) salaried by a college, 50% shall go to the University, 50% to the Dean of the College of the PI. Five percent of this College allotment will go to the PI(s). PI(s) may carry forward less than $5,000 of IDC between fiscal years. A PI IDC account in excess of $5,000 will require justification to carry forward. These requests will be reviewed by the Dean on a case by case basis.

For proposals originating with PI(s) salaried by a center/institute reporting to the Dean, 50% shall go to the University, 50% to the Dean of the College of the PI. Forty percent of this College allotment will go to the center/institute.

In general, distribution amounts shall be determined at the pre-award stage.

F&A recovery may be retained by the PI(s) for up to 3 years (36 months) following initial receipt of funds. The Dean will notify PI(s) at least 90 days in advance of recovering any remaining unexpended funds.

Exceptions to the distribution amounts listed above may be made on a case-by-case basis, upon written appeal to the Dean.

In no event shall the University receive less than 50% of the F&A costs from all sponsored projects.

Appendix D. Department Chair Access to Courses in the Learning Management System

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

RESPONSIBILITIES

Department Chair

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

Office of the Dean

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

Office of the Provost

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

PROCESS

- The process of accessing a course in the LMS will normally be initiated by the Department Chair for a specific reason (e.g., assess alignment with the college's academic continuity plan). Under normal circumstances, the Department Chair shall:
- Notify the faculty member in writing at least one (1) business day prior to accessing the course;
- Discuss feedback with the faculty member as appropriate; and
- Share any academic continuity concerns with the Dean.
- In emergency situations, the Department Chair may access a course to assist with the continuity of the course without advanced notice to the faculty member. The Department Chair shall attempt to contact the faculty member regarding accessing the course as soon as feasible.

FACULTY RESPONSE

- If a faculty member has a concern with the access request or any resulting comments or concerns, established College processes and University Procedure *32.01.01.C0.01, Complaint and Appeal Process for Faculty Members* should be followed.

Appendix E. Academic Continuity Plan

This section includes information regarding continuing delivery of teaching/learning functions of CONHS in the event that university facilities become unavailable for any reason. These functions may be suspended temporarily but are time-dependent and should resume in some manner as soon as possible. In the event of a long-term campus closure, online and off-site delivery of instruction is possible. (See University Procedures *12.01.99.C0.03, Responsibilities of Full-Time Faculty Members; 12.99.99.C0.02, Responsibilities of Part-Time Faculty Members;* and *34.07.01.C0.02, Academic Continuity Planning*).

COLLEGE RESPONSIBILITIES

- The college will notify faculty of the CONHS Academic Continuity Plan and the Disaster Notification Plan
- CONHS will provide faculty with laptop computers to work from home.
- The college will maintain a list of delivery methods for undergraduate and graduate courses on Islander Ready site in the Continuity Plan.
- The college will ensure faculty have course information on Canvas and are trained to teach online (or at an alternate location) in the case of an event.
- The college will identify students and personnel that may require additional consideration.
- The college will maintain a list of students on field trips or participating in academic activities and their locations.
- The college will review list of scheduled events and developed modification plans as necessary.
- The college will update video/photos of current equipment and space.
- In the case of an event, as much as possible, the college will prepare offices/buildings for that event. If staff of faculty are not available at the time this work is being done, other staff members will do it on their behalf. Desktops and monitors should be properly shutdown and disconnected from the main power lines; however, as many of the other connections as possible should be left in place (ethernet, monitor cables, etc.). Desktops on the ground should be placed on top desks and properly covered with waterproofing material (such as a plastic bag).

FACULTY RESPONSIBILITIES

- Full-time faculty will complete LMS (Canvas) training within one year of starting employment to prepare themselves to teach courses online to maintain academic continuity. All courses will be prepared to use LMS (Canvas) for communication, teaching, grading and evaluation purposes in the case of an event.
- All faculty (full-time and adjunct) will provide the college with emergency contact information and keep that updated.

- Faculty will back up computers and safeguard research materials to server. All work-related files should be backed up to the I drive. Faculty will maintain student performance records in a secure manner, either on the LMS (Canvas) and/or on a laptop.
- Because certain software is not available without it, faculty and staff may choose to get VPN access, which allows remote access to central resources while work is being done to open the university to the general public for normal operations. This AnyConnect VPN Client is available for download at: it.tamucc.edu, under the "Network and Phone Connectivity" link.
- In the case of an event, faculty should prepare their offices. Desktops, monitors, and all technology should be properly shut down and disconnected from the main power lines. As many of the desktop/monitor connections as possible should be left in place (ethernet, monitor cables, etc.) for ease of re-start. Desktops and monitors should be placed far away from windows (stored in protective area if available). Desktops on the ground should be placed on top of desks and properly covered with waterproofing material (such as a plastic bag). If possible, any irreplaceable research or personal materials should be removed from offices and stored in a safe location or removed from the area of the event. Before leaving for summer, faculty who will not be on campus will prepare their offices.
- In the case of an emergency, when campus is closed, faculty will be prepared to deliver their courses/continue teaching activities (deliver lectures/activities and course assignments) in the manner listed in the CONHS Continuity Plan on Islander Ready (through Canvas, Zoom, (videoconference), or alternate location). Clinical Faculty may have to change sites due to the event. Contracts will need to be in place.
- Courses will restart once the university has determined a restart schedule.
- Faculty will adhere to the revised academic calendar and will do their best to continue teaching activities.
- Teaching through alternate methods is time dependent. During "long" semesters, a missing month could be made up – i.e., by extending into the subsequent intersession or compressing content. Longer absences or absences during the "short" semesters and mini-mesters would probably require granting "incomplete" grades to enrolled students and rescheduling for the completion of the courses.
- If deviation from the original syllabus is necessary and would require the development of an adaptive syllabus, that syllabus would be posted on LMS (Canvas) and emailed to students.
- Clinical/practicum assignments may be adjusted to accomplish course learning objectives i.e., shortening number of hours spent in facilities, using simulation, alternative clinical sites.

- Department chairs will have access to faculty Canvas course shells to facilitate communication with students if faculty are prevented from course communication because of interruptions caused by the event.
- In the case that a faculty member cannot continue teaching activities per revised university calendar/schedule or at that location, they must notify their department chair or appropriate administrator as soon as possible. If it is impossible to find a replacement instructor, students might be given incompletes until a suitable replacement is appointed.

STAFF RESPONSIBILITIES

- Staff will provide the college with emergency contact information and keep that updated.
- Staff will back up computers and safeguard research materials to servers. All work-related files should be backed up to the I drive.
- Because certain software is not available without it, staff may choose to get VPN access, which allows remote access to central resources while work is being done to open the university to the general public for normal operations. This Cisco AnyConnect VPN Client is available for download at: it.tamucc.edu, under the "Network and Phone Connectivity" link.
- In the case of an event, staff should prepare their offices. Desktops, monitors, and all technology should be properly shut down and disconnected from the main power lines. As many of the desktop/ monitor connections as possible should be left in place (ethernet, monitor cables, etc.) for ease of re-start. Desktops and monitors should be placed far away from windows (stored in protective area if available). Desktops on the ground should be placed on top of desks and properly covered with waterproofing material (such as a plastic bag). If possible, any irreplaceable research or personal materials should be removed from offices and stored in a safe location or removed from the area of the event.

Appendix F. Faculty Practice Plan

The purpose of this procedure is to delineate the options available to faculty who engage in professional practice as a component of their role responsibilities. The intention of the Faculty Practice Plan is to support faculty efforts directed at maintaining clinical expertise required for advanced certification.

Assumptions

The mission of the University and CONHS, and the community includes teaching, research, patient care and service. The mission of health care agencies is to provide quality health care to the individual, respecting the dignity and values of the individual, and responding to emerging community needs now and in the future. Practice scholarship is critical for maintaining individual and collective clinical competency of faculty. It is required to maintain advanced practice certification. (Norbeck & Taylor, 1998; Rudy et al., 1995; & Wright, 1993). The American Association of Colleges of Nursing (AACN), in their 2018 position statement *Defining scholarship for the practice of nursing*, defines ways the Scholarship of Practice may be advanced, including establishing academic practice partnerships that utilize nursing faculty clinical expertise. Clinical practice specialists work with partners to advance research, clinical improvements, and policy development and/or implementation. Additionally, they lead interdisciplinary teams to improve health and transform healthcare.

For Advanced Practice Faculty, (APRN), faculty practice is mandated by the Texas State Board of Nursing, Credentialing, and Accrediting Bodies.

- Faculty practice:
- Enhances the knowledge base in specialty areas.
- Enhances clinical expertise.
- Augments areas and sites for research.
- Develops preceptor sites and establishes collaboration with community agencies.
- Allows faculty to directly model the Advanced Practice Role.
- Provides a system of remuneration for faculty expertise.
- Faculty Practice Plan Contract Partnership.

The Faculty Practice Plan Contract Partnership establishes a contractual partnership between the University, College, and the agency where the faculty member practices. This contractual arrangement establishes a reimbursement structure whereby the employer reimburses the College for the faculty member's services. The faculty member, in turn, receives workload credit equivalent to the hours of practice covered by the reimbursement plan.

Definition of Terms

Definition of Faculty Practice: Faculty practice is the direct/indirect delivery of health care by a faculty member as clinician, educator, researcher, consultant, or administrator for compensation.

Reassignment Time: The University/College workload credit proportionate to the contract service commitment at the rate of one day of clinical practice equals 0.25 of normal workload.

Membership: All full-time faculty members are eligible for faculty practice.

Application Process: Contracts for services are negotiated between the employing agency and the individual faculty member. The contract will be consistent with all legal and mission obligations of CONHS and TAMUC-CC. All contracts must be in process through the University and signed by the Dean before faculty practice is initiated.

Workload Credit: The University provides workload credit proportionate to the contract service commitment at the rate of one day of clinical practice equals 0.25 of normal workload.

Remuneration: Cost of replacement for the faculty is at the University's prevailing rate.

Distribution of Funds: Compensation in excess of cost of replacement will be distributed as follows:

- 90% to the individual faculty member's University account which can be used for University allowed expenditures.
- 10% to the Dean's discretionary account.

Faculty members who practice through the Faculty Practice Plan contract agreement must apply to the Dean before completing negotiations for employment with the employing agency. Upon the Dean's approval, the faculty member will initiate the contract process between the employing agency and the College. The Dean will facilitate the University contract process once a contract is prepared by the employing agency.

The faculty member must negotiate workload reassignment for practice with the Department Chair after receiving approval to practice through the contracted arrangement from the Dean. The Department Chair will work with the faculty member to design a work assignment that supports practice. The faculty member is responsible for fulfilling College responsibilities associated with the work assignment.

In the contract plan, reimbursement for faculty practice will be paid directly to the University. The funds will be dispersed as follows:

Process for the CONHS Faculty Practice Fund

All funds will be budgeted and expended in accordance with the rules, regulations and guidelines of TAMUC-CC.

Remuneration for the faculty's practice is remitted to a special account in CONHS, designated with the faculty member's name.

Faculty remuneration in excess of cost of replacement for faculty is distributed as follows:

- 10% for the Dean's Discretionary Fund.
- 90% for Faculty support.
- Malpractice insurance.
- Professional organization dues.
- Clinical support items not usually supported, i.e., clip art, computer software, videos, computer hardware, etc.
- Support services.
- Graduate Assistant support/work-study student.
- Consultation.
- Professional development.
- Other at the discretion of the Dean.

All funds in the participating faculty member's account remain with the University upon resignation or separation of the faculty member from University employment.

Faculty Practice Plan Professional Employment Option

The Faculty Practice Plan Professional Employment option allows faculty to practice through University Rule 31.05.01.C1 *Faculty Consulting, External Professional Employment, and conflicts of Interest.* (http://academicaffairs.tamucc.edu/rules_procedures/assets/31.05.01.C1_faculty_consulting_etc.pdf)

Faculty must receive approval from the Department Chair, Dean, Provost, and President to engage in external professional employment for reimbursement. The faculty member will be reimbursed directly by the employing agency in this Practice Plan option. No workload credit will be assigned for practice in this option.

Faculty members who practice through the External Professional Employment Faculty Practice Plan must submit the External Employment Application and Approval Form (http://assets.system.tamus.edu/files/hr/forms/202A.pdf) before completing negotiations for employment with the employing agency. While the application is reviewed by all relevant parties, the faculty member must notify the Department Chair of the intention to engage in external employment during an academic term. The Department Chair will not give workload credit for practice but may work with faculty members to facilitate efficient course delivery processes. The faculty member is responsible for fulfilling College responsibilities associated with the work assignment.

The CONHS Practice Plan supports faculty contributions to the work of the University, College, and Department through the scholarship of practice. Faculty and College responsibilities are consistent with:

University Rule 31.05.01.C1 *Faculty Consulting, External Professional Employment, and Conflicts of Interest*

University Rule 31.05.02.C1.01 *External Employment*

Appendix G. CONHS Hiring Guidelines

CONHS established detailed guidelines for hiring faculty and staff.

CONHS Hiring Guidelines – Faculty

Step	Action	Responsible Individual	Notification	Approval
	Stage One: Approvals and Posting Position			
1.	Need for Faculty arises	Hiring Manager	--	Dean
2.	Complete Hiring Waiver (If applicable) and Submit to Provost for approval	Business Manager	Dean, Hiring Manager	Provost

3.	Academic and Budgetary Justification
	   i. Faculty Start Up Funds
	   ii. Faculty Search Request Justification
		Business Manager	Dean	Provost, Dean, Business Manager

4.	Development of a Position Description and Review Form on approved templates
	   i. Position Review Form
	   ii. Position Description Template
		i. Business Manager
		ii. Hiring Manager
			Dean, Hiring Manager	Academic Affairs and Compliance Office

5.	Once all required paperwork is received and approved, position will post internally/externally All postings must have a minimum of 30 days posting.	Academic Affairs		
6.	Formation of a Search Committee and appointment of a chair for the committee	Hiring Manager/Dean		Dean
7.	Search Committee Chair briefed on search process (Contact Program Coordinator for Faculty Recruitment to schedule appointment)	Hiring Manager	Dean	Program Coordinator for Faculty Recruitment

8.	Provide HR with approved faculty search request form, hiring freeze waiver, and job description.
	   i. Hiring Matrix Guide
	   ii. Once all required paperwork is received and approved, position will post internally/externally
	   iii. All postings must have a minimum of 30 days posting.
		Search Committee Chair	Dean	Academic Affairs

	Stage Two: Interviews and Finalist/Recommended Hire			
9.	Search Committee Evaluation (Rubric/Hiring Matrix); Screening of applicants and Phone Interviews.	Search Committee	--	Academic Affairs

	• Provide Academic Affairs with master hiring matrix and interview questions for compliance. • Do not schedule phone interviews until a compliance check has been conducted.			
10	Submit Hiring Matrix with completed scoring and top candidates for interview to Academic Affairs for approval. • For campus interview approval, master hiring matrix, campus interview justification and reference checks are required.	Search Committee Chair	--	Dept. Chair, Dean, EEO, and Provost
11	Complete at least two reference checks for agreed upon candidate for hire • Faculty Recruitment Guide (Reference Check Pg 14) • Pre-Employment Reference Check Form	Search Committee Chair	--	--
12	Once Provost approves, schedule campus interviews	Search Committee Chair	Hiring Manager, Search Committee	--
13	Arrange for food, travel and accommodation for incoming applicants (if applicable)	Academic Administrative Assistant	Business Manager	Dean
14	Complete on-campus interviews and send out Survey	Search Committee and Academic Administrative Assistant		
15	Search Committee discuss findings to Hiring Manager	Search Committee	--	Dean
16	Check credentialing and licensing requirements for chosen applicant	Hiring Manager		Dean
17	Submit to Academic Affairs justification of hire and why other applicants were not selected	Search Committee Chair	--	Dept. Chair, Dean, EEO, and Provost
18	Extend verbal offer of employment ***Please note a verbal offer must not be made before the finalist has been officially approved.**	Hiring Manager	Dean, Business Manager	Hiring Manager, Academic Affairs
19	Complete Notice of Appointment document and forward to Program Coordinator for Faculty Recruitment • *NOA will include External Employment Form for Faculty to return*	Business Manager	Dean	Provost

	****Notice of Appointments (hire letters) will not be approved or sent to the candidate until the **search process has been officially completed and approved through the online system**			
	Stage Three: New Employee Checklist			
20	Prepare for new Faculty member (before arrival) • Workload Assignment Preparation • Job specific needed items (example: software system access permissions and Start Up Funds)	Hiring Manager	Executive Planning Specialist	--
21	Prepare IT needs and office/desk assignment, etc. (before arrival) • Office Space • Approval for Keys • Computer and Phone Extension • Schedule: Orientation Attendance • Schedule "Dean's Welcome Email"	Executive Planning Specialist	IT Helpdesk, UPD	Executive Planning Specialist
22	Begin orientation process (after arrival) • Assign a mentor/trainer • Assign research mentor team (for research intensive faculty)	Hiring Manager	--	Dean
23	Complete Quick Guides: • New Employee Quick Guide – through their first 45 days • Manager Quick Guide – through the first year of employment ***** Return quick guides after 45 days of employment to Dean's Office**	Hiring Manager/Employee	--	Executive Planning Specialist
24	Send New Faculty Orientation Survey	Executive Planning Specialist		

CONHS Hiring Guidelines – Staff

Step	Action	Responsible Individual	Notification	Approval
	Stage One: Approvals and Posting Position			
1.	Need for Staff arises	Hiring Manager	--	Dean
2.	Complete Hiring Waiver (If applicable) and Submit to Provost/President for approval	Business Manager	Dean, Hiring Manager	Provost/President
3.	Budgetary Justification	Business Manager	Dean	Dean, Business Manager, Provost
4.	Development of a Position Description and Review Form on approved templates iii. Position Review Form iv. Position Description Template	i. Business Manager ii. Hiring Manager	Dean, Hiring Manager	Human Resources
5.	Formation of a Search Committee	Hiring Manager	--	Dean
6.	Provide HR with required hiring paperwork (Hiring matrix, interview questions, Hiring Waiver, and Position Description) iv. Hiring Matrix Guide v. Once all required paperwork is received and approved, position will post internally/externally vi. All postings must have a close date or remain open until a finalist is selected.	Search Committee Chair	Dean	Human Resources
	Stage Two: Interviews and Finalist/Recommended Hire			
7.	Search Committee Evaluation (Rubric/Hiring Matrix); Screening of applicants • For search committee members to gain access to Workday and the posting, you must complete the Confidentiality Statement form and submit to HR. Acknowledgment of Confidentiality Form	Search Committee	--	Human Resources
8.	Submit Hiring Matrix with completed scoring and top candidates for interview to HR for approval	Search Committee Chair	--	Human Resources
9.	Once HR approves, schedule and complete interviews	Search Committee Chair	Hiring Manager	Search Committee

10.	Complete at least two reference checks for agreed upon candidate for hire i. Pre-Employment Reference Check Form	Search Committee Chair	--	Hiring Manager
11.	Search Committee discuss findings to Hiring Manager	Search Committee	--	Dean
12.	HR correspondence: Submit candidate choice and suggested hire date, reference checks and justification of hire and why other applicants were not selected through Laserfiche Forms Staff Hiring Proposal Form	Hiring Manager	--	Human Resources
13.	Extend official offer of employment ***Please note a verbal offer must not be made before the finalist has been officially approved.**	Hiring Manager	Dean, Business Manager	Hiring Manager, Human Resources
Stage Three: New Employee Checklist				
14.	Prepare for new staff member (before arrival) • Job specific needed items (example: software system access permissions)	Hiring Manager	--	Executive Planning Specialist
15.	Inquire about IT needs and office/desk assignment, etc. (before arrival) • Office Space • Computer • Phone Extension Assignment • Approval for Keys • Schedule "Dean's Welcome Email"	Executive Planning Specialist	Educational Technologist, IT Helpdesk, UPD	Executive Planning Specialist
16.	Begin orientation process (after arrival) • Assign trainers needed	Hiring Manager	--	Dean
17.	Complete Quick Guides: • New Employee Quick Guide – through their first 45 days • Manager Quick Guide – through the first year of employment *** Return quick guides after 45 days of employment to Dean's Office	Hiring Manager/Employee	--	Executive Planning Specialist

Appendix H. College Abandoned Property (Faculty)

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

Process:

Collection of the abandoned personal property

- The Department Chair will notify the Office of the Dean and the University Center that the former faculty member left personal property behind. The Department Chair will appoint at least two (2) individuals (faculty or staff) from the department to box up the abandoned property, create a log of the property, and transfer the property to the University Center for storage until the property can be disposed of according to section 2 of this document.
- The Department Chair may appoint individuals from another department, if necessary, to ensure that at least two (2) people perform this task.
- If College or Department staff are available for this task, the Department Chair may request their assistance.
- The Department Chair will attempt to contact the former faculty member or authorized designee within ten (10) business days to pick up the property.
- The former faculty member or authorized designee will be given ten (10) business days from initial contact with the Department Chair to make arrangements to pick up the personal property from the University Center.

Disposition of the abandoned property

- If the attempt to contact the former faculty member is successful and arrangements have been made for retrieval of the property within the allotted timeframe:
- The former faculty member or authorized designee may pick up the property during the University Center's normal business hours; and
- The University Center must notify the Office of the Dean that the property has been picked up by the former employee or authorized designee.

At the Department's discretion, it may ship the property to the former faculty member or authorized designee at either the department's or faculty member's/authorized designee's expense.

If the attempt to contact the former faculty member or authorized designee is unsuccessful after the allotted timeframe, the University Center will dispose of the property in accordance with University Rule *21.99.04.C1, Disposition of Abandoned and Unclaimed Personal Property.*

Appendix I. Annual Performance Review Form

TEXAS A&M UNIVERSITY – CORPUS CHRISTI

College of Nursing and Health Science

January 2022 – December 2022 (previous calendar year)

Faculty Performance Review/ Clinical Assistant Professor

Faculty Name: _____

Clinical Assistant Professor: This rank is held by an individual who has completed the appropriate education and who is experienced and qualified. The individual functions as an independent educator or in scholarly or research activities. Demonstrates scholarship/creative activities and service.

Ranking Scale: **Excellent, High, Meets expectations, Unsatisfactory**

Areas for Consideration	Comments
Teaching: teaches didactic content of credit course, supervises student in the clinical laboratory, and provides non-credit programs and workshops using a variety of teaching formats. **Quality of teaching**: Exhibits effective teaching through appropriate communication, stimulation of thinking, responsiveness to student learning needs, presentation of current content, and effective implementation of course. **Teaching Goals for 2022**: *(These were filled in from what was set for 2022.)*	**Teaching Assignments for 2022:** **Teaching Accomplishments for 2022:**

Teaching Ranking:	
Teaching Goals for 2023 **1.** **2.** **3.**	
Service: *College/University:* serves on committees at college and university level; shows willingness to participate in recruitment community and professional organizations; may have some leadership role in community and professional organizations; shares knowledge through program presentations, etc. *State/National*: represents college/university at state/national meetings; serves on state/national boards/committees **Service Goals for 2022**	**Service Accomplishments for 2022:** University: College: Department: Community: Professional:
Service Ranking:	

Service Goals for 2023:
    1. Serve on different University and College Committees to broaden horizon.
    2. Continue on those committees where more time is expected in the term for which elected.
    (Professor McClure is completing her PhD. To ensure this, no additional service goals are being added at this time.)	

Scholarship/Creative Accomplishments **This category is not required for 2022 – Clinical Assistant Professors. However, you may have something that fits in this category, and should be recognized for**	Scholarship Accomplishments for 2022: •

your accomplishments. Active involvement in honorary societies; is recognized by peers as practitioner-educator demonstrated through development of novel patient care services, program development, outcomes management. May serve as consultant or member of advisory groups, or share expertise through presentations, and publications. **Scholarship Goals for 2022:** 　1.　**Goal:** Continue pursuit of my PhD. 　2.　**Goal:** To continue to pursue publication and presentation opportunities	
Scholarship/Creative Accomplishments Ranking if applicable.	
Scholarship/Creative Accomplishments Goals for 2023 Should be incorporated into your teaching practices and/or service.	
Awards/Recognition	
Coordinator Role	
Course Manager Role	

Faculty Comments:

Faculty Signature: _____　　　Date: _____

Department Chair:_____

Appendix J. Peer Evaluation Tool

Peer Performance Evaluation Tool

Name:_____Title: _____

Reviewer: _____Date: _____

Observation	Rate 1-5 (5 is Highest Rating)	Comment
Relate learning content to course objectives and student outcomes.	1 2 3 4 5	
Articulate in-depth knowledge of course content.	1 2 3 4 5	
Facilitates students' critical thinking in discussion and application of course content.	1 2 3 4 5	
Promote cooperative student learning according to student level.	1 2 3 4 5	
Utilize effective teaching strategies to meet course objectives.	1 2 3 4 5	
Provide constructive criticism of student behavior to promote professional functioning.	1 2 3 4 5	
Facilitate student participation in group learning activities.	1 2 3 4 5	
Give applicable examples to relate/link content to clinical practice.	1 2 3 4 5	
Demonstrate professionalism at all times.	1 2 3 4 5	

Evaluation Based On:

Course #/Title:_____

Didactic or Clinical/Lab: _____

Reviewer Signature: _____Date:_____

Faculty Member Signature: _____Date:_____