

# **PRAIRIE VIEW A&M UNIVERSITY**

## **WHITLOWE R. GREEN COLLEGE OF EDUCATION**

### **FACULTY HANDBOOK**



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## Letter from the Dean

College of Education Faculty,

It is my pleasure to share with you the *Whitlowe R. Green College of Education Faculty Handbook*. This document summarizes the various activities of the Unit, Departments and Program Areas as well as providing an overview of the Unit committee's responsibilities. A critical part of this effort was to put in place a local document that identifies the Unit, University and System policies and procedures that will enable coordinated, long-term planning and efficiency to enhance faculty continuous professional growth.

I am grateful to those who have served as members of the Unit's committees in the College, who provided the intellectual principles and academic priorities to guide this work at the Unit level. Through their efforts and those of the Dean's Executive Council, College of Education Faculty Senators and the broader College of Education family, we made significant changes that have allowed the unequalled excellence of our Programs. And, we are grateful for the seemingly limitless energy and ideas of our extraordinary students who are a part of our College of Education family. I am honored to serve you and look forward to working with you.

Terence Hicks, Ph.D., Ed.D.

## **Brief History of the University**

Prairie View A&M University is an HBCU and the second oldest public institution of higher education in Texas. Prairie View A&M University was originated in the Texas Constitution of 1876. Specifically, on August 14, 1876, the Texas Legislature established the "Agricultural and Mechanical College of Texas for Colored Youths" and placed responsibility for its management with the Board of Directors of the Agricultural and Mechanical College at Bryan. The A&M College of Texas for Colored Youths opened at Prairie View, Texas on March 11, 1878.

The University's original curriculum was designated by the Texas Legislature in 1879 to be that of a "Normal School" for the preparation and training of teachers. This curriculum was expanded to include the arts and sciences, home economics, agriculture, mechanical arts and nursing after the University was established as a branch of the Agricultural Experiment Station (Hatch Act, 1887) and as a Land Grant College (Morrill Act, 1890). Thus began the tradition of agricultural research and community service, which continues today. The four-year senior college program began in 1919 and in 1937; a division of graduate studies was added, offering master's degrees in agricultural economics, rural education, agricultural education, school administration and supervision, and rural sociology.

In 1945, the name of the institution was changed from Prairie View Normal and Industrial College to Prairie View University, and the school was authorized to offer, "as need arises," all courses offered at the University of Texas. In 1947, the Texas Legislature changed the name to Prairie View A&M College of Texas and provided that "courses be offered in agriculture, the mechanics arts, engineering, and the natural sciences connected therewith, together with any other courses authorized at Prairie View at the time of passage of this act, all of which shall be equivalent to those offered at the Agricultural and Mechanical College of Texas at Bryan."

On August 27, 1973, the name of the institution was changed to Prairie View A&M University, and its status as an independent unit of the Texas A&M University System was confirmed. The University's enrollment now exceeds 7,861 including more than 1583 graduate students. These students come from throughout the United States as well as many foreign countries. In the last five years, 7,607 degrees were awarded, including more than 3,272 graduate degrees. During the University's 136-year history, some 61,403 academic degrees have been awarded.

## **University Mission Statement**

Prairie View A&M University is dedicated to excellence in teaching, research and service. It is committed to achieving relevance in each component of its mission by addressing issues and proposing solutions through programs and services designed to respond to the needs and aspirations of individuals, families, organizations, agencies, schools, and communities-both rural and urban. Prairie View A&M University is a state-assisted institution by legislative designation, serving a diverse ethnic and socioeconomic population. Having been designated by the Texas constitution as one of the three "institutions of the first class" (1984), the University is committed to preparing undergraduates in a range of careers including but not limited to engineering, computer science, natural sciences, architecture, business technology, criminal justice, the humanities, education, agricultural sciences, nursing, mathematics, and the social sciences. It is committed to advanced education through the master's degree in education, engineering, natural sciences, nursing, selected social sciences, agriculture, business, and human sciences. It is committed to expanding its advanced educational offerings to include multiple doctoral programs.

## **Mission Statement of College**

The teacher education programs in the College of Education prepare candidates for teaching and related positions in public and private schools as well as in other institutional or organizational settings that promote the educational development and well-being of culturally diverse children and youth.

## **Governance and Administration**

The Board of Regents is the governing body over the Texas A&M System. A Chancellor

Over sees the entire system, reviews system guidelines, and makes recommendations to the Board of Regents. The Board delegates operational control of Prairie View A&M University to the President, who follows Board policies and procedures. In turn, the President delegates certain authority to other Officers of the University. Therefore, governance of Prairie View A&M University resides in the Board of Regents, the President, and designated officers. The Faculty Senate is comprised of elected faculty representatives that report to and advise the President of Prairie View A&M University. They play an influential role in its governance through the recommendation of rules and procedures, providing advice, facilitating discussion, voicing faculty concerns and disseminating information to the academic community. The general election for the Faculty Senate is held in the spring semester of each academic year, at which time nomination information will be distributed to all faculty. All full-time

faculty below the level of department head are eligible to vote for and to become members of the Faculty Senate. The officers of the Faculty Senate include the Speaker, Vice Speaker, Secretary, Treasurer, Parliamentarian, three members-at-large and the Immediate Past Speaker, who serve on the Executive Council. Established within the Senate are the following standing committees: Faculty Development, Promotion Tenure and Due Process Procedures, University Facilities, Academic Standards, Administrator Evaluations, Budget Information, Committee on Committees, Constitution and Bylaws, and Elections. Meetings are held monthly from September through May, and at least one General Faculty Assembly is held during the spring semester. For more information about the Faculty Senate, see the website at <http://facultysenate.pvamu.edu>.

### **Faculty Appointment and Advancement**

All faculty members have received an appointment letter that states the initial terms and conditions of employment. If the appointment is tenure-accruing, the letter also indicates the length of the probationary period. (Note that the probationary period does not constitute the term of the initial appointment. All appointments during the probationary period are for a fixed term of one year or less, subject to renewal or non-renewal each year of the probationary period.)

Faculty rank recognizes qualifications including degrees held; professional experience; research; creative and scholarly productivity; and depth and breadth of service to the discipline as well as the academic or related community; and attributes that support the institution's mission and purpose. The broad categories of faculty at Prairie View A&M University are Regular and Special.

Regular faculty are tenured and tenure-track faculty; Special faculty are temporary, non-tenure faculty who are employed on a time limited contract generally ranging from one to three years.

They are employed in such cases as an emergency such as unexpected enrollment increase, a release time requirement associated with a research contract or grant, or a need for expertise not available in existing faculty.

### **Graduate Teaching Assistant**

Earned by a student who has completed, at minimum, a bachelor's degree and 18 semester hours in the teaching discipline; has shown potential to organize instruction and interact positively with students and faculty.

### **Lecturer**

Assigned to a faculty member with limited experience. Appointment generally limited to three years or less.

**Instructor**

Assigned to a faculty member with basic academic qualifications to teach and advise students. Part-time faculty are generally assigned the rank of instructor or lecturer.

**Assistant Professor**

Rank earned by a faculty member who has completed the terminal degree; acquired at least three years of teaching or related professional work; demonstrated a commitment to serve students as evidenced by effective advising, sponsoring student organizations; contributing to the University community; showing potential for engagement in creative and scholarly work; and upheld the core values of the school/college and the University.

**Associate Professor**

Earned by a faculty member who generally has at least six years of successful experience in higher education or in related professional work; produced research, creative and/or scholarly work at a level that meets the standards of the employing department; participated actively in advancing the field of specialization; contributed service to the profession and/or community; demonstrated a commitment to student development; and upheld the core values of the school/college and the University.

**Professor**

Earned by a faculty member who generally has at least eight years of outstanding service in higher education or in a comparable industry, organization, or profession; produced a substantial body of research, creative and/or scholarly work; gained recognition in professional organizations; contributed substantially to higher education and the larger community; consistently engaged students in research and service; demonstrated a student-centered commitment to teaching and learning; and upheld the core values of the school/college and the University.

**Distinguished Professor**

Reserved for faculty who have generally been full professor or equivalent for a decade or more and whose contributions in teaching and/or research have been noteworthy at a level that has earned the individual national recognition in his or her field. Holders of this rank are respected for having become exemplars of the type professionals the University desires to have its students and faculty emulate.

**Endowed Professor**

This rank is reserved for nationally and internationally renowned professionals of truly exceptional productivity in teaching, research, and service. The endowed professor occupies a professorship supported by special funding usually from

philanthropist who has high expectations of the University's capability to advance knowledge and to change the culture of a department or college.

### **Clinical Faculty**

Clinical faculty status are special, term limited faculty who generally serve in field or other practice settings. This rank will reflect the comparability of training and experience to that of regular faculty with such titles as instructor, assistant professor, associate professor, or professor.

### **Adjunct/Visiting Faculty**

Assigned to professionals who are primarily identified with another institution of higher education and who assume a teaching responsibility at Prairie View A&M University for a specified period. Visiting professors are usually appointed for either a semester or an academic year. They possess unique attributes and contribute to the marketing of the University's academic image. A visiting faculty member may hold the rank of instructor, assistant professor.

### **Promotion in Rank**

Promotions from one rank to a higher rank or from special faculty to regular faculty must be reviewed by the faculty in the respective unit. The department head is to present to the dean the benefits of making the appointment and forward a written recommendation to the dean who is to present the case to the Provost and Senior Vice President for Academic and Student Affairs for action.

Appointment or promotion to regular faculty (tenure-track and tenured faculty) shall be based on clear, convincing and cumulative evidence of significant continuing achievement in each of the categories of performance expected of a faculty member in his or her teaching field or outlined in TAMUS Policy 12.02 and 12.06.

### **Annual Review**

To facilitate and encourage dialogue between Department Head and faculty member, and to aid in the constructive development of faculty members, an annual review will be conducted for faculty members with an appointment as a professor at any rank, an instructor, a lecturer at any rank, or a librarian.

For lecturers, the annual review will focus on performance and potential for continued appointment. Reviews for other non-tenure track faculty (such as research or clinical faculty) will focus on performance in areas aligned with what is stated in the faculty member's appointment or reappointment letter.



For tenured or tenure track faculty, the annual review focuses on their progress in a long-term scholarly career (and the review will be conducted differently depending upon the different stages of the faculty member's career).

For tenure track assistant professors and instructors, the annual review process must also provide an indication as to their progress toward tenure and promotion.

After an annual review is completed, a letter is sent by the Department Head to the Dean of the College (with a copy going to the Provost and Vice President of Academic Affairs). The Department Head must also provide the faculty member with a written statement regarding progress and performance. Annual reviews will also serve as documentation for determination of merit salary increases. For more information about the annual or mid-term review process, refer to PVAMU Rule 12.06.99.

### **Tenure and Promotion**

Since 1984, Prairie View A&M University has continually improved its tenure review policies and procedures. As a result, each faculty member who applies for tenure is evaluated by a departmental committee, department head, school/college committee and dean. The Provost and Senior Vice President for Academic and Student Affairs reviews recommendations and submits intended actions to the President who acknowledges receipt of notification of actions and acknowledges and affirms the review of actions to be taken or requests additional information or clarification.

Tenure means the entitlement of a faculty member to continue in the academic position held unless dismissed for good cause. Tenure is based on the need to protect academic freedom and is irrevocable except as specified in TAMUS Policy 12.01 and PVAMU Rule 12.06.99.

If a faculty member's appointment is tenure-accruing, the appointment letter will indicate the length of the probationary period and will state the credit agreed upon for appropriate service to other institutions. For faculty subject to a probationary period of four years or more at Prairie View A&M University, a mid-term review is mandatory, as is a review in the penultimate year of probationary service (regardless of the probationary period).

The three categories of performance that are examined for tenure and promotion are:

- Teaching (classroom and laboratory instruction, development of new courses, labs and teaching methods, publication of instructional materials, supervision of graduate students)

- Research (creation and dissemination of new knowledge, publication, or other creative activities)
- Service (to the institution, to students, colleagues, the department, the college, and the University—as well as beyond the campus)

Guidelines and further details on the tenure and promotion process can be found through your department or college, and by referencing the Tenure and Promotion

Package Submission Guidelines published by the Office of Academic Affairs.

### **Post-Tenure Review**

The rigor of the hiring and review process, the demands of quality teaching and student advising, the necessity and value of research, and the obligations of service to the public are clearly understood within the university community. The post-tenure performance review of a faculty member provides a mechanism to gauge the productivity of the individual and should be designed to encourage a high level of sustained performance.

Post-tenure evaluations are made on the basis of typical criteria and factors such as teaching, research/creative activities, student advising, committee and administrative service, and service to the profession, community, state or nation. Deans notify faculty of their post-tenure review outcomes. Implementation of post tenure review is expected to positively impact on-going improvement in the overall faculty review process.

In August 1996, the Faculty Senate unanimously adopted the University's post tenure rules and procedures. Continued productivity of tenured faculty is pivotal to the preservation and advancement of institutional quality. A system of post-tenure review strengthens the faculty evaluation process by making it consistent, objective, and outcome-oriented. Such a plan makes professional development the shared responsibility of faculty and of the University through its divisions, departments, and schools/colleges where faculty are assigned. The results of post-tenure review at Prairie View A&M University will assure (a) taxpayers that their investment in higher education is worth sustaining; (b) the University that the status of tenured faculty will be reserved for persons most deserving based upon their productivity in teaching, research, and service; and (c) tenured faculty members that there will be provided an informed, timely performance assessment designed to identify strengthening needs of tenured faculty.

The post tenure review process will facilitate early identification of diminishing productivity that warrants attention and amelioration. It will greatly reduce tolerance of substandard performance. In the final analysis, persistent

unsatisfactory performance will result in termination. System Policy 12.06: Post-Tenure Review of Faculty and

Teaching Effectiveness, can be viewed at <http://tamus.edu/offices/policy/12-06.pdf>.

### **Procedure for Review and Appeal**

Any appeal to the tenure decision and promotion procedures, or according to TAMUS policies, should be referred to the Provost and Senior Vice President for Academic and

Academic Affairs who will initiate a review. The Faculty Due Process Committee of the Faculty Senate or a three to five person ad hoc committee of tenured faculty including at least two faculty senators may be asked to conduct a review and report findings to the Provost and Senior Vice President for Academic Affairs within twenty (20) business days of receiving the request for review.

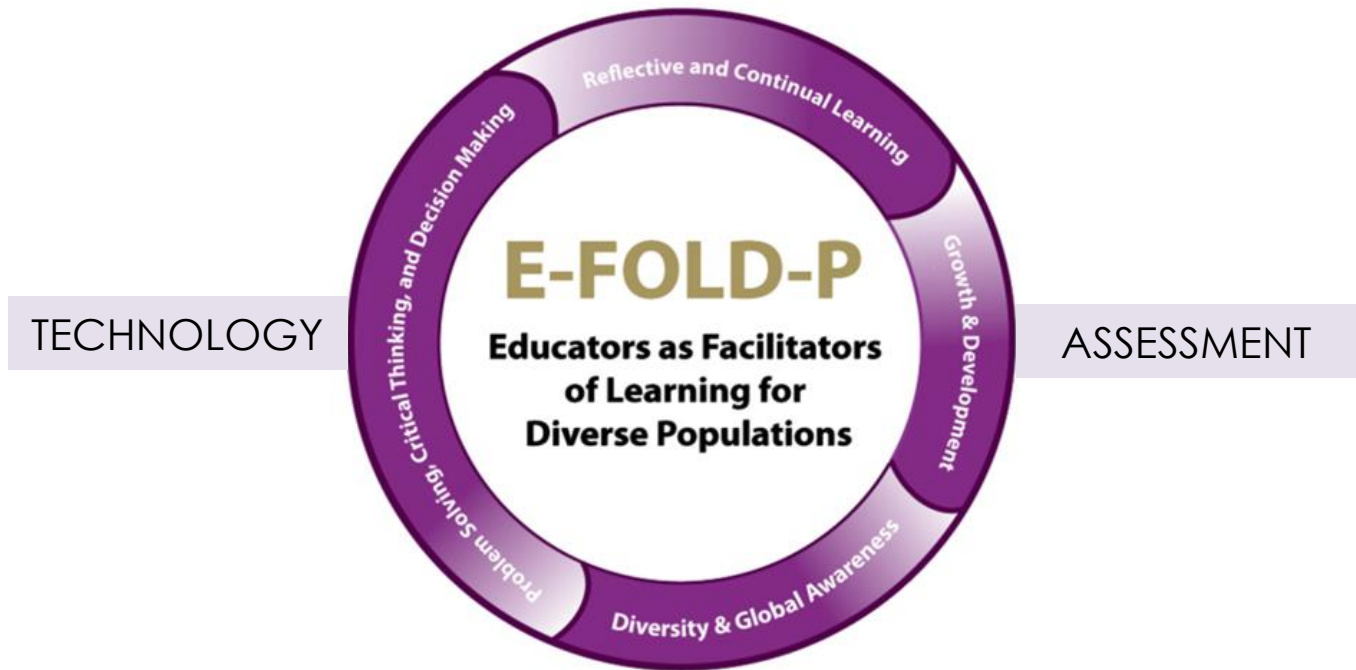
If procedural irregularities are found to have occurred, the Provost may ask each level to review the faculty member again, or may formulate an ad hoc committee of three (3) to five (5) tenured faculty to review the procedures. If a faculty member believes that the denial of tenure has been based upon an illegal reason or in violation of academic freedom, he or she should file an appeal as outlined in Section 9.

The Office of Human Resources and/or the Office of Equal Employment Opportunity may be asked to review the appeal.

Tenure track faculty not recommended by the President to the Board of Regents shall be notified of their status via certified mail.

## CONCEPTUAL FRAMEWORK

Our teacher education program focuses on Educators as Facilitators of Learning for Diverse Populations (E-FOLD-P).



The conceptual framework for both the initial and advanced programs at Prairie View A&M University has evolved over the last fourteen years to view educators as facilitators of learning for diverse populations. The conceptual framework was developed by the Unit faculty after extensive review of the literature in education and guidelines of learned societies. The conceptual framework is based upon current issues such as changes in demographics, global perspectives, importance of problem solving, critical thinking and decision-making skills, technological demands, and the need for life-long learning. The framework consists of four major goals anchored by technology and assessment.

The PVAMU conceptual framework model – Educators as Facilitators of Learning for Diverse Populations (E-FOLD-P) – supports the major goals of the Teacher Education Unit. E-FOLD-P guides the design and implementation of teacher education programs located in the College of Education and constitutes a commitment by the Unit to:

1. Develop and prepare candidates as:
  - problem solvers, critical thinkers, and decision makers;

- reflective and continual learners who utilize effective teaching practices;
  - facilitators of student growth and development, by precept and example;
  - educators with understanding and appreciation of human diversity and global awareness.
2. To promote the professional development and competence of students preparing for student teaching.
  3. To prepare beginning professionals as problem-solvers, critical thinkers, and decision-makers who are able to communicate these cognitive skills to students.
  4. To prepare beginning professionals as facilitators of student growth and development by exhibiting a positive self-esteem and concept, and by being able to transmit these affective components to learners.
  5. To prepare beginning professionals as reflective and continual learners who initiate and distribute knowledge and skills and who utilize effective teaching practices.
  6. To prepare beginning professionals as those who understand and appreciate human diversity, and who demonstrate global awareness by recognizing that diverse learners can meet all learner outcomes.

# PRAIRIE VIEW A&M UNIVERSITY WHITLOWE R. GREEN COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

## Shared Vision

### Coherence

The Unit principles emphasized in the conceptual framework provide a system for ensuring coherence among program development, course work, clinical practice, and assessment of candidate performance across a candidate's program.

### Dispositions

This Unit's philosophy is articulated in the core beliefs and dispositions that drive the conceptual framework, guide the development of programs, and guide the delivery of each program. These core beliefs and dispositions are born of consideration for the Unit's goals for excellence in teaching; the examination of established national, state, and Unit standards for teaching and learning; and the review of curriculum experiences and expectations in all programs.

### Diversity

Understanding and appreciating human diversity is one of the primary goals of the Unit's conceptual framework. The Unit ensures that knowledge, skills, and dispositions related to diversity are integrated into all coursework field experiences and assessments. The field experiences including student teaching, practicum, and internships occur in rural, urban and suburban school districts with highly diverse student populations, in terms of race, ethnicity, national origin and economic status.

### Technology

The Unit's commitment to technology is demonstrated through course experiences and assessments requiring the use of technology to collect, organize, analyze and present information. The Unit faculty is committed to the effective use of educational and informational technology.

*The conceptual framework for both the initial and advanced programs at Prairie View A&M University has evolved over the last fourteen years to view educators as facilitators of learning for diverse populations. The conceptual framework was developed by the Unit faculty after extensive review of the literature in education and guidelines of learned societies. The conceptual framework is based upon current issues such as changes in demographics, global perspectives, importance of problem solving, critical thinking and decision-making skills, technological demands, and the need for life-long learning. The framework consists of four major goals anchored by technology and assessment.*

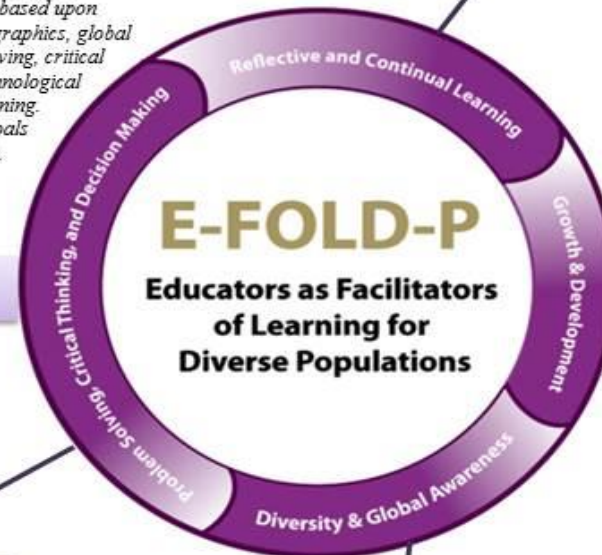
## Technology

### Problem Solving/Critical Thinking/Decision Making

The educator fosters intellectual curiosity, open-mindedness, and respect for other viewpoints. They are guided by belief systems reflective of philosophical and historical knowledge of teaching and learning.

### Reflective & Continual Learning

The educator knows the fundamental principles of teaching and learning and uses that knowledge to guide his/her actions when confronted with real-world classroom problems.



## Assessment

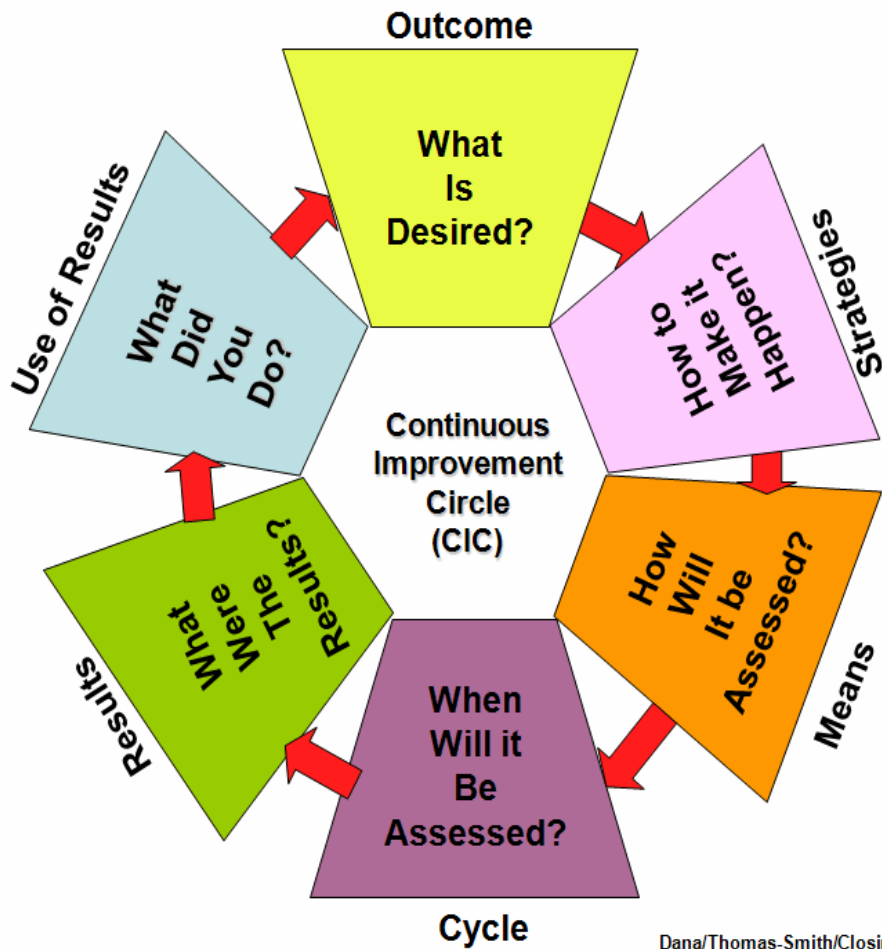
### Growth & Development

The educator demonstrates subject matter expertise and makes the subject meaningful for students.

### Diversity & Global Awareness

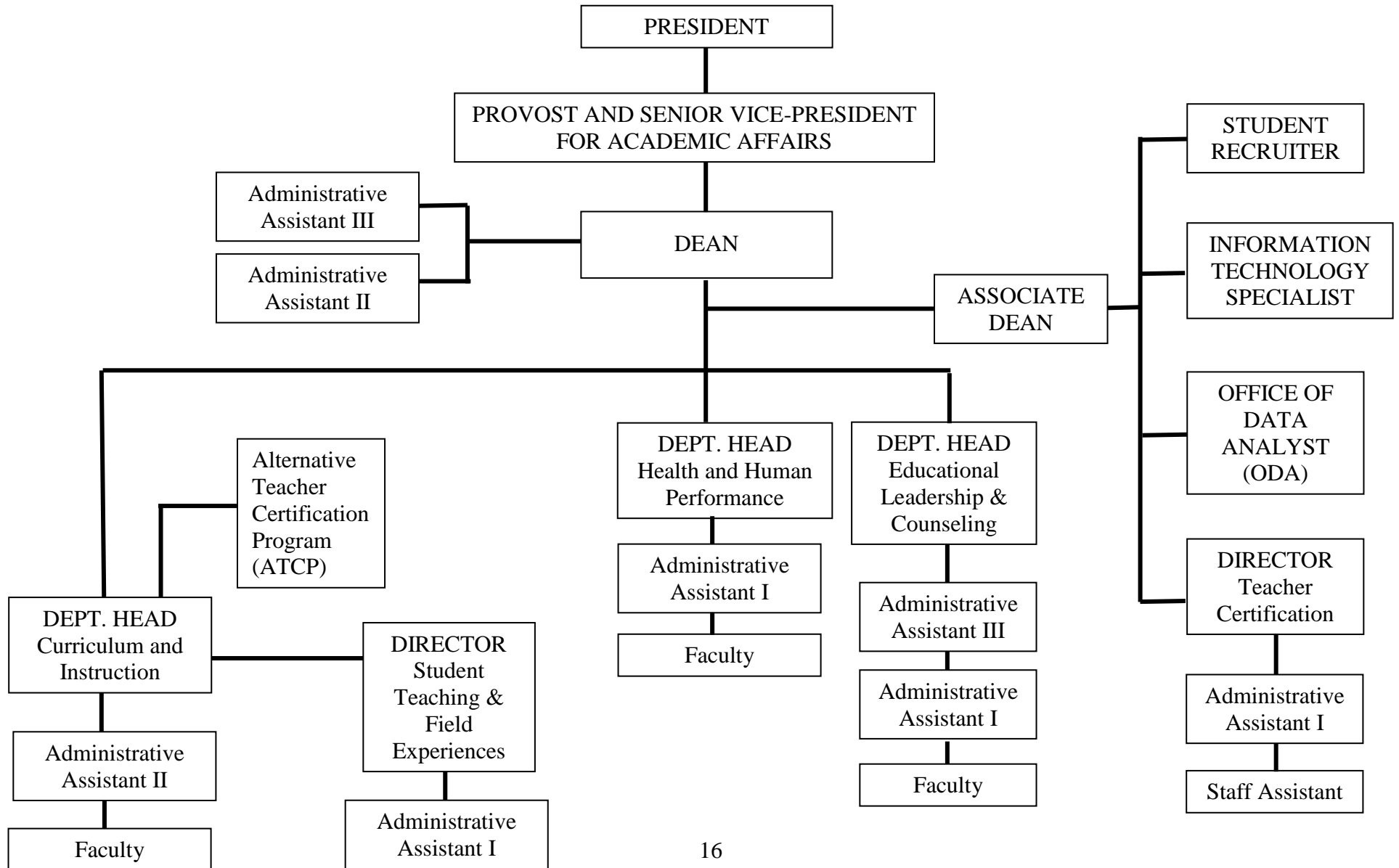
The educator within diverse populations and environments knows how to assist all students especially those who have difficulties, are under prepared, or may have exceptional needs.

**Quality Without Compromise**  
**Closing the Loop**  
**The Six Question Model at Prairie View A&M University**



Dana/Thomas-Smith/Closing the Loop Six Question Model/

# WHITLOWE R. GREEN COLLEGE OF EDUCATION ORGANIZATIONAL CHART





## **WHITLOWE R. GREEN COLLEGE COMMITTEES AND RESPONSIBILITIES**

Each College Committee will have a Chair and Co-Chair and will be comprised of administrators, faculty, staff and students from each department.

### **Dean's Executive Council**

The Dean's Executive is comprised of the Associate Dean, Department Heads and the Program Coordinators. This body is integrally involved with providing feedback on data and program evaluation as well as partners in co-designing, co-implementing and co-evaluating the Unit's programs. Every new program or program change is examined and feedback is provided from this governing body. The Dean serves as Chair of the Council.

### **Data Assessment Review Committee**

The committee is responsible for collecting, reviewing, interpreting and disseminating program assessment data. The committee determines qualitatively and quantitatively whether the program/unit is achieving educational outcomes. Identifies specific issues, if any, associated with individual program outcomes and identifies remediation or recommendations. This committee also oversees and makes recommendations on the unit's assessment especially in relation to the unit's reporting requirements of TEA, SACS and NCATE.

### **Curriculum Committee**

The committee will monitor and review books and curriculum operations, including reviewing IREAD books and curriculum changes, complaints, operation, all procedures as they affect faculty, staff and students; and, make recommendations to the Dean's Executive Council regarding proposed changes. The committee serves as an advisory group to the college, departments and coordinators on curricular matters.

### **Promotion and Tenure Committee**

The committee is comprised of tenured faculty. The committee examines the dossier of each candidate and votes on each candidate; and, is responsible for providing review and recommendations for faculty promotion, tenure, post-tenure. The committee is to ensure that the process is fair and equitable; and, adheres to the University and System's policies as specified in the governance documents.

## PROMOTION AND TENURE

The final authority for granting promotion and tenure within the Texas A&M University System (herein after referred to as 'the System') rests with the System Board of Regents upon the recommendation of the President of the University and the Chancellor of the Texas A&M University System. The criteria and guidelines contained in this document supplements the Prairie View A&M University Faculty Handbook, and the Texas A&M System's policy on "Academic Freedom, Responsibility and Tenure"(Section 12.01).

It is the responsibility of the faculty member on tenure track to provide evidence that standards for tenure or promotion are met, and follow the portfolio requirements established by the Office of the Provost. It is the responsibility of the Tenure and Promotion Committee (Departmental and College levels) and the Dean of the Whitlowe R. Green College of Education, to assure consistency in the recommendations from the College among candidates in a given year and over the different years.

Each faculty member applying for tenure and/or promotion must follow the guidelines described in the Prairie A&M University Faculty Handbook and the College of Education Promotion and Tenure Handbook. Each academic program in the College of Education has Standards for Tenure and Promotion for its faculty members; and established a Departmental Promotion and Tenure Committee. The Dean of the College of Education appoints the members of the Tenure and Promotion Committee. The Tenure and Promotion Committee will consist of a minimum of three tenured faculty members from the College of Education. In the case where there are fewer than three tenured faculty members, the Tenure and Promotion Committee may include one tenured faculty member in a discipline closely related to the applicant's discipline, recruited from another department at the university.

### INDICATORS FOR PROMOTION AND TENURE PERFORMANCE EVALUATIONS

The following examples of evaluation criteria are meant to serve as guidelines. Indicators are examples of performance measure; and, ***examples*** are indicated in italics and bold type, and are set off by brackets.

#### **I. Teaching**

##### **A. Indicators of Excellence in Teaching**

- Selection for a University, College, or professional society outstanding teacher award
- Evidence of courses taught at a rigorous and challenging level, with recognized excellence.
- Publication of widely adopted or acclaimed instructional materials
- Outstanding teaching performance as evidenced by outstanding student ratings.
- Outstanding peer evaluations or outstanding direction of graduate research
- Development of innovative pedagogical methods and materials
- Publications with teaching focus in refereed journals.

- Receipt of significant peer-reviewed external funding for teaching.
- Invitation to teach at a domestic or international institution of recognized excellence.
- Receipt of awards for research or academic performance by the faculty member's students.
- Placement of graduate students or postdoctoral fellows into significant academic, scholarly, or professional positions. Nominations for teaching excellence by the College of Education or by a bona fide award organization. **[example, PVAMU President's teaching award, TAMU Chancellor's Teaching award; AIA/ACSA awards]**

#### **B. Indicators of Effectiveness in Teaching**

- Development of new courses or major revision of existing courses.
- Direction of graduate student thesis or dissertation research.
- Member of graduate student advisory committees.
- Evidence of high quality in class preparation and interaction.
- Coordination of multi-section courses.
- Service as departmental undergraduate or graduate advisor.
- Significant self-development activities leading to enhanced teaching effectiveness.
- Receiving on a competitive basis internal funding for teaching.
- Participation in the University Honors Program and/or other programs for mentoring the professional development of students.

## **II. Research, Scholarly, and Creative Work**

#### **A. Indicators of Excellence in Scholarly Activities**

- Publications in leading refereed journals.
- Receiving major fellowship or research
- Frequent citation in publications
- Publication of scholarly book(s).
- Editor or member of editorial board of a major journal.
- Publication of peer-reviewed fiction.
- Member of review panel **[or critic]** for national or international organization
- Presentation of invited papers at international and national meetings
- Receiving significant external peer-reviewed funding for research
- Significant publication and/or funding resulting from collaborative efforts with researchers in other fields where the faculty member occupies a substantial role in the research

#### **B. Indicators of Effectiveness in Scholarly Activities**

- Publications in refereed journals.
- Service as a reviewer for major refereed journals or as an ad hoc reviewer for national or international research organizations.
- Publication of a chapter in a scholarly book.
- Editor of scholarly book or chapter of a scholarly book.
- Presentation of papers at regional, national or international meetings of appropriate disciplines.
- Publications in non-refereed but widely recognized journals.

- Continued public activity in schools or community colleges

### **III. Service**

#### **a). Indicators of Excellence in Service**

- Officer in a regional, national or international professional organization.
- Service on a major governmental commission, task force, or board.
- Administrative leadership role at Prairie View A&M University.
- Program chair or similar position at a regional, national or international meeting.
- Officer in Faculty Senate.
- Chair of major standing, appointed, or ad hoc Prairie View A&M University committee.
- Evidence of excellence in professional service to the local community and public at large, including required and/or volunteer committee work.

#### **b). Indicators of Effectiveness in Service**

- Committee chair of regional, national or international professional organization.
- Officer in regional or state professional organization.
- Program chair or similar position for regional or state professional organization meeting.
- Service as an active member of the Faculty Senate.
  - Service as consultant.
  - Advisor to student organizations.
  - Administrative roles within the department.
  - Evidence of professional service to the local community and public at large, including required development training or registration

# CODE OF ETHICS AND STANDARD PRACTICES FOR TEXAS EDUCATORS

## Texas Administrative Code

<b>TITLE 19</b>	EDUCATION
<b>PART 7</b>	STATE BOARD FOR EDUCATOR CERTIFICATION
<b>CHAPTER 247</b>	EDUCATORS' CODE OF ETHICS
<b>RULE §247.2</b>	<b>Code of Ethics and Standard Practices for Texas Educators</b>

### Enforceable Standards

#### (1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

**(2) Ethical Conduct Toward Professional Colleagues.**

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary **investigation or proceeding under this chapter.**

**(3) Ethical Conduct Toward Students.**

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(l) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- (i) the nature, purpose, timing, and amount of the communication;
- (ii) the subject matter of the communication;
- (iii) whether the communication was made openly or the educator attempted to conceal the communication;
- (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- (v) whether the communication was sexually explicit; and
- (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

# PERFORMANCE EVALAUTION INSTRUMENT

## WHITLOWE R. GREEN COLLEGE OF EDUCATION ASSESSMENT WITH RESPECT TO PERFORMANCE EXPECTATIONS

NAME \_\_\_\_\_

ACADEMIC YEAR \_\_\_\_\_

Option 1: 4 = Exceptional, 3 – Satisfactory, 2 = Marginal, 1 = Unsatisfactory

Option 2: Weighted Point Distribution

GE = General university expectations, DS = Expectations negotiated by faculty and department head, OP = Optional, not required

I. TEACHING/ADVISEMENT			
Code	No.	Performance Expectations	Rating or Points
GE	1	<b>Organize Instruction.</b> Provide students up-to-date syllabi, including course objectives, grading policies, attendance policies, and references.	<b>1 2 3 4</b>
GE	2	<b>Manage Instruction.</b> Create instructional plans that support learner success, monitor and adjust instructional plan when needed.	<b>1 2 3 4</b>
GE	3	<b>Communicate.</b> Use multiple ways of communicating with students and providing information to them; make assignments and other instructional materials available through WebCT.	<b>1 2 3 4</b>
GE	4	<b>Be Responsive.</b> Respond to student questions or concerns in a timely manner; provide ways for students to have access through WebCT email outside of office hours.	<b>1 2 3 4</b>
GE	5	<b>Respect Learners.</b> Adhere to TAMUS and University policies prohibiting unprofessional conduct in faculty/student relationships.	<b>1 2 3 4</b>
GE	6	<b>Advise Students.</b> Create and retain advisee records; provide accurate information, degree plan requirements, course prerequisites, and career development opportunities.	<b>1 2 3 4</b>
GE	7	<b>Evaluate Instruction.</b> Afford students an opportunity to evaluate course and instructor; utilize peer evaluations of teaching. Strive for <i>100% participation in student opinion survey process.</i>	<b>1 2 3 4</b>
I. SUBTOTAL			



## II. CONSUMPTION AND PRODUCTION OF RESEARCH AND SCHOLARLY/CREATIVE WORK

Code	No.	Performance Expectations	Rating or Points
GE	1	<b>Utilize Current Scholarship.</b> Be informed of current scholarly work, incorporating it into teaching and, as appropriate, service activities.	<b>1 2 3 4</b>
GE	2	<b>Develop Professionally.</b> Participate in professional organizations, seminars, workshops, and/or formal certificate and degree granting endeavors.	<b>1 2 3 4</b>
GE	3	<b>Manage Grants, Contracts, Agreements.</b> Adhere strictly to terms originally established with grantors, including timely filing of required reports.	<b>1 2 3 4</b>
DS	4		<b>1 2 3 4</b>
DS	5		<b>1 2 3 4</b>
DS	6		<b>1 2 3 4</b>
DS	7		<b>1 2 3 4</b>
DS	8		<b>1 2 3 4</b>
<b>II. SUBTOTAL</b>			

## III. SERVICE

Code	No.	Performance Expectations	Rating or Points
GE	1	<b>Sustain Community Membership.</b> Be supportive, collegial in a manner that supports a healthful, positive, work environment.	<b>1 2 3 4</b>
OP	2	<b>Promote Enrollment Management.</b> Actively support university/college/departmental committees or projects designed to recruit, admit, enroll and support students through graduation.	<b>1 2 3 4</b>
GE	3	<b>Support Student Development.</b> Attend major convocations including commencement, honors convocation, and general student assemblies.	<b>1 2 3 4</b>
GE	4	<b>Support Course Completion.</b> Encourage students enrolled on 12th Class Day to persist to course completion. .	<b>1 2 3 4</b>
GE	5	<b>Serve on Committees.</b> Accept and serve on university/college/departmental committees especially those related to student development, personnel, curriculum, or accreditation	<b>1 2 3 4</b>
<b>III. SUBTOTAL</b>			

IV. FOCUSED FACULTY SPECIFIC EXPECTATION			
		Note: The focused expectation includes each faculty member's particular plan for the academic year. This effort should not be considered as additional "workload" for the faculty member. Rather, it should be treated as faculty performing his/her duties at a higher level - striving for excellence.	
DS	1		
DS	2		
DS	3		
DS	4		
DS	5		
IV. SUBTOTAL			

CATEGORY	RECOMMENDED IMPROVEMENT	JUSTIFICATION FOR EXCEPTIONAL PERFORMANCE RATINGS
I. Teaching/Advisement		
II. Consumption and Production of Research and Scholarly/Creative Work		
III. Service		
IV. Focused Expectations		
I. Overall Performance Rating		

#### PERFORMANCE EVALUATION SUMMARY

for

\_\_\_\_\_

Name

Year

\*Equivalent to a score of 98 on a 100 point scale.

# Faculty Roster Template

## Faculty Roster Form Qualifications of Full-Time and Part-Time Faculty

Name of Institution:

Name of Academic Area, Discipline, Department/School:

Academic Term(s) Included:

Completed:

Date Form

1	2	3	4
Name	Courses Taught	Relevant Academic Degrees and Course Credits Earned	Other Qualifications

*For an electronic version of this form and its instructions for completion, access <http://www.sacscoc.org>, click onto Resources, click onto Institutional, and click onto Faculty Roster Form and Faculty Roster Instructions. Please read the instructions before completing the form.*

## Vita Template

### **John Smith, Ph.D. Curriculum Vitae**

**Name:** Dr. John Smith

**Work Address:** Central College, 1300 Holman, Houston, TX 77013

**Office Telephone Number:** 713-718-5555

**College Email Address:** john.smith@hccs.edu

#### **Education**

Ph.D. Psychology, University of Houston, Houston, Texas 1983

M.A. Psychology, Western Kentucky University, Bowling Green, Kentucky 1980

B.A. Sociology, University of Pittsburgh, Pittsburgh, Pennsylvania, 1978

#### **Teaching Experience**

Instructor, 1988 – Present

Houston Community College District

Courses: Introduction to Psychology, Statistics

Teaching Assistant, 1981 - 1983

University of Houston

Courses: Psychology in the Classroom

#### **Professional, Technical, and Work-related Experience and Skills**

Veterans Memorial Hospital, Staff Psychologist, Houston, Texas, 1983 – 1987

Fluent in German, French and Spanish

#### **Professional Achievements and Publications**

Baldwin Scholar, 2005

Academic Excellence Award, 2003

Smith, John (2006). The behavior of learning disabled adolescents in the classroom. Paper presented at the Psychology Conference at the University of Minnesota.

Smith, John (2005). The behavior of learning disabled adolescents in the classroom. Journal of Educational Psychology, 120 – 125.

RDB Grant (University of Houston Research Grant, 1983), \$225,000

# Outside Employment Form

[Clear Fields](#)[Print Form](#)

The Texas A&M University System  
System Offices

HR 202A  
(2/13)

## External Employment Application and Approval Form

*With few exceptions, you have the right to request, receive, review and correct information about yourself collected using this form.*

Employee name:     
*First Middle Last*

Title:

Department:

I request permission to accept external employment. The proposed employment will not interfere with my assigned duties. In such external employment, I will act as an individual and not as a representative of The Texas A&M University System, and, if I am a faculty member, such external employment is not directly related to my professional discipline.

1. Name and address of employing firm, agency or individual:

2. Nature of work:

3. Release time requested? ☐ Yes ☐ No. If yes, the following is my basis for requesting release time  
(provide remuneration, value to System, professional enhancement):

**Note:** External Employment requests will not be granted for a period longer than one year. All authorizations, regardless of length, will terminate on August 31 of the current fiscal year. All employees/faculty members must reapply for authorization each fiscal year, defined as September 1 – August 31.

4. Period of request:  through   
*Date Date (No later than August 31 of current fiscal year)*

Total release time requested for period (if none requested, state N/A):

Total release time (including previous approvals):

5. Equity ownership involved? ☐ If so, the amount and type of equity interest owned:

I understand that external employment may not be undertaken on that portion of time covered by federal grants or contracts. I further understand that this request applies only to that portion of my time for which I am employed by The Texas A&M University System. I agree to furnish reports and additional details of employment as required.

I certify that there will be no conflict of interest between this external employment and my responsibilities as an employee of The Texas A&M University System. I also certify that this external employment will be conducted at no expense to The Texas A&M University System.

I fully agree and understand that official release time is contingent upon this activity being of value to The Texas A&M University System and an enhancement to my relationship thereto, and so long as I receive no remuneration for the work performed. Otherwise, I will take vacation or accumulated compensatory time for such absences, as applicable.

I certify that I have read System Policies 07.01 *Ethics*, and 31.05 *External Employment and Expert Witness*, and System Regulation 31.05.02 *External Employment*, and agree to conduct my external employment in accordance with the provisions contained therein, including the requirement that I will not engage in external employment prior to receiving the requisite approvals.

If I am a faculty member, certify that all external employment requested will not be directly related to my professional discipline.

\_\_\_\_\_  
*Employee signature*

\_\_\_\_\_  
*Universal Identification Number*

\_\_\_\_\_  
*Date*

Approval recommended:      Release time recommended?      Yes \_\_\_\_\_ No \_\_\_\_\_

\_\_\_\_\_  
*Department Head*

\_\_\_\_\_  
*Date*

Approved:      Release time approved?      Yes \_\_\_\_\_ No \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
*Date*

\_\_\_\_\_

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Chancellor or designee*

\_\_\_\_\_  
*Date*

PRAIRIE VIEW A&M UNIVERSITY  
RESEARCH AND GRADUATE STUDIES  
THE GRADUATE SCHOOL

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**GRADUATE FACULTY NOMINATION/APPLICATION**  
Applications are submitted to the DEAN of the Graduate School

Name of Nominee \_\_\_\_\_ Date \_\_\_\_\_

Highest Academic Degree \_\_\_\_\_ Years on PVAMU Faculty \_\_\_\_\_

Department \_\_\_\_\_ Present Faculty Rank \_\_\_\_\_

Tenure Status: \_\_\_\_1) Tenured \_\_\_\_2) Tenure track, but not yet tenured \_\_\_\_3) Not on tenure track

Requested Graduate Faculty Membership Status: (Criteria by category is attached)  
\_\_\_\_Full \_\_\_\_Associate \_\_\_\_Adjunct \_\_\_\_Special

What is your current graduate faculty status? \_\_\_\_\_

List the 5000 - 8000 level courses taught over the past 3 years. Individuals requesting Full Member status must list courses taught over the past five years.

**Theses/Dissertations** directed to completion in the last 3 – 5 years.

Name of Student	Year	Name of Student	Year

**Graduate Research Projects/Field Placements** directed to completion in the last 3 – 5 years.

Name of Student	Year	Name of Student	Year

**Graduate student committee assignments** in the last 3 – 5 years.

Name of Student	Year	Name of Student	Year

NOTE: Attach a resume or a narrative summary indicating "evidence of research, scholarly and/or creative activities" as defined in the Faculty Handbook undertaken within the last three-five years. All documentation should not exceed 10 pages. Adjunct status may be assigned if no documentation accompanies this application. Incomplete applications will be returned to the faculty member without being reviewed.

Nominee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Affirmation of Nomination: I have reviewed the file of this nominee and find that documentation represents continued productive scholarship as normally defined within the applicant's discipline.  
I support the nomination of \_\_\_\_\_ for the membership status of \_\_\_\_\_  
Name of Nominee Recommended Status

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Division or Department Head/Dean

Form Updated, April 2013

