



**Department of Communication
Faculty Resource Guide
2019-2020**

PREFACE

Dear Colleagues,

The impetus for creating a Faculty Resource Guide was the dramatic growth of our department. When our department was smaller, it was relatively simple to convey the “way we do things around here” orally through informal conversation with each other or making announcements at meetings. As we have grown, it is important to complement our oral tradition with a written one that is explicit about our practices and provides a common reference point.

This Faculty Resource Guide is an initial effort to collect our governance documents in a single location and to inscribe our practices in writing so we have a resource that can help faculty navigate various departmental activities. My hope is that this guide will also serve as a resource for reflecting on our practices—what’s working, what needs to be changed, and what’s missing that needs to be addressed.

I’ve divided the Faculty Resource Guide into four sections.

1. The section on **Master Calendar and Administrative Structure** is designed to give faculty a sense of the flow of the academic year and important events as well as how the department is organized and who does what.
2. The section on **Governance Documents and Plans** contains documents that faculty have voted on or discussed as a faculty prior to implementation. For example, by university policy, faculty must have input and formally vote on By-Laws, Annual Review Policy, and Post-Tenure Review Policy. On the other hand, faculty consulted on the development of a Mentoring Plan that we then implemented.
3. The section on **General Departmental Guidelines** inscribes what have been the department’s tacit practices over the last few years. By writing them as guidelines, I have tried to make certain traditions or practices much more explicit and transparent, which also allows them to be critiqued and changed.
4. The section on **Diversity, Teaching, and Research Resources** is designed to acquaint faculty with various opportunities that they may wish to pursue when developing their diversity, teaching, and research practice. This section attempts to pull together various resources in a single location so faculty can quickly see what resources are available at the departmental, college, and university level.

This resource guide should be viewed as a living document. It is not complete as I am sure that certain guidelines or resources could have been included but were not and some may have inadvertently left out. I anticipate that additional information will be added. My hope is that we use this document as a way to improve our practices by having an explicit statement of guidelines that we can reflect on.

Take care,

J. Kevin Barge
Professor & Head

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MASTER CALENDAR AND ADMINISTRATIVE STRUCTURE

ANNOTATED COMM ACADEMIC MASTER CALENDAR

Purpose: To provide faculty with a general feel for recurring events and duties that happen each academic year that are part of their academic work life. These general dates are superseded by specific dates listed in the University Academic Calendar (<https://registrar.tamu.edu/Catalogs,-Policies-Procedures/Academic-Calendar>) and directives and/or updates provided by university administrators. For some events and duties, additional information regarding the rationale for the activity and performance strategies are provided.

August

- PICA Evaluations SSII and through session. PICA evaluations (Texas A&M on-line teacher evaluation system) are automatically turned on for faculty. For Summer Session II and through session, PICA evaluations typically occur after Q-drop and prior to the final. Additional information regarding PICA and Q-drops may be found October and November below. <https://pica.tamu.edu>
- Professional Development Week for graduate students and Preparation Week for the Department (week prior to the start of classes). This is a week of events aimed at graduate students and faculty at Texas A&M focused on class preparation for the upcoming semester. Faculty and graduate students should be on campus or available for meetings during this week.
- Faculty Meeting (typically the Wednesday or Thursday prior to the start of classes). It is usually wise to block these two days out as the faculty meeting is normally designed over the summer. A working schedule is typically distributed to faculty by August 1.
- Upload Syllabi and Current Copy of CV to Howdy (state law specifies these documents must be uploaded no later than the end of the first week of class). The Texas Legislature passed Texas HB 2504 in 2009 (now TEC 51.974). This legislation requires the university to provide online the following information for courses within a week of the first class day of each semester: (1) a curriculum vitae (CV) for each instructor, and (2) a syllabus for each class. The Syllabus must meet minimum syllabus requirements as specified by the University and as addended by the College of Liberal Arts. Go to this link for Minimum Syllabus Requirements (scroll to middle of page): <https://registrar.tamu.edu/Registrar/media/Curricular-Services/Curricular%20Approvals/Course%20Approvals/CourseSubmissionChecklist.pdf>

Scroll to middle of the page. Additionally, the College of Liberal Arts requires the Title IX Duty to Report statement. You may wish to add the copyright statement and you may wish to add the department make-up exam statement. Please contact the Director of Undergraduate Studies for the latest versions of these statements.

Also, please note that course directors and course supervisors must approve the syllabus of any graduate student teaching any course (or any supervisee regardless of faculty status who is teaching 200-level departmental course—203, 205, 210, 230, 240, 243, 245, 250—prior to the syllabus being posted. The course director or course supervisor's name and contact information must be included on the syllabus

September

- Faculty Meeting (first Wednesday of the month from 11:30 am to 12:30 pm).
- Last Day for Students to Drop/Add Classes (5:00 pm on 5th class day. Late drops processed 6th thru 12th class day with advisor approval. Late adds processed 6th thru 12th class day with faculty and advisor approval.).
- Attendance Certification (typically after the first 10 days of class and before the third week of school). Attendance Certification must be completed on Howdy (<https://howdy.tamu.edu/uPortal/normal/render.uP>). Certifying attendance is critical for students to continue to maintain and receive scholarships, government funding, and other forms of financial aid. Strategies for verifying attendance include but are not limited to: taking roll for multiple class periods after the first 10 days of class, having students respond to an on-line assignment such as a writing prompt, and collecting an in-class assignment from students.
- Spring Teaching Schedule is typically finalized the second week in September and distributed to faculty.

October

- Faculty Meeting (first Wednesday of the month from 11:30 am to 12:30 pm).
- Mid-Semester Grades Due (typically middle of October). Mid-semester grade reports are completed on Howdy and are important so the College of Liberal Arts' Office of Undergraduate Programs can identify at-risk students and design intervention strategies to facilitate their academic performance. The Department of Communication has a deadline for submitting mid-semester grades four hours earlier than the university deadline. Faculty should have grades updated and sufficient to give students a fair assessment of their performance at mid-term.
- PICA Mid-Semester Student Evaluations (typically conducted the week prior to mid-semester grade being due). TAMU uses an on-line faculty evaluation system called PICA. Mid-semester evaluations are required for faculty teaching in the Department of Communication for the first time and are optional for other faculty. Faculty may turn on mid-term evaluations for their courses by logging into PICA and selecting and turning it on for the particular course(s) (<https://pica.tamu.edu/pica/SystemEntrance.aspx>). Mid-term evaluations can be selected starting the first day of class up to approximately the fourth week in the semester.

The Office for Institutional Effectiveness and Evaluation suggest a 80-85% response rate can be achieved by: (1) Setting aside time in class to conduct the teaching evaluation and asking students to bring a device to complete the teaching evaluation on-line. (2) Telling the students that you read the evaluations and that you use them to develop your course. and (3) Monitoring the response rate for your classes online.

- COMM Week (typically the third or fourth week of October). The COMM Alumni Association Board (AAB) sponsors several days of activities focused on the undergraduate experience including class visits, workshops, and a networking event.
- Spring Course Schedule "Goes Live" on Howdy (on or about October 15th).

- Textbook Orders for Spring Semester. The bookstore requires textbook orders in October for the Spring semester. Textbook information is posted to university bookstore website and allows Texas A&M to comply, to the greatest extent possible, with the federally mandated Higher Education Opportunity Act (HEOA). Additional information regarding desk copy requests, textbook adoption, and what to do you are not using a textbook for a class can be found at <https://www.facultyenlight.com/?storeNbr=572>
- Graduate Course Planning Begins. The Director of Graduate Studies solicits graduate course preferences from faculty and areas for the following academic year.
- Departmental Picnic (typically mid-October).

November

- Faculty Meeting (first Wednesday of the month from 11:30 am to 12:30 pm).
- Q-drop Deadline (60th class day). Students may drop courses with no penalty (*Q-drop*) under certain circumstances. Faculty should be aware that students will want their grades to be current and updated so they can make a Q-drop decision.
- PICA End-of-Semester Faculty Evaluations (typically beginning the day after Q-drops and ending the day prior to the final examination period). End-of semester evaluations are automatically set-up for faculty. COMM 285, 291, 485, 491, 497, 685, and 691 are not required to have teaching evaluations.
- Reading Day (Wednesday prior to Thanksgiving). Reading day means that the University is open and that faculty and staff are on duty, however, students do not have classes. It is not uncommon for the University President to authorize “early release” for non-essential personnel at noon on this day, however, do not assume that this is the case until the announcement is circulated.
- Thanksgiving Holiday.

December

- Redefined Class Days (the same week of school that finals start). To give back the W, Th and F of Thanksgiving week, Friday classes meet on Monday and Thursday classes meet on Friday. Wednesday classes meet on Wednesday. Faculty should pay close attention to how redefined days are structured for a given semester by checking <https://registrar.tamu.edu/Catalogs,-Policies-Procedures/Academic-Calendar>.
Please note that no exams may be given during redefined (15th week) including no online exams.
- Faculty Meeting (first Wednesday of the month from 11:30 am to 12:30 pm). During the first reading day, we typically have a faculty meeting from morning to early afternoon.
- Grades due for degree candidates the day after the last day of final exams. The Department of Communication requires that these grades are posted four hours prior to the University’s deadline. Failure to meet this deadline results in the graduate not receiving their diploma at graduation in addition to very upset students, family, and upper-level administrators.
- Grades due for all students (the Monday following graduation). The Department of Communication internal deadline is 8:00 am.

- Faculty Requests for Summer Teaching (typically requested in early December or late November). The College of Liberal Arts provides limited funding for summer school teaching. Summer teaching is not guaranteed as faculty demand for summer teaching has normally exceeded available funding. Faculty should plan accordingly.
- Graduate Course Plan Announcement. Director of Graduate Studies contacts faculty who have been slotted to teach a graduate seminar in the following Fall.

January

- Last day for students to drop/add classes (5:00 pm on 5th class day. Late drops processed 6th thru 12th class day with advisor approval. Late adds processed 6th thru 12th class day with faculty **and** advisor approval.).
- Attendance Certification (typically after the first 10 days of class and by the third-week of school).
- Upload undergraduate syllabi and current copy of CV to Howdy (state law specifies these documents must be uploaded no later than the end of the first week of class). Upload Syllabi and Current Copy of CV to Howdy (state law specifies these documents must be uploaded no later than the end of the first week of class). The Texas Legislature passed Texas HB 2504 in 2009 (now TEC 51.974). This legislation requires the university to provide online the following information for courses within a week of the first class day of each semester: (1) a curriculum vitae (CV) for each instructor, and (2) a syllabus for each class.

The Syllabus must meet minimum syllabus requirements as specified by the University and as added by the College of Liberal Arts. Go to this link for Minimum Syllabus Requirements <https://registrar.tamu.edu/Registrar/media/Curricular-Services/Curricular%20Approvals/Course%20Approvals/CourseSubmissionChecklist.pdf> Scroll to middle of the page. Additionally, the College of Liberal Arts requires the Title IX Duty to Report statement. You may wish to add the copyright statement and you may wish to add the department make-up exam statement.

Also, please note that course directors and course supervisors must approve the syllabus of any graduate student teaching any course (or any supervisee regardless of faculty status who is teaching 200 level-departmental course—203, 205, 210, 230, 240, 243, 245, 250—prior to the syllabus being posted. The course director or course supervisors name and contact information must be included on the syllabus

- Review of Graduate Applicants. During January, the Graduate Instructional Committee and Graduate Faculty review applications for the graduate program.
- Martin Luther King Jr. Holiday (Check the Academic Calendar each year). Sometimes classes start the week before the holiday and sometimes classes start the Tuesday immediately following the holiday.

February

- Faculty Meeting (first Wednesday of the month from 11:30 am to 12:30 pm).
- Fall Teaching Schedule is Finalized the second week in February and distributed to faculty.

- Faculty Annual Reports. Faculty submit a faculty annual report during February. Separate annual report forms have been developed for various academic tracks which request information such as courses taught and student evaluation data, publications, and service.

March

- Faculty Meeting (first Wednesday of the month from 11:30 am to 12:30 pm).
- Graduate Recruiting Event (typically end of February or early in March). The department hosts an on-campus recruiting event for prospective students.
- Mid-Semester Grades Due (typically the week prior to Spring Break).
- Summer and Fall Course Schedule "Goes Live" on Howdy (typically on or about March 15th).
- Summer Teaching Staffing Finalized (typically in late March). Summer teaching staffing is finalized and distributed to faculty.
- Spring Break (typically second or third week of March).

April

- Faculty Meeting (first Wednesday of the month from 11:30 am to 12:30 pm).
- Textbook Orders for Fall and Summer Semesters (April 1). The bookstore requests textbook and course supply information in April for the upcoming Summer and Fall semester, and in October for the Spring semester.
- Reading Day (varies within April).
- Undergraduate Recognition Ceremony (typically the Friday of A&M's Parents Weekend).
- Q-drop Deadline (60th class day). Students may drop courses with no penalty (*Q-drop*) under certain circumstances. Faculty should be aware that students will want their grades to be current and updated so they can make a Q-drop decision.
- PICA End-of-Semester Faculty Evaluations (typically beginning the day after Q-drops and ending the day prior to the final examination period). End-of semester evaluations are automatically set-up for faculty. COMM 285, 291, 485, 491, 497, 685, and 691 are not required to have teaching evaluations.
- Redefined class days (typically the last week of school which may occur in late April or beginning of May).
- Graduate Student Recognition Ceremony (typically the first reading day which is a Wednesday which may occur in late April or beginning of May).

May

- Redefined Class Days (the same week of school that finals start). To give back the Friday of the Spring Reading Day, Friday classes meet on Tuesday. Faculty should pay close attention to how redefined days are structured for a given semester by checking <https://registrar.tamu.edu/Catalogs,-Policies-Procedures/Academic-Calendar>.

Please note that no exams may be given during redefined days (15th week) including online exams.

- Faculty Meeting (first Wednesday of the month from 11:30 am to 12:30 pm). There is typically a faculty meeting the reading day of the end of spring term that is schedule from morning to mid-afternoon.
- Grades due for degree candidates (typically the last day of finals which is a Thursday).
- Grades due for all students (typically the Monday following graduation).

June (Summer Session I)

- Upload undergraduate syllabi and current copy of CV to Howdy (state law specifies these documents must be uploaded no later than the end of the first week of class). The Texas Legislature passed Texas HB 2504 in 2009 (now TEC 51.974). This legislation requires the university to provide online the following information for courses within a week of the first class day of each semester: (1) a curriculum vitae (CV) for each instructor, and (2) a syllabus for each class.

The Syllabus must meet minimum syllabus requirements as specified by the University and as addended by the College of Liberal Arts. Go to this link for Minimum Syllabus Requirements <https://registrar.tamu.edu/Registrar/media/Curricular-Services/Curricular%20Approvals/Course%20Approvals/CourseSubmissionChecklist.pdf> Scroll to middle of the page. Additionally, the College of Liberal Arts requires the Title IX Duty to Report statement. You may wish to add the copyright statement. There is no departmental make-up exam service in the summer.

Also, please note that course directors and course supervisors must approve the syllabus of any graduate student teaching any course (or any supervisee regardless of faculty status who is teaching 200-level departmental course—203, 205, 210, 230, 240, 243, 245, 250— prior to the syllabus being posted. The course director or course supervisors name and contact information must be included on the syllabus

- Q-drop Deadline (15th class day). Students may drop courses with no penalty (*Q-drop*) under certain circumstances. Faculty should be aware that students will want their grades to be current and updated so they can make a Q-drop decision.
- Last Day for Students to Drop/Add Classes (5:00 pm on 5th class day. Late drops processed 6th thru 12th class day with advisor approval; Late adds processed 6th thru 12th class day with faculty **and** advisor approval though late add/drop in the summer are rarely pursued or approved)
- Attendance Certification (typically after the first 10 days of class and by the third-week of school).
- Graduate Course Plan Announcement. Director of Graduate Studies contacts faculty who have been slotted to teach a graduate seminar in the following Spring.

July (Summer Session II)

- Upload Syllabi and Current Copy of CV to Howdy (state law specifies these documents must be uploaded no later than the end of the first week of class). The Texas Legislature passed Texas HB 2504 in 2009 (now TEC 51.974). This legislation requires the university to provide online the following information for courses within a week of the first class day of each semester: (1) a curriculum vitae (CV) for each instructor, and (2) a syllabus for each class.

The Syllabus must meet minimum syllabus requirements as specified by the University and as added by the College of Liberal Arts. Go to this link for Minimum Syllabus Requirements <https://registrar.tamu.edu/Registrar/media/Curricular-Services/Curricular%20Approvals/Course%20Approvals/CourseSubmissionChecklist.pdf> Scroll to middle of the page. Additionally, the College of Liberal Arts requires the Title IX Duty to Report statement. You may wish to add the copyright statement. There is no departmental make-up exam service in the summer.

Also, please note that course directors and course supervisors must approve the syllabus of any graduate student teaching any course (or any supervisee regardless of faculty status who is teaching 200-level departmental course—203, 205, 210, 230, 240, 243, 245, 250—prior to the syllabus being posted. The course director or course supervisors name and contact information must be included on the syllabus.

- Q-drop deadline is on 15th class day. Students may drop courses with no penalty (*Q-drop*) under certain circumstances. Faculty should be aware that students will want their grades to be current and updated so they can make a Q-drop decision.
- Last Day for Students to Drop/Add Classes (5:00 pm on 5th class day. Late drops processed 6th thru 12th class day with advisor approval; Late adds processed 6th thru 12th class day with faculty **and** advisor approval though late add/drop in the summer are rarely pursued or approved).
- Attendance Certification (typically after the first 10 days of class and by the third-week of school).
- PICA Evaluations. Are automatically turned on for faculty. For Summer Session I, PICA evaluations typically occur after q-drop and prior to the final.
- Spring Teaching Preference Indicator (typically due in July may also occur in late June).
- Q-drop deadline is on 60th class day. Students may drop courses with no penalty (*Q-drop*) under certain circumstances. Faculty should be aware that students will want their grades to be current and updated so they can make a Q-drop decision.

POSITION DESCRIPTIONS AT A GLANCE

Purpose: To over Department of Communication Administrative Structure and core responsibilities, functions, and tasks for various administrative positions.

Department Head

- Coordinates strategic planning, annual departmental reviews, and Academic Program Reviews for department.
- Manages budgeting process and oversees operational management including staff supervision.
- Oversees faculty hiring, development, evaluation, and assessment.
- Directs alumni development, fund raising, and works with Faculty Liaison for Alumni Association Board.
- Organizes strategic communication to internal and external audiences by overseeing the website and COMMunity table.

Director of Graduate Studies (DGS)

- Coordinates and/or executes graduate admissions, annual student evaluations, programming, curriculum and course planning, student disciplinary processes, exit surveys, student award and fellowship nominations.
- Manager of graduate program budget.
- Provides administrative support to Department of Communication for compliance with academic, assessment, college, and university requirements and reports.
- Assists in graduate student recruiting.
- Leads day-to-day grad program operations and emergent issues among graduate students.

Assistant Director of Graduate Studies (ADGS)

- Reports to DGS.
- Duties to be negotiated with DGS.

Director of Undergraduate Studies (DUS)

- Coordinates academic advising for undergraduate students in the Department of Communication.
- Plans and executes curriculum and instructional staffing for the Department of Communication.
- Provides administrative support to Department of Communication for compliance with academic requirements.
- Provides structure for career preparation for COMM, JOUR, and TCMS majors.

Assistant Director of Undergraduate Studies (ADUS)

- Coordinates "W" recertification.
- Serves as Faculty Liaison for COMM Alumni Association Board (AAB)
- Works with internship program.

Director of Research

- Develops strategic initiatives to facilitate faculty and student research.
- Coordinates research colloquia and administers research and instructional lab space,
- Collects and analyzes faculty research data.

GOVERNANCE DOCUMENTS, PLANS, AND STATEMENTS

BY-LAWS

Department of Communication

I. Definitions

- A. A part-time faculty member is any member of the Department of Communication teaching faculty whose appointment is considered to be part-time with Texas A&M University.
- B. A full-time faculty member is any member of the Department of Communication teaching faculty whose appointment is considered to be full-time with Texas A&M University.
- C. A tenure track faculty member is any member of the teaching faculty who occupies a tenure-earning or tenure-accruing position.
- D. An academic professional track (academic professional track) faculty member is any member of the teaching faculty who does not occupy a tenure-earning or tenure-accruing position (e.g. lecturers, instructional professors, and visiting professors, among others.)
- E. A tenured faculty member is any member of the teaching faculty who has been awarded tenure by authority of the Texas A&M System Board of Regents.
- F. A graduate faculty member is any member of the teaching faculty who has been appointed by the Texas A&M University Office of Graduate and Professional Studies as a member, associate member, or adjunct member of the graduate faculty.
- G. A professor is any member of the teaching faculty whose primary title includes the word "professor" in the title, regardless of other rank or appointment qualifiers associated with the title.

II. Mission Statement

- A. The mission of the Department of Communication at Texas A&M University is to provide research, teaching, and service to the campus, community, state, university, and discipline.
- B. Within the broad outlines of the mission statement, the department seeks to work cooperatively with other departments and university units to further the study the human communication processes and practices.

III. Administrative Structure

- A. The Department of Communication shall be administered by a Department Head who is appointed by the Dean of the College of Liberal Arts.
- B. Upon the completion of a Head's term (usually four years), the faculty will be consulted with respect to the reappointment or appointment of the Department Head, as specified in university policy. Such consultation is advisory and directed to the Dean of the College of Liberal Arts. However, if the Head does not get 50%+ approval of the faculty vote after the first term or 66% after the second term, the Head cannot be reappointed.
- C. The Department Head has the prerogative to appoint such other administrative officers as he or she deems advisable, including but not limited to an Associate Department Head, Director of Graduate Studies and Director of Undergraduate Studies.
- D. The Department Head shall determine the duties of an Associate Department Head, Director of Graduate Studies and/or Director of Undergraduate Studies.

- E. An Associate Department Head, Director of Graduate Studies, Director of Undergraduate Studies or other administrative officer serves at the pleasure of the Department Head and therefore serves on a year-to-year basis.

IV. Faculty Meetings

- A. The Department of Communication shall hold at least one faculty meeting each month from September through May.
- B. Faculty meetings may be called at any time and with any degree of frequency at the discretion of the Head or by petition of six or more faculty members.
- C. Faculty meetings are open to all full-time or part-time faculty without regard to rank or appointment.
- D. One representative of the graduate student body shall be appointed or elected by the department's graduate student association as the liaison with the faculty. This graduate student shall have the right to attend all faculty meetings except those involving faculty, staff, or student personnel matters, as defined by the Department Head.
- E. On matters concerning undergraduate curriculum, when formal votes are taken, academic professional track, tenure-track, and tenured faculty shall have voting rights. On matters concerning graduate curriculum, when formal votes are taken, only graduate faculty shall have voting rights. On matters concerning searches for tenure-track faculty, all professors, with the exception of Visiting, Adjunct, and Emeritus professors shall have voting rights. On matters of tenure and promotion for tenured faculty, according to university and system policy, only tenured faculty shall have voting rights. On matters of promotion for academic profession track faculty, only academic professional track, tenure track, and tenured faculty that have a higher rank than the candidate shall have voting rights. On all other matters every member of the faculty, both full-time and part-time, shall have voting rights. On decisions regarding faculty hiring, graduate students and staff will be consulted.
- F. It is expected that the recommendations of the department's standing committees or ad hoc committees shall be brought before the whole faculty for debate and discussion prior to implementation by the Head or other administrative officer.
- G. While department faculty meetings normally operate through consensual decision making, any member of the faculty has the right to call for a formal, recorded vote on any issue brought forward for consideration.

V. Committee Structure

- A. The Department of Communication shall have two types of standing committees: (1) operating committees, and (2) strategic initiative committees.
 1. Operating committees address the core duties the department must perform regarding undergraduate program, graduate program, and tenure and promotion.
 - a. Advisory Committee: The advisory committee is primarily responsible for providing the Head advice and guidance regarding departmental issues such as personnel, budget, and strategic planning.
 - b. Undergraduate Instructional Committee: The Undergraduate Instructional Committee is responsible for the development of the undergraduate curriculum. Such matters as new courses, changes in titles of courses, the content of courses,

liaison with the College's Undergraduate Instructional Committee and other matters directly affecting undergraduate instruction are handled by the curriculum committee. Many functions of the Undergraduate Instructional Committee are carried out through the office of the Director of Undergraduate Studies.

- c. Graduate Instructional Committee: The Graduate Instructional Committee is responsible for all aspects of the graduate program, including curriculum, advisement to the Director of Graduate Studies, operating procedures, recruitment, the awarding of assistantships, fellowships, scholarships, or honors, and the day-to-day operation of the M.A. and Ph.D. programs. Many functions of the Graduate Instructional Committee are carried out through the office of the department's Director of Graduate Studies.
 - d. Assessment Committee: The Assessment Committee is responsible for assessing the effectiveness and quality of undergraduate and graduate programs. Such matters as developing learning outcomes, assessment procedures, conducting the assessment, and making recommendations for program development are handled by the Assessment Committee. The Assessment Committee is responsible for coordinating its activity with the Undergraduate and Graduate Instructional Committees.
 - e. Tenure and Promotion/Promotion Committee: The Tenure and Promotion Committee is composed of all tenured faculty members in the Communication Department. This committee is responsible for advising the Head on annual review of tenure-line faculty and the periodic review of faculty holding the ranks of Lecturer, Senior Lecturer, and faculty holding the Instructional ranks. It is also responsible for appointing, in consultation with the Head, the membership of individual tenure-review committees. In all cases of tenure review, each member of the promotion and tenure committee shall have a vote. In cases of promotion to full professor, only those currently holding that rank shall have a vote. The Promotion Committee is responsible for the review of promotion cases for academic professional track faculty. It is composed of all academic professional track, tenure track, and tenured faculty that have a higher rank than the candidate. It is also responsible for appointing, in consultation with the Head, the membership of individual promotion-review committees.
2. Strategic Initiative Committees: Strategic Initiative Committees are responsible for addressing departmental strategic opportunities and challenges.
- a. Climate and Inclusion Committee: The Climate and Inclusion Committee's responsibilities typically include establishing guidelines to recruit and to retain diverse faculty members, developing strategies to assist graduate students and graduate student teachers in facilitating "moments of diversity" in their classrooms, and by developing strategies to recruit and to retain a more diverse body of graduate students.
 - b. Internationalization Committee: The Internationalization Committee responsibilities typically include creating study abroad programs specifically targeted to helping students earn their degrees within an international context, developing research programs that demonstrate the relevance of our scholarship to global communities, and developing additional resources to bring undergraduate and graduate students into contact with the global community.

- c. Research and Instructional Technology Committee: The Research and Instructional Technology Committee responsibilities typically include advising the department on matters of technological change and innovation, with an eye to keeping the department at least current with contemporary technological advancements, especially those that can potentially facilitate the department's research agenda and its teaching responsibilities.
 - d. Awards and Recognition Committee (ARC): The Awards and Recognition Committee responsibilities typically include working with faculty to identify awards, recognitions, and honors regarding research, teaching and service and providing assistance in preparing nomination materials.
- B. The Department of Communication may, from time to time, appoint such other ad hoc committees—including search committees—as the Department Head deems necessary. All ad hoc committees will cease to exist upon completion of the task/s for which they were originally constituted.
 - C. The Head or the Head's representative shall be an ex-officio member of all committees, both standing and ad hoc, with exception of the Promotion and Tenure Committee.

VI. Committee Membership

- A. All full-time members of the teaching faculty are eligible for committee assignments.
- B. The Department Head shall appoint both the chairs and the membership of each operating and strategic initiatives committee. All such appointments shall be reviewed on an annual basis.
- C. As a general operating procedure, the chairs of all standing committees should be rotated every three to four years, or earlier if the Head deems such a change necessary.
- D. Part-time and academic professional track faculty members may, at the request of the Head be added to any committee.
- E. Membership on the department Tenure and Promotion Committee is limited to those tenured members with the rank of Associate or higher. Membership on the Promotion Committee is of all academic professional track, tenure track, and tenured faculty that have a higher rank than the candidate.
- F. Membership on the Graduate Instructional Committee is limited to members of the Graduate Faculty at Texas A&M University.
- G. A graduate student representative may, with the consent of the Department Head, be added to any standing committee or any ad hoc committee of the department. All requests for such representation should be directed to the Head.

VII. Departmental Activities and Responsibilities

- A. To fulfill the mission of the department, certain activities, organizations, events, and functions shall be performed.
 - i. Departmental Colloquium Series Director: This person is responsible for scheduling regular department colloquia involving both local and external speakers.
 - ii. Departmental Public Information Officer: This person is charged with publicizing the department's various accomplishments, including publications, awards, activities, and

- other matters, that would tend to shed a positive light on the department as a whole or on individual members of the community, and the field of communication. The public information officer should develop and implement a strategy for accomplishing the PR goals with each of these audiences.
- iii. Graduate Placement Officer: This person is accountable for coordinating training, programming, and guidance for current graduate students on the job market.
 - iv. Departmental Internship Coordinator: This person is responsible for coordinating the department's internship program in accordance with the department's internship guidelines. Handling the paper work involved in placing the intern, receiving and grading reports, corresponding with internship employers and creating/maintaining relationships with internship providers are primary responsibilities of the internship coordinator.
 - v. Departmental Advisor to the Student Communication Association (SCA): This person is the liaison between the department faculty and the student SCA. The advisor is available to render guidance and advice, and is responsible as provided by TAMU Student Activities but is not responsible for the day-to-day internal administration of the student group, which is under the control of the students.
 - vi. Departmental Advisor to the student Telecommunication Media Association (TMA): This person is the liaison between the department faculty and the student TMA. The advisor is available to render guidance and advice, and is responsible as provided by TAMU Student Activities but is not responsible for the day-to-day internal administration of the student group, which is under the control of the students.
 - vii. Departmental Advisor to the student Lambda Pi Eta (LPE): This person is the liaison between the department faculty and the student LPE. The advisor is available to render guidance and advice, and is responsible as provided by TAMU Student Activities but is not responsible for the day-to-day internal administration of the student group, which is under the control of the students.
 - viii. Departmental Representative to Evans Library: This person is responsible for staying abreast of issues involving library funding and policies. The representative is also responsible for attending any meetings called to discuss library matters and is to facilitate faculty member's requests for the purchase of books, journals, and other library materials.
 - ix. Departmental Liaison to the Alumni Association Board (AAB): This person is responsible for coordinating the relationship between the department and AAB. The liaison is responsible for facilitating activities undertaken by the AAB to benefit the department and its students.
- B. Each of the above named activities shall be directed by a faculty member to be appointed by the Department Head.
 - C. Service to the College of Liberal Arts and to Texas A&M University in general is expected of all faculty members. Such service includes, but is not limited to:
 - i. Membership on the Liberal Arts Council.
 - ii. Membership on the Undergraduate or Graduate Instruction Committee.

- iii. Membership on one or more of the standing committees of the Liberal Arts Council.
- iv. Membership on the Dean's Advisory Committee.
- v. Membership in the Faculty Senate.
- vi. Membership in one or more of the standing committees of the Faculty Senate.
- vii. Special ad hoc committees constructed by the Dean of the College, the Provost, or the President of the University.

VIII. These by-laws can be amended at any time by a two-thirds vote of the faculty. In the event such a vote is held, all current faculty members, both part-time and full-time, will be polled by written ballot.

IX. If any of the above provisions shall be found to be in conflict with the latest "Tenure and Promotion Guidelines" of the College of Liberal Arts or Texas A&M University those portions shall be considered severable and shall not affect the status of the remaining provisions.

Approved by unanimous vote of the Communication faculty on May 6, 2015

Approved by the College of Liberal Arts on May 15, 2015

Approved by the Dean of Faculties on May 15, 2015

ANNUAL REVIEW POLICY

Department of Communication

Faculty Approval: 12/08/16

The Department of Communication conducts annual reviews of faculty in accordance with University Rule [12.01.99.M2](#) and University [SAP 12.06.99.M0.01](#).

OVERVIEW

The Department of Communication strongly believes in the importance of developing the capacity and ability of faculty members to achieve excellence in their professional lives as demonstrated by active engagement and accomplishment in teaching, research, and service. If we are to meet our aspiration of becoming a top-tier department within the communication discipline, it is important to have an annual review process that assesses whether a faculty member is making a contribution consistent with the expectations for a faculty member within a particular academic track and rank at a top-tier AAU university, provide guidance for meaningful faculty development, and facilitate each faculty member's accomplishment of their professional aspirations. The annual review process must simultaneously provide a grounded assessment of an individual faculty member's performance and identify pathways for professional development that create opportunities for the advancement, improvement, and growth of in one's professional practice.

PROCEDURAL GUIDELINES FOR ANNUAL REVIEW

A. Annual Review of Tenure-accruing Positions.

1. The Promotion and Tenure Committee shall conduct annual reviews of non-tenured faculty on tenure-track appointments. The purpose of these reviews is to assess, on an annual basis, the progress toward tenure and promotion, the potential for renewal of faculty members on probationary appointments, and to make such recommendations as seem warranted to assist the candidate in producing the strongest possible record at the time that a tenure decision must be made. Such assessment will identify both strengths and weaknesses of the candidate's performance in the areas of teaching, research, and service over the course of the previous academic year.
 - a. Annual reviews conducted by the department will occur in the first, second, fourth, and fifth years of the probationary appointment. Departmental and college-level reviews are conducted in the third and sixth years of probationary appointment.
 - b. Annual reviews are normally conducted from February to April with evaluations communicated in writing to faculty members by the end of May. The Department Head will request annual reports from faculty by February 15.
 - c. The Department Head shall assess faculty members in three areas: (1) teaching, (2) research, and (3) service. Retention and advancement within the faculty depends upon high performance within each of these categories. Although most candidates will show greater strengths in some categories than in others, at a minimum, satisfactory performance in each category must be demonstrated. Unsatisfactory performance in any category is a sufficient reason for non-renewal of appointment prior to appointment of tenure. In making these assessments, the committee shall employ the standards set forth in the College of Liberal Arts' memorandum on "Faculty Review,

Tenure and Promotion Policies.” The Department Head will work with members of the Tenure and Promotion Committee to examine all relevant information, including the annual report submitted by the faculty member. The committee shall consult previous annual reports submitted by a faculty member in order to evaluate progress.

2. Annual Faculty Reports and curriculum vitae submitted by faculty members shall become part of the department’s permanent personnel records. Faculty members should include in their annual reports the following:
 - a. An up-dated curriculum vitae.
 - b. A completed “Annual Faculty Report” (a sample of which is attached). The previous three years, starting with the preceding calendar year are used to evaluate research, and the preceding calendar year is used to evaluate teaching and research to assess the quality of the faculty member’s overall academic record.
 - c. A narrative statement no longer than two pages single-spaced in which the faculty member reports and interprets the work of the previous 12 months, with a separate section on each of the three areas of evaluation: teaching, research, and service. In the case of midterm and tenure reviews, a three-page personal statement will be required.
3. The following procedures will be employed in conducting annual reviews:
 - a. The Department Head will request annual reports from faculty members under review by February 15.
 - b. The Chair of the Promotion and Tenure Committee will appoint a P&T member to report on each candidate for annual review. To the extent possible, the person will be from the same research area as the faculty member whose work is being evaluated.
 - c. Members of the Promotion and Tenure Committee shall examine the annual report and other relevant material concerning an annual review.
 - d. Members of the Promotion and Tenure Committee shall meet to consider each annual review and will make recommendations to the Department Head concerning:
 - (1) an overall assessment of the faculty member’s work and progress toward promotion and tenure;
 - (2) a recommendation on whether the faculty member’s probationary appointment should be renewed.
 - e. The Department Head shall review the Committee’s recommendation and shall draft a letter to the faculty member providing an assessment (including specific suggestions with respect to research, teaching, and service, as needed) and indicating whether a person’s probationary appointment will be recommended for renewal. Faculty members indicate receipt of the Department Head’s written evaluation by signing the copy that will be entered into their personnel file. The faculty member may also provide written comments for the file if they so choose.
 - f. The Department Head will meet with the faculty member to provide him or her with an assessment of his/her progress toward tenure and to make suggestions for the ensuing year.

B. Annual Review of Tenured Faculty Members.

1. The purpose of these reviews is to clarify institutional and individual goals, assess the contributions of the faculty member toward meeting those goals, and facilitate the professional development of the faculty member. For tenured associate professors, the process should be used to identify the faculty member's progress toward promotion to professor. Such assessment will identify both strengths and weaknesses of the candidate's performance in the areas of research, teaching, and service over the course of the previous academic year.
 2. The annual review of tenured faculty members is the responsibility of the Department Head, who may consult with other senior faculty members as appropriate.
 3. Each faculty member will submit an up-dated curriculum vitae and a completed "Annual Faculty Report" (a sample of which is attached) which will become a part of the departmental personnel files.
 4. Annual reviews are normally conducted from February to April with evaluations communicated in writing to faculty members by the end of May. The Department Head will request annual reports from faculty by February 15. Faculty members indicate receipt of the Department Head's evaluation by signing the copy that will be entered into their personnel file. The faculty member may also provide written comments for the file if they so choose.
 5. Tenured faculty members are evaluated in the areas of teaching, research, and service. The previous three years, starting with the preceding calendar year is used to evaluate research, and the preceding calendar year is used to evaluate teaching and research to assess the quality of the faculty member's overall academic record.
 6. Faculty members are assessed on a continuum that ranges from "outstanding," "excellent," "satisfactory," "needs improvement," to "unsatisfactory." Normally, a faculty member's overall evaluation will be the product of the three areas, weighted as follows: teaching 30%, research 50%, and service 20%. However, the relative focus on teaching, research, and service may change as faculty member's careers evolve; as they assume departmental, college, or university administrative positions; or if they are involved with extraordinary levels of community engagement. In consultation with the Department Head, the weights associated with teaching, research, and service may be renegotiated on an ad hoc basis when appropriate.
 7. If either the Department Head or the faculty member requests, a personal conference will be scheduled to discuss the written review.
- C. Annual Review of Academic Professional Track Faculty Instructional Professors.
1. The annual review of Instructional Professors is the responsibility of the Department Head, who may consult with others such as the Director of Undergraduate Studies, Course Supervisors, or Multi-Section Course Directors as appropriate.
 2. Each Instructional Professor will submit an up-dated curriculum vitae and a completed "Annual Faculty Report" (a sample of which is attached) which will become a part of the departmental personnel files.
 3. Annual reviews are normally conducted in February-March with evaluations

communicated in writing to the Instructional Professors by the end of May. The Department Head will request annual reports from faculty by February 15. Instructional Professors indicate receipt of the Department Head's evaluation by signing the copy that will be entered into their personnel file. The faculty member may also provide written comments for the file if they so choose. Upon request, Instructional Professors may meet with the Department Head to discuss the written review and expectations for the coming year.

4. For Instructional Professors, teaching is weighted as 70% of total effort and service is weighted as 30% of total effort.
 5. Instructional Professors are assessed on a continuum that ranges from "outstanding," "excellent," "satisfactory," "needs improvement," to "unsatisfactory."
- D. Annual Review of Academic Professional Track Faculty Lecturers.
1. The annual review of lecturers is the responsibility of the Department Head, who may consult with others such as the Director of Undergraduate Studies or Multi-Section Course Directors as appropriate.
 2. Each lecturer will submit an up-dated curriculum vitae and a completed "Annual Faculty Report" (a sample of which is attached) which will become a part of the departmental personnel files.
 3. Annual reviews are normally conducted in February-April with evaluations communicated in writing to the lecturers by the end of May. The Department Head will request annual reports from faculty by February 15. Lecturers indicate receipt of the Department Head's evaluation by signing the copy that will be entered into their personnel file. Faculty members may also provide written comments for the file if they so choose. Upon request, lecturers may meet with the Department Head to discuss the written review and expectations for the coming year.
 4. The category of Teaching is the sole performance category that is considered in the annual review for lecturers and is weighted at 100%.
 5. Lecturers are assessed on a continuum that ranges from "outstanding," "excellent," "satisfactory," "needs improvement," to "unsatisfactory."

FACULTY IMPROVEMENT PLANS

- A. Faculty improvement plans may be created for tenured faculty as well as Academic Professional track faculty who will be renewed for the following academic year. The development of a faculty improvement plan is generated by a faculty member receiving either a "Needs Improvement" in a single category or an overall "Unsatisfactory" rating. An overall "Unsatisfactory" rating is defined as being "Unsatisfactory" in any single category: teaching; research, scholarship or creative work, service, and other assigned categories (e.g., administrative work), or a rating of a "Needs Improvement" in any two categories. Any faculty member who is out of compliance with System Regulation 33.05.02, will receive an overall "Unsatisfactory" performance rating. Any overall "Unsatisfactory" rating is reported to the Dean of the College of Liberal Arts.

- B. If a faculty member received a “Needs Improvement” rating in any single category, the faculty member must work with the department head immediately to develop written plan for near-term improvement. For teaching, this plan should take one year or less to complete successfully. In other areas such as research, scholarship, and creative work, this plan may take up to three years to complete successfully. The rating of “Needs Improvement” can stay as “Needs Improvement” as long as pre-determined milestones in the improvement plan are being met, otherwise the rating will be changed to “Unsatisfactory.”
- C. If a faculty member received an “Unsatisfactory” rating, the faculty member must work with the department head immediately to develop written plan for near-term improvement. For teaching, this plan should take one year or less to complete successfully. In other areas such as research, scholarship, and creative work, this plan may take up to three years to complete successfully. The rating of “Unsatisfactory” can be shifted to “Satisfactory” or “Needs Improvement” in subsequent annual reviews as long as pre-determined milestones in the improvement plan are being met. Otherwise the rating will remain as “Unsatisfactory.”
- D. If deemed necessary, due to an overall rating of “Unsatisfactory,” the department head may request a “Peer Review” of the faculty member. For tenured faculty members, this would take the form of a “Periodic Peer Review.” For academic professional track faculty, this would take the form of a “Peer Review.” The purpose of the Periodic Peer Review or Peer Review is to: assess whether the individual is making a contribution consistent with that expected of a faculty member, provide guidance for continuing and meaningful faculty development, assist faculty to enhance professional skills and goals, and refocus academic and professional efforts, when appropriate. If a Peer Review Committee is deemed necessary, it should be established in a timely fashion in order to facilitate the creation of a faculty improvement plan, which would typically would take effect the following academic year.
1. Guidelines for the selection and composition of the Peer Review Committee is as follows:
 - a. A three-person Peer Review Committee will be established. The department head will appoint one member of the Peer Review Committee. The faculty member undergoing peer review will select one member of the committee. The Chair of the Tenure and Promotion Committee will head the committee.
 - b. For tenured faculty, the membership of the Peer Review Committee will be drawn from the full professors that are members of the Promotion and Tenure Committee
 - c. For academic professional track faculty, the membership of the Peer Review Committee will be drawn from the full professors that are members of the Promotion Committee.
 - d. Faculty who are undergoing review cannot serve on the peer review committee while they are under review.
 2. Faculty being reviewed will provide the review committee with a current curriculum vitae and the Annual Report Form for the current calendar year. Additional material can be provided to the review committee by the faculty

member if desired or upon request of the committee.

3. The committee will review the submitted materials and prepare a written evaluation of the individual's activities for the Department Head, providing an evaluation rating in each of the relevant categories for the faculty member and an overall evaluation. The standards for the individual and overall performance ratings follow the criteria established in the Department Annual Review Policy.

EVALUATION CRITERIA

TEACHING

Competency in teaching is premised on the idea that faculty members should facilitate student achievement by creating educational experiences for students that reflect sound pedagogical techniques, incorporate high impact teaching practices into their pedagogical practice, and provide strong mentoring to students at the undergraduate and/or graduate level. In short, high-quality teaching involves the creation of a student-centered experience that facilitates transformative learning. To demonstrate competency in teaching, faculty members need to provide evidence for their pedagogical activities and accomplishments regarding: (1) classroom instruction, (2) course development, and (3) student mentoring.

Unsatisfactory: A rating of "Unsatisfactory" reflects the absence of a satisfactory level of competence in the classroom for three consecutive years as defined below by "Satisfactory."

Needs Improvement: A rating of "Needs Improvement" occurs when a faculty member fails to meet the "Satisfactory" rating in the current calendar year.

Satisfactory: A rating of "Satisfactory" is associated with a faculty member's meeting basic classroom teaching expectations as well as demonstrating teaching effectiveness through the incorporation of high impact pedagogical practices. The former includes constructing courses using sound pedagogical strategies, meeting minimum syllabus requirements, adhering to college and university teaching policies and state laws such as posting one's syllabus and CV on HOWDY, meeting class at the scheduled time, hosting regularly scheduled office hours, responding promptly and professionally to student concerns and problems, submitting midterm and final grades on time, revising syllabus and course pedagogy in light of student evaluations to keep it current and relevant, writing student letters of recommendation, and satisfactory student evaluations (e.g., an average of 4.0 or higher overall teaching evaluations), and teaching independent studies (COMM 485, 491, and 685) and honors contracts as well as participation on graduate and honors thesis committees as appropriate by disciplinary area, rank, and academic track. Evidence of teaching effectiveness through the incorporation of high impact pedagogical practices would include indicators such as featuring high impact practices and engaged student activities in the course syllabus, the development of class assignments or activities that encourage engaged learning, and hosting speakers who address diversity and/or international/globalization issues relevant to the course content.

Excellent: A rating of "Excellent" is associated with a combination of curricular innovation, high levels of student mentoring, evidence of excellent student performance, and excellent instruction in classes that have 100 or more students enrolled as demonstrated through indicators such as the incorporation of high impact pedagogical practices and student evaluations. Indicators of curricular innovation may include the development of new courses, significant course development through technological innovation, substantial revision of an existing course, teaching honors classes, the development of service-learning projects, developing or leading study-abroad programs,

participating in or leading pedagogical workshops, contributing to the department's commitment to diversity and/or international/globalization by attending internal (e.g., Center for Teaching Excellence, Office of the Vice President and Associate Provost for Diversity) or external workshops (e.g., National Communication short course), conference presentations on pedagogy, and pedagogical grants. Indicators of high levels of student mentoring at the undergraduate level may include supervising multiple undergraduate research projects. At the graduate level, indicators of high levels of student mentoring may include indicators such as chairing two or graduate committees or serving on four graduate committees. Excellence in student achievement may be demonstrated through student research success (e.g., conference presentation, publications, research awards) and job or internship placement. Teaching large lecture classes include classes that have 100 or more enrolled students.

Outstanding: Indicators of a rating of "Outstanding" during a calendar year include multiple of the following: College-level or University teaching award (or equivalent), publication of textbook or peer-reviewed instructional materials, completion of a significant pedagogical project, and multiple contributions to the development of high-impact learning environment. The appropriateness of a particular indicator is contingent on the faculty members' rank, length of service, and academic track.

RESEARCH

Competency regarding research is premised on the notion that faculty members should be actively engaged in creating an ongoing program of research that influences academic and/or nonacademic communities. Demonstrating competency in research involves faculty members providing evidence as to their research productivity, research sustainability, and research impact. While normative expectations for scholarship may vary by communication sub-discipline, all scholarship should be of high quality and rigor, undergo peer review, and have impact. For example, for faculty members in areas that emphasize journal publication, one indicator of the quality of work is placement into top-tier academic journals which typically possess one or more of the following qualities such as a high impact factor for journal, publication by national or international professional association, rigorous peer review, and a distinguished editor or editorial board. Similarly, when demonstrating the impact of one's research, faculty members may draw on a variety of indicators to provide evidence of its influence on academic audiences (e.g., H-indexes, citation counts, keynote addresses or invited presentations to prestigious venues) as well as its use by nonacademic audiences (e.g., policy formation, development of training models, social change, circulation in public venues such as newspapers).

Unsatisfactory: Does not meet benchmark for satisfactory research activity for three consecutive years.

Needs Improvement: Does not meet benchmark for satisfactory research activity in the current year.

Satisfactory: A rating of "Satisfactory" is associated with a faculty member's current level of research productivity and the sustainability of their research program. To earn a "Satisfactory," a faculty member must meet two criteria: (1) Research Productivity: Publishing the equivalent of three substantial peer-reviewed articles in strong venues within a 3-year window or having a single-authored book in its fourth or fifth year of publication. The equivalent of three substantial peer-reviewed articles may include a combination of peer-reviewed articles and book chapters. Co-authored books will be considered on a case-by-case basis. In the case of humanities-oriented research, book proposals, progress on the next book project, and in-press books are considered in

addition to published work. (2) Research Sustainability: Indicators such as internal and external grant submissions, conference papers, and additional research artifacts under review are considered as evidence of continuing development of a faculty member's research program.

Excellent: A rating of "Excellent" is associated with a strong record of research productivity and/or either internal or external validation of one's research accomplishments: (1) Research Productivity: Evidence of a highly productive research agenda including indicators such as publishing the equivalent of six or more published articles in a three-year window, having a single-authored book in its second or third year of publication. The equivalent of six substantial peer-reviewed articles may include a combination of peer-reviewed articles and book chapters. Co-authored books will be considered on a case-by-case basis. (2) Research Validation: Evidence of research validation includes indicators such as significant A&M research awards (e.g., AFS Distinguished Research Award, Rothrock), divisional or caucus research awards from a national or international communication association such as the International Communication Association or National Communication Association or equivalent national or international professional association such as the American Political Science Association or Academy of Management, keynote address or plenary session at national or international conferences, or PI or Co-PI on a funded external grant from a foundation or federal agency such as the National Science Foundation.

Outstanding: To be rated as "Outstanding," a faculty member needs to be either: (a) in the top 10% of the rank ordering for faculty publication in the most recent calendar year, (b) publish a single-authored book in the most recent calendar year of the three-year window [co-authored books will be considered on a case-by-case basis], or (c) earn a major national or international research award in the calendar year from a professional communication association such as the International Communication Association, National Communication Association, Organization for the Study of Communication, Language, and Gender, American Academy on Communication in Health, and AEJMC or equivalent national or international professional associations such as the American Political Science Association or Academy of Management.

SERVICE

Competence in service is grounded in the notion that faculty members should make meaningful contributions to the life of the department, university, discipline, and community. Faculty members are expected to be: (1) good departmental citizens, (2) develop as departmental, university, and disciplinary leaders, and (3) perform meaningful service that has impact.

Unsatisfactory: A rating of "Unsatisfactory" reflects a failure to meet basic expectations for Service as defined by below by "Satisfactory" for three consecutive years.

Needs Improvement: A rating of "Needs Improvement" occurs when a faculty member does not meet basic expectations for Service in a single calendar year.

Satisfactory: A rating of "Satisfactory" is associated with faculty members: (1) Responsible and conscientious participation in departmental governance activities such as department meetings and/or tenure and promotion meetings. If a faculty member cannot attend such meetings, it is the responsibility of the faculty member to inform the convener of the meeting, (2) Serving on one or two departmental standing or strategic initiative committees or one departmental committee or one college or university committee (e.g., Liberal Arts Council, Faculty Senate), and (3) Sustained engagement in professional service. For tenured/tenure-track faculty, professional service might include activities such as serving as a paper reviewer for a conference, reviewing article or book manuscripts, serving as an editorial board member, organizing a conference panel, and serving as

an external reviewer for promotion and tenure cases. For Academic Professional track faculty professional service might include, but is not limited to, organizing a pedagogical workshop for the Center for Teaching and Excellence, speaking to departmental or campus groups regarding pedagogy, or serving on the planning committee for pedagogically-centered conference such as Wakonse South. These three activities are judged in a manner that are appropriate to length of service, rank, and academic track.

Excellent: A rating of “Excellent” is associated with faculty members demonstrating leadership and impact within and beyond the department. Some combination of the following activities must be present to receive a rating of “Excellent” depending on rank, length of service, and academic track.

- **Extensive Service:** Extensive service activity beyond expectations listed for “Satisfactory.”
- **Leadership:** Significant direction of committees, strategic initiatives, and projects that further departmental, university/college, and disciplinary activities.
 - (a) *Departmental Leadership:* Impact on accomplishing departmental goals and priorities through activities such as the completion of projects when chairing committees, chairing a search committee, sponsoring student organizations, and leading significant projects (e.g., leading Academic Program Review, organizing a conference).
 - (b) *College and/or University Leadership:* Chairing College and/or University Committees (e.g., CLA Graduate Instructional Committee, Undergraduate Instructional Council) or leading strategic initiatives.
 - (c) *Disciplinary Leadership:* Includes indicators such as chairing a division of a regional or national communication association (e.g., National Communication Association), serving on editorial boards for journals and books, conference planning and organization, performing promotion, tenure, and program reviews, serving as panel member for a national funding agency such as NSF.
- **Community engagement:** Includes indicators related to fostering public understanding as well as collaborative projects with community partners regarding communication. Indicators of fostering public understanding and disseminating information to the public regarding communication may include public research reports; reports to business and government; publications in trade magazines, popular press outlets, or academic professional association publications aimed at a non-specialist audience (e.g., *Communication Currents*, *Academy of Management Perspectives*); published white papers series that are “problem-solution” translations of scholarly work or public policy statements; podcasts; YouTube videos and channels; websites, blogs; Twitter; films; and video. Indicators of collaborative projects with community partners may include activities with public or non-university clients in the form of demonstration projects, policy analysis, evaluation research, and needs assessment; developing academic-practitioner collaborations, conferences, and colloquia; and the establishment of initiatives, demonstration projects, and centers

Outstanding: To be rated as “Outstanding,” a faculty member needs to achieve one or more of the following: chair a highly significant University or College committee or strategic initiative, complete a significant departmental service project, serve as a journal editor for a top-tier disciplinary or interdisciplinary journal, book editor for a top-tier book series, serve as president of a national/international communication association, or earn a national award for service.

GRIEVANCE PROCEDURES

A faculty member who believes that his or her annual review process did not comply with the department published annual review guidelines, may file a complaint in writing addressed to the dean of the College of Liberal Arts with a copy to the Dean of Faculties. The dean of the college will review and decide on the merits of the complaint. The decision of the dean of the college may be appealed to the Dean of Faculties.

There is no formal grievance or appeal regarding the substance of an annual review.

POST-TENURE REVIEW POLICY
Department of Communication

Faculty Approval: 12/08/16

The Department of Communication conducts post-tenure review of faculty in accordance with University SAP [12.06.99.M0.01](#).

OVERVIEW

The Department of Communication strongly believes in the importance of developing the capacity and ability of faculty members to achieve excellence in their professional lives as demonstrated by active engagement and accomplishment in teaching, research, and service. If we are to meet our aspiration of becoming a top-tier department within the communication discipline, it is important to have a post-tenure review process that assesses whether a faculty member is making a contribution consistent with the expectations for a faculty member within a particular academic track and rank at a top-tier AAU university, provide guidance for meaningful faculty development, and facilitate each faculty member's accomplishment of their professional aspirations. The post-tenure review process must simultaneously provide a grounded assessment of an individual faculty member's performance and identify pathways for professional development that create opportunities for the advancement, improvement, and growth of in one's professional practice.

The specific procedure for peer evaluation in the department is as follows:

1. All tenured Associate and Full professors shall be subject to a Periodic Peer Review once every six years, on a staggered basis. Guidelines for the selection and composition of the Peer Review Committee are as follows:
 - d. A three-person Peer Review Committee will be established. The department head will appoint one member of the Peer Review Committee. The faculty member undergoing peer review will select one member of the committee. The Chair of the Tenure and Promotion Committee will head the committee.
 - e. The membership of the Peer Review Committee will be drawn from full professors that are members of the Promotion and Tenure Committee.
 - f. Faculty who are undergoing review cannot serve on the peer review committee while they are under review.
 - g. In special circumstances such as joint appointments, one committee member may be from outside the department.
2. The review schedule will follow a 6-year cycle with some staggering to avoid large reviewing loads in any one year. The staggered terms will be determined initially through a random selection process, but thereafter shall follow a six-year cycle for each faculty member.
 - (a) Administrative appointees who step down (and return to their academic responsibilities), will be subject to Post-Tenure Review in 6 years' time to allow time for re-adjustment to full academic responsibilities. Administrative appointees are defined as any administrator that has been appointed by the college or the university (e.g., Deans, Associate Deans, Department Heads).
 - (b) Tenured faculty will not be peer reviewed until at least five years since their last promotion review, nor will faculty be peer reviewed more frequently than once every six years.
 - (c) Any tenured faculty member may request periodic peer review more often than a six-year

cycle. In such instances, the next periodic review is required no more than six-years following the current periodic peer review.

3. Faculty under review will provide the review committee with a current curriculum vitae and a summary of teaching, research, and service activities during the preceding six-year period (three pages or less, single-spaced). Additional material can be provided to the review committee by the faculty member or if requested by the Peer Review Committee.
4. The committee will review the submitted materials and prepare a written evaluation of the individual's activities for the Department Head, providing an evaluation rating in each of the three review categories as well as an overall rating. A copy of the Peer Review Committee's written evaluation will be provided to the faculty member under review and also placed in the faculty member's personnel file. The standards for the individual categories are as follows:

TEACHING

Unsatisfactory: Does not meet benchmarks for "Satisfactory" or "Needs Improvement" for competence in the classroom for the period since the last Periodic Peer Review and/or tenure and promotion action.

Needs Improvement: A rating of "Needs Improvement" is associated with minimal competence in the classroom. Indicators of minimal competence in the classroom include consistently low teacher evaluations over a sustained period of time, failing to meet basic classroom teaching expectations on a consistent basis, and limited incorporation of high impact pedagogical practices into classroom teaching.

Satisfactory: A rating of "Satisfactory" is associated with a faculty member's consistently meeting basic classroom teaching expectations as well as demonstrating teaching effectiveness through the incorporation of high impact pedagogical practices. The former includes constructing courses using sound pedagogical strategies, meeting minimal syllabus requirements, adhering to college and university teaching policies such as posting one's syllabus and CV on HOWDY, meeting class at the scheduled time, hosting regularly scheduled office hours, responding promptly and professionally to student concerns and problems, submitting midterm and final grades on time, revising syllabus and course pedagogy in light of student evaluations to keep it current and relevant, writing student letters of recommendation, and satisfactory student evaluations (e.g., an average of 4.0 or higher overall teaching evaluations). Meeting basic classroom teaching expectations also include teaching independent studies (COMM 485, 491, and 685) and honors contracts as well as participation on graduate and honors thesis committees as appropriate by disciplinary area and rank. Evidence of teaching effectiveness through the incorporation of high impact pedagogical practices would include indicators such as featuring high impact practices and engaged student activities in the course syllabus, the development of class assignments or activities that encourage engaged learning, and hosting speakers who address diversity and/or international/globalization issues relevant to the course content.

RESEARCH

Unsatisfactory: Does not meet benchmarks for "Satisfactory" or "Needs Improvement" for research activity for the period since the last Periodic Peer Review and/or tenure and promotion action.

Needs Improvement: A rating of “Needs Improvement” is associated with minimal research productivity and the sustainability of a faculty members’ research program. Indicators of minimal research productivity may include low amounts of published work and nominal evidence of research sustainability.

Satisfactory: A rating of “Satisfactory” is associated with a faculty member’s current level of research productivity and the sustainability of their research program. To earn a “Satisfactory,” a faculty member must meet two criteria: (1) Research Productivity: A publication record that is commensurate with the percentage of total effort allocated to research and normative expectations for a particular communication sub-discipline over a six-year window. For example, a faculty member with a research contribution of 50% of total effort may publish the equivalent of four to six substantial peer-reviewed articles in strong venues within a six-year window or have a single-authored book in its fourth or fifth year of publication. The equivalent of four to six substantial peer-reviewed articles may include a combination of peer-reviewed articles and book chapters. Co-authored books are considered on case-by-case basis. In the case of humanities-oriented research, book proposals, progress on the next book project, and in-press books are considered in addition to published work. (2) Research Sustainability: Indicators such as internal and external grant submissions, recent and ongoing conference papers, and additional research artifacts under review are considered as evidence of continuing development of a faculty member’s research program.

SERVICE

Unsatisfactory: A rating of “Unsatisfactory” reflects a failure to meet basic expectations for Service as defined by below by “Satisfactory” or “Needs Improvement” for the period since the last Periodic Peer Review and/or tenure and promotion action.

Needs Improvement: A rating of “Needs Improvement” occurs when a faculty member does not consistently meet basic departmental and university expectations for Service such as nominal participation in departmental governance activities including department meetings and/or tenure and promotion meetings, serving regularly on departmental and/or university committees, and limited engaged in professional service.

Satisfactory: A rating of “Satisfactory” is associated with faculty members: (1) Consistent, responsible, and conscientious participation in departmental governance activities such as department meetings and/or tenure and promotion meetings. If a faculty member cannot attend such meeting, it is the responsibility of the faculty member to inform the convener of the meeting.; (2) Consistently serving on one or two departmental standing or strategic initiative committees or one departmental committee or one college or university committee (e.g., Liberal Arts Council, Faculty Senate), and (3) Sustained engagement in professional service. Professional service might include activities such as serving as a paper reviewer for a conference, reviewing article or book manuscripts, serving as an editorial board member, organizing a conference panel, serving a journal or book series editor, and serving as an external reviewer for promotion and tenure cases.

5. A rating of “Unsatisfactory” in any of three individual performance categories will result in an overall “Unsatisfactory” rating for the Periodic Peer Review. A rating of “Needs Improvement” in any two individual categories will result in an overall “Unsatisfactory” rating for the Periodic Peer Review. If evaluations in all of the review categories are satisfactory, the individual will be subject to a Periodic Peer Review again in six years’ time.

6. If a faculty member has received an overall rating of “Unsatisfactory” by the Periodic Review Committee, the Department Head will initiate a Professional Development Review. A faculty member can be exempted from review upon a recommendation of the Department Head and approval of the Dean of the College of Liberal Arts when substantive mitigating, circumstances such as a serious illness exist.
7. The Professional Development Review will be conducted by an ad hoc review committee, unless the faculty member requests that it be conducted by the department head. The professional development review will follow the procedures outlined in University SAP [12.06.99.M0.01](#).

T-TT TENURE AND PROMOTION GUIDELINES

(Appendix A, By-Laws)

Faculty Approval: 05/06/15

- I. All review procedures of the Department of Communication shall be in conformity with the current rules, regulations, and procedures of Texas A&M University and the College of Liberal Arts and the College's "Tenure and Promotion Guidelines."
- II. Review of faculty on tenure-line or tenure-accruing appointments.
 - A. The department shall conduct annual reviews of untenured faculty on tenure-line appointments. The purpose of these reviews is to assess, on an annual basis, the progress toward tenure and promotion, and to make such recommendations as seem warranted to assist the candidate in producing the strongest possible record at the time that a tenure decision must be made. Such assessment will identify both strengths and weaknesses of the candidate's performance in the areas of research, teaching, and service over the course of the previous academic year.
 - B. Since all tenure-line appointments are probationary in nature and consist of a series of one-year renewable contracts, a recommendation to terminate the candidate's appointment can be made at the end of any annual review period.
 - C. Steady progress toward tenure and promotion in the areas of research, teaching, and service is the ultimate criterion for reappointment during the probationary period.
 - D. Major reviews of progress-to-date normally occur in the third year of employment—often called the midterm review—and in the sixth year when the candidate must stand for tenure. Although each annual review is important, the midterm review is especially important as an early indicator of progress toward tenure. A negative midterm review could result in the issuance of a one-year terminal contract.
 - E. Annual reviews, third-year reviews, and tenure/promotion reviews are conducted by the Tenure and Promotion Committee of the Department which, is composed of all tenured faculty members. The chair of the Promotion and Tenure committee, in consultation with the Department Head, is responsible for appointing the membership of individual review committees.
 - F. Individual review committees will be composed of four members of the Promotion and Tenure Committee—one member to chair the review, one to write the research report, one to write the teaching report, and one to write the service report. The chair of the review committee will write the overall evaluation report.
- III. Procedures for conducting a tenure and promotion review.
 - A. The Department Head will obtain the candidate's latest annual report at least thirty days before the review is to commence. This report, along with all previous annual reports, will be made available to the review committee.
 - B. An individual review committee will be formed in accordance with IIE above.
 - C. To the extent possible, the chair of the individual review committee will come from a part of the communication discipline, which is similar to that of the candidate being evaluated.

- D. The members of the review committee shall study all relevant documents as submitted by the candidate under review, including the candidate's narrative statement, the annual reviews from past years, evidence of research performance, teaching quality, and service contributions, and other documents which the candidate may deem relevant. Materials required for a major review are listed in the College of Liberal Arts' "Tenure and Promotion Guidelines," a copy of which will be provided to the candidate in preparation for the review.
- E. It is the candidate's responsibility to assure that all materials relevant for the review have been collected and transmitted to the chair of the review committee. In conformity with University rules, the candidate will need to "confirm the status of the dossier" to make sure that all relevant materials are present before the review commences by submitting a signed Verification of Contents Statement.
- F. The review committee shall study the case and prepare written reports on research, teaching, service, and an overall evaluation. In cases of tenure/promotion, the review committee shall solicit outside letters of evaluation from nationally known scholars at leading peer institutions and shall consider those letters as part of its assessment of the candidate's research.
- G. Each member of the Tenure and Promotion Committee shall have a vote on whether tenure shall be recommended. The Department Head may be present for the deliberation if the Tenure and Promotion Committee invites the Department Head to attend. If the Department Head attends the meeting at the request of the P&T committee for one candidate, the Department Head must be present for all candidates being reviewed. However, the Department Head will not cast a vote in this deliberation since she or he must provide a separate written evaluation for the Dean.
- H. The evaluation of the Department Head, along with the committee discussion report and vote of the Tenure and Promotion Committee, the outside letters of evaluation, and the individual reports on research, teaching, and service, along with the entire dossier submitted by the candidate for tenure or promotion, shall be forwarded to the Dean of the College of Liberal Arts.
- I. The Dean, in consultation with the Dean's Advisory Committee (composed of six full professors from different departments within the College), will examine the entire dossier and accompanying materials and make a further recommendation to the Provost and President.
- J. Cases decided in the affirmative are forwarded to the Texas A&M University System Board of Regents, which is the body that officially grants tenure.

INTERIM ACADEMIC PROFESSIONAL TRACK (APT) PROMOTION INFORMATION AND GUIDELINES

Purpose: To provide APT faculty with a general overview of the APT promotion process and to highlight relevant college and university documents regarding promotion. This document provides additional information regarding: (a) the constitution of the Promotion Committee, (b) making a decision of whether it is the right time or not to put oneself up for promotion, (c) the general processes and steps associated with promotion within the Academic Professional Track, and (d) making the case for promotion and preparation of the promotion packet.

The Department of Communication By-Laws Appendix B provides a brief summary of the steps that are associated with promotion for Academic Professional Track faculty. However, the By-Laws were last updated in 2015 and the college and university have substantially updated their guidelines for promotion of APT faculty. Therefore, this document is designed to provide interim guidance until the department updates it by-laws based on: (1) Appendix B of the Department Communication By-Laws, (2) College of Liberal Arts Academic Professional Track Guidelines, and (3) Dean of Faculty guidelines on promotion of APT faculty. Associate Dean Violet Johnson (College of Liberal Arts) reviewed this document and approved it for interim use.

APT Positions

Lecturer; Senior Lecturer

Instructional Assistant Professor; Instructional Associate Professor; Instructional Professor

Assistant Professor of the Practice; Associate Professor of the Practice; Professor of the Practice

Constitution and Duties of Promotion Committee

The Promotion Committee is composed of all academic professional track and tenure track faculty that have a higher rank than the candidate:

- The Promotion Committee for Lecturer to Senior Lecturer is composed of Senior Lecturers, APT Instructional and Practice faculty at the ranks of Associate and Professor, and tenured faculty at the ranks of Associate and Professor.
- The Promotion Committee for faculty being promoted from Assistant to Associate Instructional Professor or from Assistant to Associate Professor of the Practice would be comprised of faculty at the ranks of Associate Professor and Professor (instructional and practice in the APT track, and tenured faculty).
- The Promotion Committee for faculty being promoted from Associate Instructional Professor to Instructional Professor or Associate Professor of the Practice to Professor of the Practice would be comprised of faculty at the rank of Professor (Instructional and Practice) in the APT track, and Professor in the tenure track.

The Promotion Committee is responsible for appointing, in consultation with the Head, the membership of individual promotion-review subcommittees.

Timing of Promotion

Promotion within the Academic Professional Faculty track is discretionary which means that individual faculty in discussions with the Department Head (and mentors or other senior members of the department), members make the decision when they feel that they are ready to be promoted. Lecturers may be promoted to Senior Lecturers. Instructional Faculty may be promoted to Associate Instructional Professor and Instructional Professor or Associate Professor of the Practice or Professor of the Practice. Typically, Lecturers should have five years of service in the department prior to promotion and Assistant and Associate Professors usually have five years within their current rank prior to pursuing promotion.

There are a number of resources that you may want to consult when making a decision on whether to pursue promotion. First, you may want to confer with your mentors to discuss the appropriateness of the timing which may include a conversation regarding the potential strength of the case, college-level expectations for promotion etc. Second, you may want to consult the Dean of Faculty Promotion guidelines:

<http://dof.tamu.edu/Faculty-Resources/CURRENT-FACULTY/Promotion-and-Tenure>

The guidelines are particularly useful as they provide an overview of the promotion process and also set out the requirements for what material goes into a Promotion Package. Third, review the College of Liberal Arts Promotion documents to familiarize yourself with the process and promotion criteria for teaching and service. There are two college-level documents you should review when making the decision to as to whether to pursue promotion:

Guidelines for Review: Mid-term, Tenure & Promotion, and Promotion
(<https://liberalarts.tamu.edu/app/uploads/2017/05/CLLA-Tenure-and-Promotion-Guidelines-2019-20.pdf>).

Academic Professional Track Faculty Guidelines
(<https://liberalarts.tamu.edu/app/uploads/2017/05/Academic-Professional-Track-Guidelines-for-web-rev-Jan17.pdf>). (Currently under revision. An approved updated version will be available by the end of September 2019).

Fourth, the Dean of Faculties often offers workshops on the Academic Professional Track Promotion Process and what factors you may want to consider when making the decision. Go to the DOF website (dof.tamu.edu) to see when these workshops are scheduled. The Associate Dean for Faculty in the College of Liberal Arts also offers workshops and will work with faculty on a one-on-one basis.

General Process and Steps

The following steps are typically followed when putting oneself up for promotion. Departmental deadlines for APT promotion for FY20 will be negotiated on a case-by-case basis.

1. Notify the Department Head of your intent to pursue promotion. This should be done by May 1 of the academic year for a promotion case that would be submitted the upcoming fall. If the promotion case is successful, it would go into effect the next academic year. For example, if a faculty member notifies the Department Head of the Intent to pursue promotion by May 1, 2019, the promotion case would be reviewed by the department and submitted to the College in fall 2019. If successful, the promotion would go into effect September 1, 2020.

2. Prepare materials for the dossier that is made available for review by the Promotion Committee. This occurs during the summer prior to the fall that your dossier is reviewed by the department and submitted to the college. Please work with the designated staff member to assemble the dossier and make it available to the promotion committee by September 1. Materials that candidates submit for review by the Promotion Committee typically include:
 - a. Candidate's personal statement
 - b. Updated copy of CV
 - c. Demonstrated Meritorious Teaching (Required for faculty in Lecturer, Instructional Professor, and Professor Practice Tracks). Please refer to the CLA Academic Professional Track Guidelines as they specify various indicators of meritorious teaching.
 - d. Demonstrated Meritorious Service (Not required for Lecturers. Required for faculty in Instructional Professor, and Professor of Practice Tracks). Please refer to the CLA Academic Professional Track Guidelines as they specify various indicators of meritorious teaching.
 - e. The Promotion Committee reviews the documents and submits a recommendation to the Department Head. The Promotion Committee's recommendation is normally submitted in early October.
 - f. The Department Head reviews the committee's recommendation and makes a Department Head recommendation. This also occurs in October.
 - g. The Academic Professional Track (APT) Dean's Advisory Committee reviews the Promotion Dossier and makes a recommendation regarding promotion to the Dean of the College of Liberal Arts
 - h. The Dean of the College of Liberal Arts makes a recommendation and the case is forwarded to the Dean of Faculties.
 - i. The dossier then undergoes a review by the DOF, Provost, and President. The promotion case does not require approval by the Board of Regents.
 - j. If a promotion case is denied, the faculty member will have to wait an academic year before reapplying. For example, if a faculty member applies for promotion in Fall 2019 and is denied, the faculty member can reapply for promotion starting Fall 2021.

NOTE: CLA does not provide guidance on promotion criteria for the Professor of the Practice Track. This will need to be addressed in a by-law revision. This revision is underway. We will be making references to promotion of the practice in our revised document.

Promotion Dossier Preparation

The candidate submits a variety of material to the Promotion Committee for Review. The required materials for a candidate's promotion dossier includes: (a) a personal statement, (b) a current copy of the CV, (c) teaching chart, (d) grant chart, and (e) bio. These elements are directly supplied by the candidate and placed into the Promotion dossier.

There are three items that are prepared by the department for inclusion in the Promotion dossier. First, the Promotion Committee must prepare a Teaching Report for candidates being considered for promotion from Lecturer to Senior Lecturer; and a Teaching Report and a Service Report for

candidates being considered for promotion to Instructional Associate or Instructional Professor or Professor of the Practice. (NOTE: Items required for promotion within the Professor of the Practice track will need to be revised). Second, the Promotion Committee discusses the case and takes a vote. The Chair of the Promotion Committee writes a report that includes the vote and a summary of the discussion. Third, the Head's Letter makes a recommendation for or against promotion based on the present case.

DEPARTMENTAL MENTORING PLAN

Faculty Approval: May 4, 2016

Purpose: Faculty mentoring is key to the health of an academic department and should be attuned to unique needs of the individual faculty member. The Department of Communication Mentoring Plan is designed to provide feedback to Assistant, Associate Professors, and multi-year lecturers regarding their professional development and career path.

Mentoring Plan for Assistant Professors and Lecturers

Individual mentoring: It is required that all tenure-track Assistant Professors, Instructional Assistant Professors, and multi-year lecturers select a senior COMM faculty member to serve as a faculty mentor. Tenure-track Assistant Professor, Instructional Assistant Professors, and multi-year lecturers are also encouraged to develop a mentoring team of faculty who are within the university but external to COMM or mentors who are in the discipline, if they feel it would facilitate their professional development.

At the beginning of each academic year, the Head will solicit names of senior COMM faculty who would be willing to serve as mentors. The mentor-mentee relationship is voluntary, and can be dissolved without penalty by either party at any time. At beginning of each academic year, the Assistant Professor or Lecturer should consult with the Department Head to ensure that at least one mentor is in place who can provide beneficial guidance. Mentors of Assistant Professors and Lecturers are expected to meet with their mentees at least once a semester. Should the mentee seek additional guidance in areas beyond the mentor's expertise, the mentor may facilitate the development of additional mentoring relationships with other senior faculty inside the department, outside the department, or in the discipline.

In the fall of each academic year, the faculty mentor, the department head, and the head of the Tenure and Promotion Committee will meet individually with the Assistant Professors and Lecturers. The focus of the meeting is to provide advice and guidance regarding the Assistant Professor's or Lecturer's professional activity. Topics and expectations relevant to the individual members' academic track will be discussed. Such advice may include, but may not be limited to: identifying appropriate outlets to place one's research; advice on teaching and identifying teaching objectives to improve one's pedagogical practice; recommendations and/or advice on issues of professional and institutional service; assistance with department, college, and university policies and procedures; and possible introductions to colleagues in similar or related research and teaching areas in the college or university.

Group mentoring: In the spring of each academic year, the Department Head and Chair of the T&P Committee will meet with all Assistant Professors and Lecturers by academic track in a group meeting to engage in a discussion of professional challenges and develop strategies for developing one's academic profile and career path.

Mentoring Plan for Associate Professors

Individual mentoring: Individual faculty mentoring for Associate Professors in the tenure- or academic professional track is optional. However, Associate Professors are strongly encouraged to have mentors given that the set of challenges associated with moving from Associate Professor to Professor are different than those associated with moving from Assistant to Associate Professor. If an Associate Professor desires a formal mentoring relationship, the Associate Professor should follow the same process as outlined for Assistant Professors. Mentors of Associate Professors are expected to meet with their mentees at least once a year.

Group mentoring: In the spring of each academic year, the Department Head and Chair of the T&P Committee will convene a meeting with all Associate Professors by academic track in a group meeting to engage in a discussion of professional challenges and develop strategies for developing one's academic profile and career path.

CLIMATE AND INCLUSION STATEMENT

Department of Communication

Faculty Approval: December 6, 2017

Purpose: The Department of Communication affirms the importance of diversity, equity, and inclusion in our discipline and department.

Statement on Communication Ethics and Diversity:

The Department of Communication embraces the development of a socially and culturally diverse intellectual community that is grounded in an awareness of the political and social structures embedded in the process and study of communication. To that end, we embrace the freedom of expression and intellectual inquiry. We recognize that free and responsible communication is central to a flourishing democratic society and we advocate for ethical communication practices that include truthfulness, accuracy, honesty, and reason. Moreover, we affirm the importance of diversity and recognize the necessity of including the voices of members of historically marginalized communities in our research, teaching, and service. Following the National Communication Association's Credo for Ethical Communication, we "condemn communication that degrades individuals and humanity through distortion, intimidation, coercion, and violence, and through the expression of intolerance and hatred.

GENERAL DEPARTMENTAL GUIDELINES

BOLTON HALL INSTRUCTIONAL LAB, RESEARCH LAB, AND FLEXIBLE SPACE GUIDELINES

Purpose: To identify available instructional, research, and flexible space within Bolton Hall and who faculty should contact to schedule rooms.

The Department of Communication has a number of rooms within Bolton Hall that may be scheduled for instructional and research purposes as well as other needs. **Instructional labs** primarily support undergraduate and graduate classroom instruction. However, they may also be used for research purposes during designated periods. **Research labs** are designed to support faculty, graduate student, and undergraduate student research. **Flexible space** can be adapted to any number of needs including: (a) meeting with students, (b) research meetings, (c) conducting research [e.g. one-on-one interviews and focus groups], (d) writing groups, (e) workshops and training, and (f) other activities.

A list of Bolton instructional labs, research labs, and flexible spaces is provided below. Faculty interested in scheduling rooms on this list should contact the scheduler listed.

Instructional Labs:

Bolton 019: Mac Lab Classroom. Software includes Final Cut Pro, Adobe Creative Suites 6, & Camtasia. Scheduler: Nancy Street.

Bolton 024: Mac Lab Classroom. Software includes Final Cut Pro & Camtasia. Scheduler: Nancy Street.

Bolton 111D: PC Classroom. Software includes Adobe Creative Suites 6 & Camtasia. Classes are held in Bolton 111D from 8:00 am until 3:00 p.m. Classroom scheduling for instructional purposes during this time period is programmed by Nancy Street. Bolton 111D is available from 3:00 p.m. until 7:00 pm for instructional and research purposes and is scheduled by Mel Alvarado.

Bolton 113: Digital Creative and Gaming Lab. Scheduler: Joey Lopez.

Research Labs:

Bolton 010 & 011: Eye tracking lab. Scheduled by Jennifer Lueck and Johanna Dunaway.

Bolton 012 & 013: Gaming research lab. Scheduled by Hart Blanton.

Bolton 014: Student Research Lab. Equipped with 7 computers for use by graduate and undergraduate students. The following software (typically on 1-2 workstations) is available in Bolton 014:

- Camtasia/Snagit
- KH Coder
- UCINET
- RGui
- Node XL
- MPlus
- SPSS
- Adobe CS5
- NCH Express Scribe
- NVivo
- Dragon Naturally Speaking
- ATLASi

There is not a scheduler for this space.

Flexible Space

Bolton 102: Small space that can accommodate approximately 10-12 people around a large conference table. Equipped with a computer, projector, and screen. Has capacity for conference calls. Priority is given to faculty committee meetings and dissertation defenses. Scheduler: COMM Business Office.

Bolton 111D: This space is available from 3:00 pm-7:00 pm for instructional and research purposes. Scheduler: Mel Alvarado.

Bolton 112: Small space that can accommodate 5-7 people around tables. Equipped with a computer, projector, and screen. Has capacity for conference calls. Priority is given to pedagogical activities. Scheduler: COMM Business Office.

Bolton 208: Conference style seating. Seats 10-15 people comfortably. Equipped with a computer, projector, and screen. Scheduler: COMM Business Office.

Bolton 213: Conference table style seating. Seats 15-25 comfortably. Equipped with a computer, projector, and screen. Has capacity for conference calls. Scheduler: COMM Business Office.

Bolton 306: Shared space with Interdisciplinary Critical Studies. Conference table style seating. Seats 10 comfortably. No computer or projection capabilities, but is equipped with a telephone jack which can be used for conference calls. Scheduler: COMM Business Office.

OFFICE SPACE GUIDELINES

Purpose: This document provides guidelines that can be used by the Department of Communication when making decisions about occupancy of office space by faculty.

1. Individual office space is to be assigned according to rank, followed by years in rank. Rank designations (in order of priority) are as follows: Full Tenured Professor, Associate Tenured Professor, Assistant Tenure-Track Professor, APT Full Professor, APT Associate Professor, Senior Lecturer, APT Assistant Professor, Lecturer, Visiting Professor, Post-Doctoral Fellows, and Visiting Scholars.
2. When office space becomes vacant, the Head puts out a call via the Department Listserv noting the availability of office space and gives a deadline to which interested parties can respond. The call will include a questionnaire asking faculty to indicate whether they want to move offices. If they indicate they want to move offices, they will be asked to identify what attributes they are looking for in a new office (e.g, a window, additional space, location etc.). The Department Head will assign office space by rank and years in rank, assuming the faculty member is in good standing within the Department.
3. Faculty members with an administrative duties reassignment (>50% appointment, either outside or inside the department) that includes an administrative office may be asked by the Department Head to relinquish their Departmental office, depending upon Departmental need, the extent to which the faculty member continues to use their Communication office space, and the adequacy of the administrative office. If asked to relinquish their Departmental office, the faculty member may be assigned a smaller Communication office for the period of (and/or after) their appointment, depending upon availability and the faculty member's need.
4. When making office assignments for new hires, the Head/Designee should assign available office space as closely commensurate with the new hire's rank and seniority as possible.
5. As much as possible, and without violating the rank/seniority system, visiting professors, postdocs, and visiting scholars will be assigned individual office space.

COURSE SCHEDULING GUIDELINES

Purpose: To overview how teaching requests for the fall, spring, and summer academic terms are managed.

Fall and Spring Academic Terms

Graduate Seminar Scheduling

The Director of Graduate Studies solicits faculty and area graduate course preferences in the Fall for the following year. The DGS uses these preferences and presents a plan for graduate courses to the Graduate Instructional Committee. After consultation with the GIC, a plan for the subsequent year of courses is submitted for approval to the Department Head. The DGS notifies all instructors of graduate seminars BEFORE course preference sheets are due to the Director of Undergraduate Studies. There is no set rotation for graduate instructors, and graduate faculty have typically had the opportunity to teach a graduate seminar every other year, depending on student need.

Creating the Undergraduate and Graduate Class Schedule

The Director of Undergraduate Studies emails faculty members a Faculty Teaching Preference Indicator Form where faculty members can indicate: (a) particular courses they would like to teach the upcoming academic term, (b) preferred times for their teaching schedule, (c) whether they have a TA or RA or AA for the upcoming semester, and (d) their teaching load and/or leave status for the upcoming term. Teaching requests for the fall academic term are normally distributed early in the previous spring semester with faculty usually being notified of their schedule by mid-spring. Teaching requests for the spring semester are typically distributed during the middle of summer with faculty usually being notified of their spring teaching schedule by the middle of the fall semester.

The Director of Undergraduate Studies in consultation with the Department Head and Graduate Director does their best to meet the teaching requests of faculty members. However, given the needs of the students as well as room availability it is not always possible to meet faculty requests. For example, many times faculty would prefer to have a Tuesday/Thursday or Monday/Wednesday teaching schedule, but this is not always possible. Some strategies to consider when a Tuesday/Thursday or Monday/Wednesday teaching schedule is not available include: (1) “hybridizing” a class where a faculty member teaches face-to-face with students on Monday and Wednesday and has an on-line activity equivalent to the Friday meeting time, or (2) possibly teaching a course on-line (though faculty may teach only one of two courses online.). Faculty wishing to teach on-line course must complete the College of Liberal Arts on-line training prior to teaching on-line.

Summer Term

An email is typically sent to faculty and graduate students in November or December to survey interest in teaching summer school. Summer school teaching for faculty and graduate students is not guaranteed and individuals should keep this in mind when budgeting and planning how they will organize their summer. The majority of summer teaching funds are provided by the college and are limited.

The Department Head, in consultation with the Director of Undergraduate Studies, determines the summer teaching schedule based on student need (e.g., courses required for graduation, courses that affect time to degree completion) and available funding. Faculty and graduate students are notified whether or not they have been assigned summer teaching request during the spring. It is

not unusual for there to be a degree of “melt” which means that faculty and graduate students decide not to teach given alternative funding opportunities such as fellowships. Teaching assignments are revised during the spring when faculty and graduate students decide not to teach during summer session.

VISITING SCHOLAR/RESEARCHER GUIDELINES

Purpose: To summarize the process that is used when managing visiting scholar/researcher request and provide an overview of the resources and expectations associated with being a visiting scholar/researcher.

The Department of Communication provides opportunities for international faculty members, researchers, and doctoral students to apply to be a Visiting Scholar/Researcher to further their academic career and participate in the intellectual life of the department. These faculty exchanges can be very helpful to increase the research capacity of the department and to serve as academic bridges for developing long term research and educational ties between Texas A&M and other top research universities.

Our program offers Visiting Scholars/Researchers dedicated time to focus on their own research as well as the chance to interact with students and faculty in the department on projects of mutual benefit.

Please note that the information and requirements listed below only apply to the Visiting Scholar/Researcher title. Visiting Scholars/Researchers do not receive a stipend during their appointment, and their appointment does not imply tenure or continuation at the university.

How to Become a Visiting Scholar/Researcher in the TAMU Department of Communication

Prospective visiting scholars should submit a proposal for an independent research project to a prospective faculty mentor in the Department of Communication. A list of current faculty members, along with information on their research areas, is available here:

<https://comm.tamu.edu/faculty/>

Required Qualifications

The Visiting Scholar/Researcher must have an academic degree appropriate to conduct independent research and should be working on independent research that aligns with faculty interests in the Department of Communication.

Preference will be given to applicants whose research and background complements departmental strengths. We particularly invite applications from faculty at universities that already have strong collaborative ties with our department and university.

All applicants should have excellent English skills by the time of their stay. Proof of English language proficiency is required unless the visitor is a native English speaker or lives in an English-speaking country.

Once an invitation is extended to the Visiting Scholar/Researcher, they will need to work with their faculty mentor, the Department of Communication's designated staff liaison (Sandra Maldonado), and the TAMU Immigration Services for Faculty and Scholar's (ISFS) office to obtain a J-1 visa. See the ISFS checklist here: <http://ifss.tamu.edu/ISFS/media/IFSS-Media-Library/Forms/scholars-checklist.pdf>

Expectations of Visiting Scholar/Researchers

The Visiting Scholar/Researcher must be available to deliver a research paper to faculty and students in the Communication Department during their exchange period. This presentation provides an opportunity for the Visiting Scholar/Researcher to share their work with faculty and students in the department as well as across the College of Liberal Arts and the wider University. Details on this presentation will be included in the invitation letter.

The Visiting Scholar/Researcher will be available to deliver guest lectures or presentations in undergraduate or graduate courses, if relevant to the scholar's expertise, or provide other

assistance to faculty research projects. The Visiting Scholar/Researcher will be asked to assist in such duties no more than five hours per week.

A Visiting Scholar/Researcher will be allowed to sit in on graduate classes if permission is obtained in advance by the professor of record for each class. A Visiting Scholar/Researcher who is a doctoral student at another university will not be allowed to obtain academic credit while sitting in on a course.

On occasion, Visiting Scholar/Researchers will be expected to contribute to research collaborations with Texas A&M faculty and graduate students. Their participation will be acknowledged in any subsequent research presentations or publications.

The Visiting Scholar/Researcher should acknowledge the contribution of Texas A&M faculty and graduate students in any published research that emerges from the exchange visit.

For more information, contact Dr. Cara Wallis at cwallis@tamu.edu.

Information for TAMU COMM Faculty Regarding Visiting Scholar/Researcher Mentorship

1. When a faculty member of the department agrees to host and mentor the applicant, that faculty member will provide a recommendation letter for the appointment of the Visiting Scholar/Researcher to the department head and the Internationalization Committee for approval.
2. Once approved, the prospective Visiting Scholar/Researcher will receive an invitation packet from the Department of Communication staff (Sandra Maldonado) to initiate the J-1 visa request through the TAMU ISFS office (<http://ifss.tamu.edu/>). Please note that ISFS charges the applicant a \$350 non-refundable fee for visa processing.
3. Privileges, such as ID cards and keys, will not be provided until the Visiting Scholar/Researcher has obtained all required approvals and has checked in with the Immigration Services for Faculty and Scholars office.

The faculty member nominating the Visiting Scholar/Researcher will either serve as or designate a mentor for the Visiting Scholar/Researcher during the length of the Visiting Scholar/Researcher's stay. The faculty mentor serves as an academic liaison for the Visiting Scholar/Researcher. Neither the department nor the host faculty member are expected to provide assistance in housing, transportation, or other issues of daily life.

The Department of Communication's designated staff to serve as the liaison with the TAMU ISFS office and to facilitate normal activities with the Visiting Scholar/Researcher and faculty mentor is Sandra Maldonado.

Previous Visiting Scholars

- Remco Sanders, University of Amsterdam, May 2019
- Xi Shengju, Qinghai University, China, September 2017 – September 2018
- Sonne Schenkel, University of Amsterdam, January – May 2016
- Alessandra Vitullo, Università de Torgata, Italy, September – December 2014
- Wang Lei, Communication University of China, September 2013 – December 2014
- Lirian Sifuentes, Pontifical Catholic University of Rio Grande Do Sul, Brazil, January – June 2013
- Ghufraan Shiltagh, University of Baghdad, Iraq, January – May 2012
- Gan Xianfeng, Shandong University, China, July – December 2011
- Liu Xinchuan, China, November 2010 – October 2011
- Xu Shuhua, Communication University of China, August 2010 – July 2011
- Yan Huan, Northeastern Normal University, China, November 2009 – November 2010
- Liu Ping, Nanjing University of Finance and Economics, China, September 2008 – September 2009

PROFESSIONAL DEVELOPMENT BURSARY GUIDELINES

Purpose: To overview how and when funding for faculty professional development bursaries are distributed and guidelines for their use.

The department offers a Professional Development Bursary to support tenure-stream and academic professional track faculty to develop their research and/or pedagogical practice. Depending on the particular type of appointment, faculty members may choose to use their bursary to pursue research-oriented activities such as presenting their scholarship at academic conferences or pedagogically-oriented activities such as attending teaching workshops. While faculty have significant discretion to use their Professional Development Bursaries in ways they feel support developing their research or pedagogical practice, the bursary must be spent in ways that conform to University and College Guidelines regarding purchases and travel. For example, while it is permissible for faculty to buy books with one's bursary, it is important to recognize that the books are the property of Texas A&M University, and when a faculty member leaves the university, the faculty member would be required to return the books if requested by the University. Therefore, best practice suggests that when spending one's Professional Development Bursary, it is wise to spend one's bursary for travel, professional memberships, equipment, software etc.

The following guidelines inform the allocation and distribution of Professional Development Bursaries:

1. The Department Head will determine the amount that faculty members will receive each year in their Professional Development Faculty Bursary. Faculty will be informed of the amount no later than the first class day of the fall semester.
2. The allocated money is to be used by the faculty member that it is given to and cannot be transferred to other faculty members. It is to be used within the fiscal year that it is allocated.
3. Faculty will need to spend the funds in their bursary no later than May 15 of the fiscal year. Some faculty may have travel or other expenses that occur during the summer. In those instances, the faculty member must work with the Business Administrator to "tag" the funds for use no later than May 15 of the academic year.
4. Any "untagged" money in individual faculty bursaries will be swept by June 1 of the fiscal year and reallocated.

DIVERSITY, TEACHING, AND RESEARCH RESOURCES

DIVERSITY, EQUITY, AND INCLUSION RESOURCES

Purpose: To overview diversity, equity, and inclusion (DEI) resources within the department, college, and university.

Departmental Resources

Climate and Inclusion Committee (<https://liberalarts.tamu.edu/communication/about-us/climate-inclusion/>)

The Department of Communication's Climate and Inclusion Committee promotes the values of diversity and inclusion throughout the life of the department: undergraduate and graduate instruction, research and scholarship, and service and engagement. Accomplishments include the creation of a Statement on Communication Ethics and Diversity, sponsorship of the annual Communicating Diversity Conference, development of new courses such as COMM 245 Difficult Dialogues on Power, Privilege, and Difference, COMM 338 Critical Race Discourse, and COMM 343 Communication and Cultural Discourse, creation of an undergraduate Certificate in Communication, Diversity, and Social Justice, and an initiative to make Bolton Hall an Allied Hall.

College Resources

Climate and Inclusion Committee

The college has a standing Climate and Inclusion Committee that meets monthly to discuss DEI and to develop initiatives aimed at promoting an inclusive climate within the college. This link (<https://liberalarts.tamu.edu/about/engagement/climate-inclusion/>) provides information regarding the college's vision and commitment to diversity, equity, and inclusion, its strategic plan, inclusive teaching strategies, a list of committee members, the college's diversity accountability reports, and the college's diversity fact sheet. The CLLA Climate and Inclusion Committee also sponsors the ACT (Advancing Climate Together) Grant that funds programmatic and sustainable actions to advance college and university DEI goals.

University Resources (NOTE: This is a partial list of offices and units that engage DEI issues. The Programs and Resources link at <https://diversity.tamu.edu/Programs-and-Resources#camp-res> provides a more comprehensive list of campus and university resources as well as community resources.)

A&M Office for Diversity (<http://diversity.tamu.edu>)

The mission of the Office for Diversity is to implement and coordinate Texas A&M University's Diversity Plan by providing leadership and support to the academic and administrative units as they embed diversity and inclusion in academic and institutional excellence. The Office for Diversity works to advance accountability, campus climate, and equity across the university while resisting racism, bias, and discrimination. The Programs and Resources link (<http://diversity.tamu.edu/Programs-and-Resources>) is particularly helpful as it provides information regarding the Office of Diversity, opportunities for Diversity Training, toolkits and syllabi, as well as campus and university resources.

Matters Seed Grant Program (<https://diversity.tamu.edu/Home/Diversity-Matters-Seed-Grant-Program>)

The Diversity Matters Seed Grant program supports research projects designed to make a positive impact on Texas A&M University's Diversity Plan goals of accountability, climate, and equity. Applicants are strongly encouraged to discuss proposal topics with their relevant Diversity Operations Committee representative(s) prior to submission. Texas A&M University students, faculty, staff, as well as previous recipients of Diversity Matters Seed grants, were eligible to submit proposals.

Office of Diversity Funding Requests (https://tamu.qualtrics.com/jfe/form/SV_3son0lh8Su7ibJ3)

Funding requests will be considered for their potential to significantly and positively impact the University's Diversity Plan goals regarding accountability, climate, and equity.

Department of Multicultural Services (<https://dms.tamu.edu>)

The department goals are to assist underrepresented students transition to TAMU while providing academic and educational services for all students. This is accomplished by providing leadership opportunities and intentional programming that inform, educate, engage, challenge, and enhance students' development and global perspectives. You can direct students toward programs, request presentations, and learn about academic initiatives.

Gay, Lesbian, Bisexual, and Transgender Resource Center (<https://studentlife.tamu.edu/glb/>)

The GLBT Resource Center strives to create a thriving environment supporting the success of every student through the education, advancement, and championing of the broad spectrum of sexual, affectional, and gender identities in the spirit of the Aggie Core Values. It provides support, advocacy, and outreach. Check the link for programs and events, resources and referrals, classroom presentations, and ways to get involved.

TAMU Office of Risk, Ethics, and Compliance – Title IX Office (<https://urc.tamu.edu/title-ix/>)

Title IX prohibits discrimination based on sex in educational programs and activities that receive federal funding. All forms of sexual harassment, including sexual violence, are prohibited by Title IX. As a faculty member, you must report incidents of sexual misconduct. Reports can be sent to Jennifer M. Smith, Title IX Officer, civilrights@tamu.edu. More information can be found here <https://urc.tamu.edu/title-ix/title-ix-frequently-asked-questions/>.

Title IX—Department of Civil Rights and Equity Investigations (<http://titleix.tamu.edu/>)

The Department of Civil Rights and Equity Investigations is committed to protecting equal access to University programs, activities, and services by conducting fair, equitable, and thorough investigations and by supporting Texas A&M's commitment to promoting diversity and inclusion. This website provides an overview of what is Title IX, how individuals who feel they have been victims of prohibited conduct can bring it to the attention of the

University's Title IX Officer, how Title IX investigations are managed, and available Title IX Education and Training.

Veteran Resource and Support Center (<http://asc.tamu.edu>)

The Veteran Resource and Support Center offers the following services to undergraduate and graduate veterans: referrals to resources on campus and in the community, help in navigating campus, workshops and social events, opportunities to connect with other student veterans, and assistance with transition from military to student life.

Women's Faculty Network (<https://wfn.tamu.edu/>)

The WFN promotes the professional development of women faculty through programming that emphasizes expanding research opportunities, excellent in teaching, transition to administration, and retention of women faculty. The WFN's signature initiative is their mentoring program. Designed to supplement mentoring that happens within departments, the WFN mentoring program matches junior and new faculty with established faculty. You can find out more about their mentoring program by following this link: <https://wfn.tamu.edu/Mentoring>.

Women's Resource Center (<https://studentlife.tamu.edu/wrc/>)

The Women's Resource Center seeks to enhance the campus climate for women. Use this link (<https://studentlife.tamu.edu/wrc/>) to request presentations, access events, finding resources on programs and initiatives, and ways to get involved.

DIVERSITY, EQUITY, AND INCLUSION AWARDS

Purpose: To overview diversity, equity, and inclusion (DEI) awards within the department, college, and university.

Texas A&M University is committed to diversity, equity, and inclusion across the university at all levels. Individual and collective effort toward realizing this commitment is recognized by a variety of departmental, college, and university-level awards. Faculty, students, and staff members who have exhibited a strong commitment toward issues of DEI and undertaken research, pedagogical, and service activities that contribute to DEI should consider applying for or being nominated for these awards.

Departmental Awards

Graduate Student Climate and Inclusion Scholarship

Each year the department recognizes outstanding graduate student participation in climate, inclusion, and diversity efforts in the Department of Communication and Texas A&M. Selection criteria for this award include (1) contribution to climate, inclusion, and diversity of department/university, and (2) consistency of involvement with issues/programs related to climate, inclusion, and diversity.

College Awards

ACI Awards

The new "Achievements in Climate and Inclusion" (ACI) awards in the College of Liberal Arts recognize those faculty members who regularly engage in service activities designed to encourage and facilitate a more inclusive and welcoming climate for all. Selection criteria for this award include: (1) leadership, (2) continuous performance, (3) innovation and impact, and (4) mentoring.

University Awards

ACES Fellowship Program (<http://diversity.tamu.edu/Home/Accountability,-Climate,-Equity,-and-Scholarship-F>)

Texas A&M University's Accountability, Climate, Equity, and Scholarship (ACES) Fellows Program is a faculty pipeline initiative that connects those advancing outstanding scholarship with relevant disciplinary units on campus. The ACES Fellows Program is administered by the Office for Diversity at Texas A&M in partnership with the College of Education and Human Development and the College of Liberal Arts.

In recognition of Texas A&M University's Diversity Plan (<http://diversity.tamu.edu/Diversity/media/diversity/PDF/Diversity-Plan-2010.pdf>), the ACES Fellows Program promotes the research, teaching, and scholarship of early career scholars who embrace the belief that diversity is an indispensable component of academic excellence. From this experience at Texas A&M, fellows should develop an understanding of the value of diversity and inclusion and the power that it holds for students, faculty, and staff to enrich their lives.

ACE (Accountability, Climate, and Equity) Awards (<https://dms.tamu.edu/diversity/ace-awards/previous-awards-recipients/>)

Sponsored by the Division of Student Affairs, the Office of Diversity, The Department of Multicultural Services, and a number of other organizations on campus, the ACE awards recognize and honor faculty, staff and students for work focused on DEI such as the Diversity Service Faculty Award, Phyllis R. Frye Advocacy Award, and Women's Progress Faculty Award. This link provides a list of ACE awards: <https://dms.tamu.edu/diversity/ace-awards/>. Announcements regarding these awards are typically distributed by email during the spring semester.

DEPARTMENTAL UNDERGRADUATE TEACHING RESOURCES AND OPPORTUNITIES

Purpose: To acquaint faculty with different resources and opportunities to support undergraduate teaching.

The Department of Communication has put into place a variety of resources to support the undergraduate experience.

COMM Advisors: The Department of Communication has a separate advising center that serves students pursuing communication, telecommunication, and journalism degrees. Our academic advisors can answer student questions regarding a variety of topics pertaining to degree plans, graduation requirements, career planning, internships, study abroad etc.

Make Up Tests: The Director of Undergraduate Studies (DUS) sets time each semester for make-up examinations to be completed in the Advising Office. Please contact the DUS for times and details. The make-up exam service is limited strictly to students who have provided documentation of a University Excused absence. All other make-up exams will be given by the instructor in their own office.

Test Proctors: Instructors who have classes with more than 100 students are eligible to have test proctors assist them with when they have examinations. Test proctors help faculty members administer the examination but do not grade the examinations. Faculty are normally sent an email at the end of the second week of classes making them aware of this opportunity.

Undergraduate Teaching Assistants (UGTA): Undergraduate students can receive course credit to serve as an Undergraduate Teaching Assistant. UTAs assist in keeping attendance, leading breakout sessions, giving lectures, and grading. Please contact the Director or Assistant Director of Undergraduate Studies for additional details.

Guest Speaker Funding: Faculty may send requests to the Head for funding to host a Guest Speaker for their class. Funding requests may cover reimbursement for mileage to travel to A&M and/or food costs for hosting a lunch, pizza party etc. for undergraduate students and the speaker.

Service Learning Funding: If faculty are planning service learning or community engagement activities that involve working with a client outside of the Bryan-College Station area, they may send funding requests to the Head to cover costs associated with the project.

AAB Speakers: The COMM Alumni Association Board (AAB) is comprised of former Communication students. They are willing to make classroom presentations. A list of potential speakers and topics is provided faculty by the AAB.

Test Scanning and Evaluation: The department has a Scantron machine that can provide basic statistics. Scantron services are also available through Scanning and Evaluation Services (<https://assessment.tamu.edu/Scanning-Services>).

COLLEGE AND UNIVERSITY TEACHING RESOURCES

Purpose: To overview the different teaching resources available to faculty so they can make informed choices about ways to design innovative transformative experiences for undergraduate students and to provide appropriate support to students when needed.

Texas A&M offers a wide variety of teaching resources for faculty and students. These resources range from professional development opportunities offered by the Center for Teaching Excellence and teaching conference to various units and initiatives that provide educational support to students to units and initiatives that address the needs of diverse student populations.

Teaching Centers, Initiatives, and Support Sites

Center for Teaching Excellence [CTE] (<https://cte.tamu.edu>)

The CTE supports the educational mission of Texas A&M University (TAMU) through evidence-based professional development opportunities promoting proven and innovative instructional approaches aligned with faculty and student success. It provides workshops, consultations, and teaching resources for professional development. Their website includes resources that focus on curriculum design and instruction to increase faculty and student success. The Humanizing Education, Learning, and Leadership Online/Offline (HELLO²) teaching certificate program is offered through the Texas A&M University Center for Teaching Excellence (CTE).

Center for Teaching Excellence Workshops (<https://cte.tamu.edu/Workshops>)

This link directly accesses a running list of CTE Workshops.

Center for Teaching Excellence Diversity and Inclusion Resources (<https://cte.tamu.edu/Faculty-Teaching-Resource/Diversity-and-Inclusion>)

CTE has created a very helpful group of resources that focus on creating a climate of inclusion in the classroom.

Instructional Technology Services [ITS] (<http://its.tamu.edu>)

ITS will help you with all your online teaching tools including eCampus (979-458-0514). They are very helpful in helping you troubleshoot issues regarding online technology. They also offer training, an Instructional Technology Certificate Program, and Reboot Camp to support innovative use of technology in the classroom.

Office of Institutional Effectiveness and Evaluation (<http://assessment.tamu.edu>)

Texas A&M uses an on-line Personalized Instructor/Course Appraisal System (PICA) to evaluate classes (<https://pica.tamu.edu/pica/SystemEntrance.aspx>). Use this link to access your PICA evaluations. They also offer a Digital Desk (<http://assessment.tamu.edu/Scanning-Services/Scanning/Test-Scoring-Digital-Desk>) to help you manage Scantron exams.

Student Success Initiative (<http://provost.tamu.edu/Initiatives/Student-Success-Initiative>)

The Student Success Initiative is a recent A&M enterprise that aims to increase first-year retention and increase four-year and six-year graduation rates. This link takes you to the Student Success task force's teaching recommendations as well as events and other information related to the Student Success Initiative.

Texas A&M University Libraries (<http://library.tamu.edu>)

In addition to requesting books and articles through A&M or requesting a loan from another library, you can arrange for class presentations for your class. If desired, you can work with a librarian to create Class Guides and Workshops (<http://tamu.libguides.com/libguides>)

21st Century Teaching Building (<https://21ccb.tamu.edu>)

This building is currently under construction and is designed to provide flexible innovative classroom space for large lecture classes, collaboratories, and learning studios. It is equipped with the latest technology. Initial applications to teach in the building closes September 9, 2019.

A&M Teaching Conferences

Transformational Teaching and Learning Conference (<https://ttlc.tamu.edu>)

The conference mission is to celebrate and promote a culture of teaching excellence and innovation at Texas A&M. The conference typically occurs each spring and the topic varies from year to year.

Educational Service Offices for Students

LAUNCH (<http://launch.tamu.edu>)

Through LAUNCH, motivated students have access to Honors courses, co-curricular enrichment activities, scholarly engagement, and/or research programs that can be customized to enhance each student's personal, professional, and intellectual development. LAUNCH offers resources for learning communities, student and faculty awards, undergraduate research, fellowships, capstones, and honors programs. It is particularly strong in offering resources for undergraduate students to conduct independent research.

Academic Success Center (<http://asc.tamu.edu>)

This center helps students achieve academic goals. It does this through several programs include tutoring, supplemental instruction, academic coaching, the transfer student program, Texas success initiative, workshops, presentations, trainings, StudyHub, and a certificate program.

Disability Services (<https://disability.tamu.edu>)

Disability Services offers accommodations coordination, evaluation referral, disability-related information, assistive technology services, sign language interpreting, and transcription services. This link is helpful for students who need accommodations and is also helpful for faculty learning how to assist in accommodations.

University Writing Center (<http://writingcenter.tamu.edu>)

This is an amazing resource for students and teachers. Teachers can use the University Writing Center Website to find instructional resources to provide students, such as “How to Write a Thesis” and “What Makes a Good Research Poster.” Students can access myriad resources to help them research, write, and cite! Moreover, students can make appointments at the Writing Center to meet with consultants. It’s both a writing and speaking center, which means consultants are also able and willing to help students with speeches.

Diversity, Equity, and Inclusion (DEI) Resources (Please refer to Diversity, Equity, and Inclusion Resources, pp. 59)

COLLEGE AND UNIVERSITY TEACHING AWARDS

Purpose: To provide awareness of various college and university teaching awards.

Texas A&M University encourages high-quality teaching at the undergraduate and graduate level. Faculty who exhibit meritorious and exemplary teaching should consider pursuing these awards.

University Professorships for Undergraduate Teaching Excellence (UPUTE)

(<https://dof.tamu.edu/Awards-and-Honors/University-Professorships-for-Undergraduate-Teachi>)

The University Professorships for Undergraduate Teaching Excellence (UPUTE) are conferred upon the university's most distinguished teachers of undergraduates. The faculty members selected to receive past awards have exhibited uncommon excellence and devotion to the education of undergraduate students of Texas A&M University. These professors are not only exceptional classroom teachers, but are also innovators in pedagogy, exploring new teaching methods and seeking engagement with other educators in pursuit of excellence.

Association of Former Students Teaching Distinguished Teaching Awards

([https://dof.tamu.edu/Awards-and-Honors/AFS-Distinguished-Achievement-Award/AFS-DISTINGUISHED-ACHIEVEMENT-AWARDS-\(1\)](https://dof.tamu.edu/Awards-and-Honors/AFS-Distinguished-Achievement-Award/AFS-DISTINGUISHED-ACHIEVEMENT-AWARDS-(1)))

The Association of Former Students (AFS) honors outstanding faculty members for their dedication to teaching at both the university and college level. Recipients are recognized for their talent, expertise and devotion on conveying knowledge to students. This award is given at both the college and university levels.

Montague CTE Scholars (<https://cte.tamu.edu/Events-and-Awards/Montague-CTE-Scholars>)

The Montague-Center for Teaching Excellence Scholars Program was initiated as a cornerstone effort in the quest for sustained excellence in teaching. Each academic college annually selects one tenure-track developing faculty member for the Montague-Center for Teaching Excellence Scholar designation. This person, who will have already shown ability and interest in the teaching of undergraduates, receives a \$6,500 grant to research and develop innovative teaching techniques with outcomes made available to other faculty through the Center for Teaching Excellence.

Murray and Celeste Fasken Chair in Distinguished Teaching in the College of Liberal Arts

A five-year appointment with the mission of helping faculty, graduate student, and undergraduates advance their pedagogy and teaching.

Aggies Celebrate Teaching! Recognizing Transformational Learning (<https://cte.tamu.edu/Events-and-Awards/Aggies-Celebrate-Teaching>)

Aggies Celebrate Teaching! – Recognizing Transformational Learning acknowledges outstanding Texas A&M instructors and faculty members who, through their dedication to transformational teaching practices, have made a significant impact on their students. Students have the opportunity to submit an essay nominating a professor they

feel exemplifies transformational learning by challenging students to think in new ways, inspiring students to learn more deeply, supporting learning through transformation of educational experiences, and positively impacting students.

STUDY ABROAD AND FIELD TRIP OPPORTUNITIES

Purpose: To overview faculty-led field trip and study abroad opportunities for students and the general submission and approval process.

Faculty in the Department of Communication have offered a number of study abroad and field trip opportunities for students. Our COMM to Italy Program (led by various faculty) provides undergraduate students a semester-long experience in Castiglion Fiorentino while our Rhetoric in the Italian Renaissance program in Florence (led by Nathan Crick) and Ireland Political Communication program (led by Nathan Crick and Kirby Goidel) programs offer students an opportunity to study abroad during winter break and first summer session respectively. It is also possible to incorporate study abroad opportunities as part of a class that is taught in the fall or spring semester. For example, David Tarvin led a group of students to Costa Rica as part of COMM 335 (Intercultural Communication). It is also possible to arrange for domestic field trips as part of a class that you are teaching. For example, Jess Havens has regularly scheduled a field trip to the Rothko Chapel as part of COMM 257 (Communication, Religion, and the Arts). Angelique Gammon takes students regularly around the Brazos Valley as part of JOUR 203.

Study Abroad Opportunities

Faculty-led programs are courses taught at least 50 percent *outside* the United States by a professor who also leads the program abroad. In most cases, the majority to entirety of contact hours are conducted outside the U.S. during the course of the program. In general, the College asks that faculty propose a minimum of two undergraduate courses (6 hours) for one five week summer session. When proposing a course, consider its appeal to majors, its ability to fulfill core curriculum requirements, course sequence issues, and current enrollment.

Faculty led-study abroad programs have included: (1) semester-long programs that occur during the spring semester, (2) a study-abroad component as part of a fall or spring academic course, and (3) a stand-alone summer course.

Designing a study abroad program for students requires close coordination with the Department Head, Director of Undergraduate Studies, and Business Administrator.

Faculty Led Study Abroad Programs as well as the International Program Manager for the College of Liberal Arts (<https://liberalarts.tamu.edu/app/uploads/2017/05/Faculty-led-program-info-Aug2017.pdf>). Therefore, for faculty interested in creating study abroad programs it is highly recommended that they initially contact the Department Head and Director of Undergraduate Studies to indicate their interest. It is not unusual for the approval process to take 12-14 months from gaining initial approval for the program, determining the budget, and recruiting students. Faculty should plan accordingly.

Field Trips

Faculty may also include field trips as part of their class. Given that field trips may involve a student fee and also involves transportation for students to an off-campus site, contact the Director of Undergraduate Studies for additional information regarding policies and procedures for scheduling field trips.

DEPARTMENT OF COMMUNICATION STUDENT ORGANIZATIONS

Purpose: To acquaint faculty with the variety of extracurricular undergraduate student organizations sponsored by the Department of Communication.

Undergraduate

Communication and Media Student Council (CSMC)

- CSMC represents the students and speaks on their behalf. By coming together, CSMC will bring student voices, ideas and concerns to be addressed by the Department of Communication.
- Planning events for communication students, such as COMM Days and an annual communication focused job fair.
- Membership is only through a nomination process by faculty and advisers.
- Est. 2019
- Membership Dues: None
- Contact Information:
 - Contact Email: kristykulhanek@tamu.edu

International Association of Business (IABC)

- IABC is for TAMU students who are looking to develop themselves through interacting with experienced communication professionals.
- TAMU-IABC connects students with mentors, provides networking opportunities and hosts professional development events featuring industry leaders in communication and business.
- Join the TAMU-IABC chapter and meet new people while experiencing new things!
- Est. 2019
- Membership Dues:
 - \$39 IABC Dues
 - \$10 Chapter Dues
- Contact Information
 - Contact Email: tamuiabc19@gmail.com
 - National website: <https://www.iabc.com>

Lambda Pi Eta (LPE)

- LPE is the official Communication Studies honor society of the National Communication Association. In order to qualify, students must have a 3.0 cumulative GPA with 60 hours as well as 12 hours in communication with a 3.25 in those courses. This semester we have had monthly meetings that focus around areas of interest of members such as resume building. In addition, we had an induction ceremony in April where we added our newest members.
- The purpose of LPE is to recognize, foster and reward outstanding scholastic achievement in communication, telecommunication, and media studies; to stimulate interest in the broad field of communication; to promote and encourage professional development among undergraduates majoring in the Department of Communication; to provide an opportunity to discuss and exchange ideas in the field of communication; to establish and maintain closer relationships and mutual understanding between communication students and faculty; and to explore options for graduate and professional education.
- Est. 1999

- Contact Information:
 - Contact Email: LPEAggieland@gmail.com

Student Communication Association (SCA)

- SCA is designed to enable and support students interested in Communication by providing many opportunities for students to meet with business professionals and experts to expand their knowledge. SCA is devoted to fostering and promoting awareness of the opportunities the Communication department has to offer while allowing students involved in the field to learn how to get the most out of their degree.
- Targets the professional advancement of students by recruiting guest speakers as well as taking a business trip each semester to either Houston, Dallas or Austin. By doing so, students are able to gain perspective and knowledge on the many avenues Communication offers.
- **WHAT WE DO**
The Student Communication Association is designed to help students interested in Communication to get the most out of their degree. This association is geared toward increasing awareness of opportunities the Communication department offers with:
 - Meetings with influential speakers once a month
 - Business trips to Houston, Austin or Dallas once per semester
 - Resume building
 - Workshops
 - Socials to meet other Communication students
 - Exclusive internship opportunities
 - Interview help
 - Study groups
- Est. 1991
- Membership Dues:
 - \$40 per year or \$25 per semester
- Contact information:
 - Website: <https://tamusca.weebly.com/apply.html>

Society of Professional Journalists (SPJ)

- SPC is dedicated to the perpetuation of a free press as the cornerstone of our nation and liberty. It is a journalist's duty to keep the American people well informed in an accurate, comprehensive, timely and understandable manner.
- Therefore, our purposes are (1) to promote this flow of information; (2) to encourage a climate in which journalism can be practiced freely and fully; (3) to stimulate high standards and ethical behavior in the practice of journalism; (4) to foster excellence and to encourage diversity among journalists; (5) to inspire successive generations of talented people to become dedicated journalists, and (6) to maintain constant watch in protection of the First Amendment of the Constitution of the United States of America.
- Est. 1956
- Contact Information
 - Contact Email: spjtamu@gmail.com

Telecommunications & Media Association

- The purpose of this student organization is to serve as a link for A&M students interested in media technology and the industry. TMA will provide students an opportunity to develop an appreciation of the social and policy implications of user-driven, data-rich content communicated within modern telecommunication and information media. Students will have the ability to use hands-on experience in media and technology fields- radio, television, newspaper, internet, etc. As a support for the TCMS major, TMA will focus on a full range of modern media technologies, develop a fundamental understanding of the science of these technologies and examine the directions this science is moving society.
- Est. 2009
- Contact Information:
 - Contact Email: tma@tma.tamu.edu

Graduate

Communication Graduate Student Organization (CGSA)

The CGSA organizes activities for graduate students such as the Sandwich Seminar (graduate student research presentation) and selects a Graduate Student Representative for faculty meetings.

COLLEGE AND UNIVERSITY RESEARCH RESOURCES

Purpose: To provide an overview of the different research resources available to faculty so they can pursue internal and external funding to support their research program.

Texas A&M offers a wide variety of research resources for faculty to develop their research programs. These resources include travel support, grant writing support, internal grants, and fellowships.

College

CLA Research and Support (<https://liberalarts.tamu.edu/intranet/research/>)

This website provides a list of both internal and external funding sources as well as copies of the CLLA Proposal Guide and Research and Sponsored Activity Handbook. The college has a Director of Research Strategy and Development who provides research development services to Liberal Arts faculty including consultation at any stage of proposal development.

Melbern G. Glasscock Center for Humanities Research
(<https://liberalarts.tamu.edu/glasscock/grants-funding/all-internal-funding-opportunities/>)

Funds are available to faculty research that advances knowledge through investigation, inquiry, and interpretation of human experience, culture, and expressive forms.

Center of Digital Humanities Research (<http://codhr.dh.tamu.edu/grant-funding/>)

The *Center of Digital Humanities Research (CoDHR)* offers funding opportunities to Texas A&M University faculty, staff, and students to support digital humanities education, professional development, outreach, and research.

College International Research Travel Support
(<https://liberalarts.tamu.edu/app/uploads/2019/07/FY20-College-International-Travel-Support-Guideline-and-Application-FINAL.pdf>)

The purpose of the College International Research Travel Support program (CIRTS) is to enhance faculty research and creative activities by providing funds for international travel to 1) present research or creative works at recognized, prestigious international meetings or 2) conduct research in a foreign country.

Stimulating Excellence in External Development (S.E.E.D.) FY20 Program Guidelines
(<https://liberalarts.tamu.edu/app/uploads/2019/07/FY20-S.E.E.D.-Grant-Guidelines-Budget-Table.pdf>)

The central purpose of S.E.E.D. funding is to encourage faculty to develop research, scholarly, or creative projects with the potential for prestigious professional recognition (e.g. awards, fellowships, and grants). It is intended to support projects in the early/preliminary/developmental stages, not the penultimate or final stages. The activities supported by S.E.E.D. are those which could launch a project and/or pave the way for external support that would take the project to the next level. Proposals from arts/performing arts, humanities, and social sciences are welcome.

University

Sponsored Research Services (<https://srs.tamu.edu>)

Sponsored Research Services (SRS) was created to assist and facilitate faculty in submitting research proposals to federal, state, private, and non-profit sponsors that comply with all applicable regulations. SRS can minimize the administrative burden of the research process. SRS exhibits leadership in research administration by collaborating to develop consistent and efficient procedures. SRS also engages in training and professional development.

University Level Proposal Development Resources (<https://vpr.tamu.edu>)

Research Development Services (RDS), a unit of the VPR's Division of Research, assists the TAMU research community through professional development workshops and seminars, research proposal development, and other research development support services.

Council of Principal Investigators (<https://cpi.tamu.edu>)

The Council of Principal Investigators (CPI) is composed of **Principal Investigators** (PIs) that represent PIs from members of the Texas A&M research community. The CPI is committed to the continued improvement of the research environment for students, faculty, and staff. Specifically, the CPI and the PIs it represents endeavor to work with administration to provide an effective and efficient research organization to achieve the goal of being nationally recognized and competitive in research and teaching. Sign up for the CPI Newsletter!

University Research Council (<https://vpr.tamu.edu/a-m-research/university-research-council>)

The University Research Council (URC) provides advice and assistance to the Vice President for Research on the development of research, research planning, and research policy. The URC reports to the Vice President for Research. The URC is an advisory body that may consider any matter of policy and procedures regarding University research. The Council may make recommendations on the manner by which research is initiated and conducted in support of the primary teaching function of the University.

T3 Grants (<https://president.tamu.edu/t3/index.html>)

T3: Texas A&M Triads for Transformation is a multidisciplinary seed-grant program that is part of the President's Excellence Fund designed to further Texas A&M University's commitments to the three pillars of advancing transformational learning; enhancing discovery and innovation and expanding impact on our community, state, nation, and world.

X Grants (<https://president.tamu.edu/xgrants/index.html>)

Part of the President's Excellence Fund, X-Grants is an interdisciplinary program designed to bring faculty together across disciplines. The program's goal is to unlock creative and imaginative ideas that will address important problems in areas that will significantly impact the most important challenges facing global society. Seven million dollars will be devoted to a mix of smaller scale awards and larger scale collaborative research awards.

Arts & Humanities Fellows Program (<https://vpr.tamu.edu/initiate-research/arts-and-humanities-fellows>)

This program was created to stimulate interactions among scholarly and artistic faculty at TAMU as well as nationally and internationally. Induction as an Arts & Humanities Fellow recognizes extraordinary scholarship and creativity and provides faculty a supportive environment through which to advance their scholarship and creative work, and reward scholarly and artistic merit in their chosen discipline.

Texas A&M CAPES [with Brazilian universities] (<https://vpr.tamu.edu/initiate-research/international-research-grant-programs/texas-a-m-fapesp>)

Texas A&M – FAPESP Research Program: The Division of Research at Texas A&M University and the São Paulo Research Foundation (FAPESP) are pleased to announce a new cooperation agreement for research aiming to implement scientific and technological cooperation through the funding of joint research projects between Texas A&M researchers and researchers from the State of São Paulo, Brazil. The program seeks to promote collaboration initiatives in scientific research and technological development in priority areas of interest to both countries, fostering bilateral cooperation.

Texas A&M-CONACYT [with Mexican universities] (<https://vpr.tamu.edu/initiate-research/international-research-grant-programs/conacyt>)

This competitive, peer-reviewed program advances inter-institutional cooperation in science, technology, and scholarly activities through the complementary efforts of scientists and scholars from Texas A&M and eligible Mexican institutions.

PESCA Grants (<https://vpr.tamu.edu/initiate-research#funding>) (NOTE: No separate link on VPR website.)

The Division of Research funds the PESCA Grant Program to support significant research and scholarly projects that have the potential to lead to the awarding of external funding by agencies and endowments such as major federal research funding agencies, national endowments, institutes, foundations and councils.

COLLEGE AND UNIVERSITY RESEARCH AWARDS

Purpose: To provide awareness of various college and university research awards.

Texas A&M University encourages high-quality research. Faculty who exhibit meritorious and exemplary research should consider pursuing these awards.

College

Cornerstone Faculty Fellowships

(https://liberalarts.tamu.edu/app/uploads/2017/05/CornerstoneFacultyFellowshipAwardsProgram_Feb2017.pdf)

The College of Liberal Arts will award up to four fellowships annually to full or advanced associate professors who have developed outstanding professional records and who show promise of continuing achievements. These awards are known as Cornerstone Faculty Fellowships in Liberal Arts. Recipients of these awards will normally have professional records of accomplishment that include achievements in scholarly or creative work, outstanding classroom or seminar teaching and contributions to undergraduate or graduate programs in the department, and service on major departmental, college, or university committees and/or in disciplinary roles.

Ray A. Rothrock '77 Fellows Program in Liberal Arts

(<https://liberalarts.tamu.edu/app/uploads/2017/05/RothrockProgramOverview-1.pdf>)

This program is intended to recognize annually up to three newly-promoted, highly recommended associate professors with three-year awards of \$5000 per year. This award is intended to encourage and support the completion of exceptionally promising post-promotion projects and continued outstanding teaching that should lead to a successful recommendation for promotion to professor in five to six years and would enable the recipient to make singular contributions in research, teaching, and service to the department, college, and university.

University

The Association of Former Students University Level Distinguished Achievement Award for Research (<https://dof.tamu.edu/Awards-and-Honors/AFS-Distinguished-Achievement-Award>)

Each year The Association of Former Students generously funds available to provide faculty at Texas A&M with an awards recognizing achievement in research. Receipt of an Association of Former Students Distinguished Achievement Award is one of the highest university honors that can be bestowed upon a faculty member.

Presidential Impact Fellows (<https://dof.tamu.edu/Awards-and-Honors/PRESIDENTIAL-IMPACT-FELLOWS>)

President Young initiated this fellowship program to recognize excellence in research among faculty members. The award winners are identified by their college and dean and confirmed by the academic leadership. Each is considered to be a candidate for continued, or new, national and international acclaim.

Regents Professor Award (<https://dof.tamu.edu/Awards-and-Honors/Regents-Professor>)

The A&M System Board of Regents established the Regents Professor Award program in 1996. The purpose of this Award is to recognize and honor individuals at the rank of professor or equivalent who have provided exemplary service as faculty members not only to their university, agency or health science center component, but also to the community, the State of Texas, and/or at the international level. This award is specifically for faculty within the nine A&M System institutions (including Galveston campus), the System Health Science Center, and the Agricultural and Engineering Programs.

University Distinguished Professor (<https://dof.tamu.edu/Awards-and-Honors/University-Distinguished-Professor>)

To be eligible for the title of University Distinguished Professor, the candidate will have made one or more seminal contributions that are widely recognized to have significantly advanced or redirected scholarship in the relevant field. *Seminal* implies that the work was a substantial intellectual leap forward, rather than an incremental extension of existing knowledge. The impact of the candidate's contribution should have resulted in the candidate being recognized as a pre-eminent world authority in his or her field. These types of accomplishments are likely to be exemplified by an outstanding teaching and mentoring record, leading to a cadre of outstanding academic descendants, and by major national and international awards. It is recognized that individuals with unique career paths, or fields with few or no awards, may provide other indicators of intellectual leadership within their field and the Texas A&M University System.

University Professorships (<https://dof.tamu.edu/Awards-and-Honors/UNIVERSITY-PROFESSORSHIPS>)

The University Professorships are designed to honor faculty members who have demonstrated significant and sustained accomplishment in their discipline that has gained recognition both nationally and internationally, and who also excel in teaching and service. Up to five awardees will be honored each year and receive an award of \$5,000 for each of the first three years but not subsequently.