

Chapter 04 -- Faculty

04.01 Honorific titles

04.01.1 Horn and Murray Professorships

- a. The board has established special professorships known as "Horn Professorships" named in honor of Paul Whitfield Horn, the first president of TTU and "Murray Professorships" named in honor of Grover Murray, the first president of TTUHSC. "Horn Professorships" are granted to TTU professors and "Murray Professorships" are granted to TTUHSC professors.
- b. Horn Professorships and Murray Professorships, the highest honors that TTU and TTUHSC may bestow on members of their respective faculties, are granted to professors in recognition of their attainment of national or international distinction for outstanding teaching, research, or other creative achievement.
- c. In its operating manuals, each university has specific procedures to be followed for selection of Horn or Murray Professorships. These procedures provide details concerning material to be gathered and other procedures to be followed.
- d. The board shall approve those faculty members to be granted Horn Professorships and Murray Professorships upon recommendation of the presidents with concurrence by the chancellor.

04.01.2 Emeritus appointments

- a. The title "Emeritus" may be conferred as a recognition for long and faithful service, or for very distinguished service to the institution.
- b. Members of the faculty with rank of professor or associate professor at retirement may be given emeritus appointments, provided they have completed at least ten years of service at a component institution or have been recommended on the basis

of "very distinguished service." If emeritus status is proposed on the basis of very distinguished service, the operating manuals of a component institution shall prescribe a method for recommendation of emeritus status.

- c. Administrative officers in major positions at the time of retirement from administrative duties may be considered for emeritus appointments.
- d. Emeritus appointments are strictly honorary and without stipend.
- e. Each such appointment shall be subject to approval by the board upon recommendation of the respective president with concurrence by the chancellor.

04.02 **Tenure and promotion.** Each component institution of the TTU system shall publish and maintain as part of the institution's operating manual Tenure and Promotion Regulations and Guidelines, which shall be approved by the board.

04.03 **Guidelines for comprehensive performance evaluation of tenured faculty.** The board recognizes the importance of tenure for university faculty as a protection of free inquiry and open intellectual and scientific debate. Academic institutions have a special need for practices that protect freedom of expression, since the core of the academic enterprise involves a continual reexamination of ideas. Academic disciplines thrive and grow through critical analysis of conventions and theories. Throughout history, the process of exploring and expanding the frontiers of learning has necessarily challenged the established order. This is why tenure is so valuable, not merely for the protection of individual faculty members, but also as an assurance to society that the pursuit of truth and knowledge commands our first priority. Without freedom to question, there can be no freedom to learn.

The board supports a system of periodic evaluation of all tenured faculty. Periodic evaluation is intended to enhance and protect, not diminish, the important guarantees of tenure and academic freedom. The purpose of periodic evaluation is to provide guidance for continuing and meaningful faculty development; to assist faculty to enhance professional skills and goals; to refocus academic and professional efforts, when appropriate; and to assure that

faculty members are meeting their responsibilities to the university and the state of Texas. The board is pledged to regular monitoring of this system to ensure that it is serving its intended purposes and does not in any way threaten tenure as a concept and practice. By providing a policy for periodic performance evaluations, the institutions shall maintain an appropriate balance of emphasis on teaching, research, service, and other duties of faculty. This policy shall be implemented for all tenured faculty members not later than January 1, 2004.

04.03.1 Guidelines. Each component institution will develop institutional policies and plans consistent with the following guidelines for a periodic evaluation of tenured faculty. Institutional policies are to be developed with appropriate faculty input, including consultation with and guidance from faculty governance organizations, and are to be included in each institutional operating policy and procedure manual after review and approval by the presidents of the component institution and submission to the board for review and final approval. Periodic evaluations of tenured faculty while distinct from the annual evaluation process now required of all employees may be integrated with the annual evaluation process to form a single comprehensive faculty development and evaluation process. Nothing in these guidelines or the application of institutional evaluation policies shall be interpreted or applied to infringe on the tenure system, academic freedom, due process, or other protected rights, nor to establish new term-tenure systems or require faculty to reestablish their credentials for tenure.

Operating policy and procedure manuals shall be drafted to establish a streamlined, efficient process and will include the following minimum elements for periodic evaluation:

- a. Comprehensive evaluations of tenured faculty will be conducted no more often than once every year, but no less often than once every six (6) years, after the faculty member was granted tenure. Periods when a faculty member is on leave are not counted in calculating when the comprehensive evaluation is required. The evaluation may not be waived for any tenured faculty member but may be deferred in rare circumstances when the review period will coincide with comprehensive review for tenure, promotion, or appointment to an

endowed position. No deferral of an active faculty member may extend beyond six (6) years. Administrators with academic appointments who are subject to review under other policies or procedures and are not assigned to or paid for the performance of customary faculty duties will be subject to comprehensive periodic evaluation within six (6) years of return to active faculty service. The requirement of periodic review does not imply that individuals with unsatisfactory annual evaluations may not be subject to further review and/or appropriate administrative action.

- b. The evaluation process will be directed toward the professional development of the faculty member and shall include review of the faculty member's duties and responsibilities such as teaching, research, service, administration (when applicable), and, for faculty with clinical responsibilities, clinical service.
- c. Reasonable individual notice of at least five (5) months of intent to review will be provided to a faculty member.
- d. The faculty member being evaluated shall submit a resume, including a summary statement of professional accomplishments, and shall submit or arrange for the submission of annual reports and teaching evaluations. The faculty member may provide copies of a statement of professional goals, a proposed professional development plan, and any other additional materials the faculty member deems appropriate.

In accordance with institutional policy, evaluation of the faculty member's performance may be carried out by the departmental representatives, department chair (or equivalent), dean, and peer review panel, but in any event must be reported to the chair (or equivalent) and dean for review. Evaluation shall include review of the current resume, student evaluations of teaching for the review period, annual reports for the review period, and all materials submitted by the faculty member.

Peer review is required by institutional policy. This peer review process may be initiated by the faculty member, department chair (or equivalent) or dean. The faculty member will be provided with an opportunity to meet with the peer review committee.

- e. Results of the evaluation will be communicated in writing to the faculty member, the department chair/dean, the chief academic officer, and the president for review and appropriate action. Possible uses of the information contained in the report should include the following:

For individuals found to be performing well, the evaluation may be used to determine salary recommendations, nomination for awards, or other forms of performance recognition.

For individuals whose performance indicates they would benefit from additional institutional support, the evaluation may be used to provide such support (e.g., teaching effectiveness assistance, counseling, or mentoring in research issues/service expectations).

For faculty found to be performing unsatisfactorily, these guidelines are intended to recognize and distinguish that termination, revocation or other disciplinary action taken pursuant to existing institutional disciplinary procedures or required annual evaluations are distinct from termination or revocation of tenure or other appropriate disciplinary action taken pursuant to a comprehensive periodic evaluation process under Section 51.942, *Texas Education Code*, as amended or modified and which procedures are set forth below:

- (1) Termination of employment. If good cause exists for termination under current board policy, a faculty member subject to termination on the basis of a comprehensive performance evaluation conducted pursuant to Section 51.942, *Texas Education Code*, as amended:
 - (a) shall be given an opportunity for referral of the matter to an external non-binding alternative dis-

pute resolution process ("ADR"), as described in Chapter 154, *Texas Civil Practices and Remedies Code*. All mediators, arbitrators or other person conducting the ADR must meet the qualifications set forth in Chapter 154, and must be selected by an agreement of all parties; and

- (b) alternatively, if both parties agree, the matter may be referred to the internal mediation procedure set forth in existing board policies.

Regardless of whether an internal or external dispute resolution process is utilized, a faculty member who is subject to termination under this policy shall be provided a list of the specific charges levied against him or her. In all such cases, the burden of proof shall be on the institution, and the rights of a faculty member to due process and academic freedom shall be protected.

- (2) Revocation of tenure. A faculty member is subject to revocation of tenure if incompetency, neglect of duty, or other good cause is determined to be present. A faculty member subject to revocation of tenure on the basis of a comprehensive performance evaluation conducted pursuant to Section 51.942, *Texas Education Code*, as amended or modified shall have an opportunity for a non-tenure track term appointment under existing board policy.
- (3) Other disciplinary action. Other disciplinary action is appropriate under existing board or institutional policies on the basis of the comprehensive performance evaluation conducted pursuant to Section 51.942, *Texas Education Code*, as amended or modified. Such action does not preclude other disciplinary action based on annual evaluations or as may be commensurate with events.

The acceptance and success of periodic evaluation for tenured faculty will be dependent upon a well-executed, critical process and an institutional commitment to assist and support faculty development. Thus, remediation

and follow-up review for faculty who would benefit from such support, as well as the designation of an academic administrator with primary responsibility for monitoring such needed follow-up activities, are essential.

If required by law or regulation, a copy of these guidelines and any amendments to the guidelines shall be filed with the Texas Higher Education Coordinating Board on or before September 1 of each year.

04.04 **Faculty responsibility**

- 04.04.1 **Public purpose.** TTU and ASU are publicly supported institutions which are obligated to provide instruction in higher education, to advance knowledge through scholarship and research, and to provide related services to the community, the state and the nation. TTUHSC is a publicly supported institution which was established to provide opportunities for higher education in the health professions and related fields, to advance knowledge through scholarship and research, and to provide related services to the community, the state, and the nation.
- 04.04.2 **Responsibilities of the TTU system.** As centers for learning, component institutions have the obligation to maintain conditions which are conducive to freedom of inquiry and expression in the maximum degree compatible with the orderly conduct of their functions. The responsibilities of the TTU system dictate, to a major extent, the responsibilities of the individual faculty member. The faculty member is properly concerned with the whole process of education and is aware of the responsibilities of the TTU system in a free society. Responsibility is assumed for performing several essential functions: teaching, research, and service to the schools, to the community as a whole, and to individual members of the community as needed.
- 04.04.3 **Teaching.** As a teacher, the faculty member has responsibilities to students, to a discipline, to a profession, and to the TTU system. These responsibilities include facilitating the intellectual and emotional growth of students, encouraging free inquiry in the class-

room and clinic, and striving to create and maintain a climate of mutual respect which will enhance the free interplay of ideas. A faculty member has a responsibility to recognize the varying needs and capabilities of students and to make every effort to assure that evaluation of a student's work reflects the student's level of achievement. The faculty member as a teacher also has the responsibility to uphold the highest scholarly standards and encourage respect for such standards to engage in a continual and critical study of the subject matter of one's discipline so as to ensure that presentations contain the most current and useful knowledge and that the material being taught is consistent with the course of study outlined by a department, college or a course director, and to recognize the responsibilities of the teacher as a counselor and devote a reasonable portion of time to aiding, guiding, and counseling students outside the classroom. Finally, the faculty member has a responsibility to strive to maintain those skills and values that ensure the continuation of free and open inquiry.

- 04.04.4 Research. Through research, a faculty member grows intellectually, stimulates students' learning, and adds to the accumulated knowledge of a discipline. A faculty member should strive constantly to contribute to the growth and understanding of knowledge in one's particular field through creative research and scholarship. The faculty member has an additional responsibility to share the results of research by disseminating them to students, colleagues, and professionals in one's discipline and to the public.
- 04.04.5 TTU system service. A faculty member is responsible for participation in the various activities, programs, and functions related to the enhancement of the TTU system, such as participating in the formulation of component institution's academic policies, service on university committees, and other assignments.
- 04.04.6 Professional service. Within one's field of competence and as time and resources permit, the faculty member has a responsibility to respond to requests for advice and aid and to participate in the activities of one's profession. The faculty member with clinical competence is responsible for the provision of health care services at least to the extent necessary to support adequately the teaching programs of his/her department. All faculty members should

stand ready to render advice and aid in their areas of professional competence to those who may need them. Faculty members should exercise care that such activities do not infringe on other obligations and responsibilities to the TTU system.

- 04.04.7 Community service. As a member of a community, the faculty member has the same obligations and responsibilities as those incumbent upon other members of the community. Such services should be consistent with regulations of the TTU system and the state.
- 04.04.8 Discretion. In the case of both professional and community service, the faculty member should exercise discretion in distinguishing between acts carried out or statements made as an individual or a professional and those carried out or made as a representative of the TTU system.

04.05 Faculty development leaves of absence

- 04.05.1 Purpose of leaves of absence. The board may grant faculty development leaves of absence for study, research, writing, field observations or other suitable purposes, under conditions allowable by the state of Texas.
- 04.05.2 Benefits for faculty. Such leaves shall not jeopardize a faculty member's participation in benefits available by or through the institution or the state to faculty members.
- 04.05.3 Selection process. In making recommendations for faculty leaves to the board, procedures for selection consistent with state guidelines shall be utilized by the respective president.

04.06 Academic workload -- TTU

- 04.06.1 General. The workload of faculty members encompasses a variety of teaching, research, technology transfer, and service activities. Teaching load, the number of credit hours taught or equivalent duties assigned to a faculty member, is but one aspect of faculty workload. In carrying out their responsibility to distribute work-

load, unit heads (chairpersons or comparable academic administrators) and deans must assign teaching loads such that:

- a. overall workloads are distributed as equitably as possible and in a fashion which is consistent with the unit's mission;
- b. the university meets its instructional obligations for both undergraduate and graduate programs;
- c. each faculty member meets statutory minimum teaching load requirements; and
- d. faculty participation in research, technology transfer and service be accommodated.

04.06.2 Minimum teaching load. In compliance with Sections 51.402 and 51.403, *Texas Education Code*, the minimum teaching load for faculty members paid 100 percent from funds appropriated for instructional purposes is equivalent to 18 semester credit hours of instruction in organized undergraduate and/or graduate classes each nine-month academic year. For purposes of this document, 18 semester credit hours of organized undergraduate and/or graduate instruction equals 18 hours of teaching load credit.

04.06.3 Proportioned workload. For faculty members with less than full-time appointments from funds appropriated for instructional purposes, the minimum teaching load is proportionally less. When more than one instructor teaches a single course, the teaching load credit will be apportioned according to the effort expended. Normally, extended learning courses, freshman seminar courses, and other courses compensated outside regular faculty salary are not counted as part of a faculty member's minimum teaching load. Credit for teaching in summer sessions that is uncompensated by funds appropriated for instructional purposes will be applied to the following academic year.

04.06.4 Exceptions to teaching load. A reduced teaching load may be granted if classes do not materialize because of insufficient enrollment and when additional classes or equivalent academic work

cannot be assigned to the faculty member. This exception will not be made for any particular faculty member in successive years.

- 04.06.5 Compliance and equity. The responsibility for assigning teaching duties rests with unit heads and deans. The Office of the Provost monitors these assignments for compliance and equity and provides appropriate reports in accordance with state requirements and board policy.
- 04.06.6 Calculation of teaching load. In calculating teaching load, the equivalencies in the following section will be applied. Normally a faculty member paid by funds appropriated for instructional purposes will comply with the statutory teaching load requirement by serving as the instructor of record for four or more organized courses in an academic year. In no case, however, will a faculty member paid full-time from funds appropriated for instructional purposes teach fewer than two organized courses in an academic year without the approval of the provost.
- 04.06.7 Equivalencies
- a. One semester credit hour of organized graduate instruction is equal to 1.5 semester credit hours of organized undergraduate instruction.
 - b. Teaching load credit for a large class which requires extensive grading and evaluation of student work is equal to the number of semester credit hours of the course weighted as follows: 1.1 for 60-69 students, 1.2 for 70-79 students, 1.3 for 80-89 students, 1.4 for 90-99 students, 1.5 for 100-124 students, 1.6 for 125-149 students, 1.7 for 150-174 students, 1.8 for 175-199 students, 1.9 for 200-249 students. Unit heads will review classes with more than 250 students enrolled for possible additional teaching load credit.
 - c. Teaching load credit for courses designated as writing intensive is equal the number of semester credit hours of the course weighted as follows: 1.1 for 15-19 students, 1.2 for 20 or more students.

- d. One class contact hour of laboratory or discussion section teaching (e.g., science and engineering laboratories and performance classes subject to minimum student enrollment requirements) in courses scheduled to meet more hours per week than the semester credit hour designation of the course is equivalent to .67 teaching load credits. If a course is a combined lecture/laboratory class that includes a laboratory for which no separate registration is required, the load credit will be assigned in the same manner as specified in this policy for lecture classes and laboratories.

One class contact hour of professional studio (professional as defined by state of Texas professional licensure requirements), subject to the minimum student enrollment requirements, in courses scheduled to meet more hours per week than the semester hour designation of the course is equivalent to .75 teaching load credits.

- e. One class contact hour of teaching in one-on-one, private-instruction performance or activity courses, which are not subject to minimum enrollment requirements (e.g., studio courses), is equivalent to .5 teaching load credits.
- f. Faculty members developing courses primarily for electronic delivery, as part of the normal teaching load, will be granted teaching load credit equal to the course semester credit hours for one semester before the course is to be delivered. The first semester the course is taught by electronic means, faculty members will receive teaching load credit that is 1.5 times the semester credit hours of the course. Faculty will receive normal workload credits for the second and subsequent offerings of these courses.
- g. One semester credit hour of organized instruction in a Texas Higher Education Coordinating Board designated field-based course is equal to 1.5 teaching load credits.
- h. Teaching load credit for doctoral dissertation direction will be granted to graduate student committee chairpersons on the basis of .33 of the semester credit hour enrollment in their dis-

sertation courses or, at the discretion of the unit head, on the basis of 1 credit per doctoral student. Teaching load credit for master's thesis direction will be granted to graduate student committee chairpersons on the basis of .2 of the semester hour enrollment in their thesis courses or, at the discretion of the unit head, on the basis of .6 credit per master's student. Normally, no more than 6 teaching load credits per semester can be counted toward the statutory teaching load through chairing dissertation or master's committees. This credit may be increased to nine hours with the approval of the line dean and the Dean of the Graduate School.

- i. Teaching load credit to members of thesis and dissertation committees will be granted (in addition to any directed study credits for which the student is appropriately enrolled) on the basis of .5 credits per student to be awarded once per student after the student files the *Statement of Intent to Graduate*.
- j. Teaching load credit for individual instruction classes (e.g., individual research projects, student teaching supervision, clinical or intern supervision) will be granted on the basis of .3 of the course semester credit hour designation for individual graduate instruction and .2 of the course semester credit hour designation for individual undergraduate instruction per student enrolled. In no case will individual instruction in a single course generate more teaching load credits than if the course were taught as a regularly scheduled, organized class.
- k. Teaching load credit will be granted to a faculty member for coordinating several sections of a single course and/or supervising teaching assistants or graduate part-time instructors who are in charge of a course on the basis of .2 teaching load credits per section coordinated and/or supervised up to a maximum of 3 teaching load credits.
- l. When a faculty member is responsible for developing a new course (lecture, laboratory, studio, etc.), one additional teaching load credit will be assigned in the first semester the course is taught. Additional teaching load credits, up to a total of two, may be granted upon approval of the unit head.

- m. When a faculty member is teaching a course (lecture, studio, etc.) that he or she has not taught in the last five years, .5 additional teaching load credits will be assigned in the semester he or she resumes teaching the course.
- n. New tenure track faculty members, in the first two years of teaching, will be given three teaching load credits per semester for faculty development.
- o. Teaching load credit shall be granted for a faculty member who is a department chairperson, area coordinator or head of a comparable unit, up to a maximum of six hours of teaching load credit.
- p. Up to 3 teaching load credits per semester may be granted, with prior approval of the line dean, to faculty members for significant administrative responsibilities, for significant academic advisement, and for duties associated with appointment as an associate chairperson or other non-teaching academic service to the department.
- q. Up to 3 teaching load credits per semester may be granted with prior approval of the line dean to a faculty member who is engaged in significant, peer reviewed research or service such as development of a major research proposal (e.g., an interdisciplinary proposal or one involving several co-principal investigators) or an equivalent effort in unfunded research, leadership in a major professional organization, editorship of professional journal, service as president of the Faculty Senate, chairing university committees, service as director of a university sponsored center or institute, development of a significant interdisciplinary program, or a major teaching-related professional development activity.
- r. With the approval of the president, limited teaching load credit may be granted to carry out major responsibilities, not covered above, that are performed in the best interest of the institution's instructional programs as determined by the president. Teaching load credit granted by the president of a

component institution for such purposes is limited to 1 percent of the total semester credit hours taught at the university during the previous year.

04.07 Academic workload -- ASU

04.07.1 Relation of faculty academic workload requirements to the university's role and scope.

The following faculty academic workload rules and regulations at Angelo State University are designed to support the role and scope of the university. Angelo State University is a coeducational institution of higher education authorized to offer work leading to associate, baccalaureate, and master's degrees. The institution functions as a regional university serving a large, sparsely populated area of West Texas, although a significant portion of the institution's student body comes from numerous counties and metropolitan areas throughout the state. The university serves primarily as an instructional institution, and the normal academic workload assignment reflects this emphasis on classroom and related instruction.

04.07.2 Normal academic workload.

The normal academic workload for faculty members at Angelo State University who are paid full time from the appropriations item "Faculty Salaries" shall be four lecture courses or the equivalent of twelve semester credit hours of instruction in organized undergraduate classes each long term semester, with variations in the twelve hour academic workload to be made at the discretion of the president of the university, dependent upon other academic responsibilities assigned to faculty members. The minimum academic workload for faculty members at Angelo State University who are paid full time from "Faculty Salaries" shall be three lecture classes or the equivalent of nine semester credit hours of instruction in organized undergraduate classes each long semester. A faculty member may be granted the minimum academic workload assignment or less under special or exceptional circumstances with prior written approval of the president of the university.

04.07.3 Adjustments to normal academic workload.

Adjustments to the normal faculty academic workload may be made as follows:

- a. One semester credit hour of organized graduate instruction in a class of five or more students may be equated to one and one-half semester credit hours of organized undergraduate instruction. This adjustment requires the prior written approval of the dean of the college and the provost and vice president for academic and student affairs.
- b. Teaching credit for master's thesis direction by graduate student committee chairpersons shall be granted on an accumulative basis of one-tenth of the thesis research semester credit hours which master's students have successfully completed.
- c. One semester credit hour of teaching in a large class (above 100) which requires extensive grading and written work may be equated to one and one-half semester credit hours of organized undergraduate instruction. This adjustment requires the prior written approval of the dean of the college and the provost and vice president for academic and student affairs.
- d. Three contact hours in laboratory, clinical, studio art, and studio music courses shall be equal to two semester credit hours of instruction in organized undergraduate classes. Two contact hours in physical activity classes shall be equal to one semester credit hour of instruction in organized undergraduate classes.
- e. Practice or student teaching supervision, clinical supervision, and intern supervision shall aggregate to a minimum of 24-30 contact hours per week for a full-time load.
- f. The academic workload for other instructional activities defined within the faculty salary element of cost, such as independent study, self-paced instruction, and television instruction, shall be established in a manner consistent with the above adjustments to the normal academic workload on

the basis of an individual review through normal university channels and approved in writing by the provost and vice president for academic and student affairs at the time such instructional activities are scheduled.

04.07.4 Exceptions to the normal academic workload.

- a. Exceptions to the normal academic workload provisions above may be made as follows with written approval through normal administrative channels:
 - (1) A reduced teaching load may be granted for a faculty member who has an administrative assignment such as head of a department, head of a comparable administrative unit, or coordinator of special programs or multi-section courses.
 - (2) A reduced teaching load may be granted temporarily if classes do not materialize and when additional classes cannot be assigned to the faculty member. This exception may not be granted for more than two consecutive long-term semesters for any particular faculty member. A faculty member granted a reduced teaching load under this provision may be assigned a corresponding increase in teaching load during a subsequent long semester.
 - (3) A reduced teaching load of one three-semester-hour course may be granted for directing a major musical or dramatic production.
 - (4) A reduced teaching load may be granted where a faculty member has taught a load in excess of the normal requirements during the previous long-term semester. Such reduction in teaching load shall not exceed the previous overload taught by the faculty member.
 - (5) A reduced teaching load may be granted for substantial academic advising responsibilities or for significant tem-

porary academic administrative responsibilities relating to the institution as a whole.

- b. None of the above adjustments or exceptions to the normal academic workload are applicable to the minimum teaching load. Nothing in these rules and regulations shall be construed to prohibit the administration from requiring faculty academic workloads which exceed the standards set forth herein.

04.07.5 Teaching load requirements for administrative officers with part-time faculty assignments.

- a. Administrative officers who are paid partially from the line item appropriation "Faculty Salaries" may be assigned a prorated teaching load based upon the minimum load of nine semester credit hours of undergraduate instruction for a full-time teaching assignment. The salaries for such employees paid from "Faculty Salaries" shall be prorated on the basis of their teaching load.
- b. Salaries for administrative duties performed by administrative officers above the rank of department head will not be paid from "Faculty Salaries" appropriations.

04.07.6 Administrative responsibility for monitoring compliance.

Administrative responsibility for monitoring compliance of these faculty academic workload rules and regulations is as follows:

- a. The primary responsibility and accountability for scheduling the academic workload for faculty members, for assuring an equitable and effective distribution of teaching assignments, and for assuring individual compliance with institutional rules at Angelo State University rest with the department head. The faculty assignments will be reviewed and approved by the dean of the college at the time faculty teaching assignments are made by the department head. The minimum teaching load may be scheduled by the department head only upon the recommendation of the dean of the college and approval of the

provost and vice president for academic and student affairs and the president of the university.

- b. The dean of the college shall be responsible for determining that the proportion of time devoted to instructional activity is the same as the proportion of salary being received from faculty salaries. This determination shall be based upon the teaching load requirements authorized under the Faculty Academic Workload Rules and Regulations.
- c. The provost and vice president for academic and student affairs is responsible for reviewing the college and departmental teaching loads and related academic assignments and for monitoring compliance with institutional rules, regulations and Sections 51.402 and 51.403, *Texas Education Code*.
- d. The provost and vice president for academic and student affairs will prepare each semester a report to the president of the university regarding compliance with institutional rules, regulations and applicable laws, which will include copies of any forms the institution may develop for reporting individual faculty academic workloads.
- e. The president of the university will forward such reports as may be required to the board and the Texas Higher Education Coordinating Board. These reports will provide the means for demonstration of the university's accountability in faculty academic workload assignments.

04.08 Faculty research

04.08.1 New knowledge acquisition. A primary mission of each component institution is the contribution of new knowledge developed by the scholars who are an integral part of the TTU system community.

04.08.2 Faculty expectations. All faculty are encouraged to fulfill their roles as members of a scholarly profession by engaging in and actively pursuing a meaningful program of research and scholarly productivity.

04.08.3 Sponsored programs. Sponsored program projects include grants, contracts, and cooperative agreements from both the public and private sectors which support research, instructional, and service projects. In its operating manuals, each component institution will provide a conduit through which projects are submitted. Projects which are submitted through these conduits should be evaluated by the appropriate academic officer, the associate dean for research, or members of the faculty. Approval of such projects properly rests with the appropriate dean operating through a system of committees to ensure that the projects fall within recognized spheres of research and that a positive contribution will be made to the development of an academic discipline.

04.08.4 Salaries for faculty engaged in sponsored research. Whenever possible and appropriate, research proposals should include a budgeted percentage of the salary of principal investigator(s) and other faculty-rank researchers associated with the project.

04.09 **Nonnative English speaking teaching assistants and faculty at TTU and ASU.** Through its chief academic officers, TTU and ASU shall maintain programs for nonnative English speaking teaching assistants and faculty to assist faculty members whose primary language is not English to become proficient in the use of English, and to ensure that courses offered for credit at TTU and ASU are taught in the English language, and that all faculty members are proficient in the use of the English language.

04.10 **Small classes approval at TTU and ASU.** The offering of small classes is a matter of academic and economic concern, and shall be engaged in only when appropriate justification is offered. In keeping with legislative directives and guidelines approved by the Texas Higher Education Coordinating Board, organized small classes may be authorized to be taught if they meet the conditions set forth in the *Texas Administrative Code*. The provost shall approve or disapprove the proposed offering of small classes, monitor the offerings, and provide reports in accordance with state requirements. A report on small classes offered shall be reported to the board as information.

Index of Chapter 04 amendments adopted since December 12, 2008:

<u>Section</u>	<u>Date</u>	<u>Description of Amendment</u>
04.02 – <i>new</i>	12-17-09	A new Sec. 04.02 regarding tenure and promotion at all component institutions requires the institutions to maintain tenure and promotion policies in the institutions’ operating manuals, with those operating policies – and any subsequent changes thereto – to be approved by the board. (And all remaining sections after the new Sec. 04.02 were renumbered accordingly.)
04.02 – <i>previous</i>	12-17-09	The detailed policies on “Tenure” at TTU – previous Sec. 04.02 – were off-loaded (deleted) from Chapter 04 to reside only in an institutional operating policy (as of 12-17-09, TTU OP 32.01).
04.03 – <i>previous</i>	12-17-09	The detailed policies on “Tenure” at TTUHSC – previous Sec. 04.03 – were off-loaded (deleted) from Chapter 04 to reside only in an institutional operating policy (as of 12-17-09, TTUHSC OP 60.01).
04.04 – <i>previous</i>	12-17-09	A section on tenure at ASU (previously Sec. 04.04) that matched the language of the new Sec. 04.02 was deleted, since a separate Chapter 04 provision for tenure at ASU was no longer necessary.