**Point of Duty Parameters**

**Revised 1.23.17**

1. The term of the point of duty appointment will run from the faculty duty dates in August through May. Summer appointments will be considered separately.
2. Applications will be accepted through February 1st prior to the year of a distance point of duty.
3. Applicants will be notified of the decision for recommendation of their application to the Provost by May 1st.
4. Applicants must complete the College of Education application as well as write a statement that addresses “What is the overwhelming reason for the College of Education to grant this distance point of duty request?”
5. Program faculty will be asked to individually complete a Point of Duty Performance Assessment based on their experiences with the faculty member during the preceding year. An average of the program faculty’s scores will be included in the College evaluation.
6. Applications will be evaluated by the dean, vice dean, associate dean, and their department chair on faculty performance based on the preceding year’s annual report as well as College need. A score of 85% will be considered as the cut-off score for recommendation of the change in the point of duty.
7. Any appointment made for the spring semester will terminate in May on the last faculty duty day of the spring semester.
8. Faculty granted a point of duty request must adhere to the following terms:
   1. attend all dissertation proposal and defense meetings in person at their own expense.
   2. attend the initial fall and spring faculty meetings at their own expense.
   3. regularly participate in program, department, and college faculty meetings.
   4. serve on at least one COE committee.
   5. attend summer intensive activities in person.
   6. assume responsibility for technology needed to participate at a distance in meetings (e.g., video conferencing).
   7. maintain scholarly activity (e.g., publishing, grant writing, conference presentations).

**Change in Point of Duty Application Tenured and Tenure Track Faculty**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Program\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Location\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Academic Year\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A. Dissertations Chairing

1. Number of dissertations chaired in the past academic year
2. Number of dissertations currently chairing
3. Names of students you are supervising in the dissertation
4. Status of those students
5. Time to completion for those students

B. Dissertation Committee Membership

1. Number of dissertations you have served as a committee member for in the past academic year
2. Number of dissertations currently serving as a committee member
3. Names of students you are serving as a committee member in the dissertation
4. Status of those students
5. Time to completion for those students
6. Your role on the committee for each student

C. Providing Guidance from Admission to Candidacy to Graduation

1. Number of doctoral students you have advised in the past academic year
2. Number of doctoral students you are currently advising
3. Names of doctoral students you are currently advising
4. Status of those doctoral students
5. Time to completion for those doctoral students
6. Your role as the advisor for each student

D. College and University-Level Work-Comment on each of these.

1. Teaching Evaluations
2. Recruiting New Students
3. Advising Students
4. Creating reform-based Syllabi
5. Serving on Committees
6. Participating in the Application Research Experience
7. Obtaining Grant Funding
8. Utilizing P1-P3 Data Decision Making

E. What is the overwhelming reason for the College of Education to grant this distance point of duty request?

F. Currently or has an expressed written plan of action to:

Lead the program in a manner that could be easily and effectively accomplished at a distance

* College of Education committee chair,
* COE Ad hoc committee chair, or
* Chairs the program planning for special events such as summer intensives

Serves on a College of Education committee that would benefit from a distance representative

Advises at least 8 doctoral distance students in an academic year as the major advisor

Chairs at least 3 doctoral distance dissertation committees in an academic year

Recruits at least 10 distance students to an approved distance program in an academic year

Attends all critical events in person including dissertation proposal defenses, dissertation defenses, summer intensive activities, the hooding ceremony for both the College and the University, commencement

Extends the mission and vision of the College of Education at the alternate point of duty location in a specific way

**Program Faculty Point of Duty Performance Assessment**

**Please complete the rubric based on your experiences with the faculty member during the last academic year.**

| **Indicator** | **Exemplary-5**  *(High Performance)* | **Proficient-3**  *(Medium Performance)* | **Unsatisfactory-1**  *(Low Performance)* | **Comments** |
| --- | --- | --- | --- | --- |
| **Active Participation in Program Area Governance and Decision-Making** | Faculty member regularly attends program area meetings and takes on a leadership role in the program that leads to the creation of documents that support the program area work and reform initiatives. | Faculty member regularly attends program area meetings. | Faculty member does not regularly attend program meetings and makes no visible contribution to documents generated to support the program area. |  |
| **Active Participation in Departmental and College Level Governance and Decision-Making** | Faculty member attends most of the departmental and college faculty meetings.  Faculty member represents his/her department by serving on two standing or ad hoc committees in the college. | Faculty member attends some of the departmental and college meetings.  Faculty member represents his/her department by serving on one standing or ad hoc committee in the college. | Faculty member rarely attends departmental and college faculty meetings.  Faculty member does not serve on any standing or ad hoc committees in the college. |  |
| **Advising Students** | Faculty member advises several students in the program and develops timely, up-to-date, and accurate degree plans for students.  Faculty member responds within 48 hours to students’ questions about advising | Faculty member advises few students in the program and develops degree plans in a timely fashion.  Faculty member responds within a one week period of time to students’ advising questions. | Faculty advises less than two students, does not create degree plans in a timely manner and is not responsive to students’ questions about advising. |  |
| **Recruiting Students** | Faculty member actively engages in recruiting students through tangible and systematic efforts that lead to increased enrollment in the program. | Faculty member passively engages in recruiting (e.g., distributing flyers at a conference). | Faculty member does not engage in recruiting efforts. |  |
| **Scholarly Activity** | Faculty member maintains an active research agenda that leads to at least two publications, conference presentations or grant submissions a year. | Faculty member maintains a somewhat active research agenda that leads to at least two of the following on an annual basis: publication, conference presentation or grant submission. | Faculty member does not maintain an active research agenda. |  |
| **Participation in Campus Events for Students** | Faculty member participates in all critical events for students on Texas Tech University’s campus including dissertation proposal defenses, dissertation defenses, summer intensive activities, and hood ceremony. | Faculty member participates in several critical events for students on Texas Tech University’s campus including dissertation proposal defenses, dissertation defenses, and summer intensive activities. | Faculty member rarely participates in critical events for students on Texas Tech University’s campus. |  |

**Average Score: \_\_\_\_\_\_**

**Faculty Point of Duty Request for Graduate Programs Scoring Guide**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*Please rate on a scale of 1-5 with five being a top score each of the following characteristics based on the preceding year’s annual report/chair review letter.*

1. Annual Reviews (10 points)

* Receiving Positive Annual Reviews 5 points­­­­­­­­­­­­­\_\_\_\_\_\_
* Completing Required University Documents On Time 5 points\_\_\_\_\_\_

1. Dissertations (15 points)

* Chairing Dissertations Consistently 5 points\_\_\_\_\_\_
* Serving as a Dissertation Committee Member 5 points\_\_\_\_\_\_
* Providing Guidance from Admission to Candidacy 5 points\_\_\_\_\_\_

to Graduation

1. College and University-Level Work (16 points)

* Teaching Evaluations 2 points\_\_\_\_\_\_
* Recruiting New Students 2 points\_\_\_\_\_\_
* Advising Students 2 points\_\_\_\_\_\_
* Creating Reform-based Syllabi 2 points\_\_\_\_\_\_
* Serving on Committees 2 points\_\_\_\_\_
* Participating in the Application Research Experience 2 points\_\_\_\_\_\_
* Obtaining Grant Funding 2 points\_\_\_\_\_\_
* Utilizing P1-P3 Data Decision Making 2 points\_\_\_\_\_\_

Level of program faculty support for the point of duty change 5 points \_\_\_\_\_\_

1. What is the mutually beneficial reason for the College of Education to grant this distance point of duty request?

Currently or has an expressed written plan of action to:

* Leads the program in a manner that could be easily and

effectively accomplished at a distance (e.g. COE committee

chair, COE Ad hoc committee chair, Chairs the program

planning for special events such as summer intensives) 2 points\_\_\_\_\_\_

* Serves on a College of Education committee that would

benefit from a distance representative 2 points\_\_\_\_\_\_

* Advises at least 8 doctoral distance students in an

academic year as the major advisor 2 points\_\_\_\_\_\_

* Chairs at least 3 doctoral distance dissertation

committees in an academic year 2 points\_\_\_\_\_\_

* Recruits at least 10 distance students to an approved

distance program in an academic year 2 points\_\_\_\_\_\_

* Attends all critical events in person including dissertation

proposal defenses, dissertation defenses, summer intensive

activities, the hooding ceremony for both the College and

the University, Graduate School Convocation-commencement 2 points\_\_\_\_\_\_

* Extends the mission and vision of the College of Education

at the alternate point of duty location in a specific way 2 points\_\_\_\_\_\_

Total Score and Percent: /60= %