



TEXAS A&M  
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**Table 4. Teaching Productivity Guidelines for Promotion to Professor**

	Percent Teaching Appointment				
	100	75	50	25	0
<b>3 hr courses</b>	48	36	24	12	0
<b>Chair or co-chair of Completed thesis or disser.</b>	2	3	4	5	6
<b>SLO attainment</b>	Students achieve 80% of course SLOs				
<b>SRI scores</b>	Average score of 4 or better on a 5 point scale				

Notes for **Tables**:

1. Values shown are totals for the entire time period from hire to promotion or tenure, or from one promotion to the next (usually six years). Expectations would be pro-rated for other time periods in rank.
2. For faculty entering employment at the university with credit for prior service, research expectations will be pro-rated based upon the number of year's employment at AMK. Generally, credit for previous experience will not be given unless previous productivity was similar to that expected at AMK.
3. The value listed for "3 hr courses" is the total number of three credit hour courses taught over a six year period. Doctoral courses carry double credit. The required number of courses taught may be adjusted based upon course contact hours. This item refers to courses which count towards teaching load.
4. These tables of guidelines are being implemented in January 2004. While generally consistent with prior expectations, some consideration may be given to phasing-in these guidelines for in-place faculty. Tenure-track faculty who were hired before January 2004 but are currently untenured will work with their department chair and dean to develop a written plan outlining their individualized guidelines during this phase-in period. Those guidelines should be generally consistent with the intent of the new college guidelines document but the phase-in guidelines should honor both the timeline towards promotion, and any productivity expectations for tenure and promotion which were mentioned in the faculty member's initial appointment letter.
5. This analysis assumes a split teaching and research appointment without other assignments. For faculty with other assignments (administrative appointments, Faculty Senate President, Curriculum Committee Chair, major journal editor, etc) expectations should be adjusted accordingly.
6. Meeting these guidelines does not guarantee promotion or tenure.

7. Criteria in addition to these listed may be considered in promotion and tenure deliberations. Additional items of consideration may include ethics, professionalism and collegiality.
8. Flexibility is allowed for evaluator judgment on values stated for “grants received” and “grant dollars received”. Faculty are generally expected to meet or exceed the guideline for “grants received” or “grant dollars received” but not necessarily the additive values listed for both.
9. Credit will be given for these refereed publications: international, national, regional and state scholarly publications. Primary emphasis will be placed on national refereed journal articles. Other acceptable publications may be counted for more credit (ie. a scholarly book) or less credit (ie. state refereed journal articles). Flexibility is allowed for evaluator judgment on values stated.
10. Publications may be listed for tenure and promotion credit when they come out in print or when they are formally accepted for publication. Required forms of documentation are a photocopy of the journal article, a reprint of the article, or an official letter of acceptance from a journal editor. Grants are listed only in the year they are received.
11. Work done at another institution but published while the faculty member is employed at AMK may be included in the count if the faculty member’s institutional affiliation listed on the publication is AMK or the current address listed on the publication is AMK.
12. Collaboration among faculty is encouraged and supported in this process. For each publication or grant, each collaborating faculty member will receive full credit for the document.
13. This process attempts to focus on products or results, rather than on effort or inputs.
14. “Grants received” includes grants for research, teaching or program development. Primary emphasis will be placed on competitive external grants.
15. The evaluation of teaching effectiveness may also include peer evaluation and chair evaluation.
16. All faculty are expected to document productivity in teaching, research and service. For faculty with no formal teaching assignment, teaching productivity shall include informal teaching activities such as graduate student thesis advisement and teaching short courses.
17. For promotion to Professor, values are to include only activity since the last promotion.