



TEXAS CHIROPRACTIC COLLEGE
FACULTY HANDBOOK
2015-2016 ed.

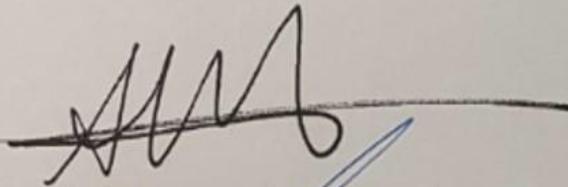


This handbook is considered a living document, to be adapted as necessary in response to institutional policy changes or other relevant institutional concerns. Procedures for making substantive changes to this document are outlined in the section on Faculty Handbook Revision.

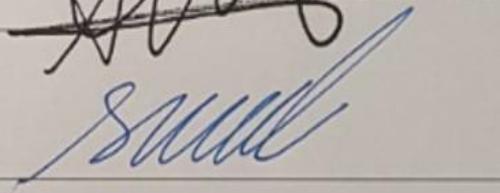
The statements contained in this handbook are not intended to supersede employment contractual agreements, should any conflict arise.

The current version of this handbook has been reviewed by the Faculty Association Executive Officers and its members for content and accuracy. The Administration of Texas Chiropractic College and the Board of Regents have approved all items within this handbook.

Faculty Association President: _____



President of the College: _____



DATE: _____ July 29, 2016 _____

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STATEMENT OF INSTITUTIONAL PURPOSE

A Brief History of Texas Chiropractic College

Texas Chiropractic College (TCC) was organized and founded by pioneer chiropractor Dr. J.N. Stone in 1908 in San Antonio, Texas. On April 16, 1913, the College received its first charter from the state of Texas and was known as The Chiropractic College.

During its early history, the College moved to various locations in downtown San Antonio and on December 19, 1925, was re-chartered as Texas Chiropractic College, Inc. In 1948, the ownership of TCC was transferred to the TCC Alumni Association and the College was operated as a nonprofit institution. In 1955, The Texas Chiropractic College Foundation, Inc. was formed and assumed ownership. Its bylaws established a Board of Regents with full responsibility for the College's policies and programs.

When the facilities needed restoration and more land was required for expansion, the Board of Regents sought a new location, since a suitable site was not available in San Antonio. In 1965, the College moved to Pasadena, Texas. The physical plant and caretaker quarters located on an eight-acre tract allowed for expansion, but only for a limited time. In 1966, an additional 10 acres were purchased to ensure room for continued expansion. In 1974, an outpatient clinic, the W.D. Harper Chiropractic Clinic Research Center, was constructed, providing larger facilities for outpatient consultation, examination, and treatment. A research laboratory complete with high tech diagnostic equipment, senior classrooms and student lounge were housed in the same facilities.

Completion of the James M. Russell Education Center in 1978 provided larger facilities for classrooms, a library, cafeteria, bookstore, and auditorium. A separate laboratory building for anatomical studies – the Turley Anatomical Building – was built in 1979, furthering the expansion to accommodate the trends in chiropractic education.

In 1982, to meet the College's steady increase in enrollment, the Learning Resource Center (LRC) was added. In current use, this 35,000 square foot structure houses the Mae Hilty Memorial Library, which gives students access to chiropractic and health science information worldwide. Newly remodeled classrooms include auditorium style seating and digital audiovisual resources.

In 1985, TCC initiated its Hospital Rotation Program, which today is considered to be one of the leading educational experiences to be found in chiropractic education. Preceptorship programs (such as clinics in Rice, El Centro, Bridge, and University of Houston Clear Lake) provide additional learning opportunities for current and newly graduated students.

An ambitious renovation and building program was launched in the 1990's. A new student clinic opened in 1996, and the Ligon Laboratory Building was added in 1997. Student Services and Administration offices were brought under one roof when the William M. Harris Administration Building was completed in November 1998.

The building trend continued, and in July 2000 an 18,000 square foot state-of-the-art outpatient clinic was dedicated. The Moody Health Center is available to the general public, faculty, staff, students, and their families to meet today's health care needs. In 2004, the former student clinic was refurbished and now is shared between the X-ray positioning lab and Center for Institutional Excellence. In 2014, the Student Clinic was moved from the Ligon Building to take up residence in the Moody Health Center. The most recent addition to the physical plant was the completion of the Iwama Building in 2006. This new facility houses 45 faculty offices, a 750-seat auditorium, two classrooms, a laboratory, and a clinical skills assessment center that has been recognized as the most innovative in chiropractic education.

Renovations to the Russel Building began in the fall of 2014 and were completed in the beginning of the 2015 Spring trimester. Also beginning the fall of 2014, were the renovations of the Anatomy Lab. These renovations provide the students with a safer and larger working space in which to perform their cadaveric dissections, while at the same time allowing this laboratory to act as learning environment to high school and college students.

Today, TCC continues to provide a quality chiropractic educational experience. It is accredited by both the Council on Chiropractic Education (CCE) and the Southern Association of Colleges and Schools (SACS). It is also recognized by the Federation of Chiropractic Licensing Boards, and is approved by the Texas Education Agency for veterans' training.

Texas Chiropractic College Mission Statement

Our mission is to promote excellence in the education of practice-ready doctors of chiropractic who are focused on evidence-informed, patient-centered care; seek new knowledge through scholarship and research; and engage our communities through ongoing service.

-- Approved by Board of Regents, July 19, 2014

The College has recently adopted six Core Values, a Vision Statement, and six Guiding Principles to aid in the fulfillment of its primary mission.

Core Values:

- Accountability
- Integrity
- Collegiality
- Stewardship
- Diversity
- Quality

Vision Statement:

To be recognized for excellence in education, patient-centered chiropractic care and scholarly activity that produces ethical and successful graduates who are prepared to improve the health of society.

Guiding Principles:

An emphasis on patient-centered care

A balanced curriculum of chiropractic principles and evidence-informed approaches to health care

A value of the importance of scholarly activity

Inter-professional collaboration

Professional responsibility and collaboration

In carrying out this mission and its purposes, Texas Chiropractic College presents a comprehensive course of professional instruction in the basic and clinical sciences and in chiropractic clinical practice leading to the degree of Doctor of Chiropractic. The curriculum prepares the graduate to be a portal of entry health care practitioner, diagnosing and treating conditions within the scope of practice for chiropractic and capable of working closely with other health care disciplines to direct patient care for additional services where necessary.

The College enhances undergraduate professional preparation by offering education pertinent to the Bachelor of Science in Human Biology degree. This degree provides a foundation for advanced study and research.

The College addresses appropriate issues of the profession by offering courses of instruction in postgraduate and continuing education. These courses include various chiropractic techniques, diagnostic imaging, physical examination, orthopedics, neurology, sports medicine, and other areas germane to chiropractic practice. From time to time, various diplomat courses (i.e. pediatric or

chiropractic clinical sports physician) may be offered depending on availability of instructors and/or interest.

The College recognizes research and scholarly activity as integral portions of its educational processes by the promotion of research and scholarly activity for the benefit of its students, the institution, the profession, and society at large.

The College provides service to the community by providing quality health services for patient care through its public clinical programs. In addition, it offers its facilities and personnel for the promotion of health education and community service.

Institutional Goals:

- Recruit and retain quality students
- Recruit and retain quality faculty
- Provide quality educational programs
- Conduct meaningful research and scholarly activities
- Provide meaningful service
- Secure and sustain superior resources

FACULTY

Faculty members are subject to appropriate criteria as defined by their individual positions and job descriptions. The faculty at TCC is committed to quality clinical care, teaching, service, and scholarship. The faculty is composed of highly educated and well-trained professionals, whose primary mission is to educate and train future doctors of chiropractic. This is not something the faculty takes lightly. By upholding this mission, the faculty is committed to upholding the academic standards of the College, projecting professionalism and high ethical standards, leading by example, providing evidence-based patient care and classroom and laboratory instruction, providing a collegial working and learning environment, valuing student learning above all, and following the guidelines in the TCC graduate document, the Quality Enhancement Plan (QEP) document, and the metacompetencies as provided by the Chiropractic Council on Education (CCE) and TCC QEP program.

Our faculty's primary goal is to produce a well-educated and well-trained Doctor of Chiropractic. To accomplish that goal, continual professional and personal development is required, and a constant evaluation of those activities is necessary.

Faculty members, through discussions with their Department Chairs and Assistant Dean(s), will develop Growth Plans outlining their commitment to patient care, teaching, service, and scholarship. These plans will guide each member's activities, and will help achieve the highest level of faculty development possible.

Definition of Faculty

The faculty consists of those individuals employed by TCC who hold academic rank and are engaged in clinical, instructional, scholarly, and professional or academic service activities. Faculty members include those who provide clinical care and instruction, classroom and lab instruction, research, library services and administrative services.

Roles and Responsibilities:

1. Teaching

Faculty members at TCC are committed to providing the highest quality teaching possible. This can only be accomplished through continuing education in their areas of expertise. Faculty members are expected to be life-long learners, and to provide their students with the most recent, updated information possible.

As teachers, faculty members are expected to be course content experts. They should encourage student interaction and participation. They should include in their course plan, where possible, the clinical reasoning correlation embodied in the Quality Enhancement Plan (QEP). Such correlation may come from the interpretation of clinical cases or by actual experience in the field, including care

provided in Texas Chiropractic College's various clinical settings. Faculty members should motivate and challenge students while maintaining a professional atmosphere free from confrontation.

Classroom faculty members are expected to produce a course syllabus, following the standard TCC syllabus template located on the Resource Drive. For each course, a faculty member must establish course objectives and outcomes that are specific, measurable, attainable, realistic, and timely. Additionally, they must select appropriate texts; prepare, administer, and grade papers and examinations; introduce and employ technology when possible, and assign grades fairly and without discrimination.

Faculty members are expected to start their classes punctually, and to work within the allotted time for the class. Scheduling of additional class time for required lectures, reviews, quizzes, or exams is not allowed. If faculty members are unable to work within their assigned contact hours, they may petition the Curriculum Committee for additional class time.

Material presented should be of the "need to know" variety, not necessarily the "nice to know". Academic performance must be monitored on a regular basis, with adequate feedback given to students in a timely manner. Students should be given the opportunity to review their examinations/quizzes/assignments during office hours.

Faculty members are to arrange regular time slots (office hours) to be available by appointment for meetings with students. A minimum of two hours per week must be dedicated to being physically present in the office.

As clinicians, faculty members are expected to deliver not only the full scope of classroom / laboratory faculty skill sets, but also provide and oversee quality patient care in the College's various clinical settings.

2. Service

Faculty members at TCC are committed to service to the institution. They are expected to be involved in the overall activities of the College, such as (but not limited to) aiding the Admissions Department in student recruitment, committee work, special assignments, participation in orientation exercises, acting as faculty advisors, and representing and promoting the College in off-campus activities such as sport camps and health-related activities. For further examples see the TCC policy on service is located in Edvance360, in the Resource folder labelled "Current Policies" of the Center for Institutional Excellence community (Policy 1.8.0).

3. Scholarly activity

Faculty members are expected to demonstrate advancement in their respective disciplines. Research and scholarship can be defined as the application of systemic approaches for the creation, acquisition, application, synthesis, and transformation of knowledge through disciplined intellectual inquiry in a special field leading to learning. It embodies the application

of expertise, resulting in the dissemination and peer review of knowledge through publications, presentations (verbal and audiovisual), and professional practices.

The College embraces a model of scholarship beyond the traditional view of research in higher education arenas. Scholarship at TCC takes place in many forms and can be categorized into several areas. The definitions of scholarship and research are set out below and provide a basis for greater understanding of these terms.

Faculty members at TCC are committed to scholarly activity, whether it be the scholarship of discovery, the scholarship of integration, the scholarship of application/practice, or the scholarship of teaching.

Scholarship of discovery: this type of scholarship is most consistent with the traditional view of “research” within Colleges and universities. It involves the development or creation of new knowledge. It is the pursuit of new understandings through disciplined inquiry and the generation of new ideas and theories. In chiropractic Colleges, this includes basic science research, clinical research, health services research, and educational research.

Scholarship of integration: this form of scholarship gives meaning to isolated facts by putting them into perspective. It also means interpretation, by fitting one’s scholarship and the scholarship of others into a synthesis of knowledge, which may cross disciplines or fields of study.

Scholarship of application/practice: this form of scholarship occurs when previously discovered knowledge is applied to solve problems and to provide new insights and understanding. It asks the question, “How can knowledge be applied to consequential problems? How can this knowledge be useful to individuals as well as institutions?” To be considered scholarship, activities must be tied to one’s special field of knowledge, and relate to and flow directly out of this professional activity.

Scholarship of teaching: teaching becomes scholarship when it demonstrates current knowledge of the field. Current findings about teaching invite peer review, and involve exploration of students’ learning. Essential features of teaching as scholarship include that it be public, open to evaluation, and presented in a form that others can build upon. It should involve pedagogical creativity, innovation, and scholarship that culminates in student learning.

Scholarship can thus be defined as the application of systemic approaches for the creation, acquisition, synthesis and transformation of knowledge through disciplined intellectual inquiry. Scholarship includes the dissemination of this knowledge through various means such as publications, presentations (verbal and audiovisual), and professional practices.

Based upon the definitions of scholarship, the following criteria are used to determine scholarly activity or work:

1. requires a high level of discipline-related expertise.
2. is conducted with:
 - clear goals

- adequate preparation
 - adequate methodology
3. both the activity and its results are appropriately documented and disseminated. This reporting should include a reflective component that addresses the significance of the work, the process that was followed, and the outcomes.
 4. has significance beyond the individual context. It:
 - breaks new ground
 - can be replicated or elaborated
 5. both process and product are reviewed and judged to be meritorious and significant by one's peers.

Additional information on scholarship, the process and guidelines, may be found in the Texas Chiropractic College Institutional Review Board Manual (located in the IRB Community on Edvance in the resource folder).

4. Stewardship

Faculty at TCC are expected to participate in various activities that are intended to support the College community. These activities include (but are not limited to) graduation exercises and the White Coat recognition ceremonies, which demonstrate the support of TCC faculty and staff for students who have accomplished major milestones.

Faculty at TCC are expected to share the core values and to work within the mission of the College. Members are expected to strive for excellence in all aspects of their responsibilities.

Ethics Statement:

TCC faculty members are expected to conduct themselves in a professional manner and follow a code of ethics. The statement below (from the Statement of Professional Ethics published by the American Association of University Professors, <http://www.aaup.org/report/statement-professional-ethics>) identifies these expectations:

“Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end, professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.

As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals, and adhere to their proper role as intellectual guides and counselors. Professors make every reasonable effort to foster

honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.

As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.

As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.”

Academic Freedom

Academic freedom represents the right of faculty members in academic institutions to research and teach as they deem appropriate, without institutional restrictions. The administration supports academic freedom. In appreciation of the need for freedom of expression as an important component in the growth of science, the faculty and the Faculty Association strongly support the theory and practice of academic freedom.

The American Association of University Professors (AAUP, <http://www.aaup.org/report/statement-professional-ethics>) defines academic freedom as follows:

Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of appointment. Changes that affect the progression of students toward

graduation or impact other courses must be vetted through the Curriculum Committee.

College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

The AAUP further states:

There is, however, an additional dimension of academic freedom that was not well developed in the original principles, and that has to do with the responsibilities of faculty members for educational programs. Faculty members are responsible for establishing goals for student learning, for designing and implementing programs of general education and specialized study that intentionally cultivates the intended learning, and for assessing students' achievement. In these matters, faculty members must work collaboratively with their colleagues in their departments, schools, and institutions as well as with relevant administrators. Academic freedom is necessary not only for faculty members to conduct their individual research and teach their own courses, but also so that they can enable students – through whole College programs of study – to acquire the learning they need to contribute to society.

Faculty syllabi disclaimer statement that should be included in syllabi: “The faculty teaching this course reserves the right to reasonably alter the sequence of activities, evaluation and assignment dates. Every effort will be made to inform the class verbally and in writing prior to institution of such changes. Students are responsible to follow the syllabus and any change instituted by the faculty.”

FACULTY EMPLOYMENT

Faculty Qualifications

Faculty must meet qualification criteria established by the College and all appropriate accrediting bodies. Definitions for faculty ranking are discussed below.

Faculty Appointment

Faculty members are hired by the President as agents of the College, at the recommendation of a Faculty Search Committee. In the event that the College chooses to engage another company or agency to manage HR and payroll functions, employees of the College will also be concurrently considered to be employees of that company or agency and as such, they will necessarily be obligated to abide by the policies and practices of that entity while employed at TCC.

The mechanism that leads to the employment of a faculty member is as follows:

- a. The area supervisor (Department Chair, Director, Assistant Dean or Dean) must justify the need to fill or create a position and complete position request forms.
- b. The budget must be amended to reflect the requested salary and benefits costs.
- c. A formal letter of justification, a position description, and a list of qualifications, are sent to the supervisor for approval.
- d. An advertisement is placed in publications or other appropriate media by the Human Resources Office; it should direct applicants to submit applications to the requesting supervisor and/or Human Resources.
- e. An ad hoc Faculty Search Committee is appointed by the requesting supervisor and Academic or Clinic Dean.
- f. Applicants are ranked by the committee, and interviews using a standardized format (available from HR) are arranged.
- g. The selected candidate is recommended to the President via the Academic or Clinical Dean, Vice President for Academic Affairs and Provost for approval.

Initial and continuing appointments: Regardless of starting date of employment, all faculty contracts expire at the end of each fiscal year. Faculty contracts offering continuing employment shall be completed and signed by the administration and distributed to all concerned parties within ten days of the last Board of Regents meeting of the preceding fiscal year. Faculty members who will not be offered a contract for continuing employment will be advised at least ten working days prior to the expiration of the current contract or agreement. New

faculty will be in a probationary period for 90 days from the date of hire. Experienced faculty may have the probationary period waived at the discretion of the College President.

Faculty will have at least ten days to review, sign, and return the contract. Definitions of full time, part time, and adjunct faculty status are listed below.

Faculty Status

TCC strives to comply with all specifications of employee benefits and services. In order to ensure compliance in the administration of benefits, the Faculty Growth Plan (including class schedules, scholarship, and service) will be used to determine if employment status is full-time, part-time, or adjunct.

Full-time faculty members are eligible for TCC's benefit package, subject to the terms, conditions, and limitations of each benefit program. Please refer to HR for benefit specifics and timelines. These employees have completed their introductory period and work thirty (30) or more hours per week for TCC.

Full-time faculty are further subdivided into either clinical faculty or teaching faculty. Clinical faculty are required to work full-time (40 hours) with students in the Moody Health Center, while teaching faculty are required to work full-time (30 hours) in the classroom. If a clinical faculty member is asked to teach courses, in addition to their clinical workload, the faculty member will be eligible for overload pay. Similarly, teaching faculty who are asked to perform clinical duties in addition to their teaching workload will also be eligible for overload pay.

Part-time faculty members work continuously for a specified number of hours per week, but fewer than the regular schedule of thirty hours per week. Part-time employees who work from twenty to twenty-nine hours per week are eligible to participate in TCC's retirement program through TIAA-CREF. Please refer to HR to discuss specifics regarding participation in these programs. Those employees working fewer than twenty hours per week are not entitled to benefits.

Adjunct faculty members are classified as temporary. Adjunct faculty members are not entitled to benefits.

Rank and Qualifications

Appointment to any rank requires a terminal degree or its equivalent from an accredited College or university. The equivalent may include specialized training, study, or experience which does not normally culminate in the doctorate (Refer to Appendix 1 for definitions).

Instructor:

For appointment to the rank of Instructor, a candidate must possess the minimum requirements noted (Master's degree or higher) for faculty in the basic sciences,

clinical sciences, and/or clinics, and demonstrate a strong potential for effective teaching and clinical care. Instructor is the minimum or entry level into the faculty and is reserved for those with little or no experience in higher education. A DC degree is required for clinical faculty, regardless of rank.

Assistant professor:

1. Under special circumstances, appointment to the rank of Assistant Professor in academic fields may be made to holders of a Master's level degree, provided well-formulated plans for further graduate study have been established and there is evidence of continued scholarly or creative activity.
2. Shall have evident ability as a teacher.
3. Shall have evidence of ability to do scholarly or creative work.
4. Shall give evidence of exceptional contributions to the academic community in other ways.
5. Shall give evidence of professional interest by attending and participating in appropriate regional or national meetings or professional societies.
6. Shall have teaching experience of not less than two years.

Associate professor:

1. Shall demonstrate ability as an effective teacher.
2. Shall have documented ability to do scholarly or creative work as indicated by publications or significant research, or their equivalent.
3. Shall give evidence of other professional activity, such as presentation of papers to regional or national professional societies; or shall give evidence of serious and active involvement of demonstrated value in other academic or administrative aspects of the academic community.
4. Shall have teaching experience or its equivalent of not less than 6 years.

Professor:

1. Shall have an established reputation as an effective teacher.
2. Shall have a record of continuous productive scholarship, creative achievement or significant research that implies an established reputation within the profession; or shall give clear evidence of an extensive record of service to the academic community, such as presentation of papers to regional, national or professional associations, or other major contributions to the profession.
4. Shall give evidence of significant service to the academic community.
5. Shall have teaching experience of no less than 10-years time and must have proceeded through the prescribed academic ranks.

FACULTY PROMOTION IN RANK

Promotion at TCC is awarded by the College President under authority granted by the Board of Regents and at the recommendations of the Faculty Review and Promotion Committee, the appropriate Dean, and the Vice President of Academic Affairs. An individual seeking a higher rank must submit a letter of intent and supporting documents by February 10 of each year. The completed application and supporting documentation must be submitted to the Faculty Review Committee chairperson.

A revised Guide to Faculty Application for Promotion has been developed, as well as guidelines for writing the curriculum vitae. These may be found in Appendix 1 of this handbook.

FACULTY ANNUAL EVALUATION

TCC has a multi-level evaluation process involving self-evaluation, peer evaluation, supervisor evaluation, and student evaluation. The following documentation should be collected throughout the year:

1. Service report (completed and submitted to the Center for Institutional Advancement each trimester)
2. A growth plan (submitted to the faculty member's direct report)
3. A portfolio of instructional materials (see below)

Faculty members should expect to be evaluated by students at least once a year for each course that is taught, as part of an annual evaluation of their teaching, growth plan and service.

Portfolios are due the 3rd week in January. The Dean, Assistant Deans, and chairs will complete the portfolio review by the first week of February. Growth plans are due to the faculty member's direct report by the 2nd week in February, and must be signed and completed by the end of February.

Performance in teaching is assessed through student evaluations, peer observations, supervisor observations, and a review of teaching materials. The score on the annual review form will reflect teaching only. A numeric score out of 100 is assessed and the expectation is that a faculty performs no lower than 80%. Scholarship is assessed by a faculty member's growth plan. Growth plans are submitted to the faculty member's direct report. The Dean, the Assistant Deans and the Chairs meet to discuss the contents of each growth plan. Expectations for scholarship will vary depending on the role of the faculty member. For example, faculty who have a role as a researcher will be expected to perform significantly more scholarly activities compared to a faculty member whose primary role is teaching. Service to the college, the community and the profession is monitored by the Center for Institutional Advancement every trimester. Faculty are expected to participate in service an average of 12 hours per month. In regards to service and scholarship the faculty member is expected to meet the established expectations. Understanding the process and preparing early on will be beneficial.

Faculty members must establish their effectiveness as teachers. Appropriate documentation may include teaching awards, evaluations, course and curriculum planning and development, teaching innovations, and participation in other academic programs. Faculty members are advised to collect this documentation as part of a teaching portfolio.

Faculty members should demonstrate advancement in their respective disciplines via scholarly production as determined in their growth plan. Advancement should be communicated in a manner appropriate to the specific discipline. The documentation may include published works (books, articles in refereed journals, proceedings, research or technical reports, etc), research grants, prizes or honors, invited papers or colloquia, or advancement in invention. All

documentation of scholarly activity represents a measurable outcome for performance of the growth plan.

Syllabus

Part of your teaching evaluation will involve the examination of your course materials, which includes your course syllabus. Faculty must create a syllabus for each course that they teach, using the syllabus template that can be found on the Resource Drive under Resource Drive / Faculty. If you wish to change a course description, or add or delete a co-requisite or pre-requisite, there is a “Change of Curriculum” form to fill out. These may be found on the Resource Drive under Resource Drive / Campus Committees / Curriculum.

To help select texts and to improve lecture topic selection, see the recommended NBCE texts, topics, and test plans available at NBCE’s web site (<http://www.nbce.org/examinations/written/> and choose which Part of the boards that your course is related to test plan and subsequent texts).

Growth Plan

The growth plan guidelines, as well as a blank form, may be found on the Resource Drive under Resource Drive / Faculty. Growth plans are instrumental in the assigning scholarship performance. The growth plan should contain SMART goals (specific, measurable, attainable, realistic, and timely), and should reflect growth in the area of scholarship. Your Department chair, Assistant Dean, or Dean will be able to guide you through the process, should you have difficulty developing a Growth Plan.

Portfolio

The official evaluation process covers Spring, Summer, and Fall trimesters of each calendar year. You should start collecting material for the portfolio early. Trying to assemble it all (or remember it all) the week before the review is not recommended.

The portfolio needs to contain the following documents:

- a. Syllabi for the agreed upon course or courses taught in each Department.
- b. All teaching materials (note packs, power points, handouts) for the selected course or courses. Please note that revisions (i.e. addition of current literature, new slides, or new notes) in the teaching materials should be clearly highlighted.
- c. Major exams, exam keys, test blueprints, item analysis. The test blueprint forms may be accessed on the Resource Drive under Resource Drive / Faculty; item analyses are accessed from ExamSoft. These may be downloaded to your desktop by using the “export” function. You may be asked to provide evidence that you update your test questions on a routine basis, and you use the item analysis report to identify poorly performing questions.
- d. Any other material you deem beneficial to your review, including but not limited to: copies of any published material; NBCE Board scores for relevant areas; copies of

student evaluation summaries and comments; documentation of committee work or assignments (could be standing committee, ad hoc committee, administrative assignment (CCE review, SACs review, sub committees); documentation of attending faculty in-services; documentation of attending local/regional/national meetings; documentation of supplying test questions to NBCE; documentation of writing letters of recommendation for students; documentation of providing NBCE Board reviews; documentation of assisting in Admissions activities; documentation of representation of TCC in off campus activities

What your supervisor is looking for:

There are forms that your supervisor (or peer evaluator) will be filling out. These include an evaluation of your roles and responsibilities as a faculty member, your teaching materials, and your observed class room experience. You should examine those forms prior to the evaluation process. All forms are located on the Resource Drive, under Resource Drive / HR / Evaluations / Faculty.

Student Evaluation

Students are given the opportunity to evaluate each course and course instructor at least once a year, except new courses which are evaluated for three consecutive trimesters. You may expect these evaluations to be scheduled toward the end of the trimester, usually in the 9th week of instruction. When it is time for your course to be evaluated, you may expect the following sequence of events to occur:

1. Faculty secretaries, assistants, or administrative personnel will request you end class approximately 20 minutes early, and will arrive at your class room at that time.
2. You will be asked to step out, and will not be present during the evaluation.
3. Students will be given directions by the evaluation proctor, the instructor, or via Edvance 360.
4. The survey questions are directed at the faculty member, the course, and the course materials. You may request to see the evaluation form prior to the process if you wish to see the actual questions the students will be answering. These may be requested from the faculty secretaries.
5. There is also a separate sheet for written comments. Students are informed that the comments must be constructive, and that forms containing abusive language or personal attacks directed at any member of the TCC community will be discarded by the Dean.
6. The academic Dean's office will tabulate the data and will share the results with the individual faculty member during the first part of the next trimester.

Supervisor Summary

After each individual piece of information has been collected, it is the responsibility of the supervisor to summarize the faculty member's evaluation. Please review these forms prior to the evaluation process. They may be accessed in the Faculty Association community on Edvance in the Resources folder. If the faculty member is also a department chair, assistant dean, or a

director, there will be additional levels of evaluation derived from faculty evaluation, supervisor evaluation, and self-evaluation.

FACULTY WORKLOADS

All faculty members will have a clearly defined workload.

Full-time pre-clinical faculty members are expected to commit to 30 hours per week. Up to 24 hours may be satisfied by clinical care, teaching, or preparation. There is a 3-hour minimum for service, and a 3-hour minimum for scholarly activity as described in the faculty member's growth plan.

Clinical faculty are expected to commit to forty hours (or more) providing patient care and/or direct supervision of patient care and the instruction of chiropractic interns. The Attending Clinician also represents the Clinics and the College through active participation in service activities at the professional, community, and College levels.

The teaching workload for general teaching faculty (refer to section in Handbook on "Faculty Status" for definition) is 12 credit hours per trimester. In recognition of additional position-related duties, maximum required teaching workloads are 9 credit hours per trimester for Department Chairs and 6 credit hours per trimester for Assistant Deans. Credit hours in excess of the identified workload will be considered overload.

Faculty members include those who provide clinical care and instruction, classroom and lab instruction, research, library services and administrative services, and each has a unique position description. However, all faculty members shall be responsible for their respective duties of service, and growth plan with expectations balanced according to the individual job description and assigned responsibilities. Additionally, the Academic or the Clinic Dean may recommend to the President/Provost a faculty member to serve in an administrative capacity as either an Assistant Dean or a Department Chair.

Duties of the Assistant Deans and Department Chairs

Assistant Deans and Department Chairs are assigned by the Deans, and oversee all clinicians, instructors, courses, and committees within that clinic or department. In addition to various general faculty obligations, the essential functions of an Assistant Dean or Department Chair include (but are not limited to):

1. Work with the Dean on faculty assignments
2. Administer the clinic or departmental budget
3. Prepare the clinic or departmental budgets for the planning processes of the College
4. Address student problems, complaints, and inquiries regarding clinic or departmental faculty
5. Provide clinical care and / or teach full loads as outlined above
6. Assist the Dean in preparation of reports
7. Assist in faculty evaluation and hiring
8. Promote scholarly activity and service by faculty
9. Recommend faculty for development or training

FACULTY OVERLOADS

Faculty members may be asked to teach course loads above the stated workload limit for their particular category (instructor, department chair, assistant dean). This is voluntary, and no faculty member will be forced to take on additional teaching duties. Should agreement be made, faculty members are entitled to overload pay according to the TCC Overload policy. Faculty may expect to receive that extra pay during the trimester in which the overload is occurring.

FACULTY BONUS PACKAGES

In addition to possible cost of living increases, faculty members may be eligible for salary increases and/or bonus pay. These increases will be provided and will be based on performance and college fiscal ability.

LICENSURE

Texas Chiropractic College requires that a faculty member in a position that requires licensure shall have such license, and that the performance of any duty requiring licensure without a current valid license is strictly prohibited and may result in immediate termination.

It is the responsibility of the faculty member to obtain and maintain valid licensure as his/her position requires and to ensure that a current copy of the license is on file in the Human Resources Office. TCC covers the cost of Texas licensure for all clinical faculty.

Prior to the first day of employment, or when it becomes a requirement of the position after being employed, faculty members holding a position requiring licensure will provide the Human Resources Office with evidence of a current Texas license.

It is the responsibility of each faculty member to immediately inform the Vice President of Academic Affairs of any change in his/her license status. Failure to comply with this requirement may result in immediate termination.

FACULTY ASSOCIATION

The faculty has its own organization – the Faculty Association - whose bylaws provide an effective mechanism for participation by the collegiate faculty in the academic governance of the College. Officers are elected by the collegiate faculty members. The Association is approved by the Board of Regents, and operates as stated below.

Faculty Association Mission Statement:

An institution is only as good as the quality of its parts. The faculty of TCC, as well as the Faculty Association, must continually strive for the highest quality goal. Without it, we do not serve our students or the profession.

The mission of the Faculty Association is to foster development of an environment that will enhance faculty participation in academic governance of the College by facilitating communication and collegiality among members of the faculty and administration. The Faculty Association is the official voice of faculty opinion regarding academic governance, thereby affording members the opportunity to review and discuss policies and programs of the College and submit collective advice or formal recommendations to the Administration or Board of Regents in the form of proposals for their consideration.

Constitution of the Faculty Association:

POLICY:

There will exist a Faculty Association with a constitution that governs it.

A. Article 1: Purpose

The members of the Faculty Association established this constitution to provide an instrument for cooperative action in attaining such ends as the members may select.

B. Article 2: Membership

Membership is open to all faculty, both full-time and part-time. Membership is limited to those faculty holding academic rank and administrative rank below the level of Cabinet.

C. Article 3: Voting rights

Each faculty member, whether full-time or part-time, will have one vote in any electoral process.

D. Article 4: Election of Officers

D.4.1: Nominations

- a. Requests for nominations for Faculty Association officers will be made approximately four weeks preceding the meeting at which election is held. The call for nominations will be made during the May Faculty Association Meeting.

- b. Nominations may be submitted in writing (deposited in the Faculty Association Secretary's mailbox) or electronically (via an email to the Faculty Association Secretary). All full-time and part-time Faculty Association members may submit a nomination.
- c. Nominations may also be made from the floor at the last meeting prior to the vote. Nominations for Faculty Association Executive Officers will be closed at the end of the June meeting. Following the close of the nominations, the electoral process will be opened.

D.4.2: Electoral Process

- a. An electronic ballot will be created whereby all nominated Faculty members are listed under each office they have been nominated for. Faculty members can be nominated for more than one position; however, it would be advisable to run for only one office so that the vote is not split between the two offices.
- b. The faculty members will be given a one (1) week window in which to cast their votes for their chosen candidate. Faculty members must choose one candidate for each of the three Faculty Association Executive Offices (President, Vice-president, Secretary).
- c. The faculty secretary collects and tallies the votes.
- d. Annual election of officers will occur in June, unless there is a majority vote to approve postponement or acceleration of the process.

D.4.3: Term of Office

- a. Once voted into office, the term of office for each of the Faculty Association Executive Officers is one year.
- b. Term of office for the new officers begins in the fall term. For continuity of information and smooth transition into office, the old Executive Officers will serve out the final months of the summer term, with the new officers attending scheduled meetings between the administration or other group on campus (i.e. IT or the Librarians).
- c. At the conclusion of the summer term, the Faculty Association Secretary will turn over all documents pertaining to Faculty Association business to the new Faculty Association Secretary. Administrative rights to the Faculty Association Edvance360 Community will be transferred to the new Faculty Association President.

D.4.4: Term Limits

Faculty may serve two consecutive terms for any office. Following the second term, faculty may not be nominated or run for that office for one year. Should no one accept

the nomination or run for any office, the faculty member who previously held that office may run again.

E. Article 5: Officers

Officers of the Faculty Association will consist of a President, a Vice President, and a Secretary. Unless altered by resignation or replacement, the term of each office will continue until the next Faculty Association election of officers. Eligibility for holding an office is not limited to prior service as a Faculty Association officer. Duties of the officers are as follows:

President

1. Preside over all meetings of the Faculty Association
2. Be an ex officio member of all standing and ad hoc committees of the Faculty Association
3. Call Faculty Association meetings on a regular monthly basis. Additional meetings may be called as needed.
4. Transmit to the appropriate administrative authorities the recommendations and resolutions passed by the Faculty Association.
5. Advise the President, the Vice President, and the Clinical Director of the College on matters of general interest to the faculty.
6. Appoint and maintain committees for the Faculty Association as needed. Of particular importance are:
 - a. Appointment of a committee to propose College committee assignments in the fall trimester for the following year. The proposed roster is submitted to the Vice President of Academic Affairs with the concurrence of the President.
 - b. Appointment of a faculty handbook committee in the spring trimester to review the current manual. Any proposed revisions are forwarded to the Vice President of Academic Affairs.
 - c. Request scholarship application materials be forwarded to subcommittee chairs from the office of Institutional Advancement following the end of the deadline for scholarship applications.
7. Present scholarships for academic excellence and other Faculty Association scholarships at each trimester White Coat ceremony
8. Remind the academic dean at the beginning of the trimester to post the evaluation script online to all students who will be completing the Student Evaluation Surveys that are conducted by the faculty secretary at the end of each trimester.

Vice President

1. In the absence of the President, chair all meetings of the Faculty Association.
2. In the absence of the President, be an ex officio member of all standing and ad hoc committees of the Faculty Association and advise the President and Vice Presidents of the College on matters of general interest to the faculty.
3. Help the Association President as appropriate.
4. Coordinate with the Secretary of the Association the functions of all committees. Of particular importance is the responsibility to collect all committee minutes and upload them to the Faculty Association Community website.

Secretary

1. Keep a complete set of minutes of each meeting and present the minutes of the last meeting for approval.
2. Accomplish the Faculty Association correspondence.
3. Retain a record of members present at Faculty Committee meetings.

F. Article 6: Faculty Association Standing Committees

The standing committees of the Faculty Association include the Executive Committee and the various Faculty Association Scholarship subcommittees (Research, Academic Excellence, Student Clinic, Moody Health Center, and Service).

Executive committee: comprised of the President, Vice President, Secretary, and immediate Past President of the Association. This committee meets prior to each Faculty Association meeting to set the meeting agenda. It also requests periodic meetings with the Administration to discuss items of interest/importance to the association.

Faculty Association Scholarship committees: these committees meet each trimester to discuss student applicants. Scholarship information is provided to students through the Institutional Advancement office. Currently all scholarships are set at \$1000.00 per trimester. With the exception of the Research Scholarship, the remaining scholarships are awarded per trimester. The Research Scholarship is for three trimesters, with \$1000 awarded each trimester, based on the student meeting the required milestones as provided by their research proposal. A student may only hold a Faculty Association scholarship one time per year. Therefore, awardees are limited to no more than three scholarships over their course of study. All scholarship awards must be agreed upon by the full Association membership.

The Faculty Association President will contact the office of Institutional Advancement following the application deadline and request that all application materials pertaining to the Faculty Association scholarships be electronically forwarded to the subcommittee chairs. The chairs will then forward these materials to their respective memberships, and decide upon the recipients

The chairs will then forward the names of the scholarship recipients to the President, who will present the names to the full Association. Once the awardees have been agreed upon, the President will forward the names and the scholarship to Institutional Advancement. The President will present the awards at the next White Coat ceremony at the start of the next trimester.

Membership in any scholarship subcommittee is voluntary, with members selected for a one term commitment starting in the Fall trimester. Members may volunteer each year in the Summer trimester; rosters are finalized by the Executive committee. There is no limit to the number of terms a member may serve, but active participation is expected. This is considered “service”. Members may request consideration to serve on more than one committee. This request will be considered once all members have had the opportunity to volunteer. Members will be assigned to a committee on a first come, first serve basis. Membership in all scholarship subcommittees (other than the Clinic committees) will be limited to no more than 5 members plus 1 chair. The Clinic committees typically request input from all active clinic faculty. Chairs of each subcommittee will be decided from those who volunteer once rosters have been finalized. In the instance where certain subcommittees do not have enough volunteers, the Faculty Association President may ask individual members if they would be willing to serve.

Award requirements are based on recommendations from individual subcommittees. Some scholarships may be based solely on GPA, whereas others may require an essay or other requirement for consideration. All revisions must be brought forward to the full Association for discussion. Any subcommittee which has more than one qualified applicant may put forward multiple names and may award more than one scholarship. All awardees must be agreed upon by the Faculty Association. Subcommittees are not required to award any scholarship during any cycle. If the applicants do not meet the requirements, or in the opinion of the subcommittee do not deserve the scholarship funds, the subcommittee may decide not to award any scholarship. Students who are presenting papers or other scholarly projects may apply for travel funds through the Research subcommittee. That subcommittee will decide whether the student proposal should be funded. All awardees of research travel funds must be agreed upon by the Faculty Association membership.

At present, the Faculty Association scholarship funds are restricted to student scholarships and travel funds. Additional uses for the money must have full support from the Association, and should be directed toward student-associated activities.

G. Article 7: Meetings

Association meetings will be scheduled monthly at a time within the regular workday. Minutes of each Faculty Association meeting will be submitted to all members of the Association. Administrative faculty and others may attend selected portions of meetings by invitation. A quorum is 50% of the membership. A quorum may be requested by any full-time faculty member. If a quorum is not called for, then business will continue as if a quorum is present.

H. Article 8: Amendments

This constitution may be amended by any one of the three following methods:

1. A two-thirds vote of the membership present at a regular meeting of the Faculty Association. Notice of the amendment must have been given at the previous regular meeting by reading the amendment, in the exact form it is to be adopted.
2. A favorable written three-fourths vote of the total membership of the Faculty Association.
3. A two-thirds vote of members present at a special meeting of the Faculty Association. There must be a notice of the amendment presented to the Faculty Association at least thirty (30) days before the vote. The notice will be a reading of the amendment in the exact form to be adopted.

FACULTY HANDBOOK REVISION

There is an existing faculty handbook that may be revised by the faculty.

1. The Handbook is a living document. At any time during a trimester, the President of the Faculty Association may appoint a committee to review the faculty handbook and to suggest revisions, if necessary.
2. The appointed committee will submit all revisions for approval by the Faculty Association.
3. Upon approval of two-thirds of the Faculty Association members, addenda regarding handbook revision will be approved for submission to the administration.
4. The Faculty Association will submit revisions to the College President for administrative approval.
5. Any disputes will be handled by a special meeting of the administration and the Faculty Association.
6. Upon approval by the Board of Regents, the revised handbook should be ready for distribution to the faculty by the commencement of the next trimester.

EQUAL EMPLOYMENT INFORMATION / POLICY

POLICY: The Texas Chiropractic College seeks to provide equal educational and employment opportunities without regard to race, color, religion, sex, age, national origin, handicap, or veteran status.

FACULTY LEAVE POLICIES

1. Faculty Development Leave and Sabbatical

All professional leave or sabbatical must be requested in writing. The duration of Faculty Development leave for the purposes of attending conferences or courses must be included in the request. Absences for Faculty Development leave should not be longer than 1 month. Faculty Development leave for Sabbatical may be for 1 trimester up to 3 trimesters. The application will

be submitted to the Faculty Development Committee (FDC) Chairperson by the faculty member, according to the deadline set by the committee. The application must provide the following:

- a. Date and time of leave
- b. Statement of purpose of leave (attach letter of invitation, flyers, brochures, etc)
- c. Statement of consistency with professional goals and objectives
- d. Detailed statement of requested College funds in support of the leave

The FDC will recommend to the division Dean. The Dean sends his/her recommendations to the Vice President of Academic Affairs for final approval. Requests for in-term professional leave should be submitted at least 4 weeks in advance. Faculty should attempt to arrange for alternate faculty to teach the classes that will be missed.

Requests for sabbatical must be submitted no later than three months in advance. If sabbatical is granted, Administration will arrange for a substitute faculty member to teach the course(s) that are normally taught by the faculty member taking the sabbatical. Substitute faculty may be eligible for over-load credit.

Once a faculty member's leave/sabbatical is approved, a copy of the request should be sent to HR for their records.

The Faculty Development Leave Program enables faculty members to engage in professional or academic activities to improve their professional effectiveness. Only full-time members of the faculty with seven years or more service are eligible for Faculty Development Leave. Benefits remain in effect during the leave period. Faculty leave or sabbatical is not considered a break in continuous service.

A faculty member on Faculty Development Leave may accept any grant for study, research or travel. No more than two faculty members may be on Faculty Development Leave at any one time. There must be seven academic years between Faculty Development Leaves for each faculty member.

In evaluating requests for development leave, the committee should consider:

- a. Potential contributions to academic or professional discipline
- b. Evidence of value to the College and to the faculty member for improving professional effectiveness
- c. The total number of years of academic or professional service at the College

2. Extended leave of absence

Extended leave of absence, without pay, may be granted to full-time faculty members based upon individual consideration. Normally, the purpose of such leave is to develop or enhance the individual's total competency to the benefit of the College. Ordinarily, leave without pay will not be granted for more than two consecutive years. Other purposes may justify the granting of extended leave. Extended leave of absence is not an inherent right, but is the prerogative of the College. If leave is granted, the College authorizes the appropriate supervisor to acquire

additional faculty to cover any classes left unattended when the leave occurs. The approving authority is the College President.

For a person who receives a leave of absence, group insurance programs may continue in force by advance payment of full premium to the payroll office.

Leave-with-pay benefits do not accrue during a period of leave without pay. Leave of absence is not considered a break in continuous service.

3. Sick leave

Sick leave provides each eligible faculty member with an allowance to cover periods of actual personal illness. The following policies govern sick leave allowances for faculty.

Sick leave is earned at a rate of one day (6.7 hours) for each month or fraction of a month of employment up to a maximum of ten days per year. The maximum accumulation of sick leave for full time faculty is 90 sick days. Sick leave shall include leave taken as a result of illness in the faculty member's immediate family. The immediate family includes only the member's spouse, parents, brothers, sisters, grandparents, and children. Please refer to HR for guidance regarding sick leave.

No sick leave allowance is earned while the faculty member is on extended leave without pay, even though such a period is not considered a break in continuous service.

4. Maternity leave

Maternity leave will be granted in accordance with the Family Medical Leave Act (FMLA). FMLA only applies to employees who are full-time and have been employed for 1 year. For Faculty who have been employed less than one year, please refer to HR for additional information.

A reasonable amount of time will be given for parental leave following negotiation with appropriate administration and in accordance with FMLA. For all concerns regarding Maternity leave, please refer to HR.

5. Bereavement leave

Bereavement leave with pay for a death in the immediate family shall be granted, if requested. The immediate family includes the spouse, parents, brothers, sisters, grandparents, children, and grandchildren. The current policy for Bereavement leave allows for 5 business days per year. Please refer to HR regarding any additional issues surrounding this matter.

6. Jury and witness service

No faculty member shall sustain a loss of income if summoned for jury duty or to testify in a court or other agency of government. Specific regulations about the compensation for such service and for travel expenses may be obtained from the office of the appropriate Dean.

7. Faculty Release Time for Research

Faculty engaged in funded extramural research may request release time for the purposes of conducting and administering research projects. Please refer to the TCC policy on Faculty Release time for Funded Extramural Research (located in the Edvance community for the Center for Institutional Excellence). Specific details regarding a faculty members change in salary will be determined by HR and the Office of the President.

FACULTY BENEFITS AND COMPENSATION

The College will provide faculty benefits may be as follows, but not limited to: retirement plan, medical insurance, disability income insurance, life insurance, vacation time, continuing education, and family education benefits. All Benefit concerns should be addressed directly to HR.

1. Retirement plan

The retirement plan is an option available to all full-time faculty members on their one-year anniversary. This participation is mandatory at 2% after the first year of employment. Faculty participating in the same retirement plan prior to employment at TCC may have the one year waiting period waived. Specifics of the plan may be obtained from the office of Human Resources.

2. Vacation

Full-time basic and clinical science faculty are offered vacation time when didactic classes are not in session (between trimesters), and vacation will usually be taken at that time. Exceptions to this policy must be submitted to the Dean in written form, with justification, for his/her approval. Faculty may be called back to campus for special events or circumstances with three months advance notice.

Full time clinic and non-teaching faculty are eligible for vacation time at the rate of twenty days per year, and can be accrued up to a maximum of thirty days. Ten days may be carried over to the next year with supervisor approval. Unused vacation days beyond that may only be carried forward from one academic year to the next with permission of the College President. Vacation requests must be approved in advance by the Dean of Clinics, Vice President of Academic Affairs, or the President. Part-time clinic faculty may also accrue one day per month for personal leave with a maximum of twelve days accruable.

3. Health benefits

Health, accident, major medical and dental insurance plans are offered for full time faculty members and retirees, including those on disability. The College pays the premium for the full-time faculty members. Family members may receive coverage under an existing plan, at a cost to the faculty member. Coverage details can be obtained by contacting the HR department.

4. Continuing education

The College encourages each member of the faculty to continue education in fields of study that provide self-improvement and will benefit the College and students.

In accomplishing this objective, the College provides:

- a. free tuition in all postgraduate classes sponsored by the College
- b. free registration at College-sponsored conventions or seminars for license renewal
- c. full-time faculty in pursuit of a D.C. degree may have tuition waived, with approval of the College President
- d. full-time faculty wishing to achieve higher academic degrees or diplomate status at the expense of the College may be required to sign an agreement contract

5. Family education benefits

Credit for free tuition to Texas Chiropractic College will be provided to the children and spouse of full-time faculty and retirees at a rate of one year of tuition for every two years of service at the College. For long term faculty members who, for justifiable reasons, terminated their employment with the College before retirement, free tuition may be available at the discretion of the College President. Free tuition does not include fees, books, equipment, or supplies.

6. Sale of faculty-created materials to TCC students

It is the policy of the College that a course instructor may, as a stipulation of course completion, require students enrolled in a class to purchase notes or other materials that the instructor has authored or otherwise created. However, the rights to income generated from this activity must be assigned by the faculty member to the College unless prior arrangements have been made with the Administration. All income from this effort will be placed in a special fund available to faculty by application, for the purpose of promoting scholarly activities.

RELATIONSHIP WITH OUTSIDE AGENCIES

1. Copyrighted materials and patents policy statement

Faculty members are urged to obtain a written agreement with the College and approval from the President before entering into any creative activity involving patents or copyrights. For the purposes of promoting the college in the community, news releases and announcements may be made. Faculty engaged in activities that the college deems newsworthy (i.e. new patents or publications) may require publication of a faculty member's photograph and name. Faculty members therefore must sign a release granting permission to Texas Chiropractic College to use their name and picture. This includes use in publications of the College and other printed matters associated with College activities.

Faculty members are urged to consult all policies involved with copyrights and patents. These policies can be found in the Resource folder of the Center for Institutional Excellence community on Edvance (Policy 1.7: Intellectual Property Policy)

2. Policy on in house publications

Faculty members are encouraged to publish textbooks and lab manuals for the purpose of education. The faculty member will be required to cover the cost of these publications; however, in doing so, they retain the right to all royalties from the sale each publication. Please refer to all

policies involved with in house publications and royalties. These policies can be found in the Resource folder of the Center for Institutional Excellence community on Edvance (Policy 1.7: Intellectual Property Policy)

GENERAL EMPLOYMENT-RELATED ISSUES, INCLUDING GRIEVANCE PROCEDURES AND DISMISSAL

Faculty members are urged to become familiar with all general employment-related issues. These guidelines can be found in the Resource folder of the Center for Institutional Excellence community. General grievance procedures may be obtained by contacting the HR department (Policy 4.1.1: Discrimination Policy and Grievance Procedures).

Any faculty member involved in a grievance procedure is required to fulfill assigned duties during the period of the grievance proceedings, unless otherwise directed by the President.

1. Promotion Grievance

Denial of promotion must be presented with explanation to the applicant, in writing, by April 15th or the first working day following. Faculty members have 10 working days, following notification, to request reconsideration for promotion. In the event that a faculty member is denied promotion, and denied reconsideration by the President, he/she has the right to a final appeal through the Faculty/Staff Grievance committee.

2. Service Grievance

Grievances involving salary, hours or conditions of employment, assignment of teaching duties, academic freedom, and allotment of resources or facilities, should be settled between the faculty member and the department chair, dean, director, or administrator. A formal written complaint to the appropriate immediate supervisor must be filled out within 10 working days if there is a failure to resolve the grievance. The reply to the complaint shall be in writing and signed by the supervisor within 10 working days. If the action taken by the supervisor is unsatisfactory, then a higher level of appeal is available. An ad hoc Grievance Committee should be formed by the Office of the Provost. This committee will consist of two faculty members, one staff member, and one student (who must be currently serving as the class Ethics Officer). The Provost will also assign a Chair of the committee, who will be responsible for deliberations and all communications produced on behalf of the committee. A formal written complaint should be submitted to the Provost, who in turn will forward it to the committee that he/she convenes. If the committee finds there has been violation of academic freedom, it shall recommend an appropriate remedy to the College President. If the aggrieved party is not satisfied, then an appeal may be made to the College President for a final decision.

3. Dismissal of Faculty member

The dismissal of a faculty member before the end of a contract term may be effected only for adequate cause, bona fide financial exigency, or discontinuance of a program or department, with the burden of proof required of the institution.

The faculty member shall always be informed of the basis for the dismissal, in writing, by the College President within at least 10 days.

Dismissal shall not be used to restrain a faculty member in the exercise of academic freedom or other rights as an American citizen.

Texas Chiropractic College Guide to Faculty Application for Promotion

Faculty Rank Information

Faculty applying for promotion must review the criteria set forth in this document and determine whether they meet minimum qualifications for the specified rank requested. Minimum qualifications include degree level, teaching ability and experience, scholarly work and service to the College/profession. Criteria for each individual rank are stated as follows;

Instructor

1. Shall hold a minimum of a Master's degree or equivalent from an accredited College or university.
2. Shall have evident potential as a teacher / clinician educator.
3. Shall have evident potential to provide service to the

College/profession. Assistant professor

1. Shall hold a terminal degree (doctorate level) from an accredited College or university.
2. Shall have evident potential as a teacher / clinician educator.
3. Shall have evident potential to do scholarly work.
4. Shall demonstrate ability to provide service to the

College/profession. Associate Professor

1. Shall hold a terminal degree (doctorate level) from an accredited College or university.
2. Shall demonstrate ability as an effective teacher / clinician educator with teaching and clinical experience or its equivalent (as appropriate) of not less than five years.
3. Shall demonstrate ability to do scholarly work as indicated by publications, significant research, or its equivalent.
4. Shall demonstrate ability to provide service to the

College/profession. Professor

1. Shall hold a terminal degree (doctorate level) from an accredited College or university.
2. Shall have an established reputation as an effective teacher / clinician educator with teaching and clinical experience (as appropriate) of not less than ten years.
3. Shall have a record of continuous productive scholarship, creative achievement, or significant research which implies an established reputation within the profession. There should be clear evidence of an extensive record of service to the community, including professional involvement such as paper presentations at regional, national or professional conferences or other major contributions to the profession.
4. Shall demonstrate ability to provide service to the College/profession.

Faculty may refer to the "Service Policy" and "What is Scholarship" documents located on the

resource drive for further assistance in assessing his/her past productivity.

Time in Rank for Promotion

Faculty members are expected to gain experience and meet a minimum time in rank in order to proceed to the next level. Credit for serving time in a particular rank may be gained at a previous university, another chiropractic College, at TCC, or through field experience; however, there should be a minimum time in rank served at TCC.

Rank	Required experience for initial rank (years)	Minimum time in rank for advancement (years)	Minimum service at TCC (years)
Instructor	0	1	2
Assistant Professor	0	3	2
Associate Professor	5	5	2
Professor	10		

Faculty Performance Guidelines

In order for a faculty member to be eligible for promotion he/she must meet the minimum Faculty Performance Assessment ratings in regards to teaching or clinical education, service and scholarship. A faculty member's contract should specify his/her primary area of responsibility, whether it be teaching or clinical care and teaching, service or scholarship.

Instructor to Assistant:

- **Teaching/Clinical care and teaching-** minimum score of “86” in the year applied
- **Service-** “achieved” service expectations in the year applied
- **Scholarship-** “achieved” the growth plan expectations in the year applied

Assistant to Associate:

- **Teaching/Clinical care and teaching** – minimum score of “88” in the year applied and an average of “86” in the prior two years
- **Service-** track record of “achieved” service expectations
- **Scholarship-** track record of “achieved” the growth plan expectations

Associate to Professor:

- **Teaching/Clinical care and teaching** - minimum score of “90” in the year applied and in the immediate preceding year (e.g. 2 consecutive years) and an average of “88” in the two years prior to that
- **Service-** “exemplary achievement” in the year applied and track record of “achieved” service expectations

- **Scholarship-** “exemplary achievement” in the growth plan for year applied and in the immediate prior year (e.g. 2 consecutive years) as well as track record of “achieved” the growth plan expectations in prior years

Additional instructions to faculty going for promotion-

It is the responsibility of the faculty member going for promotion to make sure:

- they have had at least 2 student evaluations (SEI’s) performed for the year applying
- they have had at least 3 peer/supervisor evaluations performed for the year applying (2 must be performed by supervisor)
- their dossier contains lectures, tests, blueprints etc for ALL courses they are a lead instructor in (e.g all courses are to be evaluated by their supervisor)as well as SEI’s and peer/supervisor evaluations for year applied in

Application Process

Reviews for promotion occur on an annual basis when requested by a faculty member and are performed by the Faculty Review and Promotion Committee (FRPC), the Academic Dean/Clinical Dean, the Senior Vice President/Provost, and the President. It is the responsibility of each faculty applicant to follow the guideline and meet the deadlines as set forth in this document.

A faculty member requesting consideration for promotion is responsible to make sure that an electronic version of the following material is sent to the Academic Dean/Clinical Dean by

February 10:

- Letter of intent**
- Curriculum vitae**
- Letters of support**
- TCC annual evaluations/most recent portfolio**

Incomplete submissions will not be considered.

Letter of intent- This letter is to state the faculty’s current rank and that date of appointment, the rank increase being requested for consideration, and a brief synopsis of why the faculty member believes he/she meets the criteria for promotion. The faculty member should approach this as if no one knows who he/she is or what the individual has accomplished. This letter is not to exceed one page and is to be addressed to his/her Academic Dean/Clinical Dean.

Curriculum vitae- The vitae should be up to date and error free. Please refer to the Faculty

Handbook (Appendix 2) for information on the vita.

Letters of support- Letters of support should be obtained from the individual's direct supervisor, Department Chair, and/or colleagues, and sent directly to the Academic Dean/Clinical Dean. Letters should be directly tied to performance and/or character that the supporter has observed. (For instance, the research director would write a letter primarily discussing his/her relationship with the individual in regards to research that is being performed, and not necessarily to teaching or service.) It is not appropriate to have students send letters of support. It is not appropriate to have higher administration (Dean level or above) send letters of support, for they are involved in the promotion decision-making process at a higher level. The maximum number of letters of support is three.

TCC annual evaluations- The applicant is responsible for requesting that Human Resources forward electronic copies of his/her annual evaluations and growth plans to the Academic Dean/Clinical Dean. Evaluations are to include only those obtained at the applicant's present rank. If prior promotion has not occurred at TCC, then evaluations are to be sent that reflect the five most recent years of employment at TCC.

The applicant is responsible for submitting one hard copy of his/her most recent portfolio to the Chair of the Faculty Review Committee.

Dean's responsibility- The Academic Dean/Clinical Dean should electronically submit the applicant's completed promotion request folder to the chair of the FRPC by the deadline of **February 15**. This will include the faculty member's letter of intent, curriculum vita, letters of support and Faculty Performance Appraisal (FPA) evaluations.

Evaluation Process

Committee members will meet to review and discuss the applicant's portfolio. Based on the committee's review, a recommendation regarding promotion will be forwarded to the Academic Dean/Clinical Dean. Should the committee support and recommend the faculty for promotion, the criteria upon which the decision was based will be stated. Should the committee not support the applicant for promotion, specific reasons why this determination was made, as

well as recommendations to improve the faculty's ability to obtain promotion in the future year, will be stated.

The FRPC will forward the faculty member's portfolio and the committee's recommendation to the Academic Dean/Clinical Dean by **March 1**.

The Academic Dean/Clinical Dean will review the FRPC's recommendation and forward his/her recommendation to the Senior Vice President/Provost by **March 14**.

The Senior Vice President/Provost will forward his/her decision, the Academic Dean/Clinical Dean's recommendation, and the FRPC's recommendation to the President by **March 28**.

The President will evaluate all information provided and will notify the faculty member in writing of his/her decision by **April 15**. Should promotion be granted by the President, he/she will notify the Board of Regents of such decision.

Appeal for reconsideration- Should promotion be denied, faculty applicants have 10 working days following such notification to request reconsideration by the President. Should the President continue to deny promotion, the faculty member has the right to a final appeal through the Faculty/Staff Grievance Committee. For explanation of the Faculty Grievance procedure, refer to the Faculty Handbook.

APPENDIX 2: Writing the Curriculum Vitae

The curriculum vitae (CV) is an overview of your academic accomplishments. It is a living document and should be updated frequently.

Your CV should include

- your name and contact information,
- an overview of your education,
- your academic employment,
- your research, and
- your community service.

You may also include a reference list, either as part of your CV, or on a separate page.

CV preparation should begin by assembling your information: degrees, diplomas, papers published, books and articles authored, patents earned, courses taught, grants and prizes earned.

You should delineate your education by identifying degrees and diplomas and include granting institution and time period information. List any courses taught, including the institutions, departments and courses. Also include special classifications, such as department head, graduate advisor, committee member, etc.

You should list articles, books, papers and/or columns authored; include primary or secondary author, year, publication, volume/issue, and pages in APA format or a similar format.

Finally, you should list and identify all service activities (TCC, professional, and/or community).

There is no standard CV format. Typically, the first item on a CV is your education. When determining what comes after your educational credentials, remember that the earlier in your document a particular block of information comes, the more emphasis you will be placing on that block of information. Thus, the most important information should come first.

1. The Chronicle of Higher Education's job site features an area called "First Time on the Market?" that may be helpful.
2. The Curriculum Vitae Handbook by Rebecca Anthony and Gerald Roe (Rudi Publishing: Iowa City, 1994) includes sample CVs for various disciplines and tips for how to write CVs in various contexts.
3. The Academic Job Search Handbook (3rd Edition), by Mary Morris Heiberger and Julia Miller Vick (who are the authors of the Houston Chronicle's "CV Doctor" column) also provides sample cover letters and CV's
4. Curriculum vitae samples may be found at <http://jobsearch.about.com/od/cvsamples/a/blsamplecv.htm>
5. How to write a CV at [http://www.wikihow.com/Write-a-CV-%28Curriculum Vitae%29](http://www.wikihow.com/Write-a-CV-%28Curriculum-Vitae%29)

Faculty Association leadership for the 2015-2016 year is:

Faculty Association president: Dr. Wynd; Faculty Association vice-president: Dr. LeDuc

Faculty Association secretary: Dr. Ward