

Graduate Faculty Policy

TAMU-CC College of Education and Human Development

(Last revised July 1, 2020)

To teach graduate courses in the College of Education and Human Development, faculty must be granted graduate faculty status. To acquire graduate faculty status, faculty members must have a terminal degree in their discipline or related field and be actively engaged in scholarship/creative activity. The department's designated body (department chair or review committee, as articulated in writing by each department) will examine the credentials of candidates for graduate faculty status and provide their endorsement to the College Dean, who reviews the list and forwards the approved list to the Graduate Council. A faculty member may apply for graduate faculty status by submitting a request to the Department Chair, which must include the [Graduate Faculty Status Application Form](#) and a current CV. Graduate faculty status must be reassessed and renewed every six years. The Dean's Office will notify faculty whose graduate faculty status must be renewed. Qualified new faculty and faculty with new doctorates are provided an initial 3-year appointment if they are hired into a program with graduate level courses. A nomination form and CV is required – otherwise CGS has no way of knowing that they have been hired and Grad Council cannot be notified/review materials.

Non-graduate faculty seeking graduate faculty status must make application to the department chair for consideration in the academic year prior to that in which they intend to begin teaching graduate courses or participating in the master level thesis or doctoral level dissertation committee work.

Non-tenure track faculty may apply for associate, adjunct, or teaching graduate faculty, or for special appointment. See [University Policy 12.99.99.C0.03](#) (Designation of Graduate Faculty). Faculty regularly involved in teaching graduate courses must engage in scholarly or creative activity in their normal teaching field. Engagement is defined as activity involving some manner of systematic investigation and some clear product suitable for and subject to academic peer review. Scholarly/creative activity consists of academic work (productivity which can be documented in the form of research, writing, speaking, artistic production or performance, or in some other appropriate form) which results in expanding the body of knowledge and understanding of the faculty member's academic field. Scholarship implies an activity that is non-routine, novel, creative, imaginative, ingenious, or original, but not necessarily all of these. Scholarship may consist of any of three interconnected elements: discovery, integration and teaching, and application. The scholarship of discovery involves the search for new knowledge in the discipline and for a richer understanding of the academic field. Creative achievements in the fine arts are considered enterprises of discovery. The scholarship of integration emphasizes fitting one's own research, or the research of others, into larger intellectual patterns. It involves making connections across the disciplines, placing the discipline in a larger context, illuminating data or concepts in a revealing way, and evaluating new pedagogical approaches. The scholarship of application brings learning and knowledge to bear upon the solution of practical problems. It flows directly from one's professional expertise

A non-exhaustive list of endeavors typical of each of these three areas of scholarly or creative activity includes the following:

For the Scholarship of Discovery:

- Publications
- Manuscripts submitted for publication
- Work in progress
- Oral convention presentations (e.g. panelist, respondent—a substantive presentation, not just moderator of panel)
- Art exhibitions
- Music compositions and performances
- Theatrical performance, direction, design
- Public exhibition of films, tapes directed or produced or otherwise created
- Refereed poster presentation

For the Scholarship of Integration and Teaching:

- Textbooks
- Multimedia production
- Writing that makes one's field accessible to a wider audience, e.g. an editorial or articles in popular press
- Cross-curricular innovations
- Interdisciplinary instructional achievements

For the Scholarship of Application:

- Consultation
- Technical assistance
- Policy analysis
- Program evaluation
- Applied or clinical research and practice
- Grant writing

Grad Faculty status, depending on the appointment, **allows for professional practice/expertise** for scholarly/creative activity. It is scholarship of application but does NOT need to result in publication, presentation, or tangible product. Associate/adjunct/special appointments all allow for “professional practice” – it is particularly true for adjunct grad faculty and special appointments. We have several instances of this in COEHD.