Preface

Regular and effective evaluation of faculty encourages development and facilitates the attainment of individual and college goals. This document is a college interpretation of University criteria; it is intended to provide unity to the variety of departmental statements that are specific for each discipline in the College. Both the College and departmental statements reflect the mission of the University and the goals of the faculty. These statements are consistent with the guidelines set forth in the TCU Handbook for Faculty & Staff.

College Mission Related to Faculty

The Harris College of Nursing and Health Sciences is dedicated to advancing knowledge and understanding of physical and mental health and development. The faculty are committed to the integration of research, ethical behavior and practice, promotion of health, and enhancement of the human condition. Faculty are actively involved in teaching, working closely with students in both classroom and practical experiences, while demonstrating their own commitment to scholarship, practice, and service. The faculty educate students in professional roles that benefit the local and global community.

Criteria for Tenure and Promotion

Each faculty member is evaluated in terms of achievement in the following areas:

- Teaching
- Scholarship
- Service to the University, the profession, and the community
- Advising and related activities
- Professional development
- Conduct in accord with the TCU Statement on Professional Ethics.

Each unit’s interpretation of the criteria specifically describes these areas and offers examples of documentation and evidence; the remainder of this document offers general guidance.

Teaching. Teaching is the prime responsibility of every faculty member. Positive reviews depend upon competent teaching. Competence in teaching requires knowledge of the discipline, the ability to communicate and work effectively with students and peers, and the ability to use appropriate teaching/learning methods. Acknowledging the great variety in personality, discipline, and teaching methods, the College has identified characteristics of effective teachers:

1. Communicates clearly both orally and in writing; provides adequate direction in course expectations; offers frequent, constructive feedback; demonstrates enthusiasm for subject and respect for students; available to students outside scheduled classes.
2. Demonstrates breadth and depth of knowledge of the discipline; clinical and professional skills are credible and current; classroom and practicum instruction are informed by research, ethical practice, and the global community.

3. Uses appropriate teaching/learning methods; syllabi, tests, other assignments are clear, thorough, and appropriate; matches methods with content and process; course expectations are sufficiently challenging, promote achievement and problem-solving.

Scholarship. Faculty (assistant, associate, and full professor) must demonstrate an ongoing, consistent record of peer-reviewed scholarship, i.e., publications and research. In all cases, published research is necessary primary evidence. The quality of the work is at least equal to the quantity; quality is generally judged by departmental peers and is primarily determined by the conduct and scope of the project as well as the stature of the journal.

Seeking external grants and contracts is additional evidence of scholarship. The monograph of research is primary evidence. The presentation of papers at professional association meetings should lead to the publication of the paper, and is a valuable exercise, but is not considered primary evidence of scholarship. Additionally, because most of the College’s disciplines include professional interaction with clients, publications related to practice or pedagogy are acceptable as primary although not the sole expression of scholarship. Textbooks are considered secondary evidence; serving as the primary author or editor of a textbook is more valuable than writing or revising chapters.

Scholarship may be affected in the disciplines with significant practice responsibilities, e.g., the data for a publication may be professional practice rather than experimental findings. Research expectations, both of quality and quantity, are higher in units with graduate programs. Such expectations are articulated in departmental statements.

Service. Service to the University and to the profession is expected of all faculty. Faculty should seek to contribute in meaningful ways to the work of their units, the University and community, as well as participate in activities of their disciplines. Both quality and quantity of service are important in fulfilling this criterion, but service is not a substitute for scholarship or teaching. Faculty should demonstrate support of the goals of the unit and the ability to work effectively as a group member.

In general, faculty should follow the guidance of their chairperson in setting and meeting unit goals related to service. Faculty may fulfill this criterion by focusing on one of the service arenas, e.g., professional service, provided this is in agreement with the department.

Advising and related activities. The College values the faculty-student relationship and faculty members are expected to be available to students for guidance. Career and academic advisement activities vary according to unit and these expectations are defined at the departmental level.

Professional development. The nature of the disciplines of the College demands that faculty stay abreast of developments in their fields. In some disciplines, faculty must maintain practice expertise. They must also learn and implement current teaching and research methods. The essential manifestation of mastery of this criterion is improved teaching, practice, and research performance.
Ethical conduct. Faculty members are expected to adhere to the ethical conduct code adopted by the TCU Faculty Senate as well as the professional ethics codes of their disciplines. Strict, quantitative weightings for the criteria are not appropriate at the College level. Teaching and scholarship will always be given greater emphasis at all levels of review, but their relative weightings may vary according to the rank and progress of the candidate and the circumstances of the departments. Faculty should consult their departmental guidelines and seek further information if needed.

Addenda

Tenure at instructor rank. In some departments, faculty may be tenured at the Instructor rank. The requirements of this rank are described in the TCU Handbook for Faculty and Staff. These faculty are full members of the College and are held to the same standards and expectations of this document in the criteria of teaching, service, advising, professional development, and ethical conduct. Instructors are not expected to participate in scholarship. Instructors are valuable to the department because they are expert in clinical practice; they are expected to contribute significantly in the areas of teaching, professional practice, and service.

Tenure and promotion to associate professor. The decision to grant tenure and/or promote a faculty member to associate rank is based on evidence of effective teaching both now and in the future. There must also be a consistent record of scholarship that meets the department and College standards. Departments with stronger research emphases may weight teaching and scholarship equally, but no positive decision will be rendered without good teaching.

Promotion to professor. Faculty nominated for promotion will have continued to develop as effective teachers and should serve as leaders in their units, particularly for younger colleagues. These faculty are also expected to continue contributions in service. Although the relative weighting may vary, the record of scholarship is the major factor influencing promotion. Particular emphasis is placed on the consistency and quality of work since the individual was granted tenure and promotion to associate rank. The reputation and leadership exhibited by the individual are also important and are further described in departmental criteria.

Review of tenured faculty. Each department has established expectations for tenured faculty and procedures for the conduct of periodic evaluation. The expectations are generally consistent with those for tenure-track faculty. This process is intended to encourage faculty to establish goals consistent with those of the department and to facilitate continued achievement.

Review for merit increases. All faculty are reviewed annually, usually in early spring, for the purposes of performance assessment and for use in distributing any salary increases authorized by the Board of Trustees. Each unit has procedures for gathering data from faculty, evaluating performance and goal achievement, and assigning salary increases to faculty according to their contributions. In general, the criteria and documentation for tenure and promotion review are applied to annual reviews.

In addition to supporting evidence, decisions are based primarily on the Annual Report and the achievement of goals set the previous year. In most units, criteria are weighted variably according to such factors as rank, unit needs, and unusual assignments. Faculty with the greatest
contributions are recommended for the highest relative increases, and those with little or no activity will be recommended for little or no increases. In addition to performance review, the dean and chairperson must also consider such factors as salary structure and equity issues in recommendations.

Review mechanism. This document is reviewed biennially and revised if needed. Approval channels are department through University Advisory Committee and Provost.