CRITERIA

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

- Teaching
- Scholarship
- Service to the University, Profession, and Community
- Student Advising
- Professional Development

Guidelines For Teaching Responsibilities

All faculty members (both tenured and non-tenured alike) are expected to be competent in their specific discipline and must display a high degree of teaching effectiveness. Faculty are expected to be knowledgeable of the general topics in their discipline, to possess an in-depth knowledge of their specialties, and to maintain this knowledge as the technology in the discipline changes.

Each faculty member is expected to establish reasonable course objectives and to schedule appropriate assignments to reflect these objectives. Course materials should be presented to students in an objective and coherent manner with the expectation that lectures are well prepared and that class time is well utilized.

Students should be respected and treated fairly. They should be provided with feedback as to their progress in all courses and sufficient documentation should be maintained in order to adequately support grade determinations. In addition, faculty members should be available for consultations during non-classroom hours.

Assessment of teaching skills will be accomplished using a variety of methods such as:

- TCU evaluation (SPOT) forms including written comments
- Classroom visits by the Chair and/or other faculty
- Exit interviews conducted by the Chair (or his/her representative) with graduating seniors
- Solicited and unsolicited feedback from former students and their employers

Guidelines For Scholarship Responsibilities

Every faculty member is expected to demonstrate evidence of scholarship related to the discipline. This evidence should include original research which is communicated to others in the field. Evidence of this research and its communication is most frequently in the form of papers in refereed conference proceedings. Publication in electronic journals is acceptable, but such publication should be evaluated by the same criteria as print publications.

Multiple authorship is common in many disciplines. The order of the authors’ names does not necessarily reflect relative contributions. When evaluating an individual faculty member, a
chairperson should determine the faculty members’ relative contribution to multiple-authored publications and include that information in the evaluation.

In addition, faculty members are encouraged to seek funding for their scholarly activities. Such support can pertain to teaching innovations and training grants as well as research.

Consulting for organizations or individuals external to the university may provide an occasion for scholarly activity and for professional development. However, no more than 20% of the workweek may be committed to outside consulting work during the regular school year. Under no circumstances should consulting work interfere with or overlap scheduled teaching or advising duties. Faculty are encouraged to select consulting activities carefully to provide opportunities for research and publication that will augment their other scholarly activities.

Guidelines For Service Responsibilities
Service activities weigh less heavily in performance evaluations than teaching and scholarly activities. However, service contributions are important as they provide the personnel needed for many of the university and professional organizations to function.

Service activities may include, but are not necessarily limited to:
- Participation in departmental, college, and university committees
- Involvement with professional societies
- Student and faculty recruitment
- Other contributions to the university and department such as installation, upkeep, and repair of computer resources (hardware and software)
- Professionally-related community activities

Guidelines For Advising Responsibilities
Effective student advising is an important departmental activity. As such, all faculty members are required to be available for career counseling and for consultation with current and prospective students with regard to registration for classes and degree plans.

Guidelines For Professional Development Responsibilities
All tenured faculty members are expected to maintain their knowledge of the discipline and to develop an increased understanding of their areas of specialization. Each member is expected to pursue programs of study and self-development that will sustain their professional competency. This may be achieved in several ways including attendance at professional meetings and workshops, collaboration with one’s peers, and some types of consulting.

WEIGHTING OF CRITERIA
While an absolute, quantitative weighting of the criteria is not possible, an approximation provides some guidance.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>30%</td>
</tr>
<tr>
<td>Scholarship</td>
<td>30%</td>
</tr>
<tr>
<td>Service</td>
<td>15%</td>
</tr>
<tr>
<td>Student Advising</td>
<td>15%</td>
</tr>
<tr>
<td>Professional Development</td>
<td>10%</td>
</tr>
</tbody>
</table>
Although the relative weightings may vary, teaching and research will always be given greater emphasis than other criteria.

**Tenure and Promotion to Associate Professor**
Teaching performance will receive slightly greater emphasis when decisions pertaining to tenure and promotion to Associate Professor are made. There obviously must be a record of scholarship that meets acceptable standards of quality and quantity, but tenure and promotion rests strongly on evidence that the individual being evaluated has been and will continue to be an effective teacher.

**Promotion to Professor**
The record of scholarship is the major factor influencing decisions on promotion to Professor. Particular attention is paid to the record since tenure. Evidence of on-going success in scholarship is necessary, and there should be evidence of national-level visibility within the discipline. Continuing effort to obtain external research support is a necessary condition for promotion.

**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.

**MERIT EVALUATIONS**
The criteria and processes used for developing tenure and promotion recommendations will be applied to annual merit evaluations. In addition to consideration of faculty achievement, the dean and the department chair must also consider additional factors such as department salary structure and equity issues as they develop recommendations.

**PROFESSIONAL REVIEW AND DEVELOPMENT OF TENURED FACULTY**
The criteria and processes used for developing tenure and promotion recommendations will be applied to review of tenured faculty. The purpose of this review is to provide effective evaluation, beneficial counsel, and timely and positive assistance to ensure that each faculty member has every opportunity, consistent with departmental, college and university goals, to experience healthy professional development and productivity throughout the faculty member’s entire career.