Texas Christian University
Department of Engineering

Criteria for Promotion, Tenure and Merit

Evaluation of faculty for promotion, tenure, and/or merit must follow the guidelines of the Faculty and University Staff Handbook of Texas Christian University. The remainder of this document supplements the Handbook and provides assistance to the faculty and the Department Chair in the evaluation process.

The general criteria for faculty promotion, tenure and merit review apply to all tenure track appointments in the Department of Engineering. Each faculty member is evaluated in terms of his/her achievement in the following five areas of faculty activity:

A. Teaching
B. Scholarship
C. Service
D. Academic Advising/Counseling
E. Professional Development

A. Teaching

Teaching is a major function of the University. Therefore, it is expected that each full-time faculty member will be a qualified and effective teacher. The Department of Engineering offers courses of various types: lecture, lecture with integrated laboratory, laboratory, independent study, and design. Evidence of quality teaching should be provided from each of the two major sources listed below (Student information and Colleague judgments), with weighting appropriate to the requirements and nature of the teaching assignment. Specific factors to be considered in establishing the weighting include: number of classes, number of different courses, instructional mode (e.g., lecture, lecture with integrated laboratory, laboratory, directed study, design), extra preparation and development time required for new courses and/or laboratories, and number of student credit hours.

1. Student information
   a. Evaluation of teaching from:
      i. student questionnaires
      ii. other verbal/written feedback
   b. Effect of teaching on:
      i. student performance in subsequent courses
      ii. student employment/job performance
      iii. admission to graduate programs and subsequent performance
   c. Student productivity related to involvement with the professor,
      e. g., publications, presentations, competitions, designs

In all cases, information from item (1.a.i.) is required in evaluating teaching performance. The other forms of information will be used if appropriate and available.
2. Colleague judgments

   a. Direct observation of teaching performance through class visitation and/or team teaching
   b. Evaluation of the level of knowledge/skills students acquired in course(s) taken from the professor
   c. Observed quality of input/direction provided in laboratories, directed studies, publications, etc.
   d. Observation of time and effort devoted to teaching preparation, laboratory preparation, office hours and other forms of assistance
   e. Observation of communication skills and knowledge obtained in a non-classroom setting
   f. Evaluation of teaching approach and materials (e.g., methods of grading and testing, texts and other classroom materials, demonstrations, out of class assignments)

B. Scholarship

   The discovery or creation of knowledge and the dissemination of this knowledge to professional colleagues and the public, is one of the distinctive marks of a university. Each faculty member is expected to engage in significant scholarship in the area of his/her specialization. They are expected to publish in: respected archival journals in their discipline, professional monographs, conference proceedings, other professionally directed publications, and/or chapters or books published by major firms or university presses. Faculty members are expected to present papers at meetings of international, national and/or regional professional associations. The presentation of papers at professional meetings will not suffice as the sole expression of scholarly activity.

   The main outlets for scholarship of those disciplines represented in the Department of Engineering (Electrical Engineering and Mechanical Engineering) are archival journal articles and the presentation of papers at conferences. A conference presentation usually results in the publication of the paper in the Conference Proceedings. The range of quality and level of contribution within a field may be considerable for both published articles and conference presentation. For that reason, minimum number of publications and presentations for satisfactory scholarly performance is not specified. Thus, to the extent that quantitative considerations are relevant to the evaluation of scholarly activity, quantity will be regarded as a measure of professional growth and as an indication of continuing scholarly activity. In considering publication where multiple authorship is involved, it is usual to assume that each author has made a significant contribution to the work. In Engineering, multiple authorship is common. Therefore, unless evidence is presented to the contrary, jointly published papers will be treated as equivalent to singly authored papers. The relative merit of electronic publications, such as software programs in "electronic internet journals," will be evaluated on a case by case basis.
Since many of the funding sources for creative activity in engineering are private companies, some creative work may be proprietary. Original and creative work that cannot be published in the open literature for security or competitive advantage reasons should be documented by a professional technical report. The report should be accompanied by a letter from the sponsor of the work stating the value of the work and the reason for not allowing it to be published. If the proprietary work is of sufficient “creative value” to meet publishable standards, it will be considered equivalent to a published report or article.

Faculty members are expected to involve and educate students in the research process and provide advanced level experiences in the areas of their expertise. Joint publications and/or presentations with students is encouraged. Success by these students in future graduate and research activities is a measure of the scholarly success of the faculty member.

Faculty members are expected to seek internal grants, external grants, and external contracts from government agencies, foundations, and industry to assist in the support of scholarly activity. Success in obtaining funding constitutes additional evidence of scholarship. Funding may pertain to support of innovative and creative projects in teaching and laboratories as well as research.

C. Service

Teaching and scholarship are the primary responsibilities of the Faculty. The University functions as a community by sharing responsibilities in matters pertaining to the community as a whole. Faculty members, therefore, are expected to participate in committee or other service work at the department, college, and/or university levels.

Faculty members are expected to seek opportunities to participate in professional organizations. This participation can take the form of service as: committee members, organization officers; session organizers, chairs and/or vice-chairs for professional conferences; professional reviewer for agencies, conferences, and journals. Participation in workshops, design competitions, short courses, and consulting also provide evidence of service to the professional community. Professional activities serve not only as evidence of a faculty member's stature in his/her discipline, but also a means of promoting TCU and its programs to a wide community. Thus, service contributions to professional organizations are encouraged and supported, and are recognized in the evaluation of service performance.

The relationship to the community in which the University is located is also important for the University. In many cases a faculty member has special qualifications, by virtue of his/her discipline, to provide support to community activities. Contributions to the local community are encouraged and are recognized in the evaluation of service performance.
D. Academic Advising/Counseling

Academic advising is an important faculty function which encompasses both academic and career counseling. Advising activities include: helping plan academic programs, clarifying degree requirements, suggesting electives and complementary majors and minors, assisting student's course selection, monitoring student's progress toward graduation, supporting students with academic difficulties, suggesting post-graduate education and assisting in locating financial assistance, making appropriate referrals, assisting in locating industrial internships, and career counseling.

Quality advising is reflected in a faculty member's understanding of the UCR, major, minor and related requirements (e.g., probationary status, transfer credit, credit by examination, dual-degree programs, Honors Program). The faculty advisor should also have a thorough knowledge of advising materials and registration procedures. Evidence of a faculty member's advising performance should include a review of the accuracy and value of the information disseminated, and the advising technique reflected in the student/faculty advisor interactions. The following factors may also be considered when reviewing these areas: participation as a University pre-major advisor, attendance at and participation in advising workshops, the number of advisees, the amount of time spent at scheduled advising periods, and during informal advising throughout the school year.

The actual evaluation of a faculty member's dedication to advising, considering the factors listed above, could consist of solicited and unsolicited feedback from students and colleagues, as well as direct student evaluations.

E. Professional Development and Research

Faculty members are expected to be current in professional knowledge, skills, and developments within their disciplines and fields of specialization. They should actively pursue programs of study and self-development related to their principal subjects of instruction, and they should continue to cultivate their interests and professional competencies. Faculty members in Engineering are expected to participate in technical conferences by presenting papers, serving as session organizers, vice-chairs, and chairs; and to publish papers of lasting value in refereed archive journals. They are expected to participate in the activities of local and national professional societies as members of society committees, and as officers in the society. They are encouraged to review papers for technical journals and to serve in editorial capacities for those journals.

Engineering faculty members should actively seek research funding to provide: financial support for the faculty member, financial support for undergraduate and graduate students, assistance in the purchase of capital equipment, travel funds for continued professional development, and funds to assist in the support of other research activities. They are expected to participate in seeking funds (national and state agencies, foundations, and industries) to provide financial support for the purchase of instructional laboratory equipment and the development of new and innovative programs in undergraduate education.

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.
Faculty members are expected to develop and maintain state-of-the-art technical expertise by professional consulting with industries and/or engineering consulting firms. They should maintain close contact with industry so as to promote internships, plant tours, and recruitment visits for students, and enhance the possibility of obtaining industry equipment gifts and grants.

EVALUATION WEIGHTING

It is not reasonable or desirable to establish absolute, quantitative weights for the various categories of faculty activity. Teaching, research and continued professional development, however, will be given greater emphasis than service and advisement. The relative weightings may vary slightly depending on special Departmental and/or University assignments and other circumstances.

• Tenure and Promotion to Associate Professor

In most instances teaching performance will receive slightly higher emphasis than other factors when decisions are made pertaining to tenure and promotion to the rank of Associate Professor. A strong record of scholarship, which meets acceptable standards of quality and quantity, must exist before an individual is considered for tenure and promotion to Associate Professor. Such consideration, however, strongly rests on evidence that the individual will continue to be an effective teacher.

• Promotion to Full Professor

Promotion/appointment to the rank of Full Professor signifies achievement in degree beyond that required to attain the rank of Associate Professor. Scholarly work and participation in professional organizations must be sufficient for one to have gained stature in the discipline at the regional, national, and international level. An individual must have demonstrated continued effectiveness and excellence in teaching, and must have provided leadership to their professional organizations, Department and University.

• Merit Evaluations

The criteria and processes used for developing tenure and promotion recommendations will be applied to annual merit evaluations. Faculty with notable achievement in all areas of faculty activity would be recommended for the highest relative increases. Individuals with notable achievement in either teaching or research and satisfactory achievement in the other areas should be ranked below the top echelon. Faculty who have delivered an overall satisfactory performance should be recommended for average or near-average increases, and faculty with limited achievement in one or more areas should receive lesser increases. In addition to consideration of faculty achievement, the dean and chairmen occasionally must also consider additional factors such as department salary structure and equity issues as they develop salary recommendations.
PERFORMANCE EVALUATION FOR TENURED FACULTY

The criteria and processes used for developing tenure, promotion and merit recommendations will be applied to performance evaluations for tenured faculty starting with the fifth year after receiving tenure at TCU. Evaluations will continue to occur every succeeding fifth year. This performance evaluation will take place during the month of April for those years. Each faculty member will receive a written evaluation of their performance from the chair of the department. The evaluations will be based primarily on the information in the annual reports and will address all the faculty criteria areas: teaching, scholarship, service, academic advising/counseling, and professional development. If needed specific recommendations will be made to assist the faculty in increasing professional effectiveness. The faculty member will have the option to submit a written rebuttal to the evaluation. This evaluation and any rebuttal will become a part of the faculty member's personnel file.

EXTENSION OF PROBATIONARY PERIOD FOR NON-TENURED FACULTY

In the case of an extraordinary experience or event beyond the individual's control that affects a non-tenured faculty member's professional performance, the faculty member may request an extension of the probationary period. Such request should be timely, but no later than one year after the event of consequence. In making request for an extension of the probationary period, the faculty member relinquishes any and all claims to de facto tenure. A faculty member may address such a request directly to the Vice-Chancellor for Academic Affairs or to the Dean or Department Chair who will forward such request to the Vice Chancellor for Academic Affairs for decision. Prior to rendering a decision, the Vice-Chancellor for Academic Affairs will consult with the Academic Dean.

December 6, 2001
September 6, 1997

MEMORANDUM

TO: Michael D. McCracken, Dean
    AddRan College of Arts and Sciences

FROM: H. D. Nelson

SUBJECT: Tenured Faculty Review Schedule

The fourth column of the table below indicates the academic year when engineering faculty members will receive a post tenure review. The table is based on the assumption that the non-tenured faculty members will receive tenure.

<table>
<thead>
<tr>
<th>Name</th>
<th>Ist Year Employed</th>
<th>Ist Tenured Year</th>
<th>Ist 3-Year Review Year</th>
<th>2nd 3-Year Review Year</th>
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<td>04-05</td>
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<td>03-04</td>
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<td>02-03</td>
<td>05-06</td>
<td>08-09</td>
</tr>
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</table>
DATE: December 6, 2001

TO: Tenure Track/Tenured Faculty in Engineering
    R. Bittle, E. Kolesar, A. Mazzoleni, T. Tayag, S. Weis

FROM: Walt Williamson

SUBJECT: Amended Tenured Faculty Review Schedule

<table>
<thead>
<tr>
<th>Name</th>
<th>1st Review</th>
<th>2nd Review</th>
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<tbody>
<tr>
<td>Mazzoleni</td>
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<td>08-09</td>
</tr>
<tr>
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<td>--</td>
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<tr>
<td>Kolesar</td>
<td>--</td>
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<tr>
<td>Bittle</td>
<td>05-06</td>
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<tr>
<td>Tayag*</td>
<td>07-08</td>
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</tr>
</tbody>
</table>

*Anticipate tenure beginning 02-03
DATE: February 25, 2009

TO: Tenure Track/Tenured Faculty in Engineering
    B. Diong, R. Bittle, E. Kolesar, T. Tayag, S. Weis

FROM: Walt Williamson

SUBJECT: Amended Tenured and Non-tenured Faculty Review Schedule

**Tenured faculty review schedule**

<table>
<thead>
<tr>
<th>Name</th>
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<th>2nd Review</th>
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<td>Weis</td>
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**Non-tenured faculty review schedule**

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<tr>
<td>Diong*</td>
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<td>06-07</td>
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</tbody>
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*Leave of absence granted for Fall 04

**Anticipate tenure beginning 07-08