Texas Christian University  
Department of Nutritional Sciences  
Criteria for Tenure, Promotion and Merit Evaluations

The subject matter within the field of Nutritional Sciences is rapidly advancing, highly specialized, and technical in nature. The Department Chair, tenured faculty, as well as the Advisory Committee of the Department of Nutritional Sciences are committed to assuming an active role in the assessment of progress toward reappointment, promotion, and tenure. The following criteria will be used to determine assessment of progress toward reappointment, promotion, and tenure within the Department of Nutritional Sciences: teaching, scholarship and its equivalents, service, academic advising/counseling, and continued professional development. Faculty members are expected to adhere to the ethical conduct code adopted by the TCU Faculty Senate, as well as the professional ethics code of their disciplines.

Criteria for review of faculty for promotion, tenure, and merit must follow guidelines set forth in the Faculty and University Staff Handbook of Texas Christian University. This document is supplemental to the Handbook and provides assistance to faculty and the Department Chair in the evaluation process.

**TEACHING**

Teaching is a major function of the University. It is expected, therefore, that each faculty member will be an effective teacher. Various types of courses are offered within the Department of Nutritional Sciences: lecture, lecture with integrated laboratory, supervised practice, and independent study. Evidence of quality teaching should be provided from each of the following areas: teaching performance, professional review, and curriculum development. Additional factors to be considered in evaluating teaching effectiveness include: number of classes taught, number of different courses, instructional mode (e.g., lecture, lecture with integrated laboratory (1 credit hour of laboratory=2 contact hours/week), supervised practice (1 credit hour=3 contact hours/week), independent study), extra preparation and development time required for new courses and/or laboratory/supervised practice courses, and number of student credit hours.

Evidence of teaching effectiveness is partially reflected in:

A. **Teaching Performance**  
1. Student evaluations  
2. Evidence that teaching is related to preparation of student for careers/graduate education  
3. Scores of graduates on particular sections of the nationally administered Registration Examinations pertaining to subject matter taught by individual faculty members

B. **Professional Review**  
1. Professional review of clinical and management coordinators by facility associates and other practicing dietitians  
2. Evaluation of teaching approach and organization of materials by Chair, tenured faculty, and Advisory Committee  
3. Evidence of teaching effectiveness external to the Department (teaching awards, solicited presentations to student and professional groups and community, involvement in the Honors Program)

C. **Curriculum Development**  
1. Continual review and evaluation of course development, course content, and course sequencing for reaccreditation of the Coordinated Program in Dietetics by the American Dietetic Association  
2. Ability to develop new courses to meet professional and departmental demands
3. Willingness and ability to teach a variety of courses to meet department needs

By definition, the primary focus of the Department of Nutritional Sciences is to prepare graduates for entry level positions. Since the Department does not have a graduate component, the Department regards continuing development of teaching effectiveness as the primary goal to be achieved for tenure or promotion.

SCHOLARSHIP AND ITS EQUIVALENTS

University faculty are expected to be involved with the discovery and dissemination of knowledge to professional colleagues and the public. Faculty are expected to publish in refereed journals and other publications pertinent to Nutritional Sciences, author chapters or books, and present papers at meetings of national, state, and/or regional professional organizations. However, the presentation of papers at professional meetings will not suffice as the sole expression of scholarly activity.

Faculty are encouraged to involve and educate undergraduate students in the research process. Joint publications and/or presentations with students and other faculty members is encouraged. Success of students in future graduate or research activities is one measure of scholarly success by faculty members. Multiple authorship is common in the field of Nutritional Sciences. The order of the authors’ names does not necessarily reflect relative contributions. When evaluating an individual faculty member, a chairperson should determine the faculty member’s relative contribution to multiple-authored publications and include that information in the evaluation. Electronic publications, such as those found in "electronic internet journals" will be evaluated individually on a case by case basis for equivalency to other forms of scholarly publications.

Faculty members are encouraged to seek internal and/or external grants to assist in the support of scholarly activity as well as innovative or creative teaching projects. Success in obtaining funding constitutes additional evidence of scholarship.

The following considerations should be included in evaluating evidence of scholarship and its equivalents:

A. Research Activity
   1. Publication of research in refereed journals and other significant publications pertinent to Nutritional Sciences
   2. Presentations at professional meetings
   3. Authorship of chapters or books

B. Grants
   1. Internal grants sought and funded
   2. External grants sought and funded

SERVICE

Faculty members are expected to participate in committee and other service work at the department, college, and/or university levels as well as seek opportunities to serve in appointed and elected positions in professional organizations. Professional service activities evidence recognition within the discipline and promote TCU and its programs. Service contributions are, therefore, encouraged and supported.

Contributions
Evidence of service is partially reflected in:
A. University Service
   1. Recruitment of students
   2. Sponsorship of student organizations
   3. Committee assignments and other non-teaching departmental, college, and university assignments

Because of the small number of faculty within the department, the time devoted to committee meetings as well as the level of responsibility in committee assignments will by necessity increase each faculty member's service commitment.

B. Professional and Community Service
   1. Membership and participation in professional organizations
   2. Consulting services
   3. Invited lectures, participation in review sessions for registration exam, workshops, etc.

ACADEMIC ADVISING/COUNSELING

Academic advising is an important faculty function which encompasses both academic and career counseling. Advising activities include:

A. Academic Advising
   1. Planning academic programs
   2. Clarifying degree requirements
   3. Selecting courses each semester
   4. Monitoring student's progress toward graduation
   5. Supporting students with academic problems

B. Career Counseling
   1. Suggesting possible post-graduate education, dietetic internships, Approved Pre-professional Practice Programs
   2. Assisting in pursuing an entry level position

CONTINUED PROFESSIONAL DEVELOPMENT

Faculty members are expected to keep themselves abreast of professional knowledge, skills and developments. Continued professional development is evidenced by:

A. Active participation in continuing education activities offered by professional organizations

B. Professional meeting attendance and participation

Those faculty members who are Registered Dietitians are expected to maintain registration status with the American Dietetic Association by completing required continuing education hours approved by the American Dietetic Association and be licensed to practice dietetics in the State of Texas (Licensed Dietitians).