

**AddRan College of Liberal Arts**  
**Criteria for Tenure, Promotion and Merit Awards**

Each department in AddRan College has a document defining expectations for tenure, promotion and merit, but all are governed by a common set of College-wide expectations and by University policies and procedures.

**I. Criteria for Evaluating Faculty Performance**

Each faculty member is evaluated in terms of his or her achievement in the following areas of professional activity:

- A. Teaching
- B. Creative Activity (Scholarship, Research, and Performance)
- C. Service to the University, Profession, and Community
- D. Student Interaction
- E. Professional Development
- F. Professional Ethics

**A. Teaching**

The teaching of students, undergraduate and graduate, is the first purpose of Texas Christian University. For this reason, it is expected that all faculty will be knowledgeable, conscientious and effective teachers throughout their careers at the university.

Appropriate evaluation of teaching relies on multiple, related pieces of information, such as self-assessment, classroom observation by chairpersons and other faculty, review of syllabi and other course materials, grade distributions, samples of student assignments, and student perceptions of teaching, including written comments. Teaching effectiveness is determined by the rigor of a course for its level, the appropriate selection and use of teaching methods, fairness to and respect for students, and student learning outcomes.

**B. Creative Activity (Scholarship, Research, and Performance)**

Each faculty member is expected to be actively involved in some level of scholarship or other creative activities appropriate to his or her discipline and assignment. Scholarship should be subject to professional peer (e.g., editors, scholars on editorial boards) and anonymous (e.g., “blind referee”) evaluations of articles and/or chapters in professional journals, monographs and books. Juried exhibitions of creative work represent another form of professional review, and post-publication review offers evidence of scholarly merit.

### **1. Publication and Other Expressions of Scholarship.**

Scholarship should be appropriate to the discipline. It should be published as articles in recognized, refereed journals in the disciplines, as professional monographs, as contributions to other professionally directed publications which may include electronic journals, as chapters in books published by recognized professional outlets. Departments may identify additional expressions of scholarship and creativity. These creative activities must also be subjected to professional peer assessment.

### **2. Editorial Work**

Serving as an editor of a scholarly collection is generally not equivalent to publishing original work, but is, nonetheless, recognized as an important form of scholarship. Similarly, serving as a journal editor may also be a valuable form of scholarship.

### **3. Textbooks.**

Preparation of textbooks is a recognized form of scholarship, but authorship of a textbook is generally not the equivalent of publishing original research.

### **4. Presentation of Papers.**

Faculty are encouraged to present papers at meetings of international, national, or regional professional associations. However, presentation of papers at professional meetings will not be considered the equivalent of refereed publications and will not suffice as the sole expression of scholarly activity. Papers presented at meetings are occasionally published in a proceedings format. In general, papers published in proceedings are not considered the equivalent of those appearing in regularly published, refereed journals. Chairpersons should call attention to any presented papers or proceedings publications that have been subjected to rigorous peer review.

### **5. Book Reviews**

Writing book reviews for newspapers and professional publications is a useful professional service. These activities are of service to the public and may indicate that the faculty member has achieved local, regional, or national standing in his or her discipline. Such activities, however, are not the equivalent of publishing original scholarship.

### **6. External Grants and Contracts**

Seeking external grants and contracts provides evidence of scholarship. Contract and grant support can pertain to teaching innovations and training grants, as well as scholarship, but must be evaluated in the context of their professional peer review.

## **C. Service**

Service to the profession, the institution, and the community is an important component of faculty responsibility. Service in the context of the University community is expected

as part of the job. Professional service is often an indicator of the professional reputation of a faculty member. The absence of appropriate service or University citizenship activities may affect personnel decisions adversely.

#### **D. Student Interaction**

Academic advising, participation in extra-curricular activities and mentoring are important, time-consuming activities and should be acknowledged and rewarded appropriately.

#### **E. Professional Development**

Faculty members are expected to remain abreast of new, relevant 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 professional interests and competencies.

#### **F. Professional Ethics**

All faculty are expected to conduct themselves in accord with the Statement on Professional Ethics included in the *Handbook for Faculty & Staff*.

## **II. Guidelines for Application**

Absolute, quantitative weightings for all of the various categories of faculty activity across all departments is not possible. Teaching and research, however, will always be given greater emphasis than service and other activities. Instructors, whose assignments are different from those of tenure-track and tenured faculty, are evaluated on teaching and service and research that improves those activities.

#### **A. Tenure and Promotion to Associate Professor**

Tenure constitutes a potentially life-long commitment by the University. The decision to grant tenure is based on the best predictions that a person will continuously contribute to the scholarly life of the University. Evidence of effective teaching and production of scholarship or creative activity that is sufficient in quantity, quality and consistency are the primary criteria for decisions to grant tenure and promotion to associate professor. The record of scholarship or creative activity that meets acceptable standards in terms of quality and quantity may vary by discipline and by sub-discipline. There must also be evidence that one has and indications that one will continue to be an effective teacher and scholar and will continue to contribute to the University community through appropriate service and citizenship activities.

## **B. Promotion to Professor**

A record of scholarship or creative activity is the major factor influencing decisions on promotion to Professor, but it must be accompanied by evidence of strong teaching and academic leadership. The overall record for all three is important, but particular attention is paid to achievements since promotion to Associate Professor. Evidence of on-going success in scholarship, recognized at the national or international level, is essential. This can be demonstrated through the venues in which the work is published or recognized and through external letters.

## **C. Merit Evaluations**

The criteria and processes used for developing tenure and promotion recommendations should also be applied to annual merit evaluations. Faculty with notable achievements in all areas of faculty activity should be recommended for the highest relative increases. Teaching and research are primary, but service is an essential requirement. Faculty members with notable accomplishments in teaching or research and satisfactory achievement in the other areas should not be ranked in the top tier. Faculty who have performed satisfactorily overall should be recommended for average or near-average increases, and faculty with limited achievement in one or more areas (no publications or on-going research activity, for example) should receive lesser increases (or, in some instances, no increase). Merit evaluations address performance during a calendar year; when there are funds available for structural adjustments, a longer frame of reference is appropriate, as are considerations of merit, departmental salary structures and equity questions.

## **D. Expectations for Tenured Faculty**

Each department has established expectations for tenured faculty and procedures for conducting periodic evaluations of tenured faculty. Expectations for tenured faculty are not appreciably different from those for tenure-track faculty. The primary functions of this process are to encourage faculty to establish goals consistent with departmental needs and objectives and to develop specific plans to increase their professional effectiveness.

## **E. Special Situations**

In the case of an extraordinary experience or event beyond a person's control that affects a tenure-track faculty member's professional performance, the faculty member may request an extension of the probationary period. Such a request should be timely, but no later than one year after the event. In requesting an extension of the probationary period, the faculty member relinquishes any claim to *de facto* tenure. A faculty member may address the 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.