HUMAN DEVELOPMENT AND FAMILY STUDIES

POLICY AND PROCEDURES MANUAL

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I. DEPARTMENT MISSION, VISION, AND CORE VALUES

<table>
<thead>
<tr>
<th>Mission Statement</th>
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<tr>
<td>The Department of Human Development and Family Studies is a multidisciplinary department that applies contextual and systemic frameworks to the study of individual development and relationship processes across the life span through research, teaching and service.</td>
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<th>Vision Statement</th>
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<tr>
<td>The Department of Human Development and Family Studies will</td>
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<tr>
<td>Be a department of nationally known scholars and educators in our core discipline of Human Development and Family Studies;</td>
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<tr>
<td>Integrate diversity into every aspect of the departmental mission including; faculty, students, curriculum, and research;</td>
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<td>Create and maintain nationally-recognized programs grounded in the core discipline;</td>
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<td>Publish and disseminate exceptional research in each program;</td>
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<td>Promote the optimal growth and development of individuals and families;</td>
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<td>Provide meaningful outreach and service to our surrounding community;</td>
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<td>Develop socially responsible students who can apply their substantive knowledge and critical thinking skills to their own lives, to the profession and to the wider community.</td>
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<th>Core Values</th>
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<td>The Department of Human Development and Family Studies is committed to the values of</td>
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<tr>
<td>Excellence in the advancement of knowledge</td>
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<td>Highest educational standards in teaching at all levels</td>
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<td>Academic integrity</td>
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<td>Respecting and fostering diversity</td>
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<td>Collaboration and mutual respect</td>
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<td>Service to the university and the profession</td>
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II. DEPARTMENT STRUCTURE

A. Programs

At the undergraduate level, the department offers B.S. degrees in Human Development and Family Studies and in Early Childhood. The Early Childhood degree, offered in conjunction with the College of Education, is designed for those seeking teacher certification in early childhood education.

The Master’s and Ph.D. degree programs in Human Development and Family Studies focus on the development of the individual across the life span as well as interpersonal relationships, especially intimate ones. Both degree programs offer flexibility that allows the student to shape a study plan that is consistent with his or her own interests and career goals. For students with undergraduate research backgrounds, a post-baccalaureate Ph.D. is available.

Centers and Institutes housed within the department are the Child Development Research Center and the Institute for Child and Family Studies. Also affiliated with the department is the community-based Early Head Start program.

For additional information on programs see http://www.depts.ttu.edu/hdfs/

B. Administrative Positions

1. Department chair

The chair, in cooperation with the faculty, is responsible for coordinating all aspects of departmental functioning and representing departmental interests, as determined by the faculty, at upper administrative levels. Chairpersons normally are appointed for three-year terms by the provost on the recommendation of the college dean. They serve in their administrative capacities without tenure and at the discretion of the dean.

2. Other administrative positions

Candidates for administrative positions are recommended to the faculty by the department chair or the HDFS personnel committee. Appointments must be ratified by a two-thirds vote of the voting faculty. Changes in the structure of administrative positions may be proposed by the department chair or any faculty member and must be approved by the voting faculty (two thirds).
a. **Associate chair.** Assists the departmental chair in a variety of ways, as specified by the chair, and serves as acting chair in the chair’s absence. The Associate Chair will oversee the undergraduate program, including the appointment of course coordinators.

b. **Program directors.** Program director positions may vary depending upon needs and resources at a given point in time. Currently there are two program director positions. The Graduate Program Director is responsible for coordinating all aspects of the HDFS graduate programs, including the appointment of members of the qualifying exam committees and the admissions committee. The Early Childhood Program Director is responsible for coordination with the College of Education regarding the Early Childhood undergraduate major, and coordination as needed with the Child Development Research Center and the Early Head Start program. The Early Childhood Program Director assists with filing university, SACS, and accreditation reports. The Director provides timely information and advice regarding the early childhood undergraduate program to the chair, the executive committee, and the faculty.

c. **Parliamentarian.** Serves as a resource to the faculty regarding parliamentary procedures.

C. **Standing and Ad Hoc Committees**

1. **Standing committees**

   a. **Executive committee.** The executive committee is composed of the department chair, associate chair, program director(s), and other members as nominated by the personnel committee and approved by the faculty. This committee is charged with overseeing the administration of departmental policy and the conduct of the graduate and undergraduate programs housed within the department.

   Specific responsibilities include, but are not limited to, coordination of course scheduling, instructor assignments, TA, RA, and scholarship awards, college and university award nominations for faculty and graduate students, routine budget matters, setting faculty meeting agendas, preparing assessment-related and other reports required by the college or university, determining departmental equipment needs, and hiring office staff. It is expected that appropriate input from faculty will be obtained in making decisions (e.g., about teaching schedules and loads, assignment of TA and RA assistantships to graduate students), and that any decisions that go beyond the routine functioning of the department be brought to the faculty as a whole.

   Embedded within the charge to this committee is the responsibility for ensuring that the department and its programs maintain a climate conducive to the success and development of faculty and students and foster fulfillment of the department’s mission.

   Due to growth, program changes, restructuring, lack of representation, or other factors, the department executive committee may need to be expanded or contracted. The chair or any other
faculty member may propose changes in the composition of the executive committee to the faculty. Such changes may be implemented following approval by voting faculty (two-thirds).

b. **Personnel committee.** The personnel committee is composed of the department chair and four elected members of the voting faculty, two tenured and two untenured. Faculty in their second year in the department or beyond are eligible for election to the committee, but faculty may not serve concurrently on the personnel and faculty development committees. Election is conducted by department chair at the beginning of each academic year according to the following procedures: (a) chair circulates notice of election at which time faculty may decline to be listed as candidates for membership on the committee; (b) list of eligible faculty is circulated; (c) faculty vote for 4 members as specified above (or fewer, depending upon the number of openings on the committee in a given year); (d) a runoff election is held in the event of tie votes. Members serve two-year, staggered terms, and may be re-elected once, after which they must remain off of the committee for one term (two years). The department chairperson serves as chair of this committee.

The primary committee responsibility is participation in the annual review and merit raise recommendation processes. The committee independently reviews and then evaluates faculty using the departmental merit policy guidelines. Ratings are categorized to be used for the purpose of merit raises. The department chair is charged with the assignment of merit and equity dollar amounts. Committee members do not participate in their own evaluations or ratings and excuse themselves from the evaluation other faculty if appropriate (e.g. in the case of spouses).

An additional committee responsibility is recommending faculty to serve on all standing and ad-hoc committees and to fill other positions within the department as needed.

c. **Curriculum committee.** Faculty are invited to serve two-year terms on the curriculum committee by the personnel committee. The constitution of this committee will be determined by the personnel committee and may vary depending upon the nature of curricular matters to be handled at a particular point in time.

The curriculum committee is charged with making recommendations to the faculty about all undergraduate curricular matters including program and degree plan revisions, and course additions or deletions. All decisions on undergraduate curricular matters are made by the voting faculty as a whole.

d. **Graduate program committee.** The graduate program committee, chaired by the graduate program director, comprises all tenured and tenure-track graduate faculty. Administrative subcommittees may be selected to perform certain graduate program responsibilities at the discretion of the larger committee.

2. Ad hoc committees

a. **Faculty search committees.** Faculty search committees are composed of at least four members of the tenured and tenure track faculty of the department and one member of the
graduate student body. Some search committees, such as those involving an administrative position, may include an outside faculty member. The personnel committee is responsible for inviting faculty to serve on search committees.

These committees are responsible for designating a committee chair, publicizing the position, review of applicant data, recommendations to departmental faculty for interview selection, and making interview arrangements. Selection of interviewees, and decisions about extending offers, are determined by vote of the entire faculty.

**See Section III.B 1 for more information on faculty recruitment procedures.**

**b. Faculty development committee.** The faculty development committee is composed of three tenured faculty who serve on an ad hoc basis each year (and may serve multiple terms). All tenured faculty, with the exception of those currently serving on the personnel committee, are eligible for membership on this committee. The personnel committee is responsible for inviting faculty to serve on this committee.

The faculty development committee meets with all untenured faculty each spring semester in an advisory capacity with the goal of assisting faculty to accomplish their goals. The committee may make suggestions regarding progress toward accumulating a record that will be perceived favorably at the time of tenure review. The primary purpose of this committee is not, however, to evaluate faculty credentials (which is done at the time of the annual reviews and third-year reviews), but rather to be of assistance to faculty in terms of needs they may have, or problems they may be experiencing. The committee prepares a short report of the meeting, with copies to the faculty member and to the personnel committee.

**See Section III.B 8 for more information on faculty development procedures.**

**c. Third year review committees.** Third year review committees are composed of three tenured faculty who serve as the review group for a tenure-track faculty member during his/her third year at Texas Tech. Faculty are invited to serve on these committees by the personnel committee. Membership on the personnel committee and on a third-year review committee may overlap. These committees are reconstituted each year as needed.

The charge of the committees is to determine whether the third-year faculty member has made sufficient progress to warrant the expectation that tenure and promotion will likely be achieved. The committee prepares a written summary of their review and makes recommendations to the voting faculty regarding retention.

**See Section III.B 9 for more information on third-year review procedures.**

**d. Post-tenure review committee.** The post-tenure review committee is composed of three tenured voting faculty members within the department and one tenured faculty member outside of the department who serve as the review group for faculty undergoing post-tenure review. Faculty are invited to serve on this committee by the personnel committee. Membership
on the personnel committee and the post-tenure review committee may overlap. Normally this committee is reconstituted each year, as needed.

See Section III.B 11 for more information on post-tenure review procedures.

e. Other. Other ad hoc committees are constituted as needed according to procedures determined in each instance by the voting faculty. These procedures include, but are not limited to, recommendations by the personnel or executive committee, or requests for volunteers during the course of a regularly scheduled faculty meeting.

III. DEPARTMENTAL PROCEDURES

A. General Operating Procedures and Policies

1. Philosophy of governance

The guiding principle of departmental decision making is that of shared governance. The primary decision making body is the voting faculty. The voting faculty of the department maintain authority over all departmental policies and activities not retained by the university administration above the departmental level. This policy document as voted on and approved by the voting faculty of the department sets forth the departmental governance procedures. Modifications of the document will be made only in accordance with the procedures for such changes as set forth in the document.

2. Definitions

   a. Voting faculty. Tenure-track faculty, full-time nontenure-track faculty (or those serving in an equivalent capacity on an ongoing basis), and other faculty positions agreed upon by a simple majority of the voting faculty are included in the category of 'voting faculty'.

   b. Quorum for conducting business at a faculty meeting. A simple majority of the voting faculty. Without a quorum only informal business may be conducted; no binding votes will take place.

   c. Voting groups. Certain decisions are voted on by subgroups of the voting faculty. For example, all tenured faculty vote on tenure and third-year review recommendations; promotions are voted on by those at or above the proposed rank. The appropriate voting groups are specified for each situation in university, college, and departmental OP’s.

3. Decision making authority

The only group other than the voting faculty with decision-making authority is the department executive committee. Matters which must be brought to the faculty for faculty discussion and voting include, but are not limited to:
a. **Faculty recruitment and hiring.** Deciding the area of specialization, including which jobs to request from upper administration; job description; wording of job ads; deciding which candidates will be invited for a visit; recommendation to the college dean about making an offer to the candidate or not; level of hire including tenure considerations; policies on starting salaries for new hires (specific starting salary and incentives are negotiated by the chair in consultation with the college dean).

b. **Faculty evaluations.** Guidelines for policy and procedures regarding annual faculty reviews, merit pay policy and procedures for determining merit allocations, teaching evaluation procedures, third year review procedures and recommendations on specific faculty, graduate faculty status, tenure, promotion, post tenure review, yearly evaluation of chair by faculty. The personnel committee conducts the annual evaluations and makes recommendations on merit raises in accord with the procedures agreed to by the voting faculty and in accord with college and university OPs and published policies.

c. **Other.** Decisions on procedures for assigning teaching load, making teaching assignments, alterations in undergraduate curriculum/program of study, and all other policy/procedure or non-routine departmental matters. Members of the graduate faculty make decisions regarding the graduate program, e.g., admissions, programs of study, curriculum, qualifying examinations.

4. **Conduct of departmental meetings**

a. **Purposes and content.** Generally the purposes of faculty meetings are dissemination of information, discussion of issues relevant to the department, and decision making. The specific matters under consideration vary from meeting to meeting. The department chair provides a summary overview of departmental functioning at the second faculty meeting of each academic year. The overview typically includes focus on departmental statistics (e.g., number of majors in each area, enrollments, number of part-time faculty and TAs employed, the number of voting faculty for the coming year, amount of external funding to date, etc.), a review of the main faculty decisions made during the previous academic year, a budget overview for the coming academic year, and goals for the year as recommended by the executive committee of the department (the latter for discussion and approval by the voting faculty). Regularly generated reports such as the strategic planning reports, year to date expenditures, or state of department data are available upon request.

b. **Scheduling.** Regularly scheduled faculty meetings are the vehicles for discussing and voting on faculty matters. Meetings are scheduled monthly during the 9 month academic year by the executive committee, taking into account, as much as possible, national conventions and other calendar conflicts. Faculty are not scheduled to teach during this time and should not schedule any conflicting meetings or appointments in so far as is possible. A list of regularly scheduled meetings is distributed at the beginning of the academic year. Additional called meetings may be scheduled by the executive committee or by the request of at least one-third of the voting faculty for urgent matters that cannot be postponed until a regularly scheduled meeting. Called faculty meetings should be scheduled in order to
maximize the attendance of the faculty. By prior agreement, certain routine matters may be settled by e-mail balloting rather than at a faculty meeting.

c. Conduct of meetings. The agenda for departmental faculty meetings is established by the executive committee. Faculty meetings are open to part-time instructors, adjuncts, those with joint appointments in the department, and graduate students. Voting faculty will receive an electronically distributed agenda at least two days prior to the meeting. For all matters that pertain to personnel such as hiring, promoting, tenuring, third year reviewing, etc., all nonvoting faculty are excused from the meeting.

Voting faculty will decide the procedures for taking minutes at the first faculty meeting of the school year. Minutes will include: minutes taker's name; names of those in attendance; summaries of discussions related to issues; motions; and outcomes of any votes in terms of whether the motion carried or not. Minutes should be taken during the meeting and copies distributed via e-mail within one week after the meeting. Corrections should be brought to the attention of the minutes taker and corrections distributed via e-mail. The chair will retain a file of these minutes.

Conduct of meetings will follow standard parliamentary procedures. Decisions will be reached based on a formal motion before the voting faculty. Matters may be referred to committees for preliminary discussion and screening, but final decisions are vested in the voting faculty. Prior to the vote, motions must be seconded by a voting faculty member. A discussion period follows, open to all of those present in the meeting. A voting faculty member may move to call the question.

For matters concerning existing or prospective personnel, or for any other matters upon the request of a voting faculty member, a vote is required from all eligible voting faculty regardless of whether they are present at the meeting. In practice, votes from voting faculty members not present at the meeting are solicited by the chair only when the vote from those present at the meeting has not carried with the required majority (or two-thirds) of the entire faculty. In matters not involving personnel, voting decisions will be based upon those present at the meeting as long as those present constitute a quorum of the voting faculty. When voting faculty members are unable to attend a faculty meeting, they are encouraged to contact the chair prior to the meeting to discuss upcoming matters and to arrange to submit their vote in writing prior to the meeting if they wish to do so.

A majority vote of the voting faculty carries a motion unless the motion concerns hiring new faculty in which case a two-thirds vote is required to carry the motion. For all matters that pertain to personnel such as hiring, promoting, tenuring, third year reviewing, etc., paper balloting is used for voting. Voice or hand counts are used for other voting matters, although any voting faculty member may request a vote by paper ballot at any time.

The parliamentarian will be consulted in the case of disputes over procedures.

B. Procedures Related to Tenure-Track and Tenured Faculty
(See Resources Section below for procedures related to faculty resources)

For TTU and COHS policies consult:
TTU Operating Procedures Manual
http://www.depts.ttu.edu/opmanual/
1. Faculty recruitment

Potential position openings should be anticipated and discussed well in advance, and a plan formulated for future hires. The focus/area of positions is decided by the voting faculty. All discussions with the COHS dean or upper administration regarding needed faculty positions should reflect the wishes of the voting faculty, as decided by this vote.

When a position has been officially awarded to the department, the personnel committee proposes individuals who they believe would be a good fit for the search committee and the search committee chair. The department chair contacts search committee members and the search committee chair and provides the charge to the committee. A graduate student representative is asked to serve on each search committee.

See Section III.D1 for student representation procedures.

The search committee drafts a job description which is then distributed to the voting faculty for suggestions and for a final vote of approval which may take place either in a meeting or by e-mail. Following approval by a majority of the voting faculty, the committee proceeds to advertise the position, review applications, and to make recommendations for interviews. These recommendations are made in a faculty meeting in which there is a final vote on candidate interviews.

Following the interviews, the faculty convene to discuss the candidates. The student representative on the search committee is responsible for surveying students who have met with the candidates and/or attended the candidates’ presentations. This student attends the full faculty meeting and reports student feedback. The discussion results in a vote by the voting faculty regarding any offer(s) to be made. The motion should specify the rank being offered. If there is some reason to amend the offer following the vote, the chair brings the new recommendations back to the voting faculty for another vote. All votes pertaining to offers require a two-thirds vote of the voting faculty. A vote to recommend hiring is a vote for graduate faculty membership and such materials will be forwarded to the college and graduate school upon the job candidate's acceptance and upon completion of the candidate's doctorate.

Although the department does not generally hire its own new Ph.D.’s for tenure-track faculty positions, we will consider our own Ph.D. recipients who have been employed outside the department for 4 or more years.
2. Appointment to university graduate faculty

Membership on the TTU graduate faculty is recommended by the department via a vote by the graduate faculty within the department, and then reviewed and approved by the TTU graduate council. Membership is required for teaching graduate classes and for supervision of theses and dissertations. Membership is automatic for new faculty who have just completed their Ph.D. degree, but then is reviewed at 6-year (sometimes 3-year) intervals.

See TTU OP on graduate faculty. [http://www.depts.ttu.edu/opmanual/op64.10.pdf](http://www.depts.ttu.edu/opmanual/op64.10.pdf)

HDFS criteria for graduate faculty membership is as follows. In a six year period, regular tenured or tenure track graduate faculty must demonstrate scholarly activity in the generation and dissemination of research primarily through publication in refereed journals. In addition, faculty must meet most of the following criteria: (a) applied for external funding; (b) evidenced active professional involvement such as offering workshops, attending professional meetings, reviewing journal manuscripts, holding elected office; (c) made professional contributions at a national/international meeting; (d) directed theses/dissertation and served on thesis/dissertation committees; (e) taught graduate classes.

3. Teaching

   a. Teaching load and scheduling. Teaching load for tenured and tenure-track faculty within the department consists of organized classes and the direction of undergraduate and graduate student independent study, research, community internships, and graduate student theses and dissertations. For the organized classes component of teaching load, faculty typically teach two courses each semester. Faculty may also occasionally request a reduced teaching load in a given semester because of special projects (e.g., preparation of grant proposals, for work on a book, etc.). Faculty may also explore the possibility of a 3-1 schedule (three courses in one semester, one in the other semester), although the feasibility of this would depend upon departmental needs for course offerings. All requests for special considerations concerning teaching load, and any other issues regarding teaching load, will be made to the department chair.

   b. Workload

   See TTU OP on academic workload calculation, [http://www.depts.ttu.edu/opmanual/OP32.18.pdf](http://www.depts.ttu.edu/opmanual/OP32.18.pdf)

   c. Evaluation of teaching. All faculty must obtain evaluations from all organized courses each semester using standard university forms. The procedures for obtaining these evaluations and receiving feedback about the evaluations may be coordinated at the departmental level, but if so, these procedures are to be discussed by the faculty and then approved by the voting faculty.

   In addition, untenured faculty and faculty seeking promotion should request peer evaluations from the COHS teaching evaluation committee. The chair of this committee
distributes a memo in the fall of each year inviting faculty to request an evaluation. The evaluation entails a review of course syllabi and a class observation.

Teaching is evaluated annually by the personnel committee. Teaching is also a major component of all other major faculty evaluations (third year review, tenure and promotion, post-tenure review).

4. Research
   (See other research related topics under Resources Section below)
   a. Human subjects procedures
      See http://www.depts.ttu.edu/vpr/irb/index.php
   b. Grant submission procedures
      For COHS procedures see http://www.depts.ttu.edu/hs/faculty/handbook/research_guidelines/grant_review_team.php
      For TTU procedures and assistance see http://www.ors.ttu.edu/newors/newhome/home/trymain.html
   c. Evaluation of research. Research is evaluated annually by the personnel committee. Research is also a major component of all other major faculty evaluations (third year review, tenure and promotion, post-tenure review).

5. Outreach and service
   a. Components. Outreach and service activities typically are divided into three areas: professional service (e.g., reviewing, participation in professional organizations, site visits); community outreach (e.g., program development and evaluation activities, consulting, serving on community boards, other community projects); university service (participation on committees and other involvement of this type at the university, college, and departmental levels).
   b. Evaluation. Outreach and service are evaluated annually by the personnel committee. They also are major components of all other major faculty evaluations (third year review, tenure and promotion, post-tenure review).

6. Annual reviews

The annual process of reviewing the performance of departmental faculty is guided by the operating policies of the university and will be consistent with the standards specified by the university for evaluating scholarly productivity and performance. The primary intention of the review is to facilitate faculty development and retention. The tone and tenor of the review shall consequently highlight the strengths and accomplishments of faculty while providing constructive feedback pertaining to the redress of areas of limitation, if noted.
Responsibility for the administration of annual reviews is vested in the department personnel committee. Prior to each annual review period, the personnel committee presents its proposed procedures to the faculty at a faculty meeting for discussion and approval (by majority vote of the voting faculty). The presentation of these procedures will include the proposed format of the report to be submitted by faculty and a list of general criteria to be used in the evaluation, along with specific items appropriate to each (e.g., for the general category of research—publications, presentations, research grants, etc.). The presentation also will include proposed evaluation methods.

Following receipt of the faculty annual reports, the committee prepares a narrative annual review report for each faculty member, signed by all committee members. These reports (2 copies) along with the COHS facesheet are distributed to faculty mailboxes in sealed envelopes. The Department Manager then schedules annual review meetings, at which time faculty can indicate their preference to: (a) meet with departmental chair only; (b) meet with departmental chair plus one or more personnel committee members; or (c) decline the opportunity of a meeting. Faculty are given a deadline date for signing and returning one copy of the report, in a sealed envelope, to the department chair. Following COHS procedures, these reports are subsequently forwarded to the college dean’s office where they remain on file.

If a faculty member requests alterations in the review (which may be done either in the annual review meeting or via a memo to the chair of the personnel committee) these requested alterations will be discussed within the personnel committee. The committee may agree to alter the annual review report and will then submit the modified report to the faculty member. If the faculty member and the personnel committee are unable to agree on the annual review statement, the faculty member may return an unsigned copy of the review, along with a written basis for objections to the document, both of which will be forwarded the COHS dean. The faculty member also may choose to discuss the objections to the annual review document with the COHS dean.

7. Merit raise recommendations

Merit pay should reflect annual reviews in that a higher performance should receive a higher than average raise and a lower performance shall receive a lower than average merit raise. Equity pay adjustments are for the purpose of adjusting salaries to achieve a more equitable distribution of salaries among departmental faculty members. Both merit and equity are awarded in conformance with departmental, college, and university policies. The specifics of procedures at any of these levels may vary to some degree from year to year.

Responsibility for merit raise recommendations is vested in the department personnel committee. Prior to each annual review period, the personnel committee presents its proposed procedures to the faculty at a faculty meeting for discussion and approval (by majority vote of the voting faculty). The presentation of these procedures will include the specific procedures, including rating scales, etc., to be used in evaluating faculty for merit raises.
Based upon merit recommendations from the personnel committee, the department chairperson assigns actual dollar amounts for merit raises. The chairperson also is responsible for assigning equity adjustment amounts. Prior to the assignment of these dollar amounts, the chairperson presents procedures to be used in these assignments to the faculty at a faculty meeting for discussion and approval (by majority vote of the voting faculty).

Faculty are notified of their raise amounts by the college administration after these have been approved at all levels. At this time, faculty who have questions about their raise amounts or who wish to file a grievance may do so according to the procedures outlined in the TTU Faculty Handbook.

See HDFS Merit Policy, Appendix A

8. Faculty development

Untenured, tenure-track faculty (and other untenured faculty designated as voting faculty) meet with the faculty development committee each year, usually toward the end of the spring semester. The purpose of this meeting is not evaluative but rather to offer support and assistance to faculty by determining what needs they have, or problems they may be experiencing. The faculty development committee follows through by writing a brief report of the meeting, including their recommendations (with a copy to the faculty member) and by working with the department chair, personnel committee, or others to meet faculty needs.

9. Third year review

The third year review of tenure-track faculty (and other faculty designated as voting faculty) will occur during the spring semester of the third year of full-time employment. The third year review committee reviews the faculty member’s teaching, research, and service to determine whether satisfactory progress is being made toward meeting the department, college, and university expectations for tenure and promotion.

See HDFS Third Year Review Policy, Appendix B

10. Promotion and tenure

See HDFS Promotion and Tenure Criteria, Appendix C

11. Post-tenure review

See HDFS Post-Tenure Review Policy, Appendix D

12. Dispute procedures
See HDFS Faculty Dispute Policy, Appendix E

C. Procedures Related to Nontenure-Track, Part-Time, and Adjunct Faculty

See Appendix xxx for HDFS Policy on Appointment and Retention of Adjunct Faculty.

Full-time nontenure track faculty or those serving in an equivalent capacity on an ongoing basis are considered as voting faculty members and fully participate in the department in the same ways as do tenure-track faculty. They attend all faculty meetings and have full voting privileges and they are given appropriate roles within the department including assignments on departmental, college, and university committees. Because criteria for performance may vary somewhat from those associated with tenure-granting positions, these faculty work with the personnel committee to develop appropriate performance criteria which are then used as a basis for annual evaluations and for merit pay considerations.

Prior to the fall semester a teaching orientation meeting is held for community and graduate student instructors. In conjunction with the orientation, a teaching manual is distributed to all such instructors. At this time, part-time instructors have an opportunity to raise issues of concern to them.

D. Procedures Related to Graduate Students

(Refer to HDFS Master’s and Doctoral Manuals for other procedures)

1. Graduate student organization and input into departmental decision making

The department supports, and assists, in any way possible, the development and maintenance of strong graduate student organizations in HDFS. Faculty work with these organizations as needed, in advisory capacities, to encourage liaison between the students organizations, and involvement of students in departmental affairs.

The student organizations are asked to elect representatives to departmental faculty meetings and to other committees as appropriate (e.g., search committees, graduate curriculum committees). For all matters that pertain to personnel such as hiring, promoting, tenuring, third year reviewing, etc., all non-voting individuals are excused from the meeting.

2. Decisions regarding graduate students

Admission to programs and all other matters regarding student progress through programs is the responsibility of the graduate faculty in HDFS (and its designated bodies, e.g. the admissions committee, qualifying exam committees).

3. Awarding of assistantships

Graduate students may be awarded assistantships as Graduate Part-Time Instructors (GPTI), as Teaching Practicum Assistants (TPA), as Teaching Assistants (TA), or as Research Assistants
Policy and Procedures

GPTIs are instructors of record for undergraduate classes; TPAs are those doing a teaching practicum which is required prior to becoming a GPTI; TAs and RAs assist faculty with teaching and research, respectively.

The awarding of scholarships and the assignment of assistantships to incoming and continuing graduate students is done by the executive committee. These decisions should be made in collaboration with the student’s advisor and with PI’s of funded projects, as appropriate for a given student. Other matters related to student employment (including, for example, the requirement that students apply for work-study funding), are decided by the executive committee with input from the faculty.

4. Resources and Support for TAs and RAs

All graduate students with assistantships are given desk space and adequate access to phones and computers. An orientation session is provided for GPTIs, TPAs, and TAs before the start of the first fall semester in which they teach. At that meeting they receive a current copy of the HDFS Teaching Manual that describes policies and procedures from the university, college and department relevant to classroom instructions (e.g., grading, incompletes, classroom civility, academic dishonesty, final exam policy, etc.). The manual also contains teaching tips that can help TAs to be more effective classroom instructors.

Prior to becoming a GPTI, graduate students are assigned to a faculty teaching mentor for a teaching internship. This mentor provides assistance in the development of syllabi, observes and provides constructive feedback on teaching, and generally serves as a resource and guide for the graduate student TPA. In addition, all undergraduate courses are coordinated by faculty members who assist GPTIs by reviewing their syllabi and by helping with any problems that may arise in the classroom.

The Teaching, Learning and Technology Center (TLTC), located in the north wing of the ground floor of the library, offers confidential teaching consultations for teaching assistants. Center staff will review course syllabi, conduct classroom observations, or videotape instructions and provide detailed feedback.

RAs will find the Web site maintained by the Office of Research Services helpful to their work [http://www.ors.ttu.edu/newors/newhome/home/trymain.html](http://www.ors.ttu.edu/newors/newhome/home/trymain.html). The Library’s Web site [http://library.ttu.edu/](http://library.ttu.edu/) has general information about the library (hours of operation, staff directory), as well as links to the online catalog, electronic databases and electronic journals. Interlibrary requests and delivery of materials through Library Express also can be accessed through this site.

The TTU Operating Policy on Student Employees (OP 70.27) contains descriptions of the various types of assistantships available to graduate students, as well as conditions of employment, salary, and benefits [http://www.depts.ttu.edu/opmanual/OP70.27.html](http://www.depts.ttu.edu/opmanual/OP70.27.html).
E. Procedures Related to Course and Program Development and Modification

The following steps are followed for any matters regarding curriculum including new course proposals, course revisions, or modifications of the curriculum:

These matters are initially brought to a regularly scheduled faculty meeting for preliminary discussion, to get feedback from the faculty, and to get an indication of whether the faculty are generally in favor of proceeding with the idea (based on a majority vote). If the faculty vote is positive, an individual, or committee if appropriate, is designated to develop the written proposal on the standard university forms. The written proposal is submitted for review to the HDFS curriculum committee. The committee may recommend changes at this point. The proposal is then presented to the faculty in a regularly scheduled faculty meeting for discussion. A vote by the voting faculty may be taken at that meeting, or if more discussion is needed, at a subsequent meeting of the faculty. If the faculty vote to approve the proposal, it is processed through the appropriate college and university channels.

F. Procedures Related to Resources and Support

1. Travel

Average travel allotments for faculty and graduate students are decided each year by the HDFS executive committee, based on the departmental budget for that year. Special requests from faculty for additional travel allocations, or for other use of the allocated money, are directed to the department chair/executive committee.

Contact the HDFS office staff for current procedures regarding travel reimbursement.

2. New faculty seed grants for research (COHS) and interdisciplinary seed grant program (TTU).

Seed grants may be available from the college and from other TTU units. Contact the department chair and the Associate Dean for Research, COHS, for information.

3. Indirect cost returns

Faculty who have funded projects that include indirect cost returns will be notified at the time that the money is returned to the department regarding the amounts their grants have generated. At that time, these faculty will receive a portion of the returned F&A according to guidelines issued by the Vice Provost for Research and the College. F&A retained for department use will be used to meet requests of those with funded projects and the research needs of nontenured, tenure-track faculty.
4. Preparation of grant proposals

The COHS Associate Dean for Research can help faculty to secure and administer external funds for research including assistance in identifying research opportunities, in the development of grant proposals, and in reviewing proposal budgets. After the grant is awarded, the Associate Dean can help answer questions about grant management policies and procedures and assist with the preparation of progress reports.

5. Support available from Office of Research Services

The TTU Office of Research Services assists with grant development, submission, and management. See [http://www.ors.ttu.edu/newors/newhome/home/trymain.html](http://www.ors.ttu.edu/newors/newhome/home/trymain.html)

6. Support available from the Teaching, Learning, and Professional Development Center

The Teaching, Learning and Professional Development Center (TLPDC) is located in the north wing on the main floor of the library. Its mission is to support faculty in acquiring and enhancing the knowledge, skills and techniques that help to make them more effective teachers. It also helps faculty learn how to use a educational technologies that enhance learning. Services provided by the TLPDC include: short courses on different educational technologies; individual consultation with faculty on the use of educational technologies; the Faculty Internet Users Group; faculty incentive grants for the incorporation of technology into the classroom and distance education; confidential teaching consultations for faculty members that can include a review of a course syllabus, classroom observations, and videotaping of instruction with detailed feedback to the faculty member and follow-up consulting; TLPDC Roundtables on topics related to teaching methods and instructional issues; teleconferences on educational issues and technology in educational settings; the loan of laptops and projectors for faculty use while traveling. The TLPDC also maintains a Faculty Multimedia Lab in Room 155 of the library. The Lab has a wide array of software and hardware, including Silicon Graphics Workstations, Macintosh G3s, CD-ROM burners, flatbed scanners, slide scanners, and printers (Color InkJet, Color Laser, Laser).

Information about the TLPDC appears on its web site at [http://www.tlpdc.ttu.edu/home/index.asp](http://www.tlpdc.ttu.edu/home/index.asp)

7. Graduate student research assistants

Faculty typically are expected to support RAs with external funding. However, RA support may at times be available from the department. Requests for RAs from department funds are processed by the HDFS executive committee.
8. Undergraduate student research and teaching experiences

Undergraduate students are required to enroll for research or a professional practicum. The research practicum is designed to give students experience working with a faculty member on a research project. Students may enroll in HDFS 4000 for a teaching experience which may involve library work associated with the course, routine paperwork, occasional presentations to the class, and, if appropriate, the checking in of work submitted by students. It is not appropriate for undergraduate TAs to be involved in the grading of papers or exams. Students who, in consultation with the faculty, enroll in a teaching practicum must have completed the course with a grade of B or better prior to their practicum experience.

9. Faculty development leaves

See http://www.depts.ttu.edu/opmanual/OP32.29.pdf

10. Equipment

Faculty requests for equipment are prioritized each year by the HDFS executive committee. Granting of requests is dependent on funds available in any given year.

11. Support staff and office procedures

The HDFS office staff offers support to faculty in a variety of ways, e.g., processing PAFs required for the appointment of all personnel supported by grant funds, purchasing equipment, etc. Check with the HDFS business manager for procedures.
IV. **Modification of this Document**

The department executive committee is responsible for keeping this document updated at all times with any new or revised policies or procedures as they are approved by the department.

This document shall be formally reviewed by the faculty every three years. An ad hoc committee will review the document and make recommendations regarding changes. Changes in the document require a majority vote of the voting faculty. Any faculty member can request discussion, faculty review, and a vote on changes in departmental procedures as specified in this document at any time.
HDFS Merit Policy
7. Merit raise recommendations
Merit pay should reflect annual reviews in that a higher performance should receive a higher than average raise and a lower performance shall receive a lower than average merit raise. Merit is awarded in conformance with departmental, college, and university policies.
Responsibility for merit raise recommendations is vested, according to University policy, in the department chairperson. The department personnel committee, chaired by the department chairperson, participates in this process and advises the chair. The department personnel committee reviews the annual faculty report for each faculty member. Personnel committee members recuse themselves from ratings and discussion of their own yearly activity and from that of anyone with whom they have an intimate relationship. Each faculty member’s appointment (e.g., 40% teaching, 40% research, and 20% service) and faculty rank are taken into consideration for each faculty member as activities are reviewed. With the university strategic priority to recognize outreach and engagement, tenure track faculty members may choose to distribute their service appointment (20%) in one of the following combinations: 15% service, 5% outreach/engagement; 10% service, 10% outreach/engagement; 5% service, 15% outreach/engagement; 20% service, 0% outreach/engagement. If an outreach/engagement appointment is designated, then the rubric for outreach and engagement will be used as the basis for evaluation of outreach/engagement activities for the review year. If service is 20%, the service rubric only is used with both service and outreach/engagement activities evaluated together. A faculty member may choose to be involved in 20% service activities and no outreach and engagement activities. Except under unique circumstances, tenure acquiring faculty will be evaluated using a 20% service appointment.
Scores are assigned on a 1-5 scale, with each member of the committee assigning a score independently. After a committee discussion, scores may be modified at the discretion of each committee member. These ratings are then averaged across personnel committee members to create an average rating in each of the three evaluation areas (teaching, research, and service) for each faculty member.
For each area of evaluation there are multiple profiles that may receive a rating of below expectations, meeting expectations, or exceeding expectations. For each area below, materials to be used in making evaluations and a description of each rating category and example profiles receiving each rating are included. The profiles are examples and are not the sole means for achieving a particular rating.
Teaching
Materials to be used for the evaluation of teaching include: student evaluations of courses; peer observation of teaching from COHS Committee; syllabi; number of new course preparations; involvement on graduate student committees; and engagement in curriculum issues (course coordinator; serving on committee; teaching a variety of courses); engagement in undergraduate research
1= No evidence of teaching effectiveness. Very low evaluation scores (below a 2) and/or frequently missed or cancelled classes. No involvement with graduate students. No other evidence of teaching effectiveness (e.g. new course preps, mentoring undergraduate research, attending teaching workshops, etc).
Minimal evidence of teaching effectiveness. There is some evidence of teaching effectiveness but does not rise to the level of a 3.

3= Meets expectations. Student evaluation ratings at least on the on the scale midpoint (2.5); some involvement with graduate students.

Faculty Member A: A senior faculty member, Faculty Member A has an administrative buyout of teaching. Faculty member A taught one undergraduate class and received high ratings for this course. Faculty member A chairs one Ph.D. committee and is on the committee for one master’s student.

Faculty Member B: A junior faculty member, Faculty Member B received course evaluations ranging from 2.25-4.00 across four undergraduate courses. The faculty member had no new preparations. The faculty member chairs 3 graduate committees and serves on one other committee.

4=Exceeding expectations. Student evaluation ratings above the midpoint; membership on multiple graduate student committees including chairing at least one graduate student committee; other indications of involvement with teaching (serving on curriculum or qualifying exam committees, serving as a course coordinator, taking on a new course prep, advising undergraduate students in research).

Faculty Member A: A senior faculty member, Faculty Member A received course evaluations ranging from 3.75-4.5 in both undergraduate and graduate classes. Courses include a theories course which traditionally has lower ratings. The faculty member had one new course preparation. The faculty member coordinates one course. Chairs one master’s committee; serves on 6 additional committees.

Faculty Member B: A junior faculty member, Faculty Member B received course evaluations of 4.30-4.75. The faculty member taught only one course for the year, however it is a required undergraduate course. The faculty member chairs one Ph.D. committee and serves on 4 other graduate committees. The faculty member also advises an honor’s college undergraduate research fellow and serves on one of the qualifying exam committees.

5=Exceptional performance. Teaching ratings consistently are in the 4.0-5.0; chairing and serving on many graduate student committees; multiple other indicators of involvement with teaching.

Faculty Member A: A senior faculty member, Faculty Member A received course evaluations ranging from 4.5-5.0. The faculty member had one new course preparation. The faculty member serves on departmental curriculum committee and coordinates one course. The faculty member chairs three graduate committees and serves on 3 additional committees. The faculty member was elected to the teaching academy.

Faculty Member B: A junior faculty member, Faculty Member B received course evaluations ranging 4.0-4.75; including a rating of 4.0 for a methods course. The faculty member coordinates one course. The faculty member chairs two graduate committees and serves on 6 more. The faculty member received a college teaching award.

Research
Materials to be used in the evaluation of research include: number of publications (e.g., refereed journal articles, scholarly books or book chapters), a predominance of publishing in “the field” broadly conceived (e.g., Psychology, Development, Family Studies, Social Sciences, Health),
order of authorship (as valued in a given field), quality of journals, presenting at national conferences, and grant activity. **Publication with graduate students is highly valued in our department, as is collaboration in publication. Several profiles of Meeting Expectations are possible. The personnel committee will take into consider all materials for evaluating research.**

1 = No evidence of research productivity. The faculty member has no publications, presentations, or grants submitted.

2 = Minimal evidence of research productivity. There is some productivity but not meeting the threshold of a 3.

3 = Meeting expectations. The faculty member clearly shows some research productivity through publications, presentations, or grant submission. The faculty member has a minimum of 2-3 items indicating research productivity. Published or accepted manuscripts count more than submitted manuscripts. Peer-reviewed journal articles count more than book chapters. Lower publication counts may be supplemented with grant submission or conference presentations.

   Faculty Member A: A senior faculty member, Faculty Member A has one article published or in press (no first author) and one third-author book chapter published. The faculty member has one third-author manuscript submitted. The faculty member presented research at a national conference. The faculty member has not submitted any research grants.
   Faculty Member B: A junior faculty member, Faculty member B has two papers submitted (one first author), two manuscripts under revision (one first author), and sole-author of an in press book chapter. The faculty member has no published or in press journal articles. The faculty member has one submitted grant that was not funded.

4 = Exceeding expectations. The faculty member clearly shows a high level of research productivity through many publications, presentations, and/or grants.

   Faculty Member A: A senior faculty member, Faculty Member A has three published articles (two first author), and three submitted papers (none first author). The faculty member has a number of presentations both alone and with graduate students. The faculty member is also a co-investigator on a submitted federal grant that is currently under review.
   Faculty Member B: A junior faculty member, Faculty Member B has two published articles (one first author) and two first-authored book chapters. The faculty member has three submitted papers (one first author). The faculty member has presented at a number of local and national conferences both alone and with graduate students. The faculty member submitted a federal grant that was not funded.

5 = Exceptional performance. The faculty member clearly shows a very high level of research productivity through multiple publications and presentations and grant writing.

   Faculty Member A: A senior faculty member, Faculty member A is a PI on a large, federally funded grant. The faculty member has 3 published articles, 3 submitted manuscripts, and 1 published book chapter. The faculty member is the first author on all publications. The faculty member has a high number of presentations at national conferences, presenting alone and with graduate students.
   Faculty Member B: A junior faculty member, Faculty member B has four articles in press or accepted (3 first author) and two published first-authored book chapters. Faculty member B has two submitted articles (one first author). The faculty member has presented research at two national conferences. The faculty member has submitted one federal
grant, which is under review, and has received a competitive internal grant from the VP Research.

Service
Materials to be used in the evaluation of service include: service on departmental, College, University, community, and professional committees. Also, mentoring and advising student groups, public outreach, media interviews are additional components of service (though not everyone will be doing such work). When a faculty member has course release time for an administrative appointment, service that is a part of that administrative appointment is listed on the activity report. The department chair will complete an evaluation of administrative work. In the case of an administrative appointment outside of the department, the chair will seek input from the supervisor of the faculty member. The administrative appointment is not by itself evidence of successful service within the department.

1 = No involvement in service. No service activities that are linked to the profession or academic area.
2 = Minimal involvement in service. Some involvement but not meeting threshold of #3.
3 = Meeting expectations. Service on at least one Departmental, College, or University committee; which might be a committee with significant time, but not serving in a leadership role; other evidence of service (including serving on multiple committees with varying time commitments, reviewing manuscripts for a journal, but not serving on an editorial board, some community service related to discipline, other service activities).

Faculty Member A: A senior faculty member, Faculty Member A serves on two departmental committees and one college committee. One of the department committees and the college committee have significant time commitments. Faculty member A was a reviewer for one journal.

Faculty Member B: A junior faculty member, Faculty Member B serves on one departmental committee and one college committee. The college committee has a significant time commitment. Faculty Member B is the co-advisor of a student organization. Faculty Member B reviewed two journal articles. Faculty Member B gave a lecture in the local community.

4 = Exceeding expectations. Serving on more than one Departmental, College, or University committee; a leadership role on any committee that involves significant time or service on multiple committees; multiple other indicators of evidence of service (e.g., serving on an editorial Board, having an elected office in a professional organization, clear community service related to academic area that involves leadership, advising student group.)

Faculty Member A: A senior faculty member, Faculty Member A serves on two departmental, two college, and one university committee. One of the college committees requires a large time commitment. The faculty member has also been involved with organizing an interdisciplinary speaker series across the college. The faculty member has reviewed articles for three journals and was on a conference program committee.

Faculty member B: A junior faculty member, Faculty Member B serves on two departmental committees and two college committees. The faculty member is the co-advisor of a student organization. The faculty member has made two presentations to local community groups and one presentation to a student group. The faculty member has reviewed for four journals.
5 = Exceptional performance. Involvement in many Departmental, College, or University committees and multiple indicators of service to the profession. Some evidence of leadership positions.

Faculty Member A: A senior faculty member, Faculty Member A serves on 4 departmental committees and 3 university committees. Among the departmental committees, two were highly time consuming and the faculty member was the chair of a third. The faculty member serves as a member of a NSF study section review panel.

Faculty Member B: A junior faculty member, Faculty Member B serves on three departmental committees, one college committee, and one university committee. The faculty member is also a faculty senator. The faculty member is the co-advisor of a student organization. The faculty member has reviewed four journal articles, and was a reviewer for a conference. The faculty member serves on the board of directors for a local organization relevant to the faculty member’s research.

The average scores are then weighted and summed across areas based on FTE appointment (e.g., 40% teaching, 40% research, and 20% service) to create an overall evaluation rating. The overall rating scores are then ranked by the chair to be used to determine the percent of increase each faculty member will receive for merit. Taking into consideration merit recommendations from the personnel committee, the department chairperson assigns actual dollar amounts for merit raises in accord with college policies.

Faculty members are notified of their raise amounts by the department chairperson after these have been approved at all levels. At this time, faculty who have questions about their raise amounts or who wish to file a grievance may do so according to the procedures outlined in the TTU Faculty Handbook.

Approved by the HDFS faculty March 2011

HDFS Merit Policy for O&E

Community Engagement and Outreach

“Community engagement is characterized by those activities that are mutually beneficial to both Texas Tech University and the community. It is the place where knowledge and scholarship meet unmet needs in the community in an interactive process that is characterized by reciprocity. Community outreach is characterized by providing information or services to the larger community, such as application of research to organizations outside of the Texas Tech University campus. Together Community Outreach and Engagement are all activities in which staff, faculty, and students of the College of Human Sciences at Texas Tech University are actively engaged in applying knowledge, research and human resources to the outside community at local, regional, state, national, and international levels.” Community Engagement and Outreach Form e-mailed to COHS faculty 11/18/2011 by Kitty Harris

Materials to be used in the evaluation of outreach and community engagement may include: committee work/activities/leadership/consultation outside of TTU with community, regional, state, national, or international entities. Active partnerships/collaborations with groups outside of regular professional duties. Pro bono technical assistance or consultation such as expert testimony, statistical consultation, program development or evaluation, internet or media assistance. Presentations, lectures, workshops, seminars directed to public audiences outside of
TTU characterized by an interactive component (question and answer session available).
Curriculum development and/or implementation at a school or agency outside of TTU, pro bono
service on advisory boards, networks, or commissions.

1 No involvement in outreach and engagement. No outreach/engagement activities reported

2 Minimal involvement in outreach and engagement. Serves on one or two boards and has
participated in some outreach/engagement activities but does not reach a threshold of #3.

Sample Scenario: The faculty member conducted a one hour workshop for a local community
event (e.g. CASA of the South Plains) and serves on two local agency boards (e.g. Women’s
Protective Services, Planned Parenthood of Lubbock). Service on both boards represented 8-10
hour total.

3 Meeting expectations. A variety of activities are reported which reflect sustained
collaborative/outreach effort requiring intellectual investment and time. A clear leadership role is
not necessary.

Sample Scenario: Worked as a consultant with a local community agency e.g. Big Brothers/Big
Sisters, to design and implement a program evaluation for one of its core programs (pro bono
for approximately 20-30 hours over the year). Serves on one advisory board which meets
quarterly, e.g. 4-H Program, State of Texas.

4 Exceeding expectations. Evidence of multiple outreach and engagement endeavors with at
least one significant leadership role. Typically, engagement and outreach is at multiple levels –
local, regional, state, national, or international. Through significant investment of time, intellect,
and leadership, the faculty member is clearly invested in an outreach and engagement role.

Sample Scenario: Serves on four advisory boards at the local, regional and state levels e.g.
Retired Senior Volunteer Program, Osher Lifelong Learning Institute, South Plains Area Agency
on Aging Advisory Group, and Texas Department of Aging and Disability Services
Subcommittee. There is evidence of a significant leadership role with some of these positions.
For example, the faculty chaired a subcommittee of a state agency that resulted in a policy brief
and recommendations to a state board e.g. Texas Community Health Board. Speaker at a local
event on “Aging in Place: Resources for Care.” Presentation at the American Society on
Aging, a national conference targeting nonacademic aging professionals

5 Exceptional performance. Evidence of substantial involvement at multiple levels (local,
state, regional, national, international) in outreach and engagement activity. Significant
leadership is demonstrated. Highly significant planning or developmental work has been
accomplished or is in process. Awards or honors for exceptional accomplishments in the
outreach/engagement arena may have been received.

Sample Scenario: The faculty serves on multiple local, state, and national advisory boards and
contributes substantially to various committees e.g. Children’s Advocacy Center of Lubbock,
South Plains Child Abuse Coalition, Texas Family Impact Seminars, National Child Traumatic
Stress Network. He/she chaired a committee and took the lead in authoring a white paper for use by a national audience and Congressional representatives. Also, he/she was commissioned to write a training manual and conduct trainings throughout the state for mental health associations. The faculty member is regularly invited to offer expert opinion or consulting to governmental and nongovernmental agencies.

O&E Addition approved January 2013
Appendix B

HDFS Third Year Review Policy

Procedures

The third year review of tenure-track faculty will occur during the spring semester of the third year of full-time employment. As needed each year, a third-year review committee will be appointed by the Chairperson in consultation with the HDFS Executive Committee. The committee is composed of three tenured faculty members.

The charge of a third-year review committee is to determine whether the faculty member in her/his third annual tenure-track year is making sufficient progress toward meeting the department, college, and university expectations for tenure and promotion as related to teaching, research, and service. The Committee for each third year faculty member, i.e. a separate committee for each faculty under review, prepares a written summary of their review that is first presented to the Chairperson and discussed by the Chairperson with the faculty member. The faculty member will be given the opportunity to respond to the preliminary summary report, and this response will be shared with the tenured faculty (either in person or in writing). The summary then is read and discussed with the entire tenured faculty (though not distributed to them). The tenured HDFS faculty members discuss the report and vote to accept or reject the report.

The report is forwarded to the Department Chair with a record of the HDFS tenured faculty vote. The Department Chair will schedule a meeting to discuss the committee report with the faculty member. The Chair will not report the actual vote of the department faculty. The faculty member will be given an opportunity to respond in writing if he/she so desires. If any portion of the committee report needs clarification, the reviewed faculty member may request a meeting with the committee members.

Based on the materials submitted, the committee report, and the discussion of the faculty, the Department Chair will forward to the Dean of the College of Human Sciences the approved report regarding the faculty member's progress toward tenure and promotion prior to the end of the semester. A copy of the approved report will also be given to the reviewed faculty member and placed in the reviewed faculty member's file. The electronic files submitted by the faculty member will be retained in the reviewed faculty member’s file in the dept.

The faculty member to be reviewed will submit to the department chairperson and the third year review committee chair and committee members the following materials on portable electronic devices (such as CDs or USB thumb drives):
--Vita
--Evidence of teaching effectiveness (student evaluations, teaching effectiveness committee reports, etc.)
--Evidence of research activity (all publications, examples of proposals, etc.)
--Evidence of service (service to the profession, such as reviews for journals and professional conferences, and organization responsibilities; department, college, and university committees, etc.; community outreach and engagement)

--Annual evaluations (supplied by the Department Chair)

If the faculty candidate receives a vote indicating satisfactory progress toward tenure, the candidate will be informed of that fact by the chairperson. If the faculty member is not making satisfactory progress, then a decision must be made regarding possible termination of the appointment. The chairperson will consult with the tenured faculty regarding the decision on termination or retention. The faculty
member also will have the opportunity to respond in person or in writing to the decision. If termination is not recommended, but concerns exist, then the HDFS Chairperson and the Personnel Committee will counsel with the candidate about specific deficiencies and present a plan designed to satisfy the tenured faculty of fulfillment of tenure requirements by the end of the probationary period. Termination can still be recommended at any time during the probationary period following the procedures outlined above.
Criteria for Satisfactory Progress toward Tenure and Promotion

The criteria for promotion and tenure at the assistant professor level are relevant benchmarks for making a judgment regarding satisfactory progress (see HDFS Promotion and Tenure Policy). In considering progress year to year, the annual evaluations offer another basis for evaluation:

Performance of teaching duties judged as progress toward “meets expectations, exceeding expectations or exceptional performance” for a third year faculty member (evidence includes peer and student evaluations and such activities as innovative teaching approaches or new course development);

Research Activity judged as progress toward “meeting expectations, exceeding expectations or exceptional performance” for a third year faculty member (published articles, conference presentations, grants submitted, grants funded, articles in preparation and submitted, book chapters, active program of research)

Service judged as progress toward “meeting expectations, exceeding expectations, or exceptional performance” for a third year faculty member (examples may include supervision of graduate students’ research, service on department, college, and university committees, service to the profession, community engagement)

Approved by the HDFS Faculty March, 2011
INTRODUCTION
The expectations and examples of documentation in this statement provide guidelines that form the basis for evaluating performance of faculty in Human Development and Family Studies. Promotion and tenure decisions must be made in keeping with and in full knowledge of the candidate’s assigned responsibilities.

The major categories of evaluation include Teaching, Research, and Service. Faculty members are expected to provide documentation of accomplishments in Teaching, Research, and Service as described below. External review of credentials will be required for promotion and tenure.

To advance to the next level, a candidate must accomplish all requirements at their current level and show additional growth and development toward the next rank. Note that tenure and promotion are two separate votes, so under some circumstances tenure may be granted without, at the same time, promotion to associate professor.

Criteria at the assistant professor level are relevant for the third-year review (see separate document) and evaluations for tenure and promotion to associate professor. Criteria at the associate professor level are relevant to evaluations for promotion to full professor and to post-tenure reviews (see separate document). Criteria at the full professor level are relevant to post-tenure reviews.

CRITERIA FOR TEACHING
The domain of teaching includes organized class instruction at undergraduate and graduate levels, direction of student research, advising/mentoring of students, and course/curriculum development. Expectations for each rank are the following.

ASSISTANT PROFESSOR TEACHING EXPECTATIONS
1. Develop course syllabi that foster the dissemination of scientifically based information and meet university standards.
2. Plan, organize, and deliver breadth and depth of subject matter content in courses.
3. Develop or acquire instructional materials such as course packets, effective assignments, and/or course media.
4. Integrate contemporary research in course syllabi and course content.
5. Through textbook selection and/or reading assignments and topics covered, address contemporary topics and issues in the field.
6. Demonstrate dedication to high quality teaching that engages students and fosters creative and critical thinking as evidenced by course assignments and assessment methods, participation in workshops on pedagogy and instructional strategies.
7. Mentor undergraduate and graduate students.
8. Serve as a member on M.S. and/or Ph.D. graduate committees.
9. Direct thesis or equivalent project to completion.

ASSOCIATE PROFESSOR TEACHING EXPECTATIONS

1. Develop course syllabi that foster the dissemination of scientifically based information and meet university standards.
2. Integrate breadth and depth of subject matter content in courses.
3. Develop or acquire innovative instructional materials such as course packets, effective assignments, and other appropriate course media.
4. Integrate contemporary research in course syllabi and course content.
5. Through textbook selection and/or reading assignments and topics covered, address contemporary topics and issues in the field.
6. Demonstrate dedication to high quality teaching that engages students and fosters creative and critical thinking as evidenced by course assignments and assessment methods, participation in workshops on pedagogy and instructional strategies.
7. Mentor undergraduate and graduate students.
8. Serve as a member and chair on M.S. and/or Ph.D. graduate committees.
9. Demonstrate ability to direct student graduate research to completion.
PROFESSOR TEACHING EXPECTATIONS

1. Develop course syllabi that foster the dissemination of scientifically and theoretically based information and meet university standards.
2. Integrate breadth and depth of subject matter content in courses.
3. Develop or acquire innovative instructional materials such as course packets, effective assignments, and/or other appropriate course media.
4. Integrate contemporary research in course syllabi and course content.
5. Through textbook selection and/or reading assignments and topics covered, address contemporary topics and issues in the field.
6. Demonstrate dedication to high quality teaching that engages students and fosters creative and critical thinking as evidenced by course assignments and assessment methods, participation in workshops on pedagogy and instructional strategies.
7. Develop and implement innovative teaching techniques and approaches.
8. Mentor junior faculty and/or graduate research associates in developing teaching strategies, course syllabi, effective assignments and other student assessment tools.
9. Mentor junior faculty in directing graduate committees and serve as member and chair on M.S. and/or Ph.D. committees.

EXAMPLES OF TEACHING DOCUMENTATION AT ALL RANKS

Documentation to show evidence of competence in instruction should be part of a career dossier. The following items are examples of documents that may appear; however, not all items must be included and others may be appropriate. Note that evaluations of this documentation take into account many factors including new course preparations and the nature of the subject matter.

1. Course syllabi, assignments, and audio-visual content.
2. Teaching evaluated by students through standard form established by the university.
3. Peer review of instruction.
4. Teaching/advising awards or nominations.
5. Grade distributions (sometimes useful in considering course requirements and student evaluations).
6. Citation and/or use of the faculty’s work in instruction by other professionals.
7. Membership on workload- uncredited graduate student committees.
8. List of authors, titles, and dates of theses and dissertations completed under faculty member’s direction or on which faculty member served.
9. Attendance at advising workshops or training sessions, college advising update sessions, or other meetings focused on improving advising and instructional skills.
10. Examples of instructional strategies and sharing instructional strategies with peers.
11. Proposals and/or grants submitted for instructional purposes.
12. Examples of assistance to students/staff/other faculty in developing presentations and other creative activities.

CRITERIA FOR RESEARCH
HDFS defines research broadly as scholarship that is communicated, documented, and validated by peers. The domain includes scholarly publications, presentations, and funding. Expectations for each rank are as follows:

ASSISTANT PROFESSOR RESEARCH EXPECTATIONS

1. Develop a focused area of research consistent with departmental, college, and university missions.
2. Establish membership in at least one professional research organization within specialization.
3. Presentations at regional and/or national meetings.
4. Submit or resubmit proposals to obtain extramural support for scholarly activities.
5. Achieve and maintain graduate faculty membership
6. Work effectively with graduate students and other faculty.

ASSOCIATE PROFESSOR RESEARCH EXPECTATIONS

1. Continue to develop a coherent program of research.
2. Demonstrate quality contributions at national meetings and an active presence in professional organizations.
3. Establish visibility through nationally refereed publications in areas of specialization.
4. Continue to submit or resubmit quality proposals for research support.
5. Maintain graduate faculty membership consistent with department, college, and university expectations.
6. Provide effective guidance and assistance with graduate student research activities.
7. Demonstrate progress toward national visibility in area of expertise.

PROFESSOR RESEARCH EXPECTATIONS

1. Demonstrate a coherent and integrated research program.
2. Demonstrate high quality contributions at national meetings.
3. Maintain visibility through nationally refereed publications in area of specialization.
4. Receive external funding for research or programs with research component.
5. Provide research mentoring of junior faculty.
6. Maintain graduate faculty membership.
7. Include and involve graduate students in research.
8. Achieve national or international stature in the field.
EXAMPLES OF RESEARCH DOCUMENTATION AT ALL RANKS

Documentation to show evidence of competence in research should be part of a career dossier. The following items are examples of documents that may appear; however, not all items must be included and others may be appropriate. Note that evaluations of this documentation take into account many factors including research that is extraordinarily time-consuming and research that involves the supervision and career development of undergraduate and/or graduate students.

1. Peer reviewed journal articles and book chapters with journal rankings as per department guidelines.
2. Peer reviewed presentations (oral and poster).
3. Invited presentations.
5. Grants funded.
6. Patents and intellectual property agreements.
7. Evaluations of research by prominent scholars in the field.
8. Awards and/or nominations for research.
9. Graduate students listed as co-authors on presentations/publications

CRITERIA FOR SERVICE

Professional service is recognized as an important responsibility of faculty in Human Development and Family Studies. This domain includes service to the profession, to the university, and to the community. Expectations for each rank are as follows:

ASSISTANT PROFESSOR SERVICE EXPECTATIONS

1. Involvement in professional associations at local, state, and/or national levels.
2. Review for professional/scholarly journals and/or organizations.
3. Some participation in department, college, university, and service committees or activities.

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4. Some participation in the larger community.

ASSOCIATE PROFESSOR SERVICE EXPECTATIONS

1. Leadership in professional associations.
2. Substantial involvement in reviewing proposals and/or manuscripts for professional organizations.
3. Leadership in department, college, university, and service committees or activities.
4. Moderate participation in the larger community.

PROFESSOR SERVICE EXPECTATIONS

1. Notable leadership in professional associations.
2. Substantial involvement in editorial boards of refereed journals, reviewing proposals and/or manuscripts for professional organizations.
3. Notable leadership in department, college, university, and service committees or activities.
4. Moderate participation in the larger community.

EXAMPLES OF SERVICE DOCUMENTATION AT ALL RANKS

Documentation to show evidence of service participation should be part of a career dossier. The following items are examples of documents that may appear; however, not all items must be included and others may be appropriate.

1. Election or appointment to leadership positions in state, regional, national and international professional associations.
2. Editorship or editorial board election/selection to state, regional, national and international professional/scholarly journals.
3. National review panel member or leader for grant reviews by entities such as NIH, NSF, and private foundation boards.
4. Reviewing, providing jury or consulting services to advance the profession. Manuscripts, abstracts and papers for professional meetings, grants, textbooks, software, curriculum, external program reviews, and faculty external reviews are appropriate examples.
5. Newspaper articles, newsletters, trade magazines, brochures, program agendas, web content, etc., that show service activities have and are continuing to attract recognition at the local, state, regional, national, and international level (i.e., having an impact in the field or on public policy).
6. Awards and/or nominations for service.
7. Community contracts to provide services (may also be considered as research if includes research component).
8. Department, college, and university committee memberships.
9. Leadership and participation in department, college, and university committees and activities.
10. Course coordination.
11. Advisor for departmental or college organization/club, honors society, and other entities.
12. Recruitment of students.

CRITERIA FOR CONTINUING APPOINTMENT

A vote on conferring a continuing appointment is taken in the 6th year of full-time employment for an instructor who, having been hired for full-time teaching by procedures analogous to a regular, tenure-track hire, and having taught full-time, primarily in undergraduate courses in HDFS after receiving a terminal doctoral degree in HDFS or a related field. At the time of hire, such a position will be explicitly recognized by the individual and department as a “Continuing Appointment Track” hire. Because a continuing appointment confers preferential treatment in receiving teaching assignments, such an appointment is awarded only when departmental policies for faculty hires have been followed.

TEACHING EXPECTATIONS

1. Develop course syllabi that foster the dissemination of scientifically based information and meet university standards.
2. Plan, organize, and deliver breadth and depth of subject matter content in courses.
3. Develop or acquire instructional materials such as course packets, effective 9
assignments, and/or course media.
4. Integrate contemporary research in course syllabi and course content.
5. Through textbook selection and/or reading assignments and topics covered, address contemporary topics and issues in the field.
6. Demonstrate dedication to high quality teaching that engages students and fosters creative and critical thinking.
7. Mentor undergraduate students.

EXAMPLES OF TEACHING DOCUMENTATION FOR CONTINUING APPOINTMENT
Documentation to show evidence of competence in instruction should be part of a dossier. The following items are examples of documents that may appear; however, not all items must be included and others may be appropriate.

1. Course syllabi, assignments, and audio-visual content.
2. Teaching evaluated by students through standard form established by the university.
3. Peer review of instruction.
4. Teaching/advising awards or nominations.
5. Evidence of student advising/mentoring outside of classroom setting.
6. Grade distributions (sometimes useful in considering course requirements and student evaluations).
7. Attendance at advising workshops or training sessions, college advising update sessions, or other meetings focused on improving advising and instructional skills.
8. Examples of instructional strategies and sharing instructional strategies with peers.
9. Proposals and/or grants submitted for instructional purposes.

SERVICE EXPECTATIONS
Professional service is recognized as an important responsibility of faculty in Human Development and Family Studies. This domain includes service to the profession, to the university, and to the community. Expectations for service for continuing appointment are as follows:

1. Membership and/or involvement in professional associations at local, state, and/or national levels.
2. Some participation in department, college, university, and service committees or activities.
3. Some participation in the larger community.

Approved by the HDFS faculty March 2011
Appendix D

HDFS Post-Tenure Review Policy

Procedures for post-tenure review will follow the steps described in the College of Human Sciences policy statement:

HDFS Department criteria upon which a decision of competent or incompetent are based are the following:

a) A long-term pattern of inadequate (1’s or 2’s on annual reviews) teaching performance as evidenced by student evaluations, peer observations, and other types of information.

b) An inadequate level (1’s or 2’s on annual reviews) of long-term research activity including research presentations, publications, or work with graduate students, and

c) A preponderance of low evaluations across all areas on the annual review for the last 6 years.

Approved by the HDFS faculty March 10, 2011
Appendix E

HDFS Faculty Dispute Policy

According to OP 32.32, “all units [departments] should have a procedure established whereby a committee of peers will be available to mediate disagreement between an individual faculty member and the chairperson/coordinator regarding an annual review at the faculty member’s request…..Such a peer review committee shall be chosen by pre-established procedures agreed upon by a majority of the voting members of the faculty member’s academic unit.”

The following policies were approved by unanimous vote by HDFS voting faculty on November 11, 2010 and were added to the HDFS Policy and Procedures Manual and the department website.

Committee Selection
Only tenured faculty members in the HDFS department who are not currently serving on the Personnel Committee may serve on the Faculty Peer Review Dispute Committee. Also, a faculty member who has a clear conflict of interest, e.g. spouse, with either party in the dispute is not eligible to serve.

The Committee will consist of three elected, tenured faculty with at least one member from the same area as the faculty member (Family Studies, Human Development, Early Childhood). All tenure track faculty and those holding continuing appointments may vote for Committee members.

Results of the election will be final with no provision for “strikes” by either concerned party.

Committee Procedures
If a dispute arises between an individual faculty member and Chair/Personnel Committee that is unresolved with current procedures regarding the annual review, the faculty member may request that a Faculty Peer Review Dispute Committee be constituted to mediate the differences between the faculty member and chairperson.

The request for establishing the Committee must be made in writing to the chairperson. The committee will elect a chairperson who will schedule meeting(s) with the two parties and with the Personnel Committee as soon as is reasonably possible.

A copy of the committee’s recommendation and vote shall become part of the annual evaluation.

[Disputes between faculty members are normally arbitrated or judged by the Department chairperson.]

Approved by the HDFS faculty November 2010