# Family and Consumer Sciences Education Program
## Tenure Review Standards

### TEACHING EFFECTIVENESS

<table>
<thead>
<tr>
<th>Workload Percentage</th>
<th>Adequate 10-8 points</th>
<th>Marginal 7-5 points</th>
<th>Inadequate 4-2 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____% of workload based upon letter of hire.</td>
<td>• Course syllabi reflect TTU policies; clearly outline learning outcomes, methods of assessing outcomes, expectations for student performance, and course policies; and include a variety of current methodologies appropriate for the content.</td>
<td>• Course syllabi reflect TTU policies; clearly outline learning outcomes, methods of assessing outcomes, expectations for student performance, and course policies; and include methodologies appropriate for the content.</td>
<td>• Syllabi do not incorporate TTU policies; do not clearly outline learning outcomes, methods of assessing outcomes, expectations for student performance and course policies; and methodologies are not appropriate for content.</td>
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<td>• Had consistent, above average student evaluations (4.00 and beyond).</td>
<td>• Had average or above average (3.00-3.99) student evaluations.</td>
<td>• Had consistent, below average student evaluations (2.99 and below).</td>
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<td>• Demonstrated continued improvement in teaching as evidenced by improved teaching evaluations (e.g. student evaluations and Teaching Effectiveness Committee evaluations and comments).</td>
<td>• Demonstrated an adequate effort to improve teaching effectiveness although it may not be reflected in teaching evaluations.</td>
<td>• Did not respond to feedback from teaching evaluations and/or suggestions provided by the Teaching Effectiveness Committee.</td>
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<tr>
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<td>• Responded to feedback from teaching evaluations and/or suggestions (e.g. student evaluations and Teaching Effectiveness Committee evaluations and comments).</td>
<td>• Responded to feedback from teaching evaluations and/or suggestions provided by the Teaching Effectiveness Committee.</td>
<td>• Did not seek out opportunities to attend professional development related to teaching (e.g. TLPDC sessions).</td>
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<tr>
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<td>• Presented professional development related to teaching (e.g.</td>
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<td>• Served on one or more graduate committees (including thesis and dissertation qualifying and comprehensive exams).</td>
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<td>• Served on one or more graduate committees (including thesis and dissertation qualifying and comprehensive exams).</td>
<td>• Did not serve on graduate committees.</td>
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</tbody>
</table>
- Nominated or recognized for outstanding teaching.
- Served on two or more graduate committees.
- When assigned, provided curriculum specific leadership and advising for programs.

Note: Graduate committee membership and leadership may be impacted by program enrollments and existing graduate committee memberships.

### RESEARCH

<table>
<thead>
<tr>
<th>Workload Percentage</th>
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<th>Marginal 7-5 points</th>
<th>Inadequate 4-2 points</th>
</tr>
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</table>
| _____% of workload based upon letter of hire | Developed a focused recognized scholarly research program by emphasizing several or all of the following:  
- Ten or more accepted publications in refereed journals/books.  
- Two accepted publications in a top-tier journal.  
- Five or more peer-reviewed presentation(s) at local, state, national and/or international conferences. | Developed a somewhat focused scholarly research program by emphasizing several or all of the following:  
- Six to eight accepted publications in refereed journals/books.  
- Publications are somewhat focused.  
- Submitted one to two publications in a top-tier journal.  
- Three to four peer-reviewed presentations at local, state, national and/or | Did not demonstrate an effort to establish a recognized scholarly research program with several or all of the following:  
- Did not produce and/or submit scholarly work for publication.  
- Had less than six accepted publications in refereed journals/books.  
- Publications were not focused.  
- Did not submit a publication to a top-tier journal.  
- Did not make any peer-reviewed |

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| • Secured internal and/or external funding. | • Nominated or recognized outstanding for research. | • Applied for internal and/or external funding. |
| • Applied for internal and/or external funding. | • Did not submit for internal and/or external funding. | • Presentations at local, state, national and/or international conferences. |
## SERVICE

<table>
<thead>
<tr>
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<th>Adequate 10-8 points</th>
<th>Marginal 7-5 points</th>
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</table>
| ______% of workload based upon letter of hire | • Served on a combination of program, department, college and/or university committees.  
• Reviewed more than one: refereed journal paper, book, conference paper, and/or research presentation proposal.  
• Participated in professional service by demonstrating at least 3-4 of the following options:  
  • Membership in state, national, and/or international professional associations/organizations.  
  • Attended state, national, and/or international professional associations/organizations meetings.  
  • Served the state, national, and/or international professional associations/organizations through committee membership or leadership role.  
  • Served as an advisor for a TTU student organization or chapter.  
  • Served on a local/community advisory board.  
  • Nominated or recognized for service activities.  
  • Participated in program recruitment as needed. | • Served on a program, department, college, and/or university committee.  
• Reviewed at least one: refereed journal paper, book, conference paper, and/or research presentation proposal.  
• Participated in professional service by demonstrating at least 1-2 of the following options:  
  • Membership in state, national, and/or international professional associations/organizations.  
  • Attended state, national, and/or international professional associations/organizations meetings.  
  • Served the state, national, and/or international professional associations/organizations through committee membership or leadership role.  
  • Served as an advisor for a TTU student organization or chapter.  
  • Served on a local/community advisory board.  
• Did not maintain membership in professional associations/organizations.  
• Did not participate in professional service activities.  
• Did not attempt to review: refereed journal papers, books, conference papers, and/or research presentation proposals.  
• No service committee involvement at the program, department, college and/or university level. |