POLICY/PROCEDURE

The following rubrics will be used to evaluate research, teaching effectiveness, and service/outreach during departmental review of tenure and promotion documents. Additional information regarding criteria, dossier preparation, and standards can be found within the COHS Faculty Handbook and Texas University OP 32.01.

### TEACHING EFFECTIVENESS

<table>
<thead>
<tr>
<th>Adequate</th>
<th>Marginal</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<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>
</tr>
<tr>
<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>
</tr>
<tr>
<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>
</tr>
<tr>
<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>
</tr>
<tr>
<td>Presented professional development related to teaching (e.g. TLPDC sessions).</td>
<td>Attended professional development related to teaching (e.g. TLPDC sessions).</td>
<td>Did not serve on graduate committees.</td>
</tr>
<tr>
<td>Nominated or recognized for outstanding teaching.</td>
<td>Served on one or more graduate committees (including thesis and dissertation qualifying and comprehensive exams).</td>
<td></td>
</tr>
<tr>
<td>Served on two or more graduate committees.</td>
<td>When assigned, provided curriculum specific leadership and advising for programs.</td>
<td></td>
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</table>

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

<table>
<thead>
<tr>
<th>Adequate</th>
<th>Marginal</th>
<th>Inadequate</th>
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<tbody>
<tr>
<td>• Developed a focused recognized scholarly research program by emphasizing several or all of the following:</td>
<td>• Developed a somewhat focused scholarly research program by emphasizing several or all of the following:</td>
<td>• Did not demonstrate an effort to establish a recognized scholarly research program with several or all of the following:</td>
</tr>
<tr>
<td>• Ten or more accepted publications in refereed journals/books.</td>
<td>• Six to nine accepted publications in refereed journals/books.</td>
<td>• Did not produce and/or submit scholarly work for publication.</td>
</tr>
<tr>
<td>• Two accepted publications in a top-tier journal.</td>
<td>• Publications are somewhat focused.</td>
<td>• Had less than six accepted publications in refereed journals/books.</td>
</tr>
<tr>
<td>• Five or more peer-reviewed presentations at local, state, national and/or international conferences.</td>
<td>• Submitted one to two publications in a top-tier journal.</td>
<td>• Publications were not focused.</td>
</tr>
<tr>
<td>• Secured internal and/or external funding.</td>
<td>• Three to four peer-reviewed presentations at local, state, national and/or international conferences.</td>
<td>• Did not submit a publication to a top-tier journal.</td>
</tr>
<tr>
<td>• Nominated or recognized outstanding for research.</td>
<td>• Applied for internal and/or external funding.</td>
<td>• Did not make any peer-reviewed presentations at local, state, national and/or international conferences.</td>
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<tr>
<td></td>
<td></td>
<td>• Did not submit for internal and/or external funding.</td>
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### SERVICE and COMMUNITY OUTREACH

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