

Texas A&M University

**DEPARTMENT OF TEACHING, LEARNING AND CULTURE**

**PERFORMANCE EVALUATION GUIDE**  
for  
**LECTURAL AND CLINICAL FACULTY**

The model of Engaged Scholarship is a central theme to the College of Education and Human Development. The faculty in the Department of Teaching, Learning and Culture (TLAC) is a learning community committed to scholarship that creates and disseminates new knowledge; improves teaching practices; and serves the department, college, university, profession, and community.

The faculty in the Department of Teaching, Learning and Culture recognize that within the areas of scholarship, teaching, and service, it is important to comply with the University goals of achieving a culture that supports multidisciplinary collaboration, developing a climate and providing experiences that enhance diversity and internationalization, and requiring appropriate attention to safety and compliance with university guidelines and regulations.

Approved by TLAC Faculty  
October 2009

Approved by Department Head  
October 2009

Approved by Dean of College  
November 2009

Approved by Dean of Faculty  
February 2, 2010

## INTRODUCTION

This document is a guide to enable faculty members and administrators in the Teaching, Learning, and Culture department to identify, cite, and evaluate the annual performance of individual tenure-track faculty members in the three traditional areas of teaching, service, and scholarship. Throughout this Guide, the term “faculty” is used to refer to “lecturer or clinical faculty.” The document identifies categories of performance and ranks their importance, within each of these three areas. Points are assigned to each activity according to the ranked importance of the category.

### A. General Assumptions

- While the document describes several categories of performance within each area, it does not attempt to list all possible activities within these categories. Faculty members are responsible for clarifying or justifying the reason for placing an outlying activity within the appropriate category.
- Value Added points are available for most performance activities. These Value Added points are intended to reflect activities that are valued and important to the department, college, and/or university and are intended to reward faculty members who focus their efforts on activities that benefit the students, the department, and the larger academic community.
- The ranking of categories and the assignment of points and Value Added points are intended to align with the advancement toward promotion of junior faculty. Generally, active and consistent engagement and productivity in the higher-ranked categories, with special attention given to the area of teaching, should lead to promotion. However, simply attaining the threshold number of points for merit in each area would not be deemed sufficient for promotion.

### B. Expected and Merit Performance

- Points are awarded to faculty members within each of the three areas of scholarship, teaching, and service. Expected performance is identified for each area, according to a specified number of points earned (7 points for Teaching, 3 points for Service, and 2 points for Scholarship).
- Points earned above Expected performance levels are Merit points. There is no upper limit to the number of Merit points that can be earned within each of the three areas.

### C. Implementation

- The annual Merit raise pool for lecturer and clinical faculty in the department will be allotted to the three areas of Teaching (80%), Service (10%), and Scholarship (10%). Each faculty member will receive a share of the merit raise pool, proportional to the number of merit points they earn in each area and relative to the total points earned by all TLAC tenure-track faculty members within each of the three areas.
- The Department Head will report to the faculty a summary of the A-1 results, including the frequency distributions, means, and total number of merit points for each of the three areas. These data will allow individual faculty members to calculate their share of the merit raise pools for each area..

**FACULTY PERFORMANCE EVALUATION: TRAINING and SAFETY**

Faculty in the Department of Teaching, Learning and Culture (TLAC) realize the importance of maintaining their own level of awareness and expertise in basic competencies related to ethical, safety, and personnel concerns of the university. **Each faculty member must attest to the following statements before the annual A-1 evaluation can be considered.**

1. Faculty members should complete all training activities that are required by the university, college, or department.

\_\_\_\_ I have completed all currently required training requirements.

2. Faculty members should consider the teaching environments they were responsible for and list any safety concerns.

\_\_\_\_ After consideration of the teaching environments where I was the instructor of record, I believe that all safety concerns that I could mitigate would tend to be of low impact and low frequency.

3. Faculty members should consider the research environments they were responsible for and list any safety concerns.

\_\_\_\_ After consideration of the teaching environments where I was the principal or lead investigator for the environment, I believe that all safety concerns that I could mitigate would tend to be of low impact and low frequency.

**FACULTY PERFORMANCE EVALUATION: TEACHING (Instruction and Advising)**

The Department of Teaching, Learning, and Culture fully accepts its important role in the preparation of pre-service teachers and graduate students for the enhancement of teaching and learning. All faculty members are expected to make significant contributions through high-quality classroom instruction and mentoring, the development of effective instructional programs, and their efforts in the outreach and partnership programs, however the primary responsibility for teaching undergraduate students remains with the clinical and lecturer faculty. The Department recognizes that the scholarship of teaching takes many forms and includes classroom-based teaching, supervising field-based experiences, working with students on their individual projects, advising and mentoring students, developing learning materials (textbooks, computer programs, web-based courses), providing continuing education experiences for professional educators or other professional audiences, and developing new courses and programs.

For the clinical and lecturer faculty of the Department of Teaching, Learning, and Culture, six categories of teaching will be used for faculty evaluation. The guidelines in this document reflect performance on these categories, all of which are important, with Category 1 being most fundamental. The other categories vary in importance depending on the faculty member's percent of effort.

- Category 1:** Quality and effectiveness of teaching: Delivery and impact of classroom, laboratory, and field-based instruction. Teaching should be evaluated using the PICA student evaluation system. In addition, evaluation can include one or more of: (1) Peer review of classroom teaching and instructional innovations, using a valid and reliable measure, (2) Preparation of a teaching portfolio, or (3) Self-evaluation and development of an improvement plan.
- Category 2:** Contribution to the development of the curriculum: Development and implementation of new courses or appropriate and substantial revisions of existing courses.
- Category 3:** Participation in continuing education experiences for professional educators or other professional audiences: Contributing to the improvement of comprehensive educational programs through workshops and presentations with pre-service teachers, and attending continuing education experiences to enhance one's own expertise in the field of teaching.
- Category 4:** Use of appropriate technologies in instruction and curriculum development: Integration of technology beyond PowerPoint, and incorporating syllabus and other support materials into Blackboard Vista or Moodle.
- Category 5:** Work in a mentoring role with individual students: Direct work with students, mentoring undergraduate and graduate students
- Category 6:** Scholarship within the broader context of instruction: Enhancement of instruction in the faculty member's field of study through production of various teaching publications; writing textbooks and developing instructional materials.

**A-1 Merit Worksheet for Instruction**

The following table outlines the performance points to be awarded for each Teaching activity. College or University level Teaching Awards receive Value Added points to be negotiated with the Department Head. **Meritorious consideration will be determined by the cumulative number of points for Teaching and for Advising Graduate Students. To be considered for merit, all 7 expected points from the table below must be completed.,**

**Expected**

<b>Expected Categories</b>	<b>Points</b>
1. Teaches courses according to contractual agreement.	<b>1</b>
2. Completes PICA on-line evaluations each semester with overall average score of 3 or better (on departmental selected questions).	<b>1</b>
3. Provides an up-to-date syllabus for all courses to department as per university requirements which contain current references, current state and national standards and appropriate and continuous evaluations.	<b>1</b>
4. Creates an improvement plan based upon course evaluations. Identifies problems/strengths, proposed actions, and expected responses.	<b>1</b>
5. Uses grade book function and posts syllabus and handbook (if applicable) in Blackboard Vista and/or Moodle.	<b>1</b>
6. Incorporates scholarship and research into teaching.	<b>1</b>
7. Successfully completes all university mandatory training requirements.	<b>1</b>

Merit

Categories	Points	Value added Points#
		Multi-disciplinary+ OR Enhances diversity or internationalization+
*Category 1: Quality and effectiveness of teaching. Delivery and impact of classroom, laboratory, and field-based instruction as indicated by average PICA student rating at or above 4.0 for undergraduate courses or 4.5 for graduate courses.	6.0	1.0
Category 2: Contribution to the development of the curriculum itself. Development and implementation of new courses or appropriate and substantial revisions of existing courses, including extending the course for Web or online enrollment.	5.0	1.0
Category 3 : Provision of professional development experiences for professional educators or other professional audiences. Contributing to the improvement of comprehensive educational programs through workshops and presentations for pre-service teachers	4.0	1.0
Category 4: Use of appropriate technologies in instruction and curriculum development. Sound, effective, and creative uses of technology.	3.0	1.0
Category 5: Work in a mentoring role with individual students. Work with individual undergraduate or graduate students. (See the following table for points awarded for chairing and membership on graduate committees.)	2.0	1.0
Category 6: Scholarship within the broader context of instruction. Enhancement of instruction in the faculty member’s field of study through production of various teaching publications; writing textbooks and developing instructional materials.	1.0	1.0

\* **Points are awarded for each course meeting the criterion.** Additional points are awarded for Peer Review or Teaching Portfolio,. (3 points per course).

#Value Added points are awarded for participation in professional development activities to improve teaching effectiveness and for teaching experiences that require exceptional effort including but not limited to teaching large sections (40 or more undergraduate or 20 or more graduate students), field-based courses, study abroad courses, writing-intensive courses, etc. (3 points per activities)and for teaching large sections of 40 or more undergraduate or 20 or more graduate students (3 points per activity).

+See [University guidelines for definitions and sample activities](#)

**A-1 Merit Worksheet for Advising Graduate Students**

The following table summarizes merit performance points for advising graduate students. **Points are awarded for each student and added to the merit points for Teaching.**

Categories	Points per Student Graduated*	Points per Student Continuing+
Category 1: PhD Dissertation/EdD Record of Study committee Chair or Co-chair	6.0	1.0
Category 2: MS Thesis committee Chair or Co-chair	5.0	1.0
Category 4: M Ed committee Chair	4.0	0.5
Category 3: PhD Dissertation/EdD Record of Study committee Member	4.0	1.0
Category 5: MS Thesis committee Member	3.0	0.5
Category 6: M Ed committee Member	2.0	0.5
Category 7: Mentoring graduate student teaching undergraduate courses.	1.0	0.5

#Points are awarded both for committees inside and outside the TLAC department.

\*Value Added points are awarded for students who are placed in a position at a Research I university upon graduation (3 points per student).

+Student must have an approved degree plan and be currently enrolled for at least one semester or summer session during the year. Points can only be awarded for a maximum of three continuing years before graduating.

**FACULTY PERFORMANCE EVALUATION: SERVICE**

For the Department of Teaching, Learning and Culture, five categories of service for organizational citizenship and scholarship and application are addressed in these guidelines. With regard to service, a claim for higher ranking in any category must be justified in terms of significance, time commitment, and degree of importance.

- Category 1: Service to the Department of Teaching, Learning & Culture** - Developing new programs, serving as chair or member of standing and ad-hoc committees; serving as advisor of student organizations; mentoring new faculty. Organizing or presenting at department or program area seminars.
- Category 2: Service to the College of Education and Human Development or Texas A&M University** - Serving as a chair or member of college or university committee; organizing or presenting at seminars sponsored by the university or college; service-related presentation at a college or university-wide meeting; writing an article in a university or college publication.
- Category 3: Service to the profession at the regional or state level** - Serving as officer in state or regional organization or chair or committee member of regional/state committee. Serving as Editor or member of editorial staff of a journal, book, or proceedings for regional/state distribution; service-related presentation at regional/state meeting, serving as grant reviewer or newsletter editor at the regional/state level, supervising student receiving regional/state award.
- Category 4: Service to the profession at the national or international level** - Officer in national/international organization, president of a regional organization, chair or committee member of prominent national/international committee. Serving as Editor or member of editorial staff of a journal, book, or proceedings for national/international distribution, service-related presentation at a national/international meeting; serving as grant reviewer or newsletter editor at the national/international level; supervising student receiving national/international award.
- Category 5: Service to the community through efforts to support children and families** - Lecturing to non-professional groups; serving as a committee or board member for district or community agencies; serving on school-based committees; providing professional development in-services for school personnel; or providing classroom presentations or model teaching lessons to school school-age children. Editing community newsletters; providing support for community grant writing projects; applying for seed grants related to community issues; creating web page for community agency.

**A-1 Merit Worksheet for Service**

The following table outlines the performance points to be awarded for each Service activity. Points are awarded for each activity. College or University level Service Awards receive Value added points to be negotiated with the Department Head. **To be considered for merit, all 3 expected points from the table below must be completed.**

**Expected**

Expected Categories		Points
1.	Attends meetings at both the department and program area.	<b>1</b>
2.	Models TLAC values.	<b>1</b>
3.	Successfully completes all university mandatory training requirements.	<b>1</b>

**Merit**

Categories	Points	Value added Points
		Multi-disciplinary+ OR Enhances diversity or internationalization+
Category 1: Service to the Department of Teaching, Learning & Culture - Developing new programs, serving as chair or member of standing and ad-hoc committees; serving as advisor of student organizations; mentoring new faculty. Organizing or presenting at department or program area seminars.	6.0	1.0
Category 2: Service to the College of Education and Human Development or Texas A&M University - Serving as a chair or member of college or university committee; organizing or presenting at seminars sponsored by the university or college. Service-related presentation at a college or university-wide meeting; writing an article in a university or college publication.	5.0	1.0

<p>Category 3: Service to the profession at the regional or state level - Serving as officer in state or regional organization or chair or committee member of regional/state committee. Serving as Editor or member of editorial staff of a journal, book, or proceedings for regional/state distribution; service-related presentation at regional/state meeting, serving as grant reviewer or newsletter editor at the regional/state level, supervising student receiving regional/state award.</p>	<p>4.0</p>	<p>1.0</p>
<p>Category 4: Service to the profession at the national or international level - Officer in national/international organization, president of a regional organization, chair or committee member of prominent national/international committee. Serving as Editor or member of editorial staff of a journal, book, or proceedings for national/international distribution, service-related presentation at a national/international meeting; serving as grant reviewer or newsletter editor at the national/international level; supervising student receiving national/international award.</p>	<p>3.0</p>	<p>1.0</p>
<p>Category 5: Service to the community through efforts to support children and families - Lecturing to non-professional groups; serving as a committee or board member for district or community agencies; serving on school-based committees; providing professional development in-services for school personnel; or providing classroom presentations or model teaching lessons to school school-age children. Editing community newsletters; providing support for community grant writing projects; applying for seed grants related to community issues; creating web page for community agency.</p>	<p>2.0</p>	<p>1.0</p>

+See [University guidelines for definitions and sample activities](#)

## FACULTY PERFORMANCE EVALUATION: SCHOLARSHIP (Research and Funding)

The Department of Teaching, Learning, and Culture recognizes its status as an integral member of a top-tier research institution where research is defined as the construction, discovery, or integration of knowledge and the communication of this knowledge to an audience of critical peers. Contributing to the professional research literature is acknowledged as an academic responsibility of the tenure-line faculty in the Department.

For lecturer faculty (100% effort in teaching) and clinical faculty (10% effort in scholarly research) responsibility lies in the use of research and scholarly activity rather than in the generation of new knowledge. While it is acknowledged that lecturer and clinical faculty do conduct action research; present at state, national and international conferences; and publish in refereed journals; their first and primary focus must be to provide exemplary teaching to the students at Texas A&M University.

Performance evaluation in the area of Scholarship includes both Research and Funding. The evaluation of performance for Scholarship will consist of the combined total productivity for each of these areas.

### **Performance Categories for Research**

For the Department of Teaching, Learning, and Culture, six categories of research will be used for faculty evaluation. The guidelines in this document reflect performance in these categories that have been sequenced by level of importance. For evaluation of performance in the area of research as a scholarly activity, authorship with students or by senior faculty with non-tenured colleagues should be considered. “Top-tier” journals are national or international in scope, and are listed in SSCI, ERIC, or Education Index and are recognized as influential in one’s field, with other factors taken into account as defined by the Department.

**Category 1: Presentation of research papers at professional conferences at the national or international level.** Presentations that result from peer-reviewed proposals, membership presentations, invited addresses, and discussant/discussion panel membership. Presentations must be completed during the evaluation period.

**Category 2: Presentation of research papers at professional conferences at the regional, state, and local level.** These presentations should result from peer-reviewed proposals, membership presentations, invited addresses, and discussant/discussion panel membership. Presentations must be completed during the evaluation period.

**Category 3: Publications in blind-reviewed, peer-reviewed professional journals, including on-line journals and other professional formats, at the national and international level. Author of scholarly professional books at the national and international level.** Publications contain original findings, reviews, syntheses, and critiques, and the creative application of existing knowledge to educational problems.

- Category 4: Publication of chapters in scholarly professional books at the national and international level. Editor of a scholarly professional book at the national level; author or editor of scholarly books, at the regional level.** Publications should contain original findings, reviews, syntheses, and critiques, and the creative application of existing knowledge to educational problems.
- Category 5: Publications in blind-reviewed, peer-reviewed professional journals, including on-line and other professional formats, at the regional and state level.** Publications should contain original findings, reviews, syntheses, and critiques, and the creative application of existing knowledge to educational problems.
- Category 6: Articles in non peer-reviewed journals, editorial columns in journals, local presentations, opinion-editorial pieces for newspapers or magazines.** These presentations and publications must be in print or completed during the evaluation period.

**A-1 Merit Worksheet for Scholarship**

The following table outlines the performance points to be awarded for each Research activity. Points are awarded for each article or presentation. Meritorious consideration will be determined by the cumulative number of points. College or University level Research Awards receive Value added points to be negotiated with the Department Head. **The evaluation of performance for Scholarship will consist of the combined total productivity for Research and Funding. To be considered for merit, all 2 expected points from the table below must be completed.**

**Expected**

Expected Categories	Points
1. Presentation at one state or regional conference.	1
2. Successfully complete all university mandatory training requirements.	1

**Merit**

Categories	Points	Value Added Points	
<i>Publications must be in press, in print, on-line, or on display (art-based) during the A-1 evaluation period and may be listed only one time. Presentations must be completed during the evaluation period.</i>	Published or in press	With student(s), AND/OR non-tenured TLAC faculty	Multi-disciplinary+ OR Enhances diversity or internationalization+
Category 1: Presentation of research papers at professional conferences at the national or international level that result from peer-reviewed proposals, membership presentations, invited addresses, and	6.0	1.0	1.0

	discussant/discussion panel membership.			
Category 2:	Presentation of research papers at professional conferences at the regional, state, and local level. These presentations should result from peer-reviewed proposals, membership presentations, invited addresses, and discussant/discussion panel membership.	5.0	1.0	1.0
Category 3:	Publications in blind-reviewed, peer-reviewed professional journals, including on-line journals and other professional formats, at the national and international level. Author of scholarly professional books at the national and international level.*	4.0	1.0	1.0
Category 4:	Publication of chapters in scholarly professional books at the national and international level. Editor of a scholarly professional book at the national level; author or editor of scholarly books, at the regional level.	3.0	1.0	1.0
Category 5:	Publications in blind-reviewed, peer-reviewed professional journals, including on-line and other professional formats, at the regional and state level.	2.0	1.0	1.0
Category 6:	Articles in non peer-reviewed journals, editorial columns in journals, local presentations, op-ed pieces for newspapers and magazines.	1.0	1.0	1.0

\* Three Value Added points are awarded for publication in a “top-rated” journal. This should be justified by faculty member using indicators such as citation rating, acceptance rate under 25%, significance, impact, or degree of extending knowledge..

+See [University guidelines for definitions and sample activities](#)

## Performance Categories for Funding

The guidelines in this document reflect fund-seeking efforts from the categories below that are listed by type of funding source. While not exhaustive, these six categories represent primary funding sources. In evaluating any fund-seeking effort, the primary indicators are the source, the potential impact of the funding, and the dollar amount.

- Category 1: Federal Grants obtained through a multi-tiered peer review system.** These competitive grants support applications of construction, discovery, integration, teaching and application of scholarship practiced by TLAC faculty.
- Category 2: State competitive grants obtained through a multi-tiered peer review system.** These competitive grants support applications of construction, discovery, integration, teaching and application of scholarship practiced by TLAC faculty.
- Category 3: Foundation awards that are either peer reviewed or reviewed by the Board of Directors of the Foundation.** These awards are competitive and support applications of construction, discovery, integration, teaching and application of scholarship practiced by TLAC faculty.
- Category 4: Federal grants and contracts that are reviewed by agency staff.** Congressional Initiatives that provide funds to the system and university that are reviewed by agency staff. These grants/contracts support applications of construction, discovery, integration, teaching and application of scholarship practiced by TLAC faculty.
- Category 5: State grants and contracts that are reviewed by agency staff.** These grants/contracts support applications of construction, discovery, integration, teaching and application of scholarship practiced by TLAC faculty.
- Category 6: Local (system, university, college, and departmental) competitive awards.** These awards are based on peer reviews and support applications of construction, discovery, integration, teaching and application of scholarship practiced by TLAC faculty.

**A-1 Merit Worksheet for Funding**

The following table outlines the performance points to be awarded for each Funding activity. Points are earned in the year funding is sought, the year funding is granted, and each year of continuing funding. For funded proposals, additional points can be awarded for generating salary savings, as negotiated with the Department Head.

Categories	Funded Proposals* (year funded)		Submitted Proposals/ Continuing Grants		Value added Points  Multi-disciplinary+ OR Enhances diversity or internationalization+
	PI or Co-PI	Member	PI or Co-PI	Member	
Category 1: Federal Grants obtained through a multi-tiered peer review system.	6.0	3.0	3.0	1.5	1.0
Category 2: State competitive grants obtained through a multi-tiered peer review system.	5.0	2.5	2.5	1.25	1.0
Category 3: Foundation awards that are either peer reviewed or reviewed by the Board of Directors of the Foundation.	4.0	2.0	2.0	1.0	1.0
Category 4: Federal grants and contracts that are reviewed by agency staff.	3.0	1.5	1.5	0.75	1.0
Category 5: State grants and contracts that are reviewed by agency staff.	2.0	1.0	1.0	0.5	1.0
Category 6: Local (system, university, college and departmental) competitive awards.	1.0	0.5	0.5	0.25	1.0

\* For funded proposals, additional Value Added points are awarded to the PI each year for grant amounts as follows: Up to \$49K – 1 point, \$50K to \$99K – 2 points, \$100 to \$149K – 3 points, \$150K to \$199K – 4 points, \$200K to \$249K - 5 points, over \$250K – 6 points. Additional points are awarded for each student supported by external grant funds: 4 points for each full-time (20 hours per week) student, and 2 points for each half-time student for each academic year of support.

+See [University guidelines for definitions and sample activities](#)

# **Texas A&M University**

## **DEPARTMENT OF TEACHING, LEARNING AND CULTURE**

### **PERFORMANCE EVALUATION GUIDE** for **TENURE-TRACK FACULTY**

The model of Engaged Scholarship is a central theme to the College of Education and Human Development. The faculty in the Department of Teaching, Learning and Culture (TLAC) is a learning community committed to scholarship that creates and disseminates new knowledge; improves teaching practices; and serves the department, college, university, profession, and community.

The faculty in the Department of Teaching, Learning and Culture recognize that within the areas of scholarship, teaching, and service, it is important to comply with the University goals of achieving a culture that supports multidisciplinary collaboration, developing a climate and providing experiences that enhance diversity and internationalization, and requiring appropriate attention to safety and compliance with university guidelines and regulations.

#### **Approvals:**

## INTRODUCTION

This document is a guide to enable faculty members and administrators in the Department of Teaching, Learning, and Culture to identify, cite, and evaluate the annual performance of individual tenure-track faculty members in the traditional areas of scholarship, teaching, and service. The document identifies categories of performance and ranks their importance, within each of these three areas. Points are assigned to each activity according to its ranked importance within the category. Throughout this Guide, the term “faculty” is used to refer to “tenure-track faculty.”

### A. General Assumptions

- While the document describes several categories of performance within each area, it does not attempt to list all possible activities within these categories. Faculty members are responsible for clarifying or justifying the reason for placement of an outlying activity within the appropriate category.
- Value Added points are available for most performance activities. These Value Added points are intended to reflect activities that are valued and important to the department, college, and/or university and are intended to reward faculty members who focus their efforts on activities that benefit or advance the larger academic community.
- The ranking of categories and the assignment of both points and Value Added points are intended to align with the advancement toward tenure and promotion of junior faculty. Generally, active and consistent engagement and productivity in the higher-ranked categories, with special attention given to the area of scholarship, should support promotion and tenure. However, simply attaining the threshold number of points for merit in each area would not be deemed sufficient for either promotion or tenure.

### B. Expected and Merit Performance

- Points are awarded to faculty members within each of the areas of scholarship, teaching, and service. Expected performance is identified for each area, according to a specified number of points earned (12 points for Scholarship, 12 points for Teaching, and 6 points for Service).
- Points earned above Expected performance levels are Merit points. There is no upper limit to the number of Merit points that can be earned within each of the three areas.

### C. Implementation

- Merit need not be requested; it is awarded upon exceeding the threshold number of points for Expected performance. Merit can be earned independently in each of the three areas (Scholarship, Teaching, Service).
- The annual Merit raise pool for tenure-track faculty in the department will be allotted to each of the areas: Scholarship (40%), Teaching (40%) and Service (20%). Each faculty member will receive a share of the merit raise pool, proportional to the number of merit points he/she earned in each area and relative to the total points earned by all TLAC tenure-track faculty members within each of the three areas.
- The Department Head will report to the faculty a summary of the A-1 results, including the frequency distributions, means, and total number of merit points for each of the three areas. These data will allow individual faculty members to calculate their share of the merit raise pools for each area.

**FACULTY PERFORMANCE EVALUATION: TRAINING and SAFETY**

Faculty in the Department of Teaching, Learning and Culture (TLAC) realize the importance of maintaining their own level of awareness and expertise in basic competencies related to ethical, safety, and personnel concerns of the university. **Each faculty member must attest to the following statements before the annual A-1 evaluation can be considered.**

1. Faculty members should complete all training activities that are required by the university, college, or department.

\_\_\_\_ I have completed all currently required training requirements.

2. Faculty members should consider the teaching environments they were responsible for and list any safety concerns.

\_\_\_\_ After consideration of the teaching environments where I was the instructor of record, I believe that all safety concerns that I could mitigate would tend to be of low impact and low frequency.

3. Faculty members should consider the research environments they were responsible for and list any safety concerns.

\_\_\_\_ After consideration of the research environments where I was the principal or lead investigator for the environment, I believe that all safety concerns that I could mitigate would tend to be of low impact and low frequency.

**FACULTY PERFORMANCE EVALUATION: SCHOLARSHIP (Research and Funding)**

The Department of Teaching, Learning, and Culture recognizes its status as an integral member of a top-tier research institution where research is defined as the construction, discovery, or integration of knowledge and the communication of this knowledge to an audience of critical peers. Contributing to the professional research literature is acknowledged as an academic priority in the Department. Consistent with College of Education and Human Development and University guidelines, faculty research accomplishments are demonstrated by the generation of products that are: part of a sustained, focused program; conceptual rather than merely technical; significant in their effects on thought and practice; and significant contributions by the individual (where he or she is part of a multidisciplinary activity).

Faculty in the Department of Teaching, Learning and Culture (TLAC) realize the importance of external support for their research efforts. Faculty members who seek appropriate funding in any of the three major domains of evaluation (research, teaching and service) will be awarded performance points toward fulfillment of expected or meritorious performance. While it is acknowledged that all fields in the Department of Teaching, Learning and Culture do not have equal access to external funding opportunities, efforts to make the most of available opportunities are required of all faculty members.

**Performance evaluation in the area of Scholarship includes both Research and Funding. The evaluation of performance for Scholarship will consist of the combined total productivity for each of these areas. To be considered for merit, the threshold level is 12 points, including at least one publication in Category 1 and participation\* in at least one funding activity.**

\*Participation may include being a PI, Co-PI, or Member of (1) a project that is currently funded, or (2) a group that submits a proposal in any of the six categories for funding. A project must receive approval of funding or approval for continuation in the year of evaluation; a proposal must be submitted in the year of evaluation.

## Performance Categories for Research

For the Department of Teaching, Learning, and Culture, six categories of research will be used for faculty evaluation. The guidelines in this document reflect performance in these categories that have been sequenced by level of importance. For evaluation of performance in the area of research as a scholarly activity, authorship with students or by senior faculty with non-tenured colleagues should be considered. “Top-tier” journals are national or international in scope, and are listed in SSCI, ERIC, or Education Index and are recognized as influential in one’s field, with other factors taken into account as defined by the Department. **Exhibitions of creative scholarship (artworks and arts-based performances) can be substituted for publications at the appropriate level in any of the categories.**

**Category 1 - Publications in peer-reviewed professional journals, including on-line journals and other professional formats, at the national or international level. Author of scholarly professional books at the national or international level.** Publications contain original findings, reviews, syntheses, and critiques, and the creative application of existing knowledge to educational problems.

**Category 2 - Publication of chapters in scholarly professional books at the national and international level. Publication in peer-reviewed conference proceedings at the national or international level. Editor or co-Editor of scholarly professional books at the national or international level.** Publications contain original findings, reviews, syntheses, and critiques, and the creative application of existing knowledge to educational problems.

**Category 3 - Publications in peer-reviewed professional journals, including on-line and other professional formats; publications in peer-reviewed conference proceedings; author or editor of scholarly professional books; at the regional level or state level.** Publications contain original findings, reviews, syntheses, and critiques, and the creative application of existing knowledge to educational problems.

**Category 4 - Presentation of research papers at professional conferences at the national or international level.** Presentations that result from peer-reviewed proposals, membership presentations, invited addresses, and discussant/discussion panel membership. Presentations must be completed during the evaluation period.

**Category 5 - Presentation of research papers at professional conferences at the regional, state, and local level.** These presentations should result from peer-reviewed proposals, membership presentations, invited addresses, and discussant/discussion panel membership. Presentations must be completed during the evaluation period.

**Category 6 - Articles in non peer-reviewed journals or conference proceedings, editorial columns or book reviews in journals, local presentations, and opinion-editorial pieces for newspapers or magazines.** These presentations and publications must be in print or completed during the evaluation period.

**A-1 Merit Worksheet for Research**

The following table outlines the performance points to be awarded for each Research activity. Points are awarded for each article or presentation. Meritorious consideration will be determined by the cumulative number of points. College or University level Research Awards receive Value Added points to be negotiated with the Department Head. **The evaluation of performance for Scholarship will consist of the combined total productivity for Research and Funding. To be considered for merit, the threshold level is 12 points, including at least one publication in Category 1 and participation in at least one funding activity.**

Categories	Points	Value Added Points	
<i>Publications must be in press, in print, on-line, or on display (arts-based) during the A-1 evaluation period and may be listed only one time. Presentations must be completed during the evaluation period.</i>	Published or in press	With student(s), AND/OR non-tenured TLAC faculty	Multi-disciplinary+ OR Enhances diversity or internationalization+
Category 1 - Publications in peer-reviewed professional journals, including on-line journals and other professional formats, at the national or international level. Author of scholarly professional books at the national or international level.	6.0	1.0	1.0
Category 2 - Publication of chapters in scholarly professional books at the national and international level. Publication in peer-reviewed conference proceedings at the national or international level. Editor or co-Editor of scholarly professional books at the national or international level.	5.0	1.0	1.0
Category 3 - Publications in peer-reviewed professional journals, including on-line and other professional formats; publications in peer-reviewed conference proceedings; author or editor of scholarly professional books; at the regional level or state level.	4.0	1.0	1.0
Category 4 - Presentation of research papers at professional conferences at the national or international level that result from peer-reviewed proposals, membership presentations, invited addresses, and discussant/discussion panel membership.	3.0	1.0	1.0
Category 5 -Presentation of research papers at professional conferences at the regional, state, and local level. These presentations should result from peer-reviewed proposals, membership presentations, invited addresses, and discussant/discussion panel membership.	2.0	1.0	1.0
Category 6 - Articles in non peer-reviewed journals or conference proceedings, editorial columns or book reviews in journals, local presentations, and opinion-editorial pieces for newspapers or magazines.	1.0	1.0	1.0

\* Three Value Added points are awarded for publication in a “top-tier” journal. This should be justified by faculty member using indicators such as citation rating, acceptance rate under 25%, significance, impact, or degree of extending knowledge.. +See [University guidelines for definitions and sample activities](#)

## Performance Categories for Funding

The guidelines in this document reflect fund-seeking efforts from the categories below that are listed by type of funding source. While not exhaustive, these six categories represent primary funding sources. In evaluating any fund-seeking effort, the primary indicators are the source, the potential impact of the funding, and the dollar amount.

**Category 1 – Federal grants and contracts obtained through a multi-tiered peer review system.** These competitive grants support applications of construction, discovery, integration, teaching and application of scholarship practiced by TLAC faculty.

**Category 2 – State grants and contracts obtained through a multi-tiered peer review system.** These competitive grants support applications of construction, discovery, integration, teaching and application of scholarship practiced by TLAC faculty.

**Category 3 – Foundation grants or contracts that are either peer reviewed or reviewed by the Board of Directors of the Foundation.** These grants are competitive and support applications of construction, discovery, integration, teaching and application of scholarship practiced by TLAC faculty.

**Category 4 – Federal grants and contracts that are reviewed by agency staff.** These grants or contracts are reviewed internally by agency staff and support applications of construction, discovery, integration, teaching and application of scholarship practiced by TLAC faculty.

**Category 5 – State grants and contracts that are reviewed by agency staff.** These grants or contracts are reviewed internally by agency staff and support applications of construction, discovery, integration, teaching and application of scholarship practiced by TLAC faculty.

**Category 6 – Local (system, university, college, and departmental) grants or contracts.** These grants are based on peer reviews and support applications of construction, discovery, integration, teaching and application of scholarship practiced by TLAC faculty.

**A-1 Merit Worksheet for Funding**

The following table outlines the performance points to be awarded for each Funding activity. Points are earned in the year funding is sought, the year funding is granted, and each year of continuing funding. For funded proposals, additional points can be awarded for generating salary savings, as negotiated with the Department Head.

Categories	Funded Proposals* (year funded)		Submitted Proposals/ Continuing Grants		Value added Points  Multi-disciplinary+ OR Enhances diversity or internationalization+
	PI or Co-PI	Member	PI or Co-PI	Member	
Category 1. – Federal grants and contracts obtained through a multi-tiered peer review system.	6.0	3.0	3.0	1.5	1.0
Category 2 – State grants and contracts obtained through a multi-tiered peer review system.	5.0	2.5	2.5	1.25	1.0
Category 3 – Foundation grants and contracts that are either peer reviewed or reviewed by the Board of Directors of the Foundation.	4.0	2.0	2.0	1.0	1.0
Category 4 – Federal grants and contracts that are reviewed by agency staff.	3.0	1.5	1.5	0.75	1.0
Category 5 – State grants and contracts that are reviewed by agency staff.	2.0	1.0	1.0	0.5	1.0
Category 6 – Local (system, university, college and departmental) grants and contracts.	1.0	0.5	0.5	0.25	1.0

\* For funded proposals, additional Value Added points are awarded to the PI and Co-PIs each year for grant amounts as follows: Up to \$49K – 1 point, \$50K to \$99K – 2 points, \$100 to \$149K – 3 points, \$150K to \$199K – 4 points, \$200K to \$249K - 5 points, over \$250K – 6 points. Additional points are awarded to the PI, Co-PIs, or Members for each TLAC student supported by external grant funds: 4 points for each full-time (20 hours per week) student, and 2 points for each half-time student for each academic year of support. Projects will decide who will receive points for each student.

+See [University guidelines for definitions and sample activities](#)

## FACULTY PERFORMANCE EVALUATION: TEACHING (Instruction and Advising)

The Department of Teaching, Learning, and Culture fully accepts its valuable role in the preparation of pre-service teachers and graduate students for the enhancement of teaching and learning. Each faculty member is expected to make significant contributions in areas such as quality classroom instruction, mentorship, effective instructional program development, and outreach and partnership initiatives. The Department recognizes that the scholarship of teaching takes many forms and includes classroom-based teaching, supervising field-based experiences, working with students on their individual projects, advising and mentoring students, developing learning materials (textbooks, computer programs, web-based courses), providing continuing education experiences for professional educators or other professional audiences, and developing new courses and programs.

For the Department of Teaching, Learning, and Culture, six categories of teaching will be used for faculty evaluation. The guidelines in this document reflect performance in these categories, with Category 1 being most fundamental and advising graduate students also of high importance (see the separate table for this category).

**Meritorious consideration will be determined by the cumulative number of points for Teaching and for Advising Graduate Students. To be considered for merit, the threshold level is 12 points, including at least 6 points in Category 1.**

### Performance Categories for Instruction

**Category 1 - Quality and effectiveness of teaching:** Delivery and impact of classroom, laboratory, and field-based instruction. Teaching should be evaluated using the PICA student evaluation system. In addition, evaluation can include one or more of: (1) Peer review of classroom teaching and instructional innovations, using a valid and reliable measure, (2) Preparation of a teaching portfolio, or (3) Self-evaluation and development of an improvement plan.

**Category 2 - Contribution to the development of the curriculum:** Development and implementation of new courses or appropriate and substantial revisions of existing courses

**Category 3 - Scholarship within the broader context of instruction:** Writing textbooks and developing instructional materials: enhancement of instruction in the faculty member's field of study through production of various teaching publications.

**Category 4 - Use of appropriate technologies in instruction and curriculum development:** Demonstrate sound, effective, and creative uses of technology.

**Category 5 - Work in a mentoring role with individual students:** Direct work with students, mentoring undergraduate and graduate students.

**Category 6 - Provision of continuing education experiences for professional educators or other professional audiences:** Contributing to the improvement of comprehensive educational programs through workshops and presentations for inservice teachers.

**A-1 Merit Worksheet for Instruction**

The following table outlines the performance points to be awarded for each Teaching activity. College or University level Teaching Awards receive Value added points to be negotiated with the Department Head. **Meritorious consideration will be determined by the cumulative number of points for Teaching and for Advising Graduate Students. To be considered for merit, the threshold level is 12 points, including at least 6 points in Category 1.**

Categories	Points	Value added Points#
		Multi-disciplinary+ OR Enhances diversity or internationalization+
Category 1: Quality and effectiveness of teaching. Delivery and impact of classroom, laboratory, and field-based instruction as indicated by average PICA student rating at or above 4.0 for undergraduate courses or 4.5 for graduate courses.*	6.0	1.0
Category 2: Contribution to the development of the curriculum itself. Development and implementation of new courses or appropriate and substantial revisions of existing courses, including extending the course for Web or online enrollment.	5.0	1.0
Category 3: Scholarship within the broader context of instruction. Enhancement of instruction in the faculty member’s field of study through production of various teaching publications; writing textbooks and developing instructional materials.	4.0	1.0
Category 4: Use of appropriate technologies in instruction and curriculum development. Sound, effective, and creative uses of technology.	3.0	1.0
Category 5: Work in a mentoring role with individual students. Work with individual undergraduate or graduate students. (See the following table for points awarded for chairing and membership on graduate committees.)	2.0	1.0
Category 6: Provision of professional development experiences for professional educators or other professional audiences. Contributing to the improvement of comprehensive educational programs through workshops and presentations for inservice teachers	1.0	1.0

\*PICA average ratings must include at least 50% of the students enrolled. **Points are awarded for each course meeting the criterion.** Additional points can be used to meet the 6 point Category 1 requirement by completing a Peer Review, Teaching Portfolio, or Self-Evaluation (3 points per course).

#Value added points are awarded for participation in professional development activities to improve teaching effectiveness or for teaching large sections of 40 or more undergraduate or 20 or more graduate students (3 points per activity).

+See [University guidelines for definitions and sample activities](#)

**A-1 Merit Worksheet for Advising Graduate Students**

The following table summarizes merit performance points for advising graduate students. **Points are awarded for each student and added to the merit points for Teaching.**

Categories#	Points per Student Graduated*	Points per Student Continuing+
Category 1 – PhD Dissertation/EdD Record of Study committee Chair or Co-chair	6.0	1.0
Category 2 – MS Thesis committee Chair or Co-chair	5.0	1.0
Category 3 – PhD Dissertation/EdD Record of Study committee Member	4.0	1.0
Category 4 – M Ed committee Chair	3.0	0.5
Category 5 –MS Thesis committee Member	2.0	0.5
Category 6 – M Ed committee Member	1.0	0.5

# Student must have an approved degree plan and be currently enrolled for at least one semester or summer session during the year. Points are awarded both for committees inside and outside the TLAC department.

\*Value Added points are awarded for students who are placed in a position at a Research I university upon graduation (3 points per student).

+ Points can only be awarded for a maximum of three continuing years before graduating.

## FACULTY PERFORMANCE EVALUATION: SERVICE

For the Department of Teaching, Learning and Culture, five categories of service for organizational citizenship and scholarship and application are addressed in these guidelines. With regard to service, a claim for higher ranking in any category must be justified in terms of significance, time commitment, and degree of importance. **To be considered for merit, the threshold level is 6 points.**

### Performance Categories for Service

- Category 1: Service to the profession at the national or international level** - At the national or international level, serving as: an officer of an organization; chair or committee member of a prominent committee; Editor or co-Editor of a journal, special issue, or proceedings; presenter of a service-related talk or paper; grant or conference paper reviewer; newsletter editor; or mentor a student receiving an award.
- Category 2: Service to the Department of Teaching, Learning & Culture** - Developing new programs, serving as chair or member of standing and ad-hoc committees; serving as advisor of student organizations; mentoring new faculty. Organizing or presenting at department or program area seminars.
- Category 3: Service to the College of Education and Human Development or Texas A&M University** - Serving as a chair or member of college or university committee; organizing or presenting at seminars sponsored by the university or college. Service related presentation at a college or university-wide meeting; writing an article in a university or college publication.
- Category 4: Service to the profession at the regional or state level** – At the regional or state level, serving as: an officer of an organization; chair or committee member of a prominent committee; Editor or co-Editor of a journal, book, special issue or proceedings; presenter of a service-related talk or paper; grant or conference paper reviewer; newsletter editor; or mentor of a student receiving an award.
- Category 5: Service to the community through efforts to support children and families** - Lecturing to non-professional groups; serving as a committee or board member for district or community agencies; serving on school-based committees; providing professional development in-services for school personnel; or providing classroom presentations or model teaching lessons to school-age children. Editing community newsletters; providing support for community grant writing projects; applying for seed grants related to community issues; creating web page for community agency.

**A-1 Merit Worksheet for Service**

The following table outlines the performance points to be awarded for each Service activity. Points are awarded for each activity. College or University level Service Awards receive Value added points to be negotiated with the Department Head. **To be considered for merit, the threshold level is 6 points.**

Categories	Points	Value added Points
		Multi-disciplinary+ OR Enhances diversity or internationalization+
Category 1: Service to the profession at the national or international level - At the national or international level, serving as: an officer of an organization; chair or committee member of a prominent committee; Editor or co-Editor of a journal, special journal issue, or proceedings; presenter of a service-related talk or paper; grant or conference paper reviewer or newsletter editor; or mentor of a student receiving an award.	5.0	1.0
Category 2: Service to the Department of Teaching, Learning & Culture - Developing new programs, serving as chair or member of standing or ad-hoc committee; serving as advisor of student organization; mentoring new faculty; organizing or presenting at department or program area seminars.	4.0	1.0
Category 3: Service to the College of Education and Human Development or Texas A&M University - Serving as a chair or member of college or university committee; organizing or presenting at seminars sponsored by the university or college. Service-related presentation at a college or university-wide meeting; writing an article in a university or college publication.	3.0	1.0
Category 4: Service to the profession at the regional or state level – At the regional or state level, serving as: an officer of an organization; chair or committee member of a prominent committee; Editor or co-Editor of a journal, special issue, or proceedings; presenter of a service-related talk or paper; grant or conference paper reviewer; newsletter editor; or mentor of a student receiving an award.	2.0	1.0
Category 5: Service to the community through efforts to support children and families - Lecturing to non-professional groups; serving as a committee or board member for district or community agencies; serving on school-based committees; providing professional development in-services for school personnel; or providing classroom presentations or model teaching lessons to school school-age children. Editing community newsletters; providing support for community grant writing projects; applying for seed grants related to community issues; creating web page for community agency.	1.0	1.0

+See [University guidelines for definitions and sample activities](#)