

12.06 Post-Tenure Review of Faculty and Teaching Effectiveness



Approved October 13, 1995 (MO 335-95)
Revised September 26, 1997 (MO 181-97)
Revised September 26, 2008 (MO 326-2008)
Revised August 8, 2013 (MO 192-2013)
Next Scheduled Review: August 8, 2018

Policy Statement

Each university (academic institution) of The Texas A&M University System (system) must periodically evaluate the performance of tenured faculty in accordance with this policy.

Reason for Policy

State law requires that a policy be adopted to establish a process for evaluating the performance of tenured faculty.

Procedures and Responsibilities

1. POST-TENURE REVIEW

Subsequent to the award of tenure, the performance review of a faculty member provides a mechanism to gauge the productivity of the individual and should be designed to encourage a high level of sustained performance. Post-tenure evaluations are made on the basis of typical criteria and factors such as those listed below and shall occur no more often than once every year, but not less often than once every six years after the date of the award of tenure. Not all departments will use the same weighting of each factor and these may be different depending on the faculty member's specific role and responsibilities within a college.

Teaching Effectiveness at the Undergraduate, Graduate and Professional Student Levels (See System Policy 12.02, *Institutional Procedures for Implementing Tenure*, for consistency)

- Course content, complexity, level of expertise.
- Performance of students in subsequent courses.
- Content, quality and faculty use of the syllabus.
- Student evaluations of the instructor.
- Teaching innovations.
- Peer evaluations.
- Direction of dissertations and theses.

- Awards, honors and other recognitions.
- Development of online courses.

Research, Creative Activities, and Other Scholarly Endeavors

- Published works - books, journal articles, reviews, research and technical reports, electronic and digital materials.
- Shows, exhibits, displays, and performances of artistic works and talents.
- Professional evaluations of scholarly activities appropriate to discipline.
- Research grants, contracts, and other evidence of competitive support for the research.
- Invited papers and other presentations.
- Editorial contributions.
- Awards, honors and other recognitions.

Student Advising, Counseling, and Other Student Services

- Responsibilities for undergraduate, graduate and professional student advising.
- Reputation regarding advising and contributions to student development.
- Participation in student organizations and other activities.
- Accessibility to students.

Committee and Administrative Service to University

- Nature and importance of committee involvement.
- Ideas and original contributions to university community.
- Offices held and other evidence of leadership.

Service to Profession, Community, State or Nation

- Involvement in professional societies including leadership positions.
- Governmental committee or commission appointments.
- Academic and professional consulting activities.
- Quality of patient care, where applicable.
- Contributions to community programs and activities.
- Speeches and other presentations utilizing expertise.
- Awards, honors and other recognitions.

Quality of Patient Care, where applicable

Patents or Commercialization of Research, where applicable

Appropriate documentation is required to provide independent verification of the credentials being presented to support the criteria being evaluated.

2. TEACHING EFFECTIVENESS

Teaching effectiveness is essential for every faculty member, and teaching is an integral part of the mission of every system academic institution. A broad range of approaches to ensure teaching effectiveness should be developed and would include some of the following techniques currently in place or under consideration by system academic institutions:

- (a) Institutional requirements for faculty including:
 - (i) course syllabi including list of topics to be covered during the semester, specific course objectives, types of activities for the course, student evaluation procedures, and required reading assignments;
 - (ii) faculty attendance in class; and
 - (iii) adherence to system, institutional and departmental policies.
- (b) Peer observation of classroom performance.
- (c) Departmental, college and institutional workshops on effective teaching.
- (d) Video taping of classroom performance for review and analysis by faculty.
- (e) Portfolio assessment by departmental review committee.
- (f) On-campus technology centers and other innovative programs designed to educate and support faculty in their efforts to integrate new technology into their teaching.
- (g) Departmental in-service training.
- (h) Senior faculty to serve as mentors for junior, new faculty.
- (i) Quality of instructional outcomes assessment by current and former students, employers of graduates, and faculty in graduate and professional schools attended by graduates.

Related Statutes, Policies, or Requirements

[Tex. Educ. Code § 51.942](#)

Member Rule Requirements

No rule is required to supplement this policy.

Contact Office

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