



- **Teaching is an act of leadership**; leading students to new pathways of thought and to new discoveries is a primary act of leadership. TCU must always recognize and reward this most essential form of leadership.
- **TCU must continue to affirm the Teacher-Scholar model**; research and creative activity illuminate and enhance good teaching; the synergy between these two vital areas is mutually beneficial.
- **There is no one-size-fits-all formula** for assessing faculty performance in the classroom, and each college, department, and program must decide which evaluative practices are best suited to its individual needs.
- Faculty evaluation must be undertaken holistically; that is, **all areas of professional activity must be considered in evaluating faculty performance**. In addition to teaching, and depending on an individual's appointment and designation, these areas may include research and creative activity, service, student interaction, and professional development.
- In the evaluation of teaching, at **least three evaluative practices must be used**; SPOT surveys or other forms of student survey feedback **should not constitute more than one third** of the weight of the evaluation process.
- **All faculty must be individually informed of the specific criteria which will be used to evaluate their teaching before the beginning of the semester or the academic year**. Deans and chairs must ensure that current faculty, and all new faculty, are made aware of the particular measures for teaching evaluation used by their departments and colleges; all faculty members must be given a written set of departmental policies concerning their evaluation.
- **Stasis and adequacy are insufficient; growth, development, and innovation are essential to effective teaching**. TCU faculty members must make a commitment to teaching excellence and to continual improvement in their teaching practice.