

## **Texas Woman's University**

### **Faculty Promotion and Tenure**

(effective for all faculty seeking promotion and/or tenure after September 1, 2008)

Texas Woman's University (TWU) strives to support faculty members' distinctive styles, talents, strengths, and professional contributions. Policies and procedures for evaluating faculty members are established to provide the means whereby the performance of faculty members, and their contributions to the goals of the University, may be equitably documented and assessed. The University recognizes the distinctiveness of the component and disciplines of which faculty members are a part; therefore, the main responsibility for implementation of formative and evaluative procedures has been placed in each department or similar administrative unit (hereafter referred to as "component").

To assure equity across the University, minimum standards for academic rank and tenure are set forth in this policy. All faculty are expected to meet the University standards when seeking promotion and/or tenure. Based on these minimum standards, component promotion and tenure policies set forth processes and criteria for formative and evaluative activities that are consistent with the component's mission. For example, component guidelines might identify evaluative criteria appropriate to the discipline, or might delineate which activities will receive greater or lesser emphasis in promotion or tenure decisions. Guidelines should also include appropriate methods for evaluating the interdisciplinary scholarly activities of component faculty.

Evaluation instruments provide a means for gathering information that can provide a basis for evaluation, but these instruments do not constitute an evaluation in themselves. Evaluation is the process whereby the information acquired by appropriate instruments is analyzed to determine the quality of performance as measured against the University standards and the criteria set by the component. Component criteria for evaluation are directly linked to a clear mission; evaluation of faculty is based on an analysis of how the individual faculty member contributes to the overall mission of the component and the University.

### **Academic Freedom and Tenure**

Universities benefit society through the discovery, creation, and dissemination of knowledge. This is best done in an atmosphere of mutual respect for one another, for the creative process, and for the rights of each member of the academic community. Such academic freedom promotes a more expedient and accurate advancement of knowledge and understanding by allowing faculty to research, speak, teach, discuss, create and publish freely without unreasonable institutional restraints.

To this end, TWU seeks to uphold the U.S. Constitution and TWU Faculty Handbook and to utilize many of the principles set forth in the American Association of University

Professors' 1940 *Statement of Principles on Academic Freedom and Tenure with 1970 Interpretive Comments* (<http://www.aaup.org/statements/Redbook/1940stat.htm>).

## **Definitions and Methods of Documentation**

For more than a century, the faculty of TWU has provided distinguished teaching, scholarship, and service to fulfill the mission of the University and the expectations of the citizens of Texas. Since attracting, rewarding, recognizing and retaining an outstanding faculty are vital to the continued success of the University, the standards for promotion and tenure must be fair, rigorous, and discipline-appropriate. It is the purpose of these general University standards to describe the minimum requirements to be applied across the University. University standards are to serve as a benchmark for the additional approved promotion and tenure criteria that are set by individual academic components.

Three areas are traditionally important in evaluating faculty for promotion and tenure decisions, and all three areas relate significantly to the TWU mission: teaching (including formal classroom activities, advising, and informal student mentoring), scholarship (including all types of scholarly research and/or other creative activities), and service (including professional, university and public service). Individual faculty will necessarily vary in the extent to which their responsibilities emphasize teaching, scholarship or service. The standards used to assess faculty performance must reflect these varied assignments. Nevertheless, to meet the minimum standard for promotion and tenure, evidence of high quality achievement in teaching, scholarship, and service must be submitted.

TWU embraces the teacher-scholar model as defined by the contributions individuals make in their components, constituencies, and the University as a whole and the achievements attained as part of individual professional development and growth. As such, judgments of professional achievement and advancement will reflect collaborative and individual efforts from all faculty.

This document outlines the minimum University-wide teaching, research and service standards applicable to promotion and tenure. Academic units will further refine these standards to reflect the needs of the components and the criteria of the respective disciplines.

### **Teaching**

#### Definition

Effective teaching requires knowledge of the subject, an ability to present material clearly, and an ability to motivate students to learn. Teaching includes not only formal classroom, laboratory, clinical, and online instruction, but advising, and directing undergraduate and graduate independent study, internships, research, professional papers, artistic projects, theses and dissertations as well.

Each component should establish a procedure to evaluate the candidate's teaching and should ensure that the factual information is available for the candidate's file at the time of submission.

### Documentation

Evaluation should include the extent, quality and significance of the candidate's teaching. Evidence of teaching, advising and mentoring effectiveness is best judged by the peer review process. It may include, but is not limited to the sources listed below.

- Peer observations of teaching
- Peer examination of a teaching portfolio
- Student evaluations
- Honors or special recognitions for teaching
- Grants related to instruction
- Development of new programs, courses and/or teaching innovations
- Preparation of publications to be used in class
- Reports from alumni and their employers
- Recognition of the quantity and quality of advising responsibilities
- Evidence of student achievement
- Service learning and internships directed
- Evidence of the quality and quantity of graduate student research and creative projects, independent studies, professional papers, theses and/or dissertations directed by the candidate in those areas where graduate programs are offered

### **Scholarship and other Creative Activities**

#### Definition

TWU faculty and administrators implement professional development and advancement standards based on Boyer's (1990) teacher-scholar model<sup>1</sup>. Boyer articulated a paradigm for faculty scholarly activity that expanded the concept of scholarship, traditionally viewed as the scientific *discovery* of new knowledge, to include three other equally important areas: the scholarship of *integration*, the scholarship of *application*, and the scholarship of *teaching*.

The scholarship of *discovery* involves active engagement in original research through diligent, systematic inquiry to refine existing knowledge and generate new knowledge.

The scholarship of *integration* involves "making connections across the disciplines, placing the specialties in larger context, illumination of data in a revealing way, often educating non-specialists, too" (Boyer, 1990, p. 17). The scholarship of integration is the synthesis of knowledge from isolated facts or other disciplines into a new meaning or

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<sup>1</sup> Boyer, E. L. (1990). *Scholarship Reconsidered: Priorities of the Professoriate*. Carnegie Foundation

perspective. Integrative scholarship may include participation from two or more disciplines in inquiry that creates knowledge or combines knowledge in applications that offer new conceptual models.

The scholarship of *application* includes professional practice and involves the use of knowledge or creative activities for development and change. According to Boyer (1990), scholars must ask, “How can knowledge be responsibly applied to consequential problems? How can it be helpful to individuals as well as institutions?”(p. 12) Examples of this scholarly activity may include a critique of practice utilizing criteria and standards, initiating change, and creating new approaches to practice. Documentation of these pursuits may be found in evaluations by peers, students or self-critique in the application of scholarship in practice; presentations related to practice; consultation reports; reports compiling and analyzing outcomes; grant awards in support of practice; reports of meta-analyses related to practice problems; demonstration projects; and policy papers related to practice.

The scholarship of *teaching* involves the transformation of knowledge through teaching that stimulates “active, not passive, learning and encourages students to be critical, creative thinkers, with the capacity to go on learning. It is a dynamic endeavor involving all the analogies, metaphors, and images that build bridges between the teacher’s understanding and the student’s learning. Pedagogical procedures must be carefully planned, continuously examined, and relate directly to the subject taught” (Boyer, 1990, pp. 23-24). Scholarly teachers are able to individualize learning, adapt to different learning styles, and understand how knowledge is acquired and constructed, resulting in consistency of outcomes for student learning. Scholarly teaching may be demonstrated through the development of innovative teaching and evaluation methods, program development, learning outcome evaluation and professional role modeling. Evidence of scholarly teaching may be found in teaching portfolios, curriculum development, peer-reviewed presentations and publications related to teaching methodology or learning outcomes, learning theory development, development and/or testing of educational models, published textbooks, design of outcome studies or evaluation programs, and presentations related to teaching and learning.

Sound scholarship may be individual or collaborative, within one discipline or interdisciplinary. The emphasis in evaluation is on quality and impact rather than on quantity.

### Documentation

The peer review process includes an evaluation of the extent, quality and significance of the candidate’s scholarship, research, and other creative activities. Evidence of the quality of scholarship is to be documented by objective internal reviewers and external peer review. External peer review occurs through the process of submitting research or creative work to refereed publications and other competitive forums, through the submission of grant proposals, as well as through formal, solicited reviews from

recognized external reviewers. Evidence of research/creative activity may include, but is not limited to the sources listed below.

- Publications in refereed journals and by quality presses including but not limited to books, book chapters, reviews, monographs, bulletins, articles, and letters from publishers for those publications that are ‘in press’
- Documentation of creative products including but not limited to: exhibitions, installations, performances, theatrical works, films, recordings or other artistic works
- Internal and external grants pertaining to research/creative activity, with documentation of funding sources, inclusive years and amounts awarded
- Papers delivered before scholarly societies
- Publications in conference proceedings
- Professional honors and awards
- Citation index analysis, if appropriate

## **Service**

### Definition

Service by the faculty member includes service to TWU, professional service to the discipline, and service to the community. Service to TWU includes all non-teaching work done at the component, college or university level. Consideration will be given to the candidate’s willingness to accept and professionally complete work assignments and otherwise work cooperatively with faculty and the administration. This includes, but is not limited to, serving on committees and task forces, serving on the Faculty Senate, sponsoring student associations, and developing or managing academic programs.

Professional service requires more than simple membership in the professional organization and attendance at meetings or conferences. It includes, but is not limited to, holding office in discipline-specific associations, organizing conferences, serving as journal editor, serving on editorial boards of scholarly or professional journals, and reviewing of journal articles or grant applications.

Service to the community for purposes of promotion and tenure refers to the application of knowledge for the good of society by sharing professional expertise with community organizations. This might include but is not limited to giving public lectures; service on advisory boards or civic committees; involvement in community or charitable organizations; or providing consultation/technical assistance for the public good.

### Documentation

Evaluation should include the extent, quality and significance of the candidate’s service. Evidence of professional service may include, but is not limited to, the following.

- Participation and leadership on university, college, school, and component committees and task forces
- Service to student organizations and other student activities outside of the classroom
- Involvement in professional associations: offices held, committee activities, editorial work
- Serving as discussant or section organizer for professional conferences
- Reviewing articles, books or grant applications
- Presentations and consulting services to the local, state, regional, national or international community
- Service on advisory boards of community organizations
- Honors, awards, special recognitions for service

### **Standards for Tenure-Track Faculty Appointments and Promotions**

The following standards for academic rank represent the minimum standards for appointment or promotion and are meant to provide equity and comparability across the University. Achievements of the candidate must be documented and evaluation must include external peer evaluations. Faculty members applying for promotion and/or tenure must also satisfy the applicable component criteria.

#### **Appointment to Assistant Professor**

Initial appointment or promotion to the rank of Assistant Professor requires completion of the appropriate terminal academic degree or its equivalent as defined by the academic unit. The candidate should also demonstrate a current capability and desire for excellence in teaching, scholarship, and service as well as potential for significant accomplishments in these areas.

#### **Appointment or Promotion to Associate Professor**

Initial appointment or promotion to the rank of Associate Professor shall be based upon a candidate's record of significant contributions in: (1) teaching, advising or other instructional activities; (2) scholarship, research and/or other creative activities; and (3) university, professional, and public service.

Normally, the candidate for promotion will have served full time a minimum of six years at the rank of Assistant Professor at the college or university level and will have served full time at least two years at TWU at the rank of Assistant Professor.

#### **Teaching**

The candidate must

- demonstrate excellence in all aspects of teaching;
- participate effectively in course development and evaluation;

- obtain membership on the Graduate Faculty in components with graduate programs.

### **Scholarship and other Creative Activities**

The candidate must

- demonstrate excellence in research and creative activities;
- share the results of the scholarly work in peer reviewed forums;
- seek internal or external funding as appropriate to the field.

### **Service**

The candidate must

- contribute in a positive way to the mission of the component, college, and university;
- demonstrate leadership within the component and college;
- participate in recruitment, advising, and mentoring of students;
- demonstrate active involvement in professional and/or community organizations.

### **Appointment or Promotion to Professor**

Initial appointment or promotion to the rank of Professor shall be made only after a candidate has demonstrated continuous and sustained meritorious achievements beyond the level of Associate Professor commensurate with his/her assignments in areas of: (1) teaching, advising or other instructional activities; (2) scholarly research and/or other creative activities; and (3) professional, university and public service.

The rank of Professor is the highest academic rank and is awarded only in cases of clear and sustained records of exceptional quality. The rank is in recognition of attainment rather than length of service.

Normally, the candidate for promotion will have completed at least six years as Associate Professor at the college or university level and will have served full time at least four years at TWU at the rank of Associate Professor.

### **Teaching**

The candidate must

- demonstrate excellence in all aspects of teaching;
- demonstrate leadership in the development of academic programs;
- maintain full membership on the Graduate Faculty, in components with graduate programs;
- serve as a resource to other faculty.

### **Scholarship and other Creative Activities**

The candidate must

- document a program of research and/or creative activities;
- serve as a research/creative mentor to colleagues/graduate students;
- seek and/or secure internal or external funding, as appropriate to the field;
- disseminate the results of scholarly work in peer reviewed forums.

## **Service**

The candidate must

- contribute in a positive way to the mission of the component, college, and university;
- demonstrate leadership within the university;
- demonstrate leadership within professional and/or community organizations;
- serve as a mentor to students/student organizations.

### **Standards for Clinical Track Faculty Appointments and Promotions**

The University recognizes that there are specific circumstances that justify appointment to non-tenure track positions. These include clinical track and lecturer track appointments. Non-tenure track faculty may be appointed to meet programmatic needs of a component of the University. Clinical track faculty are not eligible for tenure.

TWU supports numerous professional programs that prepare students to become clinicians at the doctoral, masters, and baccalaureate level. This level of professional preparation requires that some faculty be excellent clinicians and educators with a significant responsibility to both roles. The clinical track designation may be used for faculty who are primarily engaged in clinical teaching, clinical practice, and/or clinical supervision of students. Scholarship and service is expected commensurate with appointment rank. Development of an independent research program is not essential; however, most scholarship activities are expected to contribute to professional issues or program development.

The following definitions of clinical ranks represent the minimum University standards for appointment and promotion and are meant to provide equity and comparability across the University. Achievements of the candidate must be documented. Faculty members applying for promotion must also satisfy the applicable component requirements.

### **Appointment to Clinical Instructor**

Initial appointment to the rank of Clinical Instructor ordinarily requires the completion of the appropriate master's degree in the discipline and/or licensure in the discipline, as well as a minimum of two years of clinical practice. A minimum of one year of teaching experience in the clinical area(s) of expertise is preferred. \*\*

## **Appointment or Promotion to Assistant Clinical Professor**

Initial appointment or promotion to the rank of Assistant Clinical Professor shall be based upon a candidate's record of contributions commensurate with assignments in areas of: (1) teaching, advising or other instructional activities; (2) scholarship, research and/or other creative activities; and (3) university, professional, and public service. The completion of the appropriate master's degree in the discipline and/or licensure in the discipline, as well as minimum of four years of clinical practice is required. A minimum of two years of teaching experience in the clinical area(s) of expertise is preferred. \*\*

Normally, the candidate for promotion will have served full time a minimum of two years at the rank of Clinical Instructor and will have served full time at least one year at TWU.

### **Teaching**

The candidate must

- maintain current clinical expertise in teaching area(s);
- demonstrate excellence in all aspects of teaching;
- participate effectively in course development and evaluation.

### **Scholarship and other Creative Activities**

The candidate must

- share clinical expertise with colleagues in clinical settings;
- demonstrate potential to advance practice within the discipline as a result of his/her own clinical practice/research.

### **Service**

The candidate must

- contribute in a positive way to the mission of the component, college, and university;
- participate in recruitment, advising, and mentoring of students;
- demonstrate active involvement in professional and/or community organizations.

## **Appointment or Promotion to Associate Clinical Professor**

Initial appointment or promotion to the rank of Associate Clinical Professor shall be based upon a candidate's record of significant contributions commensurate with assignments in areas of: (1) teaching, advising or other instructional activities; (2) scholarship, research and/or other creative activities; and (3) university, professional, and public service. The completion of the appropriate master's degree and/or licensure in the discipline as well as minimum of six years of clinical practice and, if applicable, national certification in clinical specialty area is required. A doctoral degree or enrollment in a doctoral program is preferred. A minimum of three years of teaching experience in the clinical area(s) of expertise is preferred. \*\*

Normally, the candidate for promotion will have served full time a minimum of four years at the rank of Assistant Clinical Professor and will have served full time a minimum of two years at TWU.

### **Teaching**

The candidate must

- maintain current clinical expertise in teaching area(s);
- demonstrate excellence in all aspects of teaching;
- participate effectively in course development and evaluation;
- obtain assistant/associate/full membership on the Graduate Faculty, as appropriate.

### **Scholarship and other Creative Activities**

The candidate must

- serve as a mentor to colleagues in scholarship/clinical area of expertise;
- obtain and/or maintain national certification in clinical specialty area, when applicable;
- receive peer recognition as an expert in a specific area of clinical practice.

### **Service**

The candidate must

- contribute in a positive way to the mission of the component, college, and university;
- demonstrate leadership within the component and college;
- participate in recruitment, advising, and mentoring of students;
- demonstrate active involvement in professional and/or community organizations.

### **Appointment to Clinical Professor**

Initial appointment or promotion to the rank of Clinical Professor shall be made after a candidate has made continuous and sustained meritorious achievements commensurate with assignments in areas of: (1) teaching, advising or other instructional activities; (2) scholarly research or other creative activities; and, (3) professional, university and public service. The rank requires the completion of a doctorate in a field related to the clinical specialty and the appropriate professional master's degree and/or licensure in the discipline. A minimum of seven years of clinical practice is required as well as, if applicable, national certification in a clinical specialty area. A minimum of six years of teaching experience in the clinical area(s) of expertise is preferred. \*\*

Normally, the candidate for promotion will have served a minimum of six years full-time at the rank of Associate Clinical Professor and will have served full time a minimum of four years at TWU.

## **Teaching**

The candidate must

- maintain current clinical expertise in teaching area(s);
- demonstrate excellence in all aspects of teaching;
- demonstrate leadership in the development of academic programs;
- obtain/maintain associate/full membership on the Graduate Faculty, as appropriate;
- serve as a resource to other faculty.

## **Scholarship and other Creative Activities**

The candidate must

- serve as a scholar-mentor to colleagues in clinical area of expertise;
- maintain national certification in clinical specialty area, when applicable;
- receive peer recognition as an expert in a specific area of clinical practice;
- demonstrate potential to advance practice within the discipline as a result of his/her own clinical practice/research;
- disseminate the results of scholarly work in peer reviewed forums.

## **Service**

The candidate must

- contribute in a positive way to the mission of the component, college, and university;
- demonstrate leadership within the University;
- demonstrate leadership within professional and/or community organizations;
- serve as a mentor to students/student organizations.

\*\*Clinical practice may substitute for teaching experience for persons appointed to the clinical track at the discretion of the dean.

## **Standards for Lecturer Track Appointments and Promotion**

The instructional function of the University requires lecturers who can effectively communicate the content of the current body of knowledge and the latest research results in the classroom and other learning environments. In addition, some lecturer track faculty may participate in undergraduate and graduate projects, and may serve as content experts on masters and doctoral committees. Lecturers are not eligible for tenure.

Since teaching is an essential part of a lecturer track faculty appointment, effectiveness in teaching is an essential criterion for appointment or promotion. Lecturers must demonstrate command of their subject matter, continuous growth in content area, continuous development in instructional delivery systems and approaches, ability to

organize and convey material in a way that fosters learning, and ability to interact with students effectively. Evaluation of teaching should be based on a combination of peer review and student evaluation.

The following definitions of lecturer rank represent the minimum standards for promotion and are meant to provide equity and comparability across the University. Achievements of the candidate must be documented. Faculty members applying for promotion must also satisfy the applicable component requirements.

### **Appointment to Lecturer I**

Initial appointment to the rank of Lecturer I ordinarily requires the completion of a master's degree and/or certification in the discipline, and a minimum of one year of teaching experience in the area of content expertise.

### **Appointment or Promotion to Lecturer II**

Initial appointment or promotion to the rank of Lecturer II shall be based upon a candidate's record of contributions commensurate with assignments in areas of: (1) teaching, advising or other instructional activities; (2) scholarship, research and/or other creative activities; and (3) university, professional, and public service. The completion of a master's degree and/or certification in the discipline, and a minimum of four years of teaching experience at the rank of Lecturer I in the area of content expertise are ordinarily required. Normally, at least two of the four years of teaching at the rank of Lecturer I should have been completed at TWU.

### **Teaching**

The candidate must

- participate effectively in course development and evaluation;
- serve as a faculty advisor for students, as assigned;
- demonstrate excellence in all aspects of teaching;
- obtain assistant/associate/full membership on the Graduate Faculty, as appropriate;
- serve as content expert on professional paper/project committees, as appropriate.

### **Scholarship and other Creative Activities**

The candidate must

- share content expertise with colleagues;
- receive recognition as an expert in a content area through scholarly or professional presentations at local or state level and/or through scholarly or professional publications.

### **Service**

The candidate must

- contribute in a positive way to the mission of the component, college, and university;
- participate in component, campus, and/or college task forces or committees;
- participate in component, campus or college student recruitment activities;
- maintain active involvement in professional organizations.

### **Appointment or Promotion to Senior Lecturer**

Initial appointment or promotion to the rank of Senior Lecturer shall be based upon a candidate's record of contributions commensurate with assignments in areas of: (1) teaching, advising or other instructional activities; (2) scholarship, research and/or other creative activities; and (3) university, professional, and public service. The completion of a master's degree and/or certification in the discipline, and a minimum of four years of teaching experience at the rank of Lecturer II in the area of content expertise are ordinarily required. Normally, at least two of the four years of teaching at the rank of Lecturer II should have been completed at TWU.

### **Teaching**

The candidate must

- participate effectively in course development and evaluation;
- serve as a faculty advisor for students, as assigned;
- demonstrate excellence in all aspects of teaching;
- obtain assistant/associate/full membership on the Graduate Faculty, as appropriate;
- serve as content expert on professional paper/project and/or thesis/dissertation committees, as appropriate;
- mentor students in content area(s) of expertise.

### **Scholarship and other Creative Activities**

The candidate must

- serve as a resource to colleagues in content area of expertise;
- obtain and/or maintain national certification in content area, when applicable;
- receive peer recognition as an expert in content area through scholarly and/or professional presentations at regional or national level and/or through scholarly or professional publications.

### **Service**

The candidate must

- contribute in a positive way to the mission of the component, college, and university;
- serve in a leadership role on department, component or college committees and/or task forces;

- demonstrate active involvement in component, campus, college or university student recruitment activities;
- demonstrate active involvement in professional organizations.

### **Tenure Policies**

Faculty contracts at TWU are of three types: tenured, tenure track, and non-tenure track or term appointments. Individuals who have been awarded tenure by the TWU Board of Regents receive tenured contracts for each academic year. Faculty members who are on a tenure track appointment receive probationary contracts for each academic year that they are in the probationary period. Non-tenure track faculty receive term contracts that are renewable on an as needed basis. The written contracts for faculty are issued through the Office of the Provost, and each contract indicates whether the appointment is of tenured, tenure track, or term status

Academic tenure is defined as the employment condition under which faculty appointments, after successful completion of a probationary period, are continued, subject to the limitations described under “Limitations to Continued Tenure”. Tenure shall be held in the University with appointment in an academic component. The tenure policies of TWU conform to the high standards expected at leading institutions of higher education.

The Board of Regents of TWU, upon the recommendation of the President, is authorized to grant tenure to eligible full-time faculty members who have been reviewed and recommended according to the policies set out below.

#### **Eligibility for Consideration for Tenure**

To be eligible for consideration for tenure, a faculty member must be employed full time for teaching and/or academic administration and hold the rank of Assistant Professor, Associate Professor, or Professor.

A Chancellor, President, or other academic administrator who will hold rank in an academic component will be evaluated as a candidate for tenure by the component peer review committee (PRC). If a candidate for administrative appointment is approved by the academic component peer review committee, immediate tenure may be granted.

Persons holding adjunct, interim, emeritus, visiting, and/or part-time appointments; lecturers; clinical ranks; research ranks; artists-in-residence; writers-in-residence; designers-in-residence; or other professionals-in-residence do not earn credit toward tenure.

The policies concerning the granting of tenure, as well as all other aspects of policies regarding non-reappointment and resignation, apply only to full-time faculty members in service of the University.

The probationary appointment is that period of professional service during which a faculty member on tenure track does not hold tenure and is subject to reappointment based upon evaluation of her/his professional qualifications and performance.

Recommendations for non-reappointment of tenure track faculty during the probationary period are governed by the following policy: notice of termination of the appointment for the following academic year must be given in writing not later than March 1 of the first full year of the probationary service and not later than December 15 of the second consecutive academic year of probationary service. For the tenure track faculty member with two or more academic years of employment at TWU, notice of intention to give a terminal contract must occur by August 1 preceding the faculty member's last academic year of service.

The probationary period at TWU may not exceed seven years. By the end of the six-year period, the faculty member is awarded tenure or a one-year terminal contract.

The probationary period may be reduced to four years when a faculty member is employed by TWU after probationary service on faculties of other institutions of higher learning provided this agreement is made at the time of the initial appointment.

Time spent on a paid or unpaid leave of absence shall not be counted toward the probationary period of service unless the Provost and Vice President for Academic Affairs and the faculty member agree at the time the leave is granted that the purpose of the leave is such that it shall count in the probationary period. A copy of the letter granting the leave shall be included in the faculty member's personnel file.

The probationary period may be waived in rare cases when a distinguished faculty member, who is tenured at another university, is employed by TWU, subject to the approval of the PRC of the academic component.

### **Criteria for Consideration for Tenure**

Tenure decisions require a thorough review of the qualifications, record, future potential, and evaluation of the candidate for tenure as well as careful consideration of the current and future needs and plans of the academic component and university. Tenure is never granted automatically to any candidate. The granting of tenure status is a major decision and should not be considered as automatic once the faculty member enters or completes the probationary period. Enrollment history and projections and program needs will be taken into account in determining whether tenure should be awarded. A decision not to award tenure is not necessarily a reflection of the competencies or service of probationary faculty members. The statements below are the primary criteria considered important at TWU in making a tenure recommendation. Exceptions to these criteria, while possible, will be rare.

The PRC of the academic component is responsible for tenure recommendations. Specific qualifications, such as a terminal degree or an equivalent qualification in the discipline,

are to be determined by the appropriate academic component and will be considered together with other professional qualifications and accomplishments, including teaching competence, in the candidate's field of academic endeavor.

There must be evidence of continuing high-quality professional performance during the probationary period with emphasis upon teaching, scholarship, and service as mutually supportive activities. It is also understood that when tenure is awarded, there is an expectation for continued high-quality performance.

### **Limitations to Continued Tenure**

When tenure has been granted a faculty member, that person shall remain in the continuing employment of the University unless the faculty member meets one of the following conditions: termination for cause with due process; voluntary retirement or an appointment on a modified retirement plan; resignation; termination as a result of bona fide financial exigency or program termination or reduction; inability to fulfill the terms and conditions of the appointment due to physical or mental incapacity. Continued tenure also is subject to the TWU Post-Tenure Review Policy.

### **Termination of a Tenured Faculty Member as a Result of Bona Fide Financial Exigency or Program Termination**

A tenured faculty member affected by one of the aforementioned conditions necessitating a reduction in staff shall be given the opportunity for reappointment in a related area under the following conditions: the faculty member must be qualified professionally to serve in such area and such position must be available; or, any tenured faculty member appointed to a related area under these circumstances has the right of reappointment to the previous position if it is subsequently reestablished within five years.

## **Promotion and Tenure Review Procedures**

### **Establishment of Component Standards**

Specific criteria to evaluate performance and productivity will be developed in compliance with University promotion and tenure standards by the full-time regular faculty in each individual component and submitted for review and approval by the (1) department chair (component administrator), (2) College Dean, (3) Faculty Evaluation and Development Committee (FEDC), (4) University Promotion and Tenure Committee, and (5) Provost/VPAA. Where appropriate, separate criteria may be developed at the program level.

### **Submission and Review Process**

The submission of a candidate's portfolio will follow the University calendar of promotion and tenure review. The candidate's portfolio will be closed at the time of submission and no new materials may be added to the main body of the portfolio, with

the exception of the following. The candidate may submit to the chair of the PRC, for placement in the portfolio, relevant “update” information that verifies a change in status of achievements referenced in the portfolio. For example, if a faculty member receives notification that one of the publications or grants listed as “in review” or “proposed” has been accepted for publication or funding, the candidate may submit documentation to this effect. Additionally, the chair of the component will add letters from external referees to the portfolio prior to the PRC review of the portfolio.

At any level during the review process, the candidate may submit a statement correcting factual errors in the report within seven days of receiving the report. The statement, which may not exceed one page, is forwarded to the next level as a permanent part of the portfolio. This action will not change the evaluation timelines.

At each level of review, recommendations are advisory only. Access to the portfolio will be limited to the appropriate personnel at each review level (PRC, University Promotion and Tenure Committee, administrators, and staff appropriate to the level of review) in order to maintain confidentiality.

### **External Review Process**

Application for tenure and/or promotion to Associate Professor or Professor require external review of a candidate’s record of scholarship and service to the profession. This requirement does not apply to lecturer or clinical track promotions. The use of external reviewers is a common and respected method for evaluating the work of colleagues for promotion and tenure. External reviewers provide objective, informed, and unbiased evaluative information.

Each candidate will generate a rank-ordered list of three qualified external referees, with all contact information, and the component PRC will generate a second rank-ordered list of three additional qualified external referees. The component administrator will select one name from each list. Should a selected referee decline to serve, the component administrator will contact other qualified external referees from the lists submitted to secure two external referees. Candidates may also submit a list, with justifications, of persons who may pose a conflict and whom they would prefer TWU did not contact.

External referees should be tenured faculty members of at least the same rank as the candidate being considered with a recognized record in the candidate’s discipline. When appropriate, some referees could be professionals with a recognized record in non-university positions in the candidate’s field. In general, they will not have been employed by TWU at the same time as the candidate, nor be former professors of, or co-workers (in the same institution) with the candidate, nor have co-authored professional papers or projects with the candidate. Exceptions may be made under mitigating circumstances. Relatives, current students, or former students of the candidate are ineligible to serve as external referees. If there are questions about the appropriateness of a proposed external reviewer, the decision will be made by the college dean. Candidates may solicit additional support letters from colleagues, students, and other professional acquaintances

as part of their application portfolio. Such letters serve a different function from those of external reviewers.

In cases in which the candidate's work involves more than one discipline or field, reviewers should be selected to provide a range of expertise that matches that of the candidate. This is particularly important for candidates whose work is interdisciplinary. Referees will be contacted by the chair of the component. External referees will be asked to comment on the quality, significance, and impact of the candidate's scholarship and service to the profession.

External referees will be given copies of the candidate's curriculum vitae, candidate's workload reports, recent reprints, and the candidate's narrative statements regarding goals and accomplishments in scholarship and service. They will also receive a copy of the component and University promotion and tenure criteria. External referees will be expected to provide informed objective evaluations.

The chair of the component will place the letters in the candidate's portfolio prior to the committee review. No honoraria will be paid to external referees. The dean of the college, however, will send a letter of appreciation to all external referees.

### **Component Peer Review Committee (PRC)**

The purpose of the PRC is to review a candidate's portfolio and make a recommendation based on the University standards and component criteria for promotion and tenure. All deliberations in the PRC are to be kept in strict confidence.

Each academic component shall have a PRC composed of three tenured faculty members. Faculty members holding line administrative appointments are excluded from PRC service. If the component does not have three tenured faculty members, tenured faculty members from other components must be elected to serve on the component PRC. A faculty member shall not serve as a PRC member when she/he is being reviewed for promotion. Members of the PRC shall be elected by written, secret ballot by component faculty members and serve for three-year staggered terms. One member shall be elected by component faculty members, by written secret ballot, to serve as the chairperson for a one year term.

In the case of joint appointments, the faculty member should be evaluated in the component where major time is spent; if time is spent equally, the faculty member may choose the component.

The PRC Chair shall submit the committee's final report, including rationale for its recommendations, and all minority reports regarding promotion and tenure to the component administrator. Any committee member may attach a signed minority report to the PRC report. A minority report is defined as a written statement indicating reasons for dissenting from a majority position. A copy of the final report, including minority reports, will go to the candidate.

### **Component Administrator Review**

The component chair or appropriate administrator shall review the recommendations and reports of the PRC and prepare a final report of her/his recommendations for promotion and/or tenure, including rationale, to accompany the candidate's portfolio for submission to the dean. A copy of the report will go to the candidate and the chair of the PRC.

### **College Dean Review**

The dean shall review the recommendations from the PRC and the component administrator and prepare a final report of her/his recommendations for promotion and/or tenure, with rationale, to accompany the candidate's portfolio for submission to the University Promotion and Tenure Committee. A copy of the report will go to the candidate, the chair of the PRC, and the component administrator.

### **University Promotion and Tenure Committee Review**

The purpose of the committee is to review candidates' portfolios and make recommendations for tenure and/or promotion. To this end, the committee will ensure that: (1) consistent standards for promotion and tenure exist across the University; (2) appropriate procedures were followed at all levels prior to the University Promotion and Tenure Committee review; and (3) University standards and component criteria for promotion and tenure criteria have been met by each candidate.

The University Promotion and Tenure Committee will be composed of eleven voting members. Representation will be as follows:

<b>College</b>	<b>Number of Representatives</b>
Arts and Sciences	4
Professional Education	2
Health Sciences	3
Nursing	2
Total	11

All faculty members elected to serve on the University Promotion and Tenure Committee must be full-time tenured faculty members with a minimum of two years experience at TWU. At least one member from a college shall be a Professor. Committee members will be elected for staggered 3-year terms and may serve no more than two consecutive terms.

Elected members may not serve during the year when they are a candidate for promotion and/or tenure. In this circumstance, the college will elect a substitute member to serve during the academic year in which the elected member is being considered for promotion and/or tenure. The originally elected member will then serve the remainder of the elected term.

Each college will develop internal procedures to elect representatives to serve on the University Promotion and Tenure Committee. Elections may be held by mail ballot or at a meeting of all full-time regular college faculty, but must include the following minimum procedures. All full-time regular faculty members shall have an opportunity to nominate individuals to serve. Qualified faculty may self-nominate. All nominees must agree to serve. Balloting must be by written, secret ballot. If the election is conducted by mail, ballots will be distributed to all full-time regular faculty in the college. Completed ballots must be placed in a sealed envelope and returned to the dean's office in a separate envelope that contains the signature of the voting faculty member on the seal of the envelope. The dean's office is responsible for counting the ballots and maintaining a separate list of faculty who voted in the election.

Election will be determined by plurality of votes. In the case of a tie vote, the election shall be determined by lot. Elections must be conducted by the last Friday in September.

The chairperson of the University Promotion and Tenure Committee is elected by the committee and shall have a minimum of one year of service on the committee. Members of a candidate's PRC shall recuse themselves from reviewing the candidate's portfolio at the level of the University committee review.

The committee shall prepare a final report, including rationale for its recommendations, to accompany the candidate's portfolio for submission to the Provost/VPAA. A copy of the report will go to the candidate, the chair of the PRC, the component administrator, and the dean.

### **Provost/VPAA Review**

The Provost shall review the recommendations made at each level of review and prepare a recommendation for promotion and/or tenure, to accompany the candidate's portfolio for submission to the Chancellor. The candidate, the chair of the PRC, the component administrator, the dean, and the chair of the University Promotion and Tenure Committee shall be notified of the Provost's recommendation.

### **Chancellor Review**

The Chancellor shall review the recommendations made at each level of review and prepare a recommendation for promotion and/or tenure, to accompany the candidate's portfolio for submission to the Board of Regents. The candidate, the chair of the PRC, the component administrator, the dean, the chair of the University Promotion and Tenure Committee, and the Provost shall be notified of the Chancellor's recommendation.

At this point, if the recommendation is to deny promotion and/or tenure, the faculty member may request a review by the Faculty Review Committee.

## **Exceptions and/or Extenuating Circumstances**

Any unusual situations not apparently covered by this policy should be brought to the attention of the component administrator and dean. If an interpretation of university intent is required, the dean shall bring this matter to the attention of the Provost for interpretation.

## **Conditions Under Which the Tenure Clock May Be Stopped**

An extension of the tenure track probationary period is allowable under certain circumstances.

A tenure track faculty member who determines that personal circumstances merit an extension of the tenure clock may make a written request to her or his component administrator specifying the reasons and including supporting documentation. Requests should be made at the time that circumstances warrant and shall not be made later than the end of the spring semester before the faculty member's sixth year of full-time probationary service. A request for stopping the tenure clock is limited to one year.

The Provost shall decide whether to grant the extension after considering the faculty member's written request, the supporting documentation, and the recommendations of the component administrator and dean.

Scholarship accomplished during a stop in the tenure clock shall be counted as part of a candidate's probationary record, and standards for tenure shall not be altered because of a delay in the tenure clock.

Circumstances that may justify the extension include the following. In all cases, a written request including documentation must be submitted to the Provost for final approval.

- Childbirth or adoption
  - University approved leaves of absence
- Military leave of absence or active duty participation through involuntary induction or activated reserve unit.